PSYCHOLOGICAL FACTORS AS PREDICTORS OF ENGLISH LANGUAGE TEACHERS' ACCESS TO, KNOWLEDGE AND UTILISATION OF EDUCATIONAL RESEARCH IN OGUN STATE, NIGERIA

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CERTIFICATION

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DEDICATION

This work is dedicated to Yaweh, the Immortal, the Invincible, and the Covenant Keeper. Unto Him alone be all the glory.

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ABSTRACT

Educational research exposes teachers to innovative classroom practices. However, reports have shown that many English Language teachers in Ogun State exhibit ineffective classroom practices due to poor access to, knowledge and utilisation of educational research. Previous studies largely focused on instructional strategies, with little attention paid to psychological factors influencing teachers' access to, knowledge and utilisation of educational research. Therefore, this study was designed to investigate psychological factors [attitude, motivation, job satisfaction, Career Development Interest (CDI) and Perception of Professional Development Obstacles (PPDO)] as predictors of teachers' access to, knowledge and utilisation of educational research in Ogun State, Nigeria.

Diffusion of Innovation and Planned Behaviour theories provided the framework, while the correlational sectional design was employed. The multi-stage sampling procedure was adopted. Four Educational Blocs (EBs) – Abeokuta, Ijebu, Remo and Yewa – were enumerated in Ogun State. A total of 160 senior secondary schools (40 per EB), and 409 teachers English Language (three per school) participated in the study. The instruments used were Attitude (r=0.75), Motivation(r=0.92), Job Satisfaction (r=0.72), CDI (r=0.79) and PPDO(r=0.93) questionnaires, Teachers' Knowledge Test (r=0.83), Access to Research (r=0.78) and Utilisation of Research (r= 0.91) scales. In-depth interview was held with 12 teachers of English Language. The quantitative data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance, while the qualitative data were thematically analysed.

The participants were mostly females (73.3%), and 55.0% were holders of B.Ed./B.A.Ed. Teachers' knowledge (93.9%) was high but access to (43.2%) and utilisation of educational research (45.4%) were low as against the threshold of 51.3% and 60.3%, respectively. Teachers' attitude (r=0.08; 0.28; 0.84), motivation (r=0.13; 0.18; 0.23), job satisfaction (r=0.15; 0.13; 0.12), CDI (r=0.83; 0.14; 0.01) and PPDO (r=0.063; 0.17; 0.04) had positive relationships with knowledge, access and utilisation, respectively. The joint contributions of attitude, motivation, job satisfaction, CDI and PPDO to knowledge (F (4; 404) = 4.89; Adj. R2=0.06), access to (F (4; 404) =7.55; Adj. R2= 0.09) and utilisation of educational research (F (4; 404) =5.66; Adj.R2 =0.07) were significant, accounting for 6.0%, 9.0% and 7.0% of their variances, respectively. Motivation (β = 0.12; 0.04; 0.26), attitude (β = 0.06; 0.23; 0.02) CDI (β = 0.14; 0.02; 0.06), job satisfaction (β = 0.20; 0.01; 0.11) and PPDO (β = 0.01; 0.06; 0.03) contributed relatively to knowledge, access and utilisation, respectively. The majority of the teachers did not access educational research due to lack of school leadership support and non-affordable subscription to research outlets.

Motivation, career development interest and attitude to educational research influenced English Language teachers' access to, knowledge and utilisation of educational research in Ogun State, Nigeria. These factors should be inculcated into teachers' preparatory programme for improved access to, knowledge and utilisation of educational research.

Keywords: Career development interest, Utilisation of educational research, Job satisfaction, Teaching effectiveness

Word count: 454

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CHAPTER ONE

INTRODUCTION

1.1   Background to the study

Educational research is a record of conducted research work which is aimed at providing vital information and solution to specific problems. Thisis a necessary tool in the field of English Language Teaching (ELT) which helps teachers to understand the pedagogical implications of all their actions in the classroom, and also inform their decision making. The relevance of research reports to classroom practice includes; empowering teachers to develop their teaching capacity for professional evaluation, helping them to become critical and well-grounded about their classroom practice. These reports enable teachers discern the pedagogical factors that work best for them and their students as well as the principles that underlie their teaching.

Consequently, for a teacher of English Language to choose appropriate teaching methods that will enhance effective teaching and learning, Nzeribe (2004) wrote that such a teacher needs to be conversant with current educational research on methods and strategies. As a matter of fact, in order to ensure quality teaching and learning outputs of English Language in secondary schools, researchers have investigated various pedagogical factors and in particular, experimented with instructional strategies which have been reported to enhance effective teaching of English Language as well as improved its learning outcomes.

For instance, researchers such as Kolawole (2006); Alabi (2008) and Ogunyemi (2014) reported, in separate studies, the sigiificance of the following instructional strategies; prior linguistic inputs and activity, two error correction and explicit and implicit manageable reactive focus-on-form on teaching and learning outcomes of English essay writing. Osikomaiya (2012), and Awolere (2015), in their respective studies, documented that; scaffolding, context cueing and differentiated instructional strategies are effective in enhancing effective teaching and learning of English reading comprehension and summary.In the aspect of grammar, studies have suggested that; competency- based language and task-based language instructional strategies (Soleiman, Jahangiri and Jufuri-Gohar, 2013), explicit instructional strategy (Lawani, 2014), direct and indirect explicit instructional strategies (Adedigba,

2016)could aid the teaching and learning of English grammar in schools.In addition, teachers' mastery of pedagogical content knowledge, instructional organisation and questioning behaviour are reported to produce quality teaching and learning of the different aspects of English language (Fakeye and Aiyede, 2013 and Okonkwo, 2015, Adediran, 2018 and Akande, 2018).Whereas there have been various interventions on how to improve teaching and learning of English language, teachers still stay glued to their teacher dominated classroom activities with little opportunity given to the learners, to learn either individually or in relation to their peers in the classroom and this has hindered effective teaching of English language (Igubor, 2016 and Lawore, 2017). This could be because many teachers are not conversant with current research findings on factors and instructional strategies that could enhance effective teaching and learning of English language in Nigerian senior secondary schools (Fakeye 2010, Mabekoje, 2011 and Kolawole, 2016b).In effect, the factors hindering effective teaching and learning of English language could be that many teachers of this subject, to the best of the researcher's knowledge, are not making use of these interventions.

If studies conducted in the field ELT are yet to inform classroom practices, then what sources of information do teachers rely on to enhance their classroom practices? Scholars have argued that many teachers never based their teaching on research findings but rather on personal teaching experience, personal intuition, textbooks, curriculum and teachers' guides (Ayodele, 2002, Mooko 2005, Borg, 2009). There are arguments which have proved that relying on intuition, textbooks, teachers' guide, classroom experiences are not sufficient to enhance classroom practices. This is because ideas obtained from intuition, textbooks, teachers' guide and classroom experience have not passed through scientific process, so they are prone to prejudice (Ogunleye 2014, Sibanda and Begede, 2015). But ideas obtained through research findings are said to be more reliable (Block, 2000, Biesta, 2010), because such ideas have passed through scientific methods. Although researchers use intuition, rationalisation and empiricism to generate new ideas or advance on existing ones, they are not limited to this process. Basically, researchers employ scientific procedure to test their ideas before making valid conclusions.

In truism, teachers are creative individuals and the fact that they rely on their talents, intuition and ability to address classroom challenges simply attest to their level of creativity. But this alone cannot significantly lead to effective teaching. As noted by Stanovich and Stanovich (2003) thateffective teachers have the ability to

evaluate their teaching methods and also recognise research findings that can be used to address different classroom challenges they might encounter. The study further contended that teaching ideas which are not research-based may be detrimental to classroom practices. So, in ensuring effective teaching, teachers need to integrate their knowledge of subject mastery with the ability to understand and implement new strategies, employ appropriate instructional organisation, instructional material and classroom assessment, suitable to address the different learning styles.

Educational research is disseminated through scientific journals, seminar papers, conference proceedings, theses, and dissertations (NCDDR, 1996). The internet is one of the possible modern technological tools through whichclassroom practitioners are able to access electronic academic journals, academic papers and even exchange ideas from fellow teachers and researchers around the globe (Cajker and Addelman, 2000 and Mooko, 2005). In any case, the value of the internet in facilitating effective teaching is not an issue. The issues are; (i) are classroom teachers informed about research findings? (ii) do classroom teachers have the requisite computer skills to access research findings? In all, the fact that research reportsare disseminated through academic journals, electronic media, seminars and conference proceedings may not be as significant in relation to how teachers interact with research findings to enhance effective teaching. This necessitated the conceptualisation of a study that investigated the level of teachers' knowledge of research findings and the extent to which they access and utilise research findings to enhance their classroom practices.

Knowledge of educational research is the ability to demonstrate a level of being informed about research reports. In essence, teachers' knowledge of educational research refers to the extent to which teachers of English Language areinformedabout research reports in relation to their classroom practices. Teachers' knowledge of research findings seems to be an integral part of an effective classroom practice, but Upahi, Akanmu and Olorundare (2012) reported that teachers lack knowledge of current research findings. Factors which are accounted for poor knowledge of research findings include; poor personal disposition to action research (Worrall, 2004 and Borg, 2009) poor conception of research findings(Kempa, 2002)and lack of motivation (Ratcliffe, Bartholomew, Hames, Hind, Leach, Millar and Orsborne, 2005). All the aforementioned factors could hinder teachers from interacting with educational research findings. The lacuna here is that most of these studies have only

emphasised teachers' acquisition of educational research for conducting research but not for enhancing classroom practices.

Educational research reports are available because they are disseminated through scientific journals, seminar papers, conference proceedings and electronic media(Ogunleye, 2014, Sibanda and Begede, 2015)but; (i) do teachers have physical and intellectual possession of these reports? and (ii) are they affordable or do teachers lack the basic skills to interact with these materials? Adedoyin (2015) documented that many teachers do not have access to research reports because of difficultcontent language, lack of internet facilities in secondary schools and lack of technical skills required to consult educational research. Nassaji (2012) disclosed that some teachers of English Language in Canada and Turkey have access to research reports but did not read them.Whereas, the study noted that teachers could benefit from educational research when they read, comprehend and relate them to their teaching activities.

The impact of knowledge ofeducational research and access to research reports are reflected in utilisation. In this wise, this study discussed utilisation of educational research as the process of applying research reports to transform classroom practices. When comparing utilisation of research reports in medicine and education, medical practitioners do prescribe treatment for a particular health condition based on research evidence(Hemsley-Brown and Sharp, 2002). This is to certify the efficacy of treatments given to patients. But teachers scarcely consult educational research in their decision about the appropriate pedagogical activities to apply in the classroom. Meanwhile, some studies have reported that principals, vice principals and head teachers use research findings in decision-making due to their positive perception of research reports (Everton, Galton and Pell, 2000, Biddle and Saha, 2002). On the other hand, many classroom teachers hardly use research findings in classroom practices as a result of the, rigidity of research content, poor working conditions and lack of motivation (Borg and Liu, 2012 and Talebinejad and Moattarian 2015).

Previous studies focused on collaborative models such as researchers-teachers collaboration and action research as strategies which influence teachers' interaction with research (Ellis, 2010 and Burns, and Kurtoğlu-Hooton, 2016). In Nigeria, Ogunnleye discovered the positive effect of collaborative strategy preprimary and primary school teachers' level acquisition and utilisation of research reports. Bello and Akinfesowo (2015) noted that many Physics teachers have positive attitude to

research findings. Kolawole (2016) concentrated on availability of research finding while Ige and Omilani (2016) based their study on quality of research reports.However, most of these studies failed to identifyfactors that could either aid or prevent teachers from consulting research findings for effective teaching.

There are psychological factors which are likely to influence the extent to which teachers interact with research reports for effective teaching. Some of the psychological factors which were explored in this study include; attitude, motivation, job satisfaction, career development interest and teacher' perception of professional development obstacles. Attitude is an individual's inclination to naturally act favourably or unfavourably to a situation, another person or an object. Positive teachers' attitudes are fundamental to effective teaching (Eggen and Kauchak, 2001). Teachers tend to view educational research as impractical, difficult to interpret and implement. Some Iranian teachers had positive view about educational research which provided them with practical guides that are relevant to their classroom practices(Mehrani, 2015). Based on this premise, this study examined the attitudinal levels (positive or negative) of secondary school teachers of English Language in Ogun Stateto interacting witheducational research and the extent to which their attitude determined access to, knowledge and utilisation of educational research.

Motivation is the drive that is responsible for the decision people make in carrying out certain activities, the willingness to sustain the activities and the perseverance to pursue such activities.Teachers who lackextrinsic and intrinsic motivation find it difficult to participate in pedagogical activities that could enhance effective teaching (Adeyemo, Oladipupo and Omisore, 2013). Also, Williams and Coles (2007) reported motivation as a significant factor that influenced teachers' utilisation of research evidence.

Job satisfaction is the desirable feeling of contentment with the teaching profession, in relation to teachers' remuneration, promotion, teacher-teacher relationship, teacher-student relationship, administrative support, recognition, teaching environment, commitment to the job and improvement of classroom practice. Studies have linked Job satisfaction with teachers' effectiveness(Munir and Khantoon, 2015). On the contrary, Ogochi (2014) reported that teachers' effectiveness has no significant relationship with teachers' job satisfaction.This accounts for the disparity in the reports of the previous studies. While some studies claimed that teachers' job

satisfaction leads to teachers' effectiveness others asserted that job satisfaction neither lead to teachers' quality nor improved job performance.

Career development interest is the desire of a teacher to constantly seek for necessary skills that will facilitate improved classroom practices.Career development interest is vital to teachers' retention and effectiveness as well as improved students' performance(Jepketer, Kombo and Kyalo, 2015). Teachers who are always on the move to develop themselves with the necessary skills tend to derive pleasures, fulfillment and experience improved productivity.

Teachers' perception of professional development obstacles is another variable of this study, but it is expedient to briefly discuss professional development. Professional development is the continuous training of teachers with emphasis on improving classroom practice thereby leading to overall quality education. Meanwhile, teachers' perception of professional development obstacles are factors such as; inadequate support from school management (Nduka, 2008), teachers' attitudinal problems (Fareo, 2013) and absence of post training evaluation (Okotoni, 2015) which teachers perceive to hinder them from participating in continuous learning, thereby inhibiting effective classroom practices.

Based on the reviewed literature, it is evident that scholars have conducted studies on teachers' access to, knowledge and utilisation of educational research but most of these studies are found in the fields of science education and social science education. While other studies focused on teacher-research engagement, nature of research content, awareness and availability of educational research with little emphasis on psychological factors that could predict teachers' access to, knowledge and utilisation of educational research. In all, there is still a paucity of empirical data showing how classroom practitioners especially in the field of ELT in Nigeria perceive, value and use research reports to understand the factors that underlie the principles of effective teaching.

1.2   Statement of the Problem

Educational research helps teachers understand learners' peculiarities; explore different strategies and techniques that will make teaching-learning process effective and innovative. However, it has been discovered in Nigeria, especially in Ogun State that the teaching and learning of English Language has been experiencing some hues over the years. Despite a lot of research which have been carried out to ehance

effective teaching and learning of English Language by various scholars from different universities and colleges across the country, particularly in Ogun State, studies have discovered that teachers are still used to their conventional ways of thing. This now fuels the suspicion that teachers do not consult findings to improve their classroom practices.

Although government do organise seminars and workshop for teachers, all these educational research reports have always been discovered to lie on the shelves of various universities and colleges of education without them getting to the end users. Getting to the end users is the function of accessibility. Studies have shown that time and financial constraints, unavailability of research reports, cultural barrier, complexity of research reports, and lack of motivation are plausible factors which hinder teachers from interacting with educational research.

Previous studies on teachers' level of exposure to educational research have largely focused on action research, quality of research methods, collaborative strategies, acquisition and utilisation of educational research without identifying factors that could either aid or prevent teachers from consulting educational research. There is a dearth of studies that focused on factors that predicted the extent to which teachers would have access to, and utilise research reports as well as the extent to which teachers of English Language could be informed about research reports for effective teaching in Ogun State. Hence, the study investigated the extent to which teachers' psychological factors (attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles predicted access to, knowledge and utilisation of educational research in Ogun State, Nigeria

1.3   Research Questions

The study provided answers to the following research questions:

1)   What is the level of knowledge of educational research among teachers of English Language?

2)   To what extent do teachers of English Language have access to educational research?

3)   What is the level of utilisation of educational research among teachers of English Language?

4)   What relationship exists between independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) and:

           a.   knowledge of ELT educational research?

           b.   access to ELT educational research?

           c.   utlisation of ELT educational research?

5)   What is the composite contribution of independent variables to:

           a.   knowledge of ELT educational research?

           b.   access to ELT educational research?

           c.   utlisation of ELT educational research?

6)   What is the relative contribution of independent variables to:

           a.   knowledge of ELT educational research?

           b.   access to ELT educational research?

           c.   utlisation of ELT educational research?

7)   Which of the independent variables would predict:

           a.   knowledge of ELT educational research?

           b.   access to ELT educational research?

           c.   utlisation of ELT educational research?

1.4   Scope of Study

All secondary school teachers of English Language in Ogun State, Nigeria were involved in the study. The study focused on research reports conducted in the field of ELT. It also concentrated on instructional strategies, instructional organisation and learning styles which have been discovered to be effective in teaching the different aspects of English Language such as; reading comprehension, summary, vocabulary development, grammar, and essay writing. Additionally, it centered on the effect of teachers' psychological factors on their interaction with educational research.

1.5   Significance of the study

The study ascertained that teachers' attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles were factors which predicted teachers' access to, knowledge and utilisation of ELT educational research thereby providing information on psychological factors

which aided the effective use of educational research in English Language teaching. It identified areas of professional development needs of teachers.

Furthermore, it proffered solutions on how to tackle any factor which tends to restrict teachers' teaching effectiveness. It has added to the collection of existing studies which are geared towards ensuring that teachers are equipped with the necessary skills that could enhance effective teaching.

1.6   Definition of terms

Attitude to educational research: This is the disposition of teachers of English Language towards evidence-based findings of a study in ELT as measured by their responses to questionnaire on teachers' attitude to educational research.

Motivation for educational research: This is the drive within the teacher to access and utilise educational research as measured by their responses to questionnaire on teachers' motivation for educational research.

Job satisfaction: Teachers' contentment with the teaching of English as a second language as measured by teachers' responses to teachers' job satisfaction questionnaire.

Career development interest: The desire of a teacher to constantly seek avenues of updating his/her competence in teaching English as a second language as measured by his/her responses to teachers' career development questionnaire.

Professional development obstacles: Professional development obstacles refer to challenges hindering teachers of English Language from participating in professional training. Perception of professional development obstacles are teachers' views on challenges restraining them from involving in continuous training and retraining, workshop as well as conferences as measured by their responses to teachers' perception of professional development obstacles questionnaire.

Knowledge of educational research: The level to which teachers of English Language are acquainted with educational research as measured by their responses to teachers' knowledge of educational research test.

Access to educational research: This is the extent to which teachers of English Language could get in contact with educational research as measured by teachers' access to educational research.

Utilisation of educational research: The use of educational research by teachers of English Language in classroom teaching for the purpose of enhancing effective

teaching-learning as measured by their responses to the utilisation of educational research scale.

Educational research: These are documented reports of empirical studies which are disseminated via academic journals, seminar papers, projects and theses.

CHAPTER TWO

LITERATURE REVIEW

Literature relevant to the study were reviewed under the following themes:

2.1   **Theoretical Framework**

2.1.1   Diffusion of Innovation Theory

2.1.2   Theory of Planned Behaviour

2.2   **Conceptual Review**

2.2.1   Effective Teaching and Learning English Languageand Associated Challenges

2.2.2   The Relevance of Educational Research to English Language Teaching

2.2.3   Teachers' Attitude to Educational Research

2.2.4   Teachers' Motivation for Educational Research

2.2.5   Teachers' Job Satisfaction

2.2.6   Teachers' Career Development Interest

2.2.7   Teachers' Perception of Professional Development Obstacles

2.3   Empirical Review

2.3.1   Studies on English Language

2.3.2   Studies on Teachers' Attitude to Educational research and

2.3.2.1 Knowledge of Educational Research

2.3.2.2 Access to Educational Research

2.3.2.3 Utlisation of Educational Research

2.3.3   Studies on Teachers' Motivation and

2.3.3.1 Knowledge of Educational Research

2.3.3.2 Access to Educational Research

2.3.3.3 Utlisation of Educational Research

2.3.4   Studies on Teachers' Job Satisfaction and

2.3.4.1 Knowledge of Educational Research

2.3.4.2 Access to Educational Research

2.3.4.3 Utilisation of Educational Research

2.3.5   Studies on Teachers' Career Development Interest and

2.3.5.1 Knowledge of Educational Research

2.3.5.2 Access to Educational Research

2.1 Theoretical Framework

This study is based on two theories namely; diffusion of innovation (DOI) and theory of planned behaviour (TPB).

2.1.1 Diffusion of Innovation Theory

Diffusion of innovation (DI) is a theory originally propounded by Rogers Everett, M. in 1962. This theory is widely used as theoretical framework in studies which are centred on utilisation of educational research (Sahin, 2006 and Ogunleye, 2014). The process by which innovation is conveyed via certain medium within a period of time among members of a social system is called diffusion (Rogers, 1995). The theory explains how, why, and the rate at which ideas and practices are spread among a group of people. The definition comprises four key components of diffusion which are: (i) innovation, (ii) communication media, (iii) time, and (iv) social system.

Innovation can mean an idea, practice or an object that seems novel to an individual or a group of people. The perceived newness of an innovation (idea or practice) for people determines their reactions to it. Nevertheless, newness in an innovation does not just involve knowledge. This is because someone might have been aware of an innovation but he/she might not have developed a favourable or an unfavourable attitude towards it; accepted or rejected the innovation. The newness aspect of an innovation can be expressed in terms of knowledge, persuasion or a decision to adopt (Rogers, 1995).

Communication medium is the second component involved in the process of diffusion of innovation. Medium is the means by which messages or ideas move from one person to another. Communication is a process whereby members of a particular group exchange information for the purpose of achieving a common goal. The essence of diffusion process is the sharing of information by which a knowledgeable individual transmits a new idea to others who are yet to have the knowledge of the innovation. Channels/ Media are means of conveying messages from the source

(researcher) to the receiver (teachers of English Language). Rogers (1995) identified two categories of communication channels namely mass media and interpersonal communication channels. Mass media channels are means of transfusing messages through a mass medium such as television, radio, newspaper, research documentations and so on. Interpersonal communication on the other hand involves a face-to-face exchange between two or more individuals. This includes lectures, seminars, conferences, trainings and so on.

The key element in diffusion process is time, it expresses one of the strengths of DI. Diffusion of innovation theory claims that an innovation diffuses in a time ordered sequence. This simply means before an innovation is adopted or rejected, it has to pass through the stages of knowledge, persuasion, decision, implementation and confirmation, which Rogers (1995) specified as the stages of innovation-decision process.

The social system is the fourth component of diffusion process. It is a set of corresponding team that works together to attain a mutual goal (Rogers, 1995). All the members in a social system share a common objective. They seek to solve a common problem in order to accomplish a mutual goal. This theory emphasises the significance of a social system because the social structure of the social system is patterned in a way that affects the process of diffusion.

DI stresses the importance of information to be communicated among those that share common beliefs for the purpose of achieving a joint desire. Relatedly, the aim of teaching English is to develop the communicative competence of students. In achieving this feat, there is need for the teachers of English Language to be conversant with innovative strategies and factors that will reinforce effective teaching of the different aspects of this target language. However, for the teachers of English in the second language learning environment to comprehend the necessity of educational research, diffusion needs to occur.

Rogers (2003) acknowledged that diffusion occurs through innovation-decision process. The innovation-decision process is a time-ordered sequence occurring process in the sense that an individual moves from the stage of awareness knowledge, to forming an attitude towards the innovation, to making a decision to adopt or reject, to implementation of the new idea and to confirmation of this decision.

Knowledge is the stage where an individual seeks to know what an innovation is, how and why it works. At this stage, teachers are exposed to the existence of the research reports and also grasp the content of the reports. Rogers (2003) identified three types of knowledge namely; (i) awareness-knowledge, (ii) how-to knowledge and (iii) principles knowledge. The awareness-knowledge is when an individual is exposed to the existence of an innovation. How-to knowledge occurs when an individual understands the necessary information on how to use an innovation effectively. DI states that an individual should be properly informed on the effective use of an innovation before he/she adopts the information. This is because insufficient knowledge of an innovation before its adoption may lead to rejection or discontinuance. Principles knowledge includes the fundamental bases which describe the characteristics of an innovation.

Though knowledge is a crucial factor in innovation-decision process, Rogers (2003) warned that the fact that a person has all the necessary knowledge does not mean that he/she will adopt an innovation this is because his/her attitude is a determinant factor in adopting or rejecting an innovation. In order words a teacher of English Language may have the knowledge of a research finding but he/she is yet to form an attitude to accept or reject it. Persuasion is the stage that follows knowledge. It is the stage where an individual develops his/her attitude towards an innovation based on his/her level of knowledge about the innovation. It is the stage where a teacher forms a positive or negative attitude to educational research. It is also known as the evaluation stage where the teacher evaluates the research reports in terms of its advantages and disadvantages.

Decision is the stage where an individual choose to accept (adopt) or reject educational research. Adoption is an acceptance to use a research report. Rejection on the other hand is a decision not to use a research report. Implementation is the next stage after decision. It is the stage where a research report is put into practical use. Confirmation is the stage where an individual seeks the supports of others on an already made decision. Rogers (2003) remarked that an individual may reverse his/her decision to adopt or reject innovation. It is also the stage where an individual finalises his/her decision to continue or discontinue using educational research.

The theory of diffusion of innovation asserts that the characteristics of an innovation determine the rate at which the innovation will be adopted or rejected. These attributes include: relative advantage, compatibility, complexity, triability and

observability. Relative advantage is the level at which an innovation is perceived as being better than the idea it supersedes (Rogers, 1995). That is, the rate at which a research report is perceived as being more significant than the idea an English Language teacher (an adopter) is used to. An English Language teacher may reject a research report if he/she regards the report as less significant. This theory also states that the rate at which a research report will be adopted is also measured by motivation, convenience and satisfaction of the end users. Simply put, the rate at which an English Language teacher views a research report as being profitable will determine the extent to which the report will be adopted. Also, factors such as motivation, social prestige, satisfaction as well as convenience also contribute to the rate at which a research report will be adopted or rejected. Compatibility is the degree at which a research report is perceived as being in conformity with an adopter's values and past experience. A research report that is not in consonance with the prevalent norms of the Nigerian educational system may not be adopted. For this incompatible research report to be adopted, Rogers (1995) contended that there must be a new value system that would accommodate the research report.

Complexity on the other hand is the level at which a research report is viewed as relatively difficult to comprehend and use. A teacher of English Language that regards a research report to be either too complicated to access or difficult to comprehend its content may be discouraged from adopting the report. Triability is another characteristic of an innovation. Triability is the rate at which research information may be practicalised with on a limited basis (Rogers, 1995). An English Language teacher that finds it easy to experiment with an ELT educational research either by improvising certain instructional aids stated in the research reports may be encouraged to use the reports. Observability is the fifth attribute of a research finding. It is a characteristic of research report that is reflected through practical activities. Observability is the degree to which the research reports are visible to others (Rogers, 1995). Potential users of ELT educational research reports are likely to adopt the one that has been used by their colleagues and have proved to be effective.

From the foregoing, it is evident that a research report does not only need to be communicated among members of a particular organisation for change to occur. For change to occur, the research report has to be properly utilised and this can only happen when research has successfully passed through the different stages of innovation decision process which include; knowledge, persuasion, decision,

implementation and confirmation. This study hinges on Diffusion of Innovation theory which expounds that for change to occur research has to be conveyed from researchers to the end users, who are meant to implement the research report. Thus, the study investigated whether teachers of English Language have contact with educational research, their levels of knowledge of educational research and the rate at which they use educational research. In addition, the study also examined some characteristics which serve as determinant factors (such as teachers' attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) of teachers' access to, knowledge and utilisation of ELT educational research.

The essence of diffusion process involves the transmission of innovative ideas from one knowledgeable individual to others who are yet to have the knowledge of the innovation. In view of this, the components of diffusion process can simply be identified as; researcher (the innovator), the adopter (the individual that is yet to have the knowledge), research (innovation) and communication channels, dissemination and implementation. These components of diffusion process are illustrated in figure 2.1.

The Components of Diffusion Process

| Innovator | Innovation | Adopters | Communication chnnels | Dissemination | Implementation |
| Researcher | Research | Teachers of English Language | Research Documentations | Seminars, conference proceedings, electronic media, ELT Journals, theses.. | Utilisation of ELT studies in classroom by teachers of English |
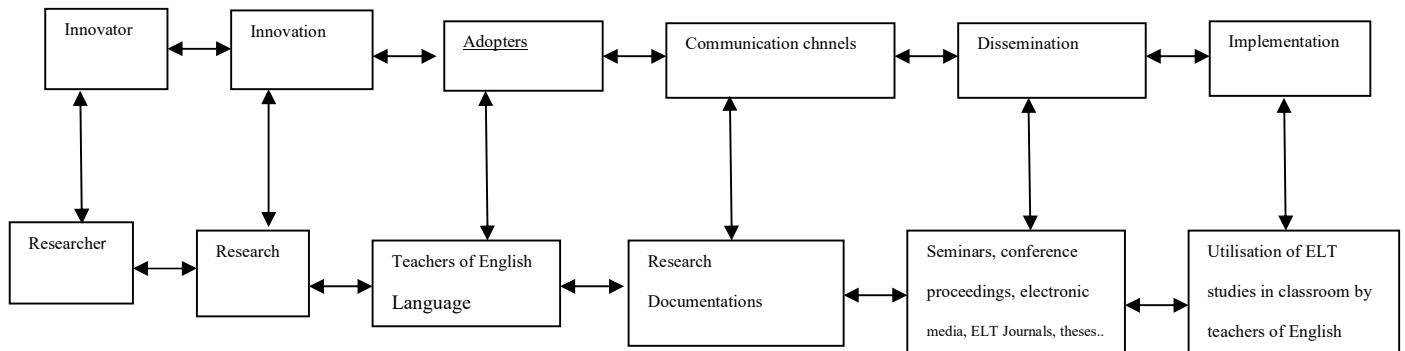
2.1.2. Theory of Planned Behaviour

The theory of planned behaviour (TPB) was propounded by Ajzen Icek in 1991. The theory incorporates perceived behavioural control to improve on the predictive power of the theory of reasoned action. TPB posits that an individual's behaviour is predicted by his/her behavioural intentions which are in turn predicted by attitude towards the behaviour, the subjective norms including the execution of behaviour (Ajzen 1991). Based on this definition, Ajzen (1991) formulated six basic elements of the theory of planned behaviour. These are; (i) behavioural intention, (ii)

attitude toward intention, (iii) subjective norm, (iv) social norms, (v) perceived power and (vi) perceived behavioural control.

Behavioural intentions are motivational factors that influence a given behaviour. They predict the extent to which an individual will willingly exert his/her effort in order to perform a specific behaviour. To Conner and Armitage (1998) behavioural intentions represent an individual's motivation in terms of his/her conscious plans and actions to carry out a specific task. It is generally believed that the stronger the intention is, the more likely the behaviour will be performed.

Attitude towards behaviour is another element of the TPB. It is the level of one's disposition to perform a given behaviour. Subjective norm is the third element of TPB. It is the belief about whether an individual's peer or those who he/she regards as superior will approve or disapprove of the behaviour. It is an individual's perception of important other's belief that he/she should or should not engage in a given behaviour. Social norm is the fourth element of TPB. Social norms are considered the normative or standard in an organisation or in a larger social context. Social norms are the standard guiding the behaviour in an organisation. So, for an individual to perform behaviour, the behaviour must conform to the norms of his/her organisation.The last two components of TPB are perceived power and perceived behavioural control. Perceived power involves some factors which may facilitate or hinder the functionality of a given behaviour. It is also the ability of an individual to execute a given behaviour. On the other hand, perceived behavioural control refers to an individual's perception of the extent to which performance of a behaviour will be easy or difficult.

In relation to this present study, TPB submits that the teachers' access to, knowledge and use of educational research are driven by their behavioural intentions. A teacher of English Language that is motivated (receives regular salary, incentives, promotion and so on) may choose to access and use research reports in classroom practice. This theory expostulates that the extent to which a teacher will access or use educational research is determined by his/her attitudinal level towards the educational research. In addition, TPB states that teachers' access to and use of educational research may be dependent on teachers perceived power (ability) as well as perceived behavioural control (such as perception of professional development obstacles, career development interest and job satisfaction). This theory has therefore provided a fundamental principle guiding the interest of this study. TPB avers that an

individual's behaviour is predicted by his/her behavioural intention which is in turn predicted by attitude towards the behaviour, the subjective norm, including perceived power and perceived behavioural control and behavioural intentions. This explanation sums up the interest of this study which is an investigation on the extent to which teachers' attitude, motivation, career development interest and job satisfaction will predict their access to, knowledge and utilisation of ELT educational research.

