

**IMPACT OF A PROFESSIONAL
EDUCATION PROGRAMME ON
HIGHER EDUCATION TEACHERS AT
THE UNIVERSITY OF IBADAN.**

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Introduction

**Rapid economic, scientific,
technological and social
development will set the
demands on higher education
for the number and quality of
trained personnel for higher
education: Hao Keming(2000).**

Pressing challenges of higher education teachers

- Professional qualification
- Professional effectiveness and efficiency
- Commitment to work
- Relationship with students, and so on



Global practices in higher education teaching

- University of Bristol-program of continuing development for staff in four strands
- London Guildhall University- three levels of certification in higher education teaching
- University of South Florida-mandatory certificate in college teaching
- University of Southern California-professional mentoring at the Center for Excellence in Teaching
- UNESCO/BREDA initiative in Africa- inspiration for the Ibadan programme



Population, research design and methodology

- Thirteen higher education teachers- 11 males and 2 females
- Four university teachers and 9 polytechnic teachers
- Qualitative research making use of participants observation open-ended questionnaires and focus group discussion

FINDINGS



The findings focused on the following indices of quality in higher education teachers:

- **Knowledge of professional education (KPED)**
- **Acquisition of teaching skills (ATES)**
- **Programme impact on participants' quality of classroom practice (PQCP)**

- Programme impact on quality of participants' relationship with students (PQRS)
- Special skills acquired (SSAQ)
- New knowledge acquired (NEWK)
- Participants' observed shortcomings of the programme (SHRT)

Quantity and quality implications

- Quantitatively, very few higher education teachers see the need for professional education qualification. What can we do to motivate them?
- Qualitatively, the programme shows high potential for effectively developing the human qualities which higher education teachers

Examination phobia?

- Participants welcomed new knowledge in professional education but would not like written examination if they had their way. One participant asked if their responses to the FGD would form part of their assessment!

THANK YOU