

An Examination Of Continuing Professional Development Practices Of Lecturers Of English In Colleges Of Education In The North West Zone Of Nigeria

Balogun Sarah (Mrs)

Murana Muniru Oladayo (PhD)

Omwirhiren Eunice (Mrs)

Department of English Federal College of Education Zaria, Nigeria

Abstract: In Nigeria, colleges of education are peculiar higher academic institutions designed with the responsibility of training teachers in all areas of school subjects. The products of these institutions teach at the primary and junior secondary school levels, the basic education level. Most of these colleges nationwide award Bachelor's degrees too though in affiliation with one university or the other. In recent time, employers of labor have adjudged most of the products of these institutions holding Nigeria Certificate in Education (NCE) including those who specialize in English as incompetent. This situation requires an examination of the major stakeholders in the production of teachers, particularly the lecturers. This research, therefore, examined the professional development practices of lecturers of English in colleges of education in the North West Zone of Nigeria against the modern Continuing Professional Development (CPD) activities aimed at ensuring high quality lecturers and good quality products. Questionnaires were administered to obtain information on the CPD practices of the academics in six departments of English and the responses analyzed in percentages. It was found that the lecturers' CPD practices are quite poor; cannot guarantee effective teaching and directly affect the quality of their products. The research consequently recommends among others that all lecturers of English with Bachelor's degree should be encouraged to take a second degree before the end of the first five years of their appointment and that all departments of English in colleges of education in the Zone embrace the culture of collective development of lecturers through constant seminars, mentorship, annual conferences, functional team teaching and organized mentorship.

Keywords: Continuing Professional Development, Lecturers of English, North West Zone

I. INTRODUCTION

The role of education in human and national development cannot be overemphasized. It is the key factor that characterizes and dignifies human beings. It is the key driver of personal and national development in all ramifications. This is the reason for timely education reform in all nations. The thrust of such reforms in recent time has made imperative the need for improved manpower and capacity building aimed at improved performance and good or better products. Teachers' professionalism is a sine qua non to efficacious education.

One rationale for this is that teaching must be dynamic to be functional and it is only functional teaching that can ascertain the production of capable products.

Three criteria have been used to access teachers' effectiveness – product (students' achievement), process (interaction between them and their students) and prestige (intellectual ability and personal appearance of the teachers) (Klausmeir et al, 1976). The most important of these is product. The end products of three years of teaching English courses in colleges of education in recent time show in most cases that, the teaching cannot be said to be satisfactorily

effective as most of the products cannot write simple letters requesting for statements of their result or applying for *To Whom It May Concern*. Lecturers have been contacted in some occasions to help them write such letters, an indication that these products are half baked or not properly groomed. Prior graduation, the poor performance of many students during classroom discussion, assignments or term papers presentations as well as written examinations on English courses are strong indications that urgent and drastic actions must be taken to arrest the situation.

Many factors might be accountable for this – overcrowded classrooms, heavy workload of lecturers, lack of modern language laboratory and well stocked departmental library, falsified entry qualification, poor methodology and lack of motivation (Murana, 2004) but the lecturers' effectiveness seems more prominent. The various courses designed for students aspiring to obtain National Certificate in Education (NCE) in English either as a single or double major as contained in the Minimum Standard of the National Commission for Colleges of Education (NCCE) require relative communicative competence on the part of the learner but sound and dynamic knowledge of both the contents and the methods by the lecturer to change the learner to a productive teacher.

Lecturers of English like other lecturers in colleges of education in Nigeria have been motivated to take further relevant degrees especially masters degree as a prerequisite for promotion to a certain level (recently, Lecturer 1). Some other forms of professional development available for them are workshops, conferences and departmental seminars. These form the source of information for the teacher trainers. There have been complaints by some dedicated and concerned lecturers about some of their colleagues who take their acquisition of masters degree as the ultimate and whose their attitude to conference attendance cannot be described as satisfactory besides those that use the same lecture note for decades.

The current complaints about the quality of college graduates thus presuppose the need for organized research into the lecturers' continuing professional development practices as individuals and groups.

II. CONTINUING PROFESSIONAL DEVELOPMENT

Education is a key driver of change and the pivot of development and the teacher is a major determinant of success or otherwise in the education sector. Teachers play vital roles in the type of products that come out of the school, and what comes out of the school determines the future of the society (Angrist & Lavy, 2001, and Rockoff, 2004). Teacher educators, therefore, have very crucial task that cannot be handled with levity. Their success in this bid is very important.

Villegas-Reimers (2014) suggests that for meaningful educational reform to take place there is the need to shift focus from educational accessibility to quality of education and also the need to focus on ensuring that all teachers as professionals are well informed about how to advance their teaching, training and learning expertise and offered opportunities for

professional networking. One of the hallmarks of being identified as a professional is to continue to learn throughout a career. Loucks-Horsley, Love, Stiles, Mundry, & Hewson, (2003) in Kennedy (2014), advocates for CPD as an effective means to influence teachers' learning, their methods and practices of teaching as well as students learning.