It is equally important to state that diffusion of innovation theory and the theory of planned behaviour provide a solid foundation for this study in the sense that both theories explicitly postulate that attitude, motivation and satisfaction are some of the factors that will determine the extent to which a teacher of English Language will access and use educational research. DI canvasses for the importance of educational research in providing a change and analyses the stages in which educational research can be used to effect positive change as well as factors that will predict the rate at which educational research will be adopted or rejected. TPB on the other hand maintains that the extent to which the teachers will access or use educational research is dependent on teachers' behavioural intention, attitude, perceived behavioural control and perceived power. Simply put the study analysed the rate at which teachers of English Language interact with research reports. In addition, it also looked at the plausible behavioural factors (such as attitude, motivation, career development interest, job satisfaction and perception of professional development obstacles) which could either facilitate or hinder teachers' of English Language access to, knowledge and utilisation of educational research.

2.2 Conceptual Review

2.2.1 Effective Teaching and Learning English Language and Associated Challenges

The dual roles of English as a language of instruction and a core subject in Nigerian senior secondary school system makes its teaching very imperative. This is because the knowledge of this target language will enable secondary school students understand other school subjects taught in the language and fit properly into the society. This equally spells out the responsibilities of the teachers of English Language in developing language skills in students. Even though the federal government desire to inculcate in students, a permanent literacy in English for

effective communication, the teaching and learning of this target language is clogged with diverse challenges.

The challenges associated with the teaching and learning of English Language include; linguistic background (Akinbode, 2009; Eze, 2011; Akujobi and chukwu, 2012 and Jibowo, 2012), inadequate teaching facilities (Ajibola, 2010) among others. These challenges range from linguistic environmental-related, student-related to teacher-related factors. But chiefly amongst these challenges are teacher-related factors (Ayodele, 2002, Ahmad, 2008, Akinbode, 2009, Atanda and Jayeoba, 2011, Kolawole and Jire-Alao, 2014 and Ogunyemi, 2014). Teachers play a significant role in transforming teaching-learning process for quality education. In response to this, Ahmad (2008) and Oke, Ogundele and Mainoma (2017) point out that success in classroom practice lies in the hands of the teachers who are responsible for activating students' interest and coordinating classroom atmosphere. It therefore accounts for the several studies that examined teachers' behavioural factors, pedagogical factors as well as teaching strategies as they relate to effective teaching of English Language.

Pedagogical factors are critical components of teachers' competence that affect English Language teaching (Adediwura and Bada, 2007; Fakeye, 2012; Fakeye and Aiyede, 2013 and Faisal, 2014). Teachers' pedagogical content knowledge is germane to effective teaching (Adediwura and Bada, 2007; and Faisal 2014). This is because a teacher's competence is reflected in his/her ability to interpret and transform subject matter to facilitate students' learning process in a comprehensive way. In spite of the central role of pedagogical content knowledge in advancing effective teaching, Koawole and Jire-Alao (2014) profess that many secondary school teachers are yet to master the skills and techniques for impacting appropriate comprehension knowledge and skills into their students. In order to achieve effective teaching and learning of English Language, Fakeye, (2012) accentuates that teachers need to thoroughly comprehend the subject matter and explain the content in a way that will be sensible to the students.It is not sufficient for a teacher of English Language to hold a bachelor degree only, without possessing educational quality, personal, social, professional and pedagogical competence (Faisal, 2014). This is because a teacher of English Language does not only deliver and transfer content to students but also serves as a facilitator that assists students to learn optimally. This implies that a teacher of English Language needs to apply and integrate his/her

knowledge of subject matter, curriculum, student characteristics as well as all the necessary techniques in teaching different aspects of English Language.

Teachers' questioning behaviour is another challenge influencing English Language teaching-learning process. The ability of a teacher of English Language to communicate effectively, ask relevant and appropriate questions is very requisite to attaining quality teaching and learning (Elochukwu, 2010). Teaching and learning is a process which involves transmitting ideas, knowledge, values and attitude from teachers to students and in order to achieve quality education, this exercise must be properly organised. Fakeye (2007) espouses that teachers' questioning behaviour is an imperative pedagogical strategy in English class but secondary school teachers do not always employ this technique. The ability of teachers of English Language to ask relevant and appropriate questions during a specific English lesson tends to develop critical thinking skills in the students, arouse their interest and create an avenue for the students to express themselves thereby making the class interactive and student-centred.

Teaching strategy is one of the factors affecting the teaching and learning of English Language. The activities involved in teaching English in the L2 learning environment occur in the classroom. If the principal goal of language teaching as explained by Krashen (2003) is to promote language acquisition then the teaching of English in this second language context need to be conducted by professional teachers that are capable of activating the students' interest in learning. For further elucidation, Kolawole (2016a) insists that English Language should be taught by specially trained language practitioners that demonstrate the mastery of content knowledge and general pedagogical knowledge needed in developing communicative competence in students. But this seems not to be the case with the senior secondary school teachers of English Language. As several studies have discovered that although teachers of English Language are qualified, many are still accustomed to the strategies and techniques learnt in their various higher institutions as against other innovative and modern strategies (Ayodele, 2002; Fakeye, 2012; Ogunyemi, 2014 and Kolawole, 2016b).

Reading is cardinal to effective teaching and learning of English Language (Maduabuchi, 2008 and Osikomaiya, 2012). Icheku (2017) emphasises that reading is principal to an individual's success in both school and the society at large. Teachers and students need to develop the habit of reading because reading widens skills, builds verbal intelligence and exposes readers to a range of vocabulary. In essence,

reading skill is vital to developing linguistic and lexical competence. So for any individual to excel academically; he/she must be able to read wide. Unfortunately, Popoola, Ajibade, Etimi, Oloyede and Adeleke(2010) affirm that many secondary school teachers of English Language do not have positive attitude to reading and this negative attitude has continued to inhibit their teaching effectiveness. The study further recommends that as a way of enhancing teaching effectiveness, teachers of English Language need to become ardent readers so as to develop reading skills in students.

Poor exposure to English Language teaching educational research is one of the challenges facing the teaching of English Language in secondary schools. Ayodele (2002) documented that many secondary school teachers are qualified but most of them are hardly tutored to use modernised strategies and methods apart from the ones they have learnt over the years as students in their various institutions. Meanwhile, Obiefuna and Oruwari (2015) state that teachers should discover the different learning styles in their students and create a nexus between leaning styles and teaching strategies for the purpose of achieving the stated teaching objectives. But how can this be feasible for teachers who do not interact with educational research on learning styles, learners' psychological needs, teaching styles and other necessary factors that can aid effective teaching. As a matter of fact, many secondary school teachers in Nigeria have continued to rely on their personal intuition and experience in classroom practice. This view is buttressed by Upahi, Akanmu and Olorundare (2012) and Ogunleye (2014) that classroom practitioners rely on their previous knowledge and personal experience in classroom teaching.

2.2.2 The Relevance of Educational Research to English Language Teaching

Research is a critical and analytical inquiry which is aimed at increasing the repertoire of knowledge. It can be used to produce new ideas, validate facts, reaffirm results of previous work, and solve new or existing problems. The English Language teaching research is a product of educational research which is strategically planned to seek information, increase knowledge, provide solutions to problems relating to students and teachers' behavioural needs, confronting the challenges of learning styles, instructional strategies, curriculum issues, classroom dynamics and the overall improvement of the teaching and learning of this unique school subject.

Research is the act of digging out specific facts in order to acquire some knowledge with the intention of improving on previously done work. (Alausa and

Okoye, 2009). This definition visualises research as a phenomenon that adds values to previous work. Research is also described as a problem-solving activity. Pandey and Pandey (2015) describe research as the application of scientific method of solving problem and generating new knowledge. To Osuala (2001), research is referred to as a blue print for providing an unswerving solution to problems using a methodised and systematic collection, analysis and interpretation of data. This simply means that research is systematically used to gather, analyse and interpret information in order to proffer solution to a specific problem. It also shows that research is goal oriented.

In relation to English Language Teaching (ELT), educational research is the scientific application of systematic methods and techniques that helps researchers and practitioners understand teaching activities as well as enhance quality teaching and learning outcomes (Lodico, Spaulding and Voegtle, 2006). Research is a methodical process which involves identifying a problem, formulating a hypothesis, collecting, analysing and interpreting data as well as drawing conclusions to form solutions to a problem or generate theoretical formulations (Kothari, 2004). Therefore, educational research is set to unearth a problem and provide answer to the identified problem through carefully designed procedure of collecting, analysing and interpreting data with the aim of adding to the body of existing knowledge.

From the foregoing, it is evident that research is not just a problem-solving activity or a mere process of gathering information, this is because research is a relevant tool for promoting knowledge, stimulating and promoting progress as well as transforming the teaching-learning environment. In this wise, Wilson and Butterworth (2000) affirm that educational research should undergo a compendious process for it to produce credible findings that can be regarded as an addition to the existing knowledge. Educational research is principal to the continuous improvement of English Language teaching and learning as it helps to proffer solutions to specific problems teachers encounter in the classroom. Research exposes teachers to the challenges involved in the teaching profession, regenerates their teaching skills thereby leading to positive change in the classroom practice.

Cook (2005) subscribes to the use of educational research in teaching, constructing test and examination so that the measurement of students can reflect what they can really achieve. Educational research is also useful in designing English Language curriculum, syllabus and other teaching materials in order to ensure that the content of teaching is appropriate to the students in the second language learning

environment. Buttressing the significance of research finding in decision making and effecting change, Adedoyin (2015) specifies that teachers should be groomed with necessary research information so that they can surmount the teaching-leaning challenges as well as meet up with the persistent changes in global development and technological advancement. Vaughn and Dammann (2001) expostulated in a study on "science and sanity in special education" that teaching is more of a craft than an art. That is effective teaching is based on ingenuity. Buttressing this assertion, Stanovich and Stanovich (2003) argued that it is essential for classroom practitioners to demonstrate that their skills have been merged with systematic process for proper education reform and accountability. More so, educational research needs to be more accurate for teaching to become an evidence-based professionHargreaves (1996). In other words, instructional models, methods, strategies and materials can be regarded as similar to the evidence a medical practitioner would produce in order to show that a specific treatment could be effective. Additionally, to advance efficient teaching, teachers, particularly teachers of English Language may need to have a good grasp of relevant educational research and literature as well as the ability to consider how these findings relate to their classroom practices.

Meanwhile, Stafford (2006) remonstrates that neither theory (research) nor practice can single handedly result in effective teaching and learning of English Language. But effective teaching and learning can be achieved when teachers co-opt their mastery of subject content with the comprehension and application of research reports in the classroom. This simply means that effective teaching involves the ability ofa teacher to comprehend and interpret subject content as well as apply pedagogical skills in stimulating desired changes in the students. In effect, it is expedient to equip teachers of English Language with both pedagogical content knowledge and knowledge of educational research so as to facilitate quality teaching.

2.2.3 Teachers' Attitude to Educational Research

It is probably impossible to believe that human beings do not have positive or negative thoughts, pleasant or unpleasant feelings as well as favourable or unfavourable behaviour. In affirming this assertion, Fazio and Olson (2003) argued that without attitude, there would be no activation approach tendencies when one encounters objects or situations that could produce positive outcomes and most especially, there would be no mental faculty for avoiding negative objects or situations. In the light of this, the inability of an individual to think either positively or

negatively; or act desirably or undesirably toward a particular object or event may create a meaningless world. In this wise, Allport (1995) refers to attitude as a mental state of alertness, organised through experience, exerting an influence on an individual's response to objects or situations to which it is related. Attitude is a natural stimulus to respond and react to objects or events. This clearly states that attitude is the way one views objects, people, or situations in one's environment as well as one's positive/ negative responses, or reactions to the concerned objects, people or situations. These objects, people or events can be anything an individual relegates or holds in high esteem (Bohner and Wanke, 2002). Also, attitude is a concise evaluation of one's thought about an object or events (Malhotra, 2005).

Although, attitude is described as an invisible construct in which direct observation is inaccessible, observation can be extracted from responses which reflect desirable or undesirable evaluation of the objects or situations (Eagly and Chaiken, 1993; Faizo and Olson, 2003and Ajzen, 2005). In all, it can be deduced that every individual has a level of attitude which though invisible is manifested through feelings, thoughts and behaviour. It can also be measured through responses and reactions. When assessing an individual's attitude towards a certain object, person or event, responses can be either written /spoken or reactions based on physiological gestures and thoughts.

Ajzen (2005) classifies attitude-relevant responses into three groups, based on verbal and non-verbal modes. These include; cognitive, affective and conative responses. The expressions of beliefs about attitude objects, people or events are known as cognitive responses of the verbal response mode. In relation to this present study, cognitive responses are beliefs which link educational research with certain attributes of teachers of English. For instance, the beliefs that ELT educational research are expensive, that the form and style are too complex or that they are not available in school libraries, may be taken as an expression of negative attitude to ELT educational research. In contrast to negative attitude-response, a positive attitude would be implied by expressions of beliefs indicating that ELT educational research are relevant to classroom practice or give practical guidance to the classroom teachers. On the other hand, cognitive expressions of a non-verbal nature are perceptual reactions of teachers to ELT educational research. They are responses that reflect the perception of thought of English language teachers towards ELT educational research.

Affective responses of verbal response mode are expressions of feelings towards ELT educational research. These feelings can be pleasant or unpleasant; desirable or undesirable. Meanwhile, affective responses of non-verbal kind are usually reflected through facial expression, body gesture and other physiological reactions. Conative responses of verbal mode are expression of behavioural intentions of teachers of English towards educational research. That is, what they do, plan to do or would do as regard ELT educational research. Non-verbal conative responses are overt behaviour of teachers of English towards educational research. These include purchasing ELT research reports, reading, and comprehending the findings (favourable). Whereas, the unfavourable nonverbal conative responses might include not consulting ELT educational research to enhance classroom practices.

In all, teachers' of English favourable or unfavourable disposition towards educational research can be inferred from verbal or non-verbal responses towards the findings. These responses can equally be cognitive in nature indicating perceptions of object or expression of beliefs; they can be of affective nature, reflecting feelings and they can be of a conative nature depicting how a teacher of English does or would act as regard educational research.

In one of the literature reviewed, it is indicted that positive attitude to research-based practice can be enhanced when teachers are exposed to educational research. This is explained by Chien, Bai, Wong, Wang and Lu (2013) that exposure to educational research and ability to use these findings in practical activities are important factors contributing to higher sensitivity and more positive attitude and values towards educational research.

2.2.4 Teachers' Motivation for Educational Research

Every action a man takes, his desires and needs are as a result of motivation. It is what causes a person to carry out a particular task. It is the driving force behind all humans' efforts. It is essential for all humans' endeavour. Motivation is the drive that prompts people to execute a specific exercise or develop a disposition towards a specific behaviour (Pardee, 1990 and Waitley, 1996, Brown, 2001). It is the act of evoking an individual's interest to activate an action for the purpose of attaining a particular goal. Herzberg (1996) views motivation as the process that arouses, directs and maintains behaviour towards a stated goal.

In relation to this study, motivation is what drives a teacher to perform a particular task towards achieving a specific goal. Motivation empowers a teacher to

engage in productive teaching (Michaelowa, 2002).Motivation is a central element in evaluating the success of learning another language in the classroom setting (Gardner,2001). This implies that motivation is pivotal in the teaching and learning of English Language. Effective teaching means all activities that a teacher gets involved in, which will enhance the teacher's pedagogical skills towards producing quality outputs. These activities may include reading educational research, consultingeducational research for classroom practice as well as incorporating subject knowledge with pedagogical skills. It also includes the efforts of a teacher to note and control all the factors that can affect his/her teaching. Based on the need to make teaching effective, motivated teachers are those that never relent to seek for better ways to conduct their teaching activities. Guajardo (2011) also remarks that a motivated teacher will continue to improve his/ her teaching methods in order to enhance teaching effectiveness. These set of teachers are quality oriented and productive. They are also determined to extend their efforts towards achieving maximum output.

The sources leading to the initiation of an action are classified as internal and external(Seker, Deniz and Görgen, 2015). Teachers have both intrinsic and extrinsic motivation. The personal willingness to search for knowledge, advancement, and other desires is a process initiated by intrinsic motivation (Reeve and Glen, 1997). It is the personal-quest of a teacher to dig out challenges and to evaluate his/her capacity to observe and acquire new insight. Thus, the desire of a teacher of English Language to learn new pedagogies, innovations and become creative may lead him/her to access and utilise educational research in the classroom. Intrinsic motivation is bound by an individual's innate interest in a task rather than external pressures or benefits (Mwita, 2002; Ofojebe and Ezugoh, 2010). This also means that a teacher can motivate himself/herself to study academic journals, attend conferences or seminars, and make use of the knowledge derived from engaging with educational research in classroom practice, basically for the pleasure he/she enjoys by performing these acts and not necessarily due to external gratification. Therefore, a teacher whose motivation is based on internal attributes may be willing to undertake a task for its own sake, for the satisfaction it provides or the feeling of accomplishment and self-actualisation (Ofoegbu, 2004). Intrinsic motivation entails personal tenacity and an increase in one's adeptness.

Extrinsic motivation is based on external influences. Teachers can be extrinsically motivated to involve in certain activities because of external factors such as promotion, salary increase, bonus, conducive work environment and some other fringe benefits (Cole, 1996; Mwita, 2002; Ofojebe and Ezugoh, 2010). Salary, promotion, bonus, work environment and other external factors are what Herzberg (1968) calls dissatisfiers because they are outside the control of an individual. There are certain extrinsic factors which by their presence do not motivate workers but their absence may lead to job dissatisfaction and reduce efficiency. Such extrinsic factors include the aforementioned factors such as job condition, and other environmental factors which teachers have little or no influence over. Intrinsic motivation is an individual's internal desire to perform a certain task. The reasons may be that a particular activity helps a teacher to develop his/her skill, gives him/her pleasure or getting involved in such act seems to be the right thing.

Motivation involves a number of psychological factors that activate and maintains activities towards achievement of personal goals. Anderson (1991) identifies the concept of motivation to include:drive needs, incentive, rewards, reinforcement and goal setting. The drive is the motive. It is the goal directed behaviour and energizing conditions within the individual. It is a certain condition which besides arousing, predisposes a person to respond or behave in an appropriate way towards a stated goal. Motivation is initiated by conscious or unconscious recognition of unsatisfied needs (Mwita, 2002). These needs create wants which are desired to achieve a goal. Needs can be in two categories, these are primary needs and secondary needs. Based on Maslow's (1987) hierarchical arrangement of needs, the basic and most potent of all human needs are the primary needs. These basic needs for teachers include feeding, housing, safety, amongst others. These needs of teachers should be satisfied before other needs such as esteem, acceptance or belongingness and self actualisation. Simply put, when the foundational needs of teachers are not satisfied then they may find it difficult to recognise other higher needs. In the school system, the salary a teacher earns enable him/her to satisfy his/her basic needs but if unfulfilled, dissatisfaction may set in which affects his/her output.

Incentives vary in quality and quantity which makes them less or more satisfying and attractive. That is, a teacher may put in greater amount of effort to attain a more attractive incentive. Pay incentive in terms of salary and bonuses, is one of the most common incentives in the school system (Guajardo, 2011). Schonfeld

(2001) is of the opinion that pay rise is one of the most powerful tools used in increasing motivation. In contrast to this view, Nyakudi (2012) contends that pay incentive has no significant effect on increasing motivation. Financial incentive is an example of extrinsic incentive and according to Benabou and Tirole (2003), extrinsic incentives are weak reinforcers of motivation in the short run and negative reinforcers in the long run. In addition, Herzberg (1968) insists that achievement, recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions and pay. Chapman and David (1993) also note that incentives such as salary and job security have no effect on teachers' classroom effectiveness but on teachers' job satisfaction. In view of this, Guajardo (2011) writes that although teacher needs to be motivated through extrinsic incentives, these are not sustainable to deepen effective classroom practices. Rather teachers need achievement, career development, recognition and other factors that could motivate them to strive for excellence in their classroom practices.

Motivation is a process of stimulating an individual to take certain decision and action in order to achieve a desired goal. Flippo (1980) indicates that efficiency and high productivity are functions of proper motivation of teacher. This is because properly motivated teacher work with zeal and enthusiasm. They employ student-centred teaching pedagogies and conduct their teaching creatively. Ormond (2003) states that teachers who are motivated are highly productive. This is because motivated teachers may consult educational research so as to enhance their teaching skills, acquire innovative teaching strategies and present their subject contents in a variety of creative way thereby bringing novelty into their teaching activities.

Motivated teachers are empowered for the purpose of enhancing quality education. Secondary school teachers of English need to be exposed to educational research so as to strengthen their productivity and commitment, thereby ensuring quality instructional delivery. Motivation of teachers is significant to teachers' efficiency and delivery outcomes (Pilot, 2007). This is why Ofejebe and Ezugoh (2010) enunciate that teachers add value and quality to the educational system when they are properly motivated. This is because motivated teachers are willing toexpendtheir effort and resources in order to advance their teaching skills.

It is obvious that motivation is a necessity to enhancing quality teaching and learning outcomes, but evidence abound in literature that there is a decline in the rate at which teachers are motivated. Fredrickson (2004) enounces that poor salaries and

bad working conditions are factors hindering teacher motivation. This is because teachers whose financial needs are not satisfied and also work in an unconducive environment will definitely be psychologically and socially demoralized. This will in turn negatively affect his/her attitude to work. Guajardo (2011) identifies poor remuneration, excessive work load and challenges, poor accountability and recognition and inadequate teaching facilities as some of the factors that frustrate teacher motivation. Teachers are faced with excess work load and challenges which are not commensurate with their pay. The teaching profession is rated as a second option and teachers experience poor social prestige. More so, lack of motivation is manifested in a teachers' indifference to learning; that is lack of interest in learning new techniques; weak drive towards goal attainment and little identification with subject matter. Based on the reviewed literature, it can therefore be deduced that many teachers are poorly remunerated, thus they are not fully satisfied with their economic status. They crave to upgrade their standard of living but they could not due to poor salary.

In the field of education, studies have uncovered strategies that could enhance teacher motivation to include: (i)career development and consistent in service training , (ii) active involvement in decision making, (iii) conducive working atmosphere, (iv) regular incentives, (v) recognition of teaching as a profession, (vi) provision of adequate and modern instructional facilities, and (vii)provision of scholarship to teacher. (Ejiogu, 1990; Peretomode, 1991; Ofojebe and Ezugo, 2010, Guajardo, 2011; Nyakudi, 2012; Fekede and Päivi 2015). Teachers need to be involved in in-service training which could be a long term or short-term courses, seminars, conferences and workshop (Ejiogu, 1990). When all the motivational needs, both intrinsic and extrinsic are fulfilled, it will influence secondary school teachers' total output.

2.2.5 Teachers' Job Satisfaction

The teaching job is a call to sacrifice and dedication. So, for teachers to be committed to building and moulding the lives of students as well as developing a literate society, they need to be valued and adequately provided for. There may not be an improved school performance when the job satisfaction of the agents of transformations is ignored. Job satisfaction is the psychological, physiological and environmental feeling of satisfaction that an individual teacher has on his/her teaching job. When a teacher is satisfied with his/her job, it may be that he/she is satisfied with the teaching itself, salary, recognition, advancement or growth.

Job satisfaction has been defined by various scholars. Some scholars view job satisfaction as either positive or negative feeling of individual workers towards different aspects of their work. (Spector 1997; Kreitner and Kinicki, 2004; Lunenburg and Ornstein, 2004;Statt, 2004 and Ngimbudzi, 2009). Others describe job satisfaction job satisfaction as an individual's feeling about his/her job with regard to his/her perception (Arnold and Feldman, 1986; Weiss, 2002; Mbua, 2003; George and Jones, 2008; Robbin and Judge, 2008 and Ololube 2009). That is, the feeling with which an individual perceives his/her job. To Aziri (2011), job satisfaction involves various factors that cause an individual to develop a pleasnt feeling towards his/her job.

Job satisfaction is a complex and multidimensional concept that is interpreted in various ways. In view of the fact that job satisfaction is multidimensional, researchers such as Spector (1997), Sierpe (1999) and Oshagbemi (2003) have identified different facets on which job satisfaction can be measured. These facets include remuneration (salary and fringe benefit), promotion, supervision, benefits, contingents rewards (this can be monetary incentives, awards, recognition), operating conditions (policies, rules and procedures) colleagues (relationship with senior, junior and workmates), nature of work and communication. This implies that job satisfaction instrument can be structured in such a way that it will accommodate all these facets, which can also identified as correlates of job satisfaction. In relation to the determinants of job satisfaction, Greenberg and Baron (1995) and Spector (1997) categorised these determinants into organisational and individual factors. The organisational factors include: the nature of the job task, work environment, quality of supervision, reward system, social stimulation and working conditions. On the other hand, the individual factors include personality and other factors which individual employees bring to the job.

Remuneration is identified as a causative factor of job satisfaction. Researchers across the globe have identified remuneration in terms of salary, fringe benefits such as monetary grants and loans as a vital determinant of job satisfaction (Goshell, 2000, Davidson, 2007; Ngimbudzi, 2009; Ololube, 2009; Aziri, 2011). Shafritz, Ott and Jang (2005) expostulate that some employees are only interested in the amount of income they earn. These employees only derive pleasure from remuneration and nothing else. To these employees, money is the driving force and the only source of their satisfaction. Monetary incentive is a decisive factor of job satisfaction. For instance, Eton (1984) opines that good and regular payments of

monthly salaries, promotion and other benefits influence teachers' disposition to their duties. It is also noted that for teachers to exhibit a level of content and motivation, their salaries need to be promptly and promotion should be regular. In affirmation, Ubom (2002) articulates that regular payment of salaries fosters effective commitment to teaching. It is however unfortunate that teachers, especially secondary school teachers across the African countries have decried the poor and irregular payments of salaries and other monetary incentives. Studies across Tanzanian claim that many of the teachers are not satisfied with the monthly salaries, bonuses, house loans and grants (Davidson, 2007; Ngimbudzi, 2009; and Nyamubi, 2017). Similarly, in Kenya, Teachers in Transmara West District are not pleased with their monthly salaries and other allowances (Ogochi, 2014). This is because the monthly salaries and allowances are not proportional to the high cost of living. In Nigeria, Amadi (1983) identifies irregular payment of salaries as the main source of challenge confronting the teaching profession. Likewise, Bala (1999), Adelabu (2005), Ololube (2009) and Jaiyeoba and Ado (2010) expound that secondary school teachers are poorly remunerated compared to their counterparts in the other professions. Moreover, Narimawati (2007) avers that employees are attracted to lucrative jobs which also allow them to provide for their daily needs. It can therefore be deduced that without the provision of basic needs, secondary school teachers may not be efficient in their teaching job. This is apparent in Nguni's (2005) assertion which emphasises that secondary school teachers take on second jobs in order to augment their meager monthly salaries. Salami (2008) also remarks that professionals that are well paid contribute to the advancement of the organisation. That is, such professionals will continue to work for the progress of the organisation that provides them with quality monetary incentives.

The nature of the job itself has been identified as an ingredient of job satisfaction. Robbins and Judge (2008) assert that of all the determinants of job satisfaction (salary, personal development, supervision and relationship with colleagues), the job itself is the most significant determinant. According to Green and Heywood (2008), workers in the United States derive satisfaction from their work. They are also given the privilege to seek for other jobs when they are no longer satisfied with their current jobs. Many people join the teaching with the aim that the profession will satisfy all their needs (Sekiwu, 2009). They anticipate that the job will enhance their economy status. Nevertheless, Amanuel (2009) believes that when one

values, love and appreciates one's chosen career, one will definitely derive job satisfaction.

Teachers derive pleasure from relating cordially with their supervisors, workmates, students and parents. Also, job satisfaction is related to the favourable interpersonal relations employees have at the workplace. Shann (2001) elucidates that teachers' relationship with their students is one of the prominent factors that could determine teachers' job satisfaction. The study posits that the teacher-student relationship as determinant of job satisfaction is followed by job security while the least determinant is the remuneration. The secondary school teachers' denotation of gratification is based on their students' achievement within and outside the school. Congruent to this, is the report of Nyambubi (2017) which explains that teachers' definition of contentedness is tied to their students' academic success as well as their attainment after school. This is embedded in their responsibility to develop excellent students who are capable of transforming into responsible citizens. Wood's (2008) study on job characteristics, employee voice and well-being in Britain proclaims that British employees get their job satisfaction from supportive administration. More so, close relationship among employees as well as administrators has been discovered to foster positive outcomes (Jonathan, Darroux and Thibeti, 2013). Wasserman and Yehoshua (2016) stress that providing a work friendly environment for teachers helps to improve their teaching, strengthen their partnership with one another and that of the management.

Drakopoulos and Grimani's (2002) articulate that the school environment is a determinant of job satisfaction. Provision of adequate teaching facilities and school friendly environment are essential for teachers to experience the bliss of the teaching job. The study further illustrates that conducive school environment involves key personalities such as administrators, other members of staff (academic and non-academic), students and parents; that are supportive of the teachers' well-being. The provision of all these in a school environment create confidence and stability in the teachers and invariably give the teachers the required job satisfaction. The school environment is very decisive as it informs teachers' disposition to work.

In view of recognition as a determinant of job satisfaction, Nyamubi (2017) expatiates that the teaching job is a call to service and total devotion. So, for teachers to be committed to shape the lives of future leaders, they are expected to be valued and adequately provided for. Teachers relish being recognised and respected by the

community for their contribution to educational advancement and the society at large. Nonetheless, Adelabu (2005) argues that teaching is not highly esteemed in Nigeria compared to nursing, medicine, banking and engineering.

In relation to promotion, professional and personal advancement can also serve as determinants of teachers' job satisfaction.Teachers are happy when their promotion is regular and prompt (Sharma and Bajpai, 2010 and Nyamubi, 2017). Teachers also express the feelings of satisfaction when they are provided with academic and professional development. The satisfaction is based on the fact that the teachers are assured of their wellbeing through positive working conditions.

Maslow (1987) alleges that human beings are insatiable and hardly reach a state of complete satisfaction except for a short time. That is as a desire is satisfied another one suddenly surfaces and this continues in cyclical order. This simply means that good pay, acceptance, promotion, acceptance and recognition are temporal which may not always result inincreased job satisfaction. As noted by Ngmbudzi (2009) that a teacher's definition of contentedness in a previous year does not necessarily imply that he/she will be at the same level of job satisfaction at the moment or in the future.

Albanese (2008) avers that the contributors of job dissatisfaction include poor monthly remuneration, incapable leaders, lack of collegial relationship, unsupportive administrators. In connection therewith, Adelabu (2005) claims that one of the key determinants of job dissatisfaction is the state of unevenness between the teaching profession and other professions, especially in terms of salaries structures, fringe benefits, promotion and working conditions. Poor remuneration, poor leadership style, and irregular promotion are factors which are capable of inhibiting teachers' job satisfaction. Shann (2001) elucidates that teachers are displeased with fact that they are not involved in decision making. That is, teachers' lack of opportunities to actively engage making decisions that affect their job, contribute to their job dissatisfaction. Students' negative attitude to learning is also a causative factor of teachers' job dissatisfaction. Zembylas and Papanastasiou (2006) expound that students' misbehaviour, lack of interest and teachers' lack of voice in education decision-making processes are determinants of job dissatisfaction. In all, Dinham and Scott (2000) state that extrinsic factors which include interpersonal relation, supervision and organisational policy are determinants of job satisfaction.

Spector (1997) stipulates that organisations need to take cognisance of human values. Workers should be treated with respect. Organisations should assess workers' job satisfaction as this may reinforce workers' effeciency. Likewise, the behaviour of the workers based on their level of job satisfaction will also affect the activities of the organisation. That is, a worker, precisely a teacher who feels satisfied with his/her work has the tendency of enhancing teaching effectiveness. Simply put, an assessment of teachers' job satisfaction may also lead to improved job performance.

