

Lecturers Professional Development and Academic Performance of Students in Federal University of Oye-Ekiti

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Abstract: *The aim of this study was to investigate Lecturers' professional development and academic performance of students in Federal University of Oye-Ekiti, Ekiti State, Nigeria. The study employed descriptive research design and purposive sampling technique to select the respondents and questionnaire as research instrument as well as descriptive component of statistics to analysis the generated data. The revealed that there is a significant relationship between Lecturers' professional development and academic performance of students in Federal University of Oye-Ekiti. The study showed that consistent Lecturers professional development programmes always led to better academic performance of students in Federal University of Oye-Ekiti. The study showed that Lecturers' professional development led to improved teaching quality in Federal University of Oye-Ekiti. The study revealed different form of Lecturers professional development programme available in Federal University of Oye-Ekiti namely in-service training programme, workshop conference, seminar conference, computer training programme and video training programme. The study identified major constraint to Lecturers' professional development in Federal University of Oye-Ekiti as non-encouragement by state and federal government, non-challant attitude by administrator, insufficient fund, lack of facilities and equipment and poor school environment.*

Keywords: Lecturers Professional Development, Academic Performance, Teaching quality, Nigeria University of Oye-Ekiti

1. Introduction

Professional development according to Yemmy (2010) is a process engaged in to enhance the knowledge, skills and attitudes of the Lecturers. This implies the responsibility to create, preserve, evaluate and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation. Chukwu (2009) states that basic aims of professional development are to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities. So the ideas for academic development can be said to conceived from the organizations acknowledgement that efficiency and effectiveness to a large extent depend on training and re-training of the work force.

Mkhwanazi (2014) defines teacher professional development as all changes in teaching approaches Lecturers can acquire towards teaching profession. Lecturers professional development has been viewed as a set of programs or workshops planned for Lecturers and designed to develop their skills and knowledge at different levels. Educational leaders

and policy makers have operated and planned Lecturers professional development programs under the supposition that those programs are naturally good, and the more of them, the better for Lecturers (Guskey & Sparks, 2012), rather than a multi-faceted collaborative practice involving the active participation of individuals and groups together (Hardy, 2012).

Effectiveness of these programs has been debated in literature from a variety of perspectives. The main issue that draws one's attention in particular is the argument raised by some researchers and educators about the impact of Lecturers professional development programs on students' academic performance (Hardy, 2012; Reeves, 2010).

1.1 Statement of the Problem

Professional development for Lecturers is a key mechanism for improving classroom instruction and student academic performance. Although calls for high quality professional development is increasing in education spheres, there remains short supply of high quality professional development for Lecturers

characterized by coherence, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than the traditional approach. A particular target for criticism is the prevalence of single-shot, one-day workshops that often make lecturer professional development “intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative”

There is little or lack of Research conducted on the relationship between Lecturers’ professional development, students’ knowledge and skills, teaching quality and student academic performance in Federal University of Oye-Ekiti. Therefore, this paper intends to investigate Lecturers’ professional development and academic performance of students in Federal University of Oye-Ekiti, Nigeria.

1.2 Purpose of the Study

The focus of this study is to investigate Lecturers’ professional development and academic performance of students in Federal University of Oye-Ekiti, Ekiti State, Nigeria. Other objectives include;

- Assess the relationship between Lecturers’ professional development and academic performance of academic performance of students in Federal University of Oye-Ekiti.
- Discover the relationship between Lecturers’ professional development and increase knowledge and skills of students in Federal University of Oye-Ekiti.
- Examine the relationship between Lecturers’ professional development and teaching quality in Federal University of Oye-Ekiti.
- Ascertain the different forms of Lecturers’ professional development programmes available in Federal University of Oye-Ekiti.
- Find out the constraints to Lecturers’ professional development in Federal University of Oye-Ekiti.

1.3 Research Questions

The following questions are formulated to aid the objective of this study namely;

- Will Lecturers’ professional development affects academic performance of students in Federal University of Oye-Ekiti?
- Is there a relationship between Lecturers’ professional development and increase knowledge and skills of students in Federal University of Oye-Ekiti?

