

Paradigm Shift in Sharing New Knowledge with Caregivers and Counselors - Exploring Continuous Professional Development (CPD) Model

¹Olaogun, Ganiyu Olakunle, ²Olagunju M. K. O.

¹Department of Early Childhood Education,

²Department of Educational Foundations, Guidance and Counseling,
College of Specialized and Professional Education,

Lagos State University of Education, Oto/Ijanikin with a campus @ Noforija, Epe.

ABSTRACT

In preschool settings, caregivers and counselors play pivotal roles in providing essential care and attention to children. The demands of supporting comprehensive child development necessitate a constantly evolving set of knowledge and skills. The ongoing integration of new insights into classroom practices is of paramount importance for these professionals' career growth. This study, among its various objectives, aimed to identify the additional knowledge requirements of caregivers and counselors, and to explore efficient methods of imparting this new knowledge while minimizing disruption to both professionals and the children they serve. The research gathered responses from a sample of sixty (60) caregivers and counselors, selected randomly for the study. Data collection employed a validated tool called the 'Caregivers and Counselors' Professional Knowledge Needs Questionnaire' (CCPKNQ). Analysis of the collected data encompassed both descriptive and inferential statistical techniques, particularly employing a t-test with a significance level set at 0.05. The findings revealed a substantial demand for continuous sharing of new professional knowledge, preferably within the facilities where these professionals operate and in a collaborative framework. Additionally, caregivers and counselors expressed a willingness to contribute financially to support such training initiatives. Ultimately, the study concluded that the Continuous Professional Development (CPD) in-service support model stands out as the most suitable approach for facilitating knowledge updates among caregivers and counselors in the 21st century. In essence, the study underscores the significance of ongoing learning and knowledge enhancement for caregivers and counselors in preschool environments, advocating for a collaborative, facility-based approach and endorsing the Continuous Professional Development model as an effective means to this end.

ARTICLE INFO

Article History

Received: March, 2023

Received in revised form: May, 2023

Accepted: May, 2023

Published online: June, 2023

KEYWORDS

Continuous Professional Development,
New Knowledge, ECE, Caregivers,
Counselors.

INTRODUCTION

The 21st century is unique in several respects. Its uniqueness among others, appear in the promoting and insistence that, knowledge will determine the relevance of individuals in workplace environments and institutions., hence,

the era is referred to, as one of creativity, innovation and knowledge economy. As observed by Kovind (2018), the 21st century is the age of the knowledge economy. In today's era, the power of new ideas, new thinking and innovation is greater than money.

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



Whether in politics, business or education, patronage of new knowledge has become the determining factor of aggregating professional relevance in academic workplace, including providing care and support for children in pre-schools. The need for Continuous Professional Development (CPD) as knowledge update platform for school personnel (including caregivers and counselors) had been advanced in various documents (trncpd.ng, 2023). In a report submitted by UNESCO's Committee for Education in the 21st Century titled: '**Learning: the treasure within**', we read that, by year 2020, knowledge in many scientific disciplines is likely to need to be updated every 76 days, (Iwona Maciejowska, Hana Čtrnáctová, Pawel Bernard, 2015).

Caregivers/Counselors' Training Models

The curriculum training model through which teachers are produced is adequate and insufficient in envisaging how professionals should approach and incorporate new knowledge and skills into their practices and skills while working after graduating from Colleges and Universities. The pre-service teacher training model (preset) assumes that, the training received in Colleges/ Universities will be sufficient to guide practice through one's professional life.

Caregivers and counselors are prepared using this model and most interns graduate thinking they are perfect. However, when realities and challenges of curriculum reviews set in and new contents are introduced into the curriculum, most professionals are confronted with the urgency to search for new approaches in pedagogy and interpretations of subject content, skills and practices. It has been argued that as part of the curriculum based teacher preparation model it is important, to develop an awareness of the need for lifelong learning in post student trainings (PSTs) and to show them what opportunities are available after graduation and starting work, where they may seek information and support, and how to assess the value of various educational courses, Maciejowska and Bernad, (2015).

