

Professional Development Programmes as Correlates of Instructors' Task Performance in Police Training Colleges in Southern Nigeria

Nyong, Nelson A., Dr. Onyeike, V. C. and Dr. J.N.D. Meenyinikor
Department of Educational Management, University of Port-Harcourt, Nigeria

Abstract: -The study investigated professional development programmes as correlates of instructors' task performance in police training colleges in Southern Nigeria. Four research questions and four hypotheses guided the study. The study adopted a correlational research design. The sample size for the study was 340 instructors in Police Training colleges in Southern Nigeria selected from a population of 378 instructors. The proportionate stratified sampling technique was used to arrive at the sample size representing 90% of the population. Two instruments titled "Professional Development Programme Scale" (PDPS) with 34 items and "Task Performance Scale" with 20 items were used for data collection. The face and content validities were ensured. Internal consistency through Cronbach alpha was used to estimate the reliability indexes of 0.89 and 0.88 for PDPS and TPS respectively. Research questions 1, 2, and 3 were answered with the help of simple regression, while research questions 4, was answered using multiple regression. Hypotheses 1, 2, and 3 were tested with t-test associated with simple regression, while hypotheses 4 were tested using ANOVA associated with multiple regression. It was found that seminar, workshop, and conference significantly predict task performance of instructors in police training colleges in Southern Nigeria. It was recommended among others that promotion of instructors should be tied on the number of professional development programmes attended.

I. INTRODUCTION

Task performance is the aggregate of efforts and competencies of an individual in ensuring quality service delivery. Mark (2006) saw it as the employee's proficiency in generating services or outcomes that directly or indirectly contribute to the technical core of an organization. It is the capacity of an employee in generating efficiency in an organization. It includes all activities, attitude and processes that enhance staff development and effective actualization of their primary responsibility in an organized institution. Task performance is measured in rating scale, test of job knowledge, level of output and archival records can be used for its assessment. However, The Nigerian Police Force is a creation of the constitution of the 1999. Under section 214, subsection (I) of the constitution, it is provided as follows: "There shall be a Police Force for Nigeria, which shall be known as the Nigerian Police Force and will be subject to the provisions of this section no other police force shall be established for the federation or any part thereof".

The Constitution further provides under subsection (2) (a) and (b) of this section that: "The Nigerian Police Force shall be organized and administered in accordance with such provisions as may be prescribed by an Act of the National Assembly and the members of the Nigeria Police shall have such powers and duties as may be conferred upon them by law". The police officer is an individual constitutional empowered for the maintenance of law and order in the society (Mark, 2006). The police force may not be able to achieve its duties as conferred on them without outside their schools and training colleges. The Police training colleges cannot function without instructors/lecturers. Instructors are those personnel employed in Police training colleges that have the responsibilities to teach, instruct, train and oversee the promotion courses for Police officers in Nigeria. The duties of the instructors are very sensitive and prominent and as such require them to be at their best all the times. Instructors are expected to have maximum concentration and focus in the discharge of their duties of instruction. This has to do with the professional development programmes available to them.

Development programmes are those programmes and activities that can help employees to acquire skills and knowledge. According to Peretomode (2005), professional trainings are those training given to administrators who are concerned with tasks that need special high level of education. Professional training is development which makes somebody a professional in a given field, has a high standard and is provided by experts. Professional development entails the inculcation of the right professional attitudes and skills and this is difficult to do without instructor-trainee contact or interaction. Professional development is focused on improving workers performance with the ultimate aim of achieving organizational set goals. Professional development of instructors is aimed at increasing and enhancing their capabilities so that they can adequately tackle their instructional duties.

Professional development of instructors is targeted at their acquisition of knowledge and teaching skills needed to perform their responsibilities effectively and efficiently. Professional development narrows the gap between what the employees have and what the job requires. There are different types of professional development packages available but this

study considered development programmes such as workshop, conferences and seminar.

Seminar is a gathering of professionals in a particular area of interest who have the single purpose to bring solution to immediate and future challenges that bedevils their profession. Asagba (2014) pointed out that in seminar, experts and experienced personnel (staff) in a particular field are organized to teach the junior worker during seminars on how to do the job for higher input and output in that field.