Job satisfaction leads to increased commitment, teaching effectiveness and improved job performance (Latham, 1998 and Woods and Weasmer, 2002). In other words, teachers that are satisfied with their job will improve their classroom practice; contribute to the improvement of students' academic performance and the overall quality education. In the same vein Shann (2001) asserts that teachers that have the feelings of content towards their work tend to be committed to their job and as such contribute to the improvement of quality education. This signifies that job satisfaction is very primal to teaching effectiveness. On the contrary, Organ and Bateman (1991) contend that there is a paucity of empirical data to support the claim that teachers' job satisfaction contributes to improved job performance. Also Ololube (2009) accentuates that there seems to be a variance among researchers' views that increased job satisfaction will lead to improved job performance. Robbins and Judge (2008) negate the claim of nonexistent relationship between job satisfaction and performance. The study reviewed 300 studies where job satisfaction was discovered to have a significant positive effect on job performance. Other studies which emphasise the imperativeness of teachers' gratification on teaching effectiveness include Mbua (2003), Zambylas and Papanastasiou (2006) and Witte (2007).

Teacher job satisfaction is also discovered to be efficient in curtailing job attrition and enabling job retention (Latham, 1998; Woods and Weamer, 2002; Munir and Khatoon, 2015). Teachers that feel satisfied are rarely absent in school, there are no cases of attrition with these teachers except on special cases such as death and retirement (Nganzi, 2014). Travers and Cooper (1996) articulate that teachers nurse the idea of quitting the teaching profession due to poor salary and lack of promotion opportunity. Hence, if teachers are willing to quit the teaching job because of poor working conditions then they are likely to stay in the profession if there is an improved working condition such as good remuneration and regular and timely promotion opportunities. However, Shann (2001), Jonathan, Darroux and Thibeti

(2013), Nyambubi (2017) maintain that teachers do not remain in the teaching profession only because of timely promotion opportunity, good salaries, fringe benefits, and other monetary incentives but teachers stay in the teaching job because of their relationship with their workmates, supervisors and students. Also, when teachers are given the privilege to develop and grow in their workplace they derive job satisfaction and are encouraged to be persistence in the teaching profession.

2.2.6   Teachers' Career Development Interest

A teacher is licenced to engage in interaction with students in order to effect a change in student's behaviour (Fareo, 2013). But to Obanya (2012) a teacher is not only a possessor of certificate in education; be it National Certificate Education (NCE) or Bachelor of Education (B.Ed.).   This study discusses four categories of teachers. These are: (i) a qualified teacher, the one who possesses the minimum acceptable qualification to function as a teacher; (ii) a competent teacher, one who has mastered the principles of teaching; (iii) an efficient teacher, one who dogmatically applies the principles of teaching, and (iv) an effective teacher who possesses all the aforelisted attributes and is also able to teach creatively to the extent of effecting positive learning outcomes. This shows that it is not sufficient for a teacher of English Language to possess academic qualification, intellectual knowledge or technical skills but he/she should, in addition, possess imaginative skill that will make his/her teaching innovative. Lending credence to the description of an effective teacher, Ayeni(2010) exposits that it is also the responsibility of a teacher to monitor and evaluate students' performance, provide regular feedback and improvise instructional materials. In view of the given roles of secondary school teachers of English Language, it is therefore necessary for these teachers to be exposed to innovative information which are credible and apropos to the educational needs of their students, as well as enhancing quality education. In effect, an effective English Language teacher is the one that is interested in developing his/her career, always seeking for ways to make his/her teaching very innovative.

Teacher development is neither an event nor only a tool of progress, it is also a process, and a symbol of progression in the improvement of the individual teachers (Craig, Kraft and Plessis, 1998; Amadi and Anaemeotu, 2013). Teacher development is a process of coninuous learning (Craig, Kraft and Plessis, 1998) and professional growth a teacher attains as a result of gaining increased experience and examining his

/her role systematically (Glatthorn, 1995). Teacher career development occurs as a teacher climbs through the teaching job. It is a growth which involves continuous changes with different stages of achievement. The phases of achievement are interconnected to the various experiences a teacher acquired over the period of practicing as a teacher and the degree of services and support provided by the educational sector and the society at large.

Furthermore, the stages of career development are also related to teachers' interest. In describing the factors that determine the interest of teachers in teaching, Craig, Kraft and Plessis, (1998) that when teachers actively engaged in decision making processes and understand their roles, they tend to be highly aroused to desire necessary skills that will improve their teaching practices. It follows that, teachers, especially teachers of English Language, understand their roles within the educational sector and in the larger society as well as given the opportunity to contribute to effective decision making, they will be interested in acquiring requisite skills that will improve their performances. Additionally, a teacher that is interested in developing his/her career is the one that fits into the description of Obanya (2012), as a teacher that does not only love to impart knowledge but also loves to learn and acquire innovative skills. Such a teacher is familiar with education policies, curricular, examination requirement and current educational research and is committed to continuous learning and development.

Teachers' career development interest is also driven by their passion for teaching. This passion can also lead to commitment to the profession. For instance, Çağrı(2013) notes that teachers who are passionate about quality teaching/learning output, are very creative and passionate about acquiring new skills. The desires of teachers, particularly secondary school teachers of English to develop their career propel them to acquire new skills and experiment with new ideas. Teachers that are interested in developing their career tend to try out new ideas.

Teachers' career development interest is also reflected in their beliefs, educational ideals and social situation (Day, 1999). This presupposes that the level of a teacher's interest in his/her career determines his/her emotional feelings to the profession as well as his / her level of self-awareness. For instance, teachers who are fascinated about their career would exhibit a level of love, care and support to their students.

Teachers' career development interest has also been linked with teachers' effectiveness. An effective teacher that is interested in his/her career possesses confidence and required teaching skills. It is also believed that effective teaching combines technical know-how, subject mastery and empathy with the learners (Palmer, 1998; Hargreaves, 1998 and Hargreaves 2001). A teacher that sees teaching as a career is always interested in investing in the career in order to achieve teaching effectiveness. In addition Gu and Day (2007) accentuate that a teacher that is interested in his/her career will become effective with the aid of continuous training and development. The study further states that such a teacher will have the ability to withstandany form of challenge in classroom practice. Based on this observation there seems to be a positive correlation between teachers' career development interest and teachers' retention. As a matter of fact, Amadi and Anaemeotu (2013) clearly demonstrate that teachers that are interested in developing their career, tends to be regular and punctual at school. Similarly, Mann (2005) specified that an effective English Language teacher that is equipped with pedagogical knowledge and grounded in the presentation of techniques, implementation of instructional strategies, and students' assessment would be successful in classroom practice. Nonetheless, a situation whereby a teacher lacks interest in career development results in negative attitude and hampers quality education.

2.2.7 Teachers' Perception of Professional Development Obstacles

Professional development exposes teachers to both formal and informal learning activities which widen teachers' horizon as well as ensure their efficiency in accomplishing stated teaching objectives. It is also described as an intensive and collaborative programme which incorporates evaluative procedures (Darling-Hammond and MC-Laughlin, 1995; Mc-Laughlin, and Zarrow, 2001; Amadi, 2011). Professional development includes all the necessary programmes, activites and trainings which are readily available and accessible to practising teachers (Ganser, 2000). It is a long-term continuous process that includes productive events which are systematically planned to promote the growth and development of teachers.

Generally, teachers, especially secondary school teachers of English Language are conceived as reflective practitioners (Cochran-Smith and Lytle, 2001), those who came into the profession with a certain level of experience and are opened to garner new knowledge and experiences as they progress in the system. In view of this,

professional development involves series of related activities which afford serving teachers the opportunity of relating prior knowledge to new experiences. Professional development empowers teachers to build pedagogical theories and practices. It is equally important to state that, for professional development to be effective, it needs to accommodate regular follow-up support as an indispensable catalyst of the change process (Schifter, Russel and Bastable, 1999).

According to Louise (2008), the need for professional development includes the need for the survival of academic standard which must be sought through developing a scholarly academic team that can facilitate teachers' skills. It helps to build quality and competence in the educational system by producing teachers with improved productivity in their areas of expertise. Moreover, it is essential to train and develop teachers not only because of gains in productivity, work quality, employee morale, waste reduction but to maintain the progress and development of the organisation. Hence, an organisation that fails to develop its employee is said to hamper the future of its organisation (Ihunda, 2004). This is because the growth of a nation depends to a large extent on the development of human resources available in that nation.

Professional development programmes are earmarked to gird serving teachers with continuous knowledge, positive disposition, behaviour and skills required for enhancing effective classroom practice. It has also been regarded as a convictive factor that stimulates and motivates the knowledge of teachers. Thus, Amadi and Anaemeotu (2013) recommend that professional development is directed towards increasing rationality of individual teachers, embracing on-the-job satisfaction, effecting progress and providing supportive relationship amongst teachers. In this way, professional development enlightens teachers to know more about their tasks, the needs of individual learners, organizational needs, pedagogical strategies, develop team work and enhance teachers' satisfaction. In addition, professional development enhances professional capability of individual teachers in the sense that it ensures effective and efficient curriculum delivery and implementation (Adesina, 2004).

Professional development has a significant influence on teachers' retention. For instance, Jegede (2004) asserts that professional development programmes are designed to re-train dedicated teachers as well as retain serving teachers in the profession. In the same vein, Ayeni (2011) argues that for teachers to stay motivated on the job, they need to be exposed to in-service training and other forms of

programmes that would enable them to advance in their professions. Moreover, training and retraining of teachers is very crucial to quality education. When teachers undergo professional development they also tend to be committed to the profession. This is reiterated by Alabi (2011) that teachers need to engage in professional development programmes in order to acquire new skills that will hone their teaching competence and increase their commitment to the profession.

Teachers' professional development programme encompasses planned activities aimed at improving and increasing teachers' skills, knowledge, concept, attitude and behaviour which are necessary to meet the exigency of the teaching job (Akpan, 1999, Adeboyeje 2000 and Adeogun 2006). Invariably, professional development can be said to enhance effective teaching performance. Buttressing this assertion, Obi (2000) explains that teachers' development programmes are not only for their academic and professional gains but also serves as a motivating factor for their teaching efficiency. In this wise, Ogunrin (2011) is of the view that development and training of teachers in addition to other non-monetary incentives is significantly associated with teachers' performance. This simply denotes that teachers' conceptual skills and intellectual activities needed to carry out effective teaching activities are developed through in-service training. In sum, the focus of professional development is not only exposing teachers to innovative skills, but to also enhance their classroom practice as well as develop their interpersonal skills.

If the ultimate aim of professional development is to promote effective teaching and learning processes as well as building interpersonal relationship amongst every member of the school community, then every teacher needs to undergo regular professional training. Thus, classroom practitioners are supposed to have access to the effective forms of professional development programmes. For professional development to be effective, it must be a systematically long-term process that is regular, allows follow up, active participation and promotes growth and development of both the teachers and the educational sector as a whole (Glatthorn, 1995, Ganser, 2000 and Ayeni, 2011). The different forms of professional development programmes include: refresher courses, seminars, conferences, professional meetings and reading of academic publications (Glatthorn, 1995; Louise, 2008; Ayeni, 2011; Amadi and Anaemeotu, 2013; Fareo, 2013; Akpan and Ita, 2015).

The process of professional development occurs within a particular context (Baker and Smith, 1999 and Darling-Hammond, 2000). In essence an effective form

of professional development is that which is focused on classroom practices and is related to the daily activities of teachers and students. When teachers participate inprofessional development programmes such as networking, sharing of ideas and reflecting on other people's opinions (Amadi and Anaemeotu, 2013), itstrengthens effective team work amongst them as well as inter school collaboration. It also transforms the school system into communities of scholars, (MC Laughlin and Talbert, 2001) and communities of professional (King and Newman, 2000) because teachers are actively involved in activities that will transform their professional well-being.

In-service training includes all professional development activities in which one engages after initial certification and employment and continues until there is a termination of one's service (Louise, 2008). It is an opportunity given to a teacher for job enrichment and enhancement skills (Amadi and Anaemeotu, 2013). The focus of in-service training is to bring about curriculum change, innovation in teaching methodologies and provision of quality professional growth and development (Broadwell, 2006).Richard (1998) articulated that in-service programmes such as seminars and workshops are means through which teachers enhance their professional development. Seminars are organised for teachers with the aim of proffering plausible solutions to some classroom challenges teachers. In-service training therefore creates a platform whereby a teacher can learn how to address the problems relating to teaching as well as sharing of ideas, acquiring knowledge and contributing to the improvement of effective teaching.In-service trainings, such as seminars and workshops, seem to be an attempt to change the ways teachers undertake their teaching activities; but Mooko (2005) observed that teachers sometimes find difficult to accept the change. This may be due to the fact that change is a factor people sometimes desire not to adopt.

There seems to be a positive correlation between teachers' participation in in-service training and teachers' outputs. This is apparent in the reports of Locke (2004) and Bateman and Organ (2003) that teachers' regular attendance in conferences, seminars and workshops lead to improvement of teaching skills and quality output. In like manner, Walton's (2005) study which centred on the impact of workshop on teachers' job performance suggests that workshop has a significant influence on teachers' output. The study concludes that teachers should be given the opportunity to attend workshops in order to acquire and update their skills for higher productivity. It

can therefore be deduced that when teachers participate in in-service training, seminars, workshops, and other forms of professional development programmes, they are likely to consult educational research, become skilled in innovative instructional strategies as well as effect necessary changes and adaptations in their classroom practices.

In view of the reviewed literature, professional development can be regarded as fundamental to quality teaching and teacher satisfaction. This is because it exposes teachers to new and innovative teaching strategies. It allows teachers to be creative by incorporating innovative teaching methods in classrooms. It exposes teachers to varieties of teaching styles and instructional strategies since no single teaching style or instructional strategy can be used to teach different subjects, particularly the different aspects of English Language. It also enlightens teachers on the need to work with different learning styles since not all students learn the same way and at the same pace.

Even though, scholars such as Fullan (1993) Akinwale (1999), Walling and Lewis (2000) and Cochran-Smith and Lytle (2001) have observed that some professional development programmes contain the following deficiencies: lack continuity, inadequate follow up and feedback from experts and trainees, passive approach to training teachers, lack of peer tutoring amongst trainees. The present challenges in the field of teaching which include: increasing diverse population of students, integration of innovative teaching methods as well as new technology in the classroom, meeting rigorous academic standards and goals, necessitate the importance of professional development to equip teachers to meet these teeming challenges. From the foregoing, Garavan (2007) stresses that there should be a forum that will connect classroom practitioners, policy makers and researchers together to engage in intellectual discourse. This platform will afford teachers the avenue to share their own knowledge of classrooms, students, contents and pedagogy with others. This process is likely to ensure the success of teachers' professional development.

Gulamhussein (2013) dwells on the importance of an extended professional development sessions which will afford secondary school teachers the time to practice application of the acquired skills in order to ensure effective transfer of these skills in the classrooms. The longer the duration of professional development programmes with adequate support and follow-up, the more fruitful their effects in classroom teaching. Substantiating this view, Corcoran, Mcvay and Riordan (2003) discover

that teachers who have undergone more long-term in-service training tend to apply the knowledge acquired in the classroom more effectively compared to teachers that are exposed to less than 80 hours of training. Relatedly, Truesdale's (2003) study on the difference between teachers attending a short-term workshop and teachers attending consistent workshops with coaching opportunity reports that the coached teachers transferred theacquiredinnovative skills to classroom practices, but teachers who only had the short-term workshop might not continue to use the skill in their classrooms due to limited time frame in acquiring requisite knowledge.

As a matter of fact, teachers need not only to be actively involved in the professional training content but also comprehend the training contents. This is because for teachers not to be passive participants, they need a vivid comprehension of the educational research before they can attempt to implement them in their classroom practices. Since professional development is meant to empower teachers, it is equally necessary for teachers to be exposed to modelling approach. This approach allows teacher to observe an expert who demonstrates the new practice. French (1997) explains that teachers like students learn better when they are able to actively participate and make sense of the information being presented. Also, when teachers observe an expert demonstrates the new practice to them they tend to have a comprehensive grasp of the practice. This also enhances successful implementation of professional development programmes.

Scholars such as Cohen and Hill (2000), Lieberman and Wood (2001), Saxe, Gearhar and Nasir (2001) are of the opinion that professional development programmes which address specific concept have shown to improve teachers' classroom practices. Moreover, professional development training does not only address classroom and teaching problems but also inform curriculum development. Therefore, teachers' professional development programme that is not supported by the school or curriculum development cannot be effective (Guzman, 1995; Schifter, Russell and Bastable, 1999). This is why Fullan (1993) advocates that professional development programmes must be systematically designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools to produce lasting effects.

Professional development is all encompassing. It is not only restricted to knowledge acquisition or skill development. It is a process of cultural building and not of mere skill training (Cochran-Smith and Lytle, 2001), which is affected by the

coherence of school programmes (King and Newman, 2000). Professional development is not just to meet the needs of individual teachers but to enhance effective teaching which ultimate result is improved learning outcomes. Hence, Guskey (2003) and Fareo (2013) suggest when planning professional development programmes, consideration should be given to the availability of suitable learning resources, interested and qualified teachers as well as learners' own capacity to learn and to take advantage of the available opportunities. Such setting as on-the-job training, adequate duration for study, consultation and reflection are to be considered.

It is evident in literature that professional development does not only increase innovative teaching skills in teachers but also leads to all round development quality education. But there abound several challenges which hamper professional development of secondary school teachers and in particular the teachers of English Language. One of such challenges is the attitudinal problem of teachers. Fareo (2013) notes that in spite of the effort of local, state and federal government to expose teachers to frequent training and retraining, there is still a large number of teachers who are resistant to change as a result of their poor attitude to current teaching innovations and techniques. Amadi andAnaemeota(2013) record some teachers refuse to implement the acquired knowledge due to laziness, hence they continue with their old ways of practice. Also lack of encouragement on the part of the school administrators may hinder effective professional development. Yunusa (2008) observes that teachers' perception about professional development obstacles include: (i) poor connection between programme objectives and genuine needs of the participants; (ii) failure to select appropriate activities to implement programme plans; (iii) failure to implement teacher development activities with sufficient staff and other resources to effectiveness.

Okwuanaso and Igwebuike (2006) also affirm that some of the non-transferability of knowledge learnt from in-service are factors which hinder the aims and objectives of professional development programme. In truism, professional development programmes such as; in-service training, seminars, workshops, and conferences to mention a few are meant to develop teachers but experience is easily forgotten once the participants go back to school and settle into the system. This is even worst especially in an environment where the act of practising the new acquired skills, techniques and knowledge is optional.

One of the factors teachers perceived as the obstacle of professional development is the difficult conditions in which teachers work. The difficult working conditions include poor remuneration (Bala, 1999, Ngimbudzi, 2009, Ololube, 2009 and Ogochi, 2014), poor teaching-learning environment, poor recognition (Adelabu, 2005),) irregular and delayed promotion (Bala, 1999 and Ololube, 2009), insufficient classrooms, inadequate facilities to aid achievement of instructional objectives and poor teacher preparation (Osim and Uchendu, 2012). These poor working conditions are often highly demotivating for teachers and negatively affect their professional development. Delay in the payment of teachers' salaries as well as irregular payment of salaries have negative impact on teachers' morale, productivity and hinders teachers' professional effectiveness and development.

2.3   Empirical Review

2.3.1   Studies on English Language

There are studies which have investigated factors that could either aid or mar effective teaching and learning of the different aspects of English Language, as well as instructional strategies that could enhance the teaching of this school subject in Nigerian secondary schools. Some of the studies on students' factors include: students' attitude and academic ability, (Fakeye, 2010), self-concept, locus of control and attitude to reading (Fasan, 2012), self-concept and peer influence (Oduwole, 2016), and self-efficacy (Adelodun and Asiru, 2015); learning styles (Obiefuna and Oruwari, 2015), amongst others.

For instance, Fakeye (2010) conducted a survey among 400 senior secondary II students in Ikorodu, Lagos State. The study which investigated students' attitude, academic ability and their performance in English Language reported a positive relationship between students' disposition to and their academic performance in this target language. That is, students' performance in English is determined by their attitude to learning the subject. The study suggested that teachers should attend in service-training programmes so as to be accustomed with the different innovations in the teaching of this subject that can facilitate positive attitude of the students to learning English Language.

Fasan (2012) conducted a descriptive study which involved 600 senior secondary school students from fifteen senior secondary schools across Akure in Ondo State. The study which concentrated on socio psychological factors such as;

self-concept, attitude, parental involvement, school environment and locus of control as predictors of students' achievement in English reading comprehension reported that self-concept made the highest contribution to achievement. That is achievement in reading comprehension is hinged on student' self-concept. This simply denotes that negative self-concept towards reading comprehension tends to have negative impact on learning outcomes in English comprehension and vice versa. In a related study, Oduwole (2016) conducted a survey that investigated self-concept, self-efficacy, peer influence and parental involvement as predictors of achievement in English. The study which involved 500 SSII students from Abeokuta south Local Government Area of Ogun State employed questionnaire and achievement test in English grammar and discovered, that of all the four psychosocial factors only self-concept predicted students' achievement in English grammar. The study expatiated that students' perception of his/her ability that is; how he/she feels, relates with others and what he/she thinks of others' opinion about his/her ability in relation to his/her grammatical achievement is a major component that could either aids or hinders achievement in English grammar. It can be deduced from these two studies (Fasan, 2012 and Oduwole, 2016) that students who view themselves as academically competent will not only strive for high grades but equally orient themselves towards attaining proficiency in English Language. On the other hand, students who believe they are academically incompetent, have no aspirations and commitment to English Language learning and as such experience poor academic poor learning outcomes.

A descriptive study investigated the determinants of students' academic performance in English discourse writing among eighty (80) gifted students in Ibadan South-West and Ibadan East Local Government Areas of Oyo State. This study which was conducted by Adelodun and Airu (2015) revealed that self-efficacy is a predictive factor of excellent academic performance in English writing. That is, even among gifted students, those who believe they can successfully carry out a given task can overcome more challenging tasks than those who doubt their self-efficacy.

Obiefuna and Oruwari (2015) conducted a quasi-experimental research on how students' learning styles affect their performance in English Language in Imo State. The study involved 300 senior secondary II students from Owerri, Nigeria. The result of the analysis showed the different percentages of the four learning styles as preferred by the students such as diverging (28.6%), assimilating (26.00%), converging (23.33%), and accommodating (22.00%). The study indicated that

students preferred diverging learning styles to the other three types of learning styles. This is probably due to the fact that English is a subject that involves situations that calls for generalisation of ideas. Also the students that preferred diverging learning styles were actively involved in group project, field trip, and other academic exercises. Thus, the study proposed that teachers of English Language should identify the learning styles that are favourable for their students and employ teaching strategies that complement them. It is believed that when there is a balance between instructional strategies and learning styles that there is bound to be improved learning outcomes.

A large number of studies across and beyond the shores of Nigeria have investigated various effects of teacher-related factors such as instructional organisation, questioning techniques, teaching styles and instructional strategies on the quality of teaching as well as learning outcomes in the different aspects of English Language. Some of which include questioning behaviour (Fakeye and Aiyede, 2013), teaching styles (Curtin, 2005), subject mastery (Fakeye, 2012; Faisal, 2014) and instructional strategies (Ogunyemi, 2014; Adedigba, 2016; Igbubor, 2016, Lawore, 2017, and Bateye, 2017).

There are evidences that teachers' effectiveness whether evaluated by subject mastery, experience, skills and qualifications are strongly connected with English language learning outcomes (Darling-Hammond, 2000). Faisal (2014) avers that subject mastery deals with the knowledge of the subject including formal aspects of English such as syntax, semantics, stylistics, vocabulary development, written and spoken language as well as comprehension and discourse writing. This simply means that in teaching any aspect of English Language, content knowledge needs to correspond closely to the materials that the teachers have to deliver to the students as well as the teaching styles and methods to adopt in teaching the subject. In view of the foregoing, Fakeye (2012) examined how teachers' qualification and subject mastery influence learning outcomes in English Language. The survey which covered 1,000 senior secondary II students in Ibarapa Division of Oyo State revealed that both teachers' qualification and teachers' subject mastery are predictors of students' achievement in English Language.

Likewise, Curtin (2005) studied a group of students and their teachers on the effects of instructional styles on achievement in English Language. The study divided teaching styles into didactic and interactive styles. The findings revealed that teachers

that employed didactic teaching style were the sole disseminator of knowledge in the classroom, they emphasised teaching content and placed students in a passive role. Whereas, teachers that adopted interactive teaching style, accommodated the diverse learning styles of their students and actively engaged students in the teaching-learning process. This shows that teachers who adopt interactive teaching style will employ innovative strategies along with numerous activities that will actively engage the students in the classroom.

More so, Fakeye and Aiyede (2013) investigated 30 teachers of English and 450 senior secondary II students on how teachers' questioning behaviour and instructional organisation could influence students' achievement in English Language. It was revealed that the teachers' questioning behaviour was largely static. This was as a result of the fact that the questions were not structured to ask diagnostic questions which would increase the cognitive skills of the students. The study also revealed teachers' questioning behaviour is capable of determining students' success or failure in English Language. This simply denotes that a properly structured question that allows students to critically interpret, analyse and evaluate their answers will lead to the enhancement of students' cognitive development and also improved learning outcomes in English. Based on these findings, the study suggested that teachers should attend in-service training that will expose them to proper construction of questions that will ensure improved learning outcomes.

. Aduwa-Ogiegbaen and Iyamu (2006) also examined the factors responsible for the poor quality of English Language teaching in public senior secondary schools across the six geopolitical zones of Nigeria. The study focused on the frequency use of instructional media and instructional techniques by teachers as well as school learning environment. The findings revealed that most of the respondentsin the studyhardly make use of modern media such as audio and video tapes, language laboratories, programmed texts, flash card, computers, magazines and newspapers. This simply denotes that many teachers of English Language largely rely on the use of traditional instructional practices of textbook, dictionaries, chalkboard and workbook even when there are innovative instructional technologies. The study therefore proposed that, for teachers of English to assume innovative roles and use technology-supported instructional techniques, they need to become familiar with a variety of instructional delivery methods rather than only relying on textbooks, chalkboard and lecture method. Technologies such as audio and video recordings, language

laboratories and computers are believed to be more effective teaching tools for English lesson since they offer authentic learning experience when linked with existing curriculum.

In relation to instructional strategies, there abound studies which have identified innovative instructional as viable tools of ensuring effective teaching of the different aspects of English Language such as; grammar, writing, reading comprehension and oral English. In the aspect of essay writing, Igubor (2016) conducted a quasi-experimental study on two modes of essay structure-based strategies on students' achievement in English essay writing in senior secondary schools in Benin City, Nigeria. The 357 senior secondary II students that participated in the study were divided into two intact classes and randomly assigned into control and experimental groups respectively. The findings revealed that students in experimental group who were exposed to the Essay Structured-Based Instructional strategy performed better in both argumentative and expository English essay than those students in the control groups who were not exposed to the strategy but taught through conventional method. This implies that Essay Structure-Based Instructional Strategy does not only help students to understand the underlying structure of the particular type of essay students are asked to write but also build students' communicative skills by exposing them to various activities such as discussion, team work that would help to build their listening, speaking, reading and writing skills.

In a quasi-experimental study which focused on the impact of mini lesson strategy on senior secondary II students' achievement in essay writing in Ankpa Local Government Area of Kogi State. Muodumogu and Unwaha (2013) affirmed that students taught with mini lesson strategy performed better than those in the control group who were not exposed to the strategy. The study also revealed a significant effect of mini lesson strategy on students with high, average and low abilities (f2,167=30-733 < 0.050). It was, therefore, suggested among others that students should be exposed to mini lesson strategy to enhance their achievement in essay writing and the government and other professional bodies should encourage in-service training, seminars and workshops to expose teachers of English Language.

Amirian and Abbasi (2014) carried out an experimental study with 62 Iranian students whichinvestigated the effectiveness of Grammar Consciousness Raising (GCR) tasks and Presentation-Practice-Production (PPP) approach on the grammatical knowledge of learners. The participants were assigned to two groups. The results of

the study indicated that the knowledge of grammar of students in the experimental group who were taught through GCR tasks improved better than those in the control group that received a PPP approach. This suggests that students learning English in the L2 context will benefit more when they are exposed to GCR tasks than the PPP approach.

An experimental study which involved 66 First Grade of Senior High School Students of SMA Negeri 6 Depok was conducted by Setyowati (2010). The study investigated how collaborative learning in teaching English grammar would improve students' grade in grammar test. Findings revealed collaborative learning techniques as an effective technique to improve students' motivation and ability to master the material in English grammar. It can be an alternative technique for teachers in teaching English grammar.

Olibie (2010) conducted a quasi-experimental study with 160 junior secondary III students in Anambra State. The study focused on determining the validity of Computer- assisted Language learning (CALL) and Conventional English Language instruction (CELL) methods on students' achievement in English grammar. The 160 participants were randomly assigned to experimental and control groups respectively. It was discovered that CALL teaching method improved learning outcomes in English grammar more than CELL. In view of the findings, it was suggested that teachers should be trained in computer assisted language learning. Similarly, English teachers should collaborate with the language development centre of the NERDC to produce CALL materials for Nigerian learners. In addition, government should provide schools high quality teaching materials such as computers supplementary readers and textbooks.

Amore (2015) conducted an experimental research which determined the effects of two cooperative learning strategies on students' achievement in and attitude to English grammar in Ijebu-Ode, Ogun State. The findings of the result indicated that the use of Student Teams-Achievement Division and Learning Together facilitated the learning of English grammar and also enhanced students' attitude more than the use of the traditional strategy.

Adedigba (2016) carried out a quasi-experimental study which probed the efficaciousness of direct and indirect explicit grammar instructional strategies on students' achievement in English grammar and composition. The study involved 274 SS II students, purposively selected from nine government owned schools in Ibadan

Metropolis, Oyo state. The participants were randomly assigned into three groups. The findings revealed that direct and indirect explicit grammar instructional strategies were more effective in enhancing students' achievement in English grammar than the modified conventional strategy. This is as a result of the fact both strategies are learners centred.

In relation to the aspect of English reading comprehension, Lawore (2017) carried out a quasi-experimental study which determined if students exposed to dialogic reading and scaffolding instructional strategies would perform better than students who were taught in the conventional way. The findings revealed that students taught with dialogic reading and scaffolding strategies were more successful in English reading comprehension than those who were not exposed two the strategies. This indicates that the use of dialogic reading and scaffolding strategies in teaching English Language will afford students the opportunity to be actively involved in meaning-making process which will also ensure improved learning outcomes in this aspect of English Language.

Adegbeleye (2005) also conducted a quasi-experimental study which involved 200 senior secondary II students in Ibadan metropolis on the impact of personalized and free voluntary reading strategies on students' learning outcomes in English reading comprehension. The study reported that personalized and free voluntary teaching were effective in improving reading achievement and attitude to reading. Both strategies are learner-centred because they allow the learners to be actively engaged in the teaching/learning process.

Also, studies have been carried out on the level of awareness and use of modern technological tools in teaching English Language. For example, Ofodu and Oso (2015) conducted a study on secondary school English Language teachers' awareness of technological resources as tools for teaching in Delta State, Nigeria. The study reported that many of the participants had high level of awareness of information technology but they had a very low level of utilisation. The teachers though aware of technological resources seldom use these resources in classroom practices.

Similarly, Ukoha (2010) assessed the extent of availability and utilisation of computer assisted language learning (CALL) by secondary school teachers of English Language in public schools in Nsukka, Enugu State. The finding showed that the teachers were aware that of the significance of computer as a tool which aids effective

teaching and learning of English Language.The teachers in the study hardly use this tool to teach this core school subject. The study advocated for a workshop which will train teachers on the use of technological gadgets in classroom practice and provisions of computers in secondary schools.

On the contrary, Aleke and Akaniyere (2015) explored the level of awareness and use of e-learning resources by secondary school teachers in Yobe state. The study involved a total of two hundred and forty (240) respondents selected from two secondary schools in each of the three geo-political zones in the state. It was discovered that a number of the teachers that were involved in the study were not computer literate and were not aware of e-learning resources. The few who were aware and could access e- learning resources were confronted with problems such as lack of internet facilities, poor network, and high cost of e-learning facilities. The study recommended the installation of internet facilities in secondary schools, provision of e-libraries and creation of awareness about e-learning resources and compulsory training of teachers in computer literacy.

The reviewed literature have extensively analysed the various factors and instructional strategies that tend to ensure quality teaching and learning of English Language in secondary schools. The studies have equally revealed that no single instructional strategy is sufficient on its own in teaching all aspects of English Language. Moreover, for an instructional strategy to be effective, it has to blend with teaching styles, learning styles and learners' needs. Also, a teacher of English Language needs to understand the content knowledge of any aspect which he/she has chosen to teach and connect the knowledge appropriately with pedagogical skills in order to ensure effective teaching of this subject. It is equally relevant that nearly all the studies proposed that teachers of English Language attend seminars, workshop, training and conferences which will keep them abreast of research-based instructional strategies that will facilitate effective teaching as well as improved learning outcomes in the subject.

