

Professional Development Programmes as Determinants of Lecturers' Job Performance in Colleges of Education in Southwest, Nigeria

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Abstract

This study was investigated the influence of professional development programmes on lecturers' job performance in Colleges of Education (COE) in Southwest, Nigeria. The research design used for this study was a descriptive survey design. The population covered all the COE in Southwest, Nigeria. A multi-stage stratified random sampling technique was used to select COE for this study. 1440 lecturers participated from nine (9) selected Colleges of Education. Professional Development Programmes, Lecturers' Job Performance Scale (PDPLPS) ($r = 0.71$) was used for data collection. Data collected were analyzed using Means, Standard Deviation, and Pearson correlation Analysis. Findings revealed that lecturers participated in professional development programmes such as seminars, conferences, workshops, and training in colleges of education in Southwest, Nigeria. There was a relationship between professional development programmes and lecturers' performance in colleges of education, ($r = 0.411$). Professional development programmes are essential variables that can determine lecturers' performance in colleges of education in Southwest, Nigeria. It was recommended among others that lecturers should be encouraged to participate more in international conferences.

Keywords: Professional Development Programmes, Lecturers' Job Performance, and College of Education.

Introduction

Lecturers' performance is one of the most important factors in higher institutions of learning that determine the quality of education. If lecturers' performance is weak the entire system of education will be shaky. Given this fact, effective job performance of lecturers in higher institution is imperative for any educational improvement especially in College of Education (COE). The performance of a lecturer refers to how the professional duties in the school at a given time are being carried out. Job performance can be viewed as the outcomes and accomplishments valued by the organization or system that one works in. Lecturers in the Colleges of Education are the major and most important human resources in the institutions. Lecturers have close contact with students and are responsible for delivering instruction in the classroom. Lecturers are involved in the implementation of curriculum and educational policies in the classroom without them, the goal of colleges of education cannot be accomplished. Equally, the National Commission for Colleges of Education (NCCE, 2012) depicted that without the lecturers it will be difficult to carry out the curriculum activities in COE.

The word 'performance' is used to mean the act of carrying out a particular piece of work, duty, or responsibility by an individual and this is often regarded as one's job. Performance can also refer to the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (Khoshnaw & Alavi, 2020). Performance can be seen as the result of the work of a person or group in an organization at a particular time which reflects how well the person or group reaches the qualification of a job in a mission to achieve the organization's goal (Al-Omari & Okasheh, 2017). Staff job performance on the other hand means using the skills, ability, and experience, to perform the assigned task required by the superior with effectiveness and efficiency (Oyeniya, Kamar, Adeyemi & Olaoye, 2017). Institutions assign their staff with specific duties and responsibilities to achieve or accomplish specific and pre-determined goals. Job performance is viewed as an overall expected value from employees' behaviors carried out over the course of a set period (Hemakumara, 2020). Colleges of Education provide professional development programmes to optimize their lecturers' potential to do their job as desired.

The need to hire competent lecturers has become stronger due to the challenges faced by the global economy (Nassazi, 2013). Lecturers all over the world need to keep pace with highly developing fields of knowledge and technologies and to meet the needs of students. The governments as well as management of higher institutions of learning have realized the importance of lecturers' training/development in colleges of education as part of a human resource development strategy to update lecturers' skills in response to rapid changes in the world. There are continuous criticisms of the quality of lecturers' output, ineffectiveness in their job performance, inefficient content delivery, poor lecturer etiquette, and poor job commitment (Owolabi, 2012).

Company policies, salary, co-worker relationships, supervisory or management style, and work environment affect staff commitment and job performance (Armstrong, 2012). These seem to suggest that lecturers are not effectively committed and participating in staff professional development programmes which should have had a positive impact on their job performance, and able to solve problems relating to students' poor academic performance.

Lecturers' performance in the colleges of education system is an issue that is begging for scholars and government attention, especially in the private and public sectors in Nigeria which resulted in the establishment of the National Productivity Centre under the Federal Ministry of Employment, Labour and Productivity (Agba & Ocheni, 2017). The National Productivity Centre has the mandate to develop and supply the right technical solutions to performance productivity problems across all sectors of the national economy and stimulate productivity and performance consciousness among Nigerian workers (Akinyele, 2007). In Nigeria, the National Commission for Colleges of Education (NCCE) was assigned to ensure quality assurance in colleges of education through the accreditation of academic programmes.

