

**UNIVERSITY OF ZULULAND**

**ECONOMICS TEACHERS' PERSPECTIVES ON IN-SERVICE PROFESSIONAL  
DEVELOPMENT IN SOUTH AFRICA AND NIGERIA**

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**NOVEMBER 2019**

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DEVELOPMENT IN SOUTH AFRICA AND NIGERIA**

**BY**

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**A thesis submitted in the fulfillment of the requirements for the degree of**

**DOCTOR OF PHILOSOPHY (EDUCATION)**

**IN THE FACULTY OF EDUCATION**

**The Department of**

**Curriculum and Instructional studies**

**UNIVERSITY OF ZULULAND, SOUTH AFRICA**

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**NOVEMBER 2019**

## DECLARATION

I, Oluwatoyin Ayodele Ajani, declare that the thesis entitled: **Economics Teachers' Perspectives on In-Service Professional Development in South Africa and Nigeria** is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references. It has been submitted for the degree of Doctor of Philosophy (Education) the University of Zululand. It has not been submitted for any degree in any other university.

**CANDIDATE SIGNATURE:** \_\_\_\_\_

**SUPERVISOR'S SIGNATURE**\_\_\_\_\_

**CO-SUPERVISOR'S SIGNATURE**\_\_\_\_\_

**Date:** .....

## **ACKNOWLEDGEMENTS**

First and foremost, I wish to appreciate the Almighty God, for his gift of wisdom, grace and strength needed to complete this study, I am grateful oh Lord! I am deeply grateful to my supervisors, Dr Samantha Govender and Dr Nkhensani Maluleke for their consistent and unflinching professional guidance and support towards the successful completion of this study. A very big thank you to the two of you! It's been wonderful working with you.

To my beautiful and very supportive wife, Betty Ajani, thank you for your love, sacrifices, prayers and support throughout this period. Special thanks to my kids, who had to bear with me for the period of my being away during the study periods. Thanks to my Mother for her prayers over me and for giving me foundation on which I have been building upon.

My sincere appreciation to the following people who greatly contributed and assisted me in this research; the Economics teachers and their Heads of Departments who sacrificed their time and responded to my questionnaires and participated in the semi-structured interviews and focus group interviews. This study could not have been completed without your contributions during the data collection process.

I also appreciate the contributions of these wonderful people for their great assistance, zeal and inspiration to pursue this study, Dr Abayomi Owolabi, Dr Moses Ayoola, Dr Chinaza Uleanya, Dr Sunny Olaniran, Dr Segun Oke, Victor Abegunde who assisted with the quantitative analysis, Olumuyiwa Kehinde and others. I also appreciate the likes of Nontobeko Khumalo, Dr Pan Nkosi Ndaba, and Mr Tshabalala for their hospitality.

## **DEDICATION**

Dedicated to my wife, Betty Ajani, my strength, my angel, and my pillar, for her indefatigable support towards me and also to my wonderful kids for bearing with me, during my absence throughout this academic journey.

Also to my late father, High Chief Emmanuel Olapade Ajani (JP) who gave me the foundation upon which I have been building on.

## **ABSTRACT**

This mixed method study explored Economics teachers' perspectives on in-service professional development in South Africa and Nigeria. The aims of the study were to explore teachers' views on how they were in-serviced, their needed professional development, how these needs were met and the existing quality and nature of in-service professional development in South Africa and Nigeria. Theories of andragogy and experientialism underpinned this study. Existing related literature on professional development across the globe, South Africa and Nigeria were extensively reviewed. Data for this study were constructed and collected through questionnaires, semi-structured interviews and focus group interviews.

Eighty teachers were respondents to the questionnaire, six Heads of Departments for semi-structured interviews and 10 teachers for focus group interviews. Data analysis, interpretation and discussions were guided by mixed method and an interpretive paradigm that values the objective understanding of the teachers' views. Findings revealed that despite the significance of professional development activities in enhancing classroom practices as established in both countries, the regular and timely participation of teachers in these IPD was not frequently adequate. Findings also showed that participation of teachers in various IPD activities; promote teachers' creativity in the design and use of teaching and learning support materials (TLSM) in their classroom practices. It was also revealed that the contents of the IPD did not focus on classroom needs of the teachers sometimes, while the teachers were not adequately and equally supported by the School Management Teams to attend IPD activities regularly, as well as lack of adequate support towards teaching and learning from some SMTs.

The study also indicated inappropriate timing for teachers' participation in IPD activities, inadequate teaching and learning resources, lack of ICT based training/activities and lack of adequate follow-up on teachers' implementation of IPD in their classroom practices as some of the challenges of teachers' in-service professional development in both countries. The findings revealed that teachers preferred in-service professional development activities that will not disrupt their teaching schedules, preferably at the beginning or end of every term. The study confirms that there were inadequate professional development activities for teachers to enhance their classroom practices in South Africa and Nigeria.

The study therefore recommended that assessment of teachers should be done to determine needed professional development activities of teachers, adequate feedback mechanism should be devised to follow-up and support teachers on in-service professional development activities, while the School Management Team should support teaching and learning in schools adequately.

The study also recommended that teachers should be supported to participate regularly in appropriate professional development activities, this will ensure repackaging of IPD structures where teachers will be involved in the planning of curriculum contents of their IPD based on the assessment of their classroom/professional needs. Increase in the frequencies of teachers' attendance in various IPD activities, as well as proper monitoring for feedbacks on teachers' classroom practices, to ensure classroom implementation of IPD knowledge and benefits was also recommended.

Conclusively, for effective in-service professional development in schools, the study recommended learner-centred teachers' professional development (LTPM) model; a systematic approach-model which can improve teachers' classroom practices.

**Keywords:** professional development, regularity, in-service professional development, Economics, classroom practices

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# CHAPTER ONE

## ORIENTATION TO THE STUDY

### 1.1 Introduction

Every profession demands and calls for continuous professional empowerment with modern trends in knowledge and skills, which enables professionals to be relevant in their chosen careers; teaching, the mother of all professions is no exception from this clarion call (Boyle & Lamprianou, 2005). In-service professional development training provides various approaches for effective and quality delivery of classroom instructional tasks that can improve learners' academic performance (Knight & Wiseman, 2005; Desimone, Smith & Ueno, 2006).

King and Newman (2001) ascertained that the roles of Economics teachers in the teaching and learning demand that they engage in regular in-service professional development, to equip them with skills, knowledge and dispositions critical to effective performance. Professional development of Economics teachers is fast becoming a necessity in most parts of the world. This is perceived to be the most appropriate medium of promoting effectiveness of teaching and learning of Economics, and to make these teachers conversant with the trends in the teaching and learning of Economics in high schools.

In-service professional development training is viewed through various perspectives by teachers and is increasingly becoming a priority in most countries throughout the world. This study intends to specifically explore Economics teachers' views on in-service professional development training as an approach towards effective improvement of instructional practices that could deliver quality education. Jayaram, Moffit and Scott (2012) declare that despite this general acceptance of in-service professional development as an essential ingredient to the improvement of education, reviews on in-service professional development research constantly point out towards the ineffectiveness of most of the in-service professional development programmes. Furthermore, many teachers express dissatisfaction with the professional development opportunities they obtain in schools and insist

that the most effective development programmes that they have experienced were self-initiated (Jita & Mokhele, 2012).

Many efforts have been placed on improving learners' performance through effective development of teachers through various in-service training for teaching and learning (Wanzare & Ward, 2000; Mashile, 2002). Economics teachers facilitate knowledge, skills, information and ideas in learners. The quality of teachers determines what a teacher imparts to his/her learner, this means that a teacher who is handicap in knowledge cannot fulfill his purpose of being in that profession, thus the teaching of Economics demands regular and quality professional development programmes for these teachers.

Johnson and Donaldson (2007) claim that various stakeholders responsible for regular development of teachers in schools have been engaging in a series of professional development training. However, some Economics teachers in my teaching days in Nigeria viewed these training and programmes as been targeted for some selected subjects only, not being accessed by every Economics teacher, while some may not be appropriate for Economics as a subject. These programmes may be rated as either adequate/inadequate, regular/irregular or simply relevant/irrelevant based on the perspectives of individual teachers. Alabi (2002) stated that a school system's most important asset is its teaching force, thus they need to be appropriately and continuously developed.

The most important investment a school board, administrators and parents can make, in a school system is to ensure that teachers continue to learn and are professionally developed on an on-going basis. Economics is one of the key subjects offered in high schools in both South Africa and Nigeria. It is evident that teachers have access to limited professional development to boost their skills (King & Newman, 2007). This admits that Economics teachers are no exemptions of this gap! This concept of in-service professional development is relatively new in the African continent; although Nigerian and South African are leading countries in the provision of professional development in the continent, but are yet to considerably immerse their teachers in sustainable professional development programmes.

Economics teachers' perspectives to available in-service professional development will be the focus of this study. Continuous, high-quality professional development is essential to the nation's goal of high standards of learning for every child, if education for sustainable development is to be realized. Researchers (Boyle & Lamprianou, 2005; Desimone, Smith & Ueno, 2012) have delved into teachers' professional development to enhance quality delivery of instructional tasks for effective teaching and learning. This is to improve teachers' mastery of the subjects. However, much of the research studies on Economics teachers' in-service professional development (IPD) have yielded disappointing results regarding its effectiveness in helping teachers to improve instructional practices and even more disappointing results regarding its impact on student learning and achievement (Alabi, 2002; Latta & Wunder, 2012).

While helping teachers broaden their subject-matter and pedagogical knowledge may seem simple, it is to ascertain Economics teachers' perspectives to in-service professional development on improving their actual classroom practices to be even more effective in teaching and better performance in Economics (Borko, 2004). One common argument put forth to explain these difficulties is that IPD has not adequately responded to effective teaching and learning of Economics in South African and Nigerian secondary schools (McNeil, 2004). This idea is consistent with Desimone's (2009) conceptual framework, according to which being coherent with a teacher's own motivations and needs is one of the critical features for effective IPD (Bassegy, Bassegy, Ojua & Ottong, 2011).

Despite the general acceptance of in-service professional development of teachers, as avenues to improve teaching and learning, studies have submitted that teachers' views of in-service training affect the efficacy of teaching and learning (McAllister & Hadjri, 2013). There is a consensus that many continuing professional development (CPD) programmes are yet to understand professional development from the teachers' perspectives. The key question from this perspective is what drives teachers to enlist in these programmes and how such programmes can make a difference to the teachers and their classroom practice.

It is noted that there is limited research on Economics teachers' in-service professional development (Alexander & Swaffield, 2012; Dufour & Dufour, 2012; Edmond & Hayler, 2013), therefore; the present study seeks to fill the paucity of Economics teachers' perspectives of in-service professional development. The study aims to explore Economics teachers' perspectives of in-service professional development; it is imperative to explore these perspectives within their context so as to improve their professional practice.

## **1.2 Problem Statement**

Teaching, like every other profession, deserves Professional development of its personnel. The main purpose of the professional development is to improve teachers' classroom instructional tasks delivery, which in turn promotes academic excellence in learners. There is a strong connection between teachers' knowledge and the learners' performance. Teachers to a large extent, determine the academic performance of learners, based on the disseminated knowledge to their learners (Clotfelter, Ladd, & Vigdo, 2010; Carnoy & Arends, 2012). This is why there is need to place much emphasis on professional development of teachers to improve quality of teachers' classroom practices in any country.

Teachers in different African countries have been unsatisfied with the available and frequency of in-service professional development activities (Chikoko, 2007; Department of Education, 2007; Jita & Ndlalane, 2009; Egbo, 2011; Israel, 2012; Mphahlele, 2012; Gates & Gates, 2014). The rationale for this study therefore is based on the need to explore teachers' in-service professional development experiences in South African and Nigerian High schools as part of the schools' development of teachers. In-service Professional development programmes have been continuously and adequately designed in developed countries like United Kingdom, United States of America, Canada, Denmark and most European countries, as functional means or avenues to promote and sustain teachers' classroom instructional practices for learners' academic excellence (Giordano, 2008). According to a USA study conducted by Mizell (2010), a teacher can never

know enough about how a student learns, what impedes a student's learning, and how their classroom instructions can increase learning. Mizell strongly believes that professional development is the only means for teachers to gain such knowledge; and advocates that students will always learn more if their teachers regularly engage in high-quality on-going professional development.

South Africa and Nigeria as leading developing countries in Africa are yet to catch up on professional development of their teachers. However, these two giant countries are yet to catch up with the trend of in-service professional development in the developed countries. These two countries are seen as drivers to other countries in the African continent, though, various professional development activities are regularly designed for teachers but these can be described as "one size fit all". Professional development programmes in these countries are done generally for teachers; however, there are seldom subjects based professional development. South Africa and Nigeria have subject advisors, but there is not much indication of professional activities designed specifically for subject teachers. In-service professional development programmes are beneficial to the teachers, as they help to counter teacher isolation, reduce stress in teaching (Mujus, 2008) and provide teachers with unique instructional tasks delivery system (Jita & Mokhele, 2014). There is limited research which indicates whether Economics teachers in South Africa and Nigeria experience similar benefits of in-service professional development programmes.

Despite the widespread use of in-service professional development as innovation for teacher development and improvement in instructional tasks delivery in classroom teaching and learning, not much efficacy is documented about the success of achieving intended instructional purposes in subjects (Jita & Ndlalane, 2009; Jita & Mokhele, 2014). While a number of studies have been conducted in South Africa and Nigeria on teacher professional development, they focus more on primary schools and heads of schools with not much documented evidence on high school subject teachers (Chikoko, 2007; Delport & Makaye, 2009; Maphosa, Mutekwe, Machingambi, Wadyesango & Ndofirepi, 2013).

These studies have revealed various perspectives to professional development ranging from lack of support from the school heads, poor funding for professional development activities, selection of few teachers, concentration on particular subjects for professional development, etc. These studies provide a basis for further research on professional development of teachers in different subjects. The present study will explore and establish Economics teachers' perspectives of in-service professional development in South Africa and Nigeria, and how these can be addressed to improve teaching and learning of Economics in high schools. Equally important is the fact that no evidence of how the needs of Economics teachers for in-service professional development have been met. In my review of various existing literature, I have not found any published studies on Economics teachers' perspectives of in-service professional development in South Africa and Nigeria, a gap that calls for this study.

There is paucity of research studies on professional development of Economics teachers as a core subject that should be given attention like Mathematics and English by the stakeholders. Few research studies have been carried out on education in high school level, and have focused on teachers' methods of teaching and other resources within the schooling systems (Adepoju & Raji, 2004; Aluko, 2007; Sondlo & Subotzky, 2010; Lysaker & Furusness, 2011) although Sondlo and Subotzky (2010); Lysaker and Furusness (2011) investigate the teachers' perspectives in the levels of usefulness of the in-service training they receive or not receive as they affect their teaching abilities in their classrooms. It is for this reason that this study aims to explore teachers' perspectives on the in-service professional development for the teaching and learning of Economics in South African and Nigerian high schools.

This study's unique contributions therefore, will explore and establish Economics teachers' perspectives of what in-service professional development mean to them, how their needs for professional development could be met by the in-service professional development programme and the quality and nature of the preferred in-service professional development that could promote quality education in Economics in South African and Nigerian high schools.

The following research questions emanated from the formulation of the problem and they are:

- 1.2.1. What are Economics teachers' perspectives about how they are in-serviced through professional development to teach Economics effectively in South African and Nigerian schools?
- 1.2.2. What are the needs for in-service professional development of Economics teachers and how are these needs met?
- 1.2.3. What are the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation?

### **1.3 Objectives of the Study**

In order to actualize the aforementioned aims, the study is designed to achieve the following objectives:

- 1.3.1. To establish Economics teachers' perspectives about how they are in-serviced through professional development to teach effectively in South African and Nigerian schools.
- 1.3.2. To investigate the needs for in-service professional development of Economics teachers and how these needs are met.
- 1.3.3. To determine the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation.

### **1.4. Contribution to the Body of Knowledge**

This study will reveal the perspectives of the Economics teachers to in-service professional development on the teaching and learning of Economics in selected secondary schools, to understand teachers' views on IPD in the contexts of South Africa and Nigeria which will make a unique contribution towards in-service

professional development. It is useful to understand these teachers' perspectives so as to provide the necessary support accordingly. It is also envisaged that the findings would assist the district authorities to adaptively plan in-service professional development training that will improve the teaching and learning of Economics, and also improve academic performance in the Economics examinations. It would also serve as reference material for policy makers to improve the quality of teaching in Economics and assess the effectiveness of invested funds on the in-service professional development training for these teachers of Economics in the selected secondary schools in South Africa and Nigeria.

### **1.5. Operational Definition of Terms**

It is necessary to clarify the following terms that was used in the study:

#### **1.5.1 Professional Development:**

This refers to all forms of training or activities directed towards improving Economics teachers towards effective instructional tasks delivery in teaching and learning of Economics in secondary schools that result in better performance of learners in Economics. It covers formal and in-formal experiences, such as workshops, conferences, mentor-mentee schemes, etc (Hord, 2009).

#### **1.5.2 Access:**

Access indicates regularity and frequencies of Economics teachers' participations in- service professional development to improve their skills. It explains how they access various activities of in-service trainings for Economics teachers in secondary schools (Akoojee & Nkomo, 2007).

#### **1.5.3 Economics:**

Economics as one of the subject offered to learners in high schools; it is a science which studies aspects of human behaviour that are concerned with acquiring and utilising limited means. These limited means are used in various ways. Economics

as a school subject, teaches learners on scarcity and choice, production of goods and services and distribution thereof (Mohr & Fourie, 1995).

#### **1.5.4 In-service professional development**

All forms of formal training that Economics teachers can access while in the service to enhance their teaching skills and to introduce them to new curriculum or policies in Economics and education as a whole (Bolam, 2003).

### **1.6 Preliminary Chapter Division**

The study chapters were organised as follows:

#### **Chapter One: Orientation to the Study**

This chapter provided the orientation for the study, the research problem statement, purpose of the study, research questions and objectives of the study, contribution to the body of knowledge, and operational definition of terms. An outline for the whole study was presented.

#### **Chapter Two: Literature Review**

This chapter presented previous and relevant research studies related to the study. Furthermore, a detailed overview of the theoretical framework was presented on teachers' perspectives on in-service professional development in South Africa and Nigeria.

#### **Chapter Three: Research Methodology**

This chapter focused on the research design and methodology that was used and followed to conduct this study. It detailed the paradigm, design, targeted population and sampling procedures with detailed information on instruments used for data collection and procedures and processes of data analysis.

## **Chapter Four: Data Analysis and Interpretation**

This chapter detailed how collected data was analysed and presented. The chapter provided the presentation of main findings of the study, which were done in accordance with both quantitative and qualitative research requirements.

## **Chapter Five: Summary, Conclusions and Recommendations**

Summary, conclusions according to the research objectives, recommendations, implications of the study and avenues for further research studies were presented in this chapter.

### **1.7. Chapter Summary**

In this chapter, the researcher presented the orientation to the study, the problem statement and research purpose for the study. Aims of the study were formulated and presented for study's rationale and its contribution to the body of knowledge. The researcher presented the research questions which were aligned to the research objectives and also provided the operational definition of terms for the study. The structure for the entire research study was clearly outlined. The next chapter extensively focuses on the theoretical framework that underpins the study and review of the related literature to the key areas of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the theories of both andragogy and the experientialism that underpin the study are discussed. Secondly, the chapter focuses on national and international studies about teacher professional development. The chapter also highlights the limitations and gaps of several research studies on teacher in-service professional development. Thirdly, the chapter also delves into the nature and quality of teacher in-service professional development in South Africa and Nigeria. It further shows how the needs of teachers for professional development are addressed and how these needs are met. The chapter ends by indicating a contextual literature gap, as studies in teacher professional development have been conducted in developed countries, with limited studies conducted in developing countries.

#### **2.2 Theoretical Framework**

This study anchors on two prominent theoretical frameworks that underpin perspectives of Economics teachers on in-service professional development. First is the theory of andragogy, which explains the roles of adult learning in the knowledge and skills acquisition from in-service professional development and secondly, experiential theory which explains why experience is so significant in the professional development of teachers.

##### **2.2.1 Andragogy theory of learning**

Andragogy, an adult learning theory, defines “scientific fundamentals of the activities of teachers and the learners in planning, realizing, evaluating, and correcting adults through learning” (Zmeyov, 1998:106). Andragogy means leaders of man. Dusan Savicevic, a prominent Yugoslavian educationalist introduced the term “Andragogy” to Malcolm Knowles in 1967, however, the term was first coined

by a German educator, Alexander Kapp, in 1833. It was Malcolm Knowles who gave the term prominence through his adult learning theory.

Andragogy as a theory, places emphasis on adult learners being taught differently from children, adult learners desire or need to be taken through the learning processes differently from that of children (Knowles, 1975, 1980, 1984a, 1984b, Knowles, Holton, & Swanson, 1998; Lawler 2003; King & Lawler, 2003; Birzer, 2004). Knowles (1980) however identifies five assumptions upon which andragogy are premised:

***Self- concept of learners:*** Adult learners take part in learning to develop their own concept because they possess mature minds that direct their own learning. They arrive at more secured self-concepts which children cannot generate. Learning in adult learning makes mature adult learners to generate self-concepts that enhance new knowledge or learning. Implication of this assumption is the participation of teachers as adult learners in professional development activities, where they engage their self-concepts within in-service professional development to move from being dependent in their teaching towards being self-directed teachers. When they come into the profession, they depend on older, experienced teachers for everything in relation to their classroom teaching, but as they grow in the profession, they develop themselves with available teacher in-service developmental activities that can make them independent and self-directed in regular teaching. This means, there is passion within to be developed and equipped with skills to function effectively in the teaching profession. Teachers are opened to activities that benefit them as better professionals in the classrooms. At this stage, teachers embrace professional development activities that can be helpful to their learners.

***Experience:*** Adult learners are conscious of their past experience in learning as adults, they draw from the past experience to conceptualise new learning. Adoption of this to teacher in-service professional development promotes accumulation of growing reservoirs of experience for improved teaching and learning activities that can be shared among teachers. Their pool of experience becomes an increasing resource for learning amongst themselves. Knowles (1980) states that the essence of adult learning is to brainstorm together as adults that have common goals to

deliberate and share together for better future experience. When teachers of different years of experience converge, they share experience to help one another more specifically in relation to best classroom practices that can improve learners' performance.

***Readiness to learn:*** As adult learners, teachers are ready to learn regardless of the environment or circumstances. They attach value to learning and are prompted to be focused. Teachers will always be ready to learn to improve their classroom teaching. As they mature in the profession, their readiness to learn becomes increasingly oriented towards the developmental tasks of their social roles. Teachers are saddled with much responsibility; thus, these teachers need to regularly develop themselves to fit into modern and dynamic trends in subject delivery and to facilitate learning in the easiest way that is less stressful, thereby enabling learners to engage freely and willingly in learning tasks.

***Practical reasons to acquire learning:*** Adult Learners according to this theory, use practical means for learning, problem solving approach that result into new learning. This orientation promotes learning activities in teacher in-service professional development. Teachers' orientation to learning keeps getting higher as they mature in the teaching of the subject. Ajani (2018) explains that andragogy clamours for adult learning based on self-direction, the teachers are the drivers of what they need to learn that can be adopted into their classroom practice. Teachers' willingness to develop themselves professionally becomes a passion and self-desire, and determine the nature of in-service professional development they need. Their quest for changes from the known, promote application of the knowledge from their experience from IPD activities to what can adopted into classroom practices. This gives a paradigm shift from subject-centredness to problem-centredness.

Teachers' readiness to learn as adult-learners promotes improved classroom practices; this motivates application of knowledge and skills from IPD to classroom practices for learners' improvement.

***Internal motivation to learn:*** Knowles (1984) and Smith (2002) declare that as adults mature, the motivation to learn is internal contrarily to the children that learn based on external motivation such as rewards and punishments. Adoption of this

into this study affirms that teachers develop internal motivation to improve classroom

practices and learner performance. This self-motivation is the conviction participating teachers need in IPD activities; it assists to improve teaching and learning.

However, Knowles (1984) structures the five assumptions of andragogy into four principles that articulate towards the rationale of this study. Thus, the principles are:

***Involvement in the planning and evaluation of their instruction:*** Teachers will value and whole heartedly accept in-service professional development activities that involve teachers in the planning as well as evaluation. Since teacher in-service professional development activities are meant to develop teachers, therefore they should be involved in designing and evaluating their own professional development. Teachers' involvement will enable them to indicate the desired aspects of the professional development they need for improvement in instructional delivery of the subjects. Every teacher has his own IPD needs and how the needs can be met.

***Experience provides the basis for learning activities:*** For teacher in-service professional developmental needs to be met, their experience, including their mistakes, provide basis for their learning activities. Basically, the different aspects to be learnt by these teachers during in-service professional development activities are premised on their experience. Their experiences determine what they can learn or are ready to learn. Their mistakes can also be used as a basis for learning in professional development. When teachers cluster for professional development, they share their experience which can improve teaching and learning. Mistakes also serve as a basis for learning in adult learning.

***Learning for immediate relevance to their teaching:*** There is no doubt that the quality and nature of preferred in-service professional development activities will be the learning activities that can be adopted into immediate classroom practices. Teachers are mostly interested in learning tasks that have immediate relevance and application to classroom teaching. The essence of professional development is to possess better teaching skills and better learners' performance.

***Problem-centred professional development:*** Teachers will appreciate adult learning driven professional development activities that are problem-solving in design. Teachers will embrace in-service professional development activities that can solve dimensional problems in the society. Teachers look for ways to improve learners' knowledge through solutions to various societal problems. Andragogy is a theory that therefore promotes learning of multi tasked in problem solving tasks rather than focusing on content-oriented learning experiences (Kearsley, 2010; Ajani, 2018).

Suitability of andragogy to this study dwells on the reinforcement of learner focused teaching and learning process, which motivates better delivery of classroom instructions. This implies that the learners are the main reason why the teachers are developed, to ensure improved performance. The theory makes a shift from pedagogical theory which tends to focus on teachers (Birzer, 2004; Conner, 2004).

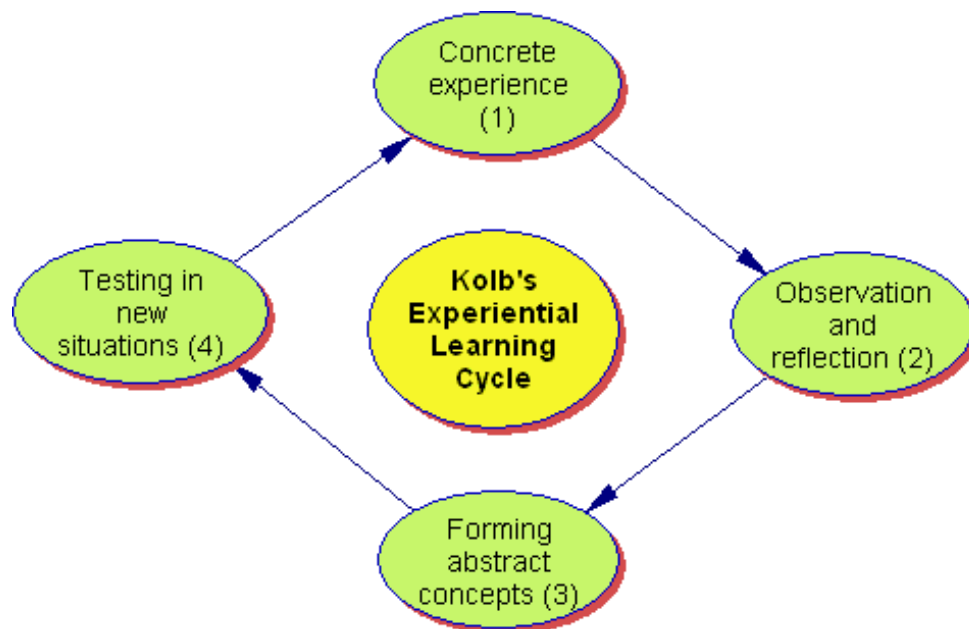
The theory of andragogy analyses the potentials of incorporating adult learning into teacher in-service professional development, improving teachers' application of knowledge to enhance teaching skills. According to Knowles (1980), the theory helps to set and achieve goals and guides them to choose strategies or means of achieving these goals. The teachers are motivated to bring into learning, array of experiences that will affect their teaching styles and promote learners' assimilation of knowledge. Ke, Balash, Yong and Abu (2011) submit that the role of andragogy in IPD is the utilization of individual's experience in different aspects of normal and work life.