Scholars have conducted varieties of interventions aimed at addressing the poor exposure of secondary school teachers to educational research. For example, in the field of ELT, studies such as Biesta (2010) and Ellis (2010) respectively advocated for the interaction between educational research and classroom practice by recommending different collaborative models such as researchers-teachers collaboration, classroom teachers researcher and action research. These models are

believed to bridge the gap between research and practice which will further inform teachers about research information, increase access to, and utlisation of research reports by classroom teachers. Osborn (2000) observed that many language teachers are unwilling to effect research information in the classroom as a result of their perception that ELT research reports do not address their classroom challenges. The study suggested that the problem of practicality of educational research in the classroom might be resolved teachers and academic researchers work together as a team. This may seem to be a good approach to creating a nexus between educational research and classroom practice, but the studies failed to address the psychological factors that could stimulate teachers to participate in research and the extent to which teachers' interaction with educational research will lead to effective teaching of English Language.

In another study which advocated for action research as a way of raising teachers' awareness and participating in research, Burns and Kurtoğlu-Hooton (2016) investigated how teachers of English across Europe, the Middle East and South Asia could be united through online engagement in a collaborative action project. The study employed the use of workshop recordings, one-to-one meetings, post-project questionnaires and the digital learning platform to collate data. The study reported the significant effect of online engagement collaborative action research on teachers' skills and knowledge of research, their empowerment of professional autonomy, development of a sense of partnership with teachers from other countries. The study demonstrated that online engagement collaboration in action research would enhance teachers' participation in research since teacher would be able to partner with other teachers and researchers beyond the confine of their local environment in order to use research to effectively change their classroom practices. As good as the study seemed to be, it only focused on making teachers researchers without considering the time factor for conducting research and engaging in classroom activities as well as factors that influenced the rate at which teachers' engagement in research could affect effective teaching of English Language. In any case the focus of this study was not to look at the extent, to which teachers engage in research, but rather the rate at which teachers interacted with educational research and the plausible factors that could prompt them to consult educational research for effective teaching of English Language.In the Nigerian context, Ogunleye (2014) reported the significant effect of collaborative intervention programme on pre-primary and primary school teachers'

awareness, acquisition and utilisation of educational research reports. Ige and Omilani (2016) proposed that theses should include more of mixed methods in order to arouse the interest of teachers in consulting research findings. Kolawole (2016b) recorded that teachers should be involved in research and provided with research findings. However, if research findings are available to teachers, to what extent do they make use of these findings to inform their classroom practices? Many of the studies conducted in the field of English language teaching which attempted to address the problems hindering teachers from interacting with educational research largely focused on action research and collaborative strategies.

Another assumption that inspired this present study was the fact that some teachers in Canada, the US, the UK and Iran were reported to have easy access to research findings but did not read these findings (Cousins and Walker, 2000, Nassaji, 2012 and Mehrani, 2015). In addition, these studies respectively reported that teachers' knowledge and utilisation of research findings are very low due to some psychological factors, such as; teachers' perception of research reports, attitude to research findings, motivation, job satisfaction, interest in research findings and professional development interest.

Besides, an undocumented oral interview conducted by the researcher in 2017 among some secondary school teachers of English Language in Ewekoro Local Government Area of Ogun State on how they consult educational research for effective classroom practice revealed that many of these teachers solely relied on English textbooks and their personal experience. In fact, they viewed research reports as materials meant for university and colleges of education lecturers. Hence, it became imperative to conduct a study that investigated the rate at which psychological factors could determine how teachers of English Language consult educational research for effective teaching.In view of the foregoing, this present study reviewed empirical studies on; teachers' attitude to educational research in English Language teaching, teachers' motivation for using educational research, teachers' job satisfaction, teachers' career development interest and teachers' perception of professional development obstacles.

2.3.2. Studies on Teachers' Attitude to Educational Research

2.3.2.1. Teachers' attitude to knowledge of educational research

Sibanda and Begede (2015) investigated the rate at which teachers of English in the L2 learning environment accessed and utilised educational research. The study which involved 120 teachers across Swaziland and Eastern Cape provinces of South Africa employed the use of questionnaire and structured interview to generate data. The result revealed that teachers' poor attitude to research hinders them from having knowledge of educational research.

Nassaji (2012) carried out a study among 401 teachers of English Language across Canada/Turkey. The study assessed the perception of English Language teachers on Second Language Acquisition (SLA) research reports and language teaching. It equally probed the extent to which these teachers believe SLA educational research would be improved for L2 classroom practices. Data were collected through the use questionnaire. The study revealed that most teachers believed that knowing about SLA research findings would lead to a productive L2 teaching. However, a large number of the respondents stated that the knowledge they gained from teaching experience was more relevant to their teaching practices than the knowledge they acquired from educational research. Many respondents claimed they had easy access to research reports, but very few stated that they read research reports, with the most common reasons being lack of interest in educational research.

Shkedi (1998) conducted a qualitative research among 47 teachers. The study investigated teachers' attitudes to research reports in their use of educational research, by using face-to face interviews to identify barriers in using educational research. The findings from this study revealed that teachers have knowledge of educational research. But with respect to their classroom practices, many teachers in the study argued that research knowledge is irrelevant, unhelpful and too theoretical. The teachers complained about inadequate time, lack of confidence in educational research. The study revealed that many teachers use research reports to aid academic study, rather than to support their classroom practices.

In the same vein, Cooper, Klinger and McAdie (2017) carried out an explorative study among 76 elementary teachers in Ontario, Canada. The purpose of the study was to understand the ways in which teachers are informed about educational research and also incorporate research information into their assessment practices. The study gathered data through a three-day training in which the 76

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elementary teachers were divided into 10 focus groups. It revealed that the teachers preferred getting information about assessment practices from their colleagues to consulting educational research. The teachers noted challenges of time factor to access current educational research as well as difficulty in comprehending research.

From the foregoing, it can be presumed that many secondary school teachers' attitude to knowledge of research report is that of skepticism. Many teachers are skeptical about educational research due to the fact that they cannot comprehend educational research.

2.3.2.2. Teachers' attitude and access to educational research

Omid and Yeganeh (2013) conducted a survey on 150 high school EFL teachers in Isfahan, Iran, which investigated their conceptions of research. The study revealed that over half of the 150 teachers had access to educational research and 34% had the opportunity to learn about current educational research but 80% claimed lack of support to attend ELT conferences. On the whole the study identified; time constraint, poor knowledge, lack of administrative support and wrong conception of research evidence as influential factors which restrict teachers from being research engaged. Hence, it was suggested that the teachers could engage in educational research to ensure possible and practical activities in English Language classroom teaching.

A survey was carried out by Bulut (2013) on 225 teachers of English Language in Edirne, Turkey on how their perception, influence their level of educational research engagement. The results revealed that the respondents held the belief that research could can only be undertaken by professional researchers being a very rigorous activity, but they believed that educational research could provide practical ideas for their classroom. A few percentage of the respondents claimed to read educational research to enhance their professional growth and improve their classroom practices. This study only investigated teachers' attitude to conducting research and not their attitude to consulting educational research.

In another study which reported that teachers' positive disposition to educational research could increase the extent to which they have access to educational research, Bello and Akinfesowo (2015) conducted a survey to analyse the different ways by which Physics educational research are conveyed to Physics teachers. The study which sampled 120 senior secondary school teachers from 60 schools across six southwestern states in Nigeria evinced that nearly all the

respondents browsed the internet for educational research; some of the respondents willingly participated in-service training programmes; many claimed to enjoy reading journals/periodicals; while others were permitted and financed by their school administrators to attend conferences/seminars/workshop on educational research.. It can therefore be concluded from this study that teachers' attitude, their interest, good school leadership and support system are contributory factors which could determine the extent to which teachers would have consult educational research. The study proposed that government should not relent on their effort to ensure that teachers have access to Physics educational research evidence by organising regular seminars, workshops, conferences and in-service training. The focus of this study was on Physics teachers.

2.3.2.3. Attitude of teachers to utilisation of educational research

Talebinejad and Moattarian (2015) examined the views of English Language teachers on applying educational research to their teaching. With the aid of a semi structured interview, data were gathered from 10 Iranian teachers of English. The data analysis revealed that, teachers find second language research valuableto their professional development. But they do not usually consult research reports in their everyday classroom practice. The investigated teachers decried the unsatisfactory reports of educational research language in addressing specific needs in language classroom. The study suggested that language teachers need to be enlightened on the pedagogical benefits for interacting with educational research.

Behrstock-Sherrat, Drill and Miller (2011) conducted an exploratory study of 49 teachers from elementary and high schools in Chicago. The 49 respondents were divided into nine focus groups for the purpose of data collection. The study which explored the types of educational research that teachers found useful for advancing their instructional practices and the conditions under which they access the educational research, revealed that teacher with positive attitude to research viewed it as amechanism that can contribute to enhancing their classroom practices. For example, some teachers indicated that research reports were a way to validate the effectiveness of educational practices. However, teachers with negative attitude viewed educational research as not reflecting classroom realities. These teachers believed that the research environment is not an accurate representation of the actual classroom practices. The findings also revealed that the teachers in the focus groups viewed educational research as the last resort. They access educational research when

there is a pressing issue, but often only after they have consulted other, more efficient resources such as their colleagues, Google search and so on. Many teachers placed low priority on readingresearch findings. It was revealed that teachers may find it difficult and boring reading educational research which content is recondite.

Williams and Coles (2003) carried out a survey which involved 140 educators from educational institutions in Scotland, England and Wales on teachers' information literacy enhanced their access and attitudes to educational research. The study employed the use of an in-depth interviewand group exercises to examine the ways in which teachers evaluate research outputs and their preferences in terms of format and style. The respondents were also invited to participate in an online discussion forum. The findings revealed that teachers' attitudes vary from mild optimism to skepticism relating to the use of educational research.

Meanwhile, in a study which involved 509 teachers across 256 primary and high schools in England, Nelson, Mehta, Sharples and Davey (2017) investigated levels of their research engagement and research knowledge. The study reported that whereas teachers have positive disposition towards educational research, educational research have little impact on their classroom practice compared to other sources where they acquired information, especially from colleagues and continuing development programmes. This may be as a result of the fact many teachers considered these other sources better than educational research. On the contrary Bello and Akinfesola (2015) documented that many Physics teachers in southwestern Nigeria made use of research information they got from seminars, workshops, conferences and universities libraries in their classroom practices because they believe that educational research are very relevant to improve their classroom practices. The study also noted that many of the respondents affirmed that the use of educational research improved their teaching techniques and increased students' performance in Physics.

It is important to understand the attitude of teachers to educational research in order to strategise appropriate ways of motivating them to be research compliant so that they will not become passive but take active roles in curriculum development. In view of this, the aforementioned studies found teachers attitude to research to be a contributory factor that could determine the extent to which teachers of English would comprehend the pedagogical implication for consulting educational research. Besides the fact that most of the studies were conducted outside the shores of Nigeria, many of

them did not consider the rate at which teachers' attitude to educational research predicted the extent to which teachers would interact with educational research in terms accessibility, knowledge and utilisation for effective teaching of English Language.

2.3.3   Studies on Teachers' Motivation for Using Educational Research

2.3.3.1. Teachers' motivation and knowledge of educational research

A qualitative study was conducted by Williams and Coles (2007) on the use of research information by school teachers in Great Britain. The study focused on teachers' strategies and confidence in their abilities to find, evaluate and use research information. Data were collected from 312 teachers and 78 head teachers from nursery, primary and secondary schools across Scotland, England and Wales. The study made use of questionnaire, interview and group exercises to generate data from the participants. The study revealed that inaccessibility to educational research as a factor which does not motivate the teachers to acquire knowledge of educational research. The teachers also complained about inadequate time. But prominent amongst the challenges is the fact that many teachers lack the skills and knowledge needed to search for, and evaluate educational research. Simply put, many teachers are likely not to be motivated to seek educational research knowledge because they lack the requisite skill and knowledge.

2.3.3.2 Teachers' motivation and access to educational research

In a study that explored teachers' research engagement in the context of College English teaching in China. Borg and Liu (2012) examined the extent to which 725 College Teachers of English Language (CETs) from 20 provinces in China reported being engaged both with(by reading) and in(by doing) research, and the factors which influenced such engagement. The teachers in this study did not usually read educational research; the teachers stated that research reports did not solve practical problems in the classroom. The study established that over 79% of the 725 teachers of English claimed to conduct research occasionally, especially for the purpose of obtaining promotion in their profession. The reasons adduced for not doing research were also highlighted as both predictable factors such as lack of advisors, knowledge and time as well as difficulty in getting published academic journals. The teachers' views reflected the fact that the promotion system for teachers of English

Language only was based on the number of their published research articles. Thus, in a situation where they felt that publication was not feasible, they did not engage in research. The respondents complained of lack of incentive to engage in research.

Also, Mehrani (2014) conducted a qualitative study among 24 Iranian teachers on how they engage with research, in terms of doing and reading research reports. The study also explored the factors motivating teachers to consult educational research. The study revealed that motivation has positive significant relationship with teachers' research engagement. The study revealed the following: motivation, teachers' professional development, instrumental incentives and institutional expectation as determinants of teachers' research engagement.Furthermore, it identified instrumental incentives and organisational expectations as factors which encourage teachers to conduct and consult educational research. Therefore, the study advocated for a change in Iranian educational policy and working conditions that are conducive to teachers' productivity.For teachers to be productive, they need to be motivated to use educational research to transform their classroom practices.

2.3.3.3 Teachers' motivation and their utilisation of educational research

Zeuli, (1994) carried out a qualitative study in Michigan, United States on utilisation educational research by teachers. The study sampled the opinions of 13 primary, middle and secondary school teachers, how they read and respond to educational research. The study provided a summary of teachers' self-descriptions of how they read research, and how they believe their knowledge of research reports would influence their teaching. The findings revealed that teachers would likely use educational research which contained cases similar to their individual classroom contexts.

Mooko (2005) conducted a survey which investigated the application of research reports by secondary school Teachers of English Language. The study involved 100 teachers of English Language from 19 secondary schools in Botswana. The study discovered that teachers relied on other sources of information which are not research-based. The study equally identified lack of research journals in school libraries as the major hindrance to the use of research reports by secondary school teachers. The study recommended that the ministry of education should team up with universities and colleges of education in Botswana to devise means of exposing

secondary school teachers to educational research, which will enable them to explore related studies and also reflect on their own classroom practices.

Besides, Afolabi (2019) investigated Mathematics teachers' level of awareness and implementation of research. The descriptive study which collected data from 134 Mathematics teachers from 34 secondary schools in Ibadan metropolis with the use of questionnaires on Mathematics teachers' awareness of research finding and implementation of research findings discovered that many of the respondents were aware of research findings but did not implement research findings because of lack of motivation.The study noted that motivation is a key factor that every teacher needs to implement research findings.

It is evident from the reviewed literature thatmany teachers are not motivated to consult educational research because they lack the requisite skillsto either access or utilise educational research. Additionally, the use of educational research is not the prerequisite for their promotion,so they are not actuated to interact with research findings. Moreover, many studies on teachers' motivation for educational research are all conducted outside the shores of Nigeria. Whereas, the few studies which examined teachers' motivation for consulting research findings concentrated on science subjects and Mathematics. This shows that research is scarce on teachers' motivation for educational research in Nigeria.

2.3.4   Studies on Teachers' Job Satisfaction and Educational Research

This aspect reviewed studies that have examined teachers' job satisfaction in relation to how they interact with research reports.

2.3.4.1. Teachers' job satisfaction and knowledge of educational research

Ayelele (2014) examined internal and external factors of teachers' job satisfaction as well as, the levels of teachers' commitments in the selected general secondary schools of Hadiya Zone. The study gathered data from 159 educators through the use of questionnaire and interview. The results revealed significant relationship between teachers' job satisfaction and commitment. The study also disclosed that the external factors have more influence than internal factors on teachers' job satisfaction. Based on the findings, the study recommended that Woreda education and zonal education department should provide necessary equipment and material for secondary schools, give fair incentives and other benefits for teachers.

Ololube (2009) carried out a survey among 688 teachers from government owned secondary schools in River State, Nigeria. It assessed the differences and relationship between the levels of teachers' job satisfaction, motivation and their teaching performance. The study averred that teacher related sources of job satisfaction seem to have a greater impact on teaching performance. Teachers are however dissatisfied with the educational policies and administration, pay, fringe benefits, material rewards and advancement. The study therefore indicated that Nigerian secondary school teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits.

Contrary to the report that job satisfaction could predict teaching effectiveness and their knowledge of research, Ogochi's (2014) negated Ololube's (2009) report. Ogochi (2014) conducted a cross sectional study with 182 teachers across Trans Mara West District of Kenya. It investigated impact of teachers' job satisfaction on their effectiveness. The findings revealed low level of job satisfaction among the teachers. That is, the respondents were not satisfied with their monthly salaries and other allowances which were not proportionate with the high cost of living. Teachers were also fairly satisfied with the job security. However, teachers' job satisfaction had no significant correlation with teachers' effectiveness. This denotes that job satisfaction does not necessarily translate to teaching effectiveness. This means that, teachers may be effective even with or without job satisfaction.

2.3.4.2. Teachers' job satisfaction and their access to educational research

Ngimbudzi (2009) conducted a survey on 162 secondary school teachers. The study examined the factors that are associated with teachers' job satisfaction. The descriptive statistics techniques revealed that respondents were satisfied with: social benefits, the job and support from school management. Additionally, the study noted that the meaningfulness of the job and job characteristics dimensions contributed significantly to teachers' intention to remain in the job. But the study did not explain whether teachers' job satisfaction would enhance their access to educational research.

Also, Nyamubi(2017) carried out a qualitative study with secondary school teachers in Kilimanjaro and Lindo regions of Tanzania which assessed the factors that determined their job satisfaction. It used focus group discussion as the data collection tool. Results identified: communal support, adequate remuneration packages, and opportunities for career development, a well-defined individual

appraisal system, timely promotion, and friendly work environment as determinants of teachers' job satisfaction. The study also showed that teachers' cooperation with coworkers and students as well as the respect of community members improved their satisfaction in teaching. The respondents also derived job satisfaction from their students' success in and after school, which revealed the teachers' sense of duty and responsibility. The study disclosed that many teachers in Tanzania complained about poor working conditions, poor remuneration, and lack of administrative support. It was recommended that care should be given to address teachers' job satisfaction issues, especially salaries, workplace conditions, and timely promotion, to enhance teachers' physical and mental attachment to their workplaces.

2.3.4.3. Teachers' job satisfaction and utilisation of educational research

Bala (1999) carried out a study on job Satisfaction among 586 secondary school teachers in all the six educational zones of Kaduna State. The employed the use questionnaire, interview, observation and Pearson Product Moment Correlation Co-efficient to gather and analysed data. The findings revealed that effective leadership and school supervision facilitated teachers' job satisfaction. Meanwhile, delayed promotion, salaries and opportunity for staff training would reduce teachers' job satisfaction. The study did not look at the impact of job satisfaction on teachers' utilisation of educational research for productive teaching.

Jaiyeoba and Ado (2010) conducted a survey among 421 secondary school administrators in Kano, Nigeria. It investigated the level of school administrators' job satisfaction. The findings revealed that job satisfaction has a strong positive relationship with years of experience as well as educational qualification. The respondents were pleased with their job (that is the work itself), salaries, promotion, supervision and relationship with coworkers. Factors which could have been responsible for the reported high level of satisfaction by the respondents might be encouragement and support from family members and colleagues.

.All the reviewed literature on teachers' job satisfaction only analysed the sources of teachers' job satisfaction as well as the relationship between teachers' job satisfaction and teaching effectiveness. These studies did not expound the extent to which teachers' job satisfaction would lead to teachers' access to, knowledge and use of educational research to transform the English Language classroom practice.

2.3.5 Studies on Teachers' Career Development Interest and Educational Research

2.3.5.1. **Teachers' career development interest and their knowledge of educational research**

In relation to teachers' career development interest and their use of educational research,Talts, Kukkb and Muldmab (2011) investigated the factors influencing the sustainability of a teacher's career development. The study employed biographic interviews of 25 primary school teachers. The findings revealed that the respondents enjoyed favourable working environment, colleagues' and parents' support. The studies also noted that the role of information technology in designing teaching materials and preparing lessons facilitated teachers' career development interest. The main factors of the sustainability of class teachers' career development are primarily related to substantial values of the teaching profession. The creativity of teachers' work and their own role in the development of students' learning skills and personality traits are factors that could have encouraged teachers to increase their knowledge of educational research.

Jepketer, Kombo and Kyalo (2015) conducted a descriptive study on the impact of teachers' capacity building strategies on students' performance in public secondary schools in Nandi County, of Kenya. The study sampled the opinions of 30 school principals, 85 teachers and 136 students through the use of questionnaire. The study identified teachers' capacity development as a potent factor for improving learning outcome. Thus, Nandi County students performed well because they had many qualified and well trained teachers. However, the study suggested that teachers still need constant refresher-training courses to improve on their teaching performance.

2.3.5.2 Teachers' career development interest and their access to educational research

Hassen (2016) investigated how secondary school teachers read academic journals and other non-academic materials. The study employed questionnaire and in-depth interviews to elicit data from sixty teachers from three schools. The findings revealed that although teachers admitted reading as a necessity in their professional and personal lives, they only read for examination, preparation of their regular classroom session. But they hardly read academic research journals.

Additionally, Borg (2009) examined teachers of English Language' research engagement, that is, their level of reading research reports and doing research. The study collected data through the use of questionnaire and interview from 505 teachers across 13 countries of the world which were: Australia, mainland China, France, Hong Kong, Japan, Nigeria, Oman, Poland, Slovenia, Spain, Switzerland, Turkey and UAE. Findings identified poor research knowledge and poor access to materials as factor which limited teachers' ability to be research engaged. On the other hand, teachers who engaged in research reported that they were driven largely by passion for upgrading their teaching skills rather than promotion or other fringe benefits.

Chan (2006) conducted a survey among 106 in-service teachers in Hong Kong. The study investigated teachers' motives and commitment to teaching. Findings revealed three motive factors which accounted for respondents' choice of teaching as a career: intrinsic/altruistic, extrinsic/job condition and influence from others, amongst which, the strongest one is intrinsic/altruistic motive. Factors influencing teachers' commitment were found, amongst others to include; students' learning and school development, demands on teaching and school practices, teaching as a career choice, teacher-pupil interaction and attitudes. In essence, material rewards such as salary, stability, working condition such as holidays, and ease of being employed as contained in the extrinsic/job condition factor were not as important and determining as the intrinsic/altruistic factor in their career choice in joining the teaching profession.

Adu, Oshati and Eze (2012) investigated the extent to which support services factors career advancement and school relations factor determined teacher productivity in public secondary schools. The respondents included teachers, vice principals and students of public secondary schools in Oyo State. Results revealed that of all the three factors only support services factor did not predict teacher's productivity. The study proposed that teachers, educational stakeholders and government should create a good work system through which high level of teaching effectiveness would be maintained.

2.3.5.3 Teachers' career development interest and their use of educational research

Egbo (2011) investigated 500 teachers from primary and junior secondary schools in Lagos State, Nigeria on the relationship between teachers' professional development and quality Universal Basic Education. Findings revealed that teacher

participation in induction programme, ICT training and seminars/workshop significantly related to quality Universal Basic Education. Premised on these findings, the study recommended that the government and relevant agencies should intensify effort on the provision for teachers' professional development through in-service education to enhance sustainable quality education. This is necessary to enhance teachers' instructional delivery effectiveness.

There is no doubt that teachers' career development has a strong positive connection with teaching effectiveness as portrayed in the reviewed literature. Nevertheless, existing literature, particularly in Nigeria are yet to explore the connection between teachers' career development interest and access to, knowledge and use of research. That is, how will the desire of teachers to develop themselves spur them to read educational research, comprehend educational research and use educational research in their daily classroom practices.

2.3.6 Studies on Teachers' Perception of Professional Development Obstacles and Educational Research

Different studies have investigated the factors which teachers regarded as obstacles of professional development. These perceived obstacles were identified to influence teachers' effectiveness (Kagoda, 2000) and hinder teachers from engaging in research (Allison and Carey, 2007; Park and So, 2014).

2.3.6.1 Teachers' perceptionof professional development obstacles and knowledge of educational research

Ahmad (2003) conducted a study on 1,132 teachers of English Language in Palestine. The study focused on professional difficulties facing secondary school teachers of English Language in Northern Governorates of Palestine. The findings denoted that most the respondents suffered from several professional difficulties, such as lack of sufficient financial resources which hinder them from acquiring knowledge of research. The study suggested that teachers should be provided with suitable working conditions, sufficient salary and specialised in-service training courses.

In a study that involved 70 educators in four districts of Soroti, Kamuli, Iganga and Mukono of Uganda, Kagoda (2000) x-rayed the constraints of teachers' professional development. The findings revealed that many of the respondents were not pleased with their current qualifications and desired to attend refresher courses. However, poor remuneration, and unconducive learning environment combined with

heavy domestic work are factors regarded by the respondents as constraints to their professional development. The study proposed that teachers need support, encouragement andefficient timeto constantly build up their teaching dynamism.

2.3.6.2 Teachers' perception of professional development obstacles and access to educational research

Allison and Carey (2007) conducted a study among 22 language teachers in Canada.It examined teachers' perceptions in relation to professional development and research. The study reported some factors that hindered teachers from doing research. These constraints include; lack of time, lack of encouragement, lack of expertise and confusion about what they considered the real educational research.

In a study which employed the use of collaborative learning activity to x-ray the opportunities and challenges of teacher professional development, Park and So (2014) discovered that collaborative learning can foster professional growth of teachers. Though, time constraints, psychological barriers, and the lack of a discussion culture are factors which restrict teachers from participating in collaborative learning activities. The study therefore suggested that school administrators need to encourage teachers to participate in in-service training.

The aforementioned studies showed that professional development obstacles such as inadequate time and lack of discussion culture may hinder teachers' access to educational research. Even so, there seems to be paucity of research on Teachers of English Language' perception of professional development obstacles and their access to research, particularly in Ogun State, Nigeria.

2.2.6.3 Teachers' perception of professional development obstacles and utilisation of educational research

Cheng and Wang (2004) conducted a survey among 47 secondary school teachers of English as a Foreign Language (EFL) in Northern China. The study which explored teachers' professional development beliefs and activities employed the use a questionnaire of three parts in a mixed format of Likert Scale, choices and open-ended questions to collect data. It was revealed that Chinese teachers displayed poor mastery of subject content, poor classroom management and lack of standardised testing system. The study also revealed that teachers need time in order to get effective professional development. Time constraint as indicated in the study, may be one of

the greatest challenges restricting effective professional development which invariably hinders teachers from utilising research.

In another study, Robinson (2011) examined teachers' perception of professional development opportunities, and the impacts of professional development on teachers' classroom practices. The study employed the use of questionnaire, interview and focus group to gather data from 230 teachers out of the 862 middle school teachers from western North Carolina, who participated in the 2009/2010 professional development programme. The study revealed that about 58.3% of the respondents reported that they incorporated the knowledge they garnered from content specific professional development programme and technology training into their classroom instruction. Also, about 13.4% of the teachers reported that they made use of the assessment training skill in their classroom practices. Thus, the study indicated that professional development training on specific instructional programs, technology assessment and content specificity could facilitate effective classroom practices. Additionally, the study noted that many of the respondents benefited greatly from collaboration form of professional development programme.In other words, professional development programmes which increase teacher' knowledge of instructional strategies and through collaborative training could enhance teachers' productivity.   However, many of the respondents identified time constraint, inadequate resources and materials as factors which hindered them from attending professional development programmes as well as incorporating the knowledge they acquired from such programmes into their classroom instructions. Thus, study recommended that professional development programmes should be organised regularly to address specific subjects' areas, instructional strategies, teachers and learners' needs. The study equally advocated that school administrators should allow teachers to participate in professional development programmes. Teachers should be exposed to collaboration form of professional development programme where they could discuss with researchers and their peers on specific pedagogical issues as they relate to r teaching effectiveness.

Fadele (2015) carried out a survey among 60 teachers from Oyo Township,Nigeria. The study investigated the professional development obstacles facing secondary school teachers of English Language in Oyo state. The findings revealed that the perceived factors hindering teachers' professional development include; irregular promotion, inaccessibility to current educational research,

inaccessibility to internet facilities, large classroom, irregular payment of salaries, inadequate curriculum knowledge amongst others. Based on these findings, it was suggested that government should organised training and retraining programmes for teachers in order to equip them with the innovative skills of tackling professional development challenges.

In truism, the reviewed literatures have extensively analysed the relationship between teachers' perception of professional development obstacles and teaching effectiveness. But there seems to be scarcity of studies on how teachers' perception of professional development obstacles will influence teachers access to and use of ELT educational research, Therefore, this study investigated whether teachers of English Language will be restrained by the perceived professional obstacles to access and use educational research or they would be invoked by the perceived professional development obstacles to access educational research, seek to upgrade their knowledge of educational research and demystify professional development obstacles by using educational research in classroom practices.

2.4   Appraisal of Literature

In a bid to enhance effective teaching of English in the second language learning environment, researchers have solely concentrated on pedagogical factors, instructional strategies, learners' needs until recently when findings show that the reports of these studies have not been actively used by teachers. The absence of research reports in classroom practices has adversely affected effective teaching of English Language as reflected in its recurring poor learning outcomes.Prominent amongst the factors that are implicated for ineffective teaching, is teachers' poor exposure to requisite information on how to integrate pedagogical factors, content knowledge, instructionalstrategies with learning styles as well as learners' needs in order to achieve overall quality teaching of English Languageandimprove its learning outcomes. This might not be unconnected with fact that teachers of English Language are not familiar with current educational research conducted in the field of ELT.

Reviewed Literature is replete with information that teachers of English Language usually get their teaching ideas from their personal intuition, textbooks, curriculum, informal discussion with their colleagues but rarely access and use educational research due to time constraint, excessive work load, poor attitude, lack of motivation, cultural differences between researchers and secondary school teachers,

complexity of educational research and over generalizations of educational research. Also, studies have identified inaccessibility to educational research, unavailability and unawareness of educational research, financial constraints, lack of interest, lack of school support system and wrong teachers' perceptions towards research as factors that hinder teachers from consulting educational research.

For the purpose of equipping teachers with the requisite research information which will enhance effective teaching of English Language as a school subject, studies have embarked on varieties of interventions. These include impact of collaborative intervention programmes on teachers' level of research awareness and acquisition, teachers' level of research engagement and assessment of educational research. Some of these studies only focused on how teachers of English Language can conduct research not on how they can gain access to ELT studies or use educational research in classroom teaching. The study on collaborative intervention programmes which aimed at enlightening teachers on the need to consult educational research focused on preprimary and primary school teachers and Physics teachers. Most of the studies only noted that teachers are deficient in educational research, without identifying factors, especially psychological factors that can predispose secondary school teachers of English Language to interact with educational research. The few which focused on these factors were not carried out on the soil of Nigeria.

It is in order to fill this gap in research that the present study investigated the extent to which teachers of English Language have access to educational research, their knowledge of educational research and the extent to which they utilise educational research in classroom practices. Also, the study examined the impact of teachers' attitude, motivation, job satisfaction, career development interest, and their perception of professional development obstacles on their access to, knowledge and utilisation of ELTeducational research in Ogun State, Nigeria.

CHAPTER THREE

METHODOLOGY

The research methods adopted in the study were discussed in this chapter. Specifically, it discussed research design, population, sample and sampling techniques, research instrument, validity and reliability of instruments, procedure for data collection as well as methods of data analysis.

3.1   Research Design

The descriptive design of correlational type was adopted for the study because thevariables on ground were not manipulated. Also, it opted for the qualitative and quantitative classes of the mixed method design. The quantitative dimension involved the use of questionnaires to elicit responses from the teachers on independent and dependent variables whereas the qualitative aspect dealt with the conduct of in-depth interview with 12 English Language teachers in Ogun State to complement the quantitative data.

3.2   Population

All senior secondary school teachers of English Language in Ogun State were involved in the study.

3.3   Sample and Sampling Technique

The multistage random sampling procedure was adopted for the study. Four Educational Blocs (EBs) were enumerated in Ogun State namely; Egba, Yewa, Ijebu and Remo. In the first stage, all the educational blocs were selected. The second stage, involved the use of simple random sampling to select forty (40) senior secondary schools per each Educational Bloc totalling160 schools. In the third stage, three teachers of English Language in each of the selected senior secondary schools were involved in the study. It was expected that in all, at least a total number of 480 teachers out of 1,100 teachers provided by the Ogun Teaching Service Commission, Department of Statistics and Research Planning as at September, 2018 would participate in this study. Meanwhile, 409 teachers of English Language participated in the study. The reason being that many senior secondary schools in Ogun State only had between one (1) and Two (2) English Language teachers available as at the time the study was conducted.

