



Faculty Professional Development: A Means of Enhancing Quality University Education

Ebimiere AKOSUBO-OGORI

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

obimiere@gmail.com

Abstract

Education is an inevitable aspect of life that needs a regular update to achieve the desires of good living. Education holds the key that unlocks modernization that brings about positive change in an individual. Scholars in their different fields of specialization are of the same view regarding the value of education that cannot be over-emphasized. This paper examined faculty members' professional development as a means of enhancing quality university education. The Systems Theory was reviewed in relation to the university as a sub-system of the system (society). The competency of faculty was also examined, based on teacher education, which entails the level of quality, knowledge, skills and confidence faculty members demonstrate towards quality teaching and learning in the university. The concepts of 'profession', 'professionalization' and 'professionalism' were reviewed to give meaning to this paper; and some criteria that qualify an occupation as a profession were also listed. The role of the Teachers' Registration Council of Nigeria (TRCN) and its responsibilities were also highlighted and reviewed in line with the policy statement of the National Policy on Education (NPE). The quality and competency of faculty members in their pedagogy was emphasized for the quality outcome of university education. It was therefore concluded that faculty members should be trained professionally and engage themselves in continuous professional development programmes. Suggestions made are: government should regularly fund research libraries for professional development programmes, to encourage faculty members to be updated in their careers; and unqualified faculty members should be shown the way out of the profession.

Keywords: Capacity Building, Education, Faculty, Profession, Professional Development, Professionalism, Professionalization, Quality, Systems Theory, Teacher, Teachers' Registration Council of Nigeria, University.

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INTRODUCTION

Education is not only the development of individuals but the holistic development of the society. It is only through education that an individual can learn a change of behaviour in a positive way in the realization of the laudable goals and objectives of a nation. In order to realize the set goals and objectives of the nation, the faculty plays a pivotal role in the effective delivery of higher education goals.

The aim of education is, therefore, to prepare and give the student, who is the focal point and centre of education an all-round development mentally, socially, physically, intellectually, etc. For education to achieve these aims, training, and certification of the human resource of education was introduced by the federal government through its policy statement in the National Policy on Education, because the quality of the teacher equals the quality of education.

The word 'faculty', in the context of this study, is the teaching personnel of higher education who are trained by profession to convey the educational goals and objectives of a planned curriculum to the student. Training and re-training of the human resources in education should be a continuous practice as it enhances the professionalization and human capacity development of the faculty. According to Hornby, (2015), faculty is all the teachers in a particular university or college; meaning all academic staff of higher education systems such as universities, colleges, etc. are faculty (lecturers).

A profession is a form of specialization that is guided by ethics and conduct, that members must possess a specified requirement before becoming a member either through training or certification. Hornby (2015) defined a profession as a kind of job that members need special skills or training to be part of. Tracing profession to religion Ukpo (2005) revealed that Priests, Pastors, Reverend Fathers, and Sisters see a profession as the act of professing and a declaration of loyalty. Therefore, any occupation, craft or trade that requires its members to acquire a particular training or certification is a profession. Teaching has been categorized as a profession because it is required that members must possess an education degree through a Nigerian Certificate of Education (NCE), Bachelor of Education degree (B. Ed.), B.Sc.(Education) or a Post Graduate Diploma in Education (PDGE).

Development is the advancement, growth, increase of a thing or someone, making it stronger and better. Elekwa (2007) noted that development is a concept that is multidimensional in terms of scientific development, political development, moral development, and so on. In this sense, educational development has to do with academic growth and advancement of faculty.

University education also known as tertiary education or higher education is the one that comes after secondary school education. It is concerned with the development of the mind and intellect of students. It can be said to be the enhancer of the students' abilities through the development of skills that will be used for social and economic development.

The process of faculty development entails professional development. Lindle (2003) noted that the quality of production of the academic would be improved by the application of the faculty. Therefore, there is no doubt that the quality of education depends largely on the quality of faculty engaged in the university system.

BACKGROUND

Education is a vital element of every economy. In order for the quality of education to reach the required level, the human resources of this sector must be able to satisfy the needs of society. Teaching is a challenging task that requires a deep knowledge of the content and the use of different skills and attitudes to achieve the desired objectives. To the extent that education is important, the human resources to teach the educational function must be of high quality. University professors must be up-to-date in their profession in order to be able to enrol in modern teaching and learning styles. If the human resources (academic staff) are not up-to-date and knowledge and skills are not up to date, the quality of the training is seriously affected.

The quality of professional faculty members in the university educational system is a thing of great concern and worry. Most faculty members join the teaching profession without

knowledge or qualification in education. This is very obvious because the well-needed training is not being acquired even when they get the required paper qualification of Post Graduate Diploma in Education (PGDE) through a crash program and get certification from the Teachers' Registration Council Nigeria (TRCN). Obviously, some faculty members just pick up teaching appointments to make ends meet because they do not get employed in the places more desirable to them. With this attitude, they are not fulfilled, but still have their eyes outside for better deals.

The university is the highest level of education and needs to be given keen attention as regards to the quality of faculty professional development. It is at this level of education that the workforce is trained to specialize in various fields like law, medicine, engineering etc. to contribute their quota qualitatively to the society. If the graduates are not properly trained, then the educational system has failed to meet the aspirations of the society. "Half baked" faculty equal "half baked" graduates without skills and adequate knowledge because it is the input that determines the output.