In- service Training Models

The knowledge and skills required by caregivers and counselors' to support child's wholesome development, learning and psycho social development in the 21st century is dynamic

and keeps evolving on a daily basis. Equally challenging is the search for and infusing the new knowledge into classroom practices on a continuous basis without disrupting the caregivers and counselors' schedules and depriving the children in their care, of the required attention. The path to relevance and survival as professionals in the child care value chain, is to embrace, life, long, learning (LLL). In practice, the theme translates to mean that, the professional caregivers and counselors must continuously learn, unlearn and re-learn

In-service caregivers and counselors' professional knowledge upscale has been approached through a variety of models including periodic workshops, in-class observations and single seminars. Each of these models has its advantages and disadvantages, particularly those requiring the professionals to abandon their workplaces. While professionals gain some knowledge, the children under their care often lose the care and attention they should get while their care takers are away, hence, the need to adopt better ways of sharing new knowledge with staff in pre- schools.

LITERATURE REVIEW

The improvement of the profession of education lies in the hands of the teacher's education as there is a positive association between the quality of teacher and student achievement which means, the quality of teachers enhances student's performance, Amna Saleem, . Rani Gul, & Adnan Ahmad Dogar 2021.

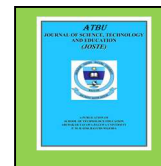
There are a plethora of avenues for sharing new knowledge with professionals including caregivers and counselors such as, in-service top ups, seminars, workshops and online trainings. Each of these platforms generally promote knowledge acquisition in various ways, however, the question of permanence and relevance of the skills and knowledge to the beneficiary and the learners is often questioned. The absence of feedback on the usability and relevance of topics and skills covered at these meetings is yet another factor. One shot seminar or workshop has been found inadequate to support meaningful knowledge upscale required by the 21st century caregiver and counselor. As observed:

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



A dominant feature of conferences, seminars, observations of the work of other teachers in schools and of numerous courses, is the presentation of ready-made solutions. The forms are geared towards message-passing and passive reception of knowledge, only rarely is this combined with any critical reflection and discussion trncpd.com, 2023.

In order to keep caregivers and counselors abreast of new knowledge in their disciplines, the emerging recourse is to adopt a continuous professional development plan as it reflects in most professions. For instance, mandatory CPD, feature prominently in the assessment and evaluation of professionals in health care and financial crime management among others, ICA, 2023.

In Nigeria the regulatory teacher registration agency, Teacher Registration Council of Nigeria (TRCN) recognizes CPD as a functional avenue for sharing and acquisition of new knowledge by teachers at various levels and provides an online training platform. To underscore the relevance of CPD as the best platform for teacher in service training, the TRCN insists that the registration of every teacher shall be reviewed every five years and for a teacher to retain his name in the register of teachers in Nigeria at the end of the five years, he must have earned the stipulated minimum of 130 credit units of CPD, (TRCN, 2023)..

The CPD in-service training model is geared to:

1. Provide a forum for cross-fertilization of ideas and experiences, which would ultimately improve professional competence and commitment.
2. Offer intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field,
3. Maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country,
4. Demonstrate the Council's social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the

drive towards maintaining professional excellence at all times.

5. Keep teachers abreast with the latest innovation in the teaching profession and prevent the setting in of the law of diminishing returns, that could crop in without continuous training,
6. Sharpen skills, knowledge and ensure continued relevance of teachers in the educational or school system. This enables them to perform better in the classroom. Thus the teachers become more useful to their employers, learners and communities. (TRCN, 2023).

This is a policy provision that is not adhered to by teacher employers which this study intends to promote Literature on Continuing Professional Development is quite vast. Relatively new and extensive studies include a global report of the Organization for Economic Cooperation and Development, (OECD, 2009), one concerning the Gates Foundation report (Teachers know best, 2014) and Center for Public Education report (Gulamhussein, 2013). The reports noted that the development of teachers beyond their initial training can serve a number of objectives including:

1. to update individuals' knowledge of a subject in light of recent advances in the area ;
2. to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
3. to enable individuals to apply changes made to curricula or other aspects of teaching practice;
4. to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
5. to exchange information and expertise among teachers and others, e.g. academics, industrialists; and
6. To help weaker teachers become more effective, (OECD, 1998).

