

Utilization of Continuous Professional Development for Academic Staff Effectiveness in the Higher Education Sector in Contemporary Nigeria

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Abstract

This study focused on Utilization of Continuous Professional Development (CPD) for Academic Staff Effectiveness in the Higher Education Sector in Contemporary Nigeria with focus on Colleges of Education in Delta State. The study also examined the benefits of CPD to academic staff, major areas for academic staff CPD, extent to which academic staffs' attend CPD and challenges / factors hindering effective utilization of continuous professional development (CPD) for academic staff effectiveness in the higher education sector. Four research questions guided the study. The descriptive survey research design was adopted in order to carry out the study. The proportionate random sampling technique was used to select a sample size of 314 representing 50% of 628 academic staff from two Colleges of Education used for the study. A questionnaire titled: Academic Staff Professional Development Questionnaire (ASPDQ), which contained 27 items and designed on a 4 point scale was used to collect data for this study. The instrument was validated by two experts from the Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State. A pilot-test was conducted by the researchers on the instrument using 15 academic staff from one of the Colleges of Education in Warri, Delta State and thereafter having a coefficient 'r' value of 0.88 using the Cronbach Alpha procedure to appraise the reliability of the research instrument. Data was equally analyzed using the mean score at 2.50 rating and standard deviation. Consequently, from the findings of the study, it was recommended among others that: Colleges of Education in Delta State be adequately funded and financed for utilization of continuous staff professional development; and constant in-service and on-the-job training programmes should be organized for staff for their effectiveness and efficiency. Importantly, this study whose purpose was to investigate the utilization of continuous professional development for academic staff effectiveness with great significance to all stakeholders in education that included: policy makers, school administrators and leadership, teachers, students and regulatory agencies; has potential impact in promoting teacher efficiency, work commitment, better job performance and high productivity leading to effective instructional delivery and best practices. This would also boost high and quality standards at the colleges of education because the academic staffs' are important elements in education whose effectiveness counts in order to achieve quality education in the system.

Keywords: utilization, continuous professional development, academic staff effectiveness, productivity, work commitment, better job performance

INTRODUCTION

Academic staffs' (lecturers) in the higher education sector are one of the major and most important human resources in education. They are responsible for instructional delivery (teaching and learning activities) that goes on in the classroom and also have direct contact with learners. They also implement educational policies and the curriculum at the classroom level. Without the academic staff – teachers, it will be difficult to attain both instructional

and educational objectives. For this reason, the Federal Republic of Nigeria -FRN (2004) in the National Policy on Education recognizing the importance of teachers highlights that: 'no nation can rise above the quality of its teachers'. Academic staff being the greatest instruments in education needs 'continual professional training and developments - CPD' which will aid them to solve the daily and on ending demands, challenges and needs of both the society and education. Also, the continual

professional training given to the academic staff determines their level of proficiency, competency, efficiency, effectiveness, work commitment, performance and productivity. Supporting the above statement, Fielden (1998) highlights the following that:

“higher education institutions, such as universities, colleges and polytechnics, are labour intensive organizations; they depend on people for the delivery of their services. The quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centred organizations. In some academic fields it is said that the total of human knowledge is doubling every five or ten years. It is thus almost impossible for an individual staff member to remain in touch with the subject without a conscious investment in scholarship and self-tuition. When these knowledge advances are allied to similar changes in pedagogy, learning materials development and the use of technology, the scale of self improvement required becomes massive. For administrative and support staff there are equally rapid changes in management processes, techniques and technology. Surely the institution should recognize this and have a strategy for enabling each individual to confront this task? Or can it afford to sit back and ignore the fact that its teachers are providing out of date information in an inefficient way? If this happens, how long will it be before employers, government and the students themselves complain about the relevance of the courses and the skills and understandings they have failed to acquire?.....”