Various researchers, authors and writers have defined education as the only key that unlocks modern development and prepares the student to be self-reliant, be a good citizen and contribute to nation-building. Garuba (2006), Nnabuo and Onyeike (2007), Solomon (2006), Olukolun (2008) are all of the opinion that only quality and professionally qualified faculty can bring about quality university education. A thorough search through the internet, textbooks and journals have revealed that the professional development of faculty is very important and must be given great consideration as it relates to national development.

Nnabuo (2002) reported on democracy and professionalization of teaching; Kolo (2006), informed of professionalization of teaching in Nigeria: dividends challenges and way forward, Oyeyinka and Adeniyi (2006) professionalizing and radicalizing teaching for effectiveness; and Solomon (2006), professionalization of teaching in Nigeria and the challenges of quality education in the 21st century. It is important to bear in mind that the quality of the professional development of the faculty is one of the most important statements of the National Education Policy. This study is in line with the national policy statement and the researcher is enthusiastic about the professional development of the faculty in terms of staff quality and contribution to higher education to achieve graduates. It is obvious that most faculty have a doctorate in higher education and some are professors. The question is, are they professionally trained as a teacher or are they just there as an academic staff? Professional training is the key factor in any occupation, as teaching should be. It is interesting to note that the Federal Government has mandated the Teachers' Registration Council of Nigeria to determine the minimum qualification allowed by the Nigerian Certificate of Education (NCE), a Bachelor of Education (B.Ed.) or B.Sc. (Education) and a Post-Graduate Diploma in Education (PDGE).

However, there are still a number of teachers without the required minimum qualification for certification because of some issues between the Nigerian University Commissions (NUC) and the Teachers' Registration Council of Nigeria (TRCN).

LITERATURE REVIEW

Systems Theory and University Education

A system is, literally, the coordination of the organized parties with the relationships between them. The general system theory proposed by Ludwig von Bertalanffy in 1928. According to Nwankwo (2014), Von Bertalanffy continued until his death in 1972. A system is divided into separate parts and components that can be analyzed independently. Nwankwo (2014) defines a system as a set of interconnected and interdependent sections in which the

interaction of each part of the whole system can influence. Systems theory is the idea that all systems have different parts that perform different functions, but each part interacts and is interdependent with other parts around it.

However, a common feature of systems theory is that knowing a system helps us know something about other parts. Therefore, what influences higher education affects practically other parts of the system and its environment. The education system is connected to the theory of systems for teachers, and students are a subsystem and it is the interaction and interdependence of each of the parties and the other company.

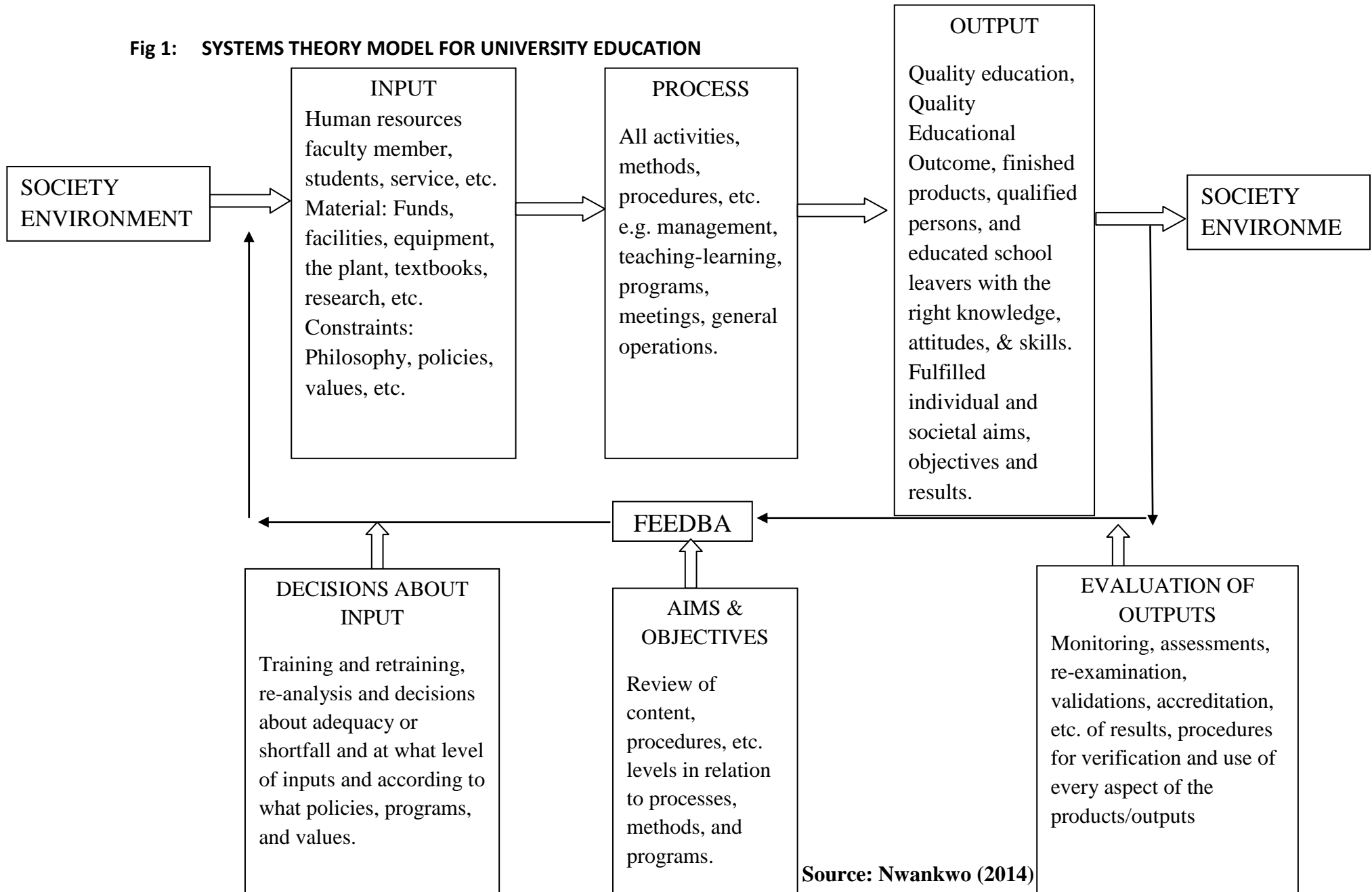
Senge (2006) saw a system as a set of connected elements that function as an operational unit. This means that everything that concerns one of the parties (the university) affects the whole system because the wrong decisions or the guidelines with regard to the unqualified faculty have consequences for the outcome of the students and of the whole system. According to Ahrweiler (2011), systems theory inside and outside the organization serves to understand and anticipate the consequences of a decision. The systems can be open or closed. Universities are considered open systems that are part of the education system.