Andragogy enables teachers to comprehend new concepts and reflect their responses for acceptance or rejection of new learning contexts, based on their backgrounds. The experienced and matured teachers readily accept new learning that can improve their career as teachers, imparting knowledge through their acquired skills from stress less, and conducive, respectful and meritorious professional development experiences.

## 2.2.2 Experiential learning theory

This second theory which underpins this study; experiential learning theory was built upon the earlier work of the duo of John Dewey and Kurt Levin by David A. Kolb, an American educational theorist. Learning process results in knowledge creation through gradual and systematic transformation of experience (Kolb, 1984).

Experiential learning theory is a four-stage cyclical theory that combines experience, perception, cognition and behaviour.



*Figure 1: Experiential learning theory stages (Kolb, 2014)*

The four-stage theory can be started from any stage but must follow each other in the sequence.

### **Concrete experience**

This is the first stage where the learning experience is acquired through activities or participation in a learning environment. Learners gain concrete experience when they are engaged in learning activities that make them to participate.

### ***Reflective observation***

Learning process is incomplete if the learning cannot be reproduced by the learners after the learning experience. This experiential learning stage is the stage at which learners can reflect consciously what the learners have been taught or learnt during the learning process. This theory believes that all learners should be able to reflect on the learning experience. The learners are free to reproduce learning in their own way.

### **Abstract conceptualization**

Reflecting learning experience by the learning leads to this stage of abstract conceptualization by the learners. According to Kolb (1984) learners conceptualize what they have learnt in their bid to reflect and reproduce what they have acquired to be a learning experience. Abstract conceptualization makes the learners to generate concepts in form of theories or models to express what they have observed in the learning process.

### **Active experimentation**

At this stage, the theory of experiential theory promotes learners' attempt to put into action what has been conceptualized. The learner is required to test the observed model or theory to prepare for future experience.

According to Kolb (1984), these stages have been highlighted under conditional styles that can promote learning experience for desiring learners as (i) assimilating-learners who can learn better with sound logical theories, (2) converging-learners who can only learn better with practical use of concepts and theories, (3) accommodating-learners that use practical experience to learn, (4) diverging-learners are the learners who learn better through observation and collection of information.

Kolb (1984) further describes the theory as a holistic integrative approach for necessary learning through combination of perceptions, experiences, cognitions and behaviour. This explains the rationale for the use of this theory in this study as the combination of learning experiences that can be used to explore solutions for

problem-solving in classroom practices. This theory aligns teachers' perspectives of in-service professional development and how its components can be used to explore the research questions, design methodology for this study and assess the findings gathered from participants.

Experiential learning theory provides an effective framework that is consistent with attributes of what should be considered as quality and nature of teacher in-service professional development. Rationale for Kolb's theoretical framework as a lens for this study vividly reflects the phases of desired IPD activities that improve classroom practices. Furthermore, this theory dwells on concrete experience, application, and reflection of professional learning experience that can benefit teachers. Kolb (1984) draws on the emphasis of experience as the primary foundation for experiential learning that can be adopted for IPD activities in South African and Nigerian. Experience is the foundational block for meaningful professional development that enhances teaching and learning.

Experiential theory reveals learning as a cyclical process with peculiar characteristics of anticipation, reflection, critical analysis and synthesis of knowledge, skills, values and attitudes. These characteristics make claims for learning as a process not an outcome, learning goes through the experience process that is continuous in nature, application of knowledge to resolve problems, using knowledge as a holistic process of adaptation to the world based on transaction between the teacher and the environment (Kolb, 1984). Turesky and Gallagher (2011) identify four modes from Kolb's experiential theory that is applicable to in-service professional development of teachers, namely concrete experience, reflective observation, abstract conceptualization and active experimentation.

Concrete experience is the direct encounter that teachers can have in their professional development while reflection on the experiences and internalization of such experiences for teaching and learning purposes is the reflective observation. Abstract conceptualization refers to the creation or conceptualization of rules and strategies related to the experience that can be used to facilitate learning by the teachers, this leads to active experimentation of application in classroom teaching,

strategies and rules from the shared experience to improve the teaching and learning (Hansen, 2012). Thus, the experiential theory can be used as a relevant framework within the study.

In addition, Fowler (2008) describes this theory as an effective experience that can enable a person to adjust himself physically and mentally to a new mind set about experience that can help in problem solving. Its effectiveness avails multiple opportunities to teachers to engage in experiential learning experiences that will engage learners in deep cognition and new learning that can be sustained by the teachers for their classroom teachings (Dewey, 1938; Mezirow, 1981; Kolb, 1984; Jarvis, 2004).

Significantly, experiential theory strengthens right perspectives to desired quality and nature of IPD that can aid effective teaching and learning. In addition, it promotes strategies to authenticate and sustain learners' participation in teaching and learning process and further promotes teamwork, brainstorming and collaborations that can promote improved skills (Blenkinsopp & Beeman, 2012; McClellan & Hyde, 2012). Teambuilding is a key arsenal for experiential learning theory in IPD activities. Collectively, the teachers in their interactions during the learning moments of the professional developments, learn, share and agree on common interests that can promote their teaching activities in schools (Turesky & Gallagher, 2011).

Exploring teachers' perspectives on in-service professional development, the researcher appropriately selected andragogy and experiential theory as suitable frameworks that situate teachers' perspectives of IPD within the context of the study. The frameworks address how teachers can be in-serviced for enhanced classroom practices based on IPD needs and how the needs can be met with emphasis on the nature and quality suitable IPD activities. In addition, the selected theoretical frameworks will assist and facilitate a systematic interpretation of the data.

These theories dominate stages and nuances of professional development needed by teachers to improve upon their limited pedagogy, classroom managerial

knowledge and experience which they enter the profession with (Darling-Hammond, 2010). These theories are relevant to teacher in-service professional development due to their cyclical nature of learning experience for the teachers which the researcher believes is integral to continuous development. They mirror elements and phases needed for acceptable quality and nature of professional development that teachers can effectively adopt into their classroom practices.

### **2.3. Concept of In-service Professional Development (IPD)**

According to Ono and Ferreira (2010), concerns for quality in education in the global world have led to an increased effort on professional development of teachers. Teacher professional development is one of the significant factors for quality teaching and learning in the education system. Professional development denotes all activities or trainings that members of staff or professionals can access for developmental and individual needs or for quality and effective service delivery (Fraser, Kennedy, Reid & McKinney, 2007). Also, Organisation for Economic Cooperation and Development (OECD, 2010) defines teacher professional development as all forms of organized activities that prepare teachers for professional practices within the school environments which include initial trainings, induction courses and in-service trainings.

In-service professional development refers to all developmental activities that prepare practising teachers all through career-long employment (Schwille, Dembele & Schubert, 2007). In-service professional development enables teachers to gain, expand and deepen their subject-knowledge, teaching skills and passion for professional classroom practices. Teacher in-service professional development is a holistic and integrated mix of learning experiences, and consciously planned activities aimed at improving teaching and learning for quality education (Rose & Reynolds, 2007). IPD, also known as continuing professional development (CPD) is for professional development and individual capacity building of teachers.

Professional development of teachers is mainly characterised by initial training, induction and in-service trainings at different phases of teaching as a profession

(Ejima, 2012; Ajoku, 2013; Fareo, 2013). Ejima (2012) refers to initial training as the pre-service course from teacher training institutions, inductions as education or support to newly employed teachers within the few years of employment to introduce them to the system, while the in-service professional development is a continuous process which is motivated by the dynamism in subject-content training refers to all continuing trainings as practising teachers.

Dynamism in subject-contents, changes in educational policies, structures, and changing roles/responsibilities of teachers have been highlighted as some of the reasons for regular and continuing professional development (OECD, 2009). In-service professional development also includes well-planned, regular, continuous, career-long process to improve teachers' personal and professional characteristics for improved subject-knowledge, teaching skills, classroom practices and learners' academic improvement (Padwad & Dixit, 2011; IFTRA, 2014). In as much as so much value has been placed on IPD globally, this study explores the value placed on IPD activities in both South African and Nigerian contexts through teachers' perceptions of IPD activities.

Conclusively, teachers' in-service professional development covers short-term, long-term trainings, workshops, conferences or meetings to improve teachers' subject-knowledge, teaching skills and professional practices in the education system. The gap therefore remains; to what extent does teachers' IPD impact classroom practices of the teachers and what are teachers' perspectives on available in-service activities to develop them?

#### **2.4. The Value Placed on Teachers' In-service Professional Development**

Many countries in the world have continuously engaged in upgrading and updating teachers to sustain and strengthen the quality of teaching. Teacher in-service professional development is a constructive-process of continuous development through a series of activities that promote teacher's classroom instruction. The process is not meant to be time-bound, but span throughout teachers' career. According to Sim (2011) the key goal of teacher in-service professional

development is to sharpen their teaching skills within classroom and equip them with adequate knowledge, abilities and confidence that can create an enabling environment for the subjects they teach in which learners can improve in learning.

Research evidence has shown that much value is placed on regular attendance of teachers in IPD activities to enhance their knowledge, pedagogical approaches and understanding in classroom situations (Guskey 2002 cited in Jita & Mokhele, 2014; Steyn, 2013; Tsotetsi & Mahlomaholo, 2013; Ravhuhali, Kutame & Mutshaeni, 2015; Ajani, 2018). According to Steyn (2013), it is the value placed on the IPD that motivate teachers' participation in professional learning communities. Based on review of official documents and literature on teacher professional development, Steyn (2013) highlights that teacher professional development leads to improvement in teaching and learning. Tsotetsi and Mahlomaholo (2013) in their action research study using questionnaires as an instrument to obtain data from 831 learners, and semi-structured interviews with 4 school management team members, 4 teachers from 2 secondary schools, 2 learning facilitators, 2 school management and governance developers, 2 South African Democratic Teachers' Union (SADTU) members, 2 National Professional Teachers Organisation of South Africa (NAPTOSA) members and 2 IQMS coordinators from Thabo Mofutsanyane district, Free State province; concur that the value of teachers' professional development reflects in enhanced classroom practices and learners' performance.

To strengthen the significant of IPD, Jita and Mokhele (2014) in their case study of 8 participants from the 15 possible participants at Mpumalanga Secondary Science Initiative (MSSI) from 1999 to 2007, confirms that teacher in-service professional development actually empowers the teachers with deep knowledge of the subject-contents and provides variety of teaching methods for effective teaching and learning. Based on these values of teacher in-service professional development, however, this can be extended to every teacher in the system. All teachers deserve regular access to quality and effective professional development activities that can improve their classroom instructional delivery.

Teachers' in-service professional development is fast gaining ground in African countries as a drive for significant development in the society. Ngala and Odebero (2010) highlight that the most popular professional development activities among teachers have been pursuits for higher qualifications, in-service courses, and workshops, seminars, conferences and others. School cluster systems are upcoming teachers' in-service professional development activities, Mphahlele (2014) in his qualitative study of 12 teachers in District D3 North, Gauteng Province in South Africa, agree that the cluster system tends to empower teachers and improve quality in education, however the participants condemned out rightly the use of the cluster system for moderation of portfolios only as the usual practice. A Cluster system is an innovative and creative way to assist the teachers in different subject-contents. Many African countries have also engaged actively in the use of cluster systems to develop teachers (Okobia, 2013; Mphahlele, 2014; Mphahlele & Rampa, 2015; Donkor & Banki, 2017). These prominently feature in South Africa and Nigeria.

South Africa and Nigeria are prominent developing countries in Africa, where serious interventions and innovations are being made to improve teachers through various in-service professional developments (Okobia, 2013; Mphahlele & Rampa, 2015; Ravhuhali, Kutame & Mutshaeni, 2015). Steyn (2013) in his qualitative research study on continuing professional development in South Africa; reviews official documents as sources of data collection, identifies the implementation of "The National Policy for Teacher Education and Development" and "The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED)" as some of the initiatives to develop professionalism amongst South African teachers for quality education. Tsotetsi and Mahlomaholo (2013) in a similar study, highlight "Integrated Quality Management System (IQMS)" as another attempt by the government to improve competencies of teachers in South African schools.

Similar studies also prevail in Nigeria, according to Okobia (2013), a quantitative study which understudied 60 teachers who obtained Bachelor of Education in

government intervention for professional development of teachers, known as “Sandwich” programmes; it was revealed that these teachers were updated for better classroom teaching. Fareo (2013) also identifies that parts of the struggle to re-train or update teaching skills of Nigerian teachers include “National Teachers Institute Teachers’ Empowerment programme to attain the nation’s Millennium Development Goals Project (MDG)” 2002-2006. Concerns to professionalize and structure professional development of teachers in both countries however received a boost with the establishment of Teachers Registration Council of Nigeria (TRCN), (Akpanobong, 2011) and South African Council for Educators (SACE) (Steyn, 2013) as professional bodies to regulate the teaching profession. These bodies are prominent landmarks in the teaching profession in both South Africa and Nigeria.

The Professional Standards for Nigerian Teachers (PSNT) is the official document for various teacher education programmes and professional teaching practice in Nigeria (PSNT, 2010). The document provides guidance on regularity, objectives and monitoring of professional development for teachers. According to PSNT (2010) the objectives of teachers’ in-service professional development are to:

- Create sharing of ideas and experiences that can improve classroom practice.
- Promote integrated mix of intellectual, emotional and sociocultural engagements with knowledge, innovation and colleagues.
- Achieving and sustaining effectiveness and relevance in teaching profession.
- Motivate teachers’ commitment to the profession.
- Maintain professional satisfaction and excellence among the teachers.
- Equip the teachers with skills and knowledge that make teachers relevance in today’s economic, political, technological and social environments (PSNT, 2010).

A minimum credit of 130 units over the period of three years should be earned by each teacher at the primary, secondary and tertiary phases of education in Nigeria both in private and public schools (PSNT, 2010). The table below indicates that teachers in primary, secondary and tertiary phases of education system are to attend workshops and roundtables organised by the registration council. They are

to participate in annual conferences of registered teachers as well as approved other stakeholders' workshops that can earn them professional development points of 180 every year. The professional points are required for the renewal of their membership of this professional body.

**Table 2.1: MCPD categories and credit units**

Programme	Teaching Levels/Credit units		
	Primary	Secondary	Tertiary
TRCN Capacity Building Workshops & Roundtables.	50	50	30
Annual Conference of Registered Teachers	30	30	50
Approved Stakeholders' Seminars & Workshops	50	50	50
<b>Minimum Credits to be earned within three years</b>	<b>130</b>	<b>130</b>	<b>130</b>

**Source: Professional Standards of Nigerian Teachers, (PSNT, 2010)**

Similarly, South African teachers' in-service professional development activities are being regulated by the National Policy Framework for Teacher Education and Development in South Africa (2007), this policy is government's attempt to ensure suitably qualified teachers in the South African education system. The purpose of the policy is to empower the teachers with the skills and knowledge to address the challenges and demands of a democratic South African country in the 21<sup>st</sup> century (NPFTED in South Africa, 2007). SACE came into existence through enacted legislation on April 27, 2007 to regulate professional development of South African teachers at all levels (DoE, 2007). SACE is saddled with the management and implementation of various professional development activities that can earn teachers' professional points which are used for career progression (SACE, 2008).

Accordingly, emphasis of teacher in-service professional development should be on an integrated approach to the development of subject-content knowledge, subject pedagogical skills, teacher's competency for diversity in the classrooms (NPFTED in South Africa, 2007). The policy further identifies school-driven programmes, employer-driven programmes, qualification-driven programmes and other approved organisation-driven programmes as types of in-service professional development activities for registered teachers (NPFTED in South Africa, 2007). All teachers must be registered with the South African Council for Educators (SACE) to earn professional development points.

Akpan and Ita (2015) agree that the Nigerian government's continuous attempts to develop teachers are incomplete without the "Universal Basic Education ICT trainings for Teachers". Akpan and Ita's qualitative study with 500 teachers as a sampled population, ascertained the effort of the government to enhance sustainable quality education through UBE. In-service professional development programmes have been discovered (Akpan & Ita, 2015; Ravhuhali, Kutame & Mutshaeni, 2015; Ushie, Akpan & Okworo, 2015; Ajani, 2018) to be the effective means of updating the teachers as well as making them relevant to modern trends in the noble profession.

In support of the perception of IPD as important means of enhancing teacher professional development, Komba and Nkumbi (2008) in their mixed method study of 186 participants including 74 teachers with other participants from School Management Teams and Department officials in six school districts in Tanzania, establish significant contributions of IPD to teachers' pedagogical knowledge. In-service professional development is a cornerstone in the implementation of visionary policies of the government towards better education development. Corcoran, Mcvay and Riordan (2003) identify the benefits of in-service professional development to include emphasis on the context, the content/curriculum, the process and models/approaches that have helped quality education in United State of America and other developed countries.

Various in-service professional development activities given to teachers are not only for individual teacher gains, they serve as avenues to positively promote and

improve teaching and learning, which should result in better academic achievement of learners in subject-contents and effect implementation of educational reforms and policies (Vilegas-Reimers, 2003). Every subject teacher remains a significant member of the teaching profession and need various and regular professional activities to develop their knowledge and skills for improved classroom instructional tasks delivery.

## **2.5 Overview of In-service Professional Development in Developed Countries**

In-service professional development of teachers has become a global niche that every country strives to invest into. It has turned to an international interest thus various research studies are carried out on different aspects of professional development of teachers (Kennedy, 2005; Avalos, 2011). The essence of the professional development is to improve classroom practice, professional skills, learners' performance and school effectiveness. Professional development of teachers is a major propeller for quality education that promotes development and growth of any nation across all sectors; this is pertinent to national development (Shagrir, 2011; 2012; 2015; Govender, 2015).

Increasingly and of strong interest among governments, institutions, international agencies and teachers' unions is the rapid drive for professional development of teachers globally. Teachers matter so much in the education of learners and empowerment of citizenry as skilled human resources for any nation, thus teachers must continue to develop their knowledge and skills throughout their career. The need for increase in learner's academic performance has been the driving force for teachers to be highly skilled and effective in classroom delivery of their subjects (Benton & Benton, 2008).

Improvement on quality of education has been a global issue over the years, with different countries making various and significant attempts to improve the standard of education and possibly sustain their high-quality education. Significant professional development initiatives from developed countries such as United

States, United Kingdom, Australia, Canada, Japan, and host of other countries have been setting the pace for other countries on teacher in-service professional development.

Professional development is to support and develop teachers to improve their teaching practice. In-service professional development activities promote effective instructional strategies that produce higher student achievement outcomes (Rowan, Correnti & Miller, 2002). Research has suggested that teachers, can always make a difference in learners from different disadvantaged backgrounds (Wenglinsky, 2002). Teachers create varied learning conditions for learning for all learners based on their exposure and experience from effective professional development activities. Muhammad, Samiullah and Rizwan (2017) conducted a quantitative study with 150 teachers in Karachi, Pakistan, in which they established positive impact of IPD on teachers' performance. The study also established increase in learners' performance due to improved teaching skills and knowledge of the teachers.

Professional development of teachers in the western world has been structured to keep teachers abreast of professional needs of their profession, as facilitators of learning and significant factors to quality education (Avalos, 2011). The Organization for Economic Cooperation and Development (OECD, 2010) calls for policy reviews on how to develop the education system, education change and education reform through vast in-service professional development strategies for the teachers (OECD, 2010). This is in response to dynamic educational systems and emerging demands of the information age of the learners. Teachers' in-service professional development remains the changing contexts through which teachers can adapt their learners to dynamic communities through creation of new knowledge. Internationally, developed countries such as United Kingdom, United States of America, Australia, Canada, Japan, etc. are at the forefront of professional development of teachers.

The concepts of teacher professionalism have been intensified in England to empower teachers on improved classroom practice (Ushie, 2006). This has led to major policies to structure the implementation of in-service professional

development of teachers across the country; these include Department for Education and Employment Policies for teacher management, prescription of content, organization, and process of teaching and learning, assessment and accountability for teacher's performance (Department for Education and Employment (DfEE), 1988, DfEE, 1998, DfEE, 2001, DfEE, 2010). The significant relationship between the quality of teachers and academic performance of learners necessitates the trends for regular development of teachers in different parts of the world. Over the past twenty years in U.S, Canada, Australia, Japan and U.K. there has been a rapid increase in the rate at which teachers are being regularly trained in various in-service professional development programmes (Mundry, 2005). Teachers are being developed all year round through well-designed professional development activities thereby encouraging every teacher to improve their classroom teaching.

There is need for teachers' professional development for their competencies in instructional delivery of their subjects; this is known as professional competency. According to Fischer, Fishman, Dede, Eisenkraft, Frumin, Foster, Lawrenz, Levy and McCoy (2018) who conducted a longitudinal study with a sample of 7,434 teachers and 133,336 learners in United States of America, findings revealed that participation of teachers in various in-service professional development influence teachers' classroom performance and instructional delivery. Though, the study affirms the essence of professional development of teachers in attainment of quality education in the education system but emphasis of the study was not on Economics as a subject. Every subject requires a peculiar approach of professional development that will understand the needs of the subject teachers, and can be adopted into classroom application. There is need for subject based IPD to enhance teachers' classroom performance.

Coenders and Verhoer (2018) conducted a qualitative multiple case study from 2014 – 2015 with 10 teachers to establish professional development attempt in Netherlands, through lesson study. The study's focus was on science teachers to improve classroom instructions of both beginning and experienced teachers, however, one Economics teacher was included in the group but examination of his

professional development through this attempt was not evaluated. The study was a focus attempt towards professional development of Natural Sciences and Mathematics teachers, various attempts in Netherlands include setting up in-school professional development to support beginning teachers for first three years (Helms-Lorenz, Slof, Den Brok, Wubbels, Tartwijk, 2017) to professionally improve science teachers.

Similarly, the Thailand education system has shown continuous effort to upgrade classroom teachers professionally for improved performance. According to Thinwiangthong and Inprasitha (2013) study of 176 Mathematics teachers in Thailand, it was established that teachers play prominent roles in enhancing teaching and learning of Mathematics, the study however, highlight great needs for teachers' collaborations on analyzing problems of instructions and observations of open class activities. This calls for a need for regular meetings of subject teachers to professionally develop them for better practice. To this clarion call, every teacher needs constant professional development activities.

Recognition of school based in-service professional development of teachers is fast becoming order of the day in Australian schools. The Department of Education declares that critical school based professional development are mostly needed for critical reflection on professional learning for teachers (Department of Education and Early Childhood Development (DEECD), 2006; Corben, 2006; Parliament of Victoria, 2009). Sanders (2009) conducted a longitudinal study with 14 teachers as participants on the effectiveness of lesson study as in service professional development of Mathematics teachers in Melbourne, Australia; however, the study was limited to Mathematics teachers, using cluster groups to establish the potential of lesson study as an effective model of in-service professional learning for Mathematics teachers. The use of this approach needs to be extended to other subjects to determine and declare the universal benefits of this in-service professional development (IPD) to every subject. Experience from this approach for Mathematics teachers indicated that lesson study was used to teach identified difficult topics in the subject, this idea can also be adopted to tackle difficult topics or chapters that every other teacher needs assistance on.

Continuing professional development as IPD is commonly referred to in United Kingdom, has cut across every phase of education in the country. However, there is paucity of research studies on IPD for Economics teachers in United Kingdom. Kennedy (2005) proffers nine key models of in-service professional development for teachers, the models focus on key aspects: – trainings, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research and transformative. Kennedy's review of IPD in U.K agrees that several IPD activities enable deeper analysis of, and dialogue about fundamental issues of purpose in classroom instructions of teachers.

In a similar study which elaborates on the in-service professional development activities in two comparative countries, United Kingdom and Turkey, Altun (2011) suggests that IPD promotes relevant and updated values, knowledge, attitudes, and skills that aid better classroom teaching. He mentions several interventions embarked upon by the government of each country to improve teachers through different agencies, for example, in U.K., Department of Education and the Teacher Training Agency collaborations to train teachers, Local Education Authorities (LEA) initiatives, school governing bodies, and of recent there is a serious move for school based, school initiated IPD across UK. Altun (2011) identifies a total of 5,628 IPD activities for a total of 328,471 between 2000 and 2009, of which the teachers have been able to survive in a knowledge creation society. Majority of these activities have been considered to be ineffective by the teachers, teachers complained that they were bored and the activities were just for listening purposes-theoretical based, and not practically inclined (Altun, 2011).

PD can only be effective if teachers engage in regular practical sessions that will make them experience what can be remembered and easily adopted into their classroom situations. Teaching is practical, if learning is to be established! Altun's argument established that UK has been able to integrate IPD benefits into classroom realities in schools; teachers who attend IPD can practically adopt gained skills and knowledge into their classroom teaching. Petrie and McGee, (2012) conducted a qualitative study on teacher professional development in Australia, using 25 teachers and 14 subject advisors. Their findings established use

of student-based approaches and teaching methods that accommodate diverse learning needs of the learners from the IPD activities.

Improvement on teachers' classroom instructional practices in Malaysia has been on a rapid increase using significant structures. The country's educational authorities employ various approaches to professionally develop their teachers and make them fit for professional dispensation of their responsibilities. According to Rauf, Syed Ali and Noor (2017) a longitudinal study with a sample of 1180 primary school teachers in Selangor, Malaysia; established a significant relationship between a school based IPD and teachers' professional development. They submit that such IPD activities are self-directed and promote in teachers, observation, training and inquiry skills that can be transferred to their learners. Findings of this study reveal positive precedents to subject teachers in the high schools, school based IPD activities promote improved classroom instructions and help teachers to improve teaching and learning of their subjects.

To ascertain the roles of in-service professional development activities in teachers' pedagogical content knowledge in Indonesia, Fananta, Umbara & Hastuti (2018) conducted a qualitative study with 4 elementary teachers as participants for a 6-month period; findings of their study prove the efficacy of in-service professional development to improve pedagogical content knowledge of the teachers through inquiry based IPD. The study affirms the importance of this inquiry based IPD for science subjects in the sampled elementary schools. This prompts further attempts to extend this form of IPD to other subject teachers in other schools than elementary schools in Indonesia. Interviews with the sampled teachers prove the yearning of teachers across the country for relevant subject based trainings.

How teachers can be given effective and adoptable in-service professional development in different countries remains one of the challenges, and how this can be achieved purposely for the benefits of improved learners. New Zealand's experience on Physical Activity Initiatives (PAI) positioned teachers as learners in IPD activities. Petrie and McGee (2012) longitudinal study of 25 teachers and 14 advisors as participants for data collection, explore the design and delivery of IPD through PAI intervention. The study maintains learning differences of teachers in

IPD programmes as crystal for learning understanding of their learners, based on variety of teachers' professional delivery of the subject- contents. The findings further reveal that impact of IPD remains limited (Bantwini & Diko, 2011). There is need for more of such practices to reach out to other subject teachers within stipulated time based on Ministry of Education (MOE)'s plan (Timperly, 2009).

Research studies from Pakistan reveal the zeal for improvement of classroom instructions through adequate in-service training to improve their teachers. One of such government's interventions for professional development was investigated through Sindh Technical Education & Vocational Training Authority (STEVA). According to a study conducted by Junejo, Sarwar and Ahmed (2017)'s, 150 vocational teachers in different phases were the participants to determine the impact and relevance of IPD activities to classroom teaching in Sindh Technical and Vocational Education and Training Scheme which had collaborations with the German and the European Union. Findings reveal the positive impact of IPD on teachers' performance and professional growth. However, the study was magnanimous to recommend subject based IPD to overhaul the entire teaching force. In support of Junejo et al. (2017) findings, Athar & Jamal (2017) conducted a quantitative study with 300 learners in Pakistan, to determine the academic achievement of student based on improved classroom instructions from IPD in Mathematics and English at the primary schools. Findings of the study prove quality education to be significantly dependent, on a large extent on the quality of teachers.

Much research studies around the world have also supported the claims that in-service professional development of teachers enables the teachers to professionally perform better in the classroom delivery of knowledge to the learners (Cohen & Hill, 2000; Fishman, Marx, Best & Tal, 2003; Penuel, Gallagher, & Moorthy, 2011; Lai & McNaughton, 2016; Meissel, Parr, & Timperly, 2016). Teacher's in-service professional development enhances their classroom performance and deepens subject-knowledge of the teachers as well, thereby they have the opportunity to develop and acquire skills to teach better.