A recent World Bank paper commented that "a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence" (World Bank, 1994). UNESCO has itself recognized the important role of staff in higher education by passing a Recommendation on the topic at its General Conference in Paris in November 1997 and further identified that in business and the professions there is a wide recognition that the skills of their staff need to be continually strengthened and enhanced. In the face of challenges from national and international competitors, the better companies are investing more resources in the continual training and re-training of employees at all levels (UNESCO, 1997). In the same light, Akinyemi and Bassey (2012) further highlighted that when staff are highly developed and trained, they can work effectively in any harsh

environment and contribute their best towards achieving organizational goals.

In essence, academic staff continuous professional development (CPD) as defined by Ogunmakin (2013) within the context of Nigeria referred to: “the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties”. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force. Practices, on the other hand, include the formal mentoring programmes developed in situations like e.g. advice that the teacher gets from the head teacher, ward education officer.

Alabi (2006) likewise described staff continuous professional development programmes in the following ways, as:

- a. those which aim at correcting certain deficiencies at the time of appointment and includes induction and orientation training courses given to the newly employed staff;
- b. those which enable the non-professionals to professionalize and example of such programmes include Post-Graduate Diploma courses in Education offered to non-education teachers but who are teaching in schools;
- c. those which enable the teaching staff to face the challenges resulting from innovations/changes in the school curriculum and this includes attending conferences, seminars, workshops, on-the-job training, public lectures, mentoring and coaching, short and long term professional training programmes e.g ICAN, management training courses offered by institutes of management; and
- d. those which allow for acquisition of higher qualification for greater responsibilities and status within the school system and examples of such programmes includes – Bachelors Degree training courses, Masters Degree programmes, Doctorate Degree in various fields – Ph.D, etc. Therefore, staff continuous professional development (CPD) programmes varies in nature and this could be determined by ones nature of job, choice and purpose by which the staff chooses to undergo such training programme/courses. Adeniji (2010), Alabi (2006) and Ogunmakin (2013) expressed that professional training for supporting academic staff can be delivered through a wide range of medium including mentoring, job shadowing, individual learning, seminars, workshops, coaching/mentoring, peer-tutoring, Subject Lead-Teacher approach, Cluster Lead-Teachers approach, vestibule training, on-the-job training, in-service training, apprenticeship, conferences, role playing, training programmes by

International Organizations, civic and leisure training/education, distance learning provisions, University training programmes and other courses on all aspects of improving the quality of teaching.

The Nigerian government has encouraged the establishment of other institutions and organizations for staff training and development. Such institutions as pointed out by Adeniji (2010) include: National Manpower Board, which is responsible for the periodic appraisal of requirements for manpower in all occupations and the development of measures for in-service training of employed manpower both in the public and private sectors; the Administrative Staff College of Nigeria (ASCON) was established to provide diverse training facilities for senior managers of the economy; the Nigerian Institute of Management; the Centre for Management Development (CMD); and the Industrial Training Fund (ITF) was established to promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy. The Nigerian government has also entered into bilateral agreements with some foreign countries for the training of Nigerians in practical skills. Each year, many scholarships are offered to deserving Nigerians to study in foreign countries. These training activities would enable those with the right aptitude and abilities to make rapid progress in their careers and in the process, contribute significantly to improved teacher and administrator job performance, and ultimately, students learning. In order to adequately meet the aims of staff professional development, therefore, an employing authority and its managers would need to provide within the framework of agreed policies, a wide range of developmental opportunities for all categories of staff. Such opportunities should include well-organized in-service education and training in a climate in which staff feel that they are being adequately supported in professional and resource terms (Alabi, 2006).

Leu and Price-Rom (2006) highlighted the benefits of continuous staff professional development which supposedly would assist in improving academic staff professional practices as: ♦ staff development aids teachers in gaining sufficient knowledge and competences that will enable them teach with confidence and impact the proficiency. ♦ supports teachers in obtaining fluency in the instructions and subject matter which improves their interactions with their learners. ♦ develops teachers' knowledge and skills in a range of appropriate and varied teaching methodologies. ♦ enables teachers to also gain the ability and competence to communicate effectively with learners and make them work towards achieving their goals in life. ♦ teachers' will also have the ability to create and sustain an effective learning

environment that will aid future economic development for learners. ♦ enables teachers possess good character, innovative skills, sense of ethics and personal discipline that will enable them operate effectively both presently and in the near future. ♦ it will also enable teachers to adopt the best teaching approaches and strategies which will enable them communicate enthusiasm for learning to students with the aim of taking education to a greater height. ♦ further equip teachers with new competences, practical skills and capabilities that will aid their abilities to the use of other information media such as the internet that could be worked out as part of boosting economic security.