- Will Lecturers’ professional development led to improve teaching quality in Federal University of Oye-Ekiti?
- What are the different forms of Lecturers’ professional programmes available in Federal University of Oye-Ekiti?
- What are the constraints to Lecturers’ professional development in Federal University of Oye-Ekiti?

1. Review of Related Literature

Researchers have discovered that effective professional development is an essential element in promoting significant change in school leaders’ practices, Lecturers’ instructional practices and student learning (Sparks 2015). Delivering such professional development generally requires changing the manner in which professional development is structured and delivered (Sparks, 2007). In order to create conditions that promote the growth and development of Lecturers within a school and subsequently lead to improvement in student performance, leaders must promote a climate of professional growth through professional development activities that are analytical and reflective of a school’s vision and mission (Guskey, 2010). The most effective professional development activities for increasing Lecturers’ knowledge and skills include those that provide Lecturers with opportunities to actively engage with each other around curriculum and instruction (Desimone, Smith & Phillips 2017).

2.1 Conceptual Framework

The most powerful way to raise student academic performance is through professional development. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and Lecturers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for Lecturers (Silva, 2008). This study is conceptualize with Lecturers professional development (Independent variable) and students academic performance (dependent variable), teacher knowledge and skills (dependent variable), class room teaching

improvement (dependent variable) and teaching quality (dependent variable).

Conceptual framework of the study

Lecturers professional development (Independent Variable)	<i>Students academic performance (Dependent variable)</i>
	<i>Lecturers knowledge and skills (Dependent variable)</i>
	<i>Class room teaching improvement (Dependent Variable)</i>
	<i>Teaching quality (Dependent variable)</i>

Table 2.1: Lecturers Professional Development Model

2.2 Theoretical Framework

Change theory was postulated by John Meyer and colleagues in 1970. This theory is on the need that the more the school desires change, there is a need to take into consideration Lecturers’ development programs for them to adapt to the change the school

or organization wants. Change theory is one of the theories used in explaining the need for reform in the education system. This theory assumes that change is inevitable in the education system. The assumption is that, if Lecturers are trained frequently, the likelihood of those Lecturers trained Lecturers performing more than before in the classroom is high (Connell & Kubisch, 2015).

Change theory, which is also known as change knowledge, is typically based on providing the strengths rather than problems for Lecturers to have expected change. Treating Lecturers with respect, Lecturers’ empowerment as well as providing continuous assistance or support would minimize the possibility of having negative effects of educational change. Change theory of Connell and Kubisch corroborate Guskey (2006) teacher change theory that emphasize the continuous implementation of professional development to get the desired change in classroom practices, which will enhance learner achievement and finally change academic’s beliefs and attitudes towards teaching. At the centre of this framework is the ultimate goal of student learning outcomes.

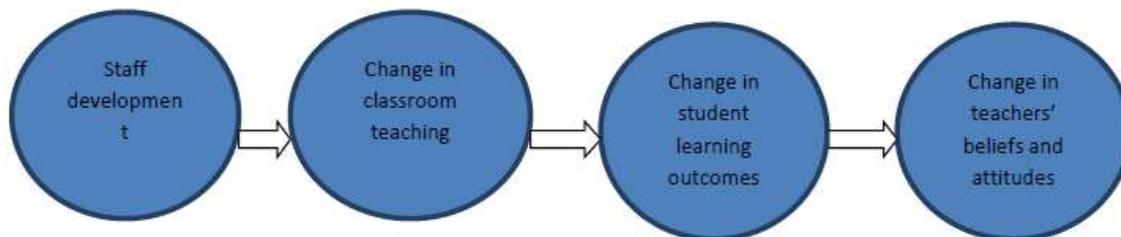


Figure 2.1: A model of the process of teacher change (Guskey, 2006)

Guskey (2006) presented a model for professional development programmes in which it is viewed as a process linking changes in classroom practices. Furthermore, staff development programmes should result in changes in teaching approaches and achievement by learners. The process of professional development involves the academic acquiring knowledge and competences that lead to improved teaching. Improved teaching should lead to success and achievement by students. This approach views the professional development programme as the initial triggering mechanism in the change process of an academic. It also recognises that the student learning outcomes, which are foregrounded by academics once they have transformed their

classroom practices, shape academics’ beliefs and attitudes in relation to their teaching practice.