## **2.6 In-service Professional Development in South Africa and Nigeria**

South Africa and Nigeria are two prominent leading countries in developing Africa, various stakeholders in these two countries have been making an impact on professional development of teachers at various phases of the education system. Various research studies (Jita & Ndlalane, 2009; Ono & Ferreira, 2010; Akpanobong, 2011; Fareo, 2013; Mphahlele & Rampa, 2013; Okobia, 2013; Mphahlele, 2014; Akpan & Ita, 2015) have been carried out on different aspects of professional development of teachers in these countries however research gaps on Economics teachers' professional development exist in both countries.

Education is the bedrock of development in any nation; it is the vehicle for development in developing African countries (Ajani, 2018). Acceptance of education as the significant hub for developments by South Africa and Nigeria has resulted in various attempts by the governments of these countries to enact acts, draft bills or policies (Amadi, 2013; Steyn, 2013) that can improve the quality of education in these countries at different times. Review of available literature on this aspect; affirm the seriousness and focus of the governments and other stakeholders on in-service professional development of teachers.

The South African government of national unity in 1994 brought about development in education system, recognizing the importance of teachers and need to develop them, designed policies such as; professional development of teachers through capacity building (Department of Education, 2002), National Commission on Special Needs in Education and Training (NCSNET), National committee on Education Support Services (NCESS) (DoE, 2005), National Policy Framework for Teachers Education and development in South Africa (DoE, 2007). The Nigerian government also recognized the place of teachers in the development of good citizenry and the development of the nation as well, focused on professional development of teachers through the National Policy on Education (NPE) (NPE, 2004). The government declared that no education system can develop above the quality of teachers! The most significant government attempt towards improving education in Nigeria started with free basic education in Nigeria in 1999, with

teachers being acknowledged as the most important medium of development (UBE Act, 2004); also the Teacher Training Initiative for Sub Saharan Africa (TTISSA) was another drive to improve the quality of teachers in Nigeria.

However, the calls to improve the quality of education through improved teacher quality by many countries (Darling-Hammond & Baratz –Snowden, 2005) in the knowledge of their teaching subjects, have led to implementation of standard-based reforms in formation of South African Council of Educators (SACE) in South Africa and Teachers Registration Council of Nigeria as professional bodies for administration of professional development of teachers in these countries. The bodies are to provide amongst other aspects practical professional designs that can make teachers to be professionally functional in classroom instructions. Professional development of individual teachers is an impact on learners' learning and implementation of educational reforms (Villegas-Reimers, 2003) in these countries.

The professional development of teachers is an opportunity to recognize the importance of teachers in the development of these nations and also to provide the teachers with opportunities to grow, explore, learn and develop in the profession. Due to lack of effective classroom practices in African countries, concerns for new approaches to intensify professional development of teachers were on an increase (Jita & Ndjalane, 2009). The approaches cover various professional development programmes that can promote classroom practices. Approaches or activities to develop these teachers are known as in-service professional development of teachers in both countries. Professional learning to teach should be a continuous life long process for teachers to be effective in the dynamic education system of South Africa and Nigeria. This is why regular in-service professional development of teachers should aim at promoting professional knowledge, skills and expertise of teachers' classroom performance.

The fundamental role of in-service professional development of teachers is to improve teaching and learning by creating an enabling environment for effective classroom teaching (Sim, 2011). Teachers' in-service professional development empowers teachers with appropriate and necessary skills, knowledge, abilities, and

confidence for positive change to satisfy their learners' needs effectively (Essel, Badu, Owusu- Boateng & Sarah, 2009). The calls to improve teachers' subject-knowledge for better classroom instructions do not exclude South African and Nigerian teachers. Teachers need pedagogical strategies and understanding to facilitate concrete learning in their learners (Darling-Hammond & Baratz-Snowden, 2005). Okobia (2013) in her quantitative study of 60 Social studies teachers investigated the effects of in-service education on teachers' knowledge of curriculum and instruction in Delta State, Nigeria. Okobia (2013) study establishes that teachers' in-service professional development has high significant impact on their knowledge and content delivery of the subject in the classroom.

There is need for teachers to improve their knowledge-base in the teaching profession, using learning theories, empirical research, and alternative images of implementation in classroom teaching (Stigler & Hiebert, 2004). Alade and Odebode, (2014) conducted a quantitative study of 240 teachers to assess the impact of professional development under "EKO Project" in six schools in Lagos, Nigeria; the study revealed that in-service professional development, if regular, equip teachers with knowledge, skills, strategies, and methods necessary for improved classroom teaching and learning in public secondary schools. The study was another government attempt to developed teachers under the scheme "Eko project", a World Bank financed Lagos State Government initiatives, to enhance teaching and learning in 639 public junior and senior secondary schools in Lagos, Nigeria. The programme or intervention from 2009 - 2012 exposed the teachers to professional development activities within this period. However, it was limited to few secondary schools and few core subjects of which Economics teachers did not benefit from.

Learners taught by ineffective teachers are known to be disadvantaged and perform lower than learners taught by teachers who are regularly exposed to series of professional development activities. Effective teaching is multi-complex and requires very varied based content as well as instructional strategies for delivery of content. Professional development includes skills and knowledge attained by teachers for their personal development and career advancement. Professional

development of teachers rests on various forms of facilitated learning activities from formal coursework, conferences, workshops, seminars and other informal learning opportunities they can access in the profession. These activities are intensified, collaborative, incorporated and evaluative, using various approaches to develop teachers. The complexities of teaching as a profession requires teachers to adapt to fast changes and evolving constraints or needs through in-service professional development training as professional duties (European Commission, 2007). This is why it is global practice among developed countries to continually and regularly develop their teachers to trends in their profession.

Governments in South Africa and Nigeria recognized the importance and roles of regular IPD programmes on teaching and learning in schools. Nigerian National policy on education describes teaching as a noble profession with regular update on expertise, knowledge and necessary specialized skilled teachers that are maintained regularly through continuous trainings (TRCN, 2008). This was in conformity with UNESCO's claims that regular and necessary programmes are designed for professional development for better improvement (UNESCO, 2007). There is need for regular professional development of teachers to equip teachers with necessary skills that are relevant to the profession as well as instructional delivery (TRCN, 2008). Likewise, the Department of Basic Education in South Africa, attempts to promote efficiency of IPD programmes, designed the National Policy Framework for Teacher Education and Development which requires accumulated points from regular IPD for teachers over three year-cycles (DoE, 2006). These are measures to improve teachers' instructional delivery in classroom regularly. However, there has not been any study on Economics' teachers' perspectives of IPD both in South Africa and Nigeria.

### **2.6.1 Cluster Systems as an Innovation in Teachers' In-service Professional Development**

Clustering of teachers is becoming prominent of recent in African countries; this is fast addressing classroom issues and challenges of teachers, as well as forefront

of innovation in professional development of teachers. Collaborations of teachers based on schools or subjects to address common needs to improve teaching, have been found to be a significance of this approach in the education system (Delport & Makaye, 2009). This is a field of experiment in professional development of teachers in South Africa to increase teachers' knowledge and improve their classroom instructional delivery (Delport & Ndlalane, 2009). The cluster system offers so many benefits to teachers to exchange ideas, knowledge and fit classroom practices into their own contexts (Madungwe, Mavesera, Moyana & Seremwe, 2000; Dittmar, Mendelsohn & Ward, 2002; Mujis, 2008). It is a learning community for teachers to talk about, share and exchange classroom teaching and mostly experience, observation of one another's teaching (Stodolsky, Dorph & Rosov, 2008). It is an effective strategy to improve classroom practices of teachers (Mujis, 2008).

Most current practices in South Africa and Nigeria for professional development of teachers are school cluster systems and subject cluster systems. These are the most common approaches to develop teachers according to available research studies. Much research evidence indicates that (Chikoko, 2007; Komba & Nkumbi, 2008; Delport & Makaye, 2009; Jita & Ndlalane, 2009; Okobia, 2013; Steyn, 2013; Jita & Mokhele, 2014; Mphahlele, 2014; Mphahlele & Rampa, 2015; Donkor & Banki, 2017) clustering of teachers has been known to be effective in classroom practices of teachers. Teachers who teach same subjects cluster for the improvement of their classroom practices. The practice is also known as teachers' networks or communities of learning to professionally develop teachers in South Africa and Nigeria.

Several research studies in both South Africa and Nigeria have shown renewed and consistent interests in cluster related concepts of professional development (Jita & Ndlalane, 2009; Ono & Ferreira, 2010; Steyn, 2013; Mphahlele, 2014; Mphahlele & Rampa, 2015). However, Jita and Mokhele, (2014) claim that effectiveness of the cluster system has not been well established as an approach in professional development of the teachers. The subject teachers in these clusters of research studies have not been Economics teachers, the studies however, Jita

& Mokhele (2014) call for well-structured cluster system for more benefits to participating teachers.

Contrarily, Jita and Ndlalane (2009) in a qualitative case study research examined the efficacy of clustering as an approach in professional development of teachers in Mpumalanga, South Africa. 120 Science and Mathematics teachers were used to generate data. Findings of this study revealed that existence of the structure is not a mere aspect but the use of the interactions among the teachers for challenging and changing of classroom practices of the teachers that make the in-service professional development to be effective. Findings from the study, convincingly agree that teachers can always have better practice if the focus of the professional development is to enhance classroom performance of teachers. Teachers need effective classroom practices and theoretical related based engagements in South Africa (Kriek & Grayson, 2003).

Most of these approaches have been science teacher focused in South Africa and Nigeria, which created a research gap for Economics as a subject. Akpanobong, (2011) agreed on the need for Nigerian teachers to engage in school or subject based professional development to cater for their individual school or subject needs. Every subject teacher can as well be used and focused on to improve their classroom delivery of the subject. Japanese International Cooperation Agency (JICA) in the province of Mpumalanga used teachers' clusters or networks to improve science teachers' classroom practices. Focus of the cluster was to improve subject contents as well as delivery of science subjects to the learners. It was revealed that the classroom delivery of the science subjects was improved through the approach in the study.

Amadi (2013) claims that professional development of teachers promotes new teaching strategies that improve the quality of instructions that enable them to make changes in their classroom teaching and learning of their subjects through application of innovative teaching methods, it allows them to change their day-to-day teaching methods that cater for learners' individual difference. Teachers should be concerned with improvement of their learners' academic performance; this drives them to effective professional development that can improve their teaching

strategies. In-service professional development promotes teacher's ability to help learners to develop understanding of the content, meaning that the learners need to conceptualize and how the learners logically reason about the concepts to deepen their understanding (Weiss, Pasley, Smith, Banilower & Heck, 2003). This implies that teachers can acquire skills that enable them to know their learners' individual differences that affect their learning abilities and how these can be maximized by teachers to facilitate learning in them. Mundry (2005) agrees that teachers globally recognize professional development as a tool of promoting their learners' outcomes.

Jaquith, Mindich and Chung Wei (2010) sustain that high level attendance of teachers at in-service professional development promotes effectiveness in education, research-consistent policies and student achievement improvements. Borko, (2004) justifies the need for teachers to develop their learners' high-order thinking and performance as focus of their in-service professional development activities. Teachers need to develop in their learners, more complex and analytical skills they need for 21<sup>st</sup> century instructional delivery in their classes. IPD provides them with activities or opportunities that make them understand better their learners and how they can help to facilitate learning in them. Teachers' efficiency is highly connected to professional development activities that provide mastery and vicarious experiences to them, motivate and sustain effort to vary their teaching and overcome obstacles to effective teaching in classrooms.

Teachers' need for in-service professional development is paramount and critical to their effective and efficient teaching of their subject-contents to facilitate expected learning in their learners and also the implementation of various educational reforms (Bredeson, 2002; Villegas-Reimers, 2003). Teachers would not only benefit financially for attending in-service professional development activities but also promote opportunities to recognize their work as professionals, access new professional knowledge that will advance professional skills. Various teachers' in-service professional development activities exist but collaborative professional development of teachers turns to be more effective than individual professional development. The reasons being: promotion of teachers' practices through their

attitudes; improvement on teachers' classroom behaviours; improvement of learners' learning and changes in their behaviour and attitudes; promotion of collective deliberation for inquiry and reflections for better practice; collaborative learning amongst same subject-teachers promote common effective classroom practice. It promotes effective staff culture as key feature of effective schools; uniformity of effective teacher behaviour through socialization (Ingvarson, Meiers & Beavis, 2005; Darling-Hammond & Richardson, 2009).

The role of classroom research in teacher development cannot be under estimated, it is critical to teachers' professional growth. Walker, Cruz-Zuniga and Adefeso-Olateju (2014) call for partnership to strengthen innovation and practice in Nigerian secondary education through classroom research by teachers. They called for collaboration between teachers and stakeholders to improve classroom teaching and learning of subjects. In a similar study to proffer solution to blames on teachers for appalling standards of education in Nigeria, Fareo (2013) agrees that continuous development of teachers is the only positive change to produce well-seasoned tomorrow's leaders in Nigeria. She agrees that teachers should be regularly re-trained to face global dynamics in the education system. In another literature study conducted by Amadi and Anaemeotu (2013), professional development of teachers through enabling environment provides opportunities for them to acquire skills, and potentials to deliver classroom excellence.

Improvement on learners' academic performance has been the key factor that prompted South Africa into in-service professional development of teachers in their schools, teachers are found to be in-adequately effective in classroom practices with references to required and demanding new approaches to fit in (Jita & Ndlalane, 2009). This means there is dire need for urgent professional development programmes for all teachers to improve their classroom practices. South African teachers need to be effectively developed to facilitate learning in the present day educationally challenging classroom situations in schools, learners need to be developed with right and standard skills that can make them fit appropriately into the dynamic society of a developing nation (National Policy Framework for Teacher Education, South Africa, 2007). This is the need for teachers to be developed as

suitably qualified teachers for professional responsibilities in the education system. Teachers are expected to access and develop their skills through in-service professional development programmes that meet the challenges and demands of a democratic South Africa in the 21<sup>st</sup> century (National Policy Framework for Teacher Education, South Africa, 2007).

Establishing the significant relationship between quality education and professional development, Akpan and Ita (2015) in a longitudinal study, generated data from 500 questionnaires from primary and junior secondary schools in Lagos, Nigeria. Findings revealed that teachers' in-service professional development enhances instructional delivery effectiveness of teachers in public primary and junior secondary schools. Further finding revealed that teachers deserve regular trainings in ICT to enhance classroom delivery of their subjects. However, Economics teachers were not included as the subject is not offered at junior schools. Anho (2011) affirms that the Nigerian government realized the importance of in-service professional development through various teacher education that revolves around that policies and procedures designed to equip teachers with necessary skills that can promote their professional performance in the classroom. The Nigerian Federal Ministry of Education is saddled with the responsibility to design and effect proactive professional development programmes that can aid high standards of education (Fareo, 2013). In same manner, the Department of Basic Education is tasked to propel professional development of teachers in all South African education system to ensure quality education in all schools (DBE, 2011).

Teachers deserve adequate opportunities for personal growth and professional development of their subject. Pedagogical changes in subjects, demand teachers' continuing in-service professional development programmes for new skills that can re-skill, re-motivate and re-train them as practicing teachers in the country (Jegede, 2004). Akuezulo and Akudolu (2006) maintain that teaching in Nigeria is a criterion of professionalism of teachers in the schools, for them to benefit from TRCN in-service professional plans, which aims to improve teachers' professional competencies. Ajeyalemi (2013) asserts that all teachers need in-service

professional development, it is very important for them to be familiar with emerging discoveries in their fields, so as to be effectively current in the classroom teaching of their subjects.

Professional development of teachers can be considered to be long term process that entails regular opportunities and systematically planned experiences that can promote better instructional delivery in schools, which automatically increase growth and development in the profession. In-service professional development of teachers is seen as new image of dynamic teachers who can effectively and conveniently facilitate learning that thus increase learners' academic performance (Cochran-Smith & Lytle, 2001). In-service professional development programmes, most especially in African countries have been identified to be of high importance, useful to learning styles and motivational practices and learning to teach is a lifelong process, which should be continuously emphasized and made regularly available to teachers (Zeichner & Noffke, 2001; Lewin, Keith, & Stuart, 2003; Dembele, 2004; Anamuah-Mensah, Mereku & Ampiah, 2008).

In a similar review paper, Ushiel, Akpan and Okworo, (2015) supports continuous in-service professional development of teachers in Nigerian schools as it promotes global competitiveness of Nigerian learners. These authors made a case for partnership or collaborations between teachers and professional development trainers or training institutes to improve teachers' entry knowledge into the profession. They demand for identification of training needs of teachers and use of experiential knowledge to professionally develop teachers. Similarly, in South Africa Niekerk and Muller (2017) in their quantitative study of 118 teachers on perception of school leadership to professional development, their findings revealed that quality of leadership relate to professional development and empowerment of teachers. This perception promotes in-service professional development of teachers for sustainable education. Steyn (2011) and Du Plessis, Gillies & Carol (2014) also support that principals play important roles in relation to influencing professional development of teachers in their schools, thus the need for professional development within each school.

The education system requires effective coordination of teachers to professionally function as a system that builds citizenry and develop the nation. The principals need to know and coordinate professional growth of teachers in the system. In a similar study, Akpanobong (2011) suggests that continuing professional development of teachers should not be left totally to teachers but the principals and other managers can assist to coordinate teachers and also organize well-tailored teachers' in-service professional development based on school's/teachers' needs.

Bantwini and Diko (2011), presses for a context based professional development of teachers within the South African context, as discovered in the findings of his mixed methodological study on district professional development model to introduce teachers to curriculum reforms, 160 primary school Natural Science teachers were used for quantitative data while 14 teachers were drawn from them for classroom observation where subject advisors were interviewed.

Demands for in-service professional development of teachers gained momentum from twentieth century in African countries (Okobia, 2013). This has led to various interventions in different developing African countries to engage in various in service professional development activities to develop teachers in their schools, South Africa, Nigeria, Zimbabwe, Ghana, Kenya, Zambia and Tanzania prominently make frantic efforts to develop teachers in their schools through various interventions such as school clusters system, lesson study, workshops, etc. (Chinook, 2007; Kombi & Numb, 2008; Deport & MacKaye, 2009; Jita & Ndjalane, 2009; Steyn, 2013; Jita & Mokhele, 2014; Ravhuhali, Kutame & Mutshaeni, 2015; Bett, 2016; Donkor & Banki, 2017).

Teachers learn together to solve problems associated with their classroom instructional delivery and learners' improvement through collaborative effort in cluster systems (Villegas- Reimers, 2003). Other African countries have also adopted collaborative and institution – based models to develop their teachers. Bett (2016) in his review of the Cascade Models as a commonly used model declared that despite the huge benefits of this model, there is need to contextualize professional development for every subject for effectiveness. In a similar study in Zimbabwe, Delport & Makaye (2009) submit that clustering schools have been

beneficial to improve teachers; they suggest school clustering promotes school improvement. Assessment of professional development of teachers in Tanzania and Ghana, reveal that professional development of teachers improve teachers' classroom instructions and should be supported and motivated (Komba & Nkumbi, 2008; Donkor & Banki, 2017).

In-service professional development of teachers could be seen as proactive avenue to promote the competencies that can improve teaching and learning at all phases to sustain quality education (UNESCO IICBA, 2011). Teachers are the determinants of quality education; they can only facilitate learning that can stand the test of time if they are professionally developed constantly to fit into a dynamic education system. In shaping teacher education through professional development, Bantwini and Diko (2011); and Ogunyinka, Okeke and Adedoyin (2015) suggests a move towards a holistic approach in professional development of teachers so as to better the classroom performance of all teachers in South Africa and Nigeria. They call for contexts based activities that will improve teachers and promote classroom instructions on subject – contexts basis. However, Fletcher and Zuber-Skerrit, (2007) submit that the South African government has adopted various approaches to develop teachers to increase their subject knowledge and promote better instructional practices in schools.

In countries such as United Kingdom, Luxembourg and Lithuania, several support activities are planned for teachers all through the year as professional development strategies to develop new teachers in the first year of their career, and are mandatorily designed for them, while such professional supports for new teachers last for two years in countries such as Canada, Switzerland and United States of America (OECD TALIS, 2009). These professional support activities significantly focus on fostering educational performance and effectiveness, outlining key variables for effectiveness in teachers' classroom responsibilities. Teachers are seen as the determinants of quality education in these countries, it is evidently believed that teachers' development produces improved learning in learners, and also for dynamic education, teachers need access to regular professional development that can promote their effectiveness in classroom.

Various types and models of in-service professional development have been coined and implemented in different parts of the developed countries to promote professional development of teachers, of notable are professional development schools, distance education, teacher networks or school networks, workshops, seminars, courses, university- school partnerships, observations of excellent practice, and the “training the trainers” models. Villegas-Reimers (2003) classifies the models into two categories; organizational partnership models and small group or individual models.

***Organizational partnership models:*** Professional development schools, university-school partnerships, schools’ network, teachers’ network, distance education.

***Small group or individual models:*** Workshops, seminars, courses, observation of excellent practice, portfolio, cascade model, coaching and mentoring.

The available literature on various aspects of in- service professional development in both South Africa and Nigeria with extensive research studies from the international communities have portrayed in-service professional development of teachers as critically important to their professional development and competencies in classroom delivery of their subjects, however, there is extant literature on Economics teachers specifically. This study therefore is a pioneer research study on Economics teachers’ in-service professional development.

Improvement or sustainability of quality education can only be attained through effective teachers, with regular experience of relevant professional development activities. The teacher is at the centre of what happens in the classroom; therefore, professional development prepares teachers for improvement in classroom instructions and practices.

## **2.7. Teachers’ Perspectives on In-service Professional Development**

Perspectives of teachers on in-service professional development influence the efficiency of professional development on classroom application of knowledge to

facilitate learning. In-service professional development of teachers is gaining momentum in both South Africa and Nigeria, the Department of Basic Education in South Africa and Ministry of Education in Nigeria are striving to improve quality of education through professional development of teachers. However, they have different perspective to in-service professional development.

### **2.7.1. Adequacy, Regularity and Interval of IPD**

Teachers in modern contexts are professionals who engage in generic teaching and learning based on their professional development in the profession (Harwood & Clarke, 2006). Teachers focus on their subject demands adequate and regular professional development programmes that can enhance their teaching skills. They are of the views that their attendance in these in-service professional development activities avails them systematic efforts that lead to changes in classroom practices and improve their learners' outcomes in different subjects. Intensive in-service professional development activities increase their knowledge and make them better in instructional delivery (Borko, 2004).

Nigerian teachers believe that their access to professional development have been irregular to adequately assist in promoting their efficiency and effectiveness in classroom practices (Egbo, 2011). Teachers should be provided with opportunities to attend regular and relevant IPD, this will enable them to improve on subject knowledge and skills that can be effectively applied or adopted into peculiar classroom situations, and every subject has its peculiarity that IPD should take note in its design, especially as applicable to the classroom situations.

The duration and frequencies of IPD activities are significant to effective classroom teaching. Teachers' belief that IPD programmes are irregular, and the duration of these IPD programmes are too short for lasting impact on teaching and learning. "It is noteworthy that very few of the activities indicated were no way related to strategies for curriculum delivery in the classroom" (Department of Education, 2008:29). Teachers believe that IPD programmes should not be rushed, they should be carried out for a much longer duration for them to really benefit from these activities, and they also believe that these programmes should be regularly designed to improve their professional performance in the classroom teachings.

Furthermore, Phillips (2014) concurs with this view that inadequate time for IPD programmes do not produce effective results, these IPD initiatives are deemed to run for three to five years by the teachers for effective application in classroom teaching.

The need for long duration of IPD activities enable the participating teachers to be well grounded in professional knowledge and skills that are classroom focused for improved teaching and learning of the subject for better learners' academic improvement. Teachers perceive that once-off IPD activities cannot sustain educational change that can improve learners' academic performance (Reeves, 2005). Teachers crave for professional development programmes that will give them longer duration of experience and interaction, rather than short hours or day programmes. Teachers facilitate and build foundations for studies thus learners need teachers to demonstrate quality teaching to achieve this (Amadi, 2013).

Regular attendance of teachers at various relevant IPD remains an effective way of developing the teachers to be dynamic in classroom instructional practices. There is need for regular access to professional development by Nigerian teachers to make them effective and to achieve Millennium Development Goals (MDGs) for Africa (UNESCO, 2004; Ejieh, 2009). Teachers' perspective to regular IPD programmes motivates them to attend relevant and productive IPD and to access IPD programmes to enhance instructional delivery in schools. Teachers need constant in-service professional development programmes that can gradually relate theory to practice for them to remain innovatively active in the classroom (Adeyemi, 2009; Eddy & Akpan, 2009; Ushie, Akpan & Okworo, 2015). Easy accessibility to IPD programmes by most teachers in South African high schools is limited (Department of Education, 2007). Teachers' access to regular IPD programmes influences their teaching and learning of various subjects in these schools, thus attending appropriate in-service professional development programmes can improve their classroom teaching skills.

Regular access to subject based in-service professional development activities help to solve subject teachers' common issues and problems, this improves pedagogical content knowledge of the teachers in the classrooms. However, their

perspectives indicate that some of these various programmes designed to improve them, have been faulted to be in-effective to promote the desired improvement in the profession (Cohen & Hill, 1998, 2000; Kennedy, 1998; Wang, Frechtling & Sander, 1999).

### **2.7.2. Structures and Relevance of IPD**

Teachers in South African schools perceive that most in-service professional development programmes designed by schools are ineffective to their classroom needs, and that the most effective in-service professional development (IPD) have been the one they initiate by themselves (National Research Council {NRC},2006). Similarly, Nigerian teachers' perceptions reflect that IPD programmes are also ineffective in relation to classroom-based practices and fail to relate to real needs of the teachers who participate in these IPD programmes, using inappropriate activities to implement IPD plans or objectives (Yinusa, 2012). Teachers in both countries perceive that inclusion of unsuitable or irrelevant activities are not designed for the improvement of teaching and learning, they believe that IPD should be designed based on the subject needs of subject teachers, with focus on subject differences for effective adoption for teachers. Appropriate IPD activities for teachers will motivate them to apply to classroom situations.

According to Tsotetsi and Mahlomaholo (2014), 22 participants –a participatory action research study conducted in two secondary schools in Thabo Mofutsanyane District within Freetown Province in South Africa on teacher professional development, findings from the administered questionnaire revealed that non-involvement of teachers in the design and implementation of IPD programme are responsible for inappropriateness of the IPD to their classroom situation. The need to enhance teachers is the priority of IPD, but this can only be fulfilled if the designed IPD are appropriate to teachers' immediate classroom application for improvement of learners' achievement. Involvement of teachers in the planning of their professional development activities enables their active participation in the activities of the professional development (Ntloana, 2009). Their non-involvement in the planning, design and implementation is perceived as one of the reasons why professional development fails to improve their classroom instructional practices.

Guskey (1986) interprets factors responsible for these perspectives, as most of these IPD programmes are not designed based on activities that fit peculiar classroom situations; on the other hand, teachers intend to participate in IPD programmes that can lead to effective changes in their classroom instructional delivery. Teachers perspectives of IPD programmes demand that they are directly involved in the design of activities that would benefit them, promoting their teaching skills and eventually improving their learners' performance. Teachers' perspectives of relevance of IPD and contributions are unsatisfactory to them, IPD in South Africa shows that teachers cannot effectively implement knowledge from such IPD in application to classroom instructional teachings (Steyn, 2008).

Most IPD activities ever attended by South African teachers are ineffective, based on report of sampled 37 school teachers in KwaZulu-Natal, Free State and Western Cape (DoE, 2008). Teachers perceive that effective IPD programmes are the ones that cluster teachers of the same discipline or field of specialization together and engage the teachers in collaborative individual learning, not in isolation of their colleagues (Archibald, Cogshal, Croft & Goe, 2011). Most "one size fits all" IPD programmes, last few hours merely of shorter durations, disjointed from subject-contents and are mostly held outside the school days in locations and contexts far away from classrooms (Murphy, 2002 & Rivero, 2006).

Most of these IPD initiatives are ineffective for the benefits of teaching and learning as most IPD programmes are viewed as irrelevant, ineffective and not related to what can promote learning in their learners (Gates & Gates, 2014; Ravhuhali, 2014). Teachers' in-service professional development programmes become cost effective when teachers' classroom needs are considered (Ogunrin, 2011; Ravhuhali, Kutame & Mutshaeni, 2015). Effectiveness of teachers' IPD reflects specifically through skills and knowledge utilisation in classroom practices, better understanding of their learners to achieve improvement in learners' academic performance (Langat, 2008; Ngala & Odebero, 2010; Rotich, 2010).