Continuing professional development suggests that a professional is constantly learning and improving. It is a 'planned, continuous and life long process whereby teachers try to develop their professional qualities, and improve their knowledge, skills and practice leading to their empowerment... and the development of their organization and their pupils (Padwad and Dixit, 2011:10). CPD is applicable to other professionals and teachers at all levels. Hayes (2014) describes it as a multifaceted, lifelong experience capable of taking place within or outside the workplace and impacting on both professional and personal life of the teacher.

Continuing professional development is a collective responsibility of both individual teachers and the educational institutions in which they work. Individuals and their employers should take joint responsibility for professional development and training, which is meant to be for the benefit of both. The experience and expertise of staff, both teaching and support is generally recognized to be the school's most important and most expensive resource (Eraut, 2001). Of all the factors that are needed to enhance the quality of teachers, continuing professional development has been observed to be a major one, (Clotfelter and Ladd, 2004). Continuing professional development does not only expose the teachers to all the needed knowledge and skills that will make them to become highly effective as well as cope with modern day challenges of the teaching profession, it also helps them to update already acquired knowledge. The importance of continuing professional development of teachers is made more profound, because "teachers do not enter the classroom as a finished product" (Clotfelter and Ladd, 2004: 2). That is, when new teachers first enter the classroom, they do not possess all the knowledge and skills they will need to become highly effective. It is experience, practice; assistance and training that make teachers to become better. Therefore, through continuing professional development, teachers acquire new concepts, ideas and knowledge to enhance their professional skills and competence which in turn improve the general quality of educational service delivery (Ememe et al, 2013).

The value of CPD has been observed from two related angles. From the view point of the policy makers, it is central to the improvement of teaching and learning in schools the world over (Ingvarson, Meiers, and Beavis, 2005; Muijs and Lindsay, 2008) where as from personal perspective it equips the teachers adequately to cope with the increasing demands of their job and maintain their individual capacity to take control of their own learning and transform their educational practice (Hayes, 2014).

With each passing day, CPD assumes increasing importance as demands on teachers continue to increase in most school systems, in what Hargreaves (1994) in Zipin (2002) calls 'the intensification of teaching', a phenomenon in which 'rapid shifts in the nature of work ensue from, among other factors, government-driven waves of 'reform' and

'restructuring'. (Zipin, 2002:2). Similarly, The OECD (2011) notes that modern teachers need to adapt to constantly changing demands so as to be able to prepare students adequately to fit into the societies that seem to be evolving at a faster rate than ever before. In this connection, Keith (2009) argues that CPD should always be looking for ways to deal with new challenges and improve performances. Hardy (2008) also asserts that CPD influences in two ways as it has democratic and managerial impacts. The democratic influence is teacher-led and is sustained by learning communities that exchange knowledge and expertise while the managerial influence produces a top-down standardized delivery of what is the latest policy-driven. Hardy (2008: 279) adds that CPD:

opposes the individual de-contextualized workshop-approach, typically adopted in schooling settings. Rather than the "program" approach of "how-tos" and "shoulds", delivered by experts after school or on weekends, teachers are encouraged to develop habits of critical inquiry and deeper understanding about how their students learn."

An effective CPD as various reviews have shown is targeted at ensuring effectiveness of the teacher. This effectiveness can be measured according to OECD (2009) and Villegas (2008) by the following such yardsticks as: the teachers' content and pedagogical knowledge; the teachers' self-efficacy in the teaching of their subjects; the classroom environment (teacher's behaviors, students' behaviors, teacher-student interactions, teaching and learning activities); and students attainment outcomes.

Literature on CPD shows some varied activities that constitute CPD though there is no agreement on a single CPD policy for all nations. Collegiality and collaboration in professional development are key (Chang, Jeon and Ahin, 2014) and so are observation of colleagues and sharing practice (Boyle et al, 2005) Farrel (2007, 2009) also identifies reflective practice as germane to professional development. Rhodes and Beneicke (2002) discusses peer networking mechanism among participants from within or different institutions as a means of enhancing CDP while British Council (2011) lists CPD activities to include development of reflective approach to work, expansion of skills and knowledge through working with resources, sharing and learning with other teachers and participating in training workshop and courses.

Based on their review of studies of CPD that produced positive student outcomes, (Timperley, Parr, & Bertanees, 2009) recommend that the students' learning needs be identified first. This involves an audit along the lines of what students currently know and how this is measured, followed by a statement of what the students need to know and a strategy for moving from the current state of students' knowledge to the desired state. Once the students' learning needs are identified, a similar audit of their teachers' learning needs can take place, including a reflection on current classroom practice and teaching theories. The motivation for an audit of learning needs may come from national government, local government, or school or classroom levels within the educational system (Timperley et al., 2009).