There are several definitions of the term CPD. However, given the diversity of CPD models, it is unlikely that a single CPD definition will capture the concept and content of the intentions and objectives of the services it provides. Omar 2015 defined Continuing Professional Development as

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



'the maintenance and enhancement of the knowledge, expertise and competence of professionals through their careers according to a plan formulated with regard to the need of the professional, the employer, the profession and society'. This definition balances individual needs, institutional priorities, and the broader needs of society. It also carries the sense of CPD as a career-long commitment to professional growth and the progressive enhancement of expertise. Day (1999) asserts that, professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, and the group, and which contribute through these to the quality of education in the classroom, also adding that, it is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically

The CPD comprises of varied spectrum of methodologies to learning, like hands on skill sessions, workshops, events and conferences, best practice techniques, e-learning programs and ideas sharing which focused on an individual to improve and to have an effective professional development, The CPD process helps the doctors to manage his own professional development in a broader scale, on regular basis, which helps them to record, review and reflect on their knowledge and skills which they have attained in a specified period. The continuous learning and training increase the capability and confidence and also compliments the career aspirations of an individual. It involves progression from a basic knowledge of know-how to a more mature, advanced or complex understanding of their professional skills, knowledge and transferable skills like patient safety, leadership, managing projects or organizing information. A CPD needs to be a self-directed (not by employer), documented process, focusing on learning from experience, reflective learning and review. It should be helpful to individual to set his objectives and development goals both from formal and informal learning process.

The benefit of Continuing Professional Development is to ensures that both academic qualifications and practical skills should not become obsolete or outdated and give an opportunity to an individual's to 'up skill' or 're-skill' themselves

continuously, regardless of their educational level or age. CPD also helps an individual's regularly to emphasis on how they can become a more effective and competent professional. The CPD comprises of varied spectrum of methodologies to learning, like hands on skill sessions, workshops, events and conferences, best practice techniques, e-learning programs and ideas sharing which focused on an individual to improve and to have an effective professional development. The CPD process helps the doctors to manage his own professional development in a broader scale, on regular basis, which helps them to record, review and reflect on their knowledge and skills which they have attained in a specified period. The continuous learning and training increase the capability and confidence and also compliments the career aspirations of an individual. It involves progression from a basic knowledge of know-how to a more mature, advanced or complex understanding of their professional skills, knowledge and transferable skills like patient safety, leadership, managing projects or organizing information. A CPD needs to be a self-directed (not by employer), documented process, focusing on learning from experience, reflective learning and review. It should be helpful to individual to set his objectives and development goals both from formal and informal learning process.

The benefits of Continuing Professional Development is to ensures that both academic qualifications and practical skills should not become obsolete or outdated and give an opportunity to an individual's to 'up skill' or 're-skill' themselves continuously, regardless of their educational level or age. CPD also helps an individual's regularly to emphasis on how they can become a more effective and competent professionals, Ishtiaq Ahmed (2019).

Purpose of the study

The primary objective of this research was to investigate the need for a paradigm shift in the delivery of new knowledge to in-service caregivers and practicing counselors, through the adoption of the continuous professional development (CPD) model. The study identified key trends, challenges, and opportunities arising from this shift and its impact on the professional development of caregivers and counselors in service.

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved

Research Questions

1. What are the key elements in the current practice of sharing new knowledge with caregivers and counselors?
2. Has the integration of technology and e-learning platforms influenced the accessibility and effectiveness of in service knowledge update for counselors and caregiver?
3. What are the perceptions of caregivers and counselors regarding personalized learning paths and the CPD?
4. To what extent will the paradigm shift improve caregivers and counselors' professional skills in classroom and clinical practices in the child care value chain?

Hypothesis

H0: There is no significant difference in the opinion of caregivers and counselors on the need for new knowledge to improve their skills continuously in the course of their service as professionals.