Perspectives affect attitudes, attitudes determine performance; better perspectives of teachers affect their attendance at in-service professional development activities, their attendance in these activities reflect their perspectives in the implementation

of knowledge and skills acquired from any professional development activity in their classroom instructional delivery of their subjects. Much literature in this section affirms that in-service professional development activities that address the classroom practices of the teachers enhance their participation in such activities. Teachers want to be assessed or consulted before IPD activities are designed for them (Tsoletsi & Mahlomaholo, 2014). They also believe their regular attendance in IPD activities enhance their classroom practices. Clustering of same subject teachers/discipline is a welcome perspective to most teachers as it promotes their classroom pedagogy and subject contents (Archibald et al., 2014).

Research evidence (Bolam & Weindling, 2006; Jita & Mokhele, 2014) affirms that well-structured IPD programmes can promote effective teaching skills, improve learners' academic performance and encourage good mastery of the subject-content. Teachers in South African schools benefit from well -structured IPD, IPD that aims to improve learners' performance through dynamic teaching skills and knowledge for effective results. This promotes quality education through the acquisition of skills, ideas, knowledge and positive attitude that delivers effective subject-content in classroom teaching, if teachers develop themselves through appropriate and accessible professional development activities (Ravhuhali, 2014).

Teachers' perspectives motivate them to attend IPD programmes that can promote improvement in their classroom teaching and learning (Guskey, 1986). Teachers value and prefer to attend IPD that can add value to their teaching skills, since their main interest is to facilitate learning, they seek for avenues that can develop them to have improvement in learners' performance. Desimone (2009) supports that the sequence of learning activities brings about changes in knowledge, beliefs, and attitude that can promote changes in classroom practices. Muhammed, Samiullah and Rizwan (2017) examined the impact of in-service training on performance of teachers, the study administered questionnaire on 150 teachers from Karachi region in Pakistan who attended in-service training at Sindh Technical Education & Vocational Authority(STEVTA); findings revealed that in-service training impact performance of teachers positively. The study also revealed that teachers have positive perceptions towards professional growth through IPD.

Significantly, teachers' perspectives on in-service training remain influenced based on the accessibility, regularity or intervals at which in-service professional activities accessed are of relevant to classroom practices and to what extent other stakeholders support, motivate or fund teachers' attendance in professional development. To the teachers, IPD activities should improve subject-content appropriately; promote professional skills in the profession and improvement of education system. Major (2015) agrees that countries around the world invest heavily in IPD through good quality professional development programmes that really improve teaching and learning and higher attainment of learners' academic performance. The relevance of in-service professional development provides teachers with better perspectives that enhance classroom teaching. However, relevance overrides distance of the locations based on what they stand to gain.

### **2.7.3. Internal and External Support Systems for IPD**

Teachers want more support from the school management teams toward their professional development. In addition, teachers perceive that they do not enjoy adequate support from the Department of Basic Education in South Africa in terms of adequate and regular IPD (Ravhuhali, Kutame & Mutshaeni, 2015). Teachers believe financial rewards should be attached to their attendance/participation at IPD activities as motivation to implement new ideas and skills in the teaching and learning in schools. These teachers' perspectives anchor on need for them to be rewarded financially for attending IPD to motivate them into attendance and also to effectively integrate the knowledge from IPD into their teaching. Perceptions of teachers are critical to shape their professional skills with views to social forces (Button, 2012). He explains further that increment in salaries and pension funds, could be determined by regular attendance/involvement in IPD activities as effective motivation for positive perspectives towards IPD.

Ravhuhali, Kutame and Mutshaeni (2015) conducted a longitudinal study with 200 teachers from Vhembe District in Limpopo Province in South Africa adopting a mixed methodological approach to investigate their perceptions of the impact of

professional development on promoting quality education in the country; their findings concluded that teachers attended in-service professional development for financial rewards. In a related study, Alade and Odebode (2015) in their quantitative study of 240 teachers on assessment of the impact of teachers' professional development programme under "EKO Project" in Lagos, Nigeria, discovered that teachers participated in professional development for financial benefits. The studies revealed that Economics teachers were not listed as core subject participants in both countries.

Teacher in-service professional development activities should be made available to every teacher. The activities should be allocated adequate time for the teachers to engage themselves in educative and thorough engagements (Phillips, 2014) as well as more support from the school management teams and government authorities in form of funds to attend IPD programmes and career progression (Ravhuhali et al., 2015).

## **2.8. Teachers' Needs for IPD and How these Needs are met**

The needs for effective teachers in South Africa and Nigerian high schools cannot be compromised. The more their needs for desired in-service professional development programmes are met, the more active and effective they become in classroom teaching and this promotes improved learning performance. Quality education for the learners is the priority of teachers; Teachers Registration Council of Nigeria (TRCN) introduces varieties of Mandatory Professional Development Programme (MCPD) which can improve Nigerian teachers' necessary skills, make teachers versatile and relevant to trends and demands for relevant skilled and responsive citizens (TRCN, 2008). Several studies have been conducted on the correlations between quality or improvement in education and teachers' in-service professional development in Nigeria (Garuba, 2006; Kolo, 2006; Solomon, 2006; Adeyemi, 2007; Jeffrey, 2014) however, participants for these studies have not included Economics teachers neither did they focus on Economics as a subject, findings from these studies also revealed the use of "one size fits all" approach of

professional development which did not promote effectiveness and efficiency of teachers' classroom practices.

The purpose of any teachers' in-service professional development activity should be to enhance their classroom practices. Efficiency and effectiveness in teaching and learning remain the desires of every teacher in the education system, therefore this study explores the needs of teachers and how the needs can be met for better classroom performance.

### **2.8.1 Suitability of IPD Activities to Classroom Practices**

The overall need of teachers in South African and Nigerian high schools anchor on the priority for the improvement of learners' academic performance, teachers desire IPD that make them professionals in the classrooms. IPD programmes are to be designed for the professional needs of the teachers. Agitations for teachers to improve their professional development continue to be on the increase for improvement of the standard of education in South Africa by the Department of Basic Education to make teachers scholars, researchers and life-long learners in the profession (Lumadi, 2014; RSA DHET, 2015).

There is a need for a paradigm shift from the traditional instructional approach towards a modern instructional approach of effective instructional tasks delivery of the subject-content in the classrooms through access to broad professional development activities (Steyn & Van Niekerk, 2007). Professional development of teachers is relatively new in Africa (Mokhele & Jita, 2010). Teaching has gone beyond entry knowledge that teachers come with at the beginning of their career, there is need for them to access quality in-service professional development programmes on a regular and on-going basis, and most importantly there has been a paradigm shift from teacher based form of content focused teaching to learner-focused. Teachers need to ensure effective implementation of this shift (Khumalo, 2008; Ntloana, 2009); teachers need IPD programmes as necessary change for effective professional facilitation of knowledge.

Nabhani and Bahous (2010) identify IPD as teachers' professional identity formation to be professionals in education system. Furthermore, Duncombe and

Armour (2004) suggest school-based teachers' in-service professional development activities as effective ways of meeting the IPD needs of the teachers, as teachers are motivated to effectively attend or access IPD programmes that are specially designed for their classroom peculiarity and their classroom needs. Enhancement of IPD for the needs of teachers to be met involve teachers' involvement in the programme design for IPD so as to create appropriate knowledge they need to acquire in IPD programme, as they have generative roles in curriculum implementation and development for better teaching and learning (Ntloana, 2009). When teachers are involved in the planning, structuring and mapping of IPD programmes, it makes it easier for them to reflect on the knowledge, skills and ideas that can be applied into classroom situations. Needs of teachers should be the priority of IPD programmes (Bybee, 2001). Teachers will appreciate IPD programmes that integrate their experiences and classroom needs. Relevant and effective teaching skills to promote teaching and learning should be the core contents of IPD (Mestry & Grobber, 2004; Popham, 2005; Moloi, 2010). Teachers cannot rise above their level of knowledge, if they know better, they will teach better, and their learners can thus be better.

Structurally well-designed IPD programmes that focus on peculiarity of subject-context, content, process, structure and strategy are needs of teachers for effective and easy implementation and application of IPD programmes (Reitsma & Menttz, 2009). Teachers need IPD that can integrate content and methodology practically in applied classroom situations. South African and Nigerian schools regard IPD as a cornerstone of promoting quality education (Darling-Hammond & Baratz-Snowden, 2005). Many IPD programmes that can improve their classroom practices are approaches that teachers clamour to attend (Jita & Ndlalane, 2009). Teachers need IPD that can increase their teaching experiences, grow their professional career for better practice and improved learners' performance. IPD for Africa calls for more responsibilities of teachers with relevant and multiple skills that can promote learners' multi-tasks in effective learning (Dembele, 2004). Findings from Mohammed, Samiullah and Rizwan (2017) agree that in-service professional development programmes should be subject-focused and not general for teachers. This goes a long way in attending to classroom needs of individual subject needs.

Atay (2007) suggests that IPD for teachers should be active to develop their teaching experiences through application and reflection of knowledge and skills learnt from IPD programmes. Teachers will appreciate IPD that satisfactorily develops their teaching skills, as teaching and learning require various effective methods to facilitate learning among the learners. Varieties of teachers' professional development need to be developed and implemented for these teachers based on the peculiarities of their classroom and learners' individual differences, programmes that can motivate them to achieve learning. Learners have individual differences that need to be considered in planning teaching and learning, thereby these IPD programmes promote effective instruction delivery in classroom. Needs for IPD can be variously made available to teachers to access regularly through professional development schools, distance education, teacher networks, workshops, seminars, courses, university-school partnerships, observations of excellence practice and the "lesson study". Varied, adequate and focused IPD programmes motivate teachers' professional learning for effective teaching. Engagement of teachers at various time, various locations and various activities promote dynamism in teaching and learning in classrooms (Ravhuhali, 2014).

Teachers who participate in IPD programmes in developed countries like Portugal, Poland, Slovenia and others are motivated through increase in their salary and progressive promotions, while schools in Australia are provided with special funding to sponsor or fund teachers' attendance at various IPD programmes (Kostina, 2015). Teachers are granted bonuses as well as promotions for participating in IPD in Luxembourg, and Spain (OECD, 2010; UNESCO, 2015). Financial rewards for teachers who participate in IDP can motivate and encourage professional development as proposed for South African teachers to promote participation and application of IPD knowledge (Guyen, 2003; Eurydice, 2008; Ravhuhali et al., 2015) thus research studies reveal that financial rewards and career promotion should be linked to attendance at IPD to develop their teaching skills.

Necessary follow up on teachers who participate in IDP result in impacts of professional development. Their involvements enable them to share materials and

knowledge that can promote their professional development (Hooker, 2010). Ryan (2007) agrees that the professional development of South African teachers will promote quality education in schools thus teachers clamour for suitable and continuous professional development programmes. Activities that can develop professionalism in teachers' knowledge, expertise of the subjects are the focuses of IPD. Teachers need professional development in their teaching skills for enhanced classroom practices in form of courses, workshops, collaborations between schools or teachers across schools, mentoring and lesson study (OECD, 2009). Teachers will need more participation in IPD, and their participation should be regular, of quality, timely and varied for their classroom needs. High performance of teachers in classroom instructional delivery is sustained through various IPD in Australia, Austria, Denmark, Malaysia, Spain and Turkey (OECD, 2009). Needs of teachers for IPD can be summarized as compulsory and on-going which also include financial support and salary supplements for IPD attendance, scheduled time and preferred location for IPD, mentoring of young teachers by the old and senior teachers (OECD, 2005). Maintenance for professional excellence among teachers and professional commitment to their profession is needed.

## **2.9 The Quality and Nature of IPD for Teachers**

A good in-service professional development for teachers in South Africa and Nigeria should aim at improving the quality of teaching and learning through empowerment of teachers with knowledge and skills that facilitate all encompassed learning opportunities for learners. Teaching is naturally artistic in nature, where teachers need to learn and teach using new dynamic approaches (Ball & Forzani, 2011). Teachers are to be dynamic in teaching and learning of the subject, they need avenues to improve their knowledge and make use of teaching strategies that can effectively facilitate content-delivery to their learners. Teaching is life-long, so in-service professional development is needed to maintain the versatility in this profession. The quality and nature of IPD is highly important to the profession and the individual teacher.

### **2.9.1. Focus of In-service Professional Development**

The focus of IPD is the renewal of teaching knowledge and skills acquisition for the efficiency of instructional delivery of subject-contents in the interest of the learners and the schools (Mitchell, 2013). IPD improves competence and teachers' relevance in today's social, technological, political, and economic environments in the country (TRCN, 2007). In-service professional development remains the catalyst for desired change in the teaching and learning situations in schools. The main aim of IPD is to achieve learners' maximum learning potentials within and outside the classrooms under the guidance and instructions of the teachers. For IPD to be effective, teachers need to be involved in the planning and implementation of IPD activities to change from traditionally stereotyped trainings to flexible and dynamic approaches to effective learning. Effective IPD can be achieved from its initial design, development, implementation that is carefully done with teachers' involvements for their learners' considerations (Lucilio, 2009).

### **2.9.2 Design and Planning of IPD**

Teachers desire qualitative IPD activities that are adequately designed to promote teaching methodologies that should lead to effective teaching. Teachers thirst for effective learning in their learners, using multi-tasked approaches to make them functional in a constant dynamic world of theirs, where they can competently take responsibility for their learning (EU, 2010). Teachers can be effective, competent, dynamic and skillful in quality teaching only when they access regularly, knowledge-based IPD programmes (Federal Republic of Nigeria Education Sector Analysis, ESA, 2005). IPD design that includes lesson study has helped to improve teaching and learning, lesson study which is a successful model of IPD in Japan, was investigated in South Africa as an effective approach to sustain quality education by convening a group of teachers, with same subject specializations, to model their own learning and instructional improvement within the South African context (Coe, Carl & Frick, 2010).

Lesson study, one of the IPD approaches proves to be an effective professional development for teachers; it brings teachers who teach same subjects together to share experience, craft together information that can be peculiarly adapted to their

individual classroom experience. These teachers share in-depth teaching of their subjects by the experienced ones, their knowledge is made practical, deliberate together, assess and agree on the reality of the subject-contents together for the improvement of their learners.

Lesson study has been receiving international attention, as a proven method of improving quality of education and teachers. Teachers stand to benefit from this approach, as it draws various teachers together to share experiences that can benefit their learners (Coe, Carl & Frick, 2010). Teachers in the same field, school, department, or grade level benefit much from IPD, as they easily apply what they are learning into classroom activities (ASCD, 2003). Teachers get motivated through peer consultation and experience sharing in subject-content at their various levels, which can improve quality education. IPD should be tailored to the specific needs of the individual teacher or group of teachers from different schools or circuits to achieve the same goal of improved learners' performance (UNESCO, 2005; Akpanobong, 2011).

The teaching culture of South Africa, traditionally places teachers in isolation, this negates the developed countries idea of peer collaborations among teachers of same subjects, circuits or districts; focus of their group collaboration is to use the collective approach to improve individual competence in the classroom (Burney, 2004). IPD can take place in schools or agreed locations for teachers, based on their collaborations with training providers to achieve same goals. The content of the IPD should be related to their needs in teaching and learning. Various methods that can be adopted in real classroom situations should be the focus of the trainings. IPD opportunities need to focus on importance of teachers as facilitators of learning using varied methodologies.

To ensure quality IPD for teachers, learning facilitators for IPD programmes must be versatile, experienced and well-grounded in teaching and learning of the facilitating subject. Tsotetsi (2006) condemns the short IPD duration in line with the participants for the study, where participating teachers disclosed that district and provincial officials were trained for several weeks but ended up in a one-day training for principals, who will also train teachers within a short duration. This short duration

affects the quality of professional development for the teachers. The study reveals that the nature of in-service professional development activities teachers prefer should be longer than one day to promote effectiveness of such programmes. Bantwini and Diko (2011) raises teachers' complaints of ineffectiveness of facilitators, who end up reading manuals to them at workshops and unable to give clarified answers when questions are raised by teachers in such IPD sessions. This points to the fact that only competent facilitators should engage teachers in any productive workshop for improvement on teaching and learning in schools. The quality of the in-service professional development is greatly measured by the quality of the facilitators and how they positively influence participating teachers.

Continuity and regularity of IPD activities should be encouraged to support teachers in their classroom responsibilities, the school management team should motivate teachers into participating in various IPD programmes. Teachers need IPD opportunities that promote their motivation and morale to achieve improvement in their learners' learning performance. It is noted that outcome-based education forms the basis for new educational dispensation in South African education system (Carl, 2005). This confirms that learning is expected to take place after teaching and learning activities among the teachers in any IPD programme and also between the teachers and their learners after the teachers' engagement at in-service professional development programme. Akpanobong (2011) advocates investment in capacity building for Nigerian teachers to improve their classroom performance. This affirms a need to design and plan adequately for teacher's in-service development programmes. Effective management of teachers ensures effective delivery of quality teaching and learning in South African and Nigerian high schools. Only well managed teachers can actually deliver effective classroom practices. IPD activities that can objectively provide feedback on tasks should be regularly designed for the teachers.

## 2.10 Chapter Summary

Andragogy and experiential theories have been adopted to structure how IPD programmes can be appropriately designed and implemented for teachers, more specifically in South African and Nigerian high schools. These theories have established the need for teachers to learn new knowledge and skills as adult learners, in experiential ways which can be adopted into their teaching and learning, thereby effectively promoting learners' academic performance. The theories also ensure teachers' adoption of skills and knowledge that engage their learners in problem solving, and to be dynamically fit to apply the knowledge in situational demands. Review of existing research studies shows the gap for Economics teachers' perspective on in-service professional development globally and not only in South Africa and Nigeria, the needs of these teachers need to be assessed and evaluated to design a well-structured in-service professional development for them, thereby providing them with relevant knowledge and being facilitated by experienced facilitators, who will deliver the relevant knowledge and skills during continuous and on-going contact sessions.

Furthermore, there is need to appropriate IPD that enables teachers to apply teaching strategies that promote effective teaching and learning. Teachers should have regular access to in-service professional development programmes that suit perspective needs that will qualitatively improve their teaching and learning, with the main focus or priority on learners' better understanding and performance in the subject. Individual needs and schools' peculiarity should be a template for the IPD, with needed motivation and on-going support and guidance from the school management team to empower them to participate in various IPD.

Conclusively, in-depth review of various studies on perspectives on in-service professional development in both South Africa and Nigeria revealed that teachers in both countries have similar experiences of inadequate professional development activities to enhance their classroom practices. However, there are professional bodies (SACE in South Africa, TRCN in Nigeria) that stipulate professional development activities and fulfillment that every registered teacher must acquire in

the profession. Studies also indicate that management and evaluation of various teachers' professional development activities are not satisfactory. There is need to improve on management and evaluation of teachers' participation in appropriate in-service professional development as highlighted in reviewed studies to improve classroom instructional practices.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In the previous chapter, the researcher first explored relevant literature associated with national and international studies on in-service professional development. Secondly, the two prominent theoretical frameworks: Andragogy and Experientialism which underpinned the study were discussed. Thirdly, the researcher attempted to zoom into teachers' perspectives on in-service professional development, more specifically highlighted the teachers' needs in relation to IPD and how these needs are, or not met. Lastly, the previous chapter explored the quality and nature of in-service professional development and best practices thereof. The following objectives of the study were the focus of data collection:

- To establish Economics teachers' perspectives on how they are in-serviced through professional development to teach effectively in South African and Nigerian schools.
- To investigate the needs for in-service professional development of Economics teachers and how these needs are met.
- To determine the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation.

This chapter therefore presents all the necessary methodological elements which were used during data collection and analysis. It outlines the research paradigm, research design, target population and sampling procedures, research instruments, data collection procedures, data analysis, reliability and validity of data, ethical considerations and lastly limitations of the study.

### **3.2 Research Paradigm**

This study adopted a mixed method approach which anchored towards the interpretivist paradigm. The interpretive paradigm allowed the researcher to view the research objectives through the perceptions and experiences of the participants to construct and interpret gathered data (Thanh & Thanh, 2015). According to Willis (2007) this paradigm usually seeks to understand a particular context and the core belief which can be socially constructed (Creswell, 2014). The researcher adopted this paradigm in the study to ascertain the realities of the research problem by delving into the views of the Economics teachers, bringing to surface their perspectives on in-service professional development. This implies that this study is a pragmatic combination of both qualitative and quantitative methods.

The researcher 's rationale for this approach was based on the use of both methods in combination, thus providing a better understanding of the research problem and questions than either method by itself. It is an advanced method or procedure which also allows for extensive data collection and analysis. Furthermore, it consists of merging, integrating, linking or embedding the two "strands" of research-quantitative and qualitative, thus the researcher adopted this approach as it is most suitable for this study. The use of quantitative approach in this study was to effectively attain specific and precise understanding of the aspect of the research problem while qualitative approach was simultaneously seeking to provide a more comprehensive understanding to the research objectives.

### **3.3 Research Design**

The researcher has specifically chosen the triangulation mixed method design, which is a one phase design using both quantitative and qualitative methods within the same time frame and with equal weight to understand the research problem. This design is concurrent but entails separate collection and analysis of both quantitative and qualitative data in order to get findings (De Vos, Strydom, Fouche

& Delport, 2011). This design enabled the researcher to gain deep insight into Economics teachers' perspectives on in-service training.

The researcher specifically selected this design on the basis that the use of both methods-quantitative and qualitative in the same combination, provided a better knowledge of the research problem and questions, rather than using only each of these methods (Creswell & Plano Clark, 2017). Adopting the mixed methods also enabled the researcher to obtain a deeper understanding of Economics teachers' perspectives, nature, quality and needs from in-service professional development programmes and how they access them. Specifically, the qualitative method used in this study enabled understanding of the needs of Economics teachers and how these needs are being met, as well as the quality and nature of in-service professional development provided.

Kumar (2014) elaborates on the justifications for qualitative over quantitative as being able to investigate aspects of social life that are not noticeable in the quantitative design. This further supports that qualitative research explores participants' interpretations and promotes comprehensive information in relatively close settings. In addition, Berg (2007) reinforces the claims of the researcher that qualitative research provides answers to questions, with close links to social setting and the individuals in these settings thus makes a collection of information to be non-quantifiable facts about the actual people and observe them during the research (Kumar,2014). This allowed the researcher to share in the understanding and perceptions of the Economics teachers as they divulged information. On the other hand, the researcher employed the quantitative approach to explore and understand largely, individual teacher's meaning and understanding on in-service professional development through their views (Creswell, 2014).

Furthermore, the researcher adopted the mixed methodology as it allowed the researcher to rely on more than one data source as supported by Creswell (2009). The benefits of using a quantitative approach in this study provided a numeric description of "trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell & Miller, 2000:12). In addition, Merriam (2009) explained that qualitative inquiry uses richly descriptive words to convey, "How

people make sense of their world and the experiences they have in the world" (p. 13). The qualitative analysis afforded teachers the opportunity to have a voice, which is scarce in the current literature (Alder, 2002); this was advantageous within this study.

Significantly, the researcher's use of quantitative method for this study brought objective data to the study, which minimized the shortcomings and biases or "subjectivities" qualitative methods that may exist in the study. Nevertheless, qualitative data allowed the researcher to interpret the data in an inductive manner building on concepts that quantitative data did not yield (Merriam, 2009). Using mixed methods was a practical means for gathering data to answer the research questions thoroughly. This collaborative approach offered the researcher the freedom to use both methods possible to seek multiple perspectives.

### **3.4 Target Population and Sampling Procedure**

This study aimed at exploring the perspectives of grade 11& 12 Economics teachers on in-service professional development in their subject delivery in the southern and western parts of Africa. Hence, the target population was the Economics teachers from urban areas in South Africa (Southern Africa) and Nigeria (Western Africa), data was collected from within 4<sup>th</sup> January- 28<sup>th</sup> February, 2018 (Four months). Forty Economics teachers teaching grades 11 and 12 were purposively selected from twenty schools in South Africa (Southern Africa) and also forty Economics teachers teaching Senior Secondary School classes 1 and 2 from twenty schools in Lagos, Nigeria (Western Africa) to form the sample of the study.

These sampled schools were described as subsets of the population considered for actual inclusion in the study (De Vos et al., 2011). The rationale for using purposive sampling is because of the data they hold or represent for this study which is for the explicit source of information for the research questions (Creswell & Plano Clark, 2017). The researcher chose Economics because these teachers do not enjoy much focus like Mathematics and English in professional development in both countries, thus serving as pioneer study for the subject in both countries.

The choice of 80 teachers and 6 Economics teaching HoDs was based on the fact that the research study needed to be exploratory and clearly descriptive. It did not need too many participants to overwhelm the study. This study preferred to employ the purposive sampling strategy as recommended by Welman, Kruger and Mitchel (2005) as it allowed the researcher to consider participants who happened to be accessible and who represented the targeted population that have relevant information to achieve the objectives of the study. This study was conducted in the King Cetshwayo district, one of the ten district municipalities within KwaZulu-Natal which is one of the nine provinces in South Africa. King Cetshwayo district has five circuits; uMhlathuze and uMfolozi circuits were the sampled locations; additionally, the study was also conducted in Agege and Kosofe Local government councils, representing Education District 1 and 2, Lagos, a state in Nigeria with six education districts.

The researcher selected twenty secondary schools from South Africa (ten schools from Richards Bay circuit and ten schools from Empangeni circuit). Economics teachers for grade 11 &12, two participants from each school were selected. A total of forty participants were given questionnaires in South African secondary schools. Similarly, twenty secondary schools were also selected from Nigeria (ten schools from Agege council area and ten schools from Kosofe council area of Lagos state, Nigeria). Two Economics teachers for Senior Secondary School 2 and 3 (equivalent classes of South African grade 11 and 12) educators per school, totaling forty participants for questionnaires in Nigerian high schools, thus the total sample size for the questionnaire were eighty participants for the quantitative method; while the qualitative method employed focus group interviews and semi-structured interviews.

Thus five Economics teachers from the twenty sampled schools in South Africa and five Economics teachers from sampled Nigerian secondary schools participated in focus group interviews, thus altogether two focus interview groups (five participants per group) were conducted, totaling ten participants. For semi-structured individual interviews, three Heads of Department for Economics from each country were interviewed, thus six interviews altogether were conducted for both South Africa and Nigeria.

### **3.5 Description of Data Collection Instruments and Procedures**

The schools for data collection were all public schools in both South Africa and Nigeria, it was necessary for the researcher to obtain permission from the respective education authorities prior to beginning data collection. Application to conduct research was submitted to the Department of Education in KwaZulu-Natal Province in South Africa and Lagos State Ministry of Education, Nigeria. The applications were successful and permission was granted. Permission was also obtained from the principals of the sampled schools before the investigation of the research problem. The data collection started with administration of the questionnaire after the formal introductions to the schools, questionnaires were personally distributed and then collected after one week by the researcher, and interview dates were booked with the participants.

The instruments used for data collection in this study were questionnaires, focus group interviews and semi-structured individual interviews for the participants. The closed-ended questions were used to design the questionnaire which addressed the first research objective, Economics teachers' perspectives on how they are in-serviced through professional development to teach effectively in both South African and Nigerian schools. The second research objective, which investigated the needs for in-service professional development of Economics teachers in South Africa and Nigeria and how these needs are met were addressed through focus group interviews. The participants were interviewed within a focus group of five teachers each in both countries. The third research objective which determined the nature and quality of in- service professional development programme was addressed through semi-structured interviews with Head of Departments. Six Economics teaching HoDs were interviewed in both countries.

#### **3.5.1 Questionnaires**

The closed-ended questions were useful to elicit factual information. The questionnaire consisted of two sections, the first section was used to collect biographical information about the participants such as qualifications, years of

teaching experience, years of teaching Economics, class or grade taught. Collected information on this section was helpful to determine patterns, trends and consistency among the participants furthermore providing a greater insight and understanding of their biographical context. The second section was designed to investigate the views of the teachers on in-service professional development as relating to relevance, regularity, content, feedback, quality, adequacy, and support for in-service professional development activities which used a Likert-type 4 scale (strongly agree, agree, strongly disagree, disagree) that is considered to be a most commonly used technique. The researcher used a questionnaire that comprised of 11 questions (see Appendix E), as it allowed for high proportioned usable of answers from a large sample extensively (Denscombe, 2007).

The questionnaire was self-administered, allowing participants to fill them out themselves (Singh, 2007). All the researcher had to do was to arrange for their delivery and collection. In affirmation, Pickard (2007) indicates that questionnaires are instruments completed by participants themselves; they are relatively easy to use, inexpensive and are often the most plausible option for measuring unobservable constructs such as attitudes, values and preferences, intentions and personalities. The questionnaire was highly structured, used with the aim to generate quantitative data from a large sample to test the research question. To corroborate this view, Nardi (2006) mentions that questionnaires are efficient tools for surveying large samples of participants in a shorter period of time than interviews or other research methods, with less expense.