3.4   Research Instruments

Nine research instruments were used for this study. These are:

1.   Questionnaire on Teachers' Attitude to ELT Educational Research(QTAER)

2.   Questionnaire on Teachers' Motivation forELT Educational research (QTMER)

3.   Teachers' Job Satisfaction Questionnaire (TJSQ)

4.   Teachers Career Development Questionnaire (TCDQ)

5.   Teacher Professional Development Questionnaire (TPDQ)

6.   Teachers' Knowledge of ELT Educational Research Test (TKERT)

7.   Questionnaire on Teachers' Access to ELT Educational research (QTAER)

8.   Teachers' Utilisation of ELT Educational Research (TURF)

9.   Oral Interview for Teachers on their disposition to Educational Research (OITER)

3.4.1   Questionnaire on Teachers' Attitude to Educational Research (QTAER)

This instrument which measured the attitudes of teachers of English Language to educational research was constructed by the researcher. It was classified into two parts- A and B. The first part contained respondents' demographic information such as; sex, name of school, class taught, qualification, years of teaching experience and school location. Part B comprised 20 items which were structured on a four- point Likert Scale of positively and negatively worded items: Strongly Agree (SA)= 4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree Agree (SD)=1. For negatively worded, the rating are scored in reversed order: Strongly Agree (SA) =1, Agree (A) =2, Disagree (D) =3 and Strongly Disagree (SD) =4.

Draft copies were given to the researcher's supervisor, specialists in educational psychology, specialists in research and statistics and other lecturers in the department of Arts and Social Sciences Education, Faculty of Education for face and content validity. Thereafter, the improved version of QTAER was tested on 50 teachers of English Language from another geographical location to determine its reliability. Cronbach alpha was used to determine its reliability and a value of 0.75was obtained.

3.4.2 Questionnaire on Teachers' Motivation for Using ELT Educational Research (QTMER)

This instrument was designed by the researcher to assess the level of motivation of the teachers of English Language for using ELT educational research. The instrument contained two Sections A and B. Section A elicited information on respondents' demographic details. Section B consisted of 25 items on a four- point Likert Scale Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD)=1. All the items are positively worded because they were meant to elicit information on the extent to which the Teachers of English Language are motivated to use educational research. Some of the items include; "Using ELT educational research makes my teaching interactive"and "Consulting ELT educational research make my teaching inventive".

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor, specialists in educational psychology, research and statistics and other lecturers in the department of Arts and Social Sciences Education, Faculty of Education, University of Ibadan. The instrument was subjected to reliability test using Cronbach alpha method after it was trial tested on 50 teachers of English Language from another geographical location who were not part of the main study. The Cronbach alpha co-efficient of 0.92 was obtained.

3.4.3 Teachers' Job Satisfaction Questionnaire (TJSQ)

This instrument which elicited responses from teachers of English Language on their levels of job satisfaction dimensions such as "relationship with colleagues", "workplace environment/condition", "job security" amongst others, was designed by the researcher. The instrument was categorised into two - Sections A and B. The first section gathered information on respondents' demographic facts such as; sex, name of school, class taught, qualification, years of teaching experience and school location. This section consisted of 25 items on a four- point Likert Scale of positively and negatively worded items: Strongly Agree (SA)= 4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. For negatively worded items, the rating are scored in reversed order: Strongly Agree (SA)= 1, Agree (A)=2, Disagree (D)=3 and Strongly Disagree (SD)=4.

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor, specialists in educational psychology, specialists in

research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The instrument was trial tested on 50 teachers of English Language from another geographical location who were not part of the main study. Cronbach-alpha was used to determine its reliability and co-efficient of 0.72 was obtained.

3.4.4   Teachers' Career Development Interest Questionnaire (TCDQ)

This instrument was designed by the researcher to measure the level of teachers of English career development interest and influence on classroom practices in terms of access to knowledge and utilisation of ELT research. It was divided into two parts- A and B. The first section sought documented the respondents' demographic information. Section B consisted of 20 items on a four- point Likert Scale of positively and negatively worded items: Strongly Agree (SA) =4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1 For negatively worded items, the rating are scored in reversed order: Strongly Agree (SA)= 1, Agree (A)=2, Disagree (D)=3 and Strongly Disagree (SD)=4.

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor,specialists in educational psychology, research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The instrument was trial tested on 50 teachers of English Language from another geographical location, who were not involved in the main study. Cronbach-alpha was used to determine its reliability and co-efficient of 0.79 was obtained.

3.4.5   Teachers'   Perception   of   Professional   Development   Obstacles Questionnaire (TPDQ)

This instrument was developed by the researcher. It assessed the responses of the perceived professional development obstacles facing teachers of English Language in Ogun State, Nigeria. The instrument was divided into two Sections - A and B. Section A contained the respondents' demographic information. Section B consisted of 15 items on a four- point Likert Scale of negatively worded items which were scored in reversed order: Strongly Agree (SA)= 1, Agree (A)=2, Disagree (D)=3 and Strongly Disagree (SD)=4. The items are meant to derive information on factors which teachers of English Language perceived as obstacles to their professional

development. Some of the items include; "Lack of incentives for teachers hinders me from participating in professional development programme" and "Inadequate access to ELT research journals hinders my professional development as a teacher"

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor, specialists in educational psychology, research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The instrument was trial tested on 50 teachers of English Language from another geographical location who were not included in the main study. Cronbach-alpha was used to determine the reliability and a value 0.93.

3.4.6 Teachers' Knowledge of ELT Educational Research Test (TKERT)

This instrument was designed by the researcher to test the level of knowledge of teachers of English Language on various researches conducted in ELT. This section comprised 20 test items which cut across the different studies conducted in the field of ELT within and outside the University of Ibadan, Ibadan, Nigeria. The question items were constructed based on English Language teaching previous educational research in journals, seminar papers, electronic journals and theses. The test items covered studies relating to instructional strategies, instructional organisation (teaching styles, teachers' pedagogical content knowledge, teachers' assessment and questioning techniques) and learning styles. These were extracted from doctoral theses from the University of Ibadan, local and international studies covering the periods of fifteen years, from 2000 to 2015. These studies are arranged chronologically in Table 3.1.

Table 3.1: Table of English Language Teaching Theses and Journals from 2000 to 2015.

S/N	Author and Year	Title	Location
1.	Fakeye, D. O (2001)	Relative effects of instruction in componential and rhetorical strategies on senior secondary school students' achievement in writing.	PhD Thesis, UI
2.	Adeosun, O. (2004)	Relative effects of prior language experience and whole language-based instructional strategies on students' achievement in and attitude to composition in English.	PhD Thesis, University of Ibadan (UI)
3.	Oladunjoye, S.A. (2004)	Effects of two collaborative learning strategies on students' performance in and attitude to verbal communication in English Language.	PhD Thesis, UI
4	Alegbeleye, M.O (2005)	Effects of personalised and free voluntary reading strategies in secondary school students' achievement in and attitude to English reading comprehension.	PhD Thesis, UI
5.	Kolawole (2006)	Improving the Teaching of Writing at the Secondary School Level Using Linguistic Inputs	Ibadan Journal of Educational Studies
6.	Fakeye (2007)	Teachers' questioning behaviour and ESL Classroom Interaction Pattern.	Humanity and Social Sciences Journal 2.2: 127-131
7.	Alabi (2008)	Effects of two error correction strategies on senior secondary school students learning outcomes in English essay writing.	PhD Thesis, UI
8.	Maduabuchi, C.H (2008)	Effects of three models of graphic organizers strategy on senior secondary students' comprehension of expository and narrative texts and aptitude reading.	PhD Thesis, UI
9.	Aimunnoidion, M.C.(2009)	Effects of thought flow-flow knowledge and shared-reading instructional strategies on students' achievement in English reading comprehension and summary writing.	PhD Thesis, UI
10.	Atanda, A.I. and Jaiyeoba,A.O. (2011)	Effects of school based quality factors on secondary school students' achievement in English Language.	Electronic Journal http://www.jeter aps.scholarlinkre search.org
11.	Yusuf, H.O. (2011)	The effect of pre-reading activities on students' performance in reading comprehension in senior secondary schools	Electronic Journal. Http://www.inter esjournal.org/ER .pdf

S/N	Author and Year	Title	Location
12.	Fakeye, D.O. (2012)	Teachers' qualification and subject mastery as predictors of achievement in English Language	Global Journal of Human Social Science 12. 13: 1-7.
13.	Eyengho, T. and Fawole, O. (2013)	Effectiveness of indirect and direct metalinguistic error correction techniques on essay of senior secondary school students	Electronic Journal. Http://www.academicjournals.org /ERR
14.	Olorunfemi-olabisi, F.A. (2013)	Students' Perception of teachers' factors in the teaching and learning of English Language	Electronic Journal. Http://www.doi: 10.5901/jesr.2013.v3n3p17
15.	Chukwuyenum, A.N., Nwankwo, A.N., and Toochi, U. (2014)	Impact of cooperative learning on English Language achievement among senior secondary school students in Delta state, Nigeria: implication for counselling	Electronic Journal. Http://www.jeter aps.scholarlinkre search.com
16.	Obiefuna, C.A. and Oruwari, J.N.(2015)	Students' learning styles and their performance in English Language in senior secondary schools in Imo State Nigeria.	African Educational Research Journal 3.4: 230-237.

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor, specialists in educational psychology, research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The items are distributed across the six levels of cognitive objectives as indicated in Table 3.2

Table 3.2: Table of Specification Teachers' Knowledge of ELT Educational Research Test

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Instructional Strategies	2	2	2	1	1	2	10
Instructional Organisation	1	1	1	1	1	1	6
Learning Styles	1	1	1	1			4
Total							20

In order to ascertain its reliability, the instrument was trial tested on 50 teachers of English Language from another geographical location, who were not part of the main study. Kuder Richardson KR20 was used to determine its reliability and a value of 0.83 was obtained.

3.4.7 Questionnaire on Teachers' Access to ETL Educational Research (QTAER)

This instrument was designed by the researcher to assess the level of accessibility of the teachers of English Language to research in ELT. The instrument was divided into two parts- Sections A and B. Section A elicited information on respondents' demographic information such as; name of school, class taught, educational qualification, years of teaching experience and school location. This section consisted of 20 items on a four- point Likert Scale of positively and negatively worded items: Strongly Agree (SA) =4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SA)=1. For negatively worded items, they were scored in reversed order: Strongly Agree (SA) =1, Agree (A)=2, Disagree (D)=3 and Strongly Disagree (SD)=4.

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor,specialists in educational psychology, research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The instrument was trial tested on 50 teachers of English Language from another geographical location, who were not included in the main study. Cronbach alpha was used to determine its reliability and a co-efficient of 0.78 was obtained.

3.4.8 Teachers' Utilisation of ELT Educational Research Scale (TUERS)

This instrument was designed by the researcher to measure Teachers of English Language' utilisation of ELT educational research in their classroom practices. The instrument was divided into two parts- Sections A and B. Section A elicited information on respondents' demographic information such as; name of school, class taught, educational qualification, years of teaching experience and school location. Section B consisted of items which include adoption of novel teaching strategies, enhancement of learners' interest in schooling, evaluation techniques and presentation of lesson notes among several others This section consisted of 20 items which were structured along 4 points rating scale of Always=4, Sometimes=3 rarely=2 and Never=1. The instrument consists of positively worded items. This instrument measured the extent of using research information for various aspects of English Language, quality and effectiveness of classroom practices.

The face and content validity of the questionnaire was determined by giving it to the researcher's supervisor, specialists in educational psychology, specialists in research and statistics and other lecturers in the department of Arts and Social Science Education, Faculty of Education, University of Ibadan. The instrument was trial tested on 50 teachers of English Language from another geographical location, who were not included in the main study. Cronbach-alpha was used to determine its reliability and a co-efficient of 0.91 was obtained.

3.4.9. Oral Interview for Teachers on their disposition to Educational Research (OITER)

This unstructured interview contained 24 open-ended questions. Three teachers were selected from each Educational Bloc making a total of 12 teachers of English Language. The interview was meant to x-ray teachers' predisposition to consulting educational research.

3.5 Procedure for Data Collection

A letter of introduction was collected from the Department of Arts and Social Sciences, University of Ibadan to the schools where the research will be carried out. The researcher then proceeded to seekand obtain the consent of the principals and Teachers of English Language. The study covered a period of eight weeks. The first week involved the training of five research assistants on the necessity of the questionnaires and procedures of administering these validated instruments.

The second stage involved the distribution of questionnaires on the independent variables to the Teachers of English Language. These instruments included; Questionnaire on Teachers' Attitude to ELT Educational Research (QTAER), Questionnaire on Teacher Motivation for ELT Educational Research (QTMER), Teachers' Job Satisfaction Questionnaire (TJSQ), Teachers Career Development Questionnaire (TCDQ) and Teacher Professional Development Questionnaire (TPDQ). The stage spanned the period of three weeks.

The third stage which covered another period of three weeks involved the administration of the instruments on dependent variables to the Teachers of English Language. These instruments included; Teachers' Knowledge of ELT Educational Research Test (TKERT), Questionnaire on Teachers' Access to ELT Educational Research (QTAR) and Teachers' Utilisation of ELT Educational Research (TUER).

At the fourth stage, the researcher conducted an oral interview with 12 Teachers of English Language. This lasted for one week.

3.6   Methods of Data Analysis

Data collected were analysed using descriptive statistics and frequency counts, means and standard deviation. Pearson Product Moment Correlation was used to determine the relationship existing between the independent and dependent variables while Multiple Regression was used to find the joint and relative contributions of the independent variables to the dependent variables as well as the extent to which the independent variables predicted dependent variables at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION

The chapter analysed and presented the quantitative data gathered through research instruments, the questionnaires and the qualitative data from interview. The frequency counts, percentage, Pearson Product Moment Correlation (PPMC) and Multiple regression were used to analyse quantitative data at 0.05 level.

4.0   Description of Demographic Informationof Respondents

The respondents provided demographic information based on "sex", "name of school", "class taught", "educational qualification", "years of teaching experience" and "school location". A total number of 409 teachers of English language responded to the questionnaires.

Table 4.0:   Demographic Characteristics of Respondents

S/N	Variable	Measurement	Frequency	Percentage
1	Sex	Male	109	26.7
		Female	300	73.3
2	Educational Qualification	NCE	52	12.7
		B.Ed./B.A (E.d.)	225	55.0
		B.A/PGDE	68	16.6
		B.A	20	4.9
		M.A Ed/M.Ed.	30	7.3
		M.A	13	3.2
		Ph.D. in other disciplines	1	0.2
3	Years of Teaching experience	Less than 10	20	4.9
		10 – 14	75	18.3
		15 – 19	150	36.7
		20-25	122	29.8
		Above 25	42	10.3
	School	Rural	220	53.8
4	Location	Urban	189	46.2

The data presented in Table 4.0 represents the percentage count and frequency distribution of the socio-demographic characteristics of the respondents. It shows that most of the respondents were female 300 (73.3%) while 109 (26.7%) were male. The reason for this might be that secondary school teaching is mostly dominated by the female folks. A greater percentage of the respondents, 55.0% were holdersof B.Ed./B.A(E.d.)in the field of English Language education, 16.6% had B.A/PGDE certificate, 4.9% had B.A., 7.3% had M.A Ed/M.Ed. certificate and 0.2% had Ph.D. in other disciplines.In terms of years of teaching experience, 4.9% of the respondents had less than 10 years teaching experience; 18.3% had between 10 and 14 years work experience, 36.7% had between 15 and 19 years of work experience, 29.8% had between 20 and 25 years of work experience while 10.3% of the respondents had between above 25 years work experience. In the aspect of school location majority of the respondents 53.8% worked in rural setting whereas 46.2% worked in urban centre. This revealed that many of the respondents worked in a rural area which could have hindered them frominteracting with educational research for effective teaching of English Language.

Answering the Research Questions

4.1   Research question one: The level of knowledge of educational research among teachers of English Language.

Table4.1a: Knowledge of educational research among teachers of English Language

S/N	Teachers' knowledge of English Languageteaching educational research	No idea	False	True
1	The three models of expository advanced organisers for teaching reading comprehension in secondary schools are pre-question, key words and study-skills.	66 16.1%	15 3.7%	328 80.2%
2	Free voluntary reading strategy is an organised reading strategy.	59 14.4%	40 9.8%	310 75.8%
3	Implicit instructional strategy is the instructional procedure of organising an essay lesson along the lines of invention, arrangement and style.	94 23.0%	27 6.6%	288 70.4%
4	Indirect metalinguistic error correction involves the careful and systematic location of errors by English Language teacher as well as providing necessary comments that explain the correct usage/form.	86 21.0%	26 6.4%	297 72.6%
5	Direct metalinguistic is an instructional programme in which students work together in small groups to maximise their own and other's learning.	74 18.1%	31 7.6%	304 74.3%
6	Concept mapping is an act of understanding a particular topic and applying different strategies to represent the topic meaningfully and comprehensively to students.	81 19.8%	24 5.9%	304 74.3%
7	Referential question is a type of question that encourages students to express their views concerning the subject matter.	79 19.3%	23 5.6%	307 75.1%
8	Teachers need to consider learning styles when choosing instructional strategy.	60 14.7%	16 3.9%	333 81.4%
9	An interactive English Language class helps to alleviate anxiety.	45 11.0%	23 5.6%	345 84.4%
10	The critical thinking skills of students are developed when teachers of English ask only display questions.	40 9.8%	24 5.9%	345 84.4%
11	Students' performance in essay writing will improve when teachers give corrective feedback.	40 9.8%	14 3.4%	355 86.8%
12	When students share ideas among themselves it improves their linguistic performance	46 11.2%	26 6.4%	337 82.4%
13	The two basic categories of teaching styles employed in teaching English Language are intensive and extensive teaching styles	63 15.4%	27 6.6%	319 78.0%

S/N	Teachers' knowledge of English Language teaching educational research	No idea	False	True
14	Teachers of English Language must have strong knowledge of multiple instructional strategies for achieving success in teaching any aspect of English Language	54 13.2%	27 6.6%	328 80.2%
15	Accommodator, converger, diverger and assimilator are instructional techniques for teaching English Language	104 25.4%	26 6.4%	279 68.2%
16	Students are able to grasp the author's message when they actively engaged in a reading passage	45 11.0%	25 6.1%	339 82.9%
17	Teaching and learning of English Language cannot be an effective when teachers do not have adequate pedagogical content knowledge	62 15.2%	37 9.0%	310 75.8%
18	Project work/group work and oral test are assessment techniques which enhance effective teaching of English Language	62 15.2%	34 8.3%	313 76.5%
19	Linguistic inputs package is not an instructional strategy	108 26.4%	98 24.0%	203 49.6%
20	Pedagogical content knowledge is a mode of graphic organiser which is strategic for activating learners' prior knowledge, the sequencing of concepts into distinct stratification and integrative reconciliation	101 24.7%	33 8.1%	275 67.2%

Table 4.1a shows level of knowledge of educational research among English Language teachers. For instance, it depicted that 80.2% of the respondents were informed about "Three models of expository advanced organisers instructional strategies"; 75.8% on "Free voluntary reading strategy" 70.4% on "Implicit instructional strategy"; and 74.3% on "Concept mapping instructional strategies". Similarly, the table revealed that 86.8%   were familiar with the information on "Corrective feedback strategy"; 84.4% on "Learners' needs"; and 81.4% on "Learning styles" respectively.   Inversely, the table revealed 6.4% of the respondents were acquainted with educational research on direct metalinguistic (6.4%) and indirect metalinguistc (7.6%) instructional strategies respectively.

Inference to be drawn from table 4.1a is that English Language teachers had a good knowledge of educational research.

Table 4.1b   Test of Norm showing the level of knowledge of educational research among teachers of English Language

Interval	Mean	Level of knowledge	Frequency	Percentage	Norm Score
0-20	**13.16**	Low	25	6.1	**31.8484**
21-40	**33.07**	High	384	93.9	

Table4.1b shows the percentage level of knowledge of educational research among English Language teachers.6.1% (n=25) had low level of knowledge of educational research and 93.9% (n=384) had high level of knowledge of educational research. Therefore, respondents' knowledge of educational research could be reported to be high.

The 20 items in the scale that was used to measure teachers' knowledge of educational research were multiplied with the two measures resulting in a total score of 40. The division of 40 by 2 (High and Low) equals 20. Thus, 0-20 indicates low level of educational research knowledge, and the scale within 21-40 signifieshigh level of knowledge. The mean score 33.07which falls between the scales of "21-40" shows that the respondents' knowledge of educational research was high.

Research question two: The extent towhich teachers of English Language have access to educational research.

Table 4.2a: Teachers' access to English Language teaching educational research

S/N	Teachers' access to educational research	SD	D	A	SA	$\bar{x}$	S.D
1	I do not surf the internet for ELT educational research	44 10.8%	95 23.2%	155 37.9%	115 28.1%	2.83	0.96
2	English Language teaching research journals are not easy to come by in my locality	33 8.1%	95 23.2%	215 52.6%	66 16.1%	2.77	0.81
3	Inadequate knowledge of ICT prevents me from surfing the internet for current and innovative information on ELT"	28 6.8%	120 29.3%	203 49.6%	58 14.2%	2.71	0.79
4	I hardly attend seminars and conferences on English Language teaching	37 9.0%	112 27.4%	201 49.1%	59 14.4%	2.69	0.83
5	My inability to visit university libraries prevents me from reading English Language teaching educational research	33 8.1%	130 31.8%	184 45.0%	62 15.2%	2.67	0.83
6	My school does not have ELT research journal	52 127%	111 27.1%	178 43.5%	68 16.6%	2.64	0.91
7	My school does not have up to date journals on English Language teaching	54 13.2%	110 26.9%	174 42.5%	71 17.4%	2.64	0.92
8	I seek tested professional on English Language teaching from lecturers in higher institutions	37 9.0%	142 34.7%	165 40.3%	65 15.9%	2.63	0.86
9	I consult electronic copies of English Language journals	49 12.0%	105 25.7%	206 50.4%	49 12.0%	2.62	0.85
10	I have physical possession of current academic English Language teaching journals	37 9.0%	153 37.4%	175 42.8%	44 10.8%	2.55	0.80
11	I attend related inaugural lectures on English Language teaching	49 12.0%	140 34.2%	168 41.1%	52 12.7%	2.55	0.86
12	I associate with groups of scholars to get up to date English teaching educational research	60 14.7%	116 28.4%	185 45.2%	48 11.7%	2.54	0.88
13	I attend annual conferences and seminars on English Language teaching	58 14.2%	136 33.3%	155 37.9%	60 14.7%	2.53	0.91

S/N	Teachers' access to Educational research	SD	D	A	SA	$\bar{x}$	S.D
14	My school does not have internet facilities	73 17.8%	132 32.3%	139 34.0%	65 15.9%	2.48	0.96
15	I often consult university libraries for current ELT Educational research	55 13.4%	152 37.2%	160 39.1%	42 10.3%	2.46	0.85
16	I often read scholarly ELT academic journals	68 16.6%	142 34.7%	143 35.0%	56 13.7%	2.46	0.93
17	I buy scholarly English Language teaching (ELT) research journals	76 18.6%	140 34.2%	142 34.7%	51 12.5%	2.41	0.93
18	I visit libraries for current theses on English Language teaching	58 14.2%	177 43.3%	133 32.5%	41 10.0%	2.38	0.85
19	I do not understand the language of English Language teaching educational research	77 18.8%	178 43.5%	112 27.4%	42 10.3%	2.29	0.89
20	I do surf the internet to update my knowledge of English Language instructional strategies	89 21.8%	186 45.5%	108 26.4%	26 6.4%	2.17	0.84
	Weighted mean = 2.55						

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 4.2a showsEnglish Language teachers' access to research findings. It showed that "I do not surf the internet for ELT research findings" ($\bar{x} = 2.83$) ranked highest by the mean score rating and was followed in succession by "English Language teaching research journals are not easy to come by in my locality" ($\bar{x} = 2.77$), "Inadequate knowledge of ICT prevents me from surfing the internet for current and innovative information on ELT" ($\bar{x} = 2.71$), "I hardly attend seminars and conferences on English Language teaching" ($\bar{x} = 2.69$), "My inability to visit university libraries prevents me from reading English Language teaching research findings" ($\bar{x} = 2.67$), "My school does not have ELT research journal" ($\bar{x} = 2.64$), "My school does not have up to date journals on English Language teaching" ($\bar{x} = 2.64$), "I seek tested professional on English Language teaching from lecturers in higher institutions" ($\bar{x} = 2.63$), "I consult electronic copies of English Language journals" ($\bar{x} = 2.62$), "I have physical possession of current academic English Language teaching journals" ($\bar{x} = 2.55$), "I attend related inaugural lectures on English Language teaching" ($\bar{x} = 2.55$), "I associate with groups of scholars to get up to date English Language teaching research findings" ($\bar{x} = 2.54$), "I attend annual conferences and seminars on English Language teaching" ($\bar{x} = 2.53$), "My school does not have internet facilities" ($\bar{x} = 2.48$), "I often consult university libraries for current ELT research findings" ($\bar{x} = 2.46$), "I often read scholarly ELT academic journals" ($\bar{x} = 2.46$), "I buy scholarly English Language teaching (ELT) research journal" ($\bar{x} = 2.41$), "I visit libraries current theses on English Language teaching" ($\bar{x} = 2.38$), "I do not understand the language of English Language teaching research findings" ($\bar{x} = 2.29$) and lastly "I do surf the internet to update my knowledge of English Language instructional strategies" ($\bar{x} = 2.17$) respectively.

From the foregoing, many of the teachers neither possessed nor read educational research on English Language teaching. Some could not browse through the internet for educational research because of their limited access to internet facilities. In all, majority of the teachers were not conversant with current research findings on English Language teaching due to their inability to physically and mentally possess educational research. Thus they found it difficult to update their knowledge of English Language instructional strategies. Summarily, it could be

translated that these teachers of English Language did not have access to educational research.

Table 4.2b   **Test of Norm showing the extent of access to educational research by teachers of English Language**

Interval	Mean	Extent of access	Frequency	Percentage	Norm Score
1-40	**52.23**	Low	270	56.8	**51.0367**
41-80	**34.75**	Large	139	43.2	

Table 4.2b presents the percentage extent of access of educational research by teachers of English Language 56.8% (n=270) had low extent of access to educational research and 43.2% (n=139) had high extent of access of educational research. Therefore, it could be deduced that they had access to educational research to a low extent.

All the 20 items in the scale which measured teachers' access to educational research were multiplied with the four measures which resulted in atotal score of 80. The division of 80 by 2 (High and Low) equals 40. Thus, 1-40represents low extent of access to educational research, and the scale within 41-80 signifieshigh extentof access to educational research. The mean score 52.23whichfalls between the scales of "1-40" shows that the extent to which the respondent had access to educational research was low.

Research question three: The level of utilisation of educational research among English Language teacher.

Table 4.3a: **Teachers' utilisation of English Language teaching educational research**

S/N	Teachers' utilisation of English Language	Never	Rarely	Sometimes	Always	$\bar{x}$	S.D.
1	I encourage active participation of learners in English Language class	20 4.9%	47 11.5%	116 28.4%	226 55.3%	3.34	0.87
2	I do plan my lessons based on modern effective instructional strategies	31 7.6%	45 11.0%	134 32.8%	199 48.7%	3.22	0.92
3	I adopt modern effective instructional strategies in teaching the different aspects of English Language	28 6.8%	49 12.0%	158 38.6%	174 42.5%	3.17	0.89
4	I integrate students' learning styles with appropriate teaching strategies	32 7.8%	45 11.0%	161 39.4%	171 41.8%	3.15	0.91
5	I adopt current studies on instructional strategies for teaching English writing	22 5.4%	60 14.7%	174 42.5%	153 37.4%	3.12	0.85
6	I understand that a strategy cannot be used for teaching all the aspects of English Language	38 9.3%	56 13.7%	154 37.7%	161 39.4%	3.07	0.95
7	I align my teaching with the guidelines and teaching strategies stated in ELT research journals	24 5.9%	60 14.7%	191 46.7%	134 32.8%	3.06	0.84
8	I consult ELT educational research to improve my students' interest in learning English Language	27 6.6%	59 14.4%	197 48.2%	126 30.8%	3.03	0.85
9	I adopt the knowledge acquired from current ELT educational research to develop reading skills in my students	31 7.6%	61 14.9%	182 44.5%	135 33.0%	3.03	0.89
10	My instructional delivery is informed by my acquisition of ELT educational research	22 5.4%	47 11.5%	241 58.9%	99 24.2%	3.02	0.76
11	I study ELT research journals to understand the different learning styles in my students	33 8.1%	68 16.6%	168 41.1%	140 34.2%	3.01	0.91

S/N	Teachers' utilisation of English Language teaching educational research	Never	Rarely	Sometimes	Always	$\bar{x}$	S.D.
12	I study ELT educational research to develop my students' positive attitude to English Language	38 9.3%	60 14.7%	172 42.1%	139 34.0%	3.01	0.93
13	I seek tested professional knowledge in ELT educational research for better evaluation techniques in day-to-day teaching of English Language	31 7.6%	59 14.4%	208 50.9%	111 27.1%	2.98	0.85
14	I conduct my English lessons based on modern questioning techniques stated in ELT research journals	33 8.1%	71 17.4%	194 47.4%	111 27.1%	2.94	0.87
15	I interact with ELT seminar papers to increase the level of classroom interaction (that is teacher-student, student-student and student-material interaction)	38 9.3%	65 15.9%	191 46.7%	115 28.1%	2.94	0.90
16	I write my lesson notes based on practical steps stated in ELT journals	33 8.1%	72 17.6%	197 48.2%	107 26.2%	2.92	0.87
17	My teaching styles are informed by current ELT educational research	39 9.5%	72 17.6%	196 47.9%	102 24.9%	2.88	0.89
18	I consult ELT research journals to improve my content knowledge of the different aspects of English Language	44 10.8%	78 19.1%	184 45.0%	103 25.2%	2.85	0.92
19	I attend conferences on ELT to become knowledgeable about current theories on instructional strategies	44 10.8%	94 23.0%	167 40.8%	104 25.4%	2.81	0.94
20	I attend seminars on ELT to acquire skills on motivating and reinforcing my students in learning English Language	45 11.0%	91 22.2%	186 45.5%	87 21.3%	2.77	0.91
	Weighted mean = 3.02						

Table 4.3a shows the utilisation of research findings among teachers of English Language. It showed that statement 5, 7- 20 had higher percentage under "SOMETIMES" than "ALWAYS". For instance, the table showed that the respondents indicated " Sometimes" for the following statements; "I adopt current studies on instructional strategies for English writing" 42.5% ($\bar{x} = 3.12$), "I align my teaching with the guidelines and teaching strategies stated in ELT research journals" 46.7% ($\bar{x} = 3.06$), "I consult ELT educational research to improve my student interest in learning English Language." 48.2% ($\bar{x} = 3.03$), "I adopt the knowledge acquired "I current ELT educational research to English reading skills in my students" 44.5% ($\bar{x} = 3.03$), "My instructional delivery is informed by my acquisition of ELT educational research" 58.9% ($\bar{x} = 3.02$), ($\bar{x} = 3.07$), "I study ELT research journals to understand the different learning styles in my students" 41.1%), "I study ELT research findings to develop my students' positive attitude to English Language" 42.1% ($\bar{x} = 3.01$), "I seek tested professional knowledge in ELT educational research for better evaluation techniques in day-to-day teaching of English Language" 50.9% ($\bar{x} = 2.98$), "I conduct my English lessons based on modern questioning techniques stated in ELT journals" ($\bar{x} = 2.94$), "I interact with ELT seminar papers to increase the level of classroom interaction (that is, teacher-student, student-student and student-material interaction)" 46.7% ($\bar{x} = 2.94$), "I write my lesson notes based on practical steps stated in ELT journals" 48.2% ($\bar{x} = 2.92$), "My teaching styles are informed by current ELT research findings" 47.9 ($\bar{x} = 2.88$), "I consult ELT research journals to improve my content knowledge of the different aspects of English Language" 45.0% ($\bar{x} = 2.85$), "I attend conferences on ELT to become knowledgeable about current theories on instructional strategies" 40.8% ($\bar{x} = 2.81$) and lastly "I attend seminars on ELT to acquire skills on motivating and reinforcing my students in learning English Language" 45.5% ($\bar{x} = 2.77$) respectively.

Based on the aforementioned, thedata showed the responses for "SOMETIMES" (Statements 5,7-20) higher than "ALWAYS" (statements1-4 and 6) when the statements introduced utilisation of ELT educational research. As such, it depicted that the respondents were not consistent in the use of ELT educational research to improve their lesson delivery.

