

Primary School Teacher Quality and Their Preferences in the Design of a Mobile Learning Professional Development Model

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Abstract

Cameroon, like most sub-Saharan countries, face the issue of teacher quality and has been trying to address it through the use of the one-shot professional development model, which has its own limitations. In an attempt to resolve this through mobile learning, the following research question was formulated: *What are teachers' preferences in the design of a mobile learning professional development model?* The survey research design approach was used to collect data from n = 502 primary school teachers located in rural, semi-urban, and urban areas. On a 5-point Likert scale, participants were asked to rate eleven statements about how they would like a mobile learning professional development model to be designed. With the aid of SPSS Version 25, the data was analysed using frequency counts and percentages. The findings revealed that teachers perceive mobile phones for professional development as helpful in avoiding overcrowded seminars, enhancing their skills, and providing access to learning materials anytime and anywhere. They also prefer mobile learning programs related to their specific learning needs and contextual issues. The autonomous learning platform should offer opportunities for peer-to-peer mentoring, group activities, interactive multimedia content, autonomous learning, competence building, and control over their own learning. The study recommends that any mobile learning teacher professional development program should consider these options in platform and learning content design. The involvement of beneficiaries in the design process offers a greater chance of acceptances and will keep them engaged, improve their quality and contribute to quality learning outcomes.

Keywords

Teacher Quality, Teacher Professional Development, Primary School Teachers,

1. Introduction

Cameroon like most Sub-Saharan African countries face lot of challenges in the education sub-sector among which is teacher quality. This problem is further aggravated by inadequate and insufficient continuous professional development opportunities. UNESCO (2018) reported that over 30% of primary school teachers in Cameroon had not received sufficient pedagogical training, leading to ineffective teaching practices. This is further compounded by insufficient ongoing teacher professional development opportunities leaving teachers ill-equipped to adopt modern teaching methods. Because of qualified teacher shortage some schools are compelled to hire unqualified personnel. Commenting on teacher quality, the World Bank reported that nearly 40% of primary school teachers in rural Cameroon lack formal qualifications (World Bank, 2019; World Bank, 2021). Based on these assertions, it is obvious that teacher quality affects pupils' learning outcomes. *Programme d'Analyse des Systèmes Educatifs de la CONFEMEN* (PASEC) designed to assess pupils' abilities in mathematics and reading revealed that in Cameroon, only 46% of pupils in Grade 6 achieve minimum proficiency in reading and mathematics (PASEC, 2019).

Teacher quality is a global issue that drew the attention of the United Nations. Target 4C of the fourth Sustainable Development Goals (SDG) highlights the need for quality education and calls on all governments to significantly boost the number of qualified teachers by 2030 (United Nations, 2015). Qualified teachers are strategic in the provision of quality education. The need for quality education, as highlighted in the fourth SDG, aligns with Cameroon's demand for quality teachers to prepare citizens who will contribute to build the country's economy to attain emergence by 2035 (Ministry of Economy, Planning, and Regional Development, 2009). Continuous professional development of teachers is paramount to the achievement of quality education. While the issue of teacher quality is predominant, various strategies, such as face-to-face seminars, workshops, and peer-to-peer exchanges, are used to strengthen teacher quality (Ndongfack, 2015).

2. The Problem

A report published by the Ministry of Basic Education (2022) indicated that only 65% of primary school teachers have formally completed a grade two teacher training program. An indication that most teachers enter the teaching profession with limited or no pedagogical skills, resulting in ineffective teaching practices. This further compounded by limited in-service training and professional development opportunities thus leaving teachers ill-equipped to adapt to evolving educational demands. While in-service opportunities are scarce, the one-shot model of teacher professional development has often been used to upgrade teachers'