Alabi (2006) further highlighted that the main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the schools' objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in students learning in line with modern educational improvement efforts. Staff professional development influence on students is accomplished principally through its direct effect on teacher and administrator knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort led to better job performance. With improved teachers' professional knowledge and classroom practices, improved student learning would be expected. Administrator knowledge and practices are also influenced by the quality of staff professional development programmes available to them (Alabi, 2006). However, there are challenges hindering effective utilization of continuous staff professional development and these include problems associated with funding and financial constraints, administrative bottlenecks, lack of time and staff heavy workloads, demand from the labour market and technological changes (Fielden, 1998). Based on this background, the present study tried to look at the relevance of utilizing continuous professional development for academic staff effectiveness in the higher education sector in contemporary Nigeria, focusing on colleges of education in Delta State. The study also has great significance to all stakeholders in education that included: policy makers, school administrators and leadership, teachers, students and regulatory agencies and likewise drew their attention to the issues of funding of education, teacher efficiency, achievement of quality service and educational goals, effective instructional delivery and quality education as they related to utilization of staff professional development (CPD).

STATEMENT OF THE PROBLEM

The issue of utilization of staff professional development (CPD) has continued to draw a lot of debate within the Nigerian education setting. The

issue now is not on how to obtain/acquire staff within any academic setting but maintaining staff through constant and continuous development. Saint (1992) has identified that, in developing countries one of the biggest problems is that of obtaining and then retraining staff. A recent study showed that 22 out of 45 African universities still rely on foreigners to fill 20% or more of their faculty positions (Saint, 1992). Effective continuous staff professional development when accomplished, will develop staff capacity building, competences and keep the academic staff abreast with the latest teaching skills and methodologies that will aid them to interact effectively with students in the classroom. Evidences from other scholars show that there is currently a problem with academic staff been adequately prepared to meet the challenges of handling classroom situations (Imogie, 2013). There is no way we can adequately talk about an effective working environment without mentioning good human relations, which is acquired through staff professional training and development (Adeniji, 2010). To the society, a staff that has acquired the needed skills can be used to promote stability. For instance, Jatto (2005) pointed out citing examples with university library training programmes and saying that they have a great impact on staff who takes advantage of the opportunity. Through relevant and continuous training and motivation, the staff of the most organizations has produced qualified personnel, which has led to the attainment of the goals of the institution and the promotion of teaching and research (Jatto, 2005). According to Adeniji (2010), effective staff development programme gives staff practical methods for: increasing self-esteem of students; improving teacher / student communication; critiquing students while raising self-esteem at the same time; how and why to have fun in the classroom; avoiding boredom and burnout; and increasing enthusiasm and excitement in the classroom. Therefore, the problem of this study is to investigate and examine the utilization of continuous professional development for academic staff effectiveness in the higher education sector in contemporary Nigeria, focusing on Colleges of Education in Delta State.

PURPOSE OF THE STUDY

The study aimed at examining the need towards the utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the higher education sector in contemporary Nigeria. Specifically, the study sought to determine the following:

1. Identify the benefits of the utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State.

2. Assess the major areas of necessity needed for academic staff Continuous Professional Development (CPD) and effectiveness in colleges in Delta State.
3. Determine the extent to which academic staffs' attend Continuous Professional Development (CPD) for their effectiveness in the colleges of education in Delta State
4. Examine the factors hindering effective utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the benefits of the utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State?
2. What are the major areas of necessity needed for academic staff Continuous Professional Development (CPD) and effectiveness in the colleges of education in Delta State?
3. To what the extent does academic staff attend Continuous Professional Development (CPD) for their effectiveness in the colleges of education in Delta State?
4. What are the factors hindering effective utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State?