Workshop is also seen as a small but activity laden educational programme for a defined small group of persons that have the intension of developing skills in a particular field of endeavour. Workshop is small organized programme for skills and knowledge development. Workshop is a one of the teachers' professional development strategy this is required for them to be able to carry out effective practical functions. It has to do with organizing a programme planned to give chance to the participants to work on problems affecting them under the supervision of knowledgeable experts in the problem area considered.

Conference is an elaborate gathering of expertise where papers and research findings are presented in order to find lasting solution to a common problem that is rampant. In a conference gathering, conferees come from different institutions of learning to bring about their own perspective on the theme of issue at hand in order to find a lasting solution to it. Through conference attendance, it is believed that lecturers that are active will smile home distinguished with new knowledge. It is against this background that the researcher intends to investigate into professional development programmes as correlates of instructors' task performance in police training colleges in Southern Nigeria.

Statement of the Problem

Personal experience and available literature showed that majority of Instructors in Police training colleges are not performing expectedly. It is worthy to note that poor task performance of Police officers will not only affect peace and stability of the country but will also increase the level of lawlessness in the society and destroys the reputation of the Police institution. This means that, individuals with good innate potential and unquestionable character are required for efficient policing for optimal results in the police force.

The selection of individuals with good innate behavioural disposition in the police force will in no small measure increase the propensity of the police force in the fight against crime and criminality in the society. It will also project good image of the Nigerian police in task performance. However, most instructors in the Nigeria Police Training Colleges especially, in southern Nigeria have not shown convincing innate potential and good character required for achieving high and effective task performance in college as observed by the researcher in recent times. There are others with personality traits that influence their daily conduct

negatively in the discharge of their functions. The level of educational qualification of some of these instructors may have contributed negatively in the discharge of their tasks. Furthermore, the marital status, gender and religious belief of instructors in Police training colleges could also be contributing to their poor task results.

If Nigeria must achieve adequate peace, stability and reduction in crime rate, then, the task performance of instructors in Police training colleges must be properly addressed. The problem of this study is, could the task performance of instructors in police training colleges be related to the professional development programmes they attend?

Aim and Objectives of Study

The aim of this study is to investigate professional development programmes as correlates of task performance of instructors in Police Training Colleges in Southern Nigeria. The objectives of the study are to:

1. determine the extent seminar predicts task performance of instructors in Police training colleges in Southern Nigeria.
2. investigate the extent workshop predicts task performance of instructors in Police training colleges in Southern Nigeria.
3. find out the extent conference predicts task performance of instructors in Police training colleges Southern Nigeria.
4. find out the joint prediction of professional development programmes (seminar, workshop and conference) on task performance of instructors in Police training colleges in Southern Nigeria.

Research Questions

The following research questions were raised to guide the study:-

1. To what extent does seminar predict task performance of instructors in Police training colleges in Southern Nigeria?
2. What is the extent of prediction of workshop on task performance of instructors in Police training colleges in Southern Nigeria?
3. To what extent does conference predict task performance of instructors in Police training colleges in Southern Nigeria?
4. What is the joint prediction of professional development programmes (seminar, workshop and conference) on task performance of instructors in Police training colleges in Southern Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Seminar does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.
2. Workshop does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.
3. Conference does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.
4. Professional development programmes (seminar, workshop and conference) do not jointly significantly predict task performance of instructors in police training colleges in Southern Nigeria.

II. LITERATURE REVIEW

Task Performance

Task performance is the aggregate of efforts and competencies of an individual in ensuring quality service delivery. Mark (2009) saw it as the employee's proficiency in generating services or outcomes that directly or indirectly contributes to the technical core of an organization. Roe and Kanfer cited in Wama (2009) claimed that, in order to define performance, one should know how to distinguish it into two different aspects which are the behavioural aspect and also the outcome aspect. Both of these aspects are somehow related but they are not fully similar. The outcome aspect of task performance according to them represents the consequence or result generated by the employee's behaviour. Job performance in terms of outcome aspect is based on factors other than employee's behaviour. That means task performance is viewed as result of a series of behaviours.