skills. In the one-shot model, teachers of a school cluster come together for a one-day professional development programme. Even though the model is commonly employed, it presents several challenges that undermines its effectiveness. Researchers observed that this model is brief and characterise by isolated workshops, standalone training sessions often conducted without follow-up or sustained support (Ndongfack, 2015; Tchombe, 2021). Other critics of the model outline that emphasis is on theoretical knowledge rather than hands-on activities, which makes it difficult for teachers to transfer the workshop knowledge to their classrooms (Piper et al., 2018). The multiple challenges teachers face in their classrooms cannot be resolved through the one-shot professional development model because it adopts the one-size-fits-all approach, which does not address teachers' specific needs (Ndongfack, 2015; Traxler, 2018). In the same perspective, other researchers observed that the short training duration does not offer teachers the opportunity to interact and engage with each other. Research holds that the minimum recommended duration of an effective professional development of 60 to 80 hours annually (Guskey, 2000; Supovich & Turner, 2000). These limitations make teachers perceive the training sessions as irrelevant, leading to low retention of the material presented (Levy et al., 2019). Besides, the workshops are often underfunded or not funded at all, leading to insufficient handout materials and poorly prepared facilitators. Insufficient training materials compromise the quality of training (Baguma et al., 2020). Also, there are very limited opportunities for collaboration and knowledge-sharing among teachers, thus making it difficult for the exchange of ideas and best practices that are essential for professional growth (Tchombe, 2021).

2.1. Mobile Learning as a Sustainable Pathway for Teacher Professional Development

Whilst the weaknesses in the one-shot model undermine teacher quality, this research sought to find out a better approach to keep teachers engaged in a professional development programme. Preliminary findings reveal that mobile learning offers a sustainable and effective alternative to the one-shot model. Mobile learning refers to the provision of teaching and learning via the use of mobile technology devices in a variety of contexts (Sharples et al., 2019). Unlike the weaknesses identified in the one-shot professional development model, mobile learning is flexible and provides opportunities for teachers to access learning resources, interact with peers, and engage in self-paced learning anytime and anywhere (UNESCO, 2020). Moreover, mobile learning provides opportunities for ongoing teacher professional development, regular update of instructional materials and possibilities for teachers to reflect on their classroom practices across the board (Park, 2011). Mobile learning platform can be customised to meet the unique needs of teachers in different contexts, making the training more relevant and impactful (Ally & Wark, 2019). Through mobile apps and social media platforms, teachers can connect with peers, share experiences, and collaboratively solve chal-

lenges (Baguma et al., 2020). Financially, mobile learning reduces logistical costs and can be scaled to reach a broader audience, addressing the limitations of resource-intensive one-shot workshops (Traxler, 2018).

2.2. Possibilities of Embracing Mobile Learning for Teacher Professional Development

In Cameroon, statistics on mobile devices reveals that there were 80% mobile device users in 2023, reflecting a widespread ownership of mobile phones, including feature phones and smartphones (Statista, 2023). The increase in mobile devices ownership over the past decade has largely been driven by the affordability and the expansion of mobile network infrastructure. Mobile phone companies are expanding the 3G and 4G network coverage, which has enhanced internet access across urban and rural areas.

The affordability and the rapid spread of mobile devices is an opportunity to explore its potential in bridging the disparities that exist in access to professional development resources in remote and underserved areas. Mobile learning encourages lifelong learning and continuous skill acquisition perceived as a critical need in a rapidly changing education landscape. Through mobile learning platforms, peer collaboration and sharing of best practices among teachers foster professional development (Ally & Wark, 2019). Based on the rapid penetration of mobile devices due its affordability, the expansion of mobile phone coverage and the potential of the tool to widen access to learning opportunities, the following research question was formulated: *What are teachers' preferences in the design of a mobile learning professional development model?*

3. Theoretical Framework

The design of a sustainable mobile learning model for teacher professional development (TPD) require a solid theoretical framework that can facilitate the identification of their preferences, contextual realities, and the potential of the tool. Technology Acceptance Model (TAM), enriched by Constructivism and Self-Determination Theories seems to provide a solid foundation for this study. These will collectively provide insights into factors influencing teachers' acceptance, engagement, and satisfaction with mobile learning TPD programmes.

Technology Acceptance Model (TAM) posits that the acceptance and use of a technology are influenced by two primary factors: perceived usefulness (PU) and perceived ease of use (PEOU) (Davis, 1989). An indication that teachers are more likely to adopt mobile learning if they perceive it as beneficial in the enhancement of their professional skills and also see it as easy to use. If a mobile learning platform provides features such as interactive modules, real-time feedback, and access to diverse resources, teachers are likely to view it as useful. Thus, the interface should be user-friendly with minimal technical challenges to boost teachers' willingness to use it. PU and PEOU are critical as they significantly influence users to adopt a new technology (Venkatesh & Bala, 2008).