The open systems approach was used for the first time by Katz and Kahn (1966); and Bertalanffy in Nkwankwo (2014). Organizational behaviour was identified by the open systems approach, through mapping continuous cycles of input (further development of the faculty), performance (process and training), output (quality, qualified graduates) and feedback (quality of higher education) between the organization and its external environment. Input is received from the environment in the form of information or resources. The system then processes the input internally, which is also known as throughput and release output into the environment in an attempt to restore balance to the environment.

Consequently, the system approach focuses on how to maintain organisational survival and strive for long-term goal rather than short-term goals of the goal attainment approach. Nwankwo (2014) identified four characteristics of the open system which the educational system shares with other systems as follows:

- **Input-Out of Energy (Resources):** Humans (students, faculty members, and personnel), material (funds, equipment, facilities, etc.) and constraints (values, policies, objectives, theories, expectations) resources poured it. Throughput is the process of the school system and the result is the output is in the form of the trained “qualified” school leavers/graduates with the appropriate skills, knowledge, and values.
- **The cycle of Events:** These are the yearly activities such as admission and registration of students, teaching and learning, examination and graduation, etc.
- **Negentropy:** This is also called “negative entropy”. These are the **negative occurrences that disrupt normal functions:** The system develops means to counteract disruptive forces. Examples are regulations, discipline, and auditing for accountability to ensure that forces like student’s riot, insubordination, etc.
- **Differentiation and Equifinality:** This is also known as diversification and common end. Differentiation and diversification take the form of parts, segments, sub-system in the system pursuing the same ultimate goal of the main system. For example, in university education, the professionally qualified faculty, students, departments, facilities, schools, college or universities are geared towards the same goal, which is to produce quality, qualified graduates and quality university education.

Fig 1: SYSTEMS THEORY MODEL FOR UNIVERSITY EDUCATION



- **Inputs:** These are human resources (faculty members, students, service personnel, etc.), materials (funds, vocational training, facilities, textbooks, research, equipment, computer/accessories etc.), constraints (philosophy, policies, values etc.) that are processed and transformed to produce output.
- **Transformation process:** These are the actions that take place in the system and transform the input. These are all activities, methods, procedures, etc. Examples are management, teaching/learning, programs, meetings, general operation. The tasks performed in the organizational structure affect the results of the university. Therefore, faculty development affects the outcome.
- **Outputs:** The results of the transformation process are those that make up the finished products- graduates who have been considered worthy of their character and learning, etc. The result is considered negative if the goals and objectives (results) are not achieved and are positive. When the desired educational objectives are reached.
- **Feedback:** Feedback is obtained through an evaluation of the entire process. Negative responses are resolved by reintroducing them as inputs into the system, which in turn will be future results. The evaluation of the quality of teachers, education and graduates gives a report on the situation of the higher education system.