Lecturers' performance in Colleges of Education is a factor in determining the extent to which the goals of teaching and learning, research, and college are realized, provision of effective professional development (such as conferences, seminars, workshops, training) can be used as motivational tools for all lecturers or pre-condition for performance in Nigeria. Persistent decline in Nigeria's public sector has been observed despite the reform and institutional capacity building by the government (Agba & Ocheni, 2017). In recent years, education industry have continuously been witnessing complaints about lecturers' job performance in tertiary institutions as some failed to show commitment, punctuality, efficacy, dedication, confidence, devotion, fairness, and patriotism expected from them. Lecturers in colleges of education are expected to work in jobs that provide them with opportunities to be promoted to new and challenging positions.

Professional development programmes are organized activities such as; workshops, conferences, seminars, orientation, mentoring, further training, and on-the-job training arranged within the college to develop lecturers' skills and knowledge to perform their assigned duties diligently (Azeez, 2022). Professional development is any activity aimed at the acquisition of new knowledge and skills for effective job delivery. In the university system, lecturers' professional development is encouraged through re-training programmes, mentorship, seminars, research publications, conferences, symposiums, and inaugural lectures (Effiong & Effanga, 2018). Professional development is about developing teachers' skills, knowledge, expertise, learning procedures, learning how to acquire further knowledge, and transforming the knowledge into practice (Liu, 2018).

Badmus, Olasedidun, and Azeez (2014) posit that professional development refers to a variety of activities both formal and informal, designed for the personal and professional growth of teachers and administrators. Professional development

programmes can be viewed as a process engaged in enhancing the knowledge, skills, and attitudes of the lecturers (Odusanya, 2019). This implies the responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning. Professional development programmes are any activity aimed at the acquisition of new knowledge and skills for effective job delivery. (Azeez, 2022), Lecturers' professional development can be viewed as a set of programmes or workshops planned for lecturers and designed to develop their skills and knowledge at different levels. Lecturers' participation in professional development programmes should begin immediately after they are employed and continue throughout their profession. Colleges of education can achieve their objective on professional development by increasing the skills and knowledge of the lecturers. However, if lecturers' knowledge and skills are developed through different types of professional development programmes, such as seminars, workshops, further education, induction courses, mentoring, and establishment of adequate reference libraries, their performance will be enhanced, as well as that institutions they work for. Participants in the professional development programme are assumed to learn and apply new knowledge and skills that will improve their performance on the job (Badmus, Olasedidun & Azeez, 2014). Federal Government affirmed the importance of staff development in higher institutions of learning in the National Policy on Education through continuous training and re-training of lecturers and teachers in the nation's educational planning, as no education system can rise above the quality of its teachers (FME, 2014). Different ideas have been put in place by the government, administrators, and other stakeholders for the development of lecturers in the colleges of education and support from other organizations. Government finance initiatives staff development programmes through the National Commission for Colleges of Education (NCCE) and Tertiary Education Trust Fund (TETFund) as well as the United Nations Educational Scientific Organization (UNESCO) interventions (Suleiman, 2015). All these are done because colleges of education are regarded as a place for training potential teachers for schools, society, and national interest. After all, it is considered as the bedrock of Nigeria's development.

Despite the importance of professional development, the previous studies failed to harness the variables under this present study effectively, they had concentrated on job satisfaction, motivation, and attitude of secondary school teachers. The purpose of this study is to investigate the professional development programmes as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

Statement of the Research Problem

Professional development has continually generated debate within academic settings and higher institutions in general. The problem is not on how to hire lecturers in school but how to maintain them through continuous development. The falling standard of education could be a result of incompetence, inadequate training, negligence, absenteeism, and poor job commitment among the lecturers in Colleges of

Education. It seems lecturers do not perform to the expected standards and neither do they seem to address the needs of students and other stakeholders. Their performance appears to be less satisfactory than the expected standards. Consequently, there are rising concerns over poor coverage of term projects and course content, ineffective preparation of lecture notes, uninteresting mode of delivery of the lecture, delays in examination results and missing marks, and reduced levels of research and publications and as a result, academic standards and performance among students have been adversely affected. There are lots of professional development programmes float by the various establishment and government institutions to improve the job performance of their workers. However, the problems arising from the lecturers' job performance can be as a result of inadequacy of the lecturers to attend professional development programmes. Therefore, this study investigated the influence of professional development programmes on the performance of Colleges of Education lecturers' job performance in in Southwest, Nigeria.

