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# Exploring the Teacher Professional Development Activities: Perspectives of Nigerian High School Teachers

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**Abstract.** The quality of education is central to the Sustainable National Development that can be attained by any country. Hence, the professional development of teachers is critical to classroom practices in the education system. Teachers attend various professional development activities every year to improve their classroom practices. The aim of the study was to establish teachers' perspectives on professional development activities. The study adopted an interpretive qualitative approach to explore teachers' views on the phenomenon. The study engaged three heads of departments in semi-structured interviews and five teachers in a focus group interview to explore teachers' lived experiences of professional development. The study employed andragogy as the theoretical framework to understand teachers' views on workshops, subject association meetings, conferences and other professional development activities they attended. Thematic analysis of the data was carried out systematically to generate themes from the findings. Teachers did not regularly attend annual professional development activities. The contents of the professional development activities did not adequately address teachers' needs for dynamics in the classroom. It is therefore recommended that teachers' classroom practices be assessed by their heads of departments, vice principals/principals or subject specialists to determine how their classroom practices could be enhanced. The frequency of professional development activities for teachers should be increased every year, to improve their classroom practices.

**Keywords:** classroom practices; content-based frequency; professional development; perspectives

## 1. Introduction

Quality education remains the priority of the Nigerian education system to promote sustainable national development ( *cf.* United Nations, 2015), and teachers are momentarily significant in the attainment of quality education in any country. The quality of teachers is exhibited in their classroom practices, as teaching and learning are designed, planned and facilitated by teachers (Ajani,

2018). Various professional approaches have been designed for teachers to improve their classroom practices. The professional development programmes designed to improve teaching and learning are critical for sustainable development in education (Ajani 2020). In-service professional development programmes provide opportunities for teachers to reflect on their classroom practices, to improve their teaching approaches, and enhance learners' academic performance (Lessing & De Witt, 2007). Research has established that cluster systems, workshops, conferences, and other development opportunities succeed in their goal, as approaches to professionally develop teachers for effective and enhanced classroom practices (Jita & Ndlalane, 2009; TRCN, 2010; Jita & Mokhele, 2014; Ravhuhali, Mashau, Kutame & Mutshaeni, 2015; Ajani, 2021).

This study was aimed at exploring the perspectives of teachers and heads of department (HoDs) on the existing professional development activities, and how these activities impact classroom teaching and learning in Nigerian high schools. The main objective of the education system is to provide students with learning experiences that will make them responsive to contributing their share to national growth and development.

## 2. Literature Review

The professional development of teachers is critical to quality education and is capable of driving Sustainable National Development in Africa. Several approaches have been adopted to enhance teachers' classroom practices; however, these activities have been identified as ineffective in some cases (Metcalf, 2011; Ajani, 2019). Teachers deserve regular and quality professional development training that is constant and consistent, aimed at enhanced classroom practices (Ryan, 2007). In other words, teachers, who are facilitators of learning, need adequate professional development that will assist them in effective curriculum delivery (National Policy Framework for Teacher Education, 2007; McMillan Education South Africa, 2017). From the state of basic education in Nigeria, it can be deduced that many teachers are confronted with how best to facilitate learning and reduce learners' challenges in their academic performance (Steyn, 2008; Fareo, 2013; Akpan & Ita, 2015; Ajani, 2021). Steyn (2008) further states that classroom practices of teachers need to be improved to support and improve learners' problem-solving skills in the classroom. Similarly, teachers need to be responsible for how they can individually and collectively improve their classroom teaching to enhance their learners' performance.

To ensure the effectiveness of professional development, the Teacher Registration Council is responsible for the continuous design of varieties of professional development activities for teachers, taking cognisance of the effectiveness of such activities aimed at teaching improvement (TRCN, 2010). The 'one-size-fits-all' or cascade model of professional development activities usually are ineffective in improving the classroom performance of the teachers and needs to be improved. Govender and Ajani (2021) argue that one-size-fits-all professional development activities do not address the professional needs of individual teachers. This approach brings together teachers with different subject backgrounds and tends to present common knowledge and skills to them in the same approach, while cascading expects of teachers who attend professional activities to transfer knowledge gained during professional development activities to their colleagues

upon return to their schools (Ejima & Okutachi, 2012). Fiske and Ladd (2004) agree that teachers in the cascade approach may not be able to deliver as much knowledge and skills as they have received in their professional development to colleagues. Hence, other teachers cannot benefit from the cascade model.