Constructivist Learning Theory proponents argue that learning should be active and contextual for learners to construct knowledge based on their experiences (Vygotsky, 1978). The principles of mobile learning align with this theory in that it provides opportunities for teachers to learn in authentic and flexible environments. The incorporation of collaborative tools, reflective practices, and scenario-based simulations on mobile platforms will support experiential learning, which is critical in teachers' skills development. The integration of peer collaboration tools such as forums or discussion boards enable teachers to share experiences and co-construct their knowledge (Ally & Wark, 2019). This is in line with teacher preference in a professional development programme that are practical, interactive, and context-specific.

Self-Determination Theory (SDT) on her part perceive autonomy, competence, and relatedness as the key drivers of intrinsic motivation in a learning process (Deci & Ryan, 1985). Mobile learning fosters autonomy by allowing teachers to access resources anytime and anywhere. Through this, their competences are developed through related content tailored to meets individual professional development needs. Some researchers concluded that, if teachers are given the opportunity to select courses or resources based on their specific teaching challenges, they feel empowered and motivated to engage in the learning process (Sun & Rueda, 2012). A TPD models that consider these psychological needs, result in higher teacher satisfaction and retention rates.

Based on the logical and scientific evidence presented above, this researcher sees TAM, constructivist learning theory, and SDT as a comprehensive mobile learning framework. In this framework, three factors are paramount: First, PU and PEOU in the mobile learning model are critical to teacher acceptance and use of this professional development approach. To improve PU and PEOU, mobile learning platforms should have features that are easy to use and adapt to different situations. The content should also be relevant and encourage hands-on activities that are similar to what teachers do in the real world. Thus, embedding interactive, collaborative, and reflective activities that align with constructivist principles is a necessity, and thirdly, learning activities should be related to teachers' needs and articulated in a manner that fosters competence building and autonomous learning. This, in return, will build teachers intrinsic motivation.

4. Literature Review

As discussed earlier, teacher quality is a global issue as outlined in Target 4C of the United Nations Fourth Sustainable Development Goals (United Nations, 2015). Upgrading teachers' skills through professional development programme is critical if any society desire quality education. Mobile learning seems to be the best approach to achieve this goal since it characterised by flexibility and accessibility (Park, 2011). A key success factor is the understanding of teachers' preferences in the design such a professional development model. Some studies have conducted on the used of mobile learning in TPD hence the need to conduct a

literature review to explore what characterise teachers' preferences and key themes.

User-friendly Technology: An in-depth literature review on acceptable technological platform for TPD repeated points to teachers desiring a tool that is easy to use. Mobile devices are one of such tools that most teachers own. As such, those with limited skills in the use of other tools like the desktop computer prefer mobile learning platforms with uncomplicated interface. While investigating factors that motivate individuals to embrace a new technology, a researcher concluded that perceived usefulness (PU) and perceived ease of use (PEOU) are the bases of such acceptance (Davis, 1989). Corroborating these findings another group of researchers in their Unified Theory of Acceptance and Use of Technology (UTAUT) argued that perceived ease of use significantly impacts the adoption of mobile technologies. Again, other researchers see training to use the new technology and technical support as critical aspect that should be taken into consideration for the sustainability of mobile learning platforms among teachers (Hsu et al., 2021).

Flexibility and Accessibility: Were highlighted in the theoretical framework as significant factors that drive teachers desired to embrace mobile learning because it gives them the opportunity to access professional development resources at their own pace and convenience. Some researchers concluded that teachers prefer mobile learning platform because it is accessible anytime and anywhere, support offline access, addresses specific professional development needs in diverse contexts, including urban and rural areas (Liu et al., 2017). Other researchers reported that flexibility is paramount for teachers who blend their classroom chores with professional development programmes (Park et al., 2020).

Content Relevance and Customisation: Self-Determination theory uphold that relatedness is one of the drivers for intrinsic motivation (Deci & Ryan, 1985). As such, teachers prefer professional development programmes that are related to their specific learning needs and addresses contextual issues. Relatedness refers personalised content such as contextualised learning materials. Some researchers exploring the potential of mobile learning platforms in TPD concluded that content that addresses specific needs tend to receive higher acceptance (Gikas & Grant, 2013). Another researcher reported that teachers highly appreciate training programmes that offers the opportunity to customise their learning to specific needs in a way that is immediate applicability in the classroom (Kurt, 2019).