Purpose of the Study

The main purpose of this study is to examine the professional development programmes as determinants of lecturers' performances in Colleges of Education in South-West Nigeria. In specific terms, this study examined:

- (i) how often lecturers in colleges of education in Southwest, Nigeria attend Professional Development Programmes.
- (ii) state the relationship between professional development programmes and lecturers' performance in colleges of education in Southwest, Nigeria.

Research Questions

The following research questions were raised to guide the study:

- (i) How often do College of Education lecturers attend Professional Development Programmes in Southwest, Nigeria?
- (ii) Is there any significant relationship between professional development programmes and lecturers' job performance in Colleges of Education in Southwest, Nigeria?

Research Hypothesis

The following hypothesis was tested at 0.05 level of significance.

Ho: *There will be no significant relationship between professional development programmes and lecturers' job performance in Colleges of Education in Southwest, Nigeria.*

Methodology

This study adopted a descriptive survey research design. The purpose of a descriptive survey is to collect detailed and factual information that describes an existing phenomenon. It aims to accurately and systematically describe a population situation and phenomenon and gather data about varying subjects.

The target population of the study comprised all Colleges of Education lecturers in Southwest, Nigeria. There are thirty-two (32) Colleges of Education in Southwest Nigeria. These colleges consist of 4 Federal Colleges of Education, 7 State Colleges of Education, and 21 private Colleges of Education,

A Multi-stage stratified random sampling procedure was used to select the sample for the study. At stage one, Colleges of Education were stratified based on ownership (Federal, State, and Private). Stage two, the purposive sampling method was used to select the State having just one Federal and State/Private College of Education while one State and Private College of Education was picked through balloting from states that have more than one State/Private College of Education or Private College of Education. In stage three, the proportional sampling method was adopted to select 160 lecturers from each of the nine (9) Colleges of Education, which amounted to 1440 lecturers participated in the study. In all, nine (9) Colleges of Education (3 Federal Colleges of Education, 3 State Colleges of Education, and 3 Private Colleges of Education), were used for the study.

For data collection, a developed questionnaire was used as instrument for the study tagged "Professional Development Programmes and Lecturers' Job Performance Questionnaire (PDPLJPQ). It was a researchers-developed instrument that consisted of three Sections (A, B, and C). Section A contains demographic profile, such as gender, ownership of college, the status of lecturer, experience, and qualification while Section B has five (5) items which deal with the professional development programmes of lecturers like seminars, conferences (Local and International), workshop, orientation programmes, and training. Section C contained five (5) items on lecturers' performance with options ranging from Never (1), Rarely (2), Occasionally (3), Sometimes (4), Often (5), and Always (6). The mid-point of 3.5 was used to determine the result of the study.

The questionnaire was exposed to content and face validity. The reliability of the research instrument was established using Cronbach Alpha which yielded a reliability coefficient of 0.71. The statistics used were both means and standard deviation for the research question, while the null hypothesis was Pearson correlation analysis. The instrument was administered to the respondents with the aid of three research assistants. Out of 1440 questionnaires distributed 1,262 were returned which were used for data analysis.

Results

Research Question One: How often do College of Education lecturers attend Professional Development Programmes in Southwest, Nigeria?

Table 1: Level of Attending Professional Development Programmes by COE Lecturers

Items	Never	Rarely	Occasionally	Sometimes	Often	Always	Weiged Mean	Std. Dev
Seminars	0 (0.0%)	165 (13.1%)	204 (16.2%)	279 (22.1%)	220 (17.4%)	394 (31.2%)	4.38	1.40
Local conferences	56 (4.4%)	99 (7.8%)	220 (17.4%)	279 (22.1%)	129 (10.2%)	479 (38.1%)	4.39	1.53
International Conferences	713 (56.5%)	275 (21.8%)	122 (9.7%)	93 (7.4%)	34 (2.6%)	25 (2.0%)	1.84	1.22
Workshops	38 (3.0%)	189 (15.0%)	276 (21.9%)	240 (19.0%)	174 (13.8%)	345 (27.3%)	4.08	1.52
Training	77 (6.1%)	240 (19.0%)	136 (10.8%)	265 (21.0%)	154 (12.2%)	390 (30.9%)	4.07	1.67
Grand Mean							3.75	