Teaching as a Profession

A profession has been defined by various researchers as an occupation or a field of study where members are trained in the acquisition of appropriate knowledge and skills to function with expertise in that area of study. The Oxford Advanced Learner's Dictionary defined a profession as a job that requires special training or development with a high level of education in a particular field. It is also a process in which an individual is trained and equipped to be a master in that field. Yusuf et al. (2014) defined a profession as an occupation or vocation that requires special skills, knowledge of some department of learning and qualification, to especially one with high social status. A profession is a remunerated occupation that requires a long period of training and formal educational qualification (John, 2006). As cited in Mishra (2008) a profession is an occupation based on a specialized intellectual study with the purpose of offering skilled services for payment. Any occupation that demands all its members to pass through a prolonged period of training in specialized knowledge, skills and position to provide common service is a profession (NTI, 2007). Orubite (2010) viewed a profession as a job with a salary that makes members go through prolonged training and formal educational qualification. A profession is defined as a symbol of a place where someone identified one's self for livelihood (Okunloye, 2005). Dada and Fadokun (2010) saw a profession as an occupation that requires specialized intellectual study and development to provide skilled services to society.

There are certain features or guiding principles for any occupation to be recognized as a profession. They are: the occupation poses a strict code of conduct; the knowledge base must be strong; entry requirements must be controlled and must have a professional body etc. Specifically, teaching has been regarded as a profession having satisfied the above features but some researchers disagree. They are of the opinion that teaching cannot be regarded as a profession because they regard the training duration of the teaching practice as not long enough for a professional realization.

Nnabuo (2008) noted that twelve weeks (12) is not sufficient for professional realization and that the knowledge base is inadequate for occupational achievement. Subsequently, he proposed a model for teachers' professionalization as; analysis of teachers' professional needs development; and redeployment and utilisation of personnel. The professional development of any occupation is correlated or measured in view of the extent to

which that occupation has attained full professional status. A profession according to Solomon (2009) requires an individual to be sufficiently trained based on systematic knowledge which must show skills that are common among members; that the training gives the faculty the attributes that make them effective and efficient in their jobs. Hussey made a proposal as regards training utilization and development of teachers in 1930, which led to the establishment of the teacher training colleges at Awka, Ibadan and Warri (Solomon, 2009).

The Ashby Commission was set up after Nigeria's independence in 1960 to improve the status of higher education in Nigeria. Its recommendations were that educational degrees should be offered in all universities and that Federal Government should sponsor teacher training programmes.

This was the beginning of the redevelopment of the teaching profession in Nigeria. Nigerian teacher professionalism is in question because since the introduction of formal education, it has been on a long walk towards full professionalization. Up until now, it is still being contested whether teaching is a profession or not in Nigeria. The National Policy on Education stated that training of teachers on the use of technologies is necessary because they are directly or indirectly involved in the teaching/learning process. Oyeyinka and Adeniyi, (2006) listed some conditions similar to Nnabuo, (2006) for a full professionalization of teaching as follows:

- Rendering of needful services to the society;
- It is a lifetime vacation or career with permanent membership;
- It requires a sufficiently long period of technical training;
- It also requires some period of scholarly work and training;
- It requires an organisational set-up;
- There is the matter of its autonomy;
- It requires certification of its members; and
- It maintains a strict code of professional ethics.

Also Okeke (1984) as cited in Solomon (2006) identified some characteristic of a profession which are:

- Acquisition of scholarly knowledge and experience through a long period of advanced educational training;
- Involvement of peculiar, comprehensive, professional and organized vocational know-how often represented by skills;
- Continuous in-service training;
- Independence and authority to control admission, recruitment, training, qualifying examinations, license, certification, standards of practice and retention of members;
- Exclusive profession with group consciousness;
- Provide a lifetime occupation or career and permanent membership;
- Strong public approval, respect and professional mandate backed up by legislation;
- Geared towards rendering service to the society for purposes of catering to some specific needs of the society;
- Having a professional code of ethics for regulating and controlling its members; and
- Demonstration of professional competence by members' ability to pass prescribed qualifying examinations administered by an approved professional body.

From the listed conditions of Oyeyinka and Adeniyi (2006), Nnabuo (2006) and Solomon, (2006) which are similar, it is reasonable to say that teaching is a profession because it

satisfies most of the requirements for an occupation to be called a profession. Some issues like the period of long training in some cases, exclusiveness with group consciousness; independence and authority to control admissions etc., are all impediments to the profession.

Most of those in the teaching profession that were trained in other fields before venturing into the profession may be termed to have not gone through a long period of training. They are required to possess a Post Graduate Diploma in Education through the National Teachers' Institute, through the Faculty of Education in a University or College of Education, and also to undergo a twelve (12) weeks teaching practice exercise. This period compared to other profession seems to be too short according to scholars. It has been recommended by researchers that a SMART option should be adopted to help faculty members out. This entails re(Skilling); re(Motivating); re(Activating); Retaining and re(Training) of faculty (Kolo, 2006). This option according to him is to always update faculty in relation to the technological and environmental changes.

Teachers Registration Council of Nigeria and Faculty Members of Professional Development

The essence of pedagogy of faculty members in university education is paramount since it is at this level of education that the student is given the opportunity to specialize in a field of study to whatever level of degree they may want to attain.

The training and certification of faculty members as professionals can only be actualized through the Teachers Registration Council of Nigeria (TRCN). This body was officially constituted in 1977 by the Federal Government of Nigeria through the National Policy on Education (NPE) to foresee the affairs, regulate the entry qualification, determine who is considered a member and specify training for those who intend to join the profession.