Table 4.3b   Test of Norm showing the level of utilisation of educational research among English Language teacher

Interval	Mean	Level of utilisation	Frequency	Percentage	Norm Score
1-40	**61.92**	Low	265	54.6	**60.3227**
41-80	**27.58**	High	144	45.4	

Table 4.3b reveals the percentage level of utilisation of educational research among teachers of English Language. 54.6 % (n=265) had low level of utilisation of educational research and 45.4% (n= 144) had high level of utilisation of educational research. It showed that the level of utilisation of educational research by teachers of English Language was low.

The 20 items in the scale which measured teachers' utilisation of educational research were multiplied with the four measures which resulted in a totalscore of 80. The division of 80 by 2 (High and Low) equals 40. Thus, 1-40 indicates low utilisation educational research, and the scale within 41-80 signifies high utilisation of educational research. The mean score 61.92which falls between the scales of "1-40" shows that the extent to which the respondentsutilised educational research was low.

Research question four (a): The relationship between independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) and knowledge of ELT educational research.

Table 4.4a: **Correlation Matrices showing the relationships between Attitude, motivation, job satisfaction, career development interest, perception of professional development obstacles and knowledge of ELT educational research**

	1	2	3	4	5	6	Mean ($\bar{x}$)	S.D
1	1						31.85	7.25
2	.078 (.113)	1					52.88	6.59
3	.129* (.009)	.470* (.000)	1				65.94	11.02
4	-.083 (.094)	.393* (.000)	.380* (.000)	1			51.52	8.22
5	.150* (.002)	.275* (.000)	.404* (.000)	.295* (.000)	1		68.76	10.84
6	.063 (.201)	.374* (.000)	.327* (.000)	.355* (.000)	.436* (.000)	1	41.10	7.93

*Sig at 0.05 level.

1 = Knowledge of ELT educational research, 2 = Attitude, 3 = Motivation, 4 = Career development interest, 5 = Job satisfaction, 6 = Perception of professional development obstacles

Table 4.4a shows that there were positive significant relationships between knowledge of ELT educational research and motivation (r = .129, p (.009) <.05) and job satisfaction (r = .150, p (.002) <.05) but had no significant relationship with attitude (r = .078, p (.113) >.05), career development interest(r = -.083, p(.094) >.05) and perception of professional development obstacles (r = .063, p(.201) >.05) respectively

Hence, it could be deduced that as knowledge of ELT educational research improves, motivation for using educational research and Job satisfaction will improve as seen in the study. That is knowledge of ELT educational research influenced motivation and job satisfaction positively in the study but did not influence attitude to educational research, career development interest, and perception to professional development obstacles.

Research question four (b): The relationship that independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) and access to ELT educational research.

Table 4.4b: Correlation Matrices showing the relationships between attitude, motivation, job satisfaction, career development interest, perception of professional development obstacles and Access to ELT educational research

	1	2	3	4	5	6	Mean ($\bar{x}$)	S.D
1	1						51.04	7.88
2	.279* (.000)	1					52.88	6.59
3	.181* (.000)	.470* (.000)	1				65.94	11.02
4	.140* (.005)	.393* (.000)	.380* (.000)	1			51.52	8.22
5	.130* (.008)	.275* (.000)	.404* (.000)	.295* (.000)	1		68.76	10.84
6	.171* (.001)	.374* (.000)	.327* (.000)	.355* (.000)	.436* (.000)	1	41.10	7.93

*Sig at .05 level.

1 = Access to ELT educational research, 2 = Attitude, 3 = Motivation, 4 = Career development interest, 5 = Job satisfaction, 6 = Perception of professional development obstacles

Table 4.4b shows that there were positive significant relationships between access to ELT educational research and attitude (r = .279, p(.000) <.05), motivation (r = .181, p(.000) <.05), career development interest (r = .140, p(.005) <.05), job satisfaction (r = .130, p(.008) <.05) and perception of professional development obstacles (r = .171, p(.001) <.05).

Hence, it could be deduced that as access to ELT educational research improves, attitude to educational research, motivation for using educational research, job satisfaction, career development interest, and perception of professional development obstacles also improved in the study.

Research question four (c): The relationship between independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) and utilisation of ELT educational research.

Table 4.4c: **Correlation Matrices showing the relationships between attitude, motivation, job satisfaction, career development interest, perception of professional development obstacles and utilisation of ELT educational research**

	1	2	3	4	5	6	Mean ($\bar{x}$)	S.D
1	1						60.32	11.43
2	.084 (.089)	1					52.88	6.59
3	.230* (.000)	.470* (.000)	1				65.94	11.02
4	-.008 (.876)	.393* (.000)	.380* (.000)	1			51.52	8.22
5	.116 (.019)	.275* (.000)	.404* (.000)	.295* (.000)	1		68.76	10.84
6	.044 (.379)	.374* (.000)	.327* (.000)	.355* (.000)	.436* (.000)	1	41.10	7.93

*Sig at .05 level.

1 = Utilisation of ELT educational research 2 = Attitude, 3 = Motivation, 4 = Career development interest, 5 = Job satisfaction, 6 = Perception of professional development obstacles

Table 4.4c shows that there were positive significant relationships between utilisation of ELT educational research and motivation (r = .230, p(.000) <.05)but had no significant relationship with attitude (r = .084, p(.089) >.05), career development interest (r = -.008, p(.876) >.05),Job satisfaction (r =.116, p(.019) >.05) and perception of professional development obstacles(r = .044, p(.379) >.05).

Thus, it could be deduced that as utilisation of ELT educational research improves, motivation for using educational research improves in the study that is, utilisation of ELT educational research influenced motivation for using educational research positively in the study but did not influence attitude to educational research, job satisfaction, career development interest, and perception to professional development obstacles.

Research question five (a) The composite contribution of independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to knowledge of ELT educational research.

Table 4.5a: **Summary of Regression analysis showing the composite contribution attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to knowledge of ELT educational research**

R	R Square			Adjusted R Square	Std. Error of the Estimate
239	.057			.046	7.0829
A N O V A					
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1226.909	5	245.382	4.891	.000	Sig.
Residual	20217.692	403	50.168			
Total	21444.601	408				

Table 4.5a shows that the composite contribution of the five independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to knowledge of ELT educational research is significant ($F_4;404=4.891$; $p<.05$). The table also depicted a coefficient of multiple correlation R = .239 and a multiple R^2 of .057. This means that 5.7% of the variance was accounted for by five predictor variables when taken together. This means that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question five (b): The composite contribution of independent variables (attitude, Motivation, Job satisfaction, Career development interest and Perception of professional development obstacles) to access to ELT educational research.

Table 4.5b: **Summary of regression analysis showing the composite contribution attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to access to ELT educational research**

R	R Square			Adjusted R Square	Std. Error of the Estimate
.293	.086			.074	7.5842
A N O V A					
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	2170.064	5	434.013	7.545	.000	Sig.
Residual	23180.386	403	57.520			
Total	25350.450	408				

Table 4.5b shows that the composite contribution of the five independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to access to ELT educational research is significant ($F_4;404=7.545;p<.05$). The table also portrayed a coefficient of multiple correlation R = .293 and a multiple R^2 of .086.

Invariably, when variables were taken together, 8.6% of the variance was accounted by the five predictor variables. It implied that the joint contribution of the independent variables to the dependent variables was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question five (c) The composite contribution of independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to utilisation of ELT educational research.

Table 4.5c: Summary of regression analysis showing the composite contribution attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to utilisationof ELT educational research

R	R Square		Adjusted R Square	Std. Error of the Estimate
.256	.066		.054	11.1132
A N O V A				
Model	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**	**Remark**
Regression	3497.414	5	699.483	5.664	.000	Sig.
Residual	49771.984	403	123.504			
Total	53269.399	408				

Table 4.5c shows that the composite contribution of the five independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to utilisation of ELT educational research is significant ($F_{(4; 404)}=5.664$; $p<.05$). The table also exhibited a coefficient of multiple correlation R = .256 and a multiple R^2 of .066. This revealed that 6.6% of the variance was accounted for by five predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also showed that the analysis of variance for the regression yielded F-ratio of 5.664 (significant at 0.05 level). This signified that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question six (a): The relative contribution of the independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to knowledge of ELT educational research.

Table 4.6a: Summary of regression analysis showing the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to knowledge of ELT educational research

Model	Unstandardised Coefficient		Standardised Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	25.460	3.344		7.613	.000
Attitude to educational research	6.403E-02	.064	.058	1.002	.317
Motivation for using research finding	7.561E-02	.039	.115	1.949	.052
Job satisfaction	-.172	.049	-.195	3.508	.001
Career development interest	9.334E-02	.038	.140	2.462	.014
Perception of professional development obstacles	1.125E-02	.052	.012	.215	.830

Table 4.6a reveals the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to knowledge of ELT educational research, expressed as beta weights, viz: attitude (β = .058), motivation (β = .115), job satisfaction (β = -.195), career development interest (β = .140) and perception of professional development obstacles (β = .012). So it could be deduced that the independent variables made individual contribution to teachers' knowledge of ELT educational research.

Research question six (b): The relative contribution of the independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to access to ELT educational research.

Table 4.6 b: Summary of regression analysis showing the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to access to ELT educational research

Model	Unstandardised Coefficient		Standardised Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	30.715	3.581		8.577	.000
Attitude to educational research	.273	.068	.228	3.993	.000
Motivation for using research finding	3.069E-02	.042	.043	.738	.461
Job satisfaction	5.697E-03	.053	.006	.108	.914
Career development interest	1.594E-02	.041	022	.393	.695
Perception of professional development obstacles	5.977E-02	.056	.060 .	1.067	.287

Table 4.6b reveals the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to access to ELT educational research, expressed as beta weights, viz: attitude(β = .228), motivation(β = .043), job satisfaction(β = .006), career development interest(β = .022) and perception of professional development obstacles(β = .060). Hence, it could be deduced that the independent variables made individual contribution to teachers' access to ELT educational research.

Research question six (c): The relative contribution of the independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) to utilisation of ELT educational research.

Table 4.6c: Summary of regression analysis showing the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to utilisation of ELT educational research

Model	Unstandardised Coefficient		Standardised Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	48.155	5.247		9.177	.000
Attitude to educational research	3.087E-03	.100	.002	.031	.975
Motivation for using research finding	.268	.061	.258	4.395	.000
Job satisfaction	-.158	.077	-.114	2.057	.040
Career development interest	5.830E-02	.059	.055	.980	.328
Perception of professional development obstacles	-3.639E-02	.082	-.025	-.443	.658

Table 4.6c reveals the relative contribution of attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles to utilisation of ELT educational research, expressed as beta weights, viz: attitude (β = .002), motivation(β = .258), job satisfaction(β = -.114), career development interest(β = .055) and perception of professional development obstacles(β = -.025). Hence, it could be deduced that the independent variables made individual contribution to teachers' utilisation of ELT educational research.

Research question seven (a): The independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) that predicted knowledge of ELT educational research most.

Base on the analysis of table 4.6a, it was revealed that the extent to which the independent variables predicted teachers' knowledge of ELT educational research are arranged as follow:

Career development interest	.140
Motivation	.114
Job satisfaction	-.195

This result identified career development interest as the most potent variable that predicted knowledge of ELT educational research in the study followed bymotivation. But teachers' job satisfaction was not a positive significant predictor of teachers' knowledge of educational research in this study.

Research question seven (b): Which of the independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) predicted access to ELT educational research most?

From table 4.6b it could be deduced that the extent to which the independent variables predicted teachers' access to ELT educational research are listed below:

Attitude	.228
Perception of professional development obstacles	.060
Motivation	.043
Career development interest	.022
Job satisfaction	.006

Hence, only teachers' attitude to interacting with educational research predicted access to ELT educational research in the study.

Research question seven (c): The independent variables (attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles) that could predict utilisation of ELT educational research most.

From Table 4.6c, the extent to which the independent variables predicted teachers' utilisation of ELT educational researches are in the following order

Motivation	.258
Career development interest	.055
Attitude	.002
Job satisfaction	-.114
Perception of professional development obstacles	-.025

The report of this study identified motivation for using research finding as the most potent variable that predicted utilisation of ELT educational research.

Qualitative data

For the interview, three (3) teachers of English Language were selected from each of the four educational blocs; Remo, Ijebu, Yewa and Egba.

4.1.2   Thematic Analysis of the Oral Interview

To substantiate the findings of the questionnaire which evaluated the level of knowledge of educational research among teachers of English Language, the extent to which they have access to, and utilisation of educational research, teachers of English Language in Ogun State were interviewed under the following themes:

Teachers Participation in In-service Training: Teachers were interviewed on how they participate in in-service training such as seminars, workshops, conferences and academic discussions. A large percentage of those interviewed mentioned that they: attend *seminars on ELT*, *workshops, participate in online ELT group discussion and WAEC –coordination.* There were some of the teachers who said *that they have never been privileged to attend seminars on ELT because such seminars are usually attended by senior teachers, especially heads of language departments.* Others said that *they have never attended seminars in the past ten years of their teaching experience because their schools are located in the rural area*. Basically, many of the interviewed teachers stated that they got to know about educational research through their *online group chats, relationships with colleagues in the higher institutions* and

mostly through *the internet*. There is no doubt that technology has enabled teachers to increase their knowledge of educational research. This is because many of the interviewees did not only associate their knowledge of ELT research findings to seminars or workshops but also to the internet. It can also be said that teachers who are conversant with technology, privileged to attend seminars and participate in group would have been informed about current developments in ELT which could have increased their knowledge of educational research compared to teachers who hardly participate in in-service training.

Although some of theEnglish Languageteachers interviewed acknowledged that the seminars they attended and the internet exposed them to some teaching styles which had greatly enhanced their teaching skills, other said that they hardly attend seminars. This was pointed out in their responses when questioned about their involvement in professional development programmes:

*I was surfing the internet about three months ago when I stumbled on how to teach essay writing and concord. I learnt that concord, especially, grammar cannot be taught in abstract. Now, I teach my students grammar through the lens of writing and this has helped to improve my teaching.***(Teacher A)**

I attended a seminar about seven months ago which focused on teachers' attitude and teaching styles. This seminar has greatly enhanced my teaching skill. I actively engaged my students in the teaching/learning process. **(Teacher B)**

I attended a seminar about two years ago which focused on teaching styles. This seminar made me realised that some of my methods have been making it difficult for my students to assimilate what they are being taught. The seminar has made me more approachable. Now,my students interact freely with me in the classroom. They also feel free to ask questions on whatever area that isn't clear to them. Also, I engage them in class exercises and discussions. **(Teacher C)**

"In the last seven years of my teaching experience, I haven't attended any seminar because the government has not organised any". **(Teacher D)**

I have not attended seminars in the last five years. Firstly, the government is no longer organising seminars or partnering with other organisations to organise seminars for teachers in my zone. Secondly, my school authority does not permit me to attend in-service trainings which are not approved by the state government. Thirdly, I do not have the luxury of time to partake in professional development programmes because I'm the only teacher of English Language in my school. **(Teacher E)**

It could also be deduced from the responses that factors such as finance, school location and school leadership are factors which could determine the extent to which teachers could become informed about the new developments in ELT.

In addition, the interviewed teachers claimed that they attended seminars, workshops, WAEC coordination and marking as well as participated in academic group chats to keep abreast of the development in the field of English Language teaching. These are some of their responses:

I do attend seminars and workshops. Usually there are some organisations that carry out trainings for teachers and whenever I'm asked to go for such trainings, I go. I think I have attended some on oral English, teaching of reading comprehension. There were also trainings on the different areas of English Language where we were taught what WAEC is usually on the lookout for. (**Teacher F**)

"I'll say through internet, group chats and seminars".(**Teacher G**)
Personally I do engage in discussions with colleagues. I also attend seminars organised in my zone. **(Teacher H)**

Specific teaching strategies teachers have come across in the last five years:
Teachers were interviewed on the teaching strategies they have come across in the last five years. Majority of the interviewed teachers enunciated that their participation in online group discussion, association with members of Microsoft Educator Community, internet browsing and seminars have exposed them to some instructional strategies. For example, majority of the interviewed teachers disclosed that they learnt about *audio-lingual instructional strategy, dialogic strategy, bilingual instructional strategy, feedback strategy and questioning technique* by participating in *conferences and seminars organised by Association of Teachers of English Language, online seminars organised by Microsoft Educator Community for registered members, interaction with ELT journals* and *association with lecturers from higher institutions who sometimes invite them for inaugural lectures*. On the other hand, some interviewees mentioned that they were not conversant with these instructional strategies because; (i) *they have not been privileged to attend seminars on ELT except seminars that deal with general topics such as; time management, attendance register and classroom management* and (ii) *their schools are located in rural areas.*

The aforementioned reports of the interviewed teachers pointed vividly to the fact that the respondents were conversant with modern instructional strategies which are of course efficacious in improving classroom practices. But did the respondents make use of these teaching strategies to enhance their classroom practices? In answering that there is need to examine the responses of the interviewees on how the listed instructional strategies have transformed their classroom practices.

These are some of the extracts from the in-depth interview which showed this viewpoint.

I find some words, record the correct pronunciation and play it for them to see, listen and pronounce the words properly from the video playback. Sometimes, I play games with them in teaching grammar. For reading comprehension, I ask some of them to read a passage. Sometimes, I read the passage first, and then ask them to read out aloud and make corrections where necessary. To be honest with you, I no longer engage in these activities due to poor electricity, inadequate facilities for the game techniques. **(Teacher I)**

I download speech videos to teach spoken English. This is done to enable the students visualize the sounds, the different shapes of the lips, and the height of the tongue. It also helps them to pronounce the sounds correctly. I don't use this strategy in class because of lack of projector. **(Teacher J)**

"I discuss the essay topic with the class. Then divide the class into groups for easy assessment. This enables me to correct each student individually. This method is very tiring because I am the only English teacher in my school." **(Teacher K)**

I do engage the students in interactive session during reading comprehension lessons. I call on students to read a given passage. Then I lead the students to briefly discus the passage in relation to practical life events. After which, I divide the class into small groups for group discussion. This exercise is always time consuming but it has been rewarding. **(Teacher A)**

"I sometimes use questioning technique to teach structure and writing. I call students to answer questions both orally and in written forms. **(Teacher C)**

I always engage my students in project work and encourage them to present given assignment on essays orally, in order to enhance their communicative skills". **(Teacher D)**

I have discovered from seminars, workshops and conferences which I have attended over the years that a single instructional strategy is not sufficient to teach all aspects of English Language. So I employ different instructional strategies in teaching the different topics in English. **(Teacher G)**

All I do is to ensure that my students are actively engaged in the teaching learning process. **(Teacher F)**

Despite the fact that the respondents were conversant with effective teaching strategies, their classroom practices were not transformed through these strategies because the respondents did not employ them in their classroom practices due to poor facilities and large class size. Furthermore, when asked to describe the activities which have transformed their classroom teaching within the last five years, many of them claimed that years of teaching experience have influenced their classroom

practices, some said that their classroom teaching have improved through their participation in WAEC/NECO coordination. However, very few accredited their teaching improvement to their knowledge of educational research. The following excerpts explained the respondents' views on the activities which have contributed to their teaching enhancement:

I ensure that my students actively engage in the teaching/learning process so that they will have better grasp of the lesson.**(Teachers G)**

I happen to be an English Language examiner. So some of the things which have helped me to improve my teaching of English Language have been acquired through participating in WAEC coordination. **(Teacher J)**

I read an ELT journal about two years ago which specified on strategies for teaching oral speech, particularly vowel/consonant sounds. I discovered from that journal that one can understand the sounds of English better when one understands the Yoruba sounds because some Yoruba sounds are pronounced the same way as the some English sounds. So whenever I teach English sounds especially those that are similar to English sounds, I take the students back to their mother tongue in order for them to understand this target language. **(Teacher C)**

The responses derived from the in-depth interview unfolded that manyteachers of English Language got to know about current and effective teaching strategies by attending seminars, workshop, inaugural lectures, WAEC coordination, and other online group such as Microsoft Educator Community. While factors such as; poor school leadership support system, school location, time and financial constraints might have hindered others from getting information on current instructional strategies. In all, the interviewed teachers have relatively a high level of knowledge of current ELT teaching strategies. This discovery corroborated the findings from the questionnaire on teachers' knowledge of educational research which depicted that teachers' of English knowledge of educational research was high.

Sources of Teaching Ideas: Teachers were interviewed on the sources of their teaching ideas. Many of the teachers claimed that their classroom practices have not been influenced by educational research. For instance, many confessed that their teaching ideas have solely been based on *textbooks, personal intuition and lengths of classroom practices*. While a few attested to; *consult ELT seminar papers*, *browse the internet for recent ELT academic journals*.

Physical and intellectual possession of ELT research reports: (a) Reading of English Language teaching educational research: A considerable number of the interviewees responded that they *occasionally read ELT educational research because they sometimes found the seminar papers boring, and found journals too complex to comprehend*. Most of the interlocutors maintained not reading research reports because they erroneously believed that these ELT journals were only meant for lecturers who conducted these studies. For instance, some confessed *that they are practicing teachers and do not need to read studies conducted by non-secondary school teachers.* While others said that they regularly read educational research documents. For example, they professed *to read seminar papers, ELT journals, online academic papers and electronic journals*. **(b)Physical possession of ELT research reports:** Majority of the interviewed teachers pointed out that they do not possess educational research because; *(i)these reports do not address classroom challenges*; (ii)*they are not available in school libraries;* and (iii) they *lack access to internet facilities*. Some teachers proudly claimed to read ELT Journals, seminar papers and also have the means of obtaining research evidences. Some complained about insufficient salary, time constraints, complexity and unavailability of research reports as factors which limit their access to research reports. Others, though few disclosed that they download and purchase ELT academic journals as well as keep seminar papers. For instance, some mentioned that they have access to online libraries, subscribe to online journals such as *African Research Review; Journals of Research and Method in Education and other open access journals*; and *buy WAEC chief examiners yearly reports on English Language.*The following excerpts justified this assertion:

"I consult different textbooks to improve my classroom teaching". **(Teacher A)**

"I read textbooks and teachers' guides. Also I browse the internet and sometimes attend seminars organised by the ministry.". **(Teacher B)**

"Usually I surf the internet. Also, I have a number of ELT educational researches in hard copies which I use as guides to form my lesson notes". **(Teacher C)**

*"I surf the internet to check for some topics on how best to teach them. Then I use different types of textbooks in order to know the methods to adopt in teaching some of these topics".***(Teacher D)**

Remarkably, many of the interlocutors acknowledged that they made use of printed and electronic materials on English Language not educational research to

know how best to teach the different aspects of this school subject. The respondents accredited their methods of teaching to English Language textbooks which in actual fact are not adequate to enhance effective classroom practices. Also, their primary aim of browsing the internet was not to access educational research on English Language teaching but to get more electronic textbooks and materials ondifferent English Language topics.

When asked how often they read educational research on English Language teaching, a few of them said that they do that regularly while others responded that they do that occasionally while many averred that they do not read studies conducted in this field. Below are some of the excerpts that show this stance:

"In time past, I used to read seminar papers given at seminars organised by Ogun State association of teachers of English Language in my zone". **(Teacher I)**

"I do not read journals. I am very conversant with differenttextbooks which I use to teach different aspects of theEnglish Language". **(Teacher J)**

*"I read WAEC Chief Examiner's reports on English Language and these yearly reports have been of immeasurable assistance to me in my course of teaching English comprehension, summary and essay writing"***(Teacher K)**

It is something I do on a weekly basis. Having studied English Language in school, I have a number of journals at home and I have access to many of them in on-line libraries as I have subscribed to some online libraries. So I go online to get them. I regularly read ELT academic journals. **(Teacher C)**

Occasionally, I read journals by college of education lecturers which are easily accessible to me. Whenever I stumble on others, I do read them. Once in a while, I attend seminars. Technology has advanced as it seems, so I go online and keep myself updated. **(Teacher D)**

In submission, the responses from the in-depth interview on the rate at which teachers of English possess and read educational research confirmed the findings from the questionnaire that participants of the study did not access educational research documents.

Reflecting educational research in classroom practice: Teachers were interviewed on their classroom activities. A few of the interviewed teachers said that their classroom practices have been transformed through the information they acquired while studying for higher degree programmes, seminar papers and online group discussions. For instance, some of the interviewed teachers noted that: (i) they *regularly download speech videos (to teach speech sounds);* (ii) E*mploy the use of*

dramatisation techniques (to teach grammar and reading comprehension); *(*iii) *questioning techniques (to teach summary and grammar);* (iv)*employ the use of magazines and newspapers (extract of articles from magazines (to teach reading compression).* The use of all these instructional strategies and classroom techniques cannot be disputed to be fundamental to producing quality teaching and learning outcomes if the respondents truly made use of them in their classroom practices as they claimed. Meanwhile, many of the interviewed teachers said that they organised their lessons based on their teaching experiences. For example, they mentioned that: (i)*they encourage students to silently read through reading passages from prescribed textbooks in the class.* (passages should be read out aloud in the class and not silently), (ii) *call a student to read a particular reading passage from the textbooks while others listen attentively* (what happens to those without the prescribed textbook), (iii) *write out unfamiliar words in the passage on the board for student and ask them to look up the meanings in the dictionary* (this teaching style is dominated by teacher, the use of dictionary only emphasises literary meanings of words and not their contextual meanings); (vi) *ask students to write essays, mark and return to them* (this teaching style neither allows for active participation of students in the teaching-learning process nor gives room for direct correction). It is obvious from the in-depth interview that teachers who based their teaching practices on personal intuition and experience contribute greatly to the quagmire of poor learning outcomes in English Language because they do not employ strategies that could make teaching and learning very innovative and effective.

Additionally, when asked how they have been able to change their classroom practices. Nearly all the respondents credited their teaching improvement to years of teaching experience, WAEC/ NECO coordination and marking of external examination. Basically, years of classroom practices and marking of external examinations without accessing and utilising information from educational research are not significantly sufficient to enhance effective teaching and learning of English Language. However, quite a few responded that online group chats, workshop, seminars and interaction with colleagues and higher institutions lecturers have helped them to navigate from conventional methods which are largely teacher-centred to employing instructional strategies which are student-centred.

A large number of the teachers declined organising their lessons based on information from educational research whereas very few of the interviewed teachers said that their lesson organisations have been transformed through the information they acquired from educational research especially by attending seminars, group chats, interacting with WAEC Chief Examiner's yearly reports, WAEC/NECO coordination and ELT academic papers. The following excerpts buttress these viewpoints:

A seminar which focused on methods of teaching essay writing, I attended three months ago revealed the necessity of encouraging students write out their opinions on any given essay topic on the board. For instance, a given essay topic should be discussed with the class to get the opinions of the students. After which students should be encouraged to stand before the class to state their opinions. I have adopted this technique and others listed in the seminar paper to actively engage my students in class activities. **(Teacher D)**

"I structure my lesson delivery on reading comprehension to include reading aloud and group discussions. These have enabled me to make my class a bit interactive". **(Teacher F)**

"I structure my lesson in such a way that will develop self confidence in my learners. I focus on written/oral composition as well as project work". **(Teacher G)**

The responses from the in-depth interview revealed that most of the interviewed teachers did not interact with ELT educational research as reflected in their lesson organisations. They maintained that the content of ELT research reports are too complex and impracticable. Those who were exposed to educational research argued that they did not use educational research in their classroom practices because of *time constrains*, *dilapidated structures*, *lack of electricity*, and above all *lack of motivation.* The interviewees agreed that the knowledge of educational research is essential to enhancing effective classroom practices but they did not reflect educational research in their classroom practices. In essence, the findings of the in-depth interview aligned with the discovery from the questionnaire on teachers' utilisation of educational research that teachers did not use of ELT educational research in their classroom practices.

Factors that predispose teachers to interact with ELT educational research: The respondents had different views on their disposition to the impact of educational research on effective classroom practices. First, a very small percentage of the interviewees were of the opinion that ELT educational research has a link with

classroom practices. This was seen in their responses when asked to recount the connection between ELT educational research and the actual classroom practice:

ELT educational research in a very good way help classroom teachings because the result of the researches impact on the way we deliver our lessons in class so researchers out there are coworkers of teachers. (Teacher A)

To an extent, yes. For instance, a study centred on the pedagogical activities in secondary schools would probably address both students and teachers' needs. (Teacher B)

Yes, there is a link between ELT research reports and classroom practices. Also, I believe that these reports are more relevant than some textbooks because textbooks which have been for the last 10 years would not be as recent as these journals. There would have been latest Educational research that would be of more help than textbooks. I think academic journal if they are accessible to teachers are relevant to classroom teaching. (Teacher C)

On the other hand, a large percentage of the interlocutors confessed they didnotconsult ELT educational research. This is because they believed that other materials such as textbooks, curriculum aside educational research can make one to keep abreast of the developments in English Language teaching. The respondents noted that they did not interact with educational research because: (i) *they are not convinced of the relevance of educational research to the actual classroom practices,* (ii) *educational research does not proffer specific solutions to classroom challenges but only gives over generalised information,* (iii) *secondary school teachers do not need to consult ELT research reports,* *(iv) educational research has no connection with classroom teaching. (v) educational research journals are not found on the shelves of secondary school libraries.* Most of the teachers in this category maintained that *theyattend WAEC/NECO marking and coordination of English Language examinations, as well as possess and read WAEC/ NECO Chief Examiners' yearly reports on English Language in an effort to stay connected with recent developments in ELT.*This set of teachers claimed that ELT research reports are not necessary in teaching English Language in secondary schools. The following excerpts aptly captured this assertion:

I do not think that teachers need to consult ELT educational research to teach English Language in the secondary school but if I'm convinced of the necessity of ELT educational research to my teaching skills, I will look out for them. I can easily get access to these ELT journals since I can access them on my phones, computers as well as get them in hard copies through some colleagues in the higher institutions. **(Teacher F)**

Well, maybe because we don't need to go to that length to teach English Language in secondary school. Maybe because I don't feel it will add anything to me to go looking for educational research. As it is, it's not a difficult thing to do because everybody is now with an android phone and I can google these findings at my beck and call. At this level, I felt it might not really add anything to my teaching experience. **(Teacher H)**

Most of these research reports are not practicable in the classroom. There is a saying that goes, it is better said than done. Most of the findings documented in journals are not working in classroom practice. **(Teacher J)**

In view of the interlocutors' opinion as reflected in the aforelisted excerpts, the respondents were not favourably disposed to educational research. They were not convinced of the relationship between educational research and the actual classroom practice. Hence, they did not see the need to interact with ELT educational research.

Although many of the interviewed teachers claimed that they enjoyed good work relationship with their colleagues, they were not satisfied with their salary and students performance. There poor salary and poor students performance are likely factors which prevented them from interacting with educational research. This was seen in their responses when asked to explain the kind of support that has enabled them to remain in the field of ELT and the impact it has on their classroom practices:

I have not received any form of support from the ministry but NUT provided teachers in my zone with laptops of which I'm a beneficiary. **(Teacher D)**

*I have been privileged to attend seminars organised by ANCOPPs and occasionally by teaching service commission in my zone.*My students' performance in English Language is not encouraging. **(Teacher E)**

I have not received any form of monetary support but I've benefited from the provision of android phone made available by ASSUS.This exercise by ASSU has really given me ample opportunities to explore different ELT journals right on my android phone. However my students seem difficult to teach. Sometimes, they frustrate my effort. **(Teacher F)**

"I've an excellent rapport with my colleagues both in my school and zone. I'm not pleased with my students' performance.The salary is not encouraging but it foots some bills". **(Teacher G)**

I'm an examiner with WAEC and NECO; this has given an edge over some of my colleagues who have not been involved in marking external examinations. I'm equally a certified teacher who can never be disregarded in the society. I enjoy good work relationship with my colleagues. **(Teacher K)**

The responses from the interview delineated that the interlocutors enjoyed good work relation with their colleagues. They also claimed to receive a kind of support from Nigerian Union of Teachers (NUT) and Academic Staff Union of Secondary Schools inform of provisions of laptops, android phones and iPads which could have made them consult relevant ELT educational research but they did not interact with educational research because they did not see the link between educational research and classroom practices. In another opinion, the respondents claimed that their students poor performance rather than make them seek educational research discourage them from interacting with it, because all their efforts to improve the academic performance of their students have not yielded significant result. Some of the interviewees also claimed that the classroom situation prevented them from interacting with ELT educational research. Most of the interviewees complained of overpopulated class which often makes it difficult for them to practicalise the knowledge they acquired from educational research in class. Hence, it could be said that teachers' refusal to see the relationship between educational research and classroom practices, students' poor academic performance and overpopulated classroom are factors which prevented teachers from interacting with ELT educational research for effective teaching.