Teachers in colleges of education are teacher trainers and their products in recent time have been observed to be deficient. The teachers' promotion is determined by certain

evaluation criteria determined by their college managements and these are uniform. The promotion requirements are the basis used by the college managements to determine their development. Professional development indices however transcend the criteria. This study examined the lecturers' CPD practices as a means of determining their effectiveness and accounting for the quality of their products.

III. METHODOLOGY

The 12 departments of English in the 12 colleges of education in the North West Zone of Nigeria constituted the research population. Six of the colleges – 3 owned by federal government and the other 3 owned by state governments were sampled on the basis of one per each of the six states in the Zone. The 6 colleges were: Adamu Augie College of Education, Argungu, Kebbi State, Shehu Shagari College of Education, Sokoto, Sokoto State, Federal College of Education (Technical), Gusau, Zamfara State, Federal College of Education, Katsina, Katsina State, Sa'adatu Rimi College of Education, Kano, Kano State and Federal College of Education, Zaria, Kaduna State. Questionnaire was designed to investigate the CPD practices of lecturers in these colleges. The questionnaire was made up of three sections: (A) demographic information about the lecturers, (B) background knowledge about CPD and (C) current CPD practices of the lecturers. Section C aimed at examining varied aspects of the lecturers' CPD – their reasons for it, their forms of departmental CPD and corresponding activities, their personal CPD forms and activities, the impacts of CPD on the colleges, the criteria employed by the colleges in evaluating the lecturers' CPD and the purposes for which the results of the evaluations are used and challenges facing the lecturers in their pursuit of CPD.

The draft questionnaire was given to two Chief Lecturers who holds a doctoral degree – one from the Department of English of Federal College of Education, Zaria and the other from the Department of Psychology of the same institution – for review and validation. After the amendment as recommended, copies of the questionnaire were administered to the 82 lecturers of English found in the colleges though only 61 of them completed and returned their copies. The responses were then analyzed in percentages. A day workshop was later organized in each of the colleges to discuss issues raised by the respondents in the course of their completing the questionnaire and teach participants how to prepare power point presentation.

IV. DATA ANALYSIS AND INTERPRETATION

DEMOGRAPHIC INFORMATION ABOUT THE LECTURERS

The first section of the questionnaire administered to the lectures in the six colleges of education required the respondents to provide their biodata. The section comprised of eleven questions and the responses to the questions are presented in tables 1a&b below:

Question	Response	Frequency (%)
Sex	Male	40 (66)
	Female	21 (34)
Age Range	25-40	34 (56)
	41-50	16 (26)
	51& above	11 (18)
Marital Status	Married	55 (90)
	Single	5 (8)
	Widow	1 (2)
Hobbies	Traveling	30 (49)
	Social Networking	17 (28)
	Sanitation	20 (33)
	Sport	15 (25)

Table 1a: Personal Information about the College Lecturers

The biodata of college lecturers as shown above reveals that male lecturers (66 percent) are the majority. This statistics is usual in Nigeria and more so in predominantly Islamic region under study where men are the breadwinners of the family and women are restricted from certain jobs capable of keeping them away from their primary assignment of keeping the home. 34 of the 61 lecturers are between the ages 25 and 40 while 16 of them fall between the age range of 41 and 50. The implication is that 50 (82 percent) of the lecturers are quite agile and therefore capable undertaking laborious academic task and teaching actively for good number of hours. The statistics of their marital status also shows that 90 percent of the academic staff members are married. Marriage expectedly engenders sense of focus and responsibility as it is associated with social demands and honor. The most common hobbies to the lecturers, however, is travelling. This is almost always a sine qua non for conference and workshop attendance but quite time consuming to be a primary hobby. Table 1b provides the lecturers responses to the remaining questions on demographic information.

Question	Response	Frequency (%)
Highest qualification	PhD	4 (7)
	MA/Med/MPhil	24 (39)
	BA/BAEd/ Bed	33 (54)
Possessing teaching qualification	Yes	40 (56)
	No	21 (34)
Range of teaching experience in the college	1-5years	22 (36)
	6-10 years	21 (34)
	11-20 years	12 (20)
	21years&above	6 (10)
Prior teaching experience in primary or secondary school	None	16 (26)
	1-5 years	12 (20)
	6-10 years	16 (26)
	11-20 years	17 (28)
Current rank	AL- LIII	23 (38)
	LII-LI	25 (41)
	SL- CL	13 (21)
Weekly teaching	2-4	19 (31)

hours		
	6-8	30 (49)
	10-12	12 (20)
Having additional responsibility(ies)	Yes	47 (77)
	No	14 (23)
Ongoing PG study	MA/Med	15 (25)
	MPhil/ PhD	6 (10)
	PGDE	0 (0)
	None	40 (66)

Table 1b: Teaching Related Information about College Lectures

Lecturers in colleges of education investigated mostly have Bachelor's degree. 54 percent falls within this category. 24 (39 percent) of them have master's degree while only four (7 percent) holds doctoral degree. The colleges are all awarding Bachelor's degree in English Education/ Language Arts though in affiliation with a university nearby and some of the lecturers in English department who hold bachelor degree also teach undergraduate courses in the degree program. The common highest qualification of lecturers in the colleges therefore should not be first degree. Related to this problem as the table reveals is that 34 percent of the staff do not have teaching qualification. Experience counts in all areas of human endeavors. In the classroom, it gives the teacher the requisite confidence and helps in the provision of clear solution to grey areas identified by the learners. Lecturers of English as the table reveals, who have had 1-5 years teaching experience are more than others. This group is followed closely by those who have been college lecturers of English for between 6 and 10 years. Those who have had more than a decade of teaching experience are few. This statistics indicates clearly that the departments of English been investigated are generally bottom heavy.