As mentioned earlier, the questionnaire was used among the Economics teachers teaching grade 11 and 12. The researcher adopted the use of the questionnaire to easily access a large sample of Economics teachers in both South African and Nigerian secondary schools. The questionnaires were efficient to generate their intentions of in-service professional development; however, their responses were structured. The questionnaires were distributed in January/March 2018 and were administered to Economics teachers. Responses from the questionnaires were easier and fruitful at the end (Creswell & Plano Clark, 2017). The researcher used

questionnaires that had dichotomous questions of agree or disagree which also provided for additional comments (Singh, 2007).

The research study developed a questionnaire that mainly contained multiple response questions with probable answers. In addition, the questionnaire contained a few dichotomous questions and only one open-ended question at the end. The questionnaire had been highly structured to yield quantitative data. The questions were as clear and unambiguous as possible and a pilot study was run to determine the validity and simplicity of the language used. Questionnaires were distributed to the participants during school time and completed at their convenient times and locations (Fink, 2003). In addition, this was done after seeking permission from the appropriate authorities.

As indicated earlier, this study collected data from multiple sources (in-service secondary schools Economics teachers and Economics teaching HoDs), using different data collection techniques. In research, this is called triangulation, and therefore, the next section gives an account of the triangulation procedure and how it was employed in this study. However, due to the questionnaire's disadvantages which included inability to probe participants, where the participants could not ask questions nor be asked further questions where necessary (Bryman, 2001; Bennett, 2003; Gray, 2004), semi-structured interviews were used to complement this instrument.

### **3.5.2 Semi-structured individual interviews**

For this study, data was also collected through a semi-structured interviewing process. Babbie (2004) declares that a qualitative interview as a conversation between researcher and the participants in which the interviewer determines the general direction for the conversation and maintains tracks of information provided by the participant. The main objective of conducting an interview, according to Seidman (2006), is to generate context of people's behaviour from their responses of supplied information. Related to this, Denscombe (2007) outlines three major types of interviews, namely structured interviews, unstructured interviews and semi-

structured interviews. The rationale for using the semi-structured interviewing process for this study was based on the flexibility of its nature that it accommodated both closed and open-ended questions, which enabled the researcher to probe further information on the research questions. In addition, this instrument enabled the researcher to delve deeper into this objective. Furthermore, the researcher selected semi-structured interviews as an instrument that offered a versatile way of data collection allowing the interviewer to use probes with a view to clear up vague responses, or to ask for elaboration (Welman, Kruger & Mitchel, 2005). The interview guide was given earlier to prepare their minds and to make them comfortable in their responses on the nature and quality of in-service professional development provided to Economics teachers (see Appendix G).

The interview guide was divided into two sections, the first section asked for their biographical data related to their highest qualification, years of management experience and number of years they had taught Economics while the second section dealt with the eight questions. This method of the interview also aided good interactions with the participants by making them feel comfortable and free to express their views. Six Economics teaching HoDs were interviewed from both South African and Nigerian sampled schools. The reason for the interviews was to generate sincerity of the participants and delve into their experiences on in-service professional development as Economics teachers, thereby exploring the original plan of the research study (Best & Kahn, 2006).

### **3.5.3. Focus group interview**

Two focus group interviews comprising of five Economics teachers from the sampled secondary schools were interviewed. Participants were visited in their sampled schools and a suitable appointment was scheduled with them. Interviews were conducted in the chosen locations among the sampled schools. The participants agreed to convene in a convenient, conducive and comfortable school in each of the countries and agreed on a convenient time as well. The participants were given interview guides (see Appendix F) before the scheduled dates for the interview, to prepare them for the interviews and to make them comfortable in their

responses during the interview sessions. The researcher pre-informed them that the interviews would be semi-structured in nature, which would allow introduction of additional questions on the research problem.

The interview guide was divided into two sections; the first was for them to provide their biographical data of qualifications, years of teaching experience and grade taught while the second section had nine questions they were to respond to. The interviews were guided by the interview guides to implement collection of information for the research problem (Berg, 2007). This corroborated the method systematic order but the interviewees were allowed to digress while the researcher also probed deeper to get further information (Berg, 2007). The interviews enabled the participants to express themselves freely and deeper than writings. The participants were provided opportunities to express themselves freely thus providing a greater variety and depth of information (Best & Kahn, 2006). Reliability of the questions was ensured through slight restating of questions at the interview.

The researcher engaged the groups to probe deeper into the research problem while using the groups to substantiate group findings on in-service professional development of teachers. The interviews were orderly and allowed the participants to listen to each other's views as corroborations or acceptance of common views on the problems was highlighted. Data from the interviews were captured properly and accurately through recording for the whole interview process. Recording of the interview, according to Jamshed (2014), enabled the researcher to capture correctly the content of the interview and also the verbal prompts, thereby equipping the interviewer to infer a verbatim transcript of the interview.

All the interviews took place in the natural school environment of the teachers, where they were relaxed and comfortably responded. The researcher consulted with the sampled school principals for authorization to engage Economics teachers and HoDs. Interviews were scheduled according to the availability of the participants. This was to adhere strictly to the agreement not to disrupt school activities. As such, the interviews presented an opportunity of in-depth data about

the teachers in relation to their needs for in-service professional development, how the needs are met.

### **3.6. Pilot Study**

As explained, research instruments such as the questionnaire, the semi-structured interviews and focus group interviews were used to collect data. In order to increase and test the reliability of these instruments, a pilot study was carried out between December 7-11, 2017. Gorman and Clayton (2005) mention that pilot study involves taking the draft research plan and applying it in a neutral location that will not be used in the actual fieldwork or collection of preliminary data in the actual location from which data are to be collected. Either way, the pilot study allowed the researcher to test several variables and to identify any initial problems before preparing the broad plan that will direct the entire research project. The idea was not to get data *per se*, but to learn about the research process, interview schedule and the researcher as the instrument. The variables being tested included data collection methods, the time frames of the investigation, and the researcher as the instrument. Pickard (2007) discusses the researcher as the instrument in ethnography research. The research being reported used a survey research method and not ethnography. However, this study interpreted the researcher's ability to interview people, control group dynamics in focus groups and observe participants and generate factual data from questionnaires.

Gorman and Clayton (2005) continue arguing that a pilot study could also be used to test the language and the content of the questions, as well as the length and approach of the semi-structured and focus groups interviews. Moreover, a pilot study could test observation techniques such as the non-verbal responses of those being interviewed. Furthermore, a human instrument might test the dress code, behaviour and appropriate manner of presentation, as well as how one relates to others, including matters of establishing rapport. Revisions were made accordingly from the pilot study so that the actual study was of better quality. For the pilot study, the researcher used 15 educators that were attending an educational conference. The questionnaire was tested to provide information about the sample of the

participants while one HoD and one focus group consisting of five educators were interviewed in the pilot study.

### **3.7 Reliability and Validity of Data**

Extent to which results of research study are consistently accurate using accurate representations of the total population for study is the reliability (Joppe, 2000). If the results can be sustained several times using the same methodology and the instruments it is considered reliable. Reliability is therefore concerned with the consistent measurement in this research study. The researcher ensured the study was reliably valid through the internal checks on data quality and interpretation as well as accurate administration, timely retrieval of questionnaires to the participants and properly recorded interviews (Ritchie & Lewis, 2003). Detailed information on the systematic procedures for the administration of the instruments was made explanatory enough.

Validity of the instruments is the significant strength of mixed methods research to determine the accurate findings of the research study by the researcher, the participants, readers of the study (Miller, 2000; Jupp, 2006). The researcher has ensured the validity of this study through triangulation, member checking, prolonged engagement in the field, thick description and so on in constructing data in as many different ways or methods from many diverse sources as possible (Kelly, 2006).

Triangulation of this study in which the researcher searched for convergence among multiple and different sources of information to form themes or categories sustained the study. Gray (2004) adds that triangulation may also involve different sources, methods, combination of methods such as interviews, observations, questionnaires, documents and so on. In this particular research, triangulation was ensured through questionnaires and interviews.

### **3.8 Data Analysis and Presentation**

Analysis of data collected involves the process of transforming and modelling the data with purpose of identifying useful information that will suggest conclusions and support decision making (Creswell, 2014). Data retrieved through the questionnaires were quantitatively analyzed using descriptive statistics of frequency counts, simple percentages, tables and statistical representations, explaining the findings of the study. Statistical analysis was done using the Statistical Package for Social Sciences (SPSS) software. The demographic data of the participants would be analyzed using frequency counts and simple percentages.

Qualitative data analyses were done using thematic analysis. Thematic analysis is the interpretation of qualitative data in easy interpretable and concise descriptions of emerging themes and patterns within the dataset (Braun & Clarke, 2006). Data from the semi structured focus groups and individual interviews were transcribed, the thematic analyses involved verbatim transcripts of both the focus group interviews and the semi-structured interviews. The collected data was analysed inductively to identify themes and patterns.

According to Brune and Clarke (2006) six simple steps were used to analyse the data in relation to the research questions; (i) familiarisation with available data, (ii) generating initial codes (iii) searching for themes (iv) reviewing the generated themes (v) defining and naming themes and (vi) producing the report. The researcher coded the two focus group interview data from the six HODs providing a better understanding and indicating clearly conceptual relationships between the data collected, this also assisted in the counting of key words. The researcher also made use Atlas.ti to facilitate systematic, efficient coding and complex analyses of the qualitative data that was collected. Each theme generated conclusions based on the findings (Maree & Pietersen, 2010).

### **3.9 Ethical Considerations**

This study centred on Economics teachers' perspectives on in-service professional development. The researcher is ethically responsible for protection of rights and welfare of the participants for the study (McMillan & Schumacher, 2011). Approval for ethical clearance (Appendix A) was granted to the researcher before the data was collected. Permission was also obtained from the Department of Basic Education, KwaZulu-Natal province of South Africa and Lagos State Ministry of Education, Nigeria (see Appendix C). The principals of the sampled schools also granted permission for the participants to be involved. In addition to these, all ethical guidelines for informed consents, confidentiality, anonymity and voluntary participations were strictly adhered to. Participants were duly briefed, assured of confidentiality and anonymity as well as voluntary withdrawal at any stage of the study. Consent forms were signed by them and their permission was obtained for voice recordings of the interviews for the presentation of the research study (Berg, 2007). The participants were given a consent form (Appendix D) to sign and fill in to ensure confidentiality, and opportunities were granted for them to withdraw if they wished to do so.

The interviews were tape-recorded, transcribed and coded. The coded data were then used to generate themes for analysis. Prior to the interviews, the researcher assured the participants of confidentiality and that the data collected would be used for research purposes only and where the participants remained anonymous. McMillan and Schumacher (2011) also believed that research study and participants should be anonymously referred to in print. In adhering to the ethics of privacy and confidentiality in the report, participants were referred to as South African teachers 1-5 (SAT1, SAT2, SAT3, SAT4, SAT5), South African Heads of Department (SAHoD1, SAHoD2, SAHoD3), Nigerian teachers (NGT1, NGT2, NGT3, NGT4, NGT5) and Nigerian Heads of Department (NGHoD1, NGHoD2, NGHoD3).

Similar research works have been carried out in Universities and there have been several published articles on professional development of teachers, however, this study remains a pioneer study on Economics teachers. University's Policy and

Procedures on Research Ethics and its Policy Procedures on Managing and Preventing Acts of Plagiarism have been read and fully understood by the researcher.

### **3.10 Limitations of the Study**

This study was limited to Grade 11 and 12 (SSS 2 and 3) Economics teachers and Economics teaching HoDs of FET (High schools) phase excluding other grades. Therefore, in-service professional development of Economics teachers in the affected grades or classes within the uMhlathuze and uMfolozi Circuits, King Cetshwayo district, KZN of South Africa and Education District 1 and 2, Agege and Kosofe Local government councils, Lagos were part of this study.

Mack (2010) argues that one of the limitations of interpretive research is that its results cannot be generalized to other situations, because interpretive research is subjective. One of the limitations of this study was the limited prior research studies on this topic, more specifically in-service professional development of Economics teachers which on the one hand meant that I did not have substantial sources to consider in relation to my research in South Africa and Nigeria. On the other hand, the significant dearth of literature and research on IPD in South African/Nigerian schools were a clear indication of a need for such research.

Given that the research was conducted only at forty schools in KwaZulu-Natal, South Africa and Lagos, Nigeria, the findings of this study cannot be generalized to other provinces or states in South Africa and Nigeria. Nonetheless, it is my opinion that this study has succeeded in gaining some insight into Economics teachers' perspectives on in-service in South Africa and Nigeria.

### **3.11 Chapter Summary**

This chapter submitted a comprehensive overview of the research design and methodology that were used for investigating the perspectives of Economics teachers on in-service professional development in forty secondary schools in

KwaZulu-Natal province, South Africa and Lagos state, Nigeria. The discussion revealed how data were constructed using an interpretive research paradigm to answer the research questions that guided the research study. The sampling procedure was distinguished as well as rationale for the sampling strategy that was used. Data collection instruments and processes were all explained, issues of validity and reliability were also highlighted. The data analysis processes, ethical issues and limitations were clarified. In the following chapter, the researcher will present the research findings from the data collected, linking these to the research questions.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

In the previous chapter, the research methodology used for this study was presented. These included the research paradigm and design, ethical considerations, trustworthiness of the instruments as well as procedures for data collection to answer the research questions for the study. This chapter presents a systematic analysis and interpretation of data obtained from the questionnaires, semi-structured focus group interviews with teachers and semi-structured interviews with Heads of Department from forty selected schools within KwaZulu - Natal province, South Africa and Lagos state, Nigeria. Analysis of data is to generate meanings, which are results of systematic arrangement and presentation of the information; the information is organized to show comparisons, contrasts and insights that can be established (Creswell, 2014).

To explore the teachers' perspectives on in-service professional development in both South African and Nigerian high schools, questionnaires were administered to 80 teachers while 2 focus groups of five teachers each and 6 Heads of Department were engaged in interviews. Data analysis and findings of this study are presented in two parts based on the mixed methods approach for the following research objectives of the study:

- To establish Economics teachers' views about how they are in-serviced through professional development to teach effectively in South African and Nigerian schools.
- To investigate the needs for in-service professional development of Economics teachers and how these needs are met.
- To determine the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation.

## **4.2 Section A – Teachers’ Views on In-Service Professional Development (IPD)**

This section presents findings from the questionnaire which addressed the research objective on Economics teachers’ views on how they are in-serviced through professional development in South African and Nigerian schools. Eighty teachers from South African and Nigerian high schools responded to the questionnaire expressing their views about how they are in-serviced through professional development so as to teach effectively. The researcher presents in sequence: the data in tables, followed by the overall discussions of the South African findings followed by Nigerian findings and thereafter compares both the results.

### **4.2.1 Teachers’ Demographical Information**

Personal information of the respondents was necessary to ascertain the characteristics of the involved respondents for the study. The information included years of teaching experience, years of teaching Economics, type of teaching qualification, and grades of teaching the subject.

**Table 4.1: Years of teaching experience and years of teaching Economics**

<b>Year of teaching experience</b>						
<b>Years</b>	<b>South Africa (n-40)</b>		<b>Nigeria (n-40)</b>		<b>Total (n-80)</b>	<b>%</b>
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>		
0-5	6	15	03	7.5	09	11.25
6-10	11	27.5	17	42.5	28	35
11-15	09	22.5	06	15	15	18.75
16-20	08	20	09	22.5	17	21.25
21-25	05	12.5	05	12.5	10	12.5
26-30	1	2.5	Nil	Nil	01	1.25
Total	40	100	40	100	80	100
<b>Years of teaching Economics</b>						
<b>Years</b>	<b>South Africa (n-40)</b>		<b>Nigeria (n-40)</b>		<b>Total</b>	<b>%</b>
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>		
0-5	08	20	6	15	14	17.5
6-10	19	47.5	15	37.5	34	42.5
11-15	05	12.5	11	27.5	16	20
16-20	07	17.5	05	12.5	12	15
21-25	01	2.5	03	7.5	04	05
Total	40	100	40	100	80	100

The data in the above table 4.1 shows that 42.5% of the teachers from both countries have between 6 -10 years teaching Economics as a subject, while 20% have between 11-15 years' experience as Economics teachers, while 17.5% have the least of 0-5 years teaching Economics. It is observable that the majority of these teachers had required experiences to validate their perspectives on in-service professional development in both countries.

According to Louws, Van Veen, Meirink and van Driel (2017) as teachers' experiential knowledge increases in the profession, they become more experienced

and more knowledgeable in the subject contents of their subject. However, Day, Sammons, Stobart, Kington and Gu (2007) express that the higher the teaching experience of teachers the more they need in-service professional development to keep them abreast of the trends in their field of specialization. Similarly, research evidence (Fessler & Rice, 2010) posits that teachers' in-service professional development should be designed to address learning goals and learning experience of teachers with different backgrounds in teaching experience.

**Table 4.2: Teaching qualifications**

Types of teaching qualification						
	SOUTH AFRICA (n-40)		NIGERIA (n-40)			
VALID	Frequency	%	Frequency	%	Total	%
STD	02	5.0	Nil	Nil	02	2.5
First degree	15	37.5	27	67.5	42	52.5
PGCE	06	15.0	05	12.5	11	13.75
Honours	09	22.5	Nil	Nil	09	11.25
M.Ed.	08	20	08	20	16	20
Total	40	100.0	40	100	80	100

Teaching as a profession requires stipulated teaching qualifications. Table 4.2 indicates that 52.5 % of the respondents from both South African and Nigerian schools have the minimum qualification to teach Economics. Observably, 20% of the teachers from both countries obtained Masters in Education as highest qualifications. These qualifications affirmed the fact that the respondents were qualified to teach in high schools in both countries. It may also be said that teachers in both countries continue to acquire higher qualifications as means to broaden their knowledge and skills in the profession (Fareo, 2013). Inference from the findings significantly shows that teachers from both countries fulfilled the stipulated minimum

qualifications as requirements for towards teaching profession (SACE, 2008; TRCN, 2008).

**Table 4.3: Grade taught**

<b>Grade taught</b>						
	<b>SOUTH AFRICA (n-40)</b>		<b>NIGERIA (n-40)</b>			
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Grade 11(SS2)	14	35.0	22	55	36	45
Grade 12 (SS3)	13	32.5	06	15	19	23.75
Both	13	32.5	12	30	25	31.25
Total	40	100	40	100	80	100

Table 4.3 shows that 45% of the total respondents taught Grade 11 in South African high schools and (SSS2) Senior Secondary School 2 in Nigerian high schools (South African Grade 11 is the equivalent of Nigerian Senior Secondary school class 2). 23.75% were teaching grade 12 (SS3) in both countries while 31.25% were teaching both classes in both countries.

#### **4.2.2 Frequent Interval of In-Service Professional Development for Teachers**

Respondents were asked to indicate their views on how frequently the interval at which they attend in-service professional development activities every year or every term, for the teachers generally, thus they indicated the frequencies of these IPD activities per year. This supports Parsad, Lewis and Farris (2008) study that teachers who frequently participate in professional development activities end up becoming better teachers with best learners' success. Responses on the frequency of teachers' professional development were as follows in table 4.4:

**Table 4.4: Intervals of existing IPD programmes**

	SOUTH AFRICA		NIGERIA		TOTAL n=80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	3	7.5	0	0	<b>3</b>	<b>3.75</b>
<b>Disagree</b>	13	33	9	23	<b>22</b>	<b>27.5</b>
<b>Agree</b>	17	43	21	53	<b>38</b>	<b>47.5</b>
<b>Strongly Agree</b>	7	18	10	25	<b>17</b>	<b>21.3</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

From the above table 4.4, a total of 68.75% of both South African and Nigerian respondents strongly agreed and agreed that the interval at which they were attending the existing IPD programmes on yearly basis was frequent. 60% South African as well as 77.5% Nigerian teachers strongly agreed and agreed that the intervals at which they attend the existing IPD programmes in both countries were frequent. Contrastingly, 31.25% of teachers from both countries disagreed with the intervals of existing IPD as not frequent to them. Akpanobong (2011) reveals that frequent interval of in-service professional development of teachers has a positive influence on their classroom performance. Participant SAR17 (South African respondent number 17) supported this claim with additional comments provided on the questionnaire:

*“In-service professional development should be done quarterly to accommodate and cover all the chapters in Economics texts; teachers should be assisted in specific chapters”.*

Views from a participant, SAR29 stressed the need to improve intervals of workshops during the year in his additional comments on the questionnaire, he commented:

*“Department of Education should improve on the number of workshops organized per term and year”.*

While participant NGR14 (Nigerian Respondent number 14) supported the need for close intervals in the existing teachers’ professional development trainings in the additional comment on the questionnaire:

*“More in-service trainings should be organized for teachers at close intervals of every school term as against the frequent yearly IPD”.*

An inference from the findings is that teachers may be ineffective in their functions if there are wide gap intervals at which they frequently attend in-service professional development activities. Comparison of the findings in both countries revealed that most teachers were satisfied with the frequency of the intervals at which they attend IPD activities every year, although the minority was not satisfied with the frequency of the intervals. Frequent intervals of teachers’ IPD on yearly basis may promote efficient classroom instructional delivery. Teachers need to be kept abreast of changes in learning at frequent intervals so as to be continuously relevant in the classroom delivery of knowledge (SACE, 2008; Omole, 2014).

#### **4.2.3: Relevance of IPD to Classroom Practices**

The information provided in Table 4.5 below indicates the responses of the teachers from both South African and Nigerian high school on how the contents and the activities of teachers’ in-service professional development have been relevant to their classroom practices. Responses from the respondents varied as follows:

**Table 4.5: Appropriateness of IPD contents to classroom practices**

	SOUTH AFRICA		NIGERIA		TOTAL n-80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	0	0	0	0	<b>0</b>	<b>0</b>
<b>Disagree</b>	5	12.5	4	10	<b>9</b>	<b>11.25</b>
<b>Agree</b>	26	65.0	28	70	<b>54</b>	<b>67.5</b>
<b>Strongly Agree</b>	9	22.5	8	20	<b>17</b>	<b>21.25</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

Table 4.5 above shows the views of the teachers on appropriateness of the IPD activities for possible adoption into their classroom practices across the two countries. The table indicates 88.75% of both South African and Nigerian high school teachers strongly agreed and agreed that the contents of the teachers' IPD activities were related to their teaching and learning of Economics and could be adopted into their classroom practices to enhance their instructional delivery while 11.25% of the respondents from both countries disagreed that the IPD contents were simply inappropriate for their classroom practices and needs. In South Africa, overwhelming 87.5% of the respondents strongly agreed and agreed that the contents of the various in-service professional activities were appropriate to their classroom needs; however, the appropriateness of the IPD contents to classroom practices was rejected by 12.5% teachers.

In a similar view with the majority of South Africans, 90% of the Nigerian teachers agreed and strongly agreed that the contents of the IPD they have attended were appropriate to their classroom practices while only 10% of the teachers in Nigeria disagreed with the appropriateness of the in-service programmes to their classroom needs. The appropriateness of IPD contents to the classroom practices by the majority of the respondents (88.7%) corroborates Yinusa (2012) that improved classroom instructional delivery can be promoted when teachers participate in appropriate in-service professional development training or programmes on a structured calendar every year.

#### **4.2.4. Provision of Variety of Teaching Methods/Skills through Teachers' IPD**

Teachers' professional development activities are meant to support classroom instructional delivery to enhance learners' academic performance and improvement. Views of the teachers on the abilities of teachers' IPD activities to empower them with various teaching skills or methods they can use to enhance classroom teaching and learning were shown with their responses on the following table:

**Table 4.6: Acquisition of various teaching skills**

	SOUTH AFRICA		NIGERIA		TOTAL n-80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	0	0	1	2.5	<b>1</b>	<b>1.25</b>
<b>Disagree</b>	10	25	4	10	<b>14</b>	<b>17.5</b>
<b>Agree</b>	22	55	20	50	<b>42</b>	<b>52.5</b>
<b>Strongly Agree</b>	8	20	15	37.5	<b>23</b>	<b>28.75</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

One of the benefits of in-service professional development is the acquisition of various effective teaching methods/skills that teachers can adopt to facilitate learning (Fareo, 2013). Table 4.6 above shows that 81.25% of the teachers from both South African and Nigerian high schools were of the opinion that they have acquired varied teaching methods/skills from their attendance at various IPD activities while 18.75% of the respondents from both countries disagreed and strongly disagreed. Majority of the South African teachers (75%) supports the study by Fareo (2013) that the IPD they have attended have equipped them with varied teaching methods.

Omole (2014) posits that teachers' professional development workshops introduce teachers to different teaching styles that can be used to teach different subjects, topics to learners in different learning situations. Similarly, majority of the respondents from Nigeria (87.5%) agreed that IPD activities enhanced them with varied teaching methods. Despite these majority's claims, minority South African

(25%) and Nigerian respondents (12.5%) disagreed on the ability of IPD programmes to equip them with varied teaching methods. Asiyai (2016) in her longitudinal study of 48 teachers on the relationship between IPD, effective classroom teaching and academic performance of learners, indicates that teachers' exposure to in-service training workshops improve their teaching methods.

IFTRA (2014) defines in-service professional development as all activities that aim at providing teachers with varied teaching skills that can enhance their classroom practices. Findings from the table above concur with IFTRA (2014), as well as supports improvement of classroom pedagogy through acquisition of varied teaching skills. This supports Padwad and Dixit (2011) that IPD is a career-long process of enhancing practising teachers with varied teaching skills that can enhance their profession.

#### **4.2.5: Integration of IPD to Classroom Practices**

It is important that teachers should be able to adopt into their classroom practices, skills and knowledge they gain from participating in IPD activities (Egbo, 2011). Ability to integrate effectively and efficiently, knowledge gained from IPD inform the usefulness of IPD programmes. The table below shows the responses of teachers on the possibility of integrating new knowledge or skills from IPD they have attended into their classroom practices to improve classroom teaching and learning in both countries.

**Table 4.7: Integration of IPD activities into classroom instructional delivery**

	SOUTH AFRICA		NIGERIA		TOTAL n=80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	1	2.5	0	0	<b>1</b>	<b>1.25</b>
<b>Disagree</b>	11	27.5	13	32.5	<b>24</b>	<b>30</b>
<b>Agree</b>	24	60	19	47.5	<b>43</b>	<b>53.75</b>
<b>Strongly Agree</b>	4	10	8	20	<b>12</b>	<b>15</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

From the above table 4.7, 68.75% of both South African and Nigerian respondents strongly agreed and agreed that IPD activities were easily adopted into their classroom practices to improve teaching and learning of Economics while 31.25% of the respondents from the two countries disagreed and strongly disagreed with the statement.

Findings further established 70% South African teachers strongly agreed and agreed easy adoption of IPD knowledge or skills into their classroom practices enhanced their classroom performance; also 67.5% Nigerian respondents also strongly agreed and agreed that it was easy adopting IPD activities into their classroom instructional delivery. However, 30% South African and 32.3% Nigerian respondents disagreed that adoption of IPD activities into classroom activities was not feasible due to some reasons. Adoption of IPD activities into classroom

activities by majority of the respondents for the study support Yinusa (2012) that the design of IPD activities should cater for subject differences as well as learners' individual differences to promote easy adoption of these activities into classroom practices by the teachers.

#### 4.2.6. Convenient Timing for Teachers' IPD Activities

Teachers' attendance at IPD activities should not disrupt teaching and learning activities, this means that IPD activities should be convenient for teachers to attend without affecting their classroom practices. Learners should not be abandoned for teachers to attend workshops or any other professional development activity. Teachers' responses were sought on how convenient IPD activities were without interfering with their teaching schedules; their responses were shown in the table below:

**Table 4.8: Convenient timing of IPD activities/programmes**

	SOUTH AFRICA		NIGERIA		TOTAL n-80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	2	5	0	0	<b>2</b>	<b>2.5</b>
<b>Disagree</b>	20	50	9	22.5	<b>29</b>	<b>36.25</b>
<b>Agree</b>	13	32.5	17	42.5	<b>30</b>	<b>37.5</b>
<b>Strongly Agree</b>	5	12.5	14	35	<b>19</b>	<b>23.75</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

Teachers' views to ascertain how convenient it was for them attending or participating in teachers' in-service professional development programmes revealed that it was convenient for most of them while it was not for some as shown in their response in the above table 4.8. 61.25% of teachers from both South African and Nigerian high schools concurred that the programmes were convenient for them to attend while 38.75% were of the views that IPD programmes were not convenient for them.