Research Methodology

3.1 Research Design

This study adopted mixed method design consisting of descriptive survey design, explanatory design and quasi experimental design to answer questions on the essence of the study.

3.2 Population

The target population for this research are Lecturers and students of some selected faculties in Federal University of Oye-Ekiti. The population of this study is Faculty of Arts, Faculty of Education and Faculty of Engineering.

3.3 Sample Size and Sampling Procedures

The sample size consists of forty-five Lecturers and thirty students of Faculty of Arts, Faculty of Education and Faculty of Engineering in Federal University of Oye-Ekiti. Purposive sampling technique was used to develop the sample of the research under discussion.

3.4 Instrumentation

Instrument used to collect data was questionnaire, focus group discussion with Lecturers and result sheet of students of Faculty of Arts, Faculty of Education and Faculty of Engineering in Federal University of Oye-Ekiti. The questionnaire was used to obtain information on improvement in teaching quality, The different forms of Lecturers professional development programmes available and the constraints to Lecturers professional development. The focus group discussion was used to obtain information on Lecturers professional development among Faculty of Arts, Faculty of Education and Faculty of Engineering in Federal University of Oye-Ekiti. The result sheet of Final year second semester Exam of 2017 was used to obtain information on students academic performance.

3.5 Scoring and Administration of the Instrument

4.1 Answering Research questions:

Research Question one:

1. *Will Lecturers' professional development affects academic performance of students in Federal University of Oye-Ekiti?*

Copies of the questionnaire were administered personally to the Lecturers in their schools. Before administering the questionnaires to the participants, the purpose and significance of the study were made known to them. After the administration of copies of questionnaire, participants were allowed some time to respond to the items in the questionnaire. After that the questionnaires were collected on that same day. The study score each lecturer's professional development programme attended and conducted by participating faculty a grade point of 10%.

3.6 Method of Data Analysis

Frequency distribution and percentages was used to analyse the research questions. The data obtained were presented in tables, figures and bar chart for simple interpretation.

4. Data Analysis, Interpretations and Discussions:

The total number of Lecturers who participated in this study was forty five. But only 30 returned questionnaires were found useful for analysis. The results of the data analysis were presented in tables, bar charts and used for answering the five research questions that guided the study:

Table 1: Analysis of Lecturers professional development and academic performance of students in Federal University of Oye-Ekiti: 2011-2015

Year	Faculties	Lecturers professional development	Academic performance
2011	Faculty of Art	0	41.5
	Faculty of Education	0	42.3
	Faculty of Engineering	30	55.7
2012	Faculty of Art	0	40.58
	Faculty of Education	0	40.88
	Faculty of Engineering	40	58
2013	Faculty of Art	0	42.3
	Faculty of Education	0	41.8
	Faculty of Engineering	40	59.35
2014	Faculty of Art	10	48.52
	Faculty of Education	10	49.68

	Faculty of Engineering	50	60.32
2015	Faculty of Art	10	49.32
	Faculty of Education	10	50.68
	Faculty of Engineering	60	65.53

The data in table 1 represent lecturer professional development and academic performance of students in Federal University of Oye-Ekiti and was described through bar chart presented in Figure 1.