The table further reveals that larger number of the lecturers investigated was drawn from both primary and secondary schools. Only 16 (26 percent) did not teach in either primary or secondary school prior the current appointment. This presupposes that most of the lecturers are quite familiar with the teaching responsibilities at these levels can appreciate better the need for the college certificate holders or graduates to be skilled enough to be able to cope with the demands of teaching at the primary and secondary school levels. It is however clear from the table too that many of the lecturers who were formally teachers at the lower levels had perhaps spent their major productive years at the levels.

In terms of their ranks, academics below the rank of Senior Lecturer (SL) are the majority; 23 (38 percent) are between the ranks of Assistant Lecturer (AS) and Lecturer III (LIII) while both Lecturer II and Lecturer I are 25 (41 percent) in number. The high ranking officers: Senior, Principal and Chief Lecturers are just 13 (21 percent) out of the 61 respondents. This data suggests the need for the constant development primarily for the low ranking staff to rise progressively. A factor often cited as hampering staff continuing development is overwork or too heavy workload. The workload of lecturers as shown by the table is in most cases bearable and development friendly 31 percent of them have light workload (2-4 hours weekly); 49 percent have

moderate workload (6-8 hours a week) while the rest- 21 percent are overworked taking 10-12 hours per week.

Besides teaching and research, college lecturers are usually assigned additional responsibilities and lecturers of English are no exception. The College management may appoint a staff head of department or unit head, the School may appoint a staff to head or serve in a committee and it is customary for the head of department to involve staff in the running of the department by serving as examination officers, level coordinators etc. These other responsibilities vary in their demand and where a staff is saddled with many of them both the primary responsibilities of teaching and research as well as the enabling professional development suffer. More than three quarter (77 percent) of the respondents have additional responsibilities while the remaining 23 percent are free. A major requirement for promotion from the rank of Lecturer I to Senior Lecturer is acquisition of master's degree. Statistics of the current postgraduate studies of the lecturers shows 15 staff on master's program in Arts (MA) and Education (MEd) out of the 33 holders of Bachelor's degree, and 6 lectures from among master's holders on MPhil/ PhD studies. However none of the lecturers without educational qualification indicated that currently enrolled for postgraduate Diploma in Education (PGDE).

LECTURERS' REASONS FOR PURSUING CPD

Continuing Professional Development is a dynamic lifelong endeavor that must be motivated by certain factors. Table 2 below presents the lecturers response to the question: 'What are your major reasons for engaging in CPD?'

Response	Frequency (%)
To improve teaching effectiveness	56 (92)
For self actualization	38 (62)
To meet promotion requirements	58 (95)
To compete favorably with colleagues	18 (30)
To leave college of education for university	5 (8)
To meet social needs	8 (13)

Table 2: Lecturers' Arguments for their CPD Efforts

The first three major rationales for engaging in CPD by the lecturers as shown by their responses are: to meet promotion requirements (95%); to improve teaching effectiveness (92%); and for self actualization. It is not surprising that the first of the reason is to meet promotion requirements. Stagnation can be very frustrating and demoralizing too. Besides it is a clear indication that the affected staff is not really productive. Thus, lecturers generally strive to engage in CPD to ensure they are promoted promptly. The second major reason adduced, to improve teaching effectiveness, relates to the first as lecturers teaching performance is graded as part of the annual evaluation aggregated for promotion at the appropriate time. An effective lecturer is usually friendly and therefore popular among the learners and respected by the colleagues. For this reason, the third reason of self actualization is quite understandable.

The least approved among the reasons is to leave college of education for the university. This attracted only five positive responses. This stand can have polar implication. It

could be a demonstration of the love of the respondents for teaching in college of education and by extension an index of their contentment. On the other hand, it could be a signal of complacency since teaching in the university is often more preferred. The current age of some of the lecturers as well as the stringent requirements for professional survival and promotion in the university could be the factor informing their choice.

DEPARTMENTAL CONTINUING PROFESSIONAL DEVELOPMENT PRACTICES IN COLLEGES OF EDUCATION

CPD is better executed at the group and individual levels. Professional development practices at the level of the department are a collective or group endeavor which creates a culture of communal growth and development among staff. These equally help staff to appreciate one another, realize the place of seniority and respect leadership. The table below presents responses of academic staff in the departments of English under study to the question: 'What forms of CPD are practiced in your department?'