Findings further shows that 45% South African respondents strongly agreed and agreed that IPD activities were convenient for them to attend without disrupting their classroom responsibilities, while the majority of the South African respondents (55%) were not satisfied with the timing of IPD activities as their teaching schedules were affected. This is contrast to 22.5% of Nigerian respondents who were not satisfied with the timing of the IPD they attended, while 77.5% of Nigerian respondents strongly agreed and agreed they were satisfied with the timing of IPD activities they attended.

Findings show that there was sharp contrast on the teachers' views from both countries on timing of IPD activities. The findings show that IPD timing for Nigerian teachers (77.5%) was more convenient and better than that of South Africans (45%). This implies that participation of South Africans in IPD activities may be faced with challenges.

However, Participant SA22 advised that IPD should be planned not to disrupt teaching and learning, thus expressed the following as an additional comment on the questionnaire:

*"IPD should be properly structured so as not to affect teaching and learning process in our schools".*

It can be deduced that convenient time should be considered while planning IPD activities for teachers. Teachers may be scheduled for IPD activities during the school holidays at their conveniences, to encourage attendance of more teachers.

#### 4.2.7: Motivation for Teachers' Participation in IPD Activities

Motivation from SMT for teachers to attend or participate in IPD activities may be seen as significant in promoting quality education in the education system. Teachers may be encouraged by different forms of motivation to attend IPD activities that will enhance their classroom practices, which in turn will improve learners' academic performance. Teachers' views on how they were motivated by their schools' SMTs were indicated in the table below. The table shows that SMTs' motivation to teachers varied from school to school, country to country. The views were indicated by their responses:

**Table 4.9: School Management Team (SMT) motivates teachers' IPD attendance**

	SOUTH AFRICA		NIGERIA		TOTAL n=80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	2	5	3	7.5	<b>5</b>	<b>6.25</b>
<b>Disagree</b>	13	32.5	13	32.5	<b>26</b>	<b>32.5</b>
<b>Agree</b>	13	32.5	19	47.5	<b>32</b>	<b>40</b>
<b>Strongly Agree</b>	12	30	5	12.5	<b>17</b>	<b>21.25</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

The data in table 4.9 indicates that 61.25% respondents from both South African and Nigerian high schools strongly agreed and agreed that their school motivates them to attend in-service professional development activities for Economics while 38.75% of them were of the views that they have not been given enough motivation to attend these activities. Specifically, 62.5% South African respondents opined that the school management team did motivate their participation in professional development programmes while a minority of 37.5% disagreed to this.

Similarly, 40% Nigerian respondents believed that they did not get enough motivation to attend various IPD activities from their school management teams as against massive 60% respondents who strongly agreed and agreed that school management teams motivated them to participate in various IPD activities. There is need for adequate motivation of teachers to participate in IPD activities as it may improve classroom instructional delivery of every subject (Donkor & Banki, 2017). From the findings on this table 4.9, it could be deduced that majority (62.5%) of South African teachers were satisfied that the School Management Team (SMT) motivated them to attend IPD activities that could improve their classroom practices. Similarly, the same applies to the Nigerian respondents. Therefore, inference from the findings connote that teachers were motivated to attend IPD by SMTs in both countries to some extent.

#### **4.2.8. Assistance and Support by SMT in Teaching and Learning of Economics**

There is need for teachers to be supported and assisted by the school management team, without necessary assistance and support from the SMT, teaching and learning may not be effectively carried out or achieved. Teachers' views on the support and assistance from the SMT towards teaching and learning of Economics hereby follow.

**Table 4.10: SMT support and assistance to Economics teachers**

	SOUTH AFRICA		NIGERIA		TOTAL n=80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	2	5	1	2.5	<b>3</b>	<b>3.75</b>
<b>Disagree</b>	13	32.5	9	22.5	<b>22</b>	<b>27.5</b>
<b>Agree</b>	17	42.5	20	50	<b>37</b>	<b>46.25</b>
<b>Strongly Agree</b>	8	20	10	25	<b>18</b>	<b>22.5</b>
<b>Total</b>	40	100	40	100	<b>80</b>	<b>100</b>

From the table above, responses of the teachers on how their SMT have been supporting and assisting in teaching and learning of Economics in their schools show that 68.75 % participants from both South Africa and Nigeria strongly agreed and agreed that the SMT assisted and supported in the teaching of Economics in their schools. However, 31.25% of these participants from both countries strongly disagreed and disagreed. Closer observation of the table shows that 62.5% South African teachers and 75% Nigerian teachers actually agreed and strongly agreed that their SMT actually supported and assisted their classroom practices while 37.5% South Africans and 25% Nigerians did not agree. Omole (2014) affirms that SMT plays a prominent role in the quality of teaching and learning in schools, that schools that enjoy maximum support from the SMT will always make teaching and learning easy with provision of what can promote learning.

#### 4.2.9: Provision of Teaching and Learning Materials

In-service professional development activities expose teachers to in-depth knowledge and mastery skills to teach effectively in teaching and learning system. The activities at IPD may include assisting teachers to create or improvise teaching and learning materials that could be used to teach different topics with consideration to learners' individual differences and school situations. The table below shows the responses of the teachers from both countries on the provision or design of these materials based on IPD activities.

**Table 4.11: Provision/design of teaching and learning materials from IPD activities**

	SOUTH AFRICA		NIGERIA		TOTAL n-80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	2	5	1	2.5	<b>3</b>	<b>3.75</b>
<b>Disagree</b>	14	35	6	15	<b>20</b>	<b>25</b>
<b>Agree</b>	19	47.5	23	57.5	<b>42</b>	<b>52.5</b>
<b>Strongly Agree</b>	5	12.5	10	25	<b>15</b>	<b>18.75</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

Designing or selecting appropriate teaching and learning materials may be facilitated in the IPD programmes, teachers' views on the possibility of this is

shown in the above table. Table 4.11 shows the responses on the provision or design of learner and teacher support materials (LTSM) through IPD activities.

Overwhelming majority of the respondents (71.25%) from both countries strongly agreed and agreed that IPD activities assist them to design or produce LTSM that could be used in their individual classroom contexts, while 28.75% of these respondents from both countries disagreed and strongly disagreed. Observing this table, it shows that 40% South African respondents could not agree that IPD have been able to provide or design any teaching material for them while 60 % strongly agreed and agreed that IPD they have attended had provided or designed useful teaching and learning materials that were adopted into their classroom practices.

Majority of Nigerian respondents (82.5%) also indicated that IPD activities had provided and designed useful teaching and learning materials while 17.5% respondents were of the views that IPD activities could not provide them with teaching and learning materials. The positive agreement of the majority (71.25%) from both South Africa and Nigeria supports the involvement of teachers to design or create IPD activities that can address their classroom contextual needs (Tsoletsi & Mahlomaholo, 2014). Participant SA31 was not satisfied with the resources from the IPD, his additional comment on the questionnaire read as follow:

*“There is need for provision of more classroom resources that will make Economics more practical for learners through our workshops for every topic”*

Using relevant materials can aid teaching and learning and may help teachers to effectively deliver subject-contents of the subject (Louws, et al., 2017). According to Louws et al. (2017) the development of adequate and relevant teaching and learning materials by individual teachers has been a task for them, however, teachers can collaborate to creatively design materials that can be adapted to their classroom teaching.

#### 4.2.10. Objective Feedback on Impact of Teachers' IPD Activities in Classroom Practice

Teachers' participation in various IPD activities is to improve their classroom practices. The need for feedback on teachers' participation in IPD activities is to establish the influence of such IPD activities on classroom performance of teachers to enhance teaching and learning in education system. Views of teachers were sought to establish the presence of mechanisms for feedback on teachers' classroom practices after attending IPD activities. The table below shows the responses:

**Table 4.12: Objective feedback on structured IPD activities and experiences**

	SOUTH AFRICA		NIGERIA		TOTAL n-80	%
	n=40		n=40			
	Frequency	%	Frequency	%		
<b>Strongly Disagree</b>	4	10	0	0	<b>4</b>	<b>5</b>
<b>Disagree</b>	17	42.5	11	27.5	<b>28</b>	<b>35</b>
<b>Agree</b>	13	32.5	18	45	<b>31</b>	<b>38.75</b>
<b>Strongly Agree</b>	6	15	11	27.5	<b>17</b>	<b>21.25</b>
<b>Total</b>	40	100	40	23	<b>80</b>	<b>100</b>

Table 4.12 above shows the views of the respondents on feedbacks they received on IPD activities. Findings from this table show that there was no encouraging

system for feedback on IPD activities in both South Africa and Nigeria. 60% of respondents from both countries reported that there was no adequate mechanism for feedback on the level of experience teachers gained from the IPD activities they attended, however, 40% of these respondents from both countries strongly agreed and agreed there was a feedback mechanism for teachers' IPD in these countries.

A deeper look at this table revealed that 52.5% South African teachers expressed there was no regular and objective feedback mechanism for teachers who attended IPD activities to assess or determine improvement in their classroom practices after IPD activities, of which 47.5 % South African respondents agreed there were feedback on teachers' IPD activities. The case was however different in Nigerian schools where 72.5% respondents strongly agreed and agreed that feedback were adequately carried out on teachers who attended IPD while 27.5% Nigerian respondents were not satisfied with the feedback mechanisms for IPD. Teachers who participate in various IPD activities are to be monitored and evaluated for feedback on effectiveness of IPD (Okobia, 2013) as agreed by the 60% teachers from both South African and Nigerian high schools. Participants called for more follow-ups on their IPD activities as suggested by Okobia (2013), participant SA6 expressed in his additional comment:

*“There is need for follow up on workshop activities for proper application of knowledge”*

There may be need to assess teachers who attend IPD activities to determine or evaluate the level of improvement in their classroom practices after each IPD by the relevant IPD organisers or SMT members.

Findings from the quantitative data revealed that South African and Nigerian teachers have access to IPD activities every year, the IPD activities are related to their classroom practices, they are also provided with LTSM materials or provided with skills that can be used to create these materials, however, motivation from the SMT varies from school to school, so also the teachers needed more follow up mechanisms to support their IPD activities. Teachers recognized the importance of IPD activities in their classroom practices and their learners' academic improvement.

### **4.3. Section B: The Qualitative Data Analysis**

This section presents findings from the semi-structured focus group interviews. Teachers' semi-structured focus group interviews were the sources for data on the second research question for this study: what are the needs for in-service professional development of Economics teachers and how are these needs met?

Data was also sourced from the Heads of the Departments through semi-structured individual interviews for the third research question: What are the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation? The data from these participants were analyzed and presented by identifying themes that answered these research questions.

According to Cohen, Manion and Morrison (2010), thematic coding remains the common technique to analyse qualitative data. Comparisons were generated from emerging codes from the collected data without pre-set theory or structure, preference for this approach is the ability to create detailed in-depth data description as qualitative data characteristics.

Verbatim transcriptions of all recorded audio interview data were carried out by the researcher, followed by coding of significant and similar data into themes. Verbatim statements were the evidence of participants' responses during the interviews. These were grouped into eight themes based on interpretations to offer imaginative and justified explanations. The themes were within the considerations of research objectives. These themes are:

- Frequency of teachers' participation in IPD activities
- On-site/Offsite-based IPD
- Content of existing teachers' IPD
- Appropriateness of IPD materials to classroom practices
- Needed IPD structure by the teachers
- Improvement of classroom practices through IPD
- Follow-up/Support for teachers' IPD

- Challenges facing teachers' IPD

#### **4.4 Discussion of the Thematic Findings**

Discussions of the eight themes from the interviews are presented below. Themes were introduced, findings from each country were presented, interpreted, related to the study and existing related literature. In the discussion, South African findings were first presented followed by the Nigerian findings, extractions of verbatim quotations from the participants were indicated thus: South African teachers 1-5 (SAT1, SAT2, SAT3, SAT4, SAT5), South African Heads of Department (SAHoD1, SAHoD2, SAHoD3), Nigerian teachers (NGT1, NGT2, NGT3, NGT4, NGT5) and Nigerian Heads of Department (NGHoD1, NGHoD2, NGHoD3).

##### **4.4.1 Frequency of teachers' participation in IPD activities**

Teachers' views on yearly attendance of professional development activities to improve their classroom performance were sought in the interviews from both South Africa and Nigeria. Findings revealed that frequencies at which teachers have participated at various IPD activities vary on yearly basis. The teachers expressed their views on frequency of their IPD activities. Some participants clamour for increase in IPD frequency. Participant SAT1 expressed limited frequency as follows:

*"We attend two times a year. At the beginning of the year and towards the end of the year." (SAT1)*

Low frequency of IPD activities was also identified by participant SAT3 in his expression that he had only attended IPD once in the year:

*"Yes, we did attend. For now, we attended one, we are still waiting for more, if it's possible but not sure". (SAT3)*

Attendance of teachers in IPD activities seems to be once a year as also confirmed by Participant SAT5 who expressed that she had attended IPD only once in the year:

*“Yes, I have attended IPD, so far we have attended one but I think more are still coming”. (SAT5)*

The experience of low frequencies of teachers' attendance at IPD activities was also shared by the Nigerian participants. The view of Participant NGT4 indicated once a year IPD:

*“I do attend in-service professional development trainings and in the last five years, I have attended just five”. (NGT4)*

In addition, participant NGT3 presented his view regarding the frequency of IPD activities which also further confirmed once a year access to IPD activities:

*“I do participate in in-service professional development trainings and I find it quite filled with experience because it helps me to be able to teach my subject much better. In the last five years, I had about six trainings that will be all”. (NGT3)*

Participating HoDs also corroborated the submissions of teachers on yearly frequency of IPD activities. Participant NGHoD1 expressed his views in this manner:

*“In the last five years, I think IPD activities I have attended were about three times”. (NGHoD1)*

Teaching like every other profession requires frequent in-service professional development. Teachers need to be provided with frequent update on expertise, knowledge and necessary specialized skills that improve them through continuous and frequent training (TRCN, 2008). Furthermore, research (UNESCO, 2007; TRCN, 2008) advocates for frequent and necessary programmes for professional development of teachers for better improvement. From these findings, participants from both countries could only access limited number of in-service trainings; this low frequency may limit the potential of the teachers.

This supports Ajani (2018) that teachers need to frequently participate in in-service professional development every year to improve their knowledge and skills for better classroom performance. Though, teachers receive professional development every year but these IPD were not frequent enough as mentioned by the participants.

Teachers may consider attendance at IPD on frequent basis every year as being important to their capacity building in the profession. Therefore, attending frequent IPD activities may promote improved classroom practices in both countries as teachers will be intrinsically motivated to attend frequently.

#### **4.4.2. On-Site/Off-Site Based Teachers' IPD**

Teachers' IPD activities can be on-site or off-site based, on-site based teachers' professional development activities include all professional activities that that can be designed and made available to teachers within the school premises or environment while the off-site based refers to all professional development activities that can be accessed by teachers outside the school premises, e.g. workshop or conferences outside teachers' immediate school environment or premises. It was revealed that teachers attended these two forms of IPD in both countries.

Participants for this study revealed that available IPD activities to them can be school-based or off-site. Participant SAHoD1 highlighted in his views that there are many IPD activities that take place both on-site and off-site:

*"There are many, maybe three. One within the school, the two was off-site".*  
(SAHoD1)

Participant SAHoD2 concurred that generally he had attended four IPD activities in a year; two of these IPD activities are organised by the Department of Basic Education and the other two are organized within the school:

*"I will start with outside the school, normally in the year, we have two workshops which are organized by the DBE and in the school, and we have got two, which are subject meetings during which our department plans. This means four in all".*  
(SAHoD2)

Similarly, participant NGHoD2 echoed the same on-site and off-site IPD activities which he had attended, he declared:

*"We organize the off-site in-service training at least one for each department in a year, let me say in the last three years we must have organized like three on-*

*school in-service professional development trainings and the Education Districts do organize off-site trainings for the teachers in all the departments” (NGHoD2).*

Findings indicate that teachers participate in various IPD activities which are school based or done outside the school premises. These school based and off-school based IPD activities aimed at improving teachers’ classroom practices. Oguntimehin (2011) posits that most school based in-service professional development of teachers usually contextualise professional development needs of the teachers based on the school situations. This makes IPD activities to be effective in classroom application for the teachers. Contrastingly, Kayode (2012) condemns the use of off-site based teachers’ professional development activities to be one-size-fits-all that do not promote classroom practices of teachers based on the individual differences of the teachers and the peculiarities of the school environment or situations. However, according to Sieborg and Macintosh (2004), effectiveness of teachers’ professional development can be ensured through assessment of teachers’ professional needs and the design of IPD activities based on their classroom needs. This implies that if needs of teachers are established prior to the design of IPD activities, teachers will always benefit from such programmes.

#### **4.4.3 Contents of Existing Teachers’ IPD Activities**

The study explored the views of the teachers as well as their HoDs on the content or focus of the existing IPD activities they have attended or attending. The appropriateness of IPD activities to classroom situations of the teachers, where peculiarities of schools will be focused on will make IPD activities beneficial to the teachers’ classroom practices. Participants expressed several views on the content or supposed content of IPD.

Participant SAT1 expressed that the content of their IPD had mainly only included analysis of results.

*“The activities that have been included. We normally start the analysis of the results, which I think is not relevant, it is not helping, we use the whole day to analyze the results of the province, national, the whole country, we really need content more than anything, after that the best performing schools will have something to say especially junior teachers are giving tips on how to teach certain aspects”. (SAT1)*

In addition, Participant (SAT3) suggested their IPD content should be on topics they are teaching. She expressed this to be beneficial to their classroom practices:

*“Right now we deal with topics that are very challenging. Most of the time when we come there, our subject advisor knows us very well, he/she knows that a certain teacher or certain teachers from another school is able to teach that topic, so we discuss and explain everything. So it helps us”. (SAT3)*

Contrastingly, participant SAT5 seemed satisfied with existing moderation content during IPD activities:

*“The activities that will do like in the moderation, like the first thing we do, each educator marks the scripts of his learners, check if the scripts correspond with the allocated marks. It wastes a lot of time, when you mark right, you discover you have marked wrongly when we do that activity but also some teachers allocate mark wrongly and it’s also checked by the subject advisors”. (SAT5)*

While other participants suggested that the content of IPD activities could be broadened to include other aspects, participant SAT2 mentioned:

*“A lot of things are included in the IPD, like for instance they tell us what to do, for instance, the chapters we are going to teach, we got the experience teachers who will tell us what to do and then analysis of the results will be there, I think that’s all”. (SAT2)*

Participating HoDs who were also Economics teaching teachers indicated that the content of the IPD cover so many things. Participant SAHoD1 stated:

*“To empower teachers, to develop teachers and to introduce them to new curriculum”. (SAHoD1)*

Participant SAHoD2 in his own views, further elaborated on the content of IPD:

*“The main thing is the focus, how to organize the content, the method. Outside the main focus is also the content, where we use team teaching. The best performing school is used to facilitate the teaching in the workshop”. (SAHoD2)*

On the other hand, Participant SAHoD3 viewed the contents of IPD activities he had attended to have focused on different topics that were being taught in the classrooms:

*“The last one we attended was for content workshop, how to approach different topics especially for grade 12”. (SAHoD3)*

Similarly, Nigerian participants expressed their views in alignment with their South African counterparts. Participant NTG1 stated:

*“Many activities are (sic) included in the last IPDs I have attended. Especially as a teacher, we need a lot of things. A lot of things were introduced in the area of teaching strategies. A good teacher must be able to follow the trends; it is the best method of strategy in teaching the learners so that you will be able to understand individual differences within the learners. Secondly the questions and answers session also gave us the opportunities to speak out our minds in any area we need to be educated in teaching and learning process but especially as a teacher. I really enjoyed the teaching strategies area which really helps while putting them into practice in the class”. (NGT1)*

In addition, Participant NGT5 mentioned that IPD activities had variety of activities:

*“So many activities have been included in the IPD trainings I have attended before. Some of these are: classroom management and different styles of teaching skills, and how to control our learners, make them understand what we are teaching and being practical enough for what they see, they can easily remember. Another one I attended picked some difficult topics and used as case studies for the teachers”. (NGT5)*

Participant NGT4 was satisfied with the inclusion of result analysis in the contents of his IPD activities which was in contrast to participant SAT1 in South Africa:

*“Some of the activities that were included in the IPD have attended include analysis of result. We try as much as possible to look at the result of the previous session and make suggestions on how to improve the results. I also learnt some of the methodologies that can be used to help the upcoming learners who are not so fast in learning”. (NGT4)*

However, participant NGHoD1 reiterated the importance of classroom focused IPD which he strongly believed was critical:

*“Teachers are being trained in order to enhance their teaching performances in order to accommodate the new curriculum which is child-centered. So teachers are being enhanced to improve their teaching performances and to put into consideration the main subject which is the student.” (NGHoD1)*

Participant NGHoD3 corroborated the benefits of IPD activities to be significant to teachers' classroom practices in his views:

*“One, they want to improve their efficiency of the teachers; they want to also improve the teaching and learning of Economics. Also to make learning, more effective and learner-centered. And above all, they want the teachers to be abreast with the new methods of teaching”. (NGHoD3)*

Furthermore, the additional comments provided on the questionnaires by the respondents agreed that more focus should be placed on difficult topics that teachers struggle with during classroom practices in the IPD. A participant NG29 responded in his additional comment on the questionnaire:

*“We want teachers' workshops to focus more on teaching of difficult topics in the curriculum”.*

While participant SA8 also supported the teaching of difficult topics in the IPD activities with this expression:

*“There should be improvement on content based training especially on difficult topics and there should be content discussion every term”.*

Participant SA33 commented in his additional comment on the questionnaire that content based IPD will be preferred by the teachers:

*“We need more activities in connection with the content and what is expected when learners give feedback”.*

Convincingly, teachers’ responses indicate that they appreciate IPD activities that focus on areas of needs in their peculiar classroom contexts. They expect to be assisted on how to enhance their teaching methodology and subject-content delivery (Jita & Mokhele, 2014). With regards to the key findings from the extracts, teachers prefer IPD activities to focus mainly on what and how to teach their subject-content in the classroom in more effective ways. This is contrary to the focus on results which they viewed as not very beneficial. The focus of IPD activities should adequately centre on improvement of classroom practices.

#### **4.4.4. Appropriate IPD Materials for Classroom Practices**

Provision of materials to be used in teaching and learning can be encouraged in the IPD activities, where teachers creatively create, design and produce materials that can be used in classrooms. Participants’ viewed that IPD activities have been instrumental to this. Participant SAT5 stated that his attendance in IPD has provided his classroom practices with useful materials he could easily use:

*“Yes, I have learnt and I went to the learners with different learning materials which I created after the IPD, I was a changed teacher. Learners are very happy; the classes are interactive now with materials I create”. (SAT5)*

Similarly, participant SAT2 expressed satisfaction in his ability to produce materials for his classroom practice:

*“IPD activities have been helpful to me, we have been motivated on how we can create materials to teach, sometimes we produce the materials at the IPD centres*

or we are told on how we can create or improvise; this I have always do, and my classes have been exciting to my learners” (SAT2)

Similarly, participant SAT4 also shared the same view on his skills to create materials for every lesson he had been teaching:

*“I will say the experience that I have gained from the programmes do help me to plan ahead, what materials I need to use in my classroom practice. When you come back you will be able to implement. It makes the learners understand and what is expected from them after you taught them”. (SAT4)*

Participants from Nigerian schools also mentioned that IPD activities have produced and helped them to design materials that are suitable to their learners. Participant NGT4 stated:

*“Workshops we attend have been encouraging us on use of teaching materials, we were also taught on how we can create materials for every topic, samples were made for us and we have been shown how we can improvise. We are encouraged not to teach with materials that can facilitate” (NGT4)*

Participant NG1 agreed that IPD activities have taught him to enhance his classroom practices with materials he got from IPD, his responses:

*“My answer is yes. As a teacher, most of the experience we gained from the IPD activities has made us to teach with learning materials every time, we normally put into practice in classroom new ideas shared with our colleagues on what to use as learning materials for every topic, learning materials are shared at times but may not be adequate” (NGT1).*

Another participant NGT4 corroborated that IPD activities provided teachers with materials that can assist their classroom teaching:

*“It is a yes for me also. I have tried as much as possible to teach all the time with learning materials that I improvise myself to improve my teaching methodology. I now engage in using more of teaching aids. It’s so much helpful that I can carry along the slow learners. That is how I have been teaching” (NGT4).*

In addition, participant NGT3 revealed that knowledge from IPD has helped to create materials to teach many topics effectively:

*“The answer is yes, what I usually do after IPD training; I try to design teaching materials for all my topics for the whole term and I engage learners to create these materials which they happily create for classroom practices”. (NGT3)*

The extracts explicitly reveal that the participants were able to design appropriate teaching and learning materials as well as activities that can motivate learning in their classroom, integrating these materials into their classroom practices may lead to improvement in classroom practice. Meaning that teaching and learning may significant be improved. This supports the claims of Govender (2015) that participation of teachers’ in relevant professional development should be the best policy that can promote enhancement of classroom responsibilities of teachers with creating or improvising materials into the classroom situations what work for the subject and the school.

#### **4.4.5. Needed IPD Structures by the Teachers**

Participants’ views on what teachers needed as ideal IPD activities were sought. The participants mentioned in their views their preferences for IPD. Participant SAT2 responded that teachers’ IPD activities should be at least twice in a term:

*“Haa! I think we should have it two times in a term so that if we are looking at certain chapter or topic, we try to link what is happening around us to that chapter or topic so that the learners can understand and link what is happening in the country for now”. (SAT2)*

Furthermore, participant SAT1 suggested that the needed IPD activities should include different aspects that will benefit the teachers:

*“I am saying activities of the IPD are not adequate. Because what we normally waste time on is not necessary. And it doesn’t really help in improving the results and I think if it was going to be adequate we need to have more content*

*workshops where we know exactly how to tackle each and every topic, I think we should waste more time on doing that in our IPD and also how to mark, because the marking act is very critical. Sometimes learners think they pass because they don't know maybe it's the teacher who doesn't know how to mark and they are certain standards that are required at the end if maybe we can have those as well, I will say is adequate". (SAT1)*

In addition, participant SAT4 mentioned that needed IPD should cover different aspects of topics at different grade/classes taught by the teachers:

*"I think we should have these IPD more often like for each chapter, like for instance, in grade 12; chapter one in term one, we have four Participant chapters which are different. I think for International Trade, we should have a workshop, for Public Sector, for National Income, etc., etc. So, in other words, what I mean is that it should focus more on content and the marking of scripts, then other petty issues. And also it should be done at cluster level. I think if teachers will be comfortable with one another at cluster levels". (SAT4)*

Participant SAHoD2 expressed that the needed IPD should focus on content and method based for the teachers, these two can lead to improvement in learners' performance:

*"I can suggest content and method based workshops. These two are the major pillars of the subject. How can I see that teacher is excelling? I only see this one in the performance of the learners". (SAHoD2)*

While participant SAHoD3 explained why content based IPD activities are needed by the teachers:

*"I think there must be communication, what is expected from the learners in the examination. When we are analyzing last year, there was miscommunication from what was expected from the learners and what the learners wrote. The last workshop this year requested for what type of workshop we want. We were given a workshop that will attend to what we actually need in teaching of Economics. Teachers who are good in specific topics should be made to teach others in the clusters". (SAHoD3).*

Similarly, the needed IPD activities by Nigerian participants were not different from their counterparts in South Africa. Both teachers and their HoDs suggested content based IPD will improve their classroom practices.