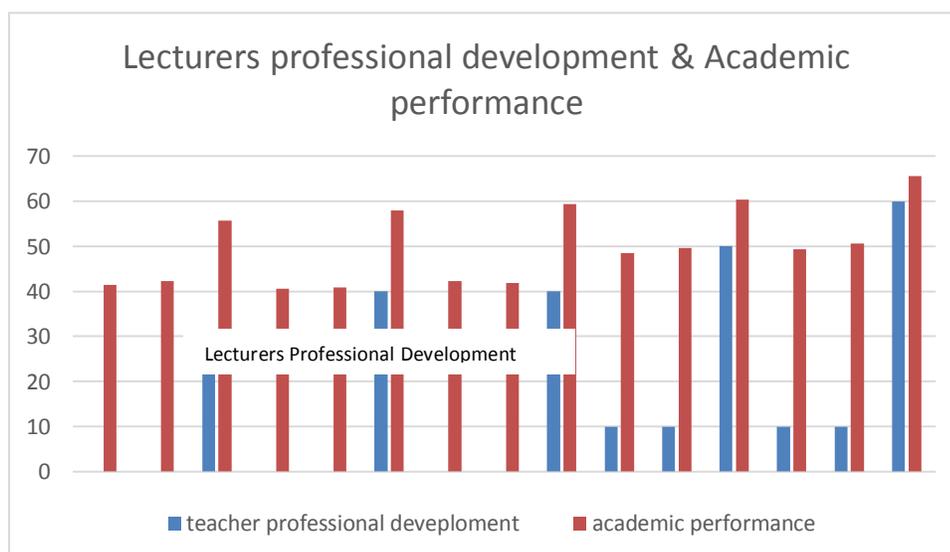


Figure 1: Assessment of Lecturers professional development and Academic performance of Students in FUOYE

Source: (Field Survey, 2018)

Data on table 1 represented in bar chart in Figure 1 revealed that Lecturers’ professional development has a significant effect on academic performance of students from 2011-2015 in Federal University of Oye-Ekiti. Finding revealed the absence of Lecturers professional development programmes in Faculty of Art and Faculty of Education from 2011-2013. Study

above shows consistent implementation of Lecturers professional development programmes in Faculty of Engineering from 2011-2015. Finding above is in agreement with Yoon (2007) assertion that findings of most previous studies have confirmed a moderate effect of professional development on student learning outcomes and classroom performance.

Research Questions Two:

2. *Is there a relationship between Lecturers’ professional development and increase knowledge and skills of students in Federal University of Oye-Ekiti?*

Table 2: Analysis of Lecturers professional development and increase knowledge and skills of students of Federal University of Oye-Ekiti : 2011-2015

Year	faculties	Lecturers professional development	Increase Knowledge & Skill
2011	Faculty of Art	0	49
	Faculty of Education	0	49.8

	Faculty of Engineering	30	60.2
2012	Faculty of Art	0	49.3
	Faculty of Education	0	49.88
	Faculty of Engineering	40	65.84
2013	Faculty of Art	0	49.7
	Faculty of Education	0	49.94
	Faculty of Engineering	40	65.88
2014	Faculty of Art	10	53.4
	Faculty of Education	10	55.6
	Faculty of Engineering	50	68.32
2015	Faculty of Art	10	53.8
	Faculty of Education	10	55.9
	Faculty of Engineering	60	69.99

The data in table 2 represent lecturers’ professional development and increase knowledge and skills of students to mathematics in federal University of Oye-Ekiti and was described through bar chart presented in Figure 2.