Interactivity and Collaboration: Were identified as critical success factors in mobile learning platform. These include discussion forums, peer-to-peer mentoring, and group activities. These have been highlighted by a group of researchers exploring a mobile learning platform in professional learning communities. Their studies concluded that peer interaction in a professional learning communities increase teacher engagement and satisfaction (Hung & Zhang, 2020). Moreover, teacher prefer interactive multimedia content that keep they engaged such as live sessions, video learning materials and quizzes. These enhances teachers learning experience (Ally & Wark, 2019).

Motivational Factors and Autonomy: Self-determination theory had outlined three key factors driving teachers' intrinsic motivation in a TPD. These are autonomous learning, competences building and relatedness or relevance of the content (Deci & Ryan, 1985). Corroborating these findings some researchers reported that teachers are motivated in a TPD programme if it offers them the possibility to control their own learning, possibilities to collaborate and share experiences with peers (Sun & Rueda, 2012).

5. Methodology

We used a quantitative research design to determine teachers' preferences for a mobile learning professional development model. The study targeted 120262 public primary school teachers teaching in public primary schools in Cameroon. Schools are generally located in three setting: rural, semi-urban and urban areas hence the need to ensure that participants are drawn from these strata for equity purpose (Ministry of Basic Education, 2024). Research Advisors (2006) spreadsheets were used in calculating the sample size, which yielded 384 teachers at a confidence level of 95% and a margin of error (degree of accuracy) of 5%.

We collected data using survey questionnaires that included Likert scale instruments adapted from TAM (Davis, 1989). The data collection instrument was divided into two parts: the first part was designed to collect participant demographic information, while the second part, made up of 11 Likert scale items, was designed to collect teachers' preferences for the design of a mobile learning professional development model. We piloted the instruments for reliability before collecting the data, using selected teachers who were not involved in the study. Research holds that constructs are considered to have internal consistency reliability if the Cronbach Alpha value falls between the ranges 0.7 to 0.99 (Sekaran, 2006). After the analysis, the test items showed a high level of reliability of 0.901.

The questionnaire was built into the Google Form platform and administered through Teachers WhatsApp Forums in the three school locations nation-wide. For convenience reasons, teachers encouraged to take part in the study. At the end of the three-week long data collection, there were $n = 502$ respondents. The data was analysed using frequency count and percentage. The findings are herein presented.

6. Findings

Table 1 shows the demographic information of participants. It can be observed that among the respondents, 227 (47.9%) were males while 245 (51.9%) were females. A majority of the teachers are within the age range 30 to 59 years with a cumulative percentage of 96.2%. The teachers are also very experienced because 425 (90.8%) of them have been teaching for more than five years. Regarding their school location, a majority of the respondents—232 (49.6%) are in rural area while 153 (32.7%) of them were from the urban area. An indication that a majority of those highly targeted by this study participated in the survey. Regarding the

Table 1. Demographic information of participants.

Gender	Males	Females	Age Range	20 - 29	30 - 39	40 - 49	49 - 59	60+
	227 (47.9%)	245 (51.9%)		13 (2.7%)	115 (24.2%)	180 (37.9%)	162 (34.1%)	5 (1.1%)
Longevity in service	Less than five	Above five	School location	Rural Area	Semi Urban	Urban		
	43 (9.2%)	425 (90.8%)		232 (49.6%)	83 (17.7%)	153 (32.7%)		
Own a Smart phone	Yes	No						
	464 (98.5%)	7 (1.5%)						

ownership of a smart phone, 464 (98.5%) affirmed that they own one. This is an indication that the teachers have the devices highly needed to rollout mobile learning.

On a 5-point Likert scale, participants were asked to rate eleven statements about how they would like a mobile learning professional development model to be designed. **Table 2** displays the results. We formulated the first three statements to sample the participants' perceived usefulness of a mobile learning professional development model. According to the findings, 387 (81.1%) participants agreed that using their mobile phones for professional development will help them avoid overcrowded pedagogic day seminars, while 59 (12.5%) disagreed and 29 (6.1%) remained neutral. Also, 458 (96.4%) see the use of their mobile phone for professional development as a means to enhance their professional skills, while 10 (2.1%) of the participants were neutral and 7 (1.4%) of them disagreed. Similarly, 231 (92.3%) of the participants agreed that using their mobile phone for in-service training will provide them the opportunity to access learning materials anytime and anywhere, while 13 (2.7%) were neutral and 24 (5.0%) disagreed. Regarding the perceived ease of use, 421 (88.4%) participants agreed that they prefer using their mobile phone for professional development because they can manipulate it easily, while 22 (4.8%) of them were neutral and 32 (6.7%) of them disagreed.