Participant NG5 provided much details regarding the needs of IPD:

*“I think the interval should be quarterly like every term. Focus should be on current happenings in the teaching generally, maybe topics, curriculum and so on. Continuity here should be holiday time. The first three days of the first week. Convenience should include somewhere that is not too far from our houses. On accessibility, it should not be too expensive. It should be what we can afford or what the school can easily pay for”. (NGT5)*

Participant NGT4 added his views on the needed IPD as to go beyond results analysis:

*“It should be on sessional basis and the focus should be content based. I prefer if it is content focused rather than just going through the results alone. This is for continuity; I will love it to be continued but the way it is structured should be looked into. For convenience, I will prefer it to be two in a session so that each session we could brainstorm together as teachers before another session. For accessibility, if it is subsidized it will be accessed by more teachers”. (NGT4)*

In addition, participating HoDs in Nigeria expressed their views on what is needed in IPD activities for the teachers. Participant NGHoD2 expressed that school based IPD will be better and beneficial:

*“School based training would be very useful because it would be very useful because it will help teachers to practically learn what can be adopted for their classroom situations. Some school-based training would be good as I think”. (NGHoD2)*

The expression of participant NGHoD3 elaborated the needed IPD for teachers should seek for teachers' input or opinions on what they preferred:

*“Well, in this regard, like one of those questions you asked; one will suggest real professional in-service training but teachers’ input is needed here. Content-based IPD will be more preferable to improve classroom delivery. A teacher may be weak in Econometric aspect of Economics, so when you ask for the input of teachers that will benefit. One would know the type of in-service professional development training that will really fit them. But having this, we can look at it at two broad perspectives. Perspectives of efficacy in terms of learners’ centredness organized trainings and delivery in classroom situation that will make the learners to be adequately be beneficiary of all the learning outputs”. (NGHoD3)*

Clamour for well-structured IPD activities that will focus on the needs of the teachers in both South African and Nigerian high schools are in accordance with Jita and Mokhele (2014) that well-structured IPD programmes that dwell on subject-content can promote effective teaching skills, improve learners’ academic performance and encourage good mastery of the subject-content. Teachers need IPD activities that will assist them in difficult topics that they struggle with in the classroom; they need professional development on teaching methods or skills to facilitate learning to learners with references to their individual differences. Therefore, the findings explicitly reveal that IPD activities that are content-based has the potential to promote better classroom practices among the teachers, therefore IPD activities should focus on what the teachers’ desire.

#### **4.4.6 Improved Classroom Practices through Teachers’ IPD**

Views of the teachers were sought to corroborate the claim of improved classroom practices through IPD (Steyn, 2013). Main objective of any IPD activity is to develop teachers and improve their classroom practices (Ajani, 2018). Participant SAT1 agreed that IPD activities have improved his classroom instructional delivery in his response:

*“Yes, the activities have improved my teaching a lot. Like in the past, I was a teacher who was not unpacking learning but now I unpack learning for my teachings for the learners to learn deeply. In our IPD, they emphasize that we must always unpack learning to our learners. Also before, I could not teach*

*graphs very well, I realized after attending IPD, now I can teach graphs very well and my learners now understand graphs very well. I have been assisted in the way I relate to learners in teaching and explaining graphs". (SAT1)*

Participant SAT3 also corroborated that IPD activities have improved his teaching activities:

*"I have gained a lot of experience and I have gained a lot of information through this IPD. I have the understanding of Economics now and relate to what is happening now". (SAT3)*

In addition, the expression of SAT4 indicated improvement in his classroom performance through the IPD activities:

*"It did help me a lot because I manage to increase the percentage from 50% to 90%, and it also helps my learners to understand me". (SAT4)*

The improvement in classroom practices was also expressed by Nigerian participants. Their responses showed teachers were empowered with better classroom skills. Participant NGT1 confirmed this in his statement:

*"The IPD programmes have improved me tremendously as an Economics teacher especially on the area of understanding my learners' individual differences and made me to understand that the learners have to be encouraged." (NGT1)*

Corroborating this, participant NGT3 supported that his attendance at various IPD has yielded into improvement in his classroom practices:

*"I will say that the teachers' trainings have improved my teaching because normally, training experience should add to you. So I can teach my subject better now. I am able to carry them along. So basically, it has improved me". (NGT3)*

Furthermore, participant NG5 also expressed that IPD activities have brought improvement into his classroom practices:

*“Well, it has been helpful as well. It has improved my class control, teaching the learners better than before. It has also helped in understanding some topics that I didn’t even know myself as Economics teachers”. (NG5)*

Findings from this study reveal IPD activities may be effective in improving classroom performance of teachers. According to Okoli, Ogbondah and Ekpefa-Abdullahi (2015); IPD activities empower teachers so that they may improve their classroom practices. Integration of relevant IPD activities may capacitate the teachers with various approaches to ensure effective teaching and learning. Fessler and Rice (2010) posit that teachers’ professional development activities’ main objective is to influence or improve classroom teaching and learning. According to Ajoku (2013) improvement of classroom practices of teachers remains one of the significant benefits of IPD

#### **4.4.7 Follow-Up/Supports for Teachers’ IPD in Schools**

Monitoring of teachers to ensure that IPD intended objectives are implemented in the classroom is important to the success of IPD programmes, the teachers need to be monitored, followed-up and supported to enhance their classroom practices. Mixed feelings were expressed by the participants on follow-up/support for teachers. Participant SAHoD1 suggested the need for regular follow-up:

*“Yes, they follow-up to check if those things mentioned in the workshops have been implemented. They come to schools to check those things but not regularly; at least once a term, to check curriculum coverage, learners’ notes, other files/records and others”. (SAHoD1)*

Participant SAHoD3 also supported that there had been follow-up on teachers who attended IPD activities to ensure there is change in classroom practices:

*“Yes, the subject advisors come to school to check. They do follow up. They check the documents, learners’ materials and others. As HoD, I also check my teachers’ classroom activities after workshops to ensure compliance”. (SAHoD3).*

Participant NGHoD3 agreed that there had been follow-up on teachers who attend IPD activities to ensure the implementation of new knowledge in their classroom practices. In his view:

*“Yes, but it was the only one that was facilitated by the state government, that has people from Quality Assurance Department that was doing the monitoring. That one, they really monitor from time to time, they come around, organized the teachers and cheered them up, give them feedbacks; what has happened, what difficulty are they meeting, and they interacted to improve those things”. (NGHoD3)*

However, there were some contradictory responses from some of the Heads of Departments from both countries. HoDs were of the opinions that teachers were not being adequately followed-up nor supported to ensure implementation of IPD in their classrooms.

Participant SAHoD2 complained that off-site based IPD activities were not adequately followed-up:

*“No, they just come maybe at the end of the year whether the learners passed or teachers are doing well. The trainings conducted in the schools were monitored, we check to see if the teachers are doing what we taught them. We have one on one to discuss the weakness of the teachers after observation in the classes”. (SAHoD2)*

Monitoring is important in IPD activities, teachers may need to be monitored for proper evaluation to determine their improvement and also identify their professional needs.

Participant NGHoD1 substantiated that no serious follow up existed on teachers who attended off-site based IPD activities:

*“To my own knowledge, no follow up from private organisers of IPD! There has not been any form of follow up. Is only the school that is trying to arrange for other teachers in the department to learn from those that went for training*

*but from the facilitators of the programme, there has not been any follow-up". (NGHoD1)*

Participant NGHoD2 highlighted in his views that school based IPD activities are followed-up by the school while the off-site follow-up seldom occurs:

*"That is a problem. That is where the problem lies. But as for the on-school training, both the organisers and, even the principals are there. They saddle (sic) we the HoDs and the Vice-Principals to make we go round, so when teachers are teaching, they go to see whether they are observing the knowledge gained in the trainings. Then for the off-site trainings, the facilitators don't go to schools or do follow-up visit at all. They don't do that!" (NGHoD2)*

Akpanobong (2011) corroborates that continuing professional development of teachers should not be left totally to teachers but the principals and other managers can assist to coordinate teachers' in-service professional development for enhanced teaching and learning, the teachers need to be followed-up to ensure compliance of IPD objectives during their teaching and learning. Views of Heads of department on how teachers' attendance in IPD activities was monitored and followed up for needed support.

When teachers are not monitored, it will be difficult to determine the efficiency of these IPD activities in the classroom contexts of the teachers. Thus, views of the Heads of Department were sought regarding the extent of monitoring and provision of support to teachers for enhanced classroom practices based on their participation in IPD programmes. Egbo (2011) reveals that teachers' professional development requires monitoring mechanism to keep the teachers on tracks for expected changes in professional responsibilities. Some Heads of Department agreed that there was monitoring and follow-ups supporting teachers to implement what they gained from IPD activities within the school however external follow-up was lacking from the department of education teams.

According to Kutame, et al. (2015) teachers' professional development should be evaluated after 2-3 years of its conceptions and implementation, thus the need for

regular feedback and follow-up, in their study findings show that monitoring did not occur to assess teachers' participation and need to check if they are on the right track.

#### **4.4.8. Challenges facing Teachers' IPD**

With regards to challenges facing teachers' in-service professional development, participants were able to highlight some challenges militating against IPD for teachers. Reflecting on the challenges, South African and Nigerian teachers and Heads of department expressed their views on this. Participant SAT2 was of opinion that sometimes teachers were called at inappropriate times to attend IPD activities:

*“Sometimes they call us during very busy times when we supposed to revise with the learners, they will tell us that we need to attend this IPD and its very difficult to leave the learners in the school and attend this, so I wish they can help to attend this IPD at the beginning or at the end of the term”. (SAT2)*

However, participant SAT1 responded that content of IPD activities seemed inadequate:

*“Like I said, I think the content is not adequately covered, and also the marking of the scripts is not also adequately covered which leave us a gap after attending those IPD, we come back sometimes, with the same problem. It's like at the beginning of the year, our IPD takes two days, but first day is when we are analyzing things maybe that are not interesting because we already have those results we need to improve now but we take a long time discussing the previous results for the whole day”. (SAT1)*

On the other hand, participant SAHoD1 identified inadequate resources for learners as one of the challenges that affect effectiveness of IPD in schools:

*“Sometimes we need resources like books for learners and other resources which are expensive; we compile notes for them, make copies for them, in short, no adequate resources”. (SAHoD1)*

Participant SAHoD2 also upheld that inadequate resources for learners remained a serious challenge of IPD:

*“They are lack of resources, resources are scarce, not adequate and they slow down our work. It is a serious challenge. It doesn’t make our work to go as planned; most learners can’t afford necessary materials”. (SAHoD2)*

The issue of funding was viewed as another challenge to IPD as participant NGT2 mentioned:

*“One of the major challenges is basically fund. As I said in my initial response, some of the trainings that I have attended were 80% individually funded by the teachers. Government should give more attention to the IPD training to serve as development to be kind of capacity building of teachers. I know that is what happens in some other parts of the world. So they can emulate that”. (NGT2)*

Participant NGT4 posited that lack of technology is a challenge to teachers’ IPD activities in this age of technology:

*“I would like IPD activities to be more ICT-based because we know that technology affects how teaching and learning go and these learners we interact with, interact so much with technology. So in the IPD trainings, I will look to see more of how technology can be employed to enhance the trainings”. (NGT4)*

Participant NGHoD1 supported that indeed inadequate materials and trainings are challenges of IPD to teachers:

*“There are no enough resource materials for both the teachers and the learners, and those available are expensive”. (NAHoD1)*

Participant NAHoD3 identified that lack of adequate materials for both learners and teachers limit the effectiveness of IPD activities in teaching and learning:

*“The training is not all adequate, it is irregular. It should be continuous. Then the instructional materials are not made available and adequate for the teachers. When teachers are trained, when they come back, there should be*

*instructional materials; the fund is not available to provide instructional materials. These are the challenges we are facing". (NAHoD3)*

Several challenges were identified from the participants regarding the challenges of IPD in both countries. These challenges affect or hinder effectiveness and efficiency of IPD teaching and learning, included in these limitations were the inappropriate timing of IPD activities whereby teachers were pulled out of classroom to attend IPD activities, lack of textbooks and other materials, lack of funds to attend IPD by teachers, and lack of ICT-based trainings for teachers. These challenges align with Ajeyalemi (2013) study. Teachers are significant to quality education thus Okobia (2013) highlights the need to support teachers to overcome their challenges so as not to hinder effective teaching and learning.

#### **4.5. Chapter Summary**

This chapter presented and analysed collected data for the study. The researcher summarised the findings of the study on Economics teachers' perspectives on in-service professional development in both South Africa and Nigeria. This study aimed to explore the perspectives of teachers' in-service professional development in South African and Nigerian high schools and established the needed in-service professional development activities by the teachers for effective classroom practices. Data was collected from eighty Economics teachers through questionnaire, ten Economics teachers in two focus groups and six Economics teaching Heads of Department through the semi structured interviews from forty high schools from both South Africa and Nigeria. Responses from questionnaires were presented and analysed as statistical data while qualitative responses were analysed and compared to determine the similarities and differences in terms of their responses.

Themes that emerged from the qualitative data were presented accordingly and were extensively analysed and discussed according to the research questions for the study. The findings revealed that the perspectives of teachers' in-service

professional development cannot be overlooked. Given the widespread acceptance of the usefulness and purpose of IPD on classroom practices, the needed IPD activities and how their professional needs should be met, urgent attention must be given to teachers' in-service professional development to enhance their classroom practices.

The research findings determined that teachers' access to IPD activities are same in both countries and there is need for frequent, regular, and content-based IPD activities that should be funded adequately by the governments of these countries. Findings also revealed that there is need for SMT to motivate, support teachers for teaching and learning in schools, it was also revealed that adequate follow-up mechanisms should be designed to support teachers after participating in IPD activities. The chapter also reveals that there is a need for IPD at the beginning of every session/term to assist the teachers to prepare for the curriculum for that year/term. The next chapter provides the summary, findings and recommendations for the study.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to explore the Economics teachers' perspectives on in-service professional development in South Africa and Nigeria. This study was able to establish the perspectives of teachers on IPD, what the teachers needed from IPD and how their professional development should be met to improve their classroom instructional delivery in South African and Nigerian high schools. Findings of this study might be significant to the stakeholders in education system – the Department of Basic Education (South Africa), the Federal & State Ministries of Education (Nigeria), educational administrators, education policy makers, service providers, school management teams, and teachers as regarding planning, administration and implementation of teachers' IPD for effective classroom practices.

This chapter therefore presents summary and conclusions on the key research findings and also highlights appropriate recommendations that could be beneficial for further research within the field of teachers' in-service professional development. The findings of this chapter will be presented under each of the stipulated objectives. The objectives of the study were as follows:

5.1.1 To establish Economics teachers' views about how they are in-serviced through professional development to teach effectively in South African and Nigerian schools.

5.1.2 To investigate the needs for in-service professional development of Economics teachers and how these needs are met.

5.1.3 To determine the nature and quality of in-service professional development programmes provided to South African and Nigerian Economics teachers for classroom implementation.

A total of ninety-six participants participated in this research study. A mixed method approach, with the use of questionnaires, semi-structured focus group interviews and individual interviews comprised of semi-structured questions. The participants were drawn from selected cities/towns in South Africa and Nigeria as outlined in chapter three (methodology). Participants were selected from forty schools altogether.

## **5.2. Summary of Main Findings and Discussions**

The main findings of the study are discussed in this section.

### **5.2.1 To Establish Economics Teachers' Views About How They Are In-Serviced Through Professional Development to Teach Effectively in South African and Nigerian Schools.**

The quantitative research findings on this research objective showed that teachers' in-service professional development activities were available to teachers in both South Africa and Nigeria, the teachers attended varieties of IPD activities to improve their classroom practices, these activities were however limited in frequency to the teachers, teachers wanted more of the IPD activities that could provide variety of teaching methods and skills. According to Onasanya (2009) regular attendance at professional development activities promotes effective performance of teachers. In this regard, teachers could access IPD activities at regular intervals and be empowered to teach better (Fessler & Rice, 2010).

Timing of IPD activities were revealed to be convenient though majority of South African teachers (Table 4.9) were not satisfied with the timing, their challenge on this was the inconvenient timing of IPD activities that pulled them out of their teaching schedules. This is an indication that some teachers may not participate in some professional development activities during the year due to the inconvenient time, which corroborates Egbo (2011)'s study that Nigerian teachers do not participate regularly in professional development due to inappropriate timing of the IPD programmes. The Department of Education (2007) also admits that easy

accessibility to IPD programmes by most teachers in South African high schools is limited.

Regular participation of teachers in IPD activities corroborates the theory of andragogy underpinning this study, this theory of adult learning places emphasis on adult learners' desire to learn what is useful to classroom practices. Knowles (1984), Lawler (2003) and Birzer (2004) opine that teachers are regarded as adult learners who are willing to learn in professional development activities that can improve their classroom practices.

The rationale for Knowles (1980)'s assumptions of adult learning theory in professional development of teachers, emphasize (i) self-concept of teachers: teachers taking part in what they need to learn. Teachers learn easily what can improve their classroom practices; (ii) experience: teachers use their past experience to build new knowledge, their pool of experience is helpful to the teachers as they share knowledge with one another in IPD activities to promote their classroom pedagogical knowledge (iii) readiness to learn: teachers are ready to learn to improve their classroom practices. Their participation in various IPD at frequent interval improves classroom instructional delivery.

Need to support teachers to attend IPD were also expressed by the teachers, the teachers' views on supports from the SMTs divided them into two groups – those who accepted they were been supported to attend different IPD activities and another group of teachers who expressed dissatisfaction in support from SMTs to attend professional development. The teachers also expressed their views on the need for School Management Team members to motivate their classroom practices with adequate provision of materials for teachers and learners. Provision of teaching and learning materials through IPD activities was another major finding from the quantitative instrument, most teachers from both countries agreed that they were able to get useful teaching and learning materials for their classroom practices, this supports Hudson, (2015) that the use of learning materials improves instructional practices of the schools.

Findings establish Economics teachers' views about how they are in-serviced through professional development to teach effectively in South African and Nigerian

schools, which was one of the research objectives. It was also indicated that the feedback mechanism on teachers' IPD was evidently lacking amongst majority of South African respondents while it was declared satisfactory amongst the Nigerian respondents. Conclusively, majority of teachers from both countries acknowledged the relevance of IPD activities to their classroom practices, teachers' IPD promote their classroom practices across the countries.

According to Lessing and de Witt (2007) in a quantitative study of 95 teachers who participated in an in-service professional development workshop for Gauteng Department of Education, South Africa; teachers depend on in-service professional development to update their knowledge, acquire teaching skills and methods as well as resource materials that can assist their teaching; therefore, professional development activities should be regularly attended at close intervals.

### **5.2.2. To Investigate the Needs for In-Service Professional Development of Economics Teachers and How These Needs Are Met.**

This research objective investigated the needs for in-service professional development of Economics teachers and how these needs are met to improve their classroom practices. Findings from the semi-structured focus interviews with the teachers revealed that there were professional development activities available to the teachers but they were not often available to teachers on an ongoing and yearly basis.

The use of one-size-fits-all in-service professional development activities do not address Economics teachers' classroom needs, several studies (Garuba, 2006; Kolo, 2006; Solomon, 2006; Adeyemi, 2007; Jeffrey, 2014) indicated that Economics as a subject has not been the focus of many of the available IPD activities, therefore the needs of the Economics' teachers have not been met based on the findings on this research objective. The teachers indicated that focus of the available teachers' professional development activities needed to focus mainly on the content of what they teach in the classroom, to improve their productivity, they

condemned out rightly analysis of past results and preferred discussion on difficult topics they struggled with in the classrooms instead.

According to Swart and Oswald (2008), content and technology skills of teachers form the cores of teachers' professional development workshops; these improve instructional delivery of various subjects. The need for teachers to be assessed to determine their classroom need can be linked to Knowles (1984)'s principles of andragogy's theory in which teachers need to be involved in planning and evaluation of instructional delivery of their professional development activities. This enables the teachers to choose learning experiences that form the basis of their classroom practices, IPD contents that can address problem solving skills of their learners. Teachers agreed that IPD activities have improved their classroom practices. However, they highlighted some challenges facing IPD towards effective classroom practices to include inconvenient timing of IPD for them, lack of resources for the learners, lack of funding to attend IPD activities and limited contents of the IPD activities among other challenges.

Findings of this study further showed that sometimes when teachers were called out for IPD activities during the school hours their principals may not allow the teachers to leave the schools, thus this may have led to poor attendance in such IPD activities. Kayode (2012) and Oguntimehin (2011) acknowledged that the content of teachers' professional development determines its effectiveness; teachers can only be productive in classroom when they participate in professional development workshops that focus on their subject-content.

### **5.2.3. To Determine the Nature and Quality of In-Service Professional Development Programmes Provided to South African and Nigerian Economics Teachers for Classroom Implementation.**

Semi-structured interviews with the Heads of Department showed that the nature and quality of in-service professional development for teachers in both South Africa and Nigeria were both on-site and off-site based. These IPD were organised by the government (Department of Basic Education) or the SMTs within the school, the

focus of these activities however, were not satisfactory to the teachers. According to Griffin (2008) in-service professional development of teachers should focus on skills, knowledge and implementation of new policies to increase productivity of teachers.

This supports Mitchell (2013)'s submission from his study that the focus of IPD is the renewal of teaching knowledge and skills acquisition for the efficiency of instructional delivery of subject-contents in the interest of the learners and the schools, which is the ideal nature of in-service professional development that can effectively enhance classroom performance of teachers. South African and Nigerian teachers indicated that IPD activities provided them with suitable or appropriate teaching and learning materials. The HoDs revealed that follow-up, monitoring and support should be intensified to achieve the effectiveness of teachers' IPD though they provided these to the teachers as their HoDs, they recommended content-based professional development to support classroom practices of the teachers.

They also agreed that teachers' IPD activities were confronted with some hindrance which included pulling out teachers from classroom activities to attend IPD workshops at inappropriate time, limited number of teachers' IPD activities to every teacher per year, which may be three times at most in a year or once a year.

Findings on the nature and quality of in-service professional development activities revealed that teachers needed IPD activities based on the relevance to classroom needs. According to Knowles (1984), the essence of teachers' professional development is to improve classroom instructional delivery which can be adopted into immediate classroom practices; teachers are mostly interested in learning tasks that have immediate relevance and application to classroom teaching. So, teachers preferred IPD activities to be regularly available to them within short intervals, at least once a term. According to Pitfield (2012), the short interval between the IPD activities will promote teachers' understanding of those difficult topics:

*“IPD activities should happen every now and then, because there are some challenges as we are teaching, you find out there are some topics that you don't understand, so we need other opinions from other teachers on the topic”*  
(SAT3).

Findings from the study also showed that teachers were motivated at IPD centres to design or create teaching and learning materials (Kumah, 2017) to improve their classroom practices. They evidently expressed their confidence:

*“I can now teach Economics with confidence and my learners have been happy now, they can now relate what they learn in their books to real world around them, so it has helped me to create teaching materials to assist them” (NGRT2).*

The aim of regular in-service professional development activities is mainly to provide current knowledge, varies teaching skills, and necessary attitude to teachers to teach efficiently for increased efficiency (Pitfield, 2012). Teachers need to be supported with quality professional development activities to improve their learners, and also to change what Burney (2004) observes; he describes the teaching culture of South Africa as one that traditionally places teachers in isolation, this negates the developed countries idea of peer collaborations among teachers of same subjects, circuits or districts; focus of their group collaboration is to use the collective approach to improve individual competence in the classroom.

This supports Elmore (2002)'s argument for teachers' professional development to improve learners' outcomes. Jacob (2004) also suggests that participation of teachers in various IPD at regular interval help to improve learners' achievements.

### **5.3. Discussion of Results in Relation to the Research Topic**

The purpose of this research study was to explore Economics' teachers' perspectives on in-service professional development in South Africa and Nigeria. Teachers' participation during professional development activities was identified in the problem statement as a significant factor that determine effective classroom practices as well as quality of education. In this study, in-service professional development activities should be intensified to enhance teachers' classroom practices.

Therefore, teachers need to frequently participate in professional development activities that focus on their professional needs at close interval every year,

preferably every term for improved learners' performance. The selected literature in chapter 2 provided the theoretical framework for the data collection during the practical study as reported in chapter 3. Chapter 3 sketched the research paradigm, research design, target population, sampling and sampling procedures, research instruments, data collection procedures, data analysis as well as ethical considerations for the study. Chapter 4 provided answers to the research questions through data analysis and interpretation for the study.

Summary of the findings in this chapter had provided a viewpoint for the drawing of the following conclusion concerning 'Economics teachers' perspectives on in-service professional development in South Africa and Nigeria'

Teachers' in-service professional development activities are available to teachers in both South Africa and Nigeria. Teachers' views on how and why they participate in IPD activities purposely to acquire knowledge, skills and to change their teaching practices showed that the research objective 1 – To establish Economics teachers' views about how they are in-serviced through professional development to teach effectively in South African and Nigerian schools was achieved from the findings.

The results support Asiyai (2016) who conducted a study with 48 teachers in Delta, Nigeria on the effectiveness of in-service training on teaching effectiveness and academic performance of learners. The overall findings from her study indicated that teachers participated in in-service professional development activities they perceived as beneficial to their classroom so as to enhance their practice. These ascertain why teachers may be motivated to participate in IPD that tends to benefit their classroom teaching and improve their learners (Parsad, Lewis & Farris, 2008).

Participation of teachers in IPD that covers their professional needs assist the teachers to implement or integrate knowledge or skills from IPD activities into their classroom practices. The results reveal that teachers are provided with teaching and learning materials that can suit different classrooms and attend to learners' individual differences. Teachers can create and design materials that can assist

their classroom practices and also enhance learning in the classrooms; this indicated the research objective 3 -The nature and quality of in-service professional development programmes. IPD should be tailored to the specific needs of the individual teacher or group of teachers from different schools or circuits to achieve the same goal of improved learners' performance (UNESCO, 2005; Akpanobong, 2011). Udofia and Ikpe (2012) indicate that in-service training improves teachers' instructional delivery, learners' academic results, teachers' attitudes to work, design of resource materials, record keeping.

This was further corroborated during the semi-structured interviews; a teacher had this to say: *"My classroom teaching has improved greatly since I have been participating in-service professional development activities; my learners now enjoy my teaching, as I teach with learning materials"* (NGR4). Another teacher exclaimed: *"I have gained a lot from IPD activities, I have better knowledge and skills to teach my subject as I relate with other experienced teachers at the IPD workshops"* (SA4). IPD have been able to develop teachers who can create or improvise teaching and learning materials that can actually be suitable to their learners.

Findings also indicated that teachers' preference for more of content based professional development activities attended to the research objective 2- To investigate the needs for in-service professional development of Economics teachers and how these needs are met.; they were not comfortable with results analysis as part of their IPD at the beginning of the year. They preferred IPD that will inform them on what is expected from the learners in such examinations. A teacher said: *"We normally waste time on what is not necessary. I think we should waste more time on how to mark, what to mark, because marking act is critical"* (SA2).

Findings revealed that there was need for enhanced follow-ups, monitoring or support for teachers to ensure implementation of IPD benefits in classroom teaching. This supports Okobia, (2013) who argues that there is need to follow up on what teachers acquire during IPD to ensure integration into classroom practices. Egbo (2011) attributes the need for follow-up assist in identify areas in

which teachers struggle during classroom practices, then teachers can be referred for further IPD activities to promote their classroom practices.

#### **5.4. Conclusion**

This study has explored the teachers' perspectives on in-service professional development in South African and Nigerian high schools as well as examining the nature and quality of existing IPD activities. The key finding from this study revealed that teachers' in-service professional development activities are significant to their enhanced classroom practices.

The study also found out that teachers' regular and timely participation in various in-service professional development activities every year may enhance teachers' productivity as well as promote teaching and learning; this improves teachers' instructional delivery and results in learners' academic improvement. The aim of teachers' professional development is to improve learners' performance. Teachers are motivated to attend in-service professional development activities that focus on the subject-contents, teaching skills or teaching methods. It is important for teachers to engage in in-service professional development to enhance productivity.

Teachers' professional development activities provide teachers with varied and educative learning experiences. The experiences as framed by experiential learning theory motivate teachers to participate frequently in experiential professional development activities. Experiential learning theory provides an effective framework that is consistent with attributes of what should be considered as quality and nature of teacher in-service professional development. This justifies the rationale for experiential theoretical framework in this study. The theory vividly reflects the phases of desired IPD activities that improve classroom practices. Furthermore, this theory dwells on concrete experience, application, and reflection of professional learning experience that can benefit teachers.

Therefore, teachers' classroom practices may be improved if they can access IPD frequently in a year, the IPD activities should focus on their professional needs/expectations which are their subject content-based, provision of varied teaching skills/methods, creative production of teaching and learning materials for their classroom practices, adequate support from the SMT members to participate in various IPD activities, provision of adequate teaching and learning materials by the SMT members to motivate teachers in their classroom practices, convenient timing of the IPD activities so as not to disrupt their teaching schedules, and necessary follow-up mechanism put in place to support the teachers all through their teaching career. In conclusion, the participants were able to describe the nature and quality of professional development activities they have participated in, which to them did not absolutely meet their needed professional development activities appropriately.