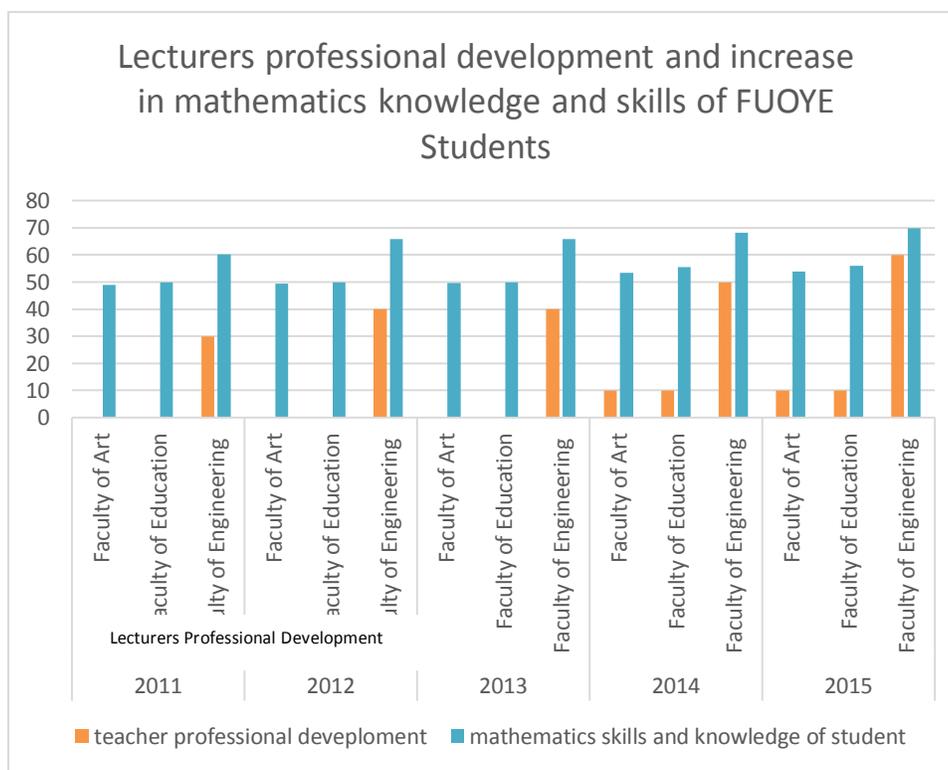


Figure 2: Assessment of Lecturers professional development and mathematics knowledge and skills of Students in FUYOE

Source: (Field Survey, 2018)

Data on table 2 represented in bar chart in Figure 2 revealed that there is a significant relationship between Lecturers’ professional development and increase mathematics knowledge and skills of

students from 2011-2015 in Federal University of Oye-Ekiti. Finding revealed the presence of Lecturers professional development programmes in Faculty of Art and faculty of education from 2014-2015 and

thus led to increase mathematics knowledge and skills of students in Federal University of Oye-Ekiti. Study above shows that consistent implementation of Lecturers professional development programmes have led to increase mathematics knowledge and skills of students in Federal University of Oye-Ekiti from 2011-2015. Findings above corroborate Yemmy (2010) emphasis that Professional

development is a process engaged in order to enhance the knowledge, skills and attitudes of the Lecturers. This implies the responsibility to create, preserve, evaluate and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation.

Research Question Three:

3. Will Lecturers' professional development led to improve teaching quality in Federal University of Oye-Ekiti?

Table 3: Analysis of Lecturers professional development and improve teaching quality in Federal University of Oye-Ekiti

Items	Frequency (N)	Percentage (%)
SA	20	67
A	3	10
ND	1	3.33
D	4	13.33
SD	2	6.67
Total	30	100.00

The data in table 3 represent teacher professional development and improvement on teaching quality in Federal University of Oye-Ekiti and was described through bar chart presented in Figure 3.

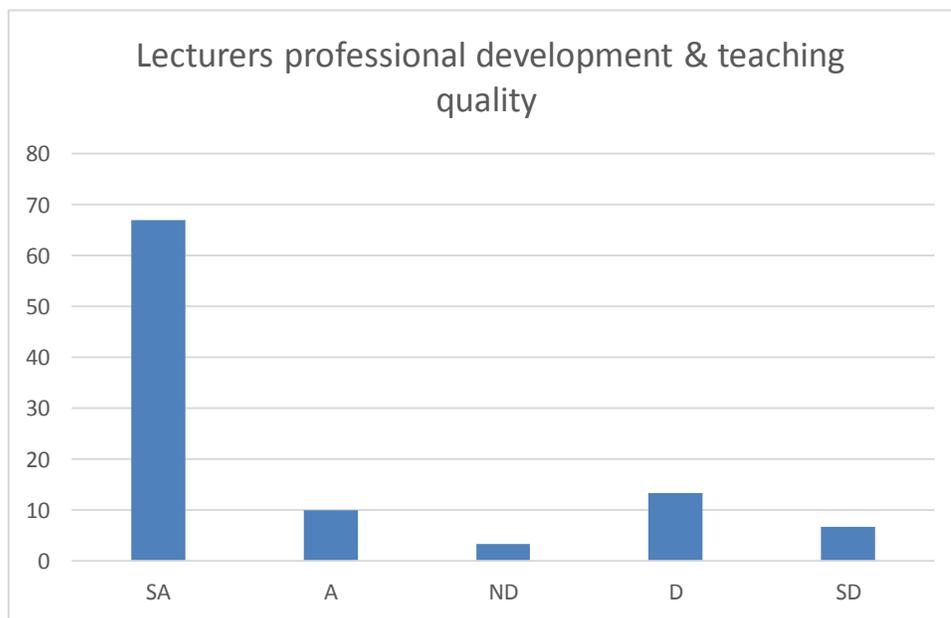


Figure 3: Assessment of Lecturers professional development and improvement in teaching quality in FUYOE
Source: (Field Survey, 2018)

Data on table 3 represented in bar chart in Figure 3 revealed that Lecturers' professional development led to improvement in teaching quality in Federal

University of Oye-Ekiti. Finding revealed that 77% of the respondents representing majority of the lecturers support the view that Lecturers'

professional development led to improvement in teaching quality in Federal University of Oye-Ekiti. While 13.3% and 6.67% disagree and strongly disagree respectively on the opinion that Lecturers' professional development led to improvement in teaching quality in Federal University of Oye-Ekiti. Findings above support Chukwu (2009) assertion that basic aims of professional development are to

improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities. So the ideas for academic development can be said to conceived from the organizations acknowledgement that efficiency and effectiveness to a large extent depend on training and re-training of the work force.