In the same vein, Ryan (2007) disagrees with the use of professional development activities to introduce teachers to and familiarize them with new curriculum policies. According to him, much emphasis rather should be placed on teachers' subject pedagogy and classroom practices which can improve the curriculum delivery and learners' performance. Bowman, Donovan and Burns (2001) also reported that African teachers' professional development activities were found to be irregular and inconsistent, and did not adequately address the teachers' professional needs. Various challenges of in-service professional development activities of the teachers can be traced to disjointed professional development structures, absence of teacher assessment to establish their professional needs, lack of classroom feedback on professional development (PD) activities, and many more that have hindered the efficiency of in-service training (Archibald, Cogshall, Croft & Goe, 2011).

Based on various challenges identified, Egbo (2011) concurs with Elmore (2002) to emphasise the need to develop teachers regularly (for example, every year) to ensure they perform efficiently in their professional duties. They need to be updated and have to keep abreast of the trends in their classroom practices via in-service professional development activities. Education is dynamic and requires teachers to be professionally developed to satisfy learners' yearning for learning. This is necessary because learners believe that teachers are encyclopaedias of knowledge who can provide learners with appropriate knowledge, skills, attitudes and values. Murphy (2002), and Rivero (2006) emphasise that classroom responsibilities are critical and require lifelong training that is content-focused and beneficial to support teaching and learning. Reeves (2005) maintains that the development of any nation depends on educational change and reforms. Hence, teachers must access continuous professional development activities frequently. Education is the vehicle to the national development of any nation, and no nation can be greater than the quality of the teachers in the education system (Ajani, 2018).

### **3. Theoretical Framework**

To understand the impact of teacher professional development activities on classroom effectiveness, a need exists to explore theories of learning to view the efficacy of the activities. Therefore, andragogy theory was adopted to view how adults can learn meaningfully to impact their classroom practices. This theory describes the acquisition of or yearning for new knowledge as the basis for adult learning in professional development (PD) activities. For learning to occur according to this theoretical perspective, teachers must be seen as adult learners who are mature and understand why they need to learn to improve their practices (Knowles, 1984). Knowles (1980 in Ajani, 2018) highlights four appropriate assumptions about teachers as adult learners:

- (i) Teachers as adult learners clearly understand the need to acquire new knowledge that can improve their classroom practices. As adult

learners, teachers give attention to learning experiences that can influence their learners' academic performance. Appropriateness of professional development to teachers' classroom needs inform their attendance at various PD programmes.

- (ii) Attainment of learning by adult learners is driven by their learning experiences. Teachers find it easier as adult learners to acquire knowledge and skills through their engagements in various professional development activities. They share experiences with colleagues to develop various approaches to teaching and learning, thus gaining first-hand learning experiences that are practically related to their classroom practices.
- (iii) Adult learners engage in learning for problem-solving. Teachers willingly participate in various activities that are provided to them during professional development activities to explore problem-solving skills. The problem-solving skills are adopted into their classroom practices to empower learners as well.
- (iv) Adult learners recognize the benefits of attending professional development activities. Hence, the significance of their participation anchors what they can derive or adopt to improve their classroom practices. Hence, teachers should not attend a workshop if it will not add value to their professional practice.