Form	Frequency (%)	Productivity rating
Mentorship	24 (39)	11
Seminar	10 (16)	4
Conference	9 (15)	1
Team teaching	20 (33)	11
None	35 (57)	-

Table 3: Forms of Departmental CPD in the Colleges

Table 3 Shows that none of the four forms of CPD listed on the questionnaire exists in some of the departments. 35 of the 61 lecturers declared that the forms were strange to them and their departments. The most popular of the forms in the two departments where they are known, however, is mentorship. 24 lecturers (39 percent) are involved in mentorship. This is followed by team teaching to which 20 lecturers (33 percent) positively responded. Both departmental seminar and conference are rare practices. In terms of productivity, team teaching and mentorship were rated as the most productive by eleven lecturers each.

LECTURERS' ACTIVITIES FOR DEPARTMENTAL CPD

The various forms of CPD necessary for the academics at the departmental level involve certain composite activities. Involvement in these activities ascertains the existence of the forms; defines the department as enterprising and underscores the commitment of the lecturers. Table 4 below shows the lecturers response to the question: 'In what kind of activities are you involved in each of the forms of departmental CPD?'

Form of CPD	Activities	Frequency (%)
Mentorship	Seeking guide on knotty teaching area	13 (21)
	Seeking guide on research	10 (16)
	Presenting written research article for vetting	11 (18)
	Reading papers written	9 (14)

	by mentors		
	Getting insight from mentees	6	(10)
	Collaborating with mentees to publish	4	(7)
Seminar/Conference	Being part of the organizers	5	(8)
	Learning from presentations	6	(10)
	Contributing to criticism	5	(8)
	Asking question	6	(10)
	Presenting paper	5	(8)
	Presenting lead paper/ key note	0	(0)
Team teaching	Being observed by team members	5	(8)
	Observing team members	8	(13)
	Taking part in course contents interpretation	5	(8)
	Contributing CA and examination questions	14	(23)
	Getting informal assessment of team members teaching from students	4	(7)

Table 4: Activities Constituting the Various Forms of Departmental CPD

Table 4 reveals that out of the 24 lecturers of English engaging in mentorship, 13 approach their mentors to discuss emerging teaching challenges, 10 seek for guide to enable them overcome problems hindering their research while 11 seek for the mentors input in their written article by presenting them for vetting and criticism. Some of the mentees also read papers published by their mentors. The mentors on the other hand indicated that they that they get insights from the developmental challenges of their mentees while 4 of them showed that they incorporate their mentees into their publishing team. In general, out of all the activities of mentorship, the most frequent has 21 percent. The reactions to conferences and seminar are similar as the two are a rarity. However, when either occurs, the major activities are learning from papers presentation and asking questions. Presentation of papers and contribution to criticism are also basic to the events. As the respondents clarified, keynote address and lead paper during conferences are usually presented by invited professors from the university. Team teaching is fairly popular. 14 respondents (23 percent) from the same college indicated that the practice is customary to their department due to the large number of students. The major activity that constitutes their team teaching after the grouping of students and allocation of a group to each of the lecturers in the team is to contribute continuous assessment test question and subsequently examination questions for the team leader to harmonize and perfect. The responses to other activities show that they are not really being practiced. Only 5 lecturers noted that team members observe them while teaching though they clarified during the workshop that the observation is informal. Collective interpretation of course contents to ensure a good

level of uniformity in teaching is rare and only 8 of the lecturers clandestinely observe their colleagues in the teaching team.

COLLEGE LECTURERS' PERSONAL CPD FORMS

Besides the group CPD, the lecturers' private CPD forms were also investigated through the questionnaire. Table 5 below presents the various forms of CPD the lecturers engage in for their personal growth.

Form	Frequency (%)	Effectiveness
Publication	46 (75)	Most effective
Doing research	30 (49)	Effective
Teaching improvement activities	12 (17)	Less effective
Participation in academic and professional association	36 (59)	More effective
Media	2 (3)	Less effective

Table 5: Personal CPD Forms of Lecturers of English

As the table above shows, the three major forms of CPD embarked upon by the lecturers are publication (75%), doing research (49%) and participation in the activities of academic and professional bodies (59%). The common slogan among the academics is *publish or perish*. It is not unexpected then that publication is ranked as the most effective form of CPD by the lecturers. The outcome of research is also usually published to disseminate knowledge and this makes it a complement to publication. The second in terms of engagement by the lecturers is participation in the activities of academic and professional associations. These associations often hold annual conferences which afford the members opportunity to present papers and meet professional colleagues from far and near. 35 (59 percent) of the lecturers are members of such associations. By their assessment, their involvement is quite effective on their development, more effective than doing research or engaging in teaching improvement activities. Few respondents (17 percent) take part in teaching improvement activities as a form of personal development while other indirect forms like engaging in media activity are quite rare. The forms that have direct bearing on assessment for promotion are considered germane and therefore very effective. This is directly related to the statement by four Chief Lecturers that they are no more involving in CPD since they have reached the bar of their career.