METHOD

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of the participants with a view to examine the importance of utilizing Continuous Professional Development (CPD) for academic staff effectiveness in the higher education sector in contemporary Nigeria. This design was employed in order to conduct a field survey and gather data from academic staff in the colleges of education (participants).

The study population consisted of all the 908 academic staff from the three colleges of education in Delta State. Two colleges of education were randomly selected from the three colleges of education in Delta State. The proportionate random sampling technique was used to select a sample size of 314 representing 50% of 628 academic staff from the two Colleges of Education used for the study. The instrument used for the study was a questionnaire developed by the researcher. The questionnaire contained 27 items rated on a 4-point scale of Strongly Agree – SA (4), Agree – A (3), Disagree – D (2), Strongly Disagree – SD (1). The research instrument titled: Academic Staff Professional Development Questionnaire (ASPDQ), which contained 27 items and drawn on a 4-point scale formed the basis for the primary data and was equally used by the researchers to collect data. The research

instrument was validated by two experts in Educational Management and Policy Department from Nnamdi Azikiwe University, Awka, Anambra State to establish the face and content validity in line with the purpose of the study. The corrections and modifications made by the experts on the instrument to ensure its validity were incorporated in the final correction of the instrument.

For the reliability of the research instrument, a pilot-test was conducted by the researchers on the instrument using 15 academic staff from one of the colleges of education (COEs) in Warri, Delta State (which was not included among the institutions sampled for the study) and thereafter the instrument

was found to have a reliability coefficient ‘r’ value of 0.88 using the Cronbach Alpha procedure to appraise the reliability, trustworthiness and dependability of research instrument. This affirms that the instrument was reliable for the study. The research instrument was finally administered and collected by the researchers and two trained research assistants on a personal, hand delivery and face to face contact with all the participants. The responses from the respondents were analyzed using the mean scores and standard deviation. Any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree.

RESULTS

Table 1: Frequency Distribution, Mean Scores, Grand Mean and Standard Deviation of academic staff responses on the benefits of the utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State

N = 314

| S/N | ITEMS | SA | A | D | SD | MEAN (X) | STD. DEV. | DECISION |
|---|---|-----|-----|-----|-----|-------------|-------------|------------------------|
| CPD is beneficial to academic staff in the following ways: | | | | | | | | |
| 1 | CPD helps academic staff correct and reduce deficiencies at work | 104 | 197 | 8 | 5 | 3.27 | 0.59 | Strongly Agree (SA) |
| 2 | Builds into staff competences and skills that enhances innovations and changes at their work place | 140 | 152 | 13 | 9 | 3.35 | 0.69 | SA |
| 3 | Enables staff carryout their teaching task efficiently and effectively | 111 | 181 | 15 | 7 | 3.26 | 0.65 | Strongly Agree |
| 4 | CPD develops staff communication skills and teaching skills that enhance effective teaching in the classroom. | 165 | 142 | 4 | 3 | 3.49 | 0.58 | SA |
| 5 | Enables staff adopt the best/multiplicity approaches and techniques at any given teaching situation | 123 | 174 | 11 | 6 | 3.32 | 0.63 | SA |
| 6 | Enables staff to have positive attitude and sense of work ethics that would yield positive results at the workplace | 129 | 138 | 29 | 18 | 3.20 | 0.83 | SA |
| 7 | Reduces staff work efficiency, commitment and high productivity | 11 | 9 | 158 | 136 | 1.67 | 0.70 | Strongly Disagree (DA) |
| Grand Mean and Standard Deviation | | | | | | 3.08 | 0.89 | |

Results from Table 1 indicated that all the participants responded positively in agreement with the statements in items 1- 6 which were above the acceptable mean rating of 2.50. The participants reacted negatively in disagreement with the statement

in item 7. The grand mean of 3.08 from the participants’ responses showed that effective utilization of Continuous Professional Development (CPD) was beneficial to academic staff in the colleges of education in Delta State.