#### 4. Research Methodology

This study adopted a qualitative research approach. The interpretive paradigm provided the study with the lens to explore lived experiences of teachers in various professional development programmes they had attended (De Vos et al., 2005). Economics subject teachers and economics teaching heads of departments from high schools in Lagos, Nigeria were the population for this study. Purposive sampling was used to select five economics teachers for the focus group interview that lasted 62 minutes (Appendix B), while three economics teaching heads of departments were further engaged in 40–45-minute semi-structured interviews (Appendix A). These teachers were selected from eight different high schools. The interviews were audio-recorded and transcribed for qualitative analysis. Interviews were conducted at the selected schools of the participants for their convenience. Participants were required to verify their information on the transcripts to ensure the trustworthiness of the information. All ethical considerations were strictly adhered to. The participants were duly informed, and their participation was voluntary after consent forms had been endorsed. Ideas on the transcripts were coded and categorized to generate themes for the presentation and discussion of findings. The demographic information of the participants is summarized in Table 1:

**Table 1. Demographic information of the participants**

Research Participant No	Code for the Participants	Gender	Experience (years)	Highest Qualification
1	TR1	Male	23	M.Ed.
2	TR2	Female	3	PGCE

Research Participant No	Code for the Participants	Gender	Experience (years)	Highest Qualification
3	TR3	Female	7	PGCE
4	TR4	Male	10	B.Ed.
5	TR5	Female	12	B.Ed.
6	HoD1	Female	22	Honours
7	HoD2	Male	17	M.Ed.
8	HoD3	Male	12	Honours

## 5. Findings

Data collected through semi-structured interviews in one-on-one interviews with the three economics teaching heads of departments and five economics teachers in focus group interviews were thematically analysed. The following themes were generated as findings of the study:

### *Existence of various activities for teacher professional development*

Findings revealed that teachers attended different professional development activities to improve their classroom teaching. Teachers classified these activities as on-site based and off-site based professional development. Off-site based activities refer to professional development activities attended outside teachers' school premises, and usually are organized by the Ministry of Education, while the on-site based professional development activities take place on the school premises and are usually organised by the schools. Participant TR3 maintained that he had attended various in-service professional development activities over the past four years:

*They are many in the last four years, maybe three. One within the school, the two were off-site (TR3).*

Participant TR5 explained that teachers' in-service professional development activities were school-based and off-site based for teachers' classroom improvement:

*Yes, I have attended some in the last four years. Two were within the school organized by the School Management Team (SMT) while the other two were by the Department (TR5).*

Participant HoD2 provided more explanation of the programme for teachers' professional development for the year:

*I will start with outside the school, normally in the year, we have two workshops which are organized by the district and in the school, and we have got two, which are subject meetings, during which our department plans. This means four in all (HoD2).*

Participant HoD3 also substantiated the on-site and off-site based forms of teachers' professional development for Nigerian teachers:

*Yes, we indeed attend workshops and other forms of professional development training. Some are being organized by the school principal and the Heads of Departments, these trainings take place in our school during the school calendar while the district through our subject inspectors also organizes workshops for us, usually, outside the school (HoD3).*

### ***Irregular Frequency in Existing PD***

It was established that Nigerian teachers could select from various workshops and other professional development activities that prepared them for better classroom practices. However, the question is: How frequently do teachers attend professional development activities every year? Participants responded as follows on the frequency of their PD opportunities every year.

Participant TR5 complained that the frequency of their PD activities was irregular:

*We indeed attend in-service training every year, but we only attend once or twice a year, this is not enough for us. As teachers, we need more workshops on what to teach every term. (TR5)*

Participant TR2 had a different view, and according to him he had attended three within a year:

*There are many, maybe three. One within the school, the two were off-site (TR2).*

Meanwhile, a call for an increase in the frequency of teachers' professional development activities was made by participant TR3 who explained that:

*I think we should have more than what we have now. Sometimes it is just once we have in the school and once by the Department (TR3).*

It further could be explained that teachers need more participation in teacher professional development activities, year in and year out to improve their classroom practices. Participant HoD2, therefore, suggested an increase in teachers' PD activities by relevant stakeholders:

*Presently, the numbers of workshops available to teachers every year are not many. There is a need for the school to organize training or workshops for teachers, departments by departments by the School Management Teams every term, so also the subject advisors are to organize for teachers once every term to promote classroom practices of teachers at least every term! (HoD2)*

Another participant, HoD1, also corroborated that the frequent attendance of teachers at PD activities will boost their classroom teaching:

*If the subject advisors can be organizing it often, it will make it easy for us to understand the topics and make learners understand the contents as well (HoD1).*

### ***Focus or Contents of PD activities***

Teachers' views on the contents or focus of the available in-service professional activities were sought during the interviews. Participants maintained that the contents did not satisfy them. Some comments are cited:

According to participant TR2, existing PD activities cover numerous topics:

*Lots of things are included in the PD, they tell us what to do. For instance, in the chapters we are going to teach, we got experienced teachers who will tell us what to do and then an analysis of the results will also be there (TR2).*

Participant TR1 mentioned that some contents of PD activities are not useful to the teachers, as what they need most is the PD on what they teach:

*We normally start with the analysis of the results, which I think is not relevant, it is not helping, and we use the whole day to analyse the results. What we really need is the content of what we teach. How they can focus on these topics with lesson study on how to teach the topic (TR1).*

Some topics are found to be difficult for teachers teaching Grade 12. These topics, in participant HoD1's view, should be addressed by experienced teachers through a lesson study for other teachers to learn how to teach successfully:

*Most times, especially teachers teaching grade 12, are faced with some difficult topics like multiplier, national income, public sector, etc. so they expect to be supported with lectures on these topics in the workshops, but are often disappointed with other things addressed in the workshops (HoD1).*

According to another viewpoint, in-service professional development aimed at teaching activities should address classroom practices of teachers to improve their performance. Participant HoD2 purported teachers needed professional development, aimed at addressing their professional needs:

*Professional development should indeed support and improve classroom teaching, but if the contents are not appropriate to the teachers or do not meet the individual needs of the teachers, it becomes a problem. For example, a general workshop for teachers may not address their individual subject needs (HoD2).*

#### ***Lack of Adequate Support or Follow-up on Teachers' Professional Development***

A need exists for teachers to be supported and motivated with adequate follow-up. Teachers want school management teams to support their teaching and learning activities. There should be follow-up on teaching and learning activities. Their responses are cited below.

Participant HoD2 decried the inability of the Ministry of Education/SMT to adequately support teachers in attending PD activities:

*It is so bad that not all teachers attending are being supported with the funds for transport, some of us with cars are giving money for petrol while others who need to go by public taxi are left to sort out themselves (HoD2).*

To participant HoD1, the lack of follow-up on teachers who attended PD activities by the District Officials on a regular visit constitutes an inadequacy:

*Yes, the District Official follows up to check if those things mentioned in the workshops have been implemented. They come to schools to check but not regularly, at least once a term to check curriculum coverage, learners' notes, other files and records (HoD1).*

Participant HoD3 agreed that the subject advisor did visit for follow-ups, but the visits did not occur regularly.

*Yes, the subject advisors come to school to check. They do follow up; they check the documents, learners' materials and others, but follow up on PD activities is not regular (HoD3).*

#### ***Enhanced Classroom Practices through PD Activities***

It is globally believed that the essence of professional development in any profession is to improve the professional responsibilities of the members of such a profession. Hence, the main focus of teacher professional development will be to improve classroom practices of teachers as well as to improve learners' performance. Based on that, the participants affirmed that professional development activities have improved their classroom practices.

The data showed that participant TR1 was excited to express that PD activities had improved his classroom practices and he had benefited a lot:

*Yes, they 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 learners to learn deeply, in our PD they emphasized that we must always unpack learning to our learners. Also, before I could not teach graphs very well, I realized after the PD that the way I was teaching it, was to blame, but now I can teach graphs very well after attending PD. Now I can say that my learners understand graphs very well. I have been assisted in the way I relate to learners in teaching. I changed the way of explaining the graph (TR1).*

Another participant, TR2, concurred that PD activities had improved his confidence as a teacher and that he could now teach with confidence:

*I can now teach Economics with confidence and also my learners are happy now, they can now relate what they learn in their books to the real world around them. So, it has helped (T2).*

Similarly, participant TR3 believed that various PD activities had contributed to his classroom performance:

*I have gained a lot of experience and I have gained a lot of information through this PD. I have an understanding of Economics now and relate to what is happening now (TR3).*

### ***Wrong Timing of Professional Development Programmes***

Professional development activities are planned for teachers at different times of the year without considering teachers' classroom engagements. The majority of the participants disapproved of the inability of the organisers to consult teachers in determining convenient times or periods within the school year for workshops or other forms of training. Participant TR2, according to the data gathered, expressed dissatisfaction with the wrong timing of PD activities. That means that some teachers had to be absent from school and abandon their learners to attend:

*Sometimes they call us during very busy times when we are supposed to revise with the learners. They will tell us that we need to attend this PD and it's very difficult to leave the learners in the school and attend this PD, so I wish they can help to attend this PD, by arranging it for the beginning or the end of the term (TR2).*

To participant TR3, attending PD many times could be inconvenient for teachers during the busy school hours:

*The other challenge we are facing is that sometimes they call us during school hours and the principals may not allow you to leave the school, so you find out that the attendance is poor just because teachers are not attending. (TR3)*

### ***Inadequate Duration of most Professional Development Activities***

Teacher professional development is a life-long career development process, which should offer diverse activities of a short or longer duration to enable comprehensive learning, educative interactions, mentoring, and other supportive approaches that will promote teachers' classroom efficiency. The participants expressed their concern about PD activities which mostly are concluded within a day, especially when the activities obviously require a longer duration. Participant TR3 expressed a need for teachers' professional development activities of a longer duration :



*I think it must be done at the beginning of the term and the closing of the term. And it must not be only one day; I think two days will be fine to cover everything that will be taught in that term (TR3).*

Participant TR4 also supported subject-based PD of a longer duration:

*Teachers' professional development activities should be more than one day workshop, especially the ones that teachers need to be taught difficult topics we struggle to teach. We need more time to observe lesson study from other experienced teachers who will assist us in those difficult areas. You see we need time if we are to observe many lessons during the PD activities (TR4).*

### ***Development of teaching and learning materials through PD activities***

Teacher professional development activities present ideal opportunities to design and develop materials to be used to facilitate learning. Thus, teachers can improvise and become creative in designing teaching and learning support materials (TLSM) to suit individual learner differences, and the diverse situations of subjects and schools. The participants indicated that PD had successfully assisted them in producing, or trained them how to create TLSM for their classroom practices. According to Participant TR 2:

*Yes, at the workshops some materials are shared freely with us, while at a big teachers' meeting, you see some teaching and learning materials that some publishers put up for sale, so if you have the money, you buy (TR2).*

Another participant, TR4, also responded that PD activities promoted creativity in TLSM designs for schools:

*In our cluster meeting, we try to design or brainstorm on what materials and how to teach each topic to the benefit of learners. With this knowledge, I have learned to be creative in designing teaching and learning materials for my learners. We can also ask for assistance on any aspect of the subject there (TR4).*

The use of varied teaching and learning materials in classroom practices had been pinpointed as a practice that helped both the teachers in facilitating learning and the learners in quick comprehension of the learning experience. Participant TR5 corroborated the idea:

*Honestly, I have attended PD activities where I was trained on how materials can actually help me in teaching some difficult topics, were shared with us, those we couldn't get, and we were taught how we can improvise the materials, using the learners to produce these materials; thereby the classes became so interesting, and learning was overwhelmingly achieved in my learners (TR5).*

### ***Lack of Learners' Learning Materials***

Learners' use of recommended materials, such as textbooks, writing materials and other learning materials, mirrors the effectiveness of PD activities in classroom practices. Teachers' views on the adequate use of these materials by the learners revealed that most learners could not afford or provide materials that could assist them in learning. Participant HoD1 identified learners' inadequate resources as a challenge for the effectiveness of PD in schools:

*Sometimes we need resources like books for learners and other resources which are expensive; we compile notes for them, and make copies for them, in short, no adequate resources (HoD1).*

Participant HoD2 also confirmed that the lack of adequate resources for learners remained a serious challenge to teachers' readiness to explore new skills mastered during PD:

*The resources - resources are scarce, not adequate and that slows down our work. It is a serious challenge. It doesn't make our work go as planned; most learners can't afford the necessary materials (HoD2).*

## **6. Discussion**

According to the findings, based on responses of the participants various professional development activities existed for teachers. These activities are stipulated by the Teacher Registration Council (TRCN) (2010), a professional body that regulates the teaching profession and specifies professional development activities required for professional points for career progression. The Teacher Registration Council also recommends that teachers should engage in professional development activities annually to enhance learners' performance in schools.