Concept of professional development packages

There is a great need for employees to develop on their job. Development is vital as it attracts great skill and knowledge acquisitions. Workers who do not develop in their profession may end up achieving little. Professional development packages are synonymous to professional development programmes. According to Lance (2018) professional development packages are activities designed to enhance professional acumen or advance a person's career. Professionals are those who seek for most recent and easiest ways of arriving at answers to issues. Every organization requires the employees to be very productive by sending them to professional development programmes. Virginia, Beth and Pamela (2008) opined that the term professional development packages encompasses all types of facilitated learning opportunities. It is worthy to note that is required by every worker irrespective of the position and rank.

Similarly, Ugwu (2002) opined that professional development packages are educational programmes designed for employees while in service, aimed at providing opportunities for them to acquire the skills, knowledge, abilities and aptitudes to be responsible in the organization. He pointed out that some of these professional development

packages are peculiar to the school system such as attendance to conferences, workshops, seminars, sandwich programmes, independent study, inter-school visitation, team teaching among others. Similarly, Ofoegbu (2011) asserted that professional development packages are development programmes meant to update the knowledge of employees and enhance their professional status and competence. Going from the definition above, it is certain that professional development packages have the attributes and qualities to bring in the employee their potentials and qualities for the achievement of Police Training Colleges' goals and objectives.

Ogunsaju (2000) pointed out that professional development of staff increase their productivity, improves their quality of work and improves their skills, knowledge understanding and attitude. The tendency of school to attain certain school goals and objective is related improvement of skills and knowledge on job areas. The role of professional development programmes on staff productivity cannot be over emphasized. No wonder Okorie (2001) reported that pre-service education becomes out dated and that without professional development employee becomes obsolete, archaic and analogy in brain. Okorie, Abadiano and Turner (2004), highlighted some of the benefits of professional development programmes on the instructors to include;

- a) Providing long term support: professional development programme provides the teachers with the required confidence to discharge their duties expectedly.
- b) Knowledge generation: Professional development programmes are the easiest means of acquiring skills and knowledge required for teaching profession.
- c) School support: Professional development programmes are very vital in enhancing teachers' knowledge for effective classroom management and control.
- d) Increase performance: it is most likely that teachers who have developed their skills and expertise will perform very well in their job responsibilities.
- e) Information acquisition: it is from professional development programme that the teachers get the required information on methodology, lesson delivery and students' management.
- f) Productivity and profitability: Professional development programmes help teachers to be more efficient in carrying out their responsibilities.

Corroboratively, Nwabueze (2011), identified some importance of professional development to include managerial and career development, resilience to change, increased safety, less need for supervision and inspection, high morale and increase confidence of instructors.

Seminars

Seminar is a veritable method of gaining knowledge through active participation on the outlined programmes of

action. Seminar is a gathering of professionals in a particular area of interest who have the single purpose to bring solution to immediate and future challenges that bedevils their profession. Asagba (2014) pointed out that in seminar, experts and experienced personnel (staff) in a particular field are organized to teach the junior worker during seminars on how to do the job for higher input and output in that field.

Seminar according to Akpomi (2011) is a meeting of academics, professionals or people with common interest to study, brainstorm or discuss a particular topic so as to find solutions to the issues raised. She went further to state that seminar has to do with a meeting of group of persons or students and their lecturers in a college or university to study and examine particular issues, trends or problems that are topical and current in their programme areas. It is believed that seminar is an academic gathering where experiences, ideas and knowledge are shared in order to assist the less experienced, low ideas and green horns to become intellectual giants. Ezechukwu (2015) found out that those lecturers who are regulars in seminar attendance are regular in effective classroom teaching. The attendance of seminars by lecturers has been reported to bring about enhanced students commitment. Seminar is also an academic forum organized in a college or university to give research students the opportunity of presenting and defending the blueprint for their proposed research Akpomi (2011).

Workshops

Workshop is small organized programme for skills and knowledge development. Workshop is a one of the teachers' professional development strategy this is required for them to be able to carry out effective practical functions. It has to do with organizing a programme planned to give chance to the participants to work on problems affecting them under the supervision of knowledgeable experts in the problem area considered. Workshop is likened to a conference but it takes longer time than conference. Okeh (2019) explained that workshop may last for days or weeks and more time is spent on the chosen topic. In workshop participants work under the resource persons who assist them to discuss and treat the problem topic. Workshops and seminars were able to improve staff performance and inculcated into them with new trends and innovations in the educational system thereby enhancing their development in their field of specialization (Okeh, 2019). The significance of workshop in the professional growth and development of teachers is perceived as vital inputs in the management process, and at improving and enhancing the output of organization, both quantitatively and qualitatively (Okeh, 2019). The worth of any educational system in investment lines in its capability to continuously and steadily produce good quality personnel to operate the education system and hence the main challenge of organizing training and retraining workshops for newly appointed teachers so that they will be systematically equipped with appropriate knowledge, skills abilities and attitudes relevant for the execution of the job (Okeh, 2019).

Workshop is also seen as a small but activity laden educational programme for a defined small group of persons that have the intension of developing skills in a particular field of endeavour. In the light of the above, it becomes expedient that academic staff of various universities to enroll in capacity development programmes in order to improve students' performance.

Conferences

Conference is an elaborate gathering of expertise where papers and research findings are presented in order to find lasting solution to a common problem that is rampant. In a conference gathering, conferees come from different institutions of learning to bring about their own perspective on the theme of issue at hand in order to find a lasting solution to it. Through conference attendance, it is believed that lecturers that are active will smile home distinguished with new knowledge. This is one of the designed programmes that can enhance teachers' skills and knowledge on the areas of specializations. This is the assemblage of scholars who have intension to share knowledge, ideas and experience on how to tackle most challenging educational programmes and activities. A conference on education is designed to proffer solution on education problems. Scholars gather under this umbrella to make meaning suggestions on the best approaches in tackling contemporary educational problems. Conferences must be designed to have themes and sub-themes to enable the participants make meaningful and cogent contributions.

According to Asiabaka and Emenalo (2011), conference is mostly a gathering of individuals with common interest for the purpose of sharing knowledge that would contribute to local, national and international development. Conference is highly required by instructors for them to have rapid growth and development in their profession. Conference has the ability to foster in the instructors in Police Training colleges the requisite confidence to be able to discharge their duties expectedly. Conference affords teachers the opportunity to embrace new knowledge, skills, attitudes which they utilize in running their schools effectively and efficiently (Okeh, 2019). A conference always ends with a communiqué on the arrived at by the conference. In a conference, advance notice is always given to enable some facilitators to prepare their papers for delivery or presentation (Okeh, 2019). Conferences are highly required and encouraged for teachers and other facilitators of knowledge to attend in order to grow in their career areas.

III. METHODOLOGY

Research Design

The study adopted a mixed design of correlation and ex-post facto research design.

The population of the study was 378 (253 males and 125 females) instructors in three Police Training Colleges in Southern Nigeria. The distribution of the instructors in the various colleges is thus: 116 (83 males and 33 females)

instructors in Police training college Oji River Enugu State, 138 (97 males and 41 females) instructors in Police Detective College in Enugu, Enugu State and 124 (73 males and 51 females) instructors in Police Training Colleges in Ikeja, Lagos State respectively. (Source:

The sample size comprised 340 instructors in Police training Colleges in Southern Nigeria representing 90% of the population. The proportionate stratified sampling technique was used to arrive at the sample size. The sample consisted of 228 male and 112 female instructors. Two self-designed instruments were used for data collection.

Two instruments titled “Professional Development Programme Scale” (PDPS) with 34 items and “Task Performance Scale” with 20 items were used for data collection. The face and content validities were ensured by the researcher’s supervisors and three experts in the area of Measurement and Evaluation, University of Port Harcourt. Internal consistency through Cronbach Alpha was used to estimate the reliability of the instruments. The instrument was administered to 22 instructors in Police training colleges in Southern Nigeria that were not part of the sample, the reliability coefficients for Professional Development Programmes Scale and Task Performance Scale were 0.89 and 0.88.

The researcher with the help of seven trained research assistants administered the instruments to the respondents. The research assistants were briefed on how to approach, administer and retrieve the completed instruments from the respondents. Research questions 1, 2, and 3 were answered with the help of simple regression, while research questions 4, was answered using multiple regression. Hypotheses 1, 2, and 3 were tested with t-test associated with simple regression, while hypotheses 4 were tested using ANOVA associated with multiple regression.

IV. RESULTS

Research question 1: To what extent does seminar predict task performance of instructors in Police training colleges in Southern Nigeria?

Table 1: simple regression on the extent seminar predict task performance of instructors in police training colleges in Southern Nigeria

Model	r	R Square	Adjusted R Square
1	.648 ^a	.420	.418

Table 1 showed that the regression coefficient and regression square coefficients and adjusted regression square coefficients are .648, .420 and .418 respectively. The coefficient of determination of 42.0% (.420×100) showed that seminar predict task performance of instructors in Police training colleges in South-South zone, Nigeria to a low extent.

Hypothesis 1: Seminar does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.

Table 2: t-test associated with simple regression on the prediction of Seminar on task performance of instructor in police training colleges in Southern Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	18.562	1.186		15.654	.000	Hypothesis rejected
	Seminar	.501	.032	.648	15.650	.000	

Table 2 showed that beta value of the prediction of attitude on task performance was .648 while the t-test associated with simple regression was 15.650. The table revealed that the t-test value of 15.65 is significant at 0.00 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, seminar significantly predicted task performance of instructors in police training colleges in Southern Nigeria.

Research question 2: What is the extent of prediction of workshop on task performance of instructors in Police training colleges in Southern Nigeria?

Table 3: simple regression on the extent workshop predict task performance of instructors in police training colleges in Southern Nigeria

Model	R	R Square	Adjusted R Square
1	.148 ^a	.022	.019

Table 3 showed that the regression coefficient and regression square coefficients and adjusted regression square coefficients are .148, .022 and .019 respectively. The coefficient of determination of 2.20% (.022×100) showed that workshop predict task performance of instructors in Police training colleges in Southern, Nigeria to a very low extent.

Hypothesis 3: Workshop does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.

Table 4: t-test associated with simple regression on the prediction of workshop on task performance of instructors in police training colleges in Southern Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig	Decision
		B	Std. Error	Beta			
1	(Constant)	36.226	.325		111.494	.000	Hypothesis rejected
	Workshop	.027	.010	.148	2.755	.006	

Table 4 showed that beta value of the prediction of attitude on task performance was .148 while the t-test associated with simple regression was 2.755. The table

revealed that the t-test value of 2.755 is significant at 0.006 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, workshop significantly predicted task performance of instructors in Police training colleges in Southern Nigeria.

Research question 3: To what extent does conference predict task performance of instructors in Police training colleges in Southern Nigeria?

Table 5: simple regression on the extent conference predict task performance of instructors in Police training colleges in Southern Nigeria

Model	R	R Square	Adjusted R Square
1	.142	.020	.017

Table 5 showed that the regression coefficient and regression square coefficients and adjusted regression square coefficients are .142, .020 and .017 respectively. The coefficient of determinism of 2.00% (.020×100) showed that conference predict task performance of instructors in Police training colleges in South-South zone, Nigeria to a very low extent.

Hypothesis 4: Conference does not significantly predict task performance of instructors in Police training colleges in Southern Nigeria.

Table 6: t-test associated with simple regression on the prediction of conference on task performance of instructors in police training colleges in Southern Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	36.263	.325		111.488	.000	Hypothesis rejected
	Conference	.026	.010	.142	2.636	.009	

Table 6 showed that beta value of the prediction of personality trait on task performance was .142 while the t-test associated with simple regression was 2.636. The table revealed that the t-test value of 2.636 is significant at 0.009 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, conference significantly predicted task performance of instructors in Police training colleges in Southern Nigeria.

Research Question 4: What is the joint prediction of professional development programmes (seminar, workshop and conference) on task performance of instructors in Police training colleges in Southern Nigeria?

Table 7: Multiple regression on the joint prediction of professional development programmes (seminar, workshop and conference) on task performance

Model	R	R Square	Adjusted R Square
1	.650 ^a	.423	.417

Table 7 revealed that the regression square coefficient was 0.423, the extent of prediction or coefficient of determination is ascertained by multiplying the R square by 100. Therefore, professional development programmes (seminar, workshop and conferences) jointly predicted instructors' task performance in Police training colleges in Southern Nigeria by 42.3% (.423×100).

Hypothesis 4: Professional development programmes (seminar, workshop and conference) do not jointly significantly predict task performance of instructors in Police training colleges in Southern Nigeria.

Table 8: ANOVA associated with multiple regression on the joint prediction of professional development programmes (seminar, workshop and conference) on task performance of instructors in Police training colleges

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision	
1	Regression	316.464	3	105.488	81.947	.000	hypothesis
	Residual	432.525	336	1.287			rejected
	Total	748.988	339				

Table 8 revealed that the degrees of freedom are 3 and 336 with F value of 81.947. The result showed that the significant value of 0.00 is less than the critical probability value of 0.05, therefore, the null hypothesis is rejected. By implication, professional development programmes (seminar, workshop and conference) jointly significantly predicted task performance of instructors in Police training colleges in Southern Nigeria

V. DISCUSSION OF RESULTS

Seminar and Task Performance

Seminar significantly predicted task performance of instructors in Police training colleges in Southern Nigeria. The finding of the study is not surprising to the researcher because seminar attendance is supposed to be for the enhancement of task performance of the attendees. It is believed that the more one attends seminars the more functional the works tend to be. This study is supported by Haruna (2017) who found that seminar attendance is related to task performance of secondary school teachers in Delta State. Similarly, Coal (2008) found that that seminar of workers significantly influence their job performance.

The role seminar plays in the acquisition of skills and knowledge are very crucial in the determination of the workers ability. Workers ability is not limited to paper qualifications alone but could be properly enhanced through development programmes. This could be one of the reasons

Haruna (2017) reported that seminar attendance alone cannot significantly influence job performance of primary school teachers. Seminar coupled with commitment and dedication will do the teachers well in the actualization of educational goals and objectives. Seminar attendance by teachers will leave them with knowledge and skills that can make them confidence on the job as well as to make adjustment with innovations and developments in the school systems.

Workshop and Task Performance

Workshop significantly predicted task performance of instructors in Police training colleges in Southern Nigeria. This finding agrees with the view of Ijenwa (2013) that workshop attendance significantly relates to task performance of workers. This implies that an increase in the number of workshop attendance by the teachers or workers, the corresponding increase in task performance. Individuals sometimes embark on personal self-development so as to acquire more knowledge in a particular field of endeavor. Gusky and Huberman in Alabi (2005), stated it clear that professional development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills. This implies that professional development program is an avenue for newly appointed Principals to acquire current information on their various areas of specialization.

Contrary to the findings of this study was Jude (2006) who found that workshop is not a factor that is responsible for job performance among workers. This assertion by Jude is supported by the fact that workshop attendance with without corresponding commitment by the teachers and facilitators will yield nothing.

Conference and Task Performance

Conference predicted task performance of instructors in Police training colleges in Southern Nigeria. Conference is highly commendable to workers who have the intension to grow rapidly in the job. Conferences have the potentials to encourage collaboration, synergy and teamwork. It is not out of place when the study found that conference is highly related to instructors' task performance in police training colleges in Southern Nigeria. The finding agrees with Igbo (2011) who found that conference attendance relates to task performance of secondary school teachers. Also in support of the finding of this study was Haruna (2017) who found that, there is a significant relationship between conference attendance and job performance of teachers.

VI. CONCLUSION

Based on the findings of this study, it was concluded that professional development programmes such as seminars, workshops, conferences are significant predictors of task performance of instructors in Police training colleges in Southern Nigeria. This implies that if attendances at seminars, workshops and conferences are increased, there would be improvement in task performance of instructors.

VII. RECOMMENDATIONS

Based on the conclusion of this study, the following recommendations were made:

1. The instructors should be promoted by the school administrators and promotion committee based on the number of seminars attended before the expiration of one residency in Police training colleges in Southern Nigeria.
2. It was recommended that the administrative heads should provide enabling environment that can always encourage workshop organization in order to facilitate instructors' attendance in Police training colleges to enhance their practical abilities.
3. The Heads of Department should approve for conference attendance of instructors whenever the need arises.

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