Table 2: Frequency Distribution, Mean Scores, Grand Mean and Standard Deviation of academic staff responses on the major areas of necessity needed for academic staff Continuous Professional Development (CPD) and effectiveness in the colleges of education in Delta State

N = 314

| S/N | ITEMS | SA | A | D | SD | MEAN (X) | STD. DEV. | DECISION |
|--|--|-----|-----|-----|-----|-------------|-------------|----------|
| Major areas for academic staff CDP include: | | | | | | | | |
| 8 | Effective classroom communication skills, practices and management | 131 | 174 | 2 | 7 | 3.37 | 0.62 | SA |
| 9 | ICT applications and explorations | 167 | 144 | 0 | 3 | 3.51 | 0.55 | SA |
| 10 | Research development and collaborations | 157 | 138 | 11 | 8 | 3.41 | 0.68 | SA |
| 11 | Exposure to various contemporary effective teaching methods and techniques | 178 | 131 | 3 | 2 | 3.54 | 0.55 | SA |
| 12 | Continual training on subject matter and area of specialization | 153 | 129 | 14 | 18 | 3.33 | 0.81 | SA |
| 13 | Leadership Training | 38 | 42 | 110 | 124 | 1.98 | 1.01 | SD |
| Grand Mean and Standard Deviation | | | | | | 3.19 | 0.91 | |

Results from Table 2 indicated that all the participants responded positively in agreement with the statements in items 8-12 which were above the acceptable mean rating of 2.50. The participants reacted negatively in disagreement with the statement

in item 13. The grand mean of 3.19 from the participants' responses indicated the major areas of necessity needed for academic staff Continuous Professional Development (CPD) and effectiveness in colleges in Delta State.

Table 3: Frequency Distribution, Mean Scores, Grand Mean and Standard Deviation of academic staff responses on the extent to which academic staff attend Continuous Professional Development (CPD) for their effectiveness in the colleges of education in Delta State
N = 314

| S/N | ITEMS | Continually (Frequently) | Moderately | Occasionally (Seldom) | None (Not at all) | MEAN (X) | STD. DEV. | DECISION |
|--|--|--------------------------|------------|-----------------------|-------------------|-------------|-------------|---------------|
| 14 | Conferences and seminars | 58 | 83 | 109 | 64 | 2.43 | 1.01 | Disagree (DA) |
| 15 | Workshops and vestibule training | 37 | 64 | 123 | 90 | 2.15 | 0.97 | Disagree (DA) |
| 16 | Orientation organized for newly employed staff | 23 | 33 | 114 | 144 | 1.79 | 0.90 | SD |
| 17 | Peer-tutoring and on-the-job training | 49 | 65 | 101 | 99 | 2.20 | 1.05 | DA |
| 18 | Short-term courses and training organized by other agencies including international organizations within and outside the country | 40 | 58 | 96 | 120 | 2.06 | 1.04 | DA |
| 19 | University training programmes | 72 | 154 | 74 | 14 | 2.90 | 0.80 | Agree (AG) |
| Grand Mean and Standard Deviation | | | | | | 2.26 | 1.03 | |

Results from Table 3 indicated that all the participants responded negatively in disagreement with the statements in items 14-18 which were below the acceptable mean rating of 2.50. The participants reacted positively in agreement with the statement in

only item 19. The grand mean of 2.26 revealed the extent to which academic staff attended Continuous Professional Development (CPD) for their effectiveness in the colleges of education in Delta State.