According to the participants, PD activities available to teachers are grossly inadequate. Moreso, teachers do not participate in these activities frequently. Teachers, therefore, need regular activities to achieve and sustain quality education; a need exists for them to improve their skills and knowledge in their disciplines (Ajani, 2018). According to Fareo (2013), classroom practices of teachers can be enhanced by appropriate activities that address their professional needs frequently and adequately. These activities should be attended at least annually. Findings confirmed the need for an increase in the number of existing activities to ensure better teacher participation. Furthermore, Hassler et al. (2021) encourage teachers to take advantage of the variety of professional development activities that may assist them to stay abreast of their professional responsibilities in the dynamic education system.

While the majority of the participants agreed that the contents of the activities with which teachers are provided in professional development programmes can influence their classroom practices if well designed. McNaught and Gravett (2021) argue that the focus of any professional development programme for teachers should be enhancement of their classroom practice. The participants affirmed that existing teachers' PD activities cover different things for the teachers, some of which are results analysis, teaching methods, topics and chapters of different school subjects, and other activities. However, teachers suggested that the contents of the PD activities should focus mostly on what they were teaching in the classrooms, topics that were challenging to them, and what the learners should expect from matric examinations. According to Archibald et al. (2011), the effectiveness of PD starts with appropriate content for the teachers, that is, content that can benefit the teaching and learning in the school system. This view is in accordance with Ajani's (2018) opinion that the needs of the teachers should be the basis of the content that PD activities should cover. Ravhuhali, Kutame and

Mutshaeni (2015) further posit that teacher evaluations should be used to establish the nature and content of PD activities designed for them.

Some participants further contended that teachers were not regularly visited to follow on their attendance of PD activities to ensure the necessary changes in their classroom practices. Birman, Desimone, Porter and Garet (2000) agree that professional development for teachers can effectively transform and improve the quality of teaching and learning if teachers are monitored and followed up on every professional development training they attend. This is to ensure the implementation of what they have learnt or acquired from such training. Monitoring or following up on them enables the teachers to be assessed and recommended for other supportive professional needs whenever necessary (Wittmann & Olivier 2021).

Findings, therefore, revealed that participation of teachers in various PD activities may improve their classroom practices if the contents of the in-service training are beneficial to the teachers; teachers may acquire necessary skills and improve their subject knowledge for better classroom practices. Ajani (2021) calls for regular and appropriate workshops for teachers that can add value to their classroom practices. Teachers' participation in various PD activities regularly every year enables the teachers to meet with other experienced teachers; they share experiences and also brainstorm on solutions to common issues.

Similarly, most of the participants explained that the timing for their in-service professional development activities should be convenient for them. PD activities should not be arranged to take place during school hours, resulting in learners being abandoned. It is thereby observed that teachers preferred professional development activities to be conducted during their holidays to avoid disruption of their teaching schedules. Hassler et al. (2021) agree that teachers should be consulted to determine the convenient times for their workshops or training, so as not to pull them out of classrooms during school hours.

Conversely, most of the participants contended that some aspects of the teachers' PD activities require more than a one-day workshop or meeting. McNaught and Gravett (2021) are of the opinion that a need exists for understanding *why* teachers need to learn and *how* teachers need to learn what will benefit their learners. Teachers, therefore, request PD activities of a longer duration to promote the acquisition of necessary knowledge and skills. Ajani (2018) also purports that adequate time should be allocated to teachers' PD activities to allow teachers' understanding of and participation in the training.