When asked what they would like in this kind of model, 425 (89.5%) of the teachers who participated in this study said they would like the mobile learning professional development program to be tailored to their specific learning needs and address issues in their own communities. Only 11 (2.3%) disagreed, and 39 (8.2%) stayed neutral. Also, 438 (92.4%) of the participants preferred a mobile learning professional development program that offered them the opportunity to immediately apply what they learnt in their classrooms, while 26 (5.5%) were neutral and 9 (1.9%) disagreed. Moreover, 441 (93.6%) of the participants prefer the mobile learning professional development platform to offer them the opportunity to discuss with mates, do peer-to-peer mentoring, and do group activities, as compared to 11 (2.3%) who disagreed and 18 (3.8%) who remained neutral.

Concerning the resources, 435 (92.8%) of the teachers prefer the mobile learning professional development platform to offer interactive multimedia content that keeps them engaged, such as live sessions, video learning materials, and quizzes, while 28 (6%) of them were neutral and 6 (1.1%) of them disagreed.

Table 2. Teachers' preferences in the design of a mobile learning professional development model.

No	Statements	SA	A	N	D	SD
1	Using my mobile phone for professional development will help me avoid overcrowded pedagogic day seminars.	184 (38.7%)	203 (42.7%)	29 (6.1%)	44 (9.3%)	15 (3.2%)
2	Using my mobile phone for professional development will enhance my professional skills.	251 (52.8%)	207 (43.6%)	10 (2.1%)	4 (0.8%)	3 (0.6%)
3	Using my mobile phone for in service training will provide me the opportunity to access the learning materials anytime and anywhere	51 (54.6%)	180 (37.7%)	13 (2.7%)	22 (4.6%)	2 (0.4%)
4	I prefer using my mobile phone for professional development because I can manipulate it easily	199 (41.8%)	222 (46.6%)	23 (4.8%)	29 (6.1%)	3 (0.6%)
5	I prefer mobile learning professional development programs to be related to my specific learning needs and addresses contextual issues	178 (37.5%)	247 (52%)	39 (8.2%)	11 (2.3%)	0 (0.0%)
6	I prefer mobile learning professional development programs to offer me the opportunity to immediately apply what I learnt in my classroom	192 (40.5%)	246 (51.9%)	26 (5.5%)	9 (1.9%)	0 (0.0%)
7	I prefer the mobile learning professional development platform to offer me the opportunity to discuss with mates, do peer-to-peer mentoring, and do group activities	212 (45%)	229 (48.6%)	18 (3.8%)	11 (2.3%)	0 (0.0%)
8	I prefer mobile learning professional development platforms to offer interactive multimedia content that keeps us engaged, such as live sessions, video learning materials and quizzes	203 (43.3%)	232 (49.5%)	28 (6%)	5 (1.1%)	0 (0.0%)
9	I prefer mobile learning professional development platform that offers opportunity for autonomous learning, and competences building	187 (39.8%)	245 (52.1%)	27 (5.7%)	9 (1.9%)	2 (0.4%)
10	I prefer mobile learning professional development program platform that offers content that is related to my training needs	223 (47.1%)	232 (49%)	12 (2.5%)	5 (1.1%)	0 (0.0%)
11	I prefer mobile learning professional development program platform that offers the possibility to control my own learning and possibility to collaborate and share experiences with peers.	226 (47.9%)	215 (45.6%)	21 (4.4%)	7 (1.5%)	3 (0.6%)

Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

When it comes to flexibility, 432 (91.9%) of the participants said they liked how the mobile learning professional development platform let them learn on their own and build their skills. Only 27 (5.7%) were neutral, and 11 (2.3%) didn't agree. Looking at specific training needs, 455 (96.1%) of the participants prefer the mobile learning professional development platform to offer content that is related to their training needs, while 5 (1.1%) of them disagreed and 12 (2.5%) were neutral. Concerning working together, 441 (93.5%) of the people who participated want a mobile learning professional development platform that lets them take charge of their own learning and lets them work together and share their experiences with peers. Only 10 (2.1%) disagreed, and 21 (4.4%) were not sure.

6.1. Summary of the Findings

The analysis of the data leads to the following conclusion. Participants:

- Perceive the use of their mobile phones for professional development as help-

ful in avoiding overcrowded pedagogic day seminars.