However, when asked what could make them interact with ELT research, respondents noted that they would consult educational research materialsif they are provided with the means of getting them. In response to this, many of the interviewed teachers maintained that ELT academic journals should be made available in secondary schools, the same way as WAEC Chief Examiner's yearly reports on English Language. The following excerpts revealed these notions:

Well that is very vast but firstly, availability of ELT educational research. Also the students themselves, at times the kind of environment they come from may hinder the use of such materials. Then the school environment itself hinders using such materials. **(Teacher B)**

At times when I use ELT educational research and don't get the desired result, I get discouraged to continue interacting with ELT educational research. So if ELT educational research addresses my students' needs and provide guides on how best to teach my students, I'm absolutely sure that I'll go all out to look for these studies and implement them in my teaching. **(Teacher C)**

If I achieved the desired result, of course using educational research would be appealing. If ELT journals were made readily available and accessible, I wouldn't

have to stress myself to go and get those journals if we have them in our library. Of course I would be forced to make use of them. **(Teacher I)**

Maybe the school management can go ahead to buy journals and put them in the school library or retain it in the principal's office because most of the schools don't even have libraries. Encourage us to access it; I think that would be something that would make me use them. **(Teacher J)**

The responses from the interview revealed that the respondents could make use of educational research which addresses their classroom challenges. Similarly, the interviewees noted that they would interact with ELT educational research which have deals with students' needs and provide practical pedagogical procedures for effective classroom practices. As a matter of fact, many of the interviewees claimed that their consultation of educational research is dependent on its effectiveness in the class.

Most especially, the respondents confessed that their desire to remain fit and proficient in the field has been their source of motivation to improve their teaching skills but they did not consider consulting educational research as a way of enhancing their classroom practices. However, they consult WAEC/NECO Chief Examiners' yearly report because they believed that such reports address classroom practices, identified weaknesses exhibited by students and proffer possible solutions which could address classroom challenges. So rather than consult educational research to keep abreast of the development in ELT they consulted WAEC/NECO Chief Examiners' yearly reports, textbooks as well as maintain constant group discussions with their colleagues to remain conversant with the innovations in the field of English Language teaching. Meanwhile, the respondents have shown through their responses that they have not experienced the opportunity to witness the practical demonstration of educational research in the actual classroom practices. This discovery corroborated the report of the summary of regression analysis which showed motivation has the only variable that could predict utilisation of educational research. It explained that teachers could be motivated to utilise educational research once they are convinced of the relevance of ELT educational research to their classroom practices. This could also go a long way in enhancing effective teaching of English Language.

In conclusion, the fact that the respondents had knowledge of educational research did not make them interact with educational research because they did not possess, read and utilise it to improve their classroom practices. This means that the

respondents have not been motivated to consult educational research for effective teaching. They have not experience the effectiveness of educational research in the classroom by others. Hence they could not relate with the impact of educational research on their classroom practices.

4.2.   Discussion of Findings

4.2.1. Level of knowledge of educational research by teachers of English Language

The study reported that teachers of English Language had high level of knowledge of educational research. The discovery of this study might not be dissociated from the fact that many senior secondary teachers in Ogun State government owned schools are examiners with WAEC/NECO and are familiar with students' performances in external examinations. Thus, their experiences as examiners might have driven them to expand their horizons towards achieving effective teaching of English Language. Likewise, about 10.5 percent of the respondents of this study have qualifications beyond first degree. Similarly, many of them have access to the internet via their android phones and I-Pads. Some even relate with lecturers from colleges of education and universities. Others are members of associations of teachers of English Language, active members of Microsoft Educator Community as well as online English Language teaching groups. All these exercises would have in no small measures contributed to their knowledge of ELT educational research. This explained why the teachers reported in the study proved to be conversant with current teaching strategies such as expository advanced organisers, feedback strategy, concept mapping and the likes. For instance, excerpts from qualitative study revealed how the teachers acquired their knowledge of educational research. The interviewed teachers claimed that: 1. *the internet has helped them to keep abreast of the development in this field;* 2. *that being members of Microsoft Educator Community (MEC) has exposed them to a lot of innovative teaching styles in English Language;* 3*. they do engage in group discussions and seminars which make them conversant with the innovations in English Language teaching.* Respondents equally demonstrated their knowledge of educational research through some of their responses: 1. They understand that speech video clips and record players can be used to teach spoken English.2. *Reading passages can be recorded and play back to teach reading comprehension passages.* 3. They have come across feedback

strategy, concept mapping and dialogic strategy as strategies for teaching reading comprehension, summary and essay writing*; 4. They are informed on the use of charts, portable boards and projectors to teach different aspects of English Language; 5. They understand that students need to engage in project work, present given assignment orally, in order to enhance their communicative skills.*

The result is very indicative in that it has revealed that teachers in Ogun State have a significant level of knowledge of ELT educational research which they acquired through seminars, online group discussions and through browsing the internet. Therefore, they are conversant with new innovations in the field of English Language teaching which are very primal to enhancing effective classroom practices. The study confirmed the theory of diffusion of innovation (DI) (Rogers, 1995) and theory of planned behavior (TPB). DI states that an innovation is communicated from a knowledgeable individual to other individuals who share common goals but are yet to have the knowledge of the innovation. Thus, the respondents got to know about the necessity of educational research for enhancing their teaching skills through seminars, group discussions and the internet. More so, TPB emphasises that the behavioural intention of an individual would influence his/her actions in carrying out specific tasks. Relatedly, the report of the study showcased that the desire of teachers to remain fit in the field geared them to seek ways of increasing their knowledge of research information. It also supported the report of Nassaji (2012) which established that teachers of English in Canada and Turkey have knowledge of ELT educational research because they were technologically inclined, were exposed to seminars and were eager to be informed about the developments in English Language teaching.

On the other hand, this study contradicted the assertions of Williams and Coles (2007), Ogunleye (2014) and Sibadana et al (2015) who respectively found out that teachers lack knowledge of educational research. The contradiction in the case of Williams and Cole (2007) and Sibadana et al (2015) may be because the respondents in their studies did not belong to academic associations or groups that could expose them to educational research, did not participate in in-service trainings or lack adequate support from school management. The difference in Ogunleye's study (2014) may be expected, being that the study focused on pre-primary and primary school teachers in Oyo state, who probably were not opportune to undertake regular in-service trainings unlike the respondents of this recent study who are active

members of associations that feed them with information on recent innovations and developments in the field of ELT.

4.2.2. The extent of access to educational research by teachers of English Language

Apparently, findings revealed that many teachers of English Language, to a large extent did not have access to educational research. Plausible explanations that can be given for this result are three-fold. One, they did not have the physical and mental possession of educational research. Two, though many of these teachers have knowledge of educational research, they did not access research reports because they did not see the connection between these reports and their practical classroom teaching. Three, educational research findings are not found in their school libraries and are scarce to locate. Although these teachers of English Language have knowledge of research, they did not access research findings. These respondents did not have access to research primarily because they believed that educational research reports were meant for lecturers, researchers and that research findings did not provide practical solutions to their classroom challenges. Additionally, excerpts from the qualitative data showed the factors that debarred the respondents from having access to educational research include: 1. *the respondents complained about the unavailability of research reports intheir schools' libraries and poor exposure to accessing ELT academic journals. 2. educational research reports are not easily accessible to them. 3. they have not been consulting ELT research reports because they are not convinced that educational research documents are relevant to their teaching.4.they believed that they don't need to look for educational research to teach English Language in secondary school.* All these showed that many teachers of English Language in Ogun State do not access educational research because they are of the opinion that educational research has no relationship with enhancing their classroom practices.

This report buttressed the explanation of DI, which postulated that ideas can be transferred from the researcher to the teachers (the end users) through various means of research documentation, seminars, conferences and trainings. The theory also emphasised that the power of accepting a research report by the end users is connected to their disposition to the studies. In this study, it was reported that the respondents did not access educational research because they did not see the

connection between educational research and their teaching. As a matter of fact, they thought educational research was not meant for them as secondary school teachers. The finding agreed with the studies of Borg and Liu (2012) and Mehrani (2014) who in separate studies discovered that teachers of English in both China and Iran did not have access to educational research due to poor school management support system, poor working conditions and lack of interest in educational research. Similarly, in Nigerian research environment, the current result agreed with the reports of Ige etal (2016) and Kolawole (2016b) who in separate studies disclosed that teachers' poor exposure to research findings limit their access to educational research. Other factors include: the teachers' unfavourable disposition to educational research and poor school leadership support system.

In contradiction, the finding of this study negated the reports of Bello and Akinfesola (2015) who disclosed that Physics teachers in Nigeria had access to educational research. They enjoyed attending seminars, conferences, workshops and reading academic journals because they believed that educational research addressed their classroom challenges. The variance between the recent findings and the previous study could not be separated from the close knitted relationship between science researchers and secondary school science teachers via their associations — Science Teachers Associations of Nigeria and Mathematics Associations of Nigeria. These associations are responsible for organising seminars, practical workshops and providing educational research documents inform of teachers' guides, periodicals and other innovative materials for science teachers, especially Physics teachers in Nigerian secondary schools, which teachers of English Language in Nigeria at the moment are not privileged to enjoy.

4.2.3. The level of utilisation of educational research among teachers of English Language

The study evinced a low level of utilisation of educational research by teachers of English Language in Ogun State. This indicated that these respondents did not organise their lessons to align with current educational research, and reflect these educational research reports in their classroom practices. This report could be as a result of the teachers' belief that educational research does not provide practical solutions to their classroom challenges. The respondents were not convinced of the relevance of educational research to improve their teaching. Some of the excerpts from qualitative data clearly depicted respondents' reasons for not making use of

educational research in their classroom practices. Their responses suggest the following: 1. *They don't consult educational research so they don't use them. 2. Environmental factors prevent them from using educational research findings. 3. The impracticality of these research findings made it difficult to be used in classroom practices.*

The respondents disputed the fact that for them to achieve quality teaching, they need to reflect ELT research information in their lesson organisation and delivery. This report advanced the theory of DI which established that a teacher (an end user of an innovation) needs to believe in the effectiveness of a study before implementation. In this case, the respondents were informed about educational research but they were not convinced of the impacts of research information on achieving efficientEnglish Language classroom practices.Therefore, they refused to make use of educational research to polish their classroom practices. This finding corroborated Behrstock-Sherrat et al (2011) who recorded that teachers did not utilise educational research because of the belief that educational research did not reflect the actual classroom practices. Meanwhile, it contradicted the documentation of Zeuli (1994), Williams et al (2003) and Bello and Akinfesola (2015) who documented that teachers use educational research to improve their teaching skills. This disparity may be that the respondents in the studies conducted by Williams et al (ibid.) and Bello etal (ibid.) might have been privileged to observe how educational research works in the classroom for others, unlike, the respondents in the current study who perchance were not privileged to witness a first-hand practical implementation of educational research in classroom practices. The respondents were yet to hear the success story of classroom practitioners who have implemented educational research evidence in the classrooms.

4.2.4. Relationship between independent variables and dependent variables

The study showed there were positive significant relationships between two independent variables; motivation and job satisfaction and teachers' knowledge of educational research. This simply denotes that the higher the desire of the teachers to remain fit in their chosen field, the higher will be their quest for information on the developments in field of ELT as well as increased job satisfaction. As a matter of fact, the desire of the respondentsto keep abreast with the happenings in the field remained the catalyst for their knowledge of educational research. It was also discovered that

the joint efforts of ASUSS andNUT, Ogun State chapter, encouraged the teachers to become technologically inclined. The provisions of android phones, Ipads and laptopsgaveteachers the opportunity of participating in online academic group discussions which exposedthem to educational research. Likewise, the association of teachers of English Language organised seminars and trainings for Ogun State secondary school teachers of English Language which provided the respondents with ELT research information. Some of the respondents who had undertaken postgraduate courses in English Languagewere also exposed to educational research. All these contributed to their high level of knowledge of educational research. To further justify this assertion, many of the respondents responded that they: 1. *received support from NUT in form of provisions of laptops which have increased their technological skills; 2. benefited from the provision of android phones made available by ASSUS.* This exercise by ASSU has really given many teachers of English in Ogun State ample opportunities to explore recent research information on ELT right on their android phones; and 3. *participated in seminars organised by ANCOPPs and English Language teachers' association.*

In concurrence with DI theory which maintained that knowledge of educational research cannot occur without motivation, as well as TPB which proposed that teachers' knowledge of educational research is proportional to their behavioural intentions. In this study, the respondents' zeal to be conversant with the discoveries in ELT coupled with the encouragement from their unions and good work relationship with their colleagues facilitated their high level of educational research knowledge. Also, they are privileged to be provided with technological gadgets in form of phones and laptops which in a way contributed to enhance their knowledge of educational research. Concurrently, the finding corroborated the discovery of Ololube (2009) who claimed that promotion, job prestige and motivation would determine the rate at which teachers would become efficient. Meanwhile, it opposed the report of Ogochi (2014) who discovered that teachers' job satisfaction had no significant effect on teaching efficiency. The discrepancy could be that Ogochi (2014) did not compare the rate at which teachers' job satisfaction in terms of adequate social welfare, work relationship, job atmospheric condition and other emoluments would aid teachers to seek means of stimulating effective teaching. The previous work only concentrated on the impact of teachers' job satisfaction on the effectiveness of classroom practitioners while the present study assessed the extent to which teachers' job satisfaction could

aid their knowledge of educational research for effective teaching of English Language

The study reported that the five independent variables (attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles) had positive significant relationship with access to ELT educational research. That is, the five independent variables influenced the extent to which teachers had access to educational research. The result was traceable to the fact a significant proportion of the respondents did not access educational research as a result of the following: 1. Poor conception of educational research by the respondents.*The respondents believed that educational research was meant for lectures and not secondary school teachers. 2. Poor perception of the impact of educational research on classroom practices. They opined that they did not need to search for educational research before they can perform their classroom duties. 3. The fact that teachers can rely on other sources of information apart from educational research. They were of the opinion that reading and accessing educational research were not the only methods of enhancing their classroom practices.4. Scarcity of educational research in secondary school libraries. They claimed that educational research documents were not accessible to them*. Thus, rather than consult educational research, they rely heavily on textbooks, WAEC coordination, Chief Examiners' reports and their personal experience. All the aforelisted factors depicted that the respondents' unfavourable attitude to educational research limited the extent to which they have access to educational research.It equally affected their motivation for accessing educational research. They were not convinced that without accessing educational research, it could be difficult to achieve effective classroom practices. Also, some of the teachers claimed that they did not interface with educational research as a result of too much work load (most senior secondary schools in Ogun State have between one and two English teachers) and poor leadership support system. In addition, many of the respondents decried the irregular organisation of seminars and in-service training as factors which deny them access to ELT educational research. In this wise, the respondents' desires to remain on top of their teaching career were not feasible due to their perception of professional development obstacles which prevented them from having access to ELT educational research.

All things considered, the findings advanced the propositions of DI and TPB, these theories proposed that the extent to which a teacher of English Language would have access to ELT educational research is based on his/her attitude, level of motivation as well as perceived behavioural control, such as perception of professional development obstacles, career development interest and job satisfaction. This finding conformed to the reports of Bulut (2013) and Omid et al (2013) who identified, in separate studies, that attitude to educational research would dictate the degree to which teachers would interact with educational research. It supported the claims of Borg etal (2012) and Mehrani (2014) who discovered that motivation as regards personal desires for knowledge, support and emoluments are viable factors which could determine the level to which teachers would have access to ELT educational research. This present research work complemented the reports of Nyamubi (2017) who found out that job satisfaction in form of remuneration, working conditions and administrative support are determinants of teachers' effectiveness. This finding also supports the reports of Chan (2006), Borg (2009), Talts etal (2011) and Adu etal (2012) who in separate studies discovered a link between teachers' career development and their teaching efficiency. It supported the findings of Allison etal (2007) and Park et al (2014) who established positive significant connection between teachers' perception of professional development and access to educational research.

The study reported that motivation has a strong link with teachers' utilisation of educational research. But attitude, job satisfaction, career development interest and teachers' perception of professional development obstacles had no significant relationship with teachers' utilisation of ELT educational research. In effect, motivation is a decisive to the rate at which teachers would utilise educational research. The discovery could be traced to the fact that the respondents did not observe a situation where educational research had been put into practical use by researchers, their colleagues or attended seminars where they had learnt about the effectiveness of educational research on classroom practices. Therefore, they were not motivated to implement educational research in their classroom practices. For instance, some of the teachers attributed their non-implementation of educational research in lesson delivery and other class activities was due to the fact that they were not convinced of the practicality of educational research to enhance their classroom practices. So, if the interlocutors were privileged to observe how educational research

had fostered effective classroom practices they probably could have interacted with research reports to enhance effective teaching and learning of English Language. This result gave further clarification to the theories of DI and TPB which proposed that there is a stronger intention on the part of an end user to use a new innovation which he/she had observed from others to be effective. This finding concurred with Zeuli (1994) and Mooko (2005) that teachers would tend to use ELT educational research once they are convinced of the relevance of the studies to their classroom practices. The other four independent variables (attitude, job satisfaction, career development interest and perception of professional development obstacles) which showed a non-significant relationship with teachers' utilisation of ELT educational research may be due to some other factors which were not considered in the course of the study. It may also be due to the fact that attitude, job satisfaction, career development interest and teachers' perception of professional development obstacles are not variables that could significantly influence the rate at which teachers would reflect ELT educational research to facilitate effective classroom practices. That is, good work relations, desire to remain fit in the profession and attendance at professional development programmes, without having the conviction that implementing educational research is instrumental to upgrading one's teaching skill, one may not be persuaded to reflect ELT educational research in classroom practices.

4.2.5. Composite contribution of the independent variables to teachers' access to knowledge and utilisation of ELT educational research

The study reported that the five independent variables (attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles) had a significant composite contribution to teachers' knowledge of ELT educational research. This finding is not unusual due to the fact that the respondents' urge not to lose touch with current development in ELT, as well as a relatively good work condition and desire to remain relevant in the field are plausible factors which could have influenced their knowledge of ELT educational research. Similarly, the teachers' view of educational research asan additional source of information which keeps them abreast of the development in the field of ELT contributed to increase their knowledge of ELT educational research. In the same vein, responses from qualitative data substantiated the result by explaining teachers' view of their interaction with educational research. The interviewed teachers claimed that they: 1. *consult educational research so as not to lose touch with modern*

innovation in the field of English Language teaching; 2. attend WAEC marking coordination of English Language examination in order to keep abreast of recent development in the field of ELT; and 3. participate in seminars and group discussion to be refreshed with current ELT research information.

The study expanded the theories of DI and TPB which suggested that knowledge of an innovation cannot just occur without certain behavioural factors which include attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles. The result agreed with Borg (2009) Adu, Oshati and Eze (2012), Bulut(2013) and Mehrani (2014)who repectively reported that attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles would jointly determine the extent to which teachers would seek to increase their knowledge of ELT educational research for effective teaching of this school subject.

The study reported that the five independent variables (attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles) jointly contributed significantly to the extent to which teachers could have access to educational research. The study has proved that these variables are pertinent to determining the rate at which teachers could search for, possess, comprehend and consult educational research for effective teaching. This result may not be separated from the fact that many of the respondents were influenced by their attitude, work condition and interest, which to some extent affect their access to ELT educational research. For instance, the few teachers who viewed ELT educational research as a necessity to improving their teaching skills, as well as have access to internet facilities and support, had access to ELT educational research while many attributed their lack of access to ELT educational research to include lack of management cooperation, workload, scarcity of educational research, lack of connection between educational research and the actual classroom practices. To further corroborate this assertion, some excerpts from the qualitative data explain teachers' view on their access to ELT educational research. The interviewed teachers noted that: 1. *their access to the internet in a way has enabled them to interact with ELT research finding; 2.they have a number of educational research in hard copies which they use as guides to form lesson notes;* whereas quite a number of teachers who did not have access to educational research claimed that they: 3. *have not attended seminars in the last five years as a result of the following. Firstly, the*

government no longer organise seminars or partner with other organisations to organise seminars for teachers. Secondly, school authority does not permit teachers to attend professional development programmes which are not approved by the state government. Teachers who did not have access to ELT educational research attributed it to poor leadership support system, inadequate number of English Language teachers in secondary schools, lack of opportunity to attend seminars and school location (schools in rural areas) as factor which limit their access to educational research. Teachers' view of researchers as non-classroom practitioners in secondary schools also prevented their access to educational research.

This study expatiates the theories of DI and TPB which state that attitude, motivation as well as perceived behavioural control (such as; job satisfaction, career development interest and teachers' perception of professional development obstacles) are contributing factors which could influence teachers' access to ELT educational research. The result agreed with the claims of Mehrani (2014) and Borg etal (2012) who respectively reported a composite contribution of motivation, teachers' career development interest and attitude on teachers' access to ELT educational research. It is in consonance with Zeuli's (1994) claim that teachers read educational research to prepare for in-service meetings, promotion exercises and sometimes to refresh their memories.

The study ascertained that the composite contribution of attitude, motivation, job satisfaction, career development interest and teachers' perception of professional development obstacles to utilisation of ELT educational research was significant. It has proved that the five independent variables when taken together jointly predicted the extent to which teachers could utilise ELT educational research for pedagogical productivity. This result might be traced to most of the respondents not consulting research findings to enhance their classroom practices simply because: *1. they did not see the correlation between educational research and their classroom practices, 2. they were not privileged to experience the practical implementation of educational research in class, 3. they did not see the need to use educational research conducted by non-secondary school teachers, 4. there were no facilities like projectors and record players in their schools which could be used to enhance effective teaching.* Actually, many of the respondents' interest in developing their teaching skills, career and the need to remain relevant in the teaching profession influenced their quest for knowledge of educational research but the respondents did not implement

educational research in their classroom practices because they did not believe in the profitability of educational research.

This discovery expounds the supposition of DI which presumed that for educational research to be adopted by a teacher, it must be have passed through the stage of decision making which is controlled by the teachers' behavioural factors. This finding is in line with the assertion of Mooko (2005) and Fadele (2015) who noted that teachers' view of research content, organisation of academic conferences and in-service workshops, and teachers' perception of professional development obstacles are contributory factors that determined the degree to which teachers would employ ELT educational research for effective teaching of this school subject.

4.2.6. Relative contributions of independent variables to teachers' access to, knowledge and utilisation of educational research

It was demonstrated in the recent study that motivation, job satisfaction and career development interest made significant contribution to teachers' knowledge of ELT educational research. The relative contribution of attitude and teachers' perception of professional development obstacles were not significant to teachers' knowledge of educational research. In considering factors that could predict teachers' level of knowledge for ELT educational research, career development interest was given the highest priority followed by motivation and job satisfaction. The finding could be traced to the teachers' desire to be conversant with new innovations in the field of ELT. Their impetus to be refreshed by educational research in order not to be termed "archaic", their relationship with their colleagues, and provision of computer devices by their union have greatly contributed to their knowledge of educational research. The findings aligned with the theories of DI and TPB which put forward that motivation, interest and satisfaction are foundational factors in determining the rate at which a teacher could increase his/her knowledge of educational research to enhance quality English Language classroom practices. This supported the claims of Nzeribe (2004), Omotere (2011) and Adelabu (2013) that educational research should be disseminated to secondary school teachers who should also be encouraged to interact with ELT educational research for possible knowledge, which is needed for positive contribution to their job satisfaction and career development. It also upheld the statement of Ololube (2009) that teachers' relationship with their colleagues,

remuneration, job environment and motivation could predict the extent to which teaching quality would be improved.

This study found out that attitude to educational research is the only significant variable that independently predicted the extent to which teachers could have access to ELT educational research. This could be traced to the fact that teachers who were favourably disposed to ELT educational research were few as against a host of others who demonstrated low extent of access to ELT educational research because of poor disposition to ELT educational research. For instance, in the course of the study, during interview with teachers, some of them affirmed that ELT educational research are available on the internet which they could easily download because they are technologically inclined but they refused to access educational research because they did not think accessing research findings could facilitate effective teaching. Thus, the condition to accessing ELT educational research is positioned on their disposition to the relationship between ELT educational research and their actual classroom practices. Whereas a few of them claimed that there is a connection between ELT educational research and their actual classroom practices, many declined that ELT educational research do not represent their actual classroom teaching. Those who held the belief that ELT educational research could actually improve their classroom practices found it easy irrespective of time and financial constraint to buy, borrow, surf the internet and read ELT educational research, while most of the respondentswho believed that ELT educational research were not relevant to teaching English Language in secondary schools and viewed educational research as too complex did not make any contracted effort to interact with ELT educational research to enhance their classroom practices. This report advanced the theories of DI and TPB that attitude is a determinant factor for accepting or rejecting an innovation. Therefore, the finding upheld the view of Zeuli (1994), Shekdi (1998) and Mehrani (2014) that teachers' thoughts about what educational research are and their impact on classroom teaching are critical to the way teachers would read educational research.

The relative contribution of the independent variables expressed in beta weights to the dependent variables: motivation had significant contribution, followed by job satisfaction while attitude, career development interest and teachers' perception of professional development obstacles had no significant relative contribution to teachers' utilisation of ELT educational research. This is probably due to: one, theteachers' avoidance of implementing educational research in delivering their

lessons reflected their low level of conviction on the importance of ELT educational research to their classroom practices and might have viewed educational research as insignificant to facilitating effective teaching. Two, many of the teachers examined in the study argued that they were not encouraged by the government to consult educational research. Neither the government nor the association of English Language teachers in Ogun State provided the platform in which teachers could experience the practical utlisation of educational research for effective teaching. The respondents neither consulted nor utilised educational research to enhance their classroom practices because the system has failed to provide them with necessary facilities that could advance their utilisation of research reports for effective teaching. This assertion justified the theory of DI which postulated that the fact that an end user has knowledge of educational research is not synonymous with the fact that he/she would adopt the findings, but an adoption of educational research by an end user is predicated on the desire to use the findings. This result buttressed the findings of Ololube (2009), Nyakundi (2012), Ayelele (2014) and Nyamubi (2017) that motivation and job satisfaction have significant joint contribution to teaching effectiveness.

4.2.7. The independent variables as predictors of teachers' access to, knowledge and utilisation of ELT educational research

The study presented career development interest as a potent variable that predicted teachers' knowledge of ELT educational research followed by motivation. This could be traced to the fact that teachers' desire to remain relevant in this field, their exposure to ELT educational research and privileges they got from their associations are positively related to the rate at which teachers would seek to improve their knowledge of ELT educational research to enhance effective teaching of English Language. The findings of this study confirmed the proposition of DI and TPB which postulated that before a change can occur in the level of an individual knowledge of educational research, there must be a sort of interest in the end user to adopt change which can easily be attained when there is a level of interaction between the researcher as well as a level of conviction on the impact of the studies to the end user. This finding attested to the reports of Shan (2001), Jonathan et al (2013) and Nyambubi (2017) who chronicled that teachers' career development interest, motivation and growth lead to effective teaching outputs.

The result of the study revealed that out of the five independent variables, only attitude to educational research predicted the extent to which teachers could have access to ELT educational research. Generally, the correlation and regression analyses used in the study indicated the various levels of predictive capacity of each of the independent variables on teachers' access to ELT educational research. Teachers' attitude to educational research was the only variable that predicted the extent to which teachers could access educational research for effective teaching of English Language. This is not far from the fact that attitude to responding to an act is very significant. For instance some of the respondents who have access to ELT educational research confessed to enjoy downloading electronic copies of ELT journals, reading academic journals and attending seminars/conferences/workshops, all because they believed that ELT educational research are relevant to their actual classroom practices. Whereas many of the respondents, who did not have access to ELT educational research, claimed that they did not believe that ELT educational research could provide relevant contribution to their teaching experience. The following excerpts from the qualitative data substantiated the claim that teachers' attitude to educational research predicted the extent to which teachers would have access to ELT educational research: i.*They viewed researchers as co-workers with secondary school teachers and that educational research is significant to classroom practices.* ii. *Others noted that they wouldconsult ELT educational research if they are convinced of its necessity to improve their teaching skills.*

The report of this study buttressed the assertion of DI and TPB that the extent to which a teacher of English would consult educational research is based on the way he/she viewed the educational research. This agreed with Omid et al (2013), Bulut (2013) and Bello and Akinfesola (2015) who also reported that teachers' attitude to educational research predicted the extent to which they would have access to educational research.

Of all the five independent variables reported in the study, only motivation predicted teachers' utilisation of ELT educational research. The predictive capacity of each variable identified motivation as the highest predictor of teachers' utilisation of ELT educational research. This could be as a result of the fact that teachers' effectiveness in teaching English Language is associated with their level of conviction on the significance of ELT educational research to their teaching effectiveness. Whereas, the respondents were not convinced of the impact of educational research

on their teaching effectiveness, hence, theywere not motivated to use ELT educational research in organising their lesson contents and delivery. Another reason could be that the respondents in the study were not privileged to observe a situation where ELT educational research has been effectively used in the classroom. Furthermore, the respondents were not involved in group discussions or attended conferences or seminars which have convinced them on the relevance of educational research to effective teaching of English Language. In effect, teachers' interaction with educational research is as a result of their conviction to conduct their classroom practices in line with educational research in order to ensure quality teaching outputs. Additionally, excerpts from qualitative data briefly explained how motivation for using educational research influenced the extent to which teachers could utilise ELT educational research for effective teaching of English. Some of the interviewed teachers claimed: 1. *that they have to change their styles of teaching having realised through the seminars they attended that their previous teaching styles made it difficult for students to actively engage in teaching/learning process* .Meanwhile, other teachers maintained that*: 2. At times they are discouraged to continue interacting with ELT educational research especially when they did not achieve desired result.* Also, many of the respondents in the study acknowledged that 3. *If ELT educational research addresses their students' needs and provides guides on how best to improve their teaching skills, they will ensure that they consult ELT educational research and use them in their classroom practices*.

This report advanced the theories of diffusion of innovation and planned behaviour that the decision to adopt educational research by an end user is based on his/her conviction as well as motivation that the innovation would be profitable. The study agreed with Zeuli (1994) and Mooko (2005) who asserted that teachers would only use ELT educational research which they have observed for their classroom and convinced to be suitable for their classroom practices. This report justified the assertion of Ormond (2003), Pilot (2007) and Ofejebe and Ezugoh (2010) who reported in their respective studies that when teachers are motivated they would device various means to ensure quality output, such as instructional delivery, relationship with teachers and students, and all round educational productivity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Summary of the Study

The study investigated teachers' attitude, motivation, job satisfaction, career development interest and perception of profession development obstacles as predictors of teachers' access to, knowledge (of) and utilisationof ELT educational research for effective teaching of English Language in Ogun State, Nigeria. It covered 409 teachers from 160 schools across 16 educational zones in Ogun State. The study opted for the descriptive design of correlational type because the variables on ground were not manipulated. Also, it adopted the mixed method design (qualitative and quantitative); the quantitative dimension involved using questionnaires to elicit responses from the teachers on the independent and dependent variables whereas the qualitative aspect dealt with the conduct of in depth interview with the selected teachers of English Language in Ogun State to complement the quantitative data. In all nine instruments involving 8 questionnaires and an unstructured interview were used in collecting data. In addition, this study was hinged on diffusion of innovation theory and theory of planned behaviour.

5.1   Summary of Findings

Findings revealed the following:

1.   Teachers' knowledge of ELT educational research was high.

2.   Teachers had access to ELT educational research to a low extent.

3.   Teachers' utilisation of ELT educational research was low.

4a.   Motivation and job satisfaction had positive significant relationship with teachers' knowledge of ELT educational research.

4b.   Teachers' attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles had positive significant relationship with teachers' access to ELT educational research.

4c.   Motivation had positive significant relationship with teachers' utilisation of educational research.

5a.   The composite contribution of independent variables (teachers' attitude, motivation, job satisfaction, career development interest and perception of profession development obstacles) to teachers' knowledge of ELT educational

research was significant. That is 5.7% of the variance was accounted for by the predictor variables jointly contributed to teachers' knowledge of educational research.

5b.   The composite contribution of independent variables (teachers' attitude, motivation, job satisfaction, career development interest and perception of profession development obstacles) to teachers' access to ELT educational research was significant. It signified that teachers' attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles when taken together had significant effect on teachers' access to ELT educational research. That is, 8.6% of the variance was accounted for by the five predictors jointly contributed to teachers; access to ELT educational research.

5c.   The composite contribution of the independent variables (teachers' attitude, motivation, job satisfaction, career development interest and perception of profession development obstacles) to teachers' utilisation of ELT educational research was significant. It implied that 6.6% of the predictor variables when taken together had significant effect on teachers' utilisation of ELT educational research.

6a.   The study reported that motivation, job satisfaction and career development interest made relative contribution to teachers' knowledge of ELT educational research.