The results from Table 1 showed that lecturers attended seminars, local conferences, workshops, and training and few lecturers attended international conferences in colleges of education. These data showed that lecturers in Colleges of Education in Southwest, Nigeria attended professional development programmes. This is the fact that grand mean calculated was 3.75 which is slightly above the 3.5 benchmark value. Therefore, the professional development programmes for lecturers in colleges of education in Southwest, Nigeria are seminars (4.38), local conferences (4.39), workshops (4.08), training (4.07), and rarely in international conferences (1.84).

Hypothesis: *There will be no significant relationship between professional development programmes and lecturers' job performance in colleges of education in Southwest, Nigeria.*

Table 2: Relationship between Professional Development Programmes and Lecturers' Job Performance in Colleges of Education in Southwest, Nigeria

Professional Development Performance Programmes			
Professional Development Programmes	Pearson correlation	1	.411
	Sig. (2-tailed)		.000
	N	1262	1262

The result in Table 2 shows the relationship between professional development programmes and lecturers' Job performance ($r = 0.411$). The result indicated that professional development accounts for 41.1% of the variance in lecturers' job performance in colleges of education in Southwest, Nigeria.

This means that the alternative hypothesis is hereby rejected while the analysis revealed that there is a relationship between professional development programmes and lecturers' job performance in Colleges of Education in Southwest, Nigeria.

Discussion of Findings

The results of the findings which examined the professional development programmes that lecturers in Colleges of Education have attended in Southwest, Nigeria revealed that seminars, local conferences, international conferences, workshops, and training are professional development programmes enjoyed by the lecturers. This implies that professional development programmes are available in colleges of education in Southwest, Nigeria. Professional development programmes are available for lecturers to improve their skills, knowledge, and teaching methodology in schools. The finding is in line with the study that revealed that different forms of lecturers' professional development programmes are available at the Federal University of Oye-Ekiti such as workshops, in-service training programmes, seminars, computer training programmes, and video training programmes (Odusanya, 2019). Simeon and Ollor (2021) revealed in their report that teacher attended workshops, educational conferences, ICT training, full-time in-service, sandwich programmes, refresher courses, and seminar as professional development programmes. The finding was also in line with the study that revealed that professional development programmes available for teachers are workshops, seminars, conferences, in-service programmes, induction, training, and orientation (Hervie & Winful, 2018). The finding is also in line with the study that revealed that modes of professional development programmes comes to inform of seminars, workshop, conferences, continuous education, mentorship, coaching system, and higher qualification staff exchange programme (Awodiji & Ijaya, 2019).

The results of the findings revealed that there was a relationship between professional development programmes and lecturers' job performance in Colleges of Education in Southwest, Nigeria. The implication is that professional development programmes have a relationship with lecturers' performance in colleges of education in Southwest, Nigeria. The finding is in line with the study that revealed that lecturers' professional development in terms of retraining, research publication, and ICT utilization significantly influence their job effectiveness in terms of instructional delivery, communication skills, and student evaluation (Udoh-Uwah & Etim, 2018). Also, this finding is in line with the study that revealed that seminars, workshops, and conferences significantly predict the task performance of instructors in police training colleges in Southern Nigeria (Nyong, Oyenike & Meenyinikor, 2019).

Conclusion

From available data in the study, it is revealed that lecturers in Colleges of Education particularly in Southwest, Nigeria attend professional development programmes such as seminars, conferences (local and international), workshops, and training. This has shown that the managements of COEs in Southwest, Nigeria are utilizing the benefits embedded in professional development programme to improve the job performance of their lecturers.

Recommendations

Based on the findings, the following recommendations were proffered:

- i) government and stakeholders in COEs should further intensify efforts in sponsoring more relevant professional development programmes that can increase job performance of the lecturers.
- ii) lecturers should be encouraged to participate more in international conferences because there is low participation in international conferences compared with local conferences which can expose them to people or lecturers outside the country.

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