The National Policy on Education states that the government will establish a teacher registration authority responsible for accreditation, certification, registration, discipline and regulations for the teaching profession (NPE, 1977). However, this body was not created until 1993, when it was promulgated by Decree 31 of 1993. The Council was saddled with the following responsibilities: responsibilities to establish knowledge, maintain records of teacher regulation, control and classify the teaching profession and the skills that teachers and future teachers must acquire.

However, the implementation of these responsibilities saddled on the TRCN has not been properly carried out. Up till now, most faculty members in the university who are of the rank of senior lecturers and professors are not qualified because they do not have the required teaching qualification. Teaching as a profession has become a dumping ground for unqualified people who could not secure jobs in their preferred fields, and so take up teaching as a temporary job while searching for better jobs.

The Teachers' Registration Council of Nigeria (TRCN) should proactively correct all issues facing the association like other professions. TRCN has been empowered by the Federal Government of Nigeria to:

- Determine who is qualified as a teacher for the purpose of the decree;
- Institute and keep a register of teachers, and publication periodically;
- Check and control the teaching profession; and
- Classify members of the teaching profession according to their level of training and qualifications.

However, teaching is a profession and will continue to be a profession when some of these loopholes are taken care of by the Teachers' Registration Council of Nigeria (TRCN) in

conjunction with the National Teachers' Institute (NTI) and all relevant agencies through proper training and orientation which is the earnest desire of the Federal Government to see that Nigerian teachers attain full professionalism. TRCN is a great opportunity for teachers as it can help teachers to realize their dreams and earn the respect they demand and deserve that has long been their due.

Kolo, (2010) noted that professionalization of teaching entails two key components which are: teacher education and teacher professional development. It is important that these two components are sought after by faculty members as to be competent enough to teach and to produce quality qualified students via their professional development, thereby enhancing quality university education.

Faculty Professional Development and University Education

The role university education plays in the socio-economic development of any nation cannot be downplayed because no nation can succeed without this level of education for sound economic status. Higher/University education is the education after post-secondary education with the responsibilities of training, research and monitoring of students under highly qualified and specialized professionals. University education educates and develops future leaders and produces high-level human resources that help in economic growth and development of any nation. The training of teachers, doctors, lawyers, engineers, nurses, accountants and personnel of other professions and occupations is provided by the universities.

Simply put, professional development is the training faculty members receive in his or her particular field of study that equips him/her to be competent and efficient in carrying out the needs of that profession. Professional development can be seen as what faculty members attain as a result of getting experience and exploring his/her methodology in teaching.

The National Policy on Education has passed through 6 phases of development from 1977 to 2014 strongly specifies in her policy statements how important faculty education is, and firmly subscribes to its implementation. There have been several educational reforms, innovations involving corrections and modifications for a better educational system. The place of human resources being the faculty attracts more attention because no educational system can succeed without the educator.

The professional development of faculty in university education is the key to enhancing quality university education and meeting the needs and aspirations of society. Professional development as viewed by Eleonora (2003) referred to a persons' development in a personal role. That professional development enables one to attain a level of competency in pursuit of their life-long learning. In essence, growth and improvement of faculty's developmental activities in the system is professional development.

Many scholars, in their different opinions, defined the faculty's professional development as the different activities the faculty is engaged in for growth. These activities can be in the area of research, authoring books, attending conferences etc. Faculty professional development can be in terms of high-quality, effective and meaningful enhancement as a means of improving the faculty in his profession.

However, faculty professional development may not only mean academic development but an overall improvement of the faculty formally and informally in the development of new skills and pedagogy abilities (Eleonora, 2003). Day and Sach (2004) revealed that the faculty professional development starts from the Initial Teacher Education (ITE), induction, in-service and further education. In view of this, it is obvious that teacher education is a continuous one. The faculty is seen as a repository of knowledge and therefore not only needs to be academically qualified, both in knowledge and training, but also

professionally competent to transmit and impart knowledge to the student. Okeke, (2004) described non-trained faculty in the university system as impostors; as they lack the pedagogy to produce quality graduates. The best way to produce good faculty is through teacher education through the formulation of law, principles and theories in pedagogic activities (Eze, 2019). He maintained that the faculty education distinguishes the professional faculty from the charlatans. Enyi (2004) is of the view that faculty education should be a continuous exercise at every phase of faculty development. In the same vein Okafor, (2008) asserted that it is impossible to have a quality university education system without professionally qualified faculty.

The role of professional training is inevitable in faculty members' professional development as it helps to improve the quality of higher education. In most cases, for effective quality university education, faculty members need to possess characteristics described by Brown (2001) as an authority, figure, leader, knower, director, manager, counsellor, guide, friend, confidant and parent. To this end, it is pertinent to know that, in order to achieve quality university education, the faculty must be competent in such skills and knowledge to be able to effectively transfer knowledge to the university students. Some features of competency in Faculty of Education cited in Amoran and Olatunbosu (2014) as the right way to transmit knowledge, application and skills to the student are knowledge of content, the process, methodology and the means of transmitting the content.

Kosemani, (2009) stated that quality university education is in the hands of the faculty and that the quality of faculty members is the most important factor in equating the standard of education at all levels of education. A faculty cannot give what he does not have. This statement matches the policy statement of the National Policy on Education that no education can rise above the quality of her teachers. Some of the objectives of teacher education stated in the policy are to:

- Produce highly motivated, conscientious, effective teachers at all levels of the educational system; and
- Provide teachers with an intellectual and professional background adequate for their assignment.