## **5.5. Recommendations**

The significant contribution of this research to the stakeholders in South African and Nigerian education systems is the appeal for quality education through quality teachers. From the reflective synopsis of this study, useful recommendations are derived from the findings. These useful recommendations are relevant to the school management, teachers, policy makers and stakeholders in the education system for the improvement of teachers' in-service professional development.

Findings indicated urgent needs to repackage IPD structures in both South Africa and Nigeria. Other recommendations are as follows:

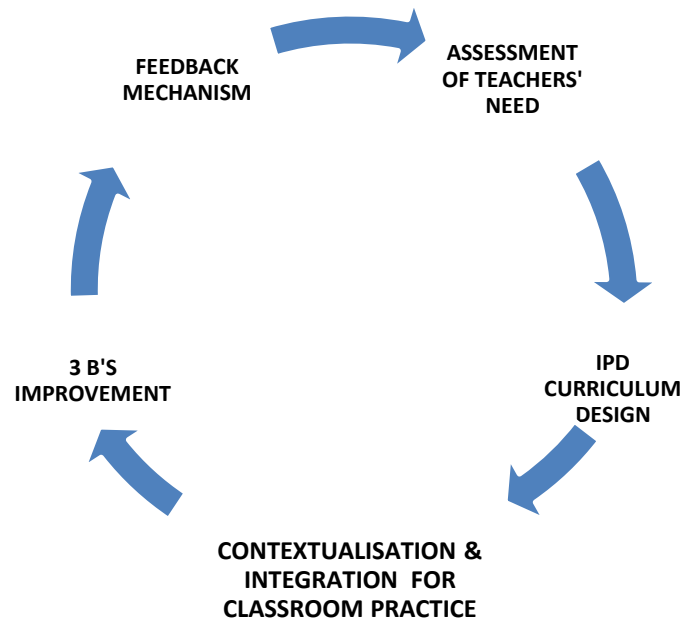
- There is extant literature gap on the Economics teachers' in-service professional development in both South Africa and Nigeria. Thus more research on teachers' professional and satisfaction needs to be carried out to improve teachers.
- There is need to review and adjust teachers' in-service professional development policies to ensure that quality and effective classroom practices are integrated.

- The Department/Ministry of Education, the School Management Team members and the teachers in both countries should focus on common goals to improve learners' academic performance. Teachers should be motivated to participate in various IPD activities on yearly, regular basis at close intervals.
- There is need for teachers to be involved in the planning of curriculum contents for teachers' professional development activities. Teachers should be assessed to determine what professional support their needs in their classroom practice, so also teachers' attendance at IPD activities should be followed-up to ensure implementation or integration of IPD knowledge and skills in their classroom practices.
- The Department/Ministries of Education in South Africa and Nigeria should increase the frequencies of teachers' attendance at various IPD activities, and should also provide funding for all teachers to attend.

For effective teachers' professional development that can enhance classroom instructional practices for teachers in South African and Nigerian schools, the researcher therefore put forward the "Learner-centred teachers' professional development Model" (LTPM), this model according to Ajani (2018) was designed to focus the essence of teachers' professional development on how learners can benefit from teachers' classroom practices after each in-service professional development activity.

This model supports Conner (2004) that there is need for paradigm shift on the focus of teachers' IPD from teachers to the learners. This model also aligns with the theory of andragogy, according to Knowles (1980) the professional needs of the teachers remains the significant motivation that drives their participation in teachers' IPD activities. Teachers are referred to as adult learners, whose intrinsic motivation to learn is to enhance their learners' academic performance. Also, Learner-Centered Teachers' Professional Development Model promotes Kolb (1984)'s experiential theory. The model reflects the tenets of experiential learning theory as used in this study, the theory is cyclical in nature, one step leads to another, and the process is repeated if no change occurs in teaching and learning.

In addition, it promotes teaching strategies to authenticate and sustain learners' participation in teaching and learning process in schools and also further promotes teamwork, brainstorming and collaborations that may lead to improved teaching skills (Blenkinsopp & Beeman, 2012; McClellan & Hyde, 2012). This model is illustrated in diagram below:



*Fig 2. Learner-Centred Teachers' Professional Development Model (LTPM)  
(Adapted from Ajani, 2018)*

Learner-Centred Teachers' Professional Development Model is a model that could be implemented as a school-based or off-site based professional development initiative for schools, highlighting the school based IPD activities. For teachers' professional development to be efficient and effective in classroom practices of teachers, such IPD programmes must be of high quality and must attend to teachers' professional needs. Success of IPD activities can be measured significantly by the teaching effectiveness and learners' academic performance (Asiyai, 2016). This proposed model sees teachers as learners in the IPD activities,

and also put themselves in the shoes of their learners. The model follows five cyclical steps to ensure effectiveness in classroom teaching.

### ***Assessment of teachers' need***

Assessment of teachers is the means of measuring classroom efficiency of the teachers (Sieborg & Macintosh, 2004). The first step to effective teachers' professional development is to assess every teacher to determine the areas of his/her professional needs. Teachers can be observed while teaching in the classroom to know the depth of subject knowledge, teaching strategies, classroom approaches, use of instructional materials, classroom management and classroom pedagogy as whole. After the observation, the teacher can be engaged on one on one interactive session to probe for other areas of challenges. All these are to establish in conjunction with the teachers, their professional needs.

Assessment of teachers on their areas of professional needs is to ascertain a better understanding of their challenges and how best to handle the challenges against their effective classroom practices. Monyatsi, Steyn and Kamper (2006) posit that assessment of teachers promote teachers' professional development for better instructional delivery.

### ***Design of needed IPD activities***

Du Plessis, Conley and Du Plessis (2007) point that the design of teachers' professional development is to support and promote enhanced classroom teaching of teachers for increase in learners' academic disposition and performance. This next step is to design or plan for needed professional development activities, the facilitators for these activities should be experienced and versatile in the identified areas of teachers' professional needs. Facilitators can be from other schools whose expertise has been established. Teachers can be engaged and supported during the IPD activities to ensure that learning or transformative skills are achieved.

The contents of the IPD activities will be drawn on professional needs of the teachers and focus should be on these alone. The needed IPD activities should

be designed in line with teachers' conveniences, the activities should also be allocated a suitable duration to accommodate the teachers, and the activities should be interactive for maximum participation of every teacher. These activities according to Kolb (1984) promote experiential learning experiences that can ensure teachers' active participation in the IPD.

### ***Contextualisation and integration for classroom practices***

Teachers are to contextualise the knowledge and skills from IPD activities they have attended to address their identified problems in step 1. Teachers need to effectively make use of or adapt and adjust accordingly that which has been learnt into their classroom practice, taking into consideration the needs of the subject, the learners, the school and the environment situations. With these considering the ability to draw up workable and feasible plans for classroom practices. Teachers' in-service professional development activities provide different and variety of teaching methods and skills that teachers can choose from for adoption into their classroom practices, and also abilities to create teaching materials that suit learners (Udofia & Ikpe, 2012). According to Kolb (1984) and Knowles (1980), teachers participate in activities that can be adopted into their classroom practices to improve their professional efficiency.

### ***Teaching and learning improvement***

For in-service professional development activities attended by teachers to be effective, there must be improvement in three broad areas (3 B's), these are: improvement in teachers' knowledge, skills, attitudes and values; improvement in classroom teaching of such teachers; improvement in learners' academic performance. IFTRA (2014) agrees that improvement on learners' performance remains the main goal of teachers' IPD across the globe. Improvement in teachers' knowledge and skills can be made possible through regular participation in their needed professional empowerment (Padwad & Dixit, 2011)

Effectiveness of any in-service professional development activity starts with change in teachers themselves, teachers knowledge is broaden, they become

more knowledgeable in their field of specialization, their teaching skills are improve to know the best approach to facilitate learning and how to carry every learner along in the classroom practices, meaning that their attitude to teaching and learning improves, all these reflect in to improvement in their classroom teaching, and as the classroom teaching is improved, learners enjoy the classes, learn better and their academic performance is improve. This indicates quality in education.

### ***Feedback mechanism***

The need to assess teachers after participation in professional development activities is to determine the level of improvement in the education system. Feedback is to ascertain if there have been changes in classroom practices of the teachers identified in step 1. According to De Clercq (2008), constructive feedbacks are needed to assess different form of IPD activities. Feedback is important to ensure effectiveness in classroom practices, if teachers are assessed after attending such IPD activities and no change is observed, the whole process is repeated again until it can be evidently proved that there is improvement in classroom practices of the teacher. Academic results after teachers' attendance of IPD can also serve as feedback system to determine classroom efficiency of teachers.

### **5.6. Implications for Further Research**

This study was limited to Economics teachers' perspectives on in-service professional development in Kwazulu-Natal province, South Africa and Lagos, Nigeria. There is gap in professional development of teachers in use of ICT for enhanced classroom practices in both countries. Effective ways of improving

teaching and learning in this 21<sup>st</sup> century should adopt the use of ICT to facilitate learning in South African and Nigerian high schools.

In conclusion, further research is also required to explore how to improve the quality of education through the quality of teachers in the rural based schools.

### **5.7. Limitations of the Research**

The objectives of this study was achieved, however there were some limitations to the study. This research study was limited to only Economics teachers and only secondary schools in both countries, purposive sampling method was used to select respondents for questionnaire and participants for the interviews for a small sample size. Therefore, the findings cannot be generalised for the two countries. Despite the limitations, the study was able to collect sufficient and valid data using questionnaires for teachers, semi-structured focus groups interviews with the teachers and semi-structured interviews with the Heads of Departments.

This study focused on the high schools in the urban areas of selected cities, the findings cannot be generalised for the whole two countries. Further studies of the problem in other suburbs or rural areas of the countries would complement this study and also serve as evidence of the practice across the cities and outside. More in-depth studies into professional development of Principals and their Deputies for effective management of teachers for improved teaching and learning system, training them for leadership roles in both South Africa and Nigeria could be researched further.

### **5.8. Chapter Summary**

This chapter summarised and concluded the research findings and presented the appropriate recommendations for Economics teachers' perspectives on in-service professional development in South Africa and Nigeria. The objectives of the study to explore the views of teachers on how they were being in-serviced with professional development activities, needs for professional development of teachers and how the needs were being met, and finally the quality and nature of

in-service professional development in these countries were established by the findings from the data collected for this study.

The key findings revealed that though teachers were provided with professional development activities, these activities were not adequate and regular to the teachers every year. The contents of these activities needed to be restructured to focus on subject-contents and pedagogies, and should be available to all teachers at convenient times within the year. Additionally, the findings also indicated that teachers needed to be followed-up and supported on professional development activities throughout the process.

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**APPENDICES**

**APPENDIX A**

**COPY OF QUESTIONNAIRE**

**TO BE ANSWERED BY ECONOMICS TEACHERS IN GRADE 11 AND 12**

**DEAR TEACHER/EDUCATOR**

1. Please complete the following questionnaire as accurately as possible.
2. Indicate your answer by means of a cross (X) in the appropriate space or block.
3. Please remember that all information you provide will be strictly kept confidential, therefore do not write your name or name of your school on this questionnaire.

Thank you for your co-operation.

**Mr. O. A. Ajani (PhD Student)**

**Faculty of Education**

**Department of Curriculum and Instructional Studies**

**University of Zululand**

**Private Bag X1001**

**KwaDlangezwa**

**3886**

.....

**SIGNATURE**

**SECTION A BIOGRAPHICAL INFORMATION**

**FILL IN THE NECESSARY INFORMATION IN THE SPACE PROVIDED**

Type of teaching Qualification(s):	
Years of teaching experience:	
Years of teaching Economics:	
Grades taught/teaching Economics:	

**SECTION B**

<b>ECONOMICS TEACHERS' VIEWS ON IN- SERVICE PROFESSIONAL DEVELOPMENT (ISPD)</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
<b>1.</b> The intervals between in-service professional development activities are adequate and promote continuity, for the promotion of teaching methodologies in Economics.				
<b>2.</b> The in-service professional development activities are embedded in my teaching schedule, and as a result do not cause inconveniences.				
<b>3.</b> The content of in-service professional development				

activities is related to teaching and learning of Economics.				
<b>4.</b> In-service professional development programmes equip me with a variety of methods that I can adopt during my teaching of the subject.				
<b>5.</b> In-service professional development programmes equip me with skills that assist me with engagement of my learners in problem solving scenarios.				
<b>6.</b> The structures of various in-service professional development activities provide me with regular and objective feedback on task and activities taught during the training.				
<b>7.</b> In-service professional development activities provide me with necessary professional materials on teaching and learning of Economics.				
<b>8.</b> My school motivates me to attend in-service professional development activities for Economics.				
<b>9.</b> The school management team (SMT) assist and support, teaching and learning of Economics.				

<p><b>10.</b> There is a continuity and regular activity for in-service professional development for Economics.</p>				
<p><b>11.</b> The in-service professional development activities are structured such that they do not cause inconveniences for my teaching schedule.</p>				
<p><b>ADDITIONAL COMMENTS</b></p>				

**APPENDIX B**

**COPY OF INTERVIEW SCHEDULE (TEACHERS' FOCUS GROUP)**

**FOCUS GROUP INTERVIEW SCHEDULE: TEACHERS**

The purpose of this interview is to elicit your responses on **Economics teachers' needs for in service professional development and how these needs are met.** Any information provided by you will be kept anonymous.

**SECTION A BIOGRAPHICAL INFORMATION**

1. Highest Qualification	
2. Years of teaching experience	
3. No. of years taught subject	

**Instructions**

Please read each interview question carefully and respond appropriately in the spaces provided. All information provided will be strictly kept confidential; therefore, do not write your name or name of your school on this instrument.

**INTERVIEW QUESTIONS**

- 1. Did you participate in any form of in-service professional development activities related to Economics? How often did you participate?

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2. How often would you prefer to participate in IPD?

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3. What activities have been included for the IPD activities that you have attended?

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4. Do you think they were/are adequate? If yes, why? And if not, why?

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5. How would you prefer the IPD to be structured? How would a near perfect IPD look like for you, in terms of *intervals, focus, continuity, convenience and accessibility*?

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6. For the in-service professional development activities in which you participated, who has been financially liable?

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7. After each IPD activity, do you implement what was learnt? Please, tell me more about your experience.

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8. Do you believe the in-service professional development activities have improved you as an Economics teacher? Please, tell me more about how IPD activities have improved your teaching.

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9. What do think are the challenges experienced regarding in-service professional development for Economics teachers? Explain.

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<b>ADDITIONAL COMMENTS</b>
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**APPENDIX C**

**COPY OF INTERVIEW SCHEDULE (HEADS OF DEPARTMENTS)**

**INTERVIEW SCHEDULE: HODS**

The purpose of this interview is to elicit your responses on **nature and quality of in-service professional development provided to in South Africa and Nigerian teachers for class implementation**. Any information provided by you will be kept anonymous.

**SECTION A BIOGRAPHICAL INFORMATION**

<b>4.</b> Highest Qualification	
<b>5.</b> Years of Management experience	
<b>6.</b> No. of years taught subject	

**Instructions**

Please read each interview question carefully and respond appropriately in the spaces provided. All information provided will be strictly kept confidential; therefore, do not write your name or name of your school on this instrument.

**INTERVIEW QUESTIONS**

1. How many on-school and off-site based in-service professional development training have your Economics teachers attended? Explain.

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2. Who organized these on-school and off-site based in-service professional development trainings for the Economics teachers?

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3. What was the main focus of these in-service professional development training that your Economics teachers attended?

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4. Do you feel the material obtained from these in-service professional development training was suitable for classroom practice? Explain

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5. Did the facilitators or trainers made any follow up visits to your school to check how you and your teachers are implementing what you have learned from these in-service professional development training? Explain

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6. As the HOD, what challenges do you face with regard to in-service professional development training? Explain

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7. As an HOD, how do you monitor and support Economics teachers who have attended these in- service professional development training in your school?

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8. As the Head of Department, what type of in- service professional development would you suggest and why?

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**ADDITIONAL COMMENTS**

**APPENDIX D**  
**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS**

University of Zululand  
Faculty of Education  
Private Bag X1001  
KwaDlangezwa  
3886  
01, March 2018.

The District Manager  
Department of Basic Education  
King Cetshwayo District  
Empangeni  
3886.

Dear Sir/Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS**

I am currently a full-time registered candidate for a Doctor of Philosophy (Education) degree (PhD) at the University of Zululand within the department of Curriculum and Instructional Studies. The topic of my research project is: **Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.**

I wish to seek permission to conduct research in schools under King Cetshwayo District in Empangeni and Richards Bay circuits. I wish to seek permission to conduct research in your schools. The teachers and their Heads of Departments in selected high schools in Empangeni and Richards Bay high schools that teach Economics will be used as participants to collect data for the study. The researcher will administer forty questionnaires to forty Economics teachers; interview three Heads of Departments in

semi-structured individual interviews and five teachers in one focus group interview from the twenty sampled schools.

The researcher will seek permission from the principals, then schedule an appointment with the teachers and the HoDs to administer questionnaires and conduct the interviews during their lunch breaks and after school, so that he will not disturb the functionality of the school.

I hope the findings of this study will benefit and assist the Department of Basic Education and Economics teachers in high schools.

Yours faithfully

A handwritten signature in black ink on a light grey background. The signature is stylized and appears to read 'OAJani'.

Oluwatoyin Ayodele Ajani

Contact numbers: 0730371611

Email: [royalkonsults3@gmail.com](mailto:royalkonsults3@gmail.com)

Dr. S. Govender (Supervisor)

## APPENDIX E

University of Zululand  
Faculty of Education  
Private Bag X1001  
KwaDlangezwa  
3886  
10, December 2017

The Permanent Secretary  
Lagos State Ministry of Education  
The Secretariat  
Alausa-Ikeja  
Lagos

Dear Sir/Madam

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS**

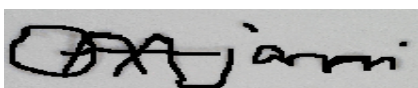
I am currently a full-time registered candidate for a Doctor of Philosophy (Education) degree (PhD) at the University of Zululand within the department of Curriculum and Instructional Studies. The topic of my research project is: **Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.**

I wish to seek permission to conduct research in schools under Education Districts I and II in Lagos State. I wish to seek permission to conduct research in your schools. The teachers and their Heads of Departments in selected high schools in Education Districts I and II high schools that teach Economics will be used as participants to collect data for the study. The researcher will administer forty questionnaires to forty Economics teachers; interview three Heads of Departments in semi-structured individual interviews and five teachers in one focus group interview from the twenty sampled schools.

The researcher will seek permission from the principal, then schedule an appointment with the teachers and the HoDs to administer questionnaires and conduct the interviews during their lunch breaks and after school, so that he will not disturb the functionality of the school.

I hope the findings of this study will benefit and assist the Ministry of Education and Economics teachers in high schools.

Yours faithfully

A handwritten signature in black ink on a light grey background. The signature is stylized and appears to read 'Oluwatoyin Ayodele Ajani'.

Oluwatoyin Ayodele Ajani

Contact numbers: 0730371611

Email: [royalkonsults3@gmail.com](mailto:royalkonsults3@gmail.com)

Dr. S. Govender (Supervisor)

**APPENDIX F**  
**LETTER TO PRINCIPALS OF SCHOOLS**

University of Zululand  
Faculty of education  
Private Bag X1001  
KwaDlangezwa  
3886  
01 March 2018

The Principal

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Dear Sir/Madam

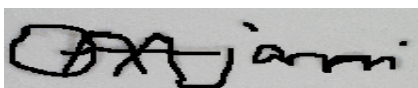
**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS**

I am currently full-time registered candidate for a Doctor of Philosophy (Education) degree (PhD) at the University of Zululand within the department of Curriculum and Instructional Studies. The topic of my research project is: **Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.**

I wish to seek permission to conduct research in your school. The teachers and Head of Department that teach Economics will be used as participants to collect data for the study. The researcher requests to administer questionnaires, interview one teacher in a focus group and one Economics teaching head of department.

The researcher will schedule an appointment with the two teachers and one HOD and conduct the interviews during their lunch breaks and after school. I hope the findings of this study will benefit and assist the Department of Basic Education and Economics teachers in high schools.

Yours faithfully

A handwritten signature in black ink on a light grey background. The signature is stylized and appears to read 'Oluwatoyin Ayodele Ajani'.

Oluwatoyin Ayodele Ajani

Contact numbers: 0730371611

Email: [royalkonsults3@gmail.com](mailto:royalkonsults3@gmail.com)

Dr. S. Govender (Supervisor)

**APPENDIX G**  
**INFORMED CONSENT DECLARATION**  
**(PARTICIPANT- TEACHERS)**

**PARTICIPANT INFORMED CONSENT DECLARATION**

**INFORMED CONSENT DECLARATION**

**(Participant) (Teachers)**

Project Title: **Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.**

The researcher is a full-time registered candidate for the Doctor of Philosophy (Education) (Ph.D.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of this study is to investigate Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards the improvement of teaching and learning Economics in high schools.

4. I will participate in the project by participating in questionnaire, an interview related to the Economics teachers' perspective on in-service professional development in my school.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants

b. the following steps have been taken to prevent the risks: consideration of ethical issues.

c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by Ajani O.A from the following mobile number and email: 0730371611 or email: royalkonsults3@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, .....have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

**Participant's signature**

.....

**Date**

**APPENDIX H**  
**PARTICIPANT INFORMED CONSENT DECLARATION**

**INFORMED CONSENT DECLARATION**  
**(Participant) (HOD)**

Project Title: **Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.**

The researcher is a full-time registered candidate for the Doctor of Philosophy (Education) (PhD) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of this study is to investigate Economics teachers' perspectives on in-service professional development in South Africa and Nigeria.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards the improvement of teaching and learning of Economics in my school.
4. I will participate in the project by participating in questionnaire, an interview related to the Economics teachers' perspectives on in-service professional development in my school.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants

b. the following steps have been taken to prevent the risks: consideration of ethical issues.

c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

10. Any further questions that I might have concerning the research or my participation will be answered by Ajani O.A from the following mobile number and email: 0730371611 or email: royalkonsults3@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.



# APPENDIX I

## CONFIRMATION OF PROJECT REGISTRATION

**UNIVERSITY OF ZULULAND  
HIGHER DEGREES COMMITTEE**



**RESEARCH & INNOVATION**

Website: <http://www.unizulu.ac.za>  
Private Bag X1001  
KwaDlangezwa 3886  
Tel: 035 902 6374  
Fax: 035 902 6222  
Email: [LundallN@unizulu.ac.za](mailto:LundallN@unizulu.ac.za)

### Confirmation of Project

Registration Number	S1172/17					
Project Title	Economics Teachers' perspectives on in-service professional development in South Africa and Nigeria					
Principal Researcher/ Investigator	Ajani OA					
Student number	201759067					
Supervisor and Co-supervisor	Dr. S Govender			Ms N Maluleke		
Department	Curriculum and Instructional Studies					
Nature of Project	Honours/4 <sup>th</sup> Year	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral	<input checked="" type="checkbox"/> Departmental

Dear Student

I have the pleasure of informing you that the Higher Degrees Committee, at its meeting held on 11 October 2017, approved your research proposal.

Please note: Your proposal can now be considered for ethical clearance after which you can apply for research funding. Kindly provide this letter with your ethical clearance certificate when submitting your final thesis for external examination.

Yours sincerely,

Mrs. Nomnikelo Lundall  
Post-graduate Studies  
03 November 2017



Ajani S1172/17

## APPENDIX J

### ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND**  
**RESEARCH ETHICS COMMITTEE**  
 (Reg No: UZREC 171110-030)



**RESEARCH & INNOVATION**  
 Website: <http://www.unizulu.ac.za>  
 Private Bag X1001  
 KwaDlangezwa 3886  
 Tel: 035 902 6731  
 Fax: 035 902 6222  
 Email: [MutshaneN@unizulu.ac.za](mailto:MutshaneN@unizulu.ac.za)

#### ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2017/191				
Project Title	Economics teachers' perspectives on in-service professional development in South Africa and Nigeria				
Principal Researcher/ Investigator	Ajani OA				
Supervisor and Co-supervisor	Dr. S Govender		Ms N Maluleke		
Department	Curriculum and Instructional Studies				
Faculty	Education				
Type of Risk	Medium risk – research				
Nature of Project	Honours/4 <sup>th</sup> Year		Master's	Doctoral	x Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 2 years from the date of issue.
  - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
  - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
  - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet  
 Chairperson: University Research Ethics Committee  
 Deputy Vice-Chancellor: Research & Innovation  
 16 November 2017

**CHAIRPERSON**  
 UNIVERSITY OF ZULULAND RESEARCH  
 ETHICS COMMITTEE (UZREC)  
 REG NO: UZREC 171110-30

29/11-2017

**RESEARCH & INNOVATION OFFICE**

**APPENDIX K**  
**PERMISSION GRANTED TO CONDUCT RESEARCH BY BOTH**  
**DEPARTMENTAL INSTITUTIONS**



**education**

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:214/8/1363

Mr OA Ajani  
University of Zululand  
Private Bag X1001  
KwaDlangezwa  
3886

Dear Mr Ajani

**PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS**

Your application to conduct research entitled: **"ECONOMICS TEACHERS' PERSPECTIVES ON IN-SERVICE PROFESSIONAL DEVELOPMENT IN SOUTH AFRICA AND NIGERIA"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 09 October 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District

**Dr. EV Nzama**  
**Head of Department: Education**  
**Date: 12 October 2017**

**KWAZULU-NATAL DEPARTMENT OF EDUCATION**  
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa  
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201  
Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: [Phindile.Duma@kzndoe.gov.za](mailto:Phindile.Duma@kzndoe.gov.za) • Web: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)  
Facebook: KZNDOE.....Twitter: @DBE\_KZN.....Instagram: [kzn\\_education](https://www.instagram.com/kzn_education).....Youtube: [kzndoe](https://www.youtube.com/kzndoe)

**..Championing Quality Education - Creating and Securing a Brighter Future**

## APPENDIX L



### LAGOS STATE GOVERNMENT

10<sup>th</sup> January, 2018

Mr O.A Ajani

University of Zululand

KwaDlangezwa

3886

South Africa

#### APPROVAL TO CONDUCT A RESEARCH STUDY

Sequel to your application to conduct research work on **“Economics Teachers’ Perspectives on In-Service Professional Development in Nigeria”** in Twenty (20) schools in Education District I & II (Agege & Kosofe zones) of the state.

I am directed to convey the approval of the Permanent Secretary, Ministry of Education (PPRS & S) to carry out the research in our schools.

I am to add that your research work should be restricted to the under listed schools:

1. ... Senior High School, ...
2. ... Senior High School, ...
3. ... Senior High School, ...
4. ... Senior High School, ...
5. ... Senior High School, ...
6. ... Senior High School, ...
7. ... Senior High School, ...
8. ... Senior High School, ...

9. ... Senior High School ...
10. ... Senior High School ...
11. ... Community High School ...
12. ... Secondary School, ...
13. ... Senior Secondary School ...
14. ... Senior Secondary School ...
15. ... Senior College, ...
16. ... Secondary School, ...
17. ... Senior High School, ...
18. ... Senior High School, ...
19. ... Senior Secondary, ...
20. ... Secondary School, ...

Please ensure strict compliance.

Thank you



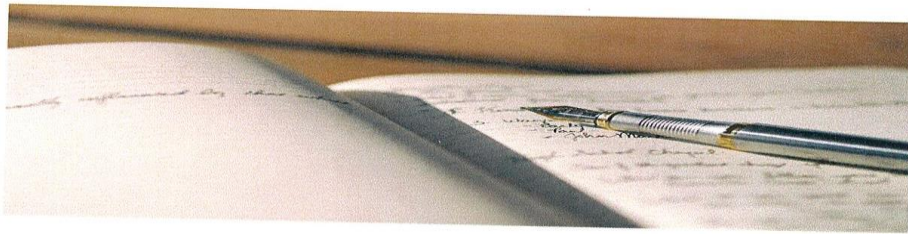
SOFOLAHAN, C.A (DR)

D (PPR &S)

## APPENDIX M

### EDITORIAL CERTIFICATE

# EDITORIAL CERTIFICATE



This document certifies that the **thesis** listed below was edited for proper English language, grammar, punctuation, spelling, and overall style by

Dr KA Gazu  
Department of Arts and Languages Education  
[GazuK@unizulu.ac.za](mailto:GazuK@unizulu.ac.za)

**Title of the Thesis**

Economics Teachers' Perspectives on In-Service Professional Development in South Africa and Nigeria

**Author**

**OLUWATOYIN AYODELE AJANI**

**Date**  
30.01.2019

A handwritten signature in blue ink, appearing to read 'Ajani', written over a horizontal line.