RESULTS

Table 1: Analysis of the Demographic Information

Variables	Frequency	Percentage
Discipline		
ECE	42	70
Counseling	18	30
Total	60	100
Gender		
Male	16	26.7
Female	44	73.3
Total	60	100
Years of experiences		
0-5 years	13	21.7
6 – 10 years	26	43.3
10 years above	21	35.0
Total	60	100

Table 1 shows demographic information of the respondents as follows; Discipline distribution: ECE unit are the majority of the respondents which accounted for 70% and the counseling unit accounted for 30%. Gender distribution reveals that female respondents are the majority of the respondents which for accounted for 73.3% and male respondents accounted for 26.7%. Years of experience distribution: early childhood education

METHODOLOGY

Descriptive survey research design was adopted. The population of the study consists of caregivers and counselors in the selected schools in Ojo Local Government Education Authority (LGEA). The sample consisted of sixty (60) caregivers and counselors were randomly selected for the study. One instrument was used for the study titled "Caregivers and Counselors' Professional Knowledge Needs Questionnaire' (CCPKNQ) with thirty six (36) items to which responses were required. The instrument was validated by two experts at College of Specialized and Professional Education Lagos State University of Education, Department of Early Childhood and Primary Education, Oto/Ijanikin, Lagos. The instrument was subjected to a reliability test and the instrument was also subjected to Cronbach's alpha test and yielded a coefficient value of $r = 0.79$. The data collected were analyzed using descriptive and inferential statistic of t-test @0.05 level of significance.

and counseling unit years of experience between 6 – 10 years are the majority which accounted for 43.3%, followed by 10 years above accounted for 35% and 0-5 years accounted for 21.7.

Answering of Research Questions

Research Question 1: What are the key elements in the current practice of sharing new knowledge with caregivers and counselors?

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved

Table 2: Showing items on key elements in the common practices of sharing new knowledge with caregivers and counselors

S/N	ITEMS	YES %	NO%	UNDECIDED %	Mean	SD
1.	Do you prefer a one off seminar/workshop in the process of acquiring new knowledge?	38 (63.7)	22 (36.3)	- -	0.633	0.485
2.	Attending seminars/ workshops outside your facility is better	26 (43.3)	32 (53.3)	2 (3.3)	0.500	0.567
3.	Seminar organizers should determine the type of knowledge to share	49 (81.7)	11 (18.3)	-	0.816	0.390

Table 2 showing key elements in the common practices of sharing new knowledge with caregivers and counselors. The detailed analysis is as follows; seminar organizers should determine the type of knowledge to share (mean = 0.81), ECE and counselor prefer a one off seminar/workshop in the process of acquiring new knowledge (mean = 0.63),

and attending seminars/workshops outside their facility is better (mean = 0.50).

Research Question 2: Has the integration of technology and e-learning platforms influenced the accessibility and effectiveness of in service knowledge update for counselors and caregiver?

Table 3: Items on desire for new knowledge by caregivers and counselors

S/N	ITEMS	YES %	NO%	UNDECIDED %	Mean	SD
4.	Have you attended any professional seminar or workshop since you completed your studies	47 (78.3)	13 (21.7)	-	0.783	0.415
5.	Are there new developments in your discipline that you want to acquire	38 (63.3)	22 (36.7)	-	0.633	0.485
6.	Are you satisfied with your knowledge base in your discipline	50 (83.3)	5 (8.3)	5 (8.3)	1.00	0.411
7.	I know the most suitable skill I need	24 (40.0)	36 (60.0)	-	0.400	0.499
8.	Will new knowledge in your discipline enhance your class/ clinical practices	55 (91.7)	3 (5.0)	2 (3.3)	0.983	0.290
9.	Are you linked to any source to get new knowledge in your discipline	49 (81.7)	11 (18.3)	-	0.433	0.499
10.	Do you have an e-library connection/or registered with one?	26 (56.7)	34 (43.3)	-	0.433	0.499
11.	Do you consider that you have the type of knowledge required in your discipline today	45 (75.0)	10 (16.7)	5 (8.3)	0.916	0.497
12.	Are there new developments in your discipline that you need to learn	38 (63.3)	18 (30.0)	4 (6.7)	0.766	0.563
13.	Do you have challenges accessing new knowledge in your discipline	23 (38.3)	37 (61.7)	-	0.383	0.490