Research Question Four:

4. Enlist the different forms of Lecturers' professional programmes available in Federal University of Oye-Ekiti?

Table 4: Analysis of the Different forms of Lecturers' professional development programmes available in Federal University of Oye-Ekiti

Different forms of Lecturers Professional Development	Frequency (N)	Percentage (%)
In service Training Programme	15	50
Seminar Conference	5	16.67
Workshop Conference	6	20
Computer Training Programme	3	10
Video Training Programme	1	3.33
Total	30	100.00

The data in table 4 represent the different forms of Lecturers professional development programmes available in Federal University of Oye-Ekiti and was described through bar chart presented in Figure 4.

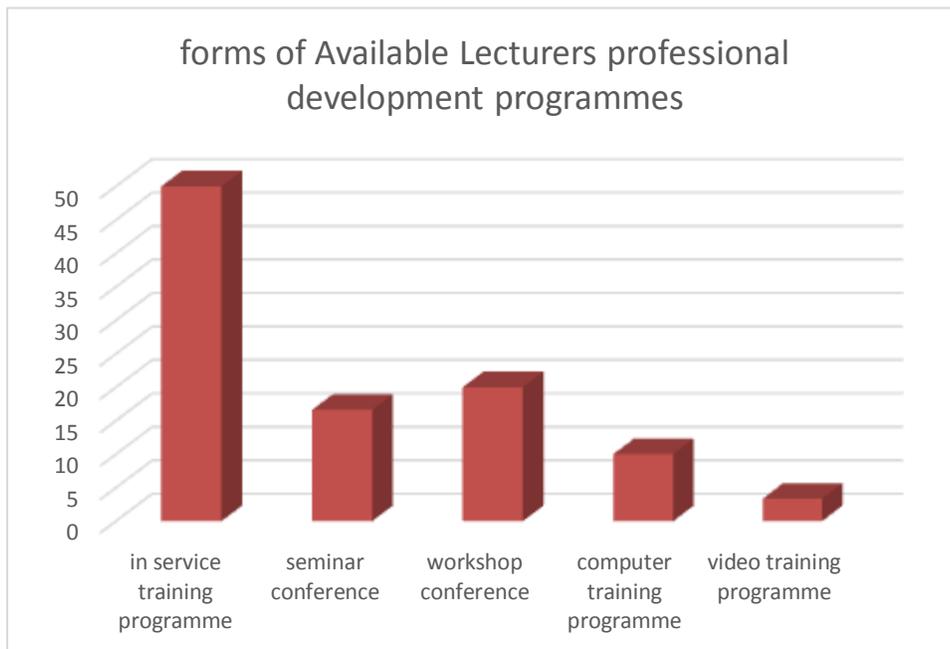


Figure 4: Assessment of Lecturers professional development and different forms of Lecturers development programmes in FUYOE

Source: (Field Survey, 2018)

Data on table 4 represented in bar chart in Figure 4 revealed that in service training programme was the most prevalent form of Lecturers professional development programme available in Federal University of Oye-Ekiti. Followed by workshop conference with 20%, seminar conference with 16.67%, computer training programme with 10% and Video training programme with 3.33%. Findings above support Locke and Latham (2004) findings that

identified Lecturers’ participation in conferences, seminars and workshops as components of teacher development programme has been found to correlate positively with teacher output. Locke and Latham (2004) in his study reported that Lecturers’ regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality output.

