

Mandatory continuing professional development model: A pathway of promoting lifelong job interest among academic faculty members in higher education in Nigeria

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Abstract

Higher institutions are compelled to remain competitive in the rapidly changing world of the current century. This entails promotion of lifelong learning. Using universities in Nigeria for example, we take a crucial look at how mandatory continuing professional development model could promote lifelong job interest among academic faculty members. To effectuate the main objective of the study, three research questions were raised and the correspondence hypotheses were formulated to direct the study. Survey research design was employed. The study population comprised all university academic faculty members purposively selected from faculties in university of Calabar, Nigeria. These faculties were stratified along departments and study levels. A total of 110 respondents were selected via simple random sampling technique. Participants were 42 female university teachers and 68 male. Mandatory Continuing Professional Development Questionnaire ($r=0.76$) and Lifelong Job Interest Rating ($r=0.76$) scale were used as instruments for data collection. Data collected were analysed utilizing descriptive statistics and multiple regressions at 0.05 level of significance. Results of the study showed a significant relationship between mandatory continuing professional development model and academic faculty members' lifelong job interest. In this regard, the study concluded that mandatory continuing professional development model is a key factor in promoting lifelong job interest in higher education and regular updating, re-skilling and re-tooling of teachers is desirable.

Keywords: Conferences., Ph.D. training, and lifelong job interest.

Sub-theme: Lifelong learning

Introduction

With the expansion of higher education, increased emphasis on students' learning outcomes and advent of new pedagogical approaches affected by technologies all point to the need of fostering academic faculty member job interest for a lifelong in higher education. Academic faculty members are teachers in higher education institutions and their interest in teaching, research and community service is very crucial in achieving educational goals of any nation. In addition, increasing the teaching workforce job interest for a lifelong is viewed as an important goal. The teaching workforce job interest is an important indicator of how teachers in high education institutions feel about their jobs. No educational sector can exist without teachers and when teachers are interested with their work, they would be more creative, innovative and other useful advices that would allow the institutions to evolve positively overtime with changes in the world around them. Lack of job interest results in low level of teachers commitment and dedication which in turn could affect performance and achievement of both students and institutional goals. In order to remain serviceable to the system, and in order to remain continuously in a state of self-fulfilment through resourceful teaching that result in student learning,

continuous staff development programmes have become increasing part of higher education institutions management in Nigeria. Such continuous staff development programmes include workshops, conferences, seminars, webinars, masters, and Ph.D training. A sizable body of literature has been developed over the past years that teaching demands rigorous and continuous training for teaching workforces. For instance, Organisation for Economic Cooperation and Development (OECD 2015a) reports that school--embedded professional development programme has more impact on teacher practice. Mohan, Chand, and Lingam (2017) .submits that professional development programmes situated in school is necessary to change teaching practices but most importantly, the opportunity for teachers to collaborate and share ideas forms a strong foundation for professional development. Egert, Fukkink, and Eckhardt (2018) evaluated in-service training effects for early childhood education and care professionals on external quality ratings and child development. Their evaluation revealed a medium in-service training effect on teachers' process quality in secondary schools. Garcia and Weiss (2019) reported that continuous professional development learning helps teachers do their jobs more effectively and efficiently and advance in their careers, increasing their sense of dedication, purpose, satisfaction, and professionalism and, significantly, helping their students' learning and performance as well. This report suggests the potency of professional development to teachers throughout their careers.

Continuous professional development is concerned with the development of critical human competence, skills and attitudes which match, occupational, professional, administrative and technical development of all the socially desirable activities of a nation (Ushie, 2004 cited in Uchendu, 2010). According to Ogunumakin (2013) Continuous professional development 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 the teachers. 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. Continuous professional training for supporting academic staff can be delivered through a wide range of medium including mentoring subject lead-teacher approach, cluster lead-teachers approach training, apprenticeship, conferences on-the-job training, in-service training, role playing training programme by international organization, civic and leisure training/education, distance learning provisions, university training programmes and other course on all aspects of improving the quantity of teaching (Ogunumakin, 2013). Effective staff continuous staff professional development when accomplished will develop staff capacity building, competences and keep the academic skills and methodologies that will aid them to interact effectively with students in the classroom (Imogie, 2013).

Although, studies have indicated that continuous professional development programmes are essential in achieving educational goal of high standard teaching and learning. Also, in spite of the increasing number of higher education institutions and academic faculty members engaging in various mandatory continuous professional development programmes, there appears to be no empirical evidence regarding how continuous professional development programme positively or negatively increasing job interest for lifelong. This suggest need of a study on mandatory continuing professional development model and lifelong job interest among academic faculty members in higher education in Nigeria

Statement of the problem

Academic staffs are expected to update and upgrade in their skill and knowledge in their discipline areas and teaching methodology. Yet the training and retraining which the government and educational institutions are supposed to offer are not given due consideration. This has led to lack of interest and inability for academic staff in higher institutions to adapt to changes. Since this is the case, one is left to ask if mandatory continuing professional development can influence job interest of academic staff. It is on this backdrop that this study sought to investigate the extent to which mandatory continuing professional development could foster academic faculty members' job interest for lifelong in higher institution in Cross River State, Nigeria.

The purpose of the study is to examine the extent to which mandatory continuing professional development programmes (conference, in-service training, and workshop) predisposed lifelong job interest among academic faculty members in higher education in Nigeria.

Research question

1. To what extent would conference attendance as mandatory continuing professional development programme promote lifelong job interest among academic faculty members in higher education in Nigeria?
2. To what extent does workshop attendance as mandatory continuing professional development programme promote lifelong job interest among academic faculty members in higher education in Nigeria?

3. How does in-service training as mandatory continuing professional development programme influence lifelong job interest among academic faculty members in higher education in Nigeria?