Table 3 showing items on desire for new knowledge by caregivers and counselors. The detailed analysis is as follows; that caregivers and counselors are satisfied with their knowledge base in their various disciplines (mean = 1.00), that new knowledge in their discipline enhance their class/

clinical practices (mean = 0.98), caregivers and counselors consider that they have the type of knowledge required in their discipline today (mean = 0.91). Caregivers and counselors had attended professional seminars or workshops since they had completed their studies (mean = 0.78), that there

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



are new developments in their discipline that they need to learn (mean = 0.76), that there are new developments in their discipline that they want to acquire (mean = 0.63), caregivers and counselors have an e-library connection/or registered with one (mean = 0.43). Caregivers counselors do not have link to any source to get new knowledge in their discipline (mean = 0.43), caregivers and counselors do not know the most suitable skills they need

(mean = 0.40), and caregivers and counselors have challenges accessing new knowledge in their discipline (mean = 0.38).

Research Question 3: To what extent will the paradigm shift improve caregivers and counselors' professional skills in classroom and clinical practices in the child care value chain?

Table 4: Showing the current methods of sharing new knowledge with caregivers and counselors

S/N	ITEMS	YES %	NO%	UNDECIDED %	Mean	SD
15.	Was the theme and content of the seminar relevant to your discipline?	60 (100)	-	-	1.00	.000
16.	Listening to lectures at seminar enhances new knowledge	60 (100)	-	-	1.00	.000
17.	A one off seminar is better than a continuous knowledge sharing model	24 (40)	36 (60)	-	4.00	0.490
18.	Do you find time to compensate for time lost when you attend seminar outside the school	22 (36.7)	38 (63.3)	-	0.366	0.485

Table 4 affirms current methods of sharing new knowledge with caregivers and counselors. The detailed analysis is as follows; that a one off seminar is better than a continuous knowledge sharing model (mean = 4.00) that listening to lectures at seminar enhances caregivers and counselors encourage new knowledge (mean = 1.00), that the theme and content of the seminar are

relevant to their discipline (mean = 1.00), and the respondents find time to compensate for time lost when you attend seminar outside the school (mean = 0.36).

Research Questions 4: What are the perceptions of caregivers and counselors regarding personalized learning paths and the CPD?

Table 5: Showing knowledge of and preferences for CPD

S/N	ITEM	YES %	NO %	UNDECIDED%	Mean	SD
19.	Do you belong to any professional organization related to your discipline?	35 (58.3)	25 (41.3)	-	0.583	0.497
20	Do you have a professional mentor	49 (81.7)	11 (18.3)	-	0.816	0.390
21	Would you like to be supported by a colleague to share new knowledge	54 (90.0)	6 (10.0)	-	0.900	0.302
21.	Would you prefer a continuous professional knowledge sharing approach	43 (71.7)	17 (28.3)	-	0.716	0.454
22.	Working with colleagues in similar facilities encourages better learning	36 (60.0)	20 (33.3)	4 (6.7)	0.733	0.578
23.	I should be involved in determining the type of knowledge I need at all times	38 (63.7)	22 (36.3)	-	0.633	0.485
24.	Can you sacrifice part of your income to pay to acquire new knowledge?	37 (61.7)	23 (38.3)	-	0.616	0.490
25.	Can you wait after school hours in the school to benefit from a new knowledge	25 (41.7)	35 (58.3)	-	0.416	0.497
26.	Will you be willing to share your new knowledge with colleagues within and outside your school	36 (60.0)	24 (40.0)	-	0.600	0.494
27	CPD hours covered in a year should be part of the promotion condition for caregivers and counselors	51 (85.0)	9 (15.0)	-	0.850	0.360
28.	Are you aware of the TRCN act's position on CPD	40 (66.7)	20 (33.3)	-	0.666	0.475
29	Are you aware of what is called Continuous Professional development (CPD)	30 (50.0)	28 (46.7)	2 (3.3)	0.450	0.501
30.	Have you been involved in a CPD before?	27 (55.0)	33 (45.0)	-	0.816	0.390
31.	Will you prefer CPD held in your workplace with colleagues than attending one off seminar or workshop in sharing new knowledge?	49 (81.7)	11 (18.3)	-	0.466	0.503
32.	Can you lead a CPD meeting if invited?	28 (46.7)	32 (53.3)	-		