However, these objectives have not been achieved and it is at its lowest stage of accomplishment. Faculty (lecturers) and teachers constitute the largest manpower in the civil service but the governments (Federal, State and Local) in Nigeria are not committed to their training and welfare.

Faculty and Professionalization

Faculty members are lecturers, the academic staff in the higher/university education. They are the human resource at this level of education and their level of development professionally is essential to the achievement of the goals and objectives of university education. Professionalization is the structuring into the teaching career control measures to ensure that members are qualified to be in that profession (Adesina, 2005). Oyenka (2000) viewed professionalization as a process that involves the elevation in the status and practice of the profession as the faculty continuously updates his or her knowledge, skills and behaviour necessary for an effective and efficient professional practice.

The process of improving the efficiency and performance of the faculty's professional activities is known as Professional Development. Professionalization involves two components which are: Teacher Education and Teacher Professional Development. According to Kolo (2006), the faculty's professional development includes all pre-service

training and preparations to facilitate teaching skills through different programmes like Nigerian Certificate in Education (NCE), Bachelor in Education (B.Ed.) and Post-Graduate Diploma in Education (PDGE).

Effective teaching and learning is a vital element in the educational system and the quality of the faculty is demanding and cannot be overlooked. Adequate professional faculty education is paramount as it gives the faculty the confidence to impart knowledge and experience effectively. It is a well-known fact that the quality of faculty members is key to the performance of the students, which in turn leads to the correlating impact on society.

The importance and usefulness of faculty professional development cannot be underestimated or overlooked because it is the quality of the faculty (input) that will, in the long run, determine the quality of the students (output) on the enhancement of quality university education.

Osuji (2009) in his view stated that teaching has not attained professional status in Nigeria unlike like professions. He asserted that the teaching profession in Nigeria accommodates other professions who freely enter into the sector without much restriction. However, this trend has not been given serious attention as is the practice in other professions. The National Policy on Education (FRN, 2014) clearly stated in its article that all teachers in the tertiary institutions shall be encouraged to undergo training in the methods and techniques of teaching. This statement is for the purpose of enhancing the quality of university education. As important as this statement is, it is still yet to be implemented.

Quality of Teaching and Learning at the University

Quality may be viewed differently by different individuals depending on their perception. To the sociologist, it is seen as functionalism and the process of a system to prepare an individual for their future endeavour in a constantly changing society. Quality in education is better education in terms of the worthiness of the products. In as much as quality is concerned, a well-packaged educational activity produces high-quality students through training. In recent times, innovation through research and development has revealed that only quality education can bring about the true transformation of the student and input in society. University education is the highest form of education after the completion of senior secondary education. It is the last phase of schooling that prepares the student for the labour market to contribute to the development of society.

Fabunmi (2003) revealed that the University of Ibadan was the second tertiary institution and the first university in Nigeria that was established in 1948, based on the report of the Elliot Commission on Education in 1943. He noted that both the Western and Eastern Regions had already gained self-rule in 1952, and they not only recognized the importance of education in the socio-economic development of their people and their regions, but they also saw education as political. As cited in Okhuelegbe and Ohia, (2019) the main purpose of university education is the provision of manpower to fasten the pace of socio-economic development of a country. They also asserted that services offered by higher education add value to a large extent to the growth of the society. The basic duty of higher education is to provide good educational opportunity and aid students to obtain academic and professional competency in their chosen fields of study. They are also of the view that universities train, educate and develop the leaders of tomorrow with technical skills for the growth and advancement of the economy of a nation. A candidate can only gain admission into the university after satisfactorily meeting the requirements of obtaining five credits of the required subjects and meeting its cut-off point both in JAMB and post-JAMB examinations. The roles of the university are to impart knowledge, skills and human capacity building

through teaching, research etc. In imparting knowledge and skills, the faculty has to be competently trained professionally to achieve its desired goals and objectives.

Chimekwele and Ojekudo (2017) noted that universities have the obligation to generate high-level manpower in different fields of study and that the nation depends on the quality of the manpower for the quality of her capital development. The quality of teaching and lecturing in the university is based on the professional development of the faculty. Some of the faculty get into the teaching profession because of a lack of jobs. In most universities, you find engineers, architects, builders etc. without formal training in education. In as much as these faculty members are not professionals in the field of education, their method of teaching may no doubt affect their quality of teaching.

The National Universities Commission (NUC), the federal agency empowered by the Federal Ministry of Education to foresee the affairs of universities, also has the power to maintain the minimum academic requirement of faculty. The National Policy on Education 6th Edition (FRN, 2014), specifies “improving the teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training, opportunities, and other incentives for teachers.” However, the policy statement is not effectively adhered to. Most faculty members teach without the initial professional qualification required. National Policy on Education (FRN: 2004) emphasizes the importance of high-quality teacher training, stating that teacher education will continue to receive special attention throughout our educational planning because no educational system can exceed the quality of its teachers. This is the philosophy and development of education, universally. The extent to which a nation adopts this wisdom determines the level at which the educational system will impact on the development of the society.