Table 4: Frequency Distribution, Mean Scores, Grand Mean and Standard Deviation of academic staff responses on the factors hindering effective utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State
N = 314

| S/N | ITEMS | SA | A | D | SD | MEAN (X) | STD. DEV. | DECISION |
|--|---|-----|-----|-----|-----|-------------|-------------|----------|
| Factors hindering effective utilization of CPD for academic staff includes the following: | | | | | | | | |
| 20 | Insufficient funds | 166 | 120 | 17 | 11 | 3.40 | 0.75 | SA |
| 21 | Administrative bottlenecks | 147 | 135 | 11 | 21 | 3.30 | 0.83 | SA |
| 22 | Lack of equipment/facilities for training | 163 | 139 | 8 | 4 | 3.47 | 0.61 | SA |
| 23 | Poor availability of professionals for CPD training | 53 | 34 | 112 | 115 | 2.08 | 1.07 | DA |
| 24 | Lack of interest on the part of academic staff | 32 | 48 | 110 | 124 | 1.96 | 0.98 | SD |
| 25 | Political bottlenecks | 188 | 108 | 7 | 11 | 3.51 | 0.71 | SA |
| 26 | Too many workloads for most academic staff | 109 | 125 | 42 | 38 | 2.97 | 0.98 | AG |
| 27 | Time deficiencies and constraints | 151 | 140 | 19 | 4 | 3.39 | 0.66 | SA |
| Grand Mean and Standard Deviation | | | | | | 3.01 | 1.03 | |

Results from Table 4 indicated that all the participants responded positively in agreement with the statements in items 20-22 and 25-27 which were above the acceptable mean rating of 2.50. The participants reacted negatively in disagreement with the statements in items 23 and 24. The grand mean of 3.01 from the participants' responses showed the factors affecting effective utilization of Continuous Professional Development (CPD) for academic staff

effectiveness in the colleges of education in Delta State.

DISCUSSIONS

Result from the findings of the study generally revealed that CPD was very beneficial and vital for academic staff effectiveness in the colleges of education in Delta State, although there were still some challenges affecting its effective utilization at the colleges. Table 1 revealed that effective

utilization of Continuous Professional Development (CPD) was beneficial to academic staff in the colleges of education in Delta State. This included that CPD assisted academic staff to correct and reduce deficiencies at the workplace; built in staff members' competences and skills that enhances innovations and changes at their work place; enabled academic staff carryout their teaching task efficiently and effectively; developed staff communication skills and teaching skills that enhance effective teaching in the classroom; enabled staff adopt the best/multiplicity approaches and techniques at any given teaching situation; and enabled academic staff to have positive attitude and sense of work ethics that would yield positive results at the workplace.

The study also found that CPD did not reduce staff work efficiency, commitment and high productivity. It further served as a motivational tool that strengthened staff performance at the workplace. All these are in line with the statements of Akinyemi and Bassey (2012) and Leu and Price-Rom (2006) who pointed out previously in the study, the relevance of CPD for staff growth, development, efficiency and effectiveness. Supporting this, Adeniji (2010) also identified the benefits of staff CPD as: training programmes would improve employee skills, competences, increased productivity and high performance; it also enhanced job security; it provided better coordination of workers, materials and their job; and increased higher morale among staff. On the whole, training increased employee's turnover and promoted goal congruency, while lack of training increased absenteeism rate, low output, poor quality and results in high unit cost. The results from Table 2 also revealed the major areas of necessity needed for academic staff Continuous Professional Development (CPD) and effectiveness in the colleges of education in Delta State. This involved such areas as: development of effective classroom communication skills, good practices and management; ICT applications; areas of research development and collaborations; exposure to various contemporary effective teaching methods and techniques that will improve their teaching in the classroom; and continual training on their areas of specialization/subject matter. The findings also revealed that academic staff needed not much leadership training. This finding agrees with the statement of Jatto (2005) who pointed out citing examples with university library training programmes and saying that they have a great impact on staff who takes advantage of the opportunity. Alabi (2006) further highlighted that staff continuous professional development (CPD) programmes varied in nature and this could be determined by ones nature of job, choice and purpose by which the staff chooses to undergo such training programme/courses. Table 3 showed the extent to which academic staff attended Continuous Professional Development (CPD) for

their effectiveness in the colleges of education in Delta State. The results revealed that CPD was not extensively attended by academic staff. The findings revealed poor attendance of staff in CPD programmes. In areas such as regular attendance to conferences, seminars, workshops, vestibule training, short-term courses and training organized by other agencies including international organizations within and outside the country; the findings revealed low participation and attendance. However, orientations were not regularly organized for newly employed staff. Peer-tutoring and on-the-job training was scarcely and seldom arranged for academic staff.