V. ACTIVITIES FOR THE LECTURERS' PERSONAL CPD

The questionnaire further probed into the various activities that the lecturers involve in to justify their various forms of CPD. Table 6 below presents their responses

Form of CPD	Activities	Frequency (%)
Publication	Publishing in my college journals	42 (69)
	Publishing journals	24 (39)

	of other colleges		
	Publishing in university journals	2	(3)
	Publishing in international journals	2	(3)
	Publishing chapter(s) in edited book(s)	10	(16)
	Publishing personal book(s)	5	(8)
Doing research	College supported research	7	(11)
	TETFund sponsored research	8	(13)
	Team/group research	5	(8)
	Research with other organization	3	(5)
Teaching improvement activities	Self observation	10	(16)
	Participation in mentoring	8	(13)
	Peer observation	0	(0)
	Attending workshop	9	(14)
	Reflecting on feedback from students' evaluation	6	(9)
	Joining learning communities	4	(7)
Participation in the activities of professional bodies	Presenting papers at my college's conferences	30	(49)
	Presenting papers at conferences in COEs in the North	18	(30)
	Presenting papers at conferences of COEs outside Northern states	13	(21)
	Presenting papers at university conferences	5	(8)
	Presenting papers at international conferences	2	(3)

Table 6: Activities for Lecturers Personal CPD Forms

The spread of lecturers' journal publications is poor as revealed by the above table. They publish largely in their colleges' journals. Less than half of them (39 percent) publish in journals of other colleges of education (COEs) across the nation. They hardly publish in university based journals and international journals that are predominantly online. 16 percent of them contribute chapters to edited books while 8 percent have produced personal books. The lecturers' research efforts have been greatly affected by sponsorship. 13 percent of them have engaged in research sponsored by the Tertiary Education Trust Fund (TETFund) while 11 percent has enjoyed sponsorship by the college management. The responses also show that only 8 percent and 5 percent engage

in team research and research initiated by other organizations respectively.

The modalities employed by lecturers who engage in teaching improvement activities are self observation, participation in mentoring and attending teaching workshop. Peer observation is completely strange to all the lecturers and only few (7 percent) are members of learning communities. Table 6 depicts further that that 30 (49 percent) of the lecturers attend conferences organized by their own college; 18 (30 percent) endeavor to attend conferences organized by sister colleges of education outside the Northern region; and only 5(8 percent) attend university conferences. Lecturers in the colleges hardly attend international conferences to present papers.

VI. IMPACT OF CPD OF LECTURERS ON THE COLLEGES OF EDUCATION

Continuing professional development is a natural and logically unavoidable. Learning is continuous as the society is ever changing. Consequently, teachers at any level cannot afford to be complacent. The opinions of the college lecturers on the impacts of their CPD on their college are provided by Table 7 below. The opinions are borne out of their evaluation of the various CPD forms and activities.

Impact	Evaluation			
	Strongly agree	Agree	Disagree	Strongly disagree
Improvement in departmental practices	20	15	2	1
Improvement in lesson delivery	25	24	0	0
Improvement in teaching methods	26	20	1	1
Improvement in students' performance	21	27	0	0
Enhancement of knowledge acquisition	20	25	0	0
Facilitation of students' satisfaction	15	27	2	2
Improvement in lecturers' attitudes	17	36	1	1

Table 7: Lecturers Perception of the Impacts of CPD on their Institution

The lecturers' evaluation of the impacts of CPD on their profession and the mission of their institution reveals a common level of agreement on its positive values. They all believe that CPD is valuable in improving lecturers' knowledge acquisition and lesson delivery as well as students understanding and performance. Almost all of them agree that

it leads to improvement in lecturers' attitude, excellence in departmental practice and better teaching methods.

VII. COLLEGE MANagements' EVALUATION OF LECTURERS CPD

The methods of evaluating lecturers CPD practices and the purpose for which the results of the evaluation are used are veritable determinants of the lecturers' attitude to CPD. Table 8 presents the lecturers' general reactions to the twin question: 'how are your forms of CPD evaluated by your college and for what are the results used?'

CPD Form	Evaluation Focus	Uses of Results
Publication	Quantity, quality and relevance	For promotion
Conference papers presented	Quantity, quality and relevance	For promotion
(Team) teaching	Number of courses taught and no of credit units of courses	For promotion

Table 8: Evaluation of Lecturers' CPD Forms and Uses of Results

Lecturers' publications – journal articles, chapters in books and personal books authored by them – are evaluated in terms of their numbers against the numbers required for promotion to the next level as well as their quality. The journal articles are required to be published in reputable journals and all relevant journals in colleges of education are considered reputable and acceptable. Conference papers are screened on the basis of their quantity and relevance to English studies. Teaching effectiveness is determined through the number of courses and their credit units. Usually an annual performance evaluation form is issued to a lecturer per semester to obtain relevant information about his/her teaching. Basically, table 8 shows that CPD forms of lecturers in colleges of education are used for promotion only. This portends a lot of implications for genuine professional development. It is the reason why some Chief Lecturers equate their attainment of the last rank with the end of their development. It equally accounts for why some lecturers request their active colleagues to include their names in papers to which they have no contribution. Proxy presentations of papers at conferences are connected directly with this same factor as lecturers argued during the workshop.