Higher education as explained by the National Policy on Education (FRN, 2004) Section 5: 32-33 stated that higher education should aim at:

- Acquisition, development and inculcation of the proper value-orientation for the survival of the society;
- The intellectual capacity of the individuals should be developed to understand and appreciate their environments;
- Physical and intellectual skills should be developed to enable the individuals to be useful members of the community; and
- For individuals (students) to be able to acquire an objective view of the local and external environment.

The quality of a nation’s university educational system is dependent on the quality of its faculty. In as much as the quality of teaching and learning is concerned, the faculty's quality is the measuring instrument. If faculty members are “half baked”, as far as professional qualification is concerned, definitely the students’ quality in terms of output will be affected. The professional development of faculty in our universities is very important for the quality of education our university graduates will receive to meet the demands of the technological change of the society. The emphasis on the quality of university education is laudable and the policy states that university education shall make an optimum contribution to national development by intensifying and diversifying its programmes for a higher level of manpower according to the needs of the nation (FRN, 2004)

The benefits of quality education are embedded in the different definitions by scholars through their various experiences and studies. Therefore, quality university education depends largely on the quality of professional development of faculty (lecturers). Quality reflects on faculty, students, the university and the society at large as a result of the right development.

Importance of Faculty Professional Training

Development enhances the growth of anything it is directly involved with. The usefulness of faculty professional development is more than can be imagined because, without faculty in the university, the educational system cannot function. Researches all over the world have proven evidence on the importance of the faculty and have linked the quality of students to the quality of her faculty because the success or quality of the student depends on the professional development of the faculty.

Ojo (2006) on the importance of quality faculty education, posits that, education is very relevant for national development; that Nigeria can use the tremendous power of education to handle various problems in her development economically and otherwise. Education connotes freedom, power etc. Power must be used judiciously to tackle challenges. The adage "Knowledge is Power" is as a result of quality education. As earlier discussed in this paper, education has the key to unlock any door for advancement. With the right and quality university education, a nation can strive for growth and advancement technologically, industrially and economically, because the educational sector has been given the responsibility of transforming and developing different sectors of the economy by training the required manpower. The educational sector is a human capacity building industry and its relevance must not be taken for granted. More attention through proper funding and continuous faculty professional training must be given priority.

As asserted in this paper earlier, education is life and life is education, and education only stops when one takes his last breath. Therefore, education eradicates poverty and transforms an individual into an acceptable member of society. Education, being an agent of change, can only be realized through qualified and professionally trained faculty. Education is notably the greatest investment of a nation only if adequate professional development programmes are put in place for faculty, with motivation and incentives. Faculty professional development is of great importance to the teacher, government, students and the entire members of the society because teachers are the major facilitators in any educational system. If any nation must develop it must give great attention to the teacher developmental programmes.

However, according to Kolo (2006) teachers belong to associations that are more of trade unions than the more professionally related ones. He reiterated that associations like the Nigerian Union of Teachers (NUT), Academic Staff Union of Universities (ASUU), College of Education Academic Staff Union (COASU) and the Academic Staff Union of Polytechnics (ASUP) are not concerned in the professionalization of members, but in pursuit of members' welfare. According to Umar (2002) it is most regrettable that the teacher education in Nigeria is at its lowest level in terms of quality, standard and importance of training. Jegede (2002) noted that the standard of teacher education in Nigeria at this present era is academically poor, lack quality and the products lack inspiration professionally; that they are without impetus, unmotivated, not knowing their professional callings and obligations.

Unfortunately, the importance of faculty professional development has been taken for granted both by government and the faculty themselves, making the profession look like an occupation for failures. The fact that without the faculty, there is no university educational system must be recognized by the government or it will be doomed to failure. Consequently, without professional training, the goals and objectives of the National Policy on Education will not be achieved.

Benefits of Faculty Professional Development

There are many benefits to be attained from continuous professional development programmes through training and self-upgrading. It brings about pride and recognition by the society and profession one belongs to. Through professional development, faculty can achieve the ultimate aim of the profession by producing relatively qualified quality students (Hein, 2008). Continuous professional development can also make the faculty stand out among his/her colleagues as a professional and become versatile in knowledge.

Enaohwo (2001), in his paper titled “Determinants of competency” agreed with the above view, adding that for faculty to keep abreast of competency dynamics and changes in the labour market, there is the need for them to undergo continuous training. Researchers, authors and writers are all of the opinions that the quality of the teacher education and national development is complimentary (Ojo, 2006; Hein, 2008; Garuba, 2006; Hawley & Valli, 2005; Eleonora, 2003).

Garuba (2006) listed five (5) benefits of continuous professional development as follows:

- Continuous professional development assists faculty in raising the standard of teaching and learning in the school;
- Equips faculty with relevant skills and knowledge required for keeping pace with the rapidly changing education and professional environment;
- Faculty need to be in constant touch as a member of the learning community with new discoveries in science and technology;
- Faculty develop further through continuous professional programmes in their subject matter, teaching methods and strategies; and
- Continuous professional development boosts the morale of faculty as it is an improvement of their status in the profession and society.