- Perceive the use of their mobile phones for professional development as a pathway to enhance their professional skills.
- Believe that using their mobile phone for in-service training will provide them the opportunity to access learning materials anytime and anywhere.
- Prefer using their mobile phone for professional development because they can manipulate it easily.
- Prefer the mobile learning professional development program to be related to their specific learning needs and address contextual issues.
- Prefer the mobile learning professional development program because it offers them the opportunity to immediately apply what they learn in their classrooms.
- Prefer the mobile learning professional development platform to offer them the opportunity to discuss with mates, do peer-to-peer mentoring, and do group activities.
- Prefer the mobile learning professional development platform to offer interactive multimedia content that keeps us engaged, such as live sessions, video learning materials, and quizzes.
- Prefer the mobile learning professional development platform that offers opportunities for autonomous learning and competence building.
- Prefer the mobile learning professional development program platform that offers content that is related to my training needs.
- Prefer the mobile learning professional development platform to offer them the possibility to control their own learning and to collaborate and share experiences with peers.

6.2. Discussion of Findings

The disturbing trends in teacher quality require researchers to constantly explore alternative strategies to address the situation. One such strategy, as outlined in the literature review, is the use of mobile learning for professional development; hence, there is a need to map out teachers' preferences in the design of such a model. This study revealed that teachers see the use of the mobile learning professional development model as useful because it spares them from the overcrowded pedagogic day seminar and also as a pathway to enhance their professional skills. More so, the use of their mobile phones for the professional development program makes the training flexible, with access to the platform anytime, anywhere, and easy manipulation of their devices. These findings corroborate with the work of some researchers who argued that people will embrace a new technology if they perceive it as useful, simple to use, and flexible (Davis, 1989; Liu et al., 2017; Park et al., 2020). Like a pedagogic day seminar that addresses teachers training needs generally, this study upholds that the teachers prefer the mobile learning professional development program to be related to their specific learning needs and addresses contextual issues. Again, it should offer them opportunities to immedi-

ately apply what they learn in their classrooms, discuss with mates, carry out peer-to-peer mentoring, and do group activities. These align with the work of other researchers who see content relevance and the ability for teachers to easily implement what they learn in their classroom as key success factors in a teacher professional development program (Gikas & Grant, 2013; Kurt, 2019). The teachers also reported that they prefer the mobile learning professional development platform to offer interactive multimedia content that keeps us engaged, such as live sessions, video learning materials, and quizzes, and the opportunity for autonomous learning and competence building. Their preferences for such features in the mobile learning platform hold with the works of other researchers who concluded that interactive multimedia content such as live sessions, video learning materials, and quizzes will keep teachers engaged and enhances their learning experience (Ally & Wark, 2019). Moreover, teachers will be motivated in a TPD program that offers them the possibility to control their own learning, collaborate, and share experiences with peers (Sun & Rueda, 2012). This study differs in other mobile learning platforms in that, the beneficiaries are involved in the design process thus, the probability for greater acceptance.

7. Conclusion and Recommendations

The issue of teacher quality is global, with a severe impact on learning outcomes. As discussed earlier, continuous in-service training seems to be a better approach to improving on their standards. However, in Cameroon, where this study was conducted, teacher quality is further compounded by an inadequate in-service teacher training program in place. Literature review has demonstrated that teacher professional development programs conducted through mobile learning provide them with flexible learning opportunities anytime and anywhere. A better way to implement such a model is to sort out their feature preferences. We conducted this study to identify teachers' preferences for the design of a mobile learning professional development model. The findings reveal that they see the use of their mobile phones for professional development as helpful in avoiding overcrowded pedagogic day seminars, as a pathway to enhance their professional skills, easy to manipulate, and learning materials accessible anytime and anywhere.

Moreover, they prefer the TPD program to be related to their specific learning needs and address contextual issues; it should offer them the opportunity to immediately apply what they learnt in their classrooms. The platform would provide them with opportunities to discuss with peers, engage in peer-to-peer mentoring, and participate in group activities. It should also offer interactive multimedia content, such as live sessions, video learning materials, and quizzes, to keep them engaged. Additionally, it should provide opportunities for autonomous learning, competence building, and the ability to control their own learning as they collaborate and share experiences with peers. Based on these, the researcher recommends that any mobile learning teacher professional development program consider these options in platform and learning content design.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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