Participants further responded that professional development activities had been immensely beneficial to them, as teachers had opportunities to improvise on teaching and learning materials to better suit their subject teaching through their networking and sharing of ideas with their colleagues. Egbo (2011) avows that teaching and learning materials are critical to the classroom practices of teachers. Wittmann and Olivier (2021) further agree that learning materials do not only make teaching less stressful to the teachers, but also promote fast learning and make the classes interesting and interactive. However, findings also indicated that teachers were not provided with enough resources to promote their classroom

practices. Teachers need to be supported with adequate teaching materials, while learners also require appropriate and adequate learning materials to make teaching and learning easy for both teachers and learners.

## 7. Conclusion

Professional development is critical to teachers' classroom practices in the 21<sup>st</sup> century. The education system is dynamic and requires teachers who can respond to learners' quest for knowledge and skills. This study explored perspectives of high school teachers on various professional development activities available to them. Five teachers and three HoDs were engaged in semi-structured interviews to gather their lived experiences. The findings of this study in Nigerian high schools reveal that teachers have various perspectives on the existing PD activities available to them. Teachers indicated that the existing PD activities were not frequently assessed by HoDs; they also advised that these activities should be offered every term to address topics or chapters to be taught. PD activities have been of significant benefit to classroom practices due to the improvement of teaching skills and methods (Ajani, 2018). However, the teachers believed that PD activities should be offered during the school holidays so as not to disrupt their classroom teaching during school hours. The teachers were also dissatisfied with the existing follow-up on the PD activities. Therefore, they wanted more support to motivate the implementation of PD knowledge and skills in classroom practices. The HoDs called for more support for teachers' classroom practices. According to the HoDs, teachers require relevant and adequate teaching resources that can enhance teaching and learning, while adequate and regular professional development activities should be designed for them. According to them, they agreed with Ajani (2021) that teachers should be viewed as adult learners when designing the contents of any professional development programme. Hence, the contents of the professional development should adequately address their classroom needs.

This study recommends that the Education Districts and other concerned stakeholders should restructure the existing in-service professional development activities. The PD activities should also focus more on subject contents teachers are to teach every grade/class each term. It is also recommended that teachers should be assessed to determine their classroom needs; follow up should be consistent on teachers after attendance of PD activities. Teaching and learning materials should be provided to teachers to enhance classroom practices, and all teachers should be funded by the SMT to attend PD activities frequently. The study also recommends an increase in the frequency of teachers' participation in professional development activities every term and year. Parents are also to be encouraged to provide learning materials to further support the learners at school and at home.

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## APPENDIX A INTERVIEW GUIDE

### INTERVIEW QUESTIONS (Teachers)

1. Did you participate in any form of in-service professional development activities related to Economics? How often did you participate?
2. How often would you prefer to participate in IPD?
3. What activities have been included for the IPD activities that you have attended?

4. 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*?
5. For the in-service professional development activities in which you participated, who has been financially liable?
6. After each IPD activity, do you implement what was learnt? Please, tell me more about your experience.
7. 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.
8. What do think are the challenges experienced regarding in-service professional development for Economics teachers? Explain.

ADDITIONAL COMMENTS
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## APPENDIX B

### INTERVIEW SCHEDULE: HoDs

#### SECTION A BIOGRAPHICAL INFORMATION

1. Highest qualification	
2. Years of management experience	
3. No. of years taught subject	

#### INTERVIEW QUESTIONS

1. How many on-school and off-site based in-service professional development training programmes have your Economics teachers attended? Explain.
2. Who organized these on-school and off-site based in-service professional development trainings for the Economics teachers?
3. What was the main focus of these in-service professional development training that your Economics teachers attended?
4. Do you feel the material obtained from these in-service professional development training was suitable for classroom practice? Explain

5. Did the facilitators or trainers make 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 activities? Explain
6. As the HoD, what challenges do you face with regard to in-service professional development training? Explain
7. As an HoD, how do you monitor and support Economics teachers who have attended these in-service professional development training programmes in your school?
8. As the Head of Department, what type of in-service professional development would you suggest and why?