Research Question Five:

5. What are the constraints to Lecturers’ professional development in Federal University of Oye-Ekiti?

Table 5: Analysis of the constraint to Lecturers’ professional development in Federal University of Oye-Ekiti

Constraint to Lecturers Professional Development	Frequency (N)	Percentage (%)
Insufficient fund	3	10
Lack of facilities and equipment	2	6.66
Non-chalant attitude by Administrator	5	16.67
Poor school environment	2	6.66
Non-encouragement by state and Federal Government	18	60
Total	30	100.00

The data in table 5 represent the constraint to Lecturers’ professional development in Federal University of Oye-Ekiti and was described through bar chart presented in Figure 5.

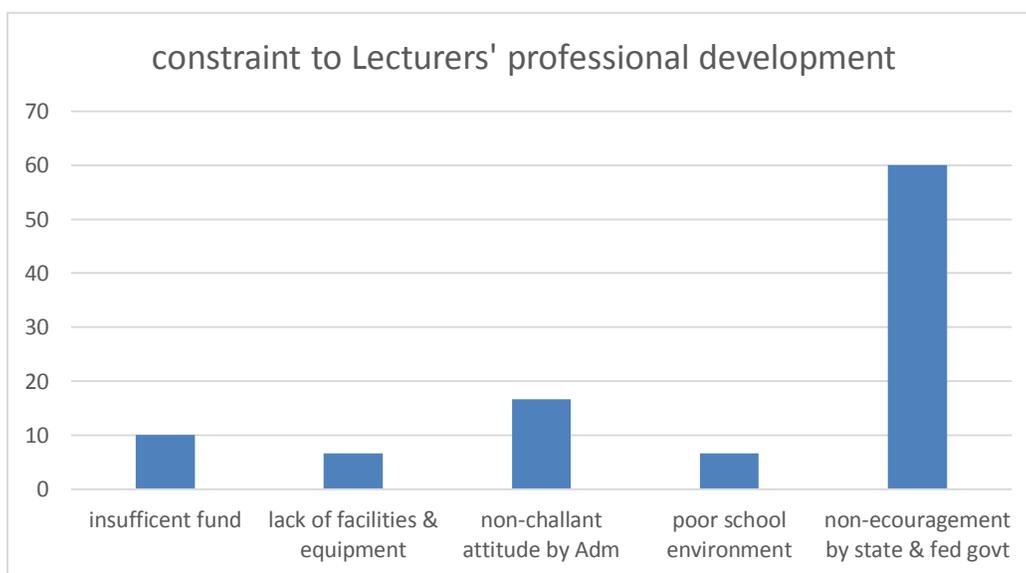


Figure 5: Assessment of Lecturers professional development and constraint to Lecturers development programmes in FUYOE

Source: (Field Survey, 2018)

Data on table 5 represented in bar chart in Figure 5 revealed that non encouragement by state and federal government is the major constraint to Lecturers' professional development in Federal University of Oye-Ekiti. Followed by non-chalant attitude of school administrators, insufficient fund, lack of facilities and equipment and poor school environment. Findings above support Alabi, Ahmed

5. Conclusion and Recommendations:

From the Findings from this study, it can be concluded that there was a significant relationship between Lecturers' professional development and academic performance of students in Federal University of Oye-Ekiti. The study revealed that consistent Lecturers professional development programmes always led to better academic performance of students in Federal University of Oye-Ekiti. Further studies affirm that Lecturers' professional development led to increase in mathematics knowledge and skills of students in Faculty of Engineering, Faculty of Education and Faculty of Medicine in Federal University of Oye-Ekiti. The study showed that Lecturers' professional development led to improve teaching quality in Federal University of Oye-Ekiti. The study revealed different form of Lecturers professional development programme available in Federal University of Oye-Ekiti namely in-service training programe, workshop conference, seminar conference, computer training programme and video training programme. The major constraints to Lecturers' professional development in Federal University of Oye-Ekiti are non-encouragement by state and federal government, non-challant attitude by administrator, insufficient fund, lack of facilities and equipment and poor school environment. This study recommend the need for encouragement by state and federal government in order to meet Lecturers' professional development goals, support and encourage participation and ensure that opportunities match Lecturers' perceived needs.

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& Akinnubi (2012) research finding study that revealed non-encouragement by state government (99%), followed by lack of facilities and equipment, and insufficient funds (95.5% and 94.5%, respectively) . Non-challant attitude by administrators and poor school environment also served as constraints to Lecturers' development programmes.

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