VIII. CHALLENGES OF CONTINUING PROFESSIONAL DEVELOPMENT OF LECTURERS

Challenges are quite natural in any developmental effort. It is, therefore, expected that the lecturer face some challenges in the course of pursuing their CPD. Table 9 unveils the various challenges identified by the lecturers.

Challenges	Frequency (%)
Heavy Teaching workload	26 (43)
Lack of sponsorship	34 (58)
Lack of cooperative development with colleagues	19 (31)
Heavy additional responsibility	28 (46)

Lack of access to ICT facility in the college	37 (61)
Poor knowledge of ICT	31 (51)

Table 9: Challenges Facing the Lecturers in their CPD

The first three major reasons chosen by the lecturers as impediments to their CPD are lack of access to ICT facilities in their institutions (61percent); lack of sponsorship (58 percent); and poor knowledge of ICT (51 percent). The first two of these foremost reasons show the lecturers heavy reliance on their colleges for support in their pursuit of personal professional development. The third reason is also an indictment of the lecturers' stagnation in their comfort zone of reliance on physical library and reading print materials. Discussions during the workshop show that quite many lecturers cannot check their mail on their own. The other constraints attested to by the respondents are: heavy additional responsibilities (46 percent); heavy workload (43 percent); and lack of cooperative development with colleagues (31 percent).

IX. SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

The analysis reveals that majority of the college lecturers of English investigated are within their productive age range. This factor is expected to boost the teaching strength and ability of the staff. The findings, however further depict some worrisome facts about the college English language teacher educators that: half of the academics hold first degree as their highest qualification, 34 percent (more than one-third) do not have teaching qualification; only few have more than a decade teaching experience on the present job and only 21 percent are within the rank of Senior Lecturer and above. In all, most of the departments of English in the Zone are bottom heavy. Besides, a large percentage of lecturers who were formally staff of primary or secondary school had spent many years at this lower level and therefore found coping with the research culture of tertiary institution quite a herculean challenge.

The lecturers' topmost reasons for engaging in CPD are: to meet promotion requirements; to improve teaching effectiveness and for self actualization. But the nature of their CPD activities reveals that the need to satisfy promotion requirement encompasses the two others. It was found that most of the departments of English in the Zone (4 out of 6) do not have culture of departmental CPD and the few that have are not regular with the forms they practice. As individuals, the spread of places of publications of the lecturers is poor and so is their exposure to conference attendance. Their journal articles and conference papers are localized. The lecturers do not appreciably embark on teaching improvement practices, peer observation is a strange phenomenon to them and reflective practice is rare.

All lecturers examined indicated that CPD is invaluable in improving their practice and knowledge and in making their products capable. It was found also that the managements' modality for evaluating the lecturers' CPD lays more emphasis on quantity of publication and conference papers at the expense of teaching effectiveness. Besides, the only purpose which managements use lecturers' CPD evaluation results for is promotion. This has resulted in lecturers pegging

their CPD on reaching their promotion bar and some kinds of pranks in joint publication and proxy paper presentation at conferences calculated at outsmarting the promotion committee. Finally, the research found that most lecturers heavily rely on the management for sponsorship of their CPD just as majority of them lack requisite knowledge of ICT. While the dependence has negatively affected their CPD as well as their effectiveness, their ignorance of the use of ICT facility for their personal and professional empowerment underscore their stagnation and defiance to the dynamic world.

The findings of the research necessitate the following recommendations:

- ✓ All lecturers of English in colleges of education holding first degree should be encouraged to take a second degree before the end of the first five years of their appointments while those without teaching qualification should be mandated to obtain a PGDE within three years.
- ✓ Candidates who have spent more than ten years teaching in lower schools should not be considered for employment on the departments of English of the colleges
- ✓ There should be general orientation for all lecturers of English on the need to embrace CPD as a means of their own personal empowerment and professional development and therefore more of their responsibility than anyone else.
- ✓ All departments of English in the colleges should embrace the culture of collective development of academic staff through constant seminar, annual conference, functional team teaching and organized mentorship
- ✓ Emphasis should be placed on teaching effectiveness in the assessment of the lecturers for promotion and college management should device ways of achieving this.