Hypotheses

1. Conference attendance as mandatory continuing professional development programme does not significantly promote lifelong job interest among academic faculty members in higher education in Nigeria.
2. Workshop attendance as mandatory continuing professional development programme has no significant influence on lifelong job interest among academic faculty members in higher education in Nigeria.
3. in-service training as mandatory continuing professional development programme has no significant influence lifelong job interest among academic faculty members in higher education in Nigeria

Methodology

Survey research design was employed. The study population comprised all university academic faculty members purposively selected from faculties in university of Calabar, Nigeria. These faculties were stratified along departments and study levels. A total of 110 respondents were selected through simple random sampling technique. Participants were 42 female university teachers and 68 male. Mandatory Continuing Professional Development Questionnaire ($r=0.76$) and Lifelong Job Interest Rating ($r=0.76$) scale were used as instruments for data collection. These instruments were validated and reliability of 0.76 was established using the Cronbach alpha estimation method. Thereafter, the instruments were administered to the respondents by the researchers, and research assistants. Data collected were analysed utilizing descriptive statistics and multiple regressions at 0.05 level of significance.

Findings

In addressing the research questions and the null hypotheses, the data collected were analyzed and their findings summarized as follows:

Research Question 1

To what extent would conference as mandatory continuing professional development programme promote lifelong job interest among academic faculty members in higher education in Nigeria?

Null hypothesis (H_0):

Conference attendance as mandatory continuing professional development programme does not significantly promote lifelong job interest among academic faculty members in higher education in Nigeria. The analysis is shown in Table 1

Pearson product moment correlation analysis of conference attendance and lifelong job interest.						
Variable	N	Mean	St-Dev	Df	R	P
Conference Attendant	110	11.455	3.176	108	.092	>.05
Job Interest	110	31.646	7.448			

Correlation is significant at the 0.05 level.

Table 1 shows the relationship between conference attendance and lifelong job interest. The result shows that there is significant relationship between staff conference attendance and job interest ($r = .092$, $p>.05$).

Research Question 2

To what extent does workshop as mandatory continuing professional development programme promote lifelong job interest among academic faculty members in higher education in Nigeria?

Null hypothesis (H₀):

Workshop attendance as mandatory continuing professional development programme has no significant influence on lifelong job interest among academic faculty members in higher education in Nigeria. The analysis is shown in Table 2

Pearson product moment correlation analysis of workshop attendance and Lifelong job interest.

Variable	N	Mean	St-Dev	Df	R	P
Workshop Attendance	110	10.346	3.656	108	.013	>.05
Job Interest	110	31.646	7.448			

Correlation is significant at the 0.05 level.

The R value yielded was 0.013 and is significant at $p > 0.05$. The Mean value is 10.346 and standard deviation of 3.656 for workshop attendance while, lifelong job interest has Mean value of 31.646 and Standard Deviation of 7.448. There is significant relationship between workshop attendance and lifelong job interest. Therefore, the H₀ is rejected.

Research Question 3

How does in-service training as mandatory continuing professional development programme influence lifelong job interest among academic faculty members in higher education in Nigeria?

Null hypothesis (H₀):

In-service training as mandatory continuing professional development programme has no significant influence on lifelong job interest among academic faculty members in higher education in Nigeria, The analysis is shown in Table 3

Pearson product moment correlation analysis of participation in in-services training and lifelong job interest

Variable	N	Mean	St-Dev	Df	R	P
Participation System	110	11.200	2.392	108	.188*	<.005
Job Interest	110	31.646	7.448			

** Correlation is significant at the 0.05 level

The result reveals a significant relationship between the independent variable (Participation in in-service training) and the dependent variable (Lifelong job interest), $r = .188^*$, $p < .05$. The result further reveals that the relationship is moderate and positive with a coefficient of determination ($r^2 = 0.188$), is moderate and it accounts for 18.8% of the variation of staff lifelong job interest.

Summary of major findings

Conference attendance as mandatory continuing professional development programme significantly promotes lifelong job interest among academic faculty members in higher education in Nigeria.

Workshop attendance as mandatory continuing professional development programme has significant influence on lifelong job interest among academic faculty members in higher education in Nigeria.

In-service training as mandatory continuing professional development programme has significant influence on lifelong job interest among academic faculty members in higher education in Nigeria,

Discussion

The result in table 1 shows significant relationship between conference attendance and lifelong job interest among academic faculty members in higher institution. The implication of this finding is that academic faculty members job interest get improve through conferences. This finding is agreement with the finding of Robinson (2016).

The result in table 2 reveals that Workshop attendance has no significant relationship with academic staff job interest in higher institution in Cross River State. This implies that academic faculty members' job interest could be improved for lifelong through their attendance at workshops where ideas are shared and concepts explained. It therefore means workshop attendance is necessary in promoting lifelong job interest among teaching workforce. This finding collaborates with the submission of Godison, (2016).

The finding in table 3 reveals a significant relationship between Participation in-service training and staff interest in higher education in Nigeria. The implication of this finding is that academic faculty members' job interest for lifelong can be enhanced through participation in in-service training (for example, Ph.D or short term courses). The finding is in line with the views of Iboma (2008) who stated that effective in-service training can change the entire view of academic staff in an institution and make the institution more productive as new skills and interest are developed by academic staff on the job. The finding of this study is line with Imowaji, (2018) findings.

Conclusion and Recommendations

In conclusion, mandatory continuing professional development programmes such as conference, workshop and in-service training are important variables in promoting lifelong job interest among academic faculty members in higher institutions in Nigeria.. It is important to point out that, to foster job interest of academic workforce for lifelong in higher education institutions demands providing opportunities for both young and old academics and appropriate attention need be given to continuous professional development programmes regarding today's higher education institutions conditions.

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