Researchers have revealed that professional development programme is an enhancement of faculty members career and they affirm that it is a process along a continuum of learning and that it is about ongoing professional growth and support (Craig et al. 1988 in Hein 2008). The benefits are numerous; therefore, faculty should take advantage of the importance and benefits of developmental programmes seriously in order to enhance the quality of higher/university education. Training and re-training of faculty (lecturers) should remain a paramount factor for the success of the policy’s goals and objectives.

Factors Enhancing Faculty Professional Development

Educational administrators, leaders, stakeholders and the Federal Government need to be knowledgeable in dealing with factors that will boost and enhance faculty’s developmental programmes for faculty members to attain full professionalization. Looking at the characteristics of a profession, it has been revealed by researchers, that the teaching profession has not been able to possess all it takes for it to be recognized as a profession. With the Teachers’ Registration Council of Nigeria (TRCN) in place, it is hoped that all of these challenges will be a thing of the past.

The teaching profession has been faced with various challenges and these challenges have led to the slow pace for it to realize its full potential. Olofsson and Ronnerman (2003) identified three (3) factors affecting teachers’ professional development as:

- Faculty members themselves

- Students
- Colleagues' (faculty members of other universities)

They further explained how faculty members themselves can be a factor that affects their own development. This is considered in their cognition, their awareness of their education and commitment to their teaching. Students also are considered a factor because students' challenging questions and special needs make a great impact on faculty members' future learning. Garuba (2006) mentioned some factors that can help faculty professional development as:

- Faculty meeting
- Peer assistance and review
- Seminars
- Conferences
- Part-time development courses
- Research
- Sabbaticals

Finally, colleagues also influence faculty members' career advancement because they belong to the learning communities and as such get ideas from their colleagues through collaboration, discussion and exchange of information that helps them update themselves professionally.

A SUCCESSFUL PROFESSIONAL DEVELOPMENT

For professional development to be successful, the faculty needs to evaluate and improve his/her classroom performance such as attending in-service courses and workshops, continuing post-graduate studies, participating and attending professional meetings and reading professional journals.

Hawley and Valli (2005) suggested some characteristics of a successful faculty professional development programme as follows:

- Should contain direct goals to enhance educational success;
- Should be directed towards unified long-term goals;
- Should be patterned to faculty-identified needs;
- Should be designed to meet students' progress;
- Should help improve faculty knowledge on subject content and pedagogy;
- Should cover research on teaching and learning;
- Should be based on solving problems;
- Should be continuous through monitoring and advancing learning;
- Should enable faculty to work with colleagues in and outside the university; and
- Should always be assessed to find out its result on faculty effectiveness on the outcome of learning of the students.

Researchers and scholars in their various investigations on teaching as a profession and faculty education have notably contributed their views towards ensuring that teaching is fully professionalized and successful ways of pursuing this dream. The major contribution to this always prevailing matter is professional training and re-training of faculty/teachers to enhance quality education at all levels of education.

Invariably, studies have shown through research about the issues on how the quality can get better (progression) through human capacity building. Kolo (2006) as earlier mentioned in this paper notably proposed the SMART option in helping teachers to succeed. Therefore, continuous professional development of faculty is indispensable in the enhancement of quality university education.

CONCLUSION

Education has emphatically been regarded as the most important aspect of life and every individual passes through one form of education or the other, be it formal or non-formal. Faculty professional development as an enhancement of quality university education is a vital tool for the development of human capacity building and development of society. The economy depends a lot on faculty members generally for all matters and due recognition has been given to faculty members as nation builders in Nigeria; especially at the policy-making level. Therefore, professional development is indispensable. As a result of quality university education, the graduates who are leaders of tomorrow are required to contribute their quota to nation-building. The systems theory was viewed in relationship with university education. The faculty, students and the university as a sub-system of the society need to be highly coordinated because whatever affects the quality of the faculty, the quality of graduates and the quality of the university education will eventually affect the growth and development of the system (society).

It has been argued for and against by researchers whether or not teaching is a profession, with their various reasons of not satisfying the criteria of a profession. In all, with critical examination, it has passed as a profession with TRCN making the necessary contributions to see that the challenges are taken care of. In conclusion, it is of great importance that faculty (lecturers) go through continuous professional development training, to be effective, efficient and competent in their responsibilities of bringing about quality university education.

Recommendations

From the foregoing the following suggestions were made:

- The government should invest in faculty education so as to encourage every faculty to attain a professional status;
- Professionalization of teaching should be enforced;
- The Teachers' Registration Council of Nigeria (TRCN) in conjunction with the National Universities Commission (NUC) should always monitor academic staff on continuous professional development;
- The Federal Government should establish and fund research laboratories to research and development;
- Unqualified lecturers who are already in the profession should be professionally trained or shown the way out of the profession;
- TRCN should encourage the Federal and State Governments to establish more teachers training centres of all categories to meet the different needs of teachers in their various capacities; and
- The Federal Government of Nigeria should ensure that the National Policy on Education concerning universities and teacher education should be implemented.

Further Research Direction

The aim of the research is to create an opportunity for knowledge and development as it is one aspect of professional development. The limitation of this review is the factor of time due to the tight schedule of the reviewer for this paper to be an empirical study. Further study should be carried out on this study empirically and also to investigate the relevance of faculty professional development programmes for quality university administration.

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