The general conclusion from the findings of the research is that the CPD practices of majority of the lecturers of English in colleges of education in the Zone are poor and cannot guarantee effective teaching of the students. The straight jacket and rather quantitative evaluation criteria adopted by the college managements and the complacency of the lecturers with regional and local publications and old teaching materials and styles are major indices of the poor CPD practices. The problem of poor quality of products from the colleges is directly associated with the substandard professional development practices of their lecturers among other factors.

REFERENCES

- [1] Angrist, J. D. & Lavy, V. (2001). 'Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools'. *Journal of Labor Economics*, Vol. 19 (2), pp. 343-69.
- [2] British Council (2011). *Going Forward: Continuing Professional Development for English Language Teachers in UK*. englishagenda.britishcouncil.org
- [3] Boyle, B. Laprianus, I. and Boyle, T. (2005). 'A Longitudinal Study of Teacher Change: what makes professional development effective? Report of the second year of the study'. *School Effectiveness and School Improvement*. 16 (1) pp. 1-27.
- [4] Chang, K., Jeon, Y. and Ahn, H. (2014). 'Investigating Continuing Professional Development for Teacher Educators in South Korea: Opportunities and Constraints.' In Hayes, D. (ed.) *Innovations in Continuing Professional Development of English Language Teachers*. London: British Council. 271-292 available at www.britishcouncil.org
- [5] Clotfelter, C.T. and Ladd, H. F. (2004). 'Where We Stand on Teacher Quality: An Issue Paper' *ETS Journal of Policy Analysis and Management*. 23 (2), pp. 1-12.
- [6] Eraut, M. (1994). *Developing Professional Knowledge and Competence*. London: Falmer Press.
- [7] Ememe, P. I., Aitokhuehi, O. O, Supo. J. & Ojo-Ajibare, J. O. (2012). *Enhancing Teaching Quality through Continuing Professional Education*. *European Journal of Educational Studies* 5(2),
- [8] Farell, T.S.C. (2009). 'Critical Reflection in a TESL Course: Mapping Conceptual Change'. *ELT Journal*. 63,(3) pp. 22-29
- [9] Hardy, I. (2008). 'Competing Priorities in Professional Development: an Australian Study of Teacher Professional Development Policy and Practice'. *Asia Pacific Journal of Teacher Education*. 36(4) pp. 277-90.
- [10] Hargreaves, A. (1994). *Changing Teachers, Changing Times: Teachers Work and Culture in Post Modern Age*. London: Cassell
- [11] Hayes, D. (2014). 'Overview – Innovation in CPD, Sector –Wide, Institutional and Personal Perspective' in Hayes D. (ed.) *Innovations in Continuing Professional Development of English Language Teachers*. London: British Council. pp. 5-15. Available at www.britishcouncil.org
- [12] Kennedy, E. (2014). *Raising literacy achievements in high poverty schools: An evidence based approach*. Books.google.com.ng.
- [13] Keith H. (2008). *Accessing professional development; MET volume 18(3) Perspectives in Hayes D. (ed.) Innovations in continuing professional development of English language teachers*. London: British Council. Pp. 5-15. Downloaded from www.britishcouncil.org.
- [14] Ingvarson, L., Meiers, M and Beeavis, A. (2005). 'Factors Affecting the Impact of Professional Development Program on Teachers' Knowledge, Practice, Students' Outcome and Efficacy'. *Professional Development for Teachers and School Leaders*. Australian Council for Educational Research. Available online at http://research.acer.edu.au/professional_dev/1
- [16] Klausmeir et al (1976). *Learning and Human Ability*. New York: Appleton Century Craft
- [17] Muijs, D. and Lindsay, G. (2008). 'Where are we at? An Empirical Study of Levels and Methods of Evaluating CPD'. *British Educational Research Journal*. 32 (2) pp. 195-211
- [18] Murana, M.O. (2004). 'Challenges of Effective Teaching and Learning of English in Colleges of Education, in Nigeria. A paper presented at the National Conference School of Languages, Federal College of Education, Katsina, Katsina State

- [19] OECD (2011). Building a High Quality Teaching Profession. Lessons from around the world. Paris: OECD
- [20] Padwax, A. and Dixit, K. (2011). Continuing Professional Development. An Annotated Biography. Delhi: British Council
- [21] Rhodes, C. and Beneicke, S.(2002). 'Coaching, Mentoring and peer Networking: Challenges for the Management of Professional Development in Schools' Journal of In-Service Education. 28,297-309
- [22] Rockoff, J.E. (2004). 'The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data'. AEA Papers and Proceedings.
- [23] Timperley, H. S., Parr, J. M., & Bertanees, C. (2009). 'Promoting Professional Inquiry for improved outcomes for students in New Zealand'. Professional Development in Education, 35 (2) pp. 227-45.
- [24] Villegas-Reimers, E. (2008) Teachers' Professional Development: An International Review of the Literature. Paris: UNESCO: International Institute for Educational Planning.
- [25] Zipin, L (2002). Too Much with Too Little: Shift and Intensification in the Work of ACT Teachers. Available online at: www.aeuact.asn.au/infocentre/documents/

IJIRAS