Table 4 further revealed the factors hindering effective utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State. This included: insufficient funds which involved failure to make adequate financial provisions, plan and organize CPD programme for academic staff; administrative bottlenecks caused by college management and preferences of CPD training were given to older staff that have served couple of years in the colleges more than newly employed ones was also another challenge. There were situations where lack of equipments/facilities; too many workloads on academic staff; and time deficiencies/constraints hindered academic staff participation in CPD programmes. It was also found in the study that political bottlenecks hindered utilization of Continuous Professional Development (CPD) for academic staff effectiveness in the colleges of education in Delta State. This involved failure of the government officials and other political office holders to give priority to staff CPD programmes including effective implementation of policies concerning the utilization of Continuous Professional Development (CPD) for academic staff effectiveness. The result further revealed that academic staffs' were neither reluctant nor lacked interest in matters concerning their professional development. Also, there were enough professionals to train academic staff in CPD programmes. All the above statements agrees with the work of Fielden (1998) who identified the challenges facing the effective utilization of continuous staff professional development to include problems associated with funding and financial constraints, administrative bottlenecks, lack of time and staff heavy workloads, demand from the labour market and technological changes (Fielden, 1998). From the results of the study, this calls for the need to effectively utilize continuous staff professional development (CPD) programmes not only in the colleges of education in Delta State but throughout the other colleges in Nigeria. Effective utilization of CPD yielded positive results to both the teachers, students of today and future generations, and to the entire growth and development of the Nigerian education system. This would bring about teacher

proficiency, efficiency, effectiveness and commitment to duty as well as improve teachers' professional practices. According to Okeke (2012) teacher professional development is also the process of retraining existing teachers in schools and equipping them with relevant experience, skills and competences to tackle the responsibilities of educational profession effectively.

LIMITATIONS OF STUDY

The study has its own limitations in terms of having a wider coverage and cutting across the whole academic staff within the three levels of tertiary institutions in the country, which included – Universities, Polytechnics and Colleges of Education. Only a portion of academic staff in the teacher education institutions in Delta State, Nigeria – i.e academic staff from two colleges of education were sampled for the study. However, the study was carried out in one State out of the thirty-six (36) in the country. There is need for further studies to be carried out in other parts of the country for larger sampling and wider coverage.

CONCLUSION

Effective utilization of CPD programmes for academic staff in the tertiary institutions have great implications towards educational management and curriculum practices in Nigeria and likewise to learners development. Failure of any society to continually recognize, thrive and utilize CPD programmes for the teaching force stands a chance of taking a great risk towards their economy development. Teachers are the most important instrument for any educational and national development, therefore their professional development matters a lot for the younger generation (learners) who are the future nation builders. One error committed by a teacher is disastrous for national growth and development coupled with when many teachers make mistakes in teaching. Therefore, all education stakeholders and policy makers in Nigeria should also channel their priorities, efforts and resources towards the utilization of CPD programmes in the entire education system whose benefits yielded positive results and good outcomes for the nation.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been proffered:

1. Government including other agencies should adequately fund, support and sponsor CPD programmes in schools. Adequate budgetary allocations and effective policy implementation strategies provided/worked out for staff CPD programmes in order to boost academic staff continual efficiency and competences.
2. Opportunities should be granted to newly employed staff by school management to participate on CPD for their improvement. However, team

teaching and collaborations, peer tutoring and vestibule training should be encouraged and improved at the colleges as part of staff professional development.

3. Constant in-service and on-the-job training programmes should be organized for staff for their effectiveness and efficiency. This should also be supported by adequate provision and supply of manpower/professional tutors, equipment and facilities.

4. Since CPD programmes are very vital and beneficial to staff professional development; there is the need for continual support and encouragement of staff active participation and attendance to such programmes that will yield positive results for both recent and future generations. Adequate time should be allocated to staff for their development and as well their workloads reduced.

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