Table 5 depicts that knowledge of and preferences for CPD. The detailed analysis is as follows; that caregivers and counselors like to be supported by a colleague to share new knowledge (mean = 0.90), CPD hours covered in a year should be part of the promotion condition for caregivers and counselors (mean = 0.85), caregivers will prefer CPD held in their workplace with colleagues than attending one off seminar or workshop in sharing new knowledge (mean = 0.81) caregiver and counselor have a professional mentor (mean = 0.81), working with colleagues in similar facilities encourages better learning (mean = 0.73),

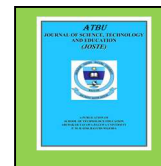
respondents prefer a continuous professional knowledge sharing approach (mean = 0.71), caregivers and counselors are aware of the TRCN act's position on CPD (mean = 0.66). Caregivers and counselors should be involved in determining the type of knowledge they need at all times (mean = 0.63). The caregivers and counselors should be involved in determining the type of knowledge they need at all times (mean = 0.61), respondents are willing to share your new knowledge with colleagues within and outside your school (mean = 0.60), caregivers and counselors belongs to professional organization related to their discipline

Corresponding author: Olaogun, Ganiyu Olakunle

trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



(mean = 0.58), an average number of the respondents are aware of what is called Continuous Professional development (CPD) (mean = 0.56). The respondents says they cannot lead a CPD meeting if invited (mean = 0.46) and more than average of the respondents have not been involved in a CPD before (mean = 0.45).

Hypothesis Testing

H0: There is no significant difference in the opinion of caregivers and counselors on the need for new knowledge to improve their skills continuously in the course of their service as professionals.

Table 6: independent t-test showing differences in the opinion of caregivers and counselors on the need of new knowledge

Variable	N	Mean	Std.D	t	df	Sig.	Remark
Caregivers and counselor needs of new knowledge							
Caregivers	36	15.32	2.70	9.158	58	0.000	significant
Counselors	24	5.04	1.12				

Table above shows that there is a significant difference between opinion of caregivers and counselors on the need for new knowledge mean scores improving their skills interpreting data analysis results (t = 9.15; df = 58; p<0.05). The mean values shows the counselor new knowledge mean score (15.32) is higher than counselors new knowledge (5.04).

DISCUSSION OF FINDINGS

Findings from the study confirmed that the improvement of the profession of education lies in the hands of the teacher's education as there is a positive association between the quality of teacher and student achievement which means, the quality of teachers enhances student's performance, Amna Saleem, . Rani Gul, & Adnan Ahmad Dogar 2021. Most in-service counselor have the desire to acquire new knowledge as attested that new knowledge in their discipline enhance their class/ clinical practices (mean = 0.98). Even though, a large number of counselors and caregivers are satisfied with their current skills and knowledge, it not unlikely that this impression will change when the CPD model is fully implemented. As observed by Ishtiaq Ahmed (2019), CPD also helps an individual's regularly to emphasis on how they can become a more effective and competent professionals. The findings support for a paradigm shift in the sharing of new knowledge from seminars, workshops and online studies to the CPD model as respondents will like to be supported by colleagues to share new knowledge, want CPD

hours covered in a year should to be part of the promotion condition for caregivers and counselors, caregivers and will prefer CPD held in their workplace with colleagues than attending one off seminar or workshop in sharing new knowledge (mean = 0.81) caregiver and counselor have a professional mentor (mean = 0.81), working with colleagues in similar facilities encourages better learning (mean = 0.73), respondents prefer a continuous professional knowledge sharing approach (mean = 0.71), caregivers and counselors are aware of the TRCN act's position on CPD (mean = 0.66).