6b.   Teachers' attitude made significant relative contribution to teachers' access to ELT educational research.

6c.   Motivation followed by job satisfaction made significant relative contribution to teachers' utilisation of ELT educational research.

7a.   career development interest and motivation were the independent variables which predicted teachers' knowledge of ELT educational research.

7b.   Teachers' attitude was the only independent variable that predicted teachers' access to ELT educational research.

7c.   Motivation was the only variable that predicted teachers' utilisation of ELT educational research.

5.2. Conclusion

The current study investigated teachers' attitude, motivation, job satisfaction, career development interest and perception of professional development obstacles as predictors of teachers' access to, knowledge and utilisation of educational research for effective teaching of English Language in Ogun State, Nigeria. The respondents had a high level of knowledge of educational research. The extent to which teachers had access to educational research was low. Teachers' utilisation of educational research was equally low. All the five independent variables jointly had significant effect on teachers' access to, knowledge and utilisation of educational research. However, only attitude was found capable of predicting teachers' access to ELT educational research. Career development interest and motivation were the only variables found to predict teachers' knowledge of ELT educational research. Motivation was the only independent variable that predicted teachers' utilisation of ELT educational research. Therefore, the study posited that attitude to a large extent influenced the extent to which a teacher of English interact with educational research in terms of participating in seminars, buying, reading or browsing the internet for ELT academic journals irrespective of financial constraints, time and other challenges. Also, the study proposed that career development interest and motivation are essential factors which could influence the rate at which teachers of English Language develop their knowledge of educational research. Plausibly, teachers desire to remain fit and relevant in the field of ELT coupled with good work conditions and relationship with colleagues couldexpose them to necessary information on how to interact with educational research. Motivation is the viable factor that was found to predict teachers' utilisation of educational research. Meaning that with all, regardless of how informed teachers are about educational research, only their attitude to educational research could determine the rate at which they would have access to educational research. Moreover, the level at which teachers are convinced about the relevance of educational research to their teaching could determine the rate at which teachers would decide to reflect educational research reports in their lesson organisations and lesson delivery for effective classroom practices. In all, all the four independent variables with the exception of teachers' perception of professional development obstacles were at different stages found capable of predicting the three dependent variables (teachers' access to, knowledge and utilisation of educational research). This signified that all the four independent variables are plausible factors which could

influence the extent to which teachers of English would achieve a level of teaching effectiveness through their interaction with educational research, knowledge and utilisation of educational research. Simply put, positive attitude would influence one to consult educational research, job satisfaction and career development interest would expose one to the necessary information on ELT which are relevant to classroom practices and motivation would drive one to use educational research in organising lessons for effective teaching. In essence, for teachers to interact with educational research for effective teaching of English Language, they need to complement their positive disposition towards educational research with necessary information that could convince them of the relevant of these studies to be reflected in the actual classroom practices. It could therefore be concluded from the study that the problem of poor knowledge, poor access and non utilisation of educational research required psychological solutions which could be in form of motivation, career development interest, attitude and job satisfaction.

5.3   Implications of the Findings

The implications of the findings of the study for effective teaching of English Language are as follows:

1. The extent to which teachers access educational research, their level of knowledge and utilisation of educational research are necessary to developing an efficient classroom practice.

2. Teachers' knowledge, access and utilisation of educational research required improvement in psychological factors such as motivation, attitude, career development interest and job satisfaction.

3. Motivated teachers tend to search for and utilise educational research.

4. When teachers have positive attitude to educational research, there is every tendency that they would access and interact with educational research.

5. When teachers are convinced of the connection between educational research and the actual classroom practice, they could be determined to seek, purchase, possess and read educational research. In other words, positive attitude to ELT educational research could aid the extent to which teachers have access to ELT educational research for effective teaching of English Language.

6. In scaling up teachers' knowledge of educational research for effective teaching, teachers' job satisfaction and career development interest are very paramount.

7. The conviction that educational research address actual classroom challenges could motivate teachers to reflect educational research in their lesson delivery and as such facilitate teaching effectiveness.

8. For effective utilisation of educational research, government need to provide teachers with every necessary incentive that would motivate them to interact with educational research reports for teaching efficiency.

5.4. Recommendations

With reference to the present findings, the following recommendations are made:

1. Teachers of English Language should develop positive attitude to consulting educational research.

2. Teachers of English Language should have interest in developing their career as this will gear them towards interacting with educational research for effective teaching.

3. Teachers of English should motivate themselves towards interacting with educational research which is necessary for enhancing their classroom practices.

4. English Language teachers' association should encourage teachers to attend captivating seminars which are relevant to facilitating effective teaching.

5. Government should provide every necessary incentive that could motivate teachers to interact with educational research.

6. Government should make a policy that will createa nexus between researchers and secondary school teachers.

7. Teachers of English should be exposed to seminars and trainings which would enlighten them on the benefit of educational research for effective teaching of English Language. These should be done regularly.

8. Teachers of English should be enlightened on the relevance of educational research to their classroom practices

9. There should be a link between faculty of education in Nigerian universities and ministry of education for the provision of ELT academic journals in secondary schools

10. ELT educational research should be made available in schools just as WAEC Chief Examiners' yearly reports on English Language are found in secondary schools.

11. Academic associations such as English Language Teachers Association of Nigeria, Reading Association of Nigeria (RAN), International Association of Language Educators (IAEL)and others should organise seminars which would expose teachers to the relevant educational research in the field of ELT.

12. Teachers should be trained on the use of ICT which could provide a fast access to ELT educational research.

13. Ministry of Education as well as Teaching Service Commission should pay teachers to attend seminars.

14. ELT journals should be structured in such a way that will not be too bulky and complex for teachers.

15. Researchers should organise seminars on their studies, especially in the geographical areas where such studies were conducted.

16. Researchers should collaborate with English Language Teachers Association of Nigeria to organise seminars, conferences, lectures, workshop and trainings which are relevant to classroom practices and also monitor teachers on the utilisation of educational research.

5.5.   Contributions of this Study to Knowledge

The study has added to the pool of knowledge in the following ways:

1. The study has confirmed that four out of the investigated five psychological factors (attitude, motivation, career development interest and job satisfaction) influenced the extent to which teachers could interact with educational research for effective teaching of English Language. Thereby, identifying them as factors to be focused on in an attempt to increase teachers' knowledge, access to and utilisation of educational research.

2. It has discovered that teachers of English would not consult educational research which they are not favourably disposed to and which they are not convinced to be effective in the actual classroom practice.

3. The study has identified the psychological bases for teachers' knowledge of, access to and utilisation of educational research. That is the reasons for which

teachers could interact with educational research are not social or economical but basically psychological.

4. The study revealed that teachers of English had no access to educational research.

5. The study established that teachers had relatively a high level of knowledge of ELT educational research.

6. The study noted that the extent to which teachers of English utilise educational research in the classroom was low.

7. Findings also generally have added to the pool of research conducted to finding lasting solutions to the problem of ineffective teaching of English Language

5.6   Limitations to the Study

Some constrained were encountered during the course of this study. 480 teachers were randomly selected across 16 local government areas which are geographically distributed across the four educational blocks in Ogun State to respond to questionnaires but only 409 teachers of English Language responded. Also, 20 teachers of English from the four (4) educational blocks in Ogun State were mapped out for interview but only 12 responded some of the teachers in the selected schools were unwilling to participate in the study without gratification. Some felt that the questionnaires were sent from the ministry of education to assess their teaching effectiveness.

Even with the name of the university boldly written on the questionnaires, short note and copious explanations that the exercise was basically for research purpose, some of these teachers were still reluctant until the researcher assured them that copies of the study would be given to each of the participated schools. In addition, the researcher had to reschedule another round of interview session for 12 teachers of English Language because the first qualitative data were totally wiped off the researcher's laptop, phone and the flash drive got crashed. These identified limitations, however, could not disrupt the efficacy of the discovery of the study. The findings of the study are essential to enhance effective teaching of English Language.

5.7   Suggestions for Further Studies

The study examined psychological factors (teachers' attitude, motivation, job satisfaction, career development interest and professional development obstacles) as predictors of teachers' access to, knowledge and utilisation of educational research for effective teaching of English Language in Ogun State.

These are the following suggestions for further research:

1. The study could be replicated to include teachers of English in junior secondary schools.

2. The study could be replicated to include observational scale instrument to ascertain the teachers' knowledge and utilisation of educational research in relation to their classroom practices language.

3. The study could be conducted as an experimental study where the psychological factors such as attitude and motivation would serve as moderator variables

4. Further research could be in form of in-service training for teachers of English to determine the effectiveness of educational research on the teaching of English Language.

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UNIVERSITY OF IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF ART AND SOCIAL SCIENCES

QUESTIONNAIRE ON ENGLISH LANGUAGETEACHERS' ATTITUDE TO

EDUCATIONAL RESEARCH

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A:DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: ………………………………………………………………..

2. Educational qualification: NCE ( ) B.Ed./ B.A Ed. ( ) B.A./PGDE ( ) B.A ( ) M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education ( ) Ph.D. in other disciplines ( )

3. Sex: Female ( ) Male ( ) 4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

15-19 years ( ) 20- 25 years ( ) Above 25 years ( )

Section B:

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

S/N	Items	SA	A	D	SD
1.	Educational research inEnglish Language teaching (ELT) has nothing to do with my lesson delivery.				
2.	I like educational research in English Language teaching.				
3.	Research reports in English Language teaching give practical steps to my lesson delivery.				
4.	It is necessary to apply ELT educational research to my classroom practices.				
5.	ELT Educational research does not determine my effectiveness as a teacher.				
6.	Educational research in English Language teaching gives me practical guides for classroom practice.				

S/N	Items	SA	A	D	SD
7.	I do not need to search for current information on ELT.				
8.	It is necessary to search for current materials in preparing my lesson notes.				
9.	Inadequate knowledge of relevant studies on ELT limits my classroom practice.				
10.	Searching for ELT educational research is time wasting.				
11.	ELT educational researchisonly usefulfor academics in higher institutions.				
12.	The principles and teaching methodologies stated in ELT educational research are too difficult to practice.				
13.	I am not carried along in ELT research processes.				
14.	There is a gap between researchers and teachers of English Language.				
15.	I always make use of educational research.				
16.	I know where to get ELT educational research.				
17.	I attend capacity building programmes on instructional strategies in ELT.				
18.	I surf the internet for current findings from ELT research				
19.	My job is to teach and not search for research journals on ELT.				
20.	I consult university libraries for up to date information on research on ELT				

UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF ART AND SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE ON ENGLISH LANGUAGETEACHERS'MOTIVATION
FOR USING EDUCATIONAL RESEARCH

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: ………………………………………………………………..

2. Educational qualification: NCE ( )   B.Ed./ B.A Ed. ( )   B.A./PGDE ( ) B.A ( )   M.A. Ed/M.Ed. ( )   M.A. ( )   Ph.D. in education ( )   Ph.D. in other disciplines ( )

3. Sex: Female ( )   Male ( )   4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( )   10-14 years ( )

   15-19 years ( )   20- 25 years ( )   Above 25 years ( )

Section B:

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

S/N	Items	SA	A	D	SD
1.	I consult ELT educational research in order to comply with the directives of Teaching Service Commission.				
2.	UsingELT educational research makes my teaching interactive.				
3.	Incentives are given to teachers to engage in ELT research.				
4.	There are ICT facilities in the school to encourage teachers to search for current ELT educational research.				
5.	Consulting ELT research contributes to my promotion prospect.				
6.	English Language teaching (ELT) educational research helps me to improve my creative skillson the use of instructional strategies.				

S/N	Items	SA	A	D	SD
7.	Special funds are provided for purchasing scholarly ELT journals				
8.	My promotion as a teacher is tied to knowledge of current development in ELT.				
9.	There is adequate provision of instructional materials in my school.				
10.	Consulting ELT educational research makes my teaching inventive.				
11.	My monthly income is sufficient to purchase research journals on ELT.				
12.	Using ELT Educational research makes me engage students actively in the classroom.				
13.	I attend regular in service workshop training for teachers of English.				
14.	ELT Educational research enable me to improve my teaching.				
15.	I learn new methods of teaching from reading ELT educational research.				
16.	ELT educational research enlightens me on the current studies of technology in teaching.				
17.	My principal supports me in trying out new ideas provided by ELT research.				
18.	Knowledge of educational research improves my content knowledge of English Language.				
19.	I am always paid to attend ELT conferences.				
21.	Consulting ELT educational research helps me to solve pedagogical problems.				
22.	I study educational research to be aware of recent development in English Language teaching.				
23.	I consult ELT educational research to remain relevant in the teaching profession.				
24.	I study ELT educational research to be enlightened on the connection between learner and teacher factors as they affect my classroom practice.				
25.	I consult ELT research to be equipped with various teaching methods that could enhance my classroom practice.				

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DEPARTMENT OF ART AND SOCIAL SCIENCES EDUCATION

ENGLISH LANGUAGETEACHERS'JOB SATISFACTION

QUESTIONNAIRE

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: …………………………………………………………..

2. Educational qualification: NCE ( ) B.Ed./ B.A Ed. ( ) B.A./PGDE ( ) B.A ( ) M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education ( ) Ph.D. in other disciplines ( )

3. Sex: Female ( ) Male ( ) 4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

   15-19 years ( ) 20- 25 years ( ) Above 25 years ( )

Section B:

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

S/N	Items	SA	A	D	SD
1.	I am fulfilled being a teacher of English.				
2.	I cannot take another job besides teaching.				
3.	People give me much respect when they know that I am a teacher.				
4.	I find teaching a challenging profession.				
5.	Teaching does not have positive impact on my financial status.				
6.	Being a teacher of English Language provides me with ample opportunities to expand my abilities.				
7.	Teaching English Language exposes me to a lot of innovative ideas.				

S/N	Items	SA	A	D	SD
8.	Being a teacher is one of the best decisions I have ever made.				
9.	I am not pleased with promotion processes in the teaching profession.				
10.	Teaching makes me more knowledgeable.				
11.	I find teaching very rewarding				
12.	Teaching has opened opportunities for me.				
13.	I find teaching a boring profession.				
14.	I'm not comfortable with the level of teaching facilities in my school.				
15.	I enjoy adequate internet facilities in my school.				
16.	I am proud to be a teacher.				
17.	I am not emotionally attached to teaching.				
18.	I would not leave teaching right now for another job.				
19.	I will quit teaching if I am offered better working condition in other sectors.				
20.	Teaching gives me opportunity to use all my skills.				
22.	I do not enjoy teaching as a profession.				
23.	Teaching is not a respectable job in my society.				
24.	I am poorly paid as a teacher.				
25.	My efforts are not rewarded in teaching.				

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ENGLISH LANGUAGETEACHERS'CAREER DEVELOPMENT INTEREST

QUESTIONNAIRE

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: …………………………………………………………..

2. Educational qualification: NCE ( ) B.Ed./ B.A Ed. ( ) B.A./PGDE ( ) B.A ( ) M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education ( ) Ph.D. in other disciplines ( )

3. Sex: Female ( ) Male ( ) 4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

15-19 years ( ) 20- 25 years ( ) Above 25 years ( )

Section B:

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

S/N	Items	SA	A	D	S D
1.	I do not like attending conferences and seminars on ELT.				
2.	I embark on higher degree programmes in ELT.				
3.	I do not participate in a network programme on English Language teaching.				
4.	I personally purchase scholarly research journals on ELT.				
5.	I do not discuss with university lecturers to get current information on ELT.				
6.	I usually pay to attend conferences and seminars on ELT.				
7.	I study with groups of scholars to be familiar with current research information on ELT.				

S/N	Items	SA	A	D	S D
8.	I do not have time to attend workshop training on ELT				
9.	I do not undergo professional training on ELT.				
10.	I co-author academic journals on ELT with university lecturers.				
11.	I do not visit university libraries to get acquainted with current information on English Language teaching.				
12.	I embark on study that will enhance my knowledge of instructional strategies on ELT.				
13.	I participate in voluntary teaching in higher institutions.				
14.	I am not an active member of Teachers of English Language Association.				
15.	I regularly attend ELT training workshop.				
16.	I watch educating documentaries on innovative instructional strategies for teaching English Language.				
17.	I observe classroom teaching of other Teachers of English Language.				
18.	I do not read professional books in the field of English Language teaching.				
19.	I participate in marking English Language external examinations to improve my teaching.				
20.	I do not have enough time to attend conferences and seminars on ELT.				

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ENGLISH LANGUAGETEACHERS' PERCEPTION OF PROFESSIONAL

DEVELOPMENT OBSTACLES QUESTIONNAIRE

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: ……………………………………………………………..

2. Educational qualification: NCE ( )   B.Ed./ B.A Ed. ( )   B.A./PGDE ( ) B.A ( )

M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education (   ) Ph.D. in other disciplines ( )

3. Sex: Female ( )   Male ( )   4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

15-19 years ( )   20- 25 years ( )   Above 25 years ( )

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

Section B:

S/N	Items	SA	A	D A	S D
1.	Lack of fund impedes my participation in professional development programmes				
2.	Inadequate sensitisation of professional development programmes hinders my involvement in professional development programmes.				
3.	Too much work load often hinders me from participating in professional development training.				
4.	Lack of incentives for teachers hinder me from participating in professional development programmes.				
5.	The exclusion of active participation in professional development as a prerequisite for promotion hinders my professional development as a teacher.				

S/N	Items	SA	A	D A	S D
6.	Irregular payment of teachers' salaries often hinders me from participating in professional development programmes.				
7.	Lack of commitment to teaching hinders my professional development as a teacher.				
8.	Lack of job satisfaction hinder professional development my profession development as a teacher.				
9.	Lack of interest to teaching hinders my professional development as a teacher.				
10.	Inadequate access to academic research journals hinders my professional development as a teacher.				
11.	Lack of support from school administrators often hinders me from participating in professional development.				
12.	Irregular professional development programmes hinders my professional development as a teacher.				
13.	Time constraint hinders me from participating in professional development programmes.				
14.	Lack of properly planned professional development programmes often hinders my professional development as a teacher.				
15	Inadequate knowledge of professional development training objectives hinders me from participating in professional development programmes.				

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QUESTIONNAIRE ON TEACHERS' ACCESS TO ELT EDUCATIONAL

RESEARCH

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: …………………………………………………………..

 2. Educational qualification: NCE ( )   B.Ed./ B.A Ed. ( )   B.A./PGDE ( ) B.A ( )

 M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education (   ) Ph.D. in other disciplines ( )

 3. Sex: Female ( )   Male ( )   4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

          15-19 years ( )   20- 25 years ( )   Above 25 years ( )

Please tick as appropriate (√): Strongly Agree, Agree, Disagree, Strongly Disagree

Section B:

S/N	Items	SA	A	D	S D
1.	I buy scholarly research journal on English Language teaching (ELT).				
2.	I do not surf the internet for educational research on ELT.				
3.	I often read scholarly research journals on ELT.				
4.	I often consult university libraries for current ELT educational research.				
5.	My school does not have research journals on ELT.				
6.	My school does not have internet facilities.				
7.	I hardly attend seminars and conferences on English Language teaching.				
8	My school does not have up to date journals on English Language teaching research				

S/N	Items	SA	A	D	S D
9	I do surf the internet to update my knowledge of instructional strategies in English.				
10	Inadequate knowledge of ICT prevents me from surfing the internet for current and innovative information on ELT.				
11	I attend annual conferences and seminars on English Language teaching.				
13	I seek tested professional knowledge on English Language teaching from lecturers in higher institutions.				
14	I have physical possession of current academic English Language teaching journals				
15.	I associate with groups of scholars to get up to date English Language teaching research.				
16	I visit libraries to read current theses on English Language teaching				
17	I attend related inaugural lectures on English Language teaching research.				
18.	My inability to visit university libraries prevents me from reading English Language teaching educational research.				
19.	I do not understand the language complexity of English Language teaching research				
20.	English Language teaching research journals are not easy to come by in my locality.				

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TEACHERS' KNOWLEDGE OF ELT EDUCATIONAL RESEARCH

Please respond to all the items contained in this section as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: ……………………………………………………………..

 2. Educational qualification: NCE ( )   B.Ed./ B.A Ed. ( )   B.A./PGDE ( ) B.A ( )

M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education (   ) Ph.D. in other disciplines ( )

 3. Sex: Female ( )   Male ( )   4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

        15-19 years ( )   20- 25 years ( )   Above 25 years ( )

Please tick as appropriate (√): No Idea, True, or False

Section B:

S/N	Items	No Idea	True	False
1.	The three models of expository advanced organizers for teaching reading comprehension in secondary schools are pre-question, key words and study-skills.			
2.	Free voluntary reading strategy is an organised reading strategy.			
3.	Implicit reading strategy is the instructional procedure of organizing an essay lesson along the lines of invention, arrangement and style.			
4	Indirect metalinguistic error correction involves the careful and systematic location of errors by English Language teacher as well as providing necessary comments that explain the correct usage/form.			

S/N	Items	No Idea	True	False
5.	Descriptive metalinguistic involves identifying errors in students' essay writings and leaving the errors for the students to solve.			
6.	Concept mapping is an act of understanding a particular topic and applying different strategies to represent the topic meaningfully and comprehensively to students			
7.	Referential question is a type of question that encourages students to express their views concerning the subject matter			
8.	Pedagogical content knowledge is a mode of graphic organiser which is useful for evoking prior knowledge, progressive differentiation, the sequencing of concepts into distinct hierarchy and integrative reconciliation.			
9.	An interactive English Language class helps to alleviate anxiety.			
10.	The critical thinking skills of students are developed when teachers of English ask display questions.			
11.	Students' performance in essay writing will improve when teachers give corrective feedback.			
12	When students share ideas among themselves it improves their linguistic performance.			
13.	The two basic categories of teaching styles employed in teaching English Language are intensive and extensive teaching styles			
14.	Teachers of English Language must have strong knowledge of multiple instructional strategies for achieving success in teaching any aspect of English Language.			
15.	Accommodator, converger, diverger and assimilator are instructional techniques for teaching English Language.			
16.	Students are able to grasp the author's message when they actively engaged in a reading passage or a text.			

S/N	Items	No Idea	True	False
17.	Linguistic inputs is an instructional strategy which include phrases, clauses, sentence construction, paragraphing and punctuation marks			
18.	Project work/group work and oral test are assessment techniques which enhance effective teaching of English Language.			
19	Teachers of English need to develop the habit of reading in order to develop reading skill			
20.	Teachers need to consider learning styles and learners' needs when choosing instructional strategy (ies).			

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TEACHERS' UTILISATION OF ELT EDUCATIONAL RESEARCH SCALE

Please respond to all the items contained in this questionnaire as frankly as possible. Your response will be treated with utmost confidentiality. You may not write your name. Thank you for your anticipated cooperation.

Section A: DEMOGRAPHIC INFORMATION

Kindly supply the following information about yourself

1. Class taught: ………………………………………………………………..

2. Educational qualification: NCE ( ) B.Ed./ B.A Ed. ( ) B.A./PGDE ( ) B.A ( ) M.A. Ed/M.Ed. ( ) M.A. ( ) Ph.D. in education ( ) Ph.D. in other disciplines ( )

3. Sex: Female ( ) Male ( ) 4. School location: Rural ( ) Urban ( )

5. Years of Work Experience: Less than 10 years ( ) 10-14 years ( )

15-19 years ( ) 20- 25 years ( ) Above 25 years ( )

Section B:

Please tick as appropriate (√): Always = 4, Sometimes = 3, rarely = 2 and Never = 1.

S/N	Statements	Always	Sometimes	Rarely	Never
1.	I am familiar with studies on effective instructional strategies for teaching English Language reading comprehension.				
2.	I write my lesson notes based on practical steps stated in ELT journals.				
3.	I consultELT educational research to improve my learners' interest inEnglish Language.				
4.	I seek tested professional knowledge in ELT findings for better evaluation techniques in day-to-day teaching of English Language.				
5.	I adopt currents studies on instructional strategies for teaching English writing.				

S/N	Statements	Always	Sometimes	Rarely	Never
6.	I do plan my lessons based on tested instructional strategies.				
7.	I align my teaching with the guidelines and teaching strategies stated in ELT research journals.				
8.	I understand that a strategy cannot be used for teaching all the aspects of English Language.				
9.	I attend conferences on ELT to become knowledgeable about current theories on instructional strategies.				
10	I consult ELT research journals to improve my content knowledge of the different aspects of English Language.				
11	I adopt tested modern instructional strategies in teaching the different aspects of English.				
12	I am conversant with current techniques on classroom management.				
13	I attend seminars on ELT to acquire skills on motivating and reinforcing my students in learningEnglish Language.				
14	I conduct my lesson based on modern questioning techniques stated in ELT journals.				
15	I am conversant with factors that could improve my students' learning outcomes in English Language.				
16	I interact with seminar papers on ELT to increase the level of classroom interaction (that is teacher-student, student-student and student-material interaction).				

S/N	Statements	Always	Sometimes	Rarely	Never
17	I encourage active participation of learners in English Language class.				
18	I study ELT research journals to enable understand the different leaning styles in my students.				
19	I adopt the knowledge acquired from studies on student-related factors to enhance the reading proficiency of my students in English Language.				
20	I study ELT educational research to develop my students' positive attitude to reading.				

Oral Interview for Teachers on their disposition to Educational Research (OITR) Guide

KNOWLEDGE OF EDUCATIONAL RESEARCH

1. Have you participated in in-service training?
2. In the last five years, what type of researchinformation has informed your classroom practice?
3. Please list specific teaching strategies which you have come across in the last five years and describe how these strategies have transformed your classroom practices.

ACCESS TO EDUCATIONAL RESEARCH

1. What sources of ideas do you consult to improve your teaching practice? (List at least three)
2. What helps you to keep abreast of the developments in the area of English Language teaching (ELT)?
3. How often do your read English Language teaching journals?

UTILISATION OF EDUCATIONAL RESEARCH

1. What do you think will enable you to use ELT educational research in classroom practice? (Give as many factors as possible)
2. What prevents you from using ELT research reports in teaching English Language? (List as many factors as possible)
3. How often do you use published educational research in teaching English Language? Why?

ATTITUDE TO EDUCATIONAL RESEARCH

1. Why would you as an English teacher consult ELT educational research?
2. What is your disposition towards possessing academic journals on ELT?
3. How will you describe the connection between ELT educational research and classroom practices?

MOTIVATION FOR CONSULTING EDUCATIONAL RESEARCH

1. Have you ever received support that enabled you to consult ELT educational research? If yes, explain.

2. What would make using ELT educational research appealing to you?

3. Have you ever experience the need to consult ELT educational research to improve your teaching practice? If yes, explain.

JOB SATISFACTION

1. Please mention at least three factors in order of their importance that contribute most to your overall satisfaction as an English teacher.

2. What is your opinion of the promotion opportunities given to you as an English Language teacher? Explain the impact of these on your enthusiasm as an English Language teacher.

3. To what extent do the teaching facilities in your school impact on your readiness to your job as an English Language teacher?

PROFESSIONAL DEVELOPMENT OBSTACLES

1. Have you participated in any form of professional development programme in the past three year? If no, why? (Give at least three reasons that prevented you from participating).If yes, what is your experience from attending the professional development programmes?

2. How would you describe the impact of professional development experiences on your teaching practices?

3. What are the challenges or difficulties that you faced while trying to practice the new knowledge or skill you acquired from professional programme you have attended in the past. (Give possible solutions)

CAREER DEVELOPMENT INTEREST

1. Give at least three reasons why you think English Language teachers should embark on short term courses.

2. Describe how additional certification in ELT will boost your career development as an English Language teacher. (Discuss at least three ways).

3. Of what benefits are knowledge and utilisation of educational research to your career progression as an English Language teacher?

DATA COLLECTION PICTURES

Figure 1: Researcher and Respondent. Respondent filling the questionnaire on English Language teachers' attitude to educational research

Figure 2: A respondent responding to the questionnaire on English language teachers' motivation for using educational research

Figure 3: A respondent filling the questionnaire on English language teachers' job satisfaction

Figure 4: A respondent fillingthe questionnaire on of English languageteachers'career development interest

Figure 5: Respondents filling questionnaire on English Language teachers'
perception of professional development obstacles

Figure 6: A respondent filling the questionnaire on teachers' access toELT educational research

Figure 7: Research assistant and a respondent. A respondent answering the questionnaire on teachers' knowledge of ELT educational research

Figure 8: Respondents filling the questionnaire on teachers' utilisation of ELT educational research

Figure 9:   Researcher and Respondents

Figure 10: Researcher and a respondent. A respondent filling the questionnaire on teachers' knowledge of ELT educational research

Figure 11: Researcher and a respondent. A respondent filling the questionnaire on teachers' knowledge of ELT educational research

Figure 12: A Respondent fillingthe questionnaire on teachers' utilisation of ELT educational research

Figure 13: Respondents filling the questionnaire on teachers' utilisation of ELT educational research
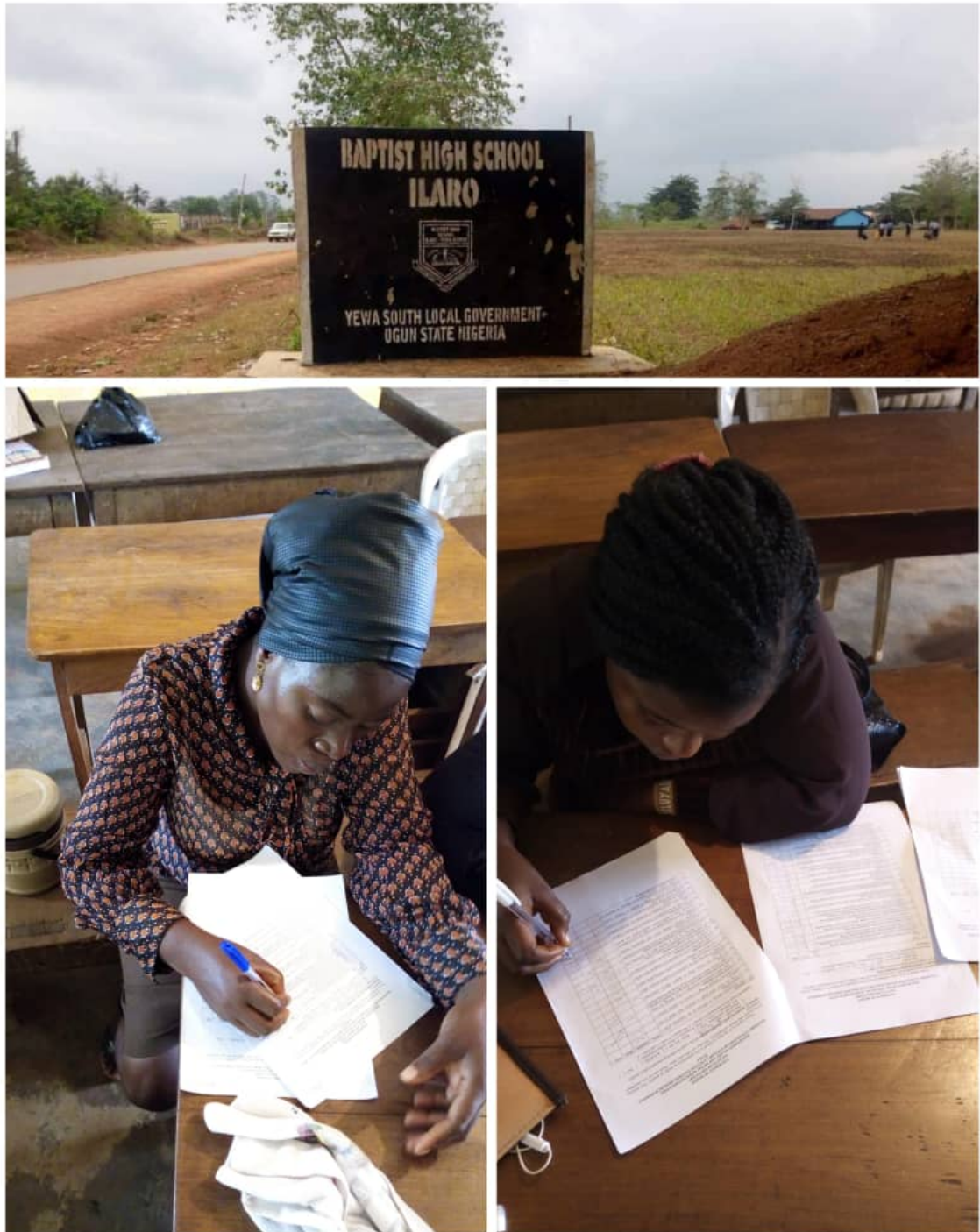
Figure 14: Researcher assistant and a respondent. A respondent fillingthe questionnaire on teachers' knowledge of ELT educational research