Caregivers and counselors should be involved in determining the type of knowledge they need at all times (mean = 0.63). The caregivers and counselors should be involved in determining the type of knowledge they need at all times (mean = 0.61), respondents are willing to share your new knowledge with colleagues within and outside your school (mean = 0.60), caregivers and counselors belongs to professional organization related to their discipline (mean = 0.58), an average number of the respondents are aware of what is called Continuous Professional development (CPD) (mean = 0.56). The respondents say they cannot lead a CPD meeting if invited (mean = 0.46) and more than average of the respondents have not been involved in a CPD before (mean = 0.45).

CONCLUSION

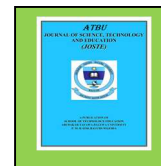
The desire for continuous knowledge to improve personal skills and institutional ratings can never be underestimated particularly in this century

Corresponding author: Olaogun, Ganiyu Olakunle

trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



where the world has become a global village. More important is the fact that no system of education can rise above the quality of its teachers (NPE, 2013). Caregivers and counselors will continuously require new knowledge to deliver subject contents using appropriate child friendly pedagogies that will suit learners. Olaogun et al, (2011) had advocated turning classes to children as the best method to encourage how children learn best. Children learn best when they explore new contents. The children of the 21st century interact with peers across the globe and discuss fundamental changes taking place in their schools. Caregivers and counselors that are not involved in continuous professional development cannot meet up with this trend.

RECOMMENDATIONS

1. Professional associations such as Early Childhood Association of Nigeria (ECAN), Counseling Association of Nigeria (CASSON) and Association of Practicing Counselors of Nigeria (APROCON) should intensify sensitization of members on the benefits and workings of the CPD in-service training model as a better option for caregivers and counselors' knowledge update.
2. The Teacher Registration Council Of Nigeria (TRCN) should be firm in requiring evidence of CPD for caregivers and counselors' recertification
3. Resource centers where CPD meetings can hold in pre-schools should be created where and conducive for participants to learn comfortably
4. Caregivers and counselors' employers should include evidence of participation in CPD as part of the conditions for promotion for staff.
5. Sponsorship should be promoted for CPD participants in schools by employers and institutions.

REFERENCES

Amna Saleem, Dr. Rani Gul, Adnan Ahmad Dogar. (2021). Effectiveness of Continuous Professional Development Program as Perceived By Primary Level Teachers.

Ilkogretim Online - Elementary Education Online, 2021; 20 (3): pp. 53-72
<http://ilkogretim-online.org> doi: 10.17051/ilkonline.2021.03.06

- Bassam Omar 2015 Developing Continuing Professional Development (CPD) Leadership in Further Education (FE). A thesis submitted to the University of Birmingham for the degree of Doctor of Education
- Day, C. (1999). *Developing Teachers; the Challenges of Lifelong Learning*. London: Falmer Press.
- Day, C. (2002). Development and disenchantment in the professional lives of head teachers. In I. Goodson and A. Hargreaves (eds), *Teachers' Professional Lives*. London: Falmer Press.
- Kovind ram Nath. (2018). 21st century is the age of knowledge economy. <https://www.business-standard.com>. Retrieved on 29-7-2023.
- Iwona Maciejowska, Hana Čtrnáctová, Pawel Bernard (2015) Continuous Professional Development <https://www.researchgate.net/publication/285590440>. Retrieved 3-8-2023.
- ICA (2023). The International compliance Association. Int-comp.org
- Ishtiaq Ahmed. (2019) Continuing professional development: a need of time *Isra Medical Journal*, 11(3)
- Federal Ministry of Education (2014) *National Policy on Education*. NERDC Press
- OECD (1998). *Staying Ahead: In-service Training and Teacher Professional Development*, "What Works in Innovation in Education" series, Paris.
- Olaogun, G.O, Adeleke, S.J and Ishola, A. A. (2011). Turning Classes to Learners. The ECE perspective. In, AOCOED. *Journal of Educational Research and Development*. 6(1)
- TRCN (2023). Continuous Professional Development for Nigerian Educators. trncnecd.com. Retrieved on 218-7-2023.

Corresponding author: Olaogun, Ganiyu Olakunle

✉ trustfield4@gmail.com

Department of Early Childhood Education, College of Specialized and Professional Education, Lagos State University of Education.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved