

**EVALUATING THE INTEGRATION OF DIGITAL PEDAGOGIES IN THE  
CONTINUING PROFESSIONAL DEVELOPMENT OF ENGLISH-LANGUAGE  
ACADEMIC STAFF: A CASE STUDY OF THREE NIGERIAN UNIVERSITIES**

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**Declaration**

No portion of the work referred to in the thesis has been submitted to support an application for another degree or qualification from this or any other university or institution of learning.

## **Dedication**

This thesis is dedicated to the Almighty God, who gave me the strength, willpower, grace, and health to undertake and successfully complete this journey. I am so thankful to Him.

To my parents, thank you for instilling in me the value of education.

To my husband, for his spiritual and financial support throughout this journey; he never let me lack, and he knows when I am financially down, always coming through. He paid all my bills and did not leave me to worry about them. Thank you, sweetheart.

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## Abstract

Traditional approaches to English-language instruction provide a solid foundation for effective language teaching, but they often fail to meet students' current and situational needs. While digital pedagogies have advanced significantly, they are now essential for today's language teachers and students, who both require new and continually updated skill sets. In Nigeria, research suggests that English-language academics do not fully engage in training in digital pedagogies (Aremu, 2024). To explore this context, the thesis examined the integration of digital pedagogies in Nigeria's continuing professional development (CPD) programme for English-language academics in three federal universities in southwest Nigeria. The study employed the gender-sensitive Feminist-CIPP framework. The overarching goal was to explore contextual impacts, implementation processes, programme inputs and outcomes; to identify gender-based designs for accessing involvement and developing digital pedagogical proficiency; to assess how English-language academics utilised CPD. The study examined the integration of digital pedagogies into CPD training for academics and their perceptions of the process. Given the importance of UN SDGs 4 and 5b in Nigeria, the research also investigated the differences in perceptions between male and female English-language academics regarding the value of their CPD and their use of digital technology to explore potential gender- and/or digital inequalities in this area.

Four research questions guided the main study: (RQ1) What is the context of the CPD programme for English-language academics in Nigerian universities? (RQ2) How does implementing the CPD programme equip English-language academics to develop digital pedagogies? (RQ3) What are the English-language academics and facilitators' perceptions of the CPD curriculum for digital pedagogies? (RQ4) How have the digital pedagogies CPD curriculum objectives been achieved for the academic staff? A mixed-methods approach was adopted, utilising case studies to examine these issues. The research survey employed a descriptive design, and the study population consisted of 60 English-language academics selected via the enumeration technique from three universities. Questionnaires were distributed to the study participants, while qualitative data were collected through semi-structured interviews and document analysis. Quantitative data were analysed using descriptive statistics, including percentages, means, and standard deviations; qualitative data were collected through semi-structured interviews and analysed using NVivo and thematic analysis to report my findings.

The research revealed notable challenges in integrating digital pedagogies into CPD programmes for female English-language academic staff, particularly in Nigerian universities, hindering their successful implementation. The findings suggested that implementing a structured digital pedagogy CPD curriculum can enhance staff performance and improve service delivery. The study recommends a collaborative approach involving the government, educational policymakers, the National Universities Commission, HE authorities, and academic staff to facilitate the effective implementation of the digital pedagogy CPD curriculum and to encourage female participation in CPD programmes. While this study focused on academic staff, future research could also explore students' perspectives on digital pedagogies as they relate to learning and academic performance and assess the impact of staff training on learning outcomes. Furthermore, future research could explore ways to encourage female academic staff to adopt digital pedagogies more like those of their male counterparts in their day-to-day teaching and learning.

**Keywords:** digital pedagogies, Nigerian education, university academics, gender equality, continuing professional development, English-language

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## List of Abbreviations

AD	Academic Development
ASCON	Administrative Staff College of Nigeria
ASPDQ	Academic Staff Professional Development Questionnaire
BA	Bachelor of Arts <sup>7</sup>
B. Ed	Bachelor of Education
CTCPDQ	Correlate of Teachers Continuing Professional Development Questionnaire
CMD	Centre for Management Development
CPD	Continuing Professional Development
DLS	Distance Learning System
EDTECH	Educational Technology
ESP	English for Specific Purposes
ESUT	Enugu State University of Science and Technology
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
FUTO	Federal University of Technology, Owerri
GSS	General Studies and Communication Skills
HE	Higher Education
HEI	Higher Education Institute
HRDC	Human Resources Centre
ICE	Institute of Continuous Education
ICT	Information Communication Technology
IT	Information Technology
IMSU	Imo State University
ITF	Industrial Training Fund
IQ	Intelligent Quotient
JAMB	Joint Admissions and Matriculation Board
LISE	Library Information Science Educators
LTE	Language Teacher Education
MOOC	Massive Open Online Courses
NABTE	National Board for Technical Education
NCC	National Curriculum Conference
NCE	Nigeria Certificate in Education
NCCE	National Commission for Colleges of Education
NIM	Nigerian Institute of Management
NPE	National Policy on Education
NTI	National Teachers' Institute
NUC	National University Commission
PSNT	Professional Standard for Nigerian Teachers
PTTP	Pivotal Teachers' Training Programme
SPSS	Statistical Package for Social Sciences
TCPDQ	Teachers Continuing Professional Development Questionnaire
TETFUND	Tertiary Education Trust Fund
TPACK	Technological, Pedagogical and Content Knowledge
TRCN	Teachers Registration Council of Nigeria

UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children’s Fund
UNN	University of Nigeria
WASC	West African Senior Certificate

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## **Chapter 1 Introduction**

### **1.1 Background**

The rapid advancement of digital technologies has transformed the educational sector, presenting new opportunities for teaching and learning. Digital pedagogies, which use digital tools, resources, and methodologies, have become vital to modern education. These methods foster interactive, learner-centred educational environments that promote greater student engagement while enabling access to a broad spectrum of digital resources. The integration of digital pedagogical practices within HE (HE) is widely regarded as essential for enhancing instructional effectiveness and improving learners' academic outcomes (Aguilera-Hermida et al., 2021).

Nwogbe and Haliso (2020) and Patrick and Okafor (2021) postulated that the effective adoption of digital pedagogies requires academics to engage in continuing professional development (CPD) to expand and deepen their expertise. Effective CPD for digital pedagogies is particularly urgent in low- and middle-income countries (LMIC), as research highlights significant disparities in access to technology for students and educators, driven by resource limitations, urban-rural divides, and gender inequities.

In this context, there has been little or no research on Sub-Saharan Africa (SSA), and Nigerian HE stands out as a particular case that needs more research and evaluation of existing CPD through a gender lens. Nigeria was chosen as the primary focus of this doctoral research study because it is the largest economy in Sub-Saharan Africa and one where HE and the role of digital technologies have become increasingly significant. Nigeria has over 200 million people, but 44.6 per cent are digitally illiterate (Digital Global Overview, 2023). Therefore, further research is necessary to understand how

academic staff receive training on the use of digital technologies. While the National Universities Commission (NUC, 2014) in Nigeria stated that all academic staff should undergo CPD training as a criterion for the accreditation of courses in Nigerian universities, few studies have examined this requirement within specific disciplines, especially in the Arts and Humanities.

In this context, the specific focus of this thesis is to explore the current CPD on digital pedagogies offered to English-language academics in Nigerian HE through a gender-sensitive CIPP framework. This area has attracted significant research on computer-assisted language learning (CALL) from a gender perspective. To address these gaps, this thesis aims to evaluate the CPD offered to HE academics in Nigeria.

Following the COVID-19 pandemic, this research is particularly relevant for gaining an overview of how digital technologies have been integrated into Nigeria's HE system. Digital technologies are crucial for education and employability, and the Fourth Industrial Revolution is underway, making knowledge of digital technologies increasingly important. Research on the integration of digital learning in HE indicates that to be effective, academic staff need ongoing CPD (Oyewole & Fasipe, 2024), a point confirmed by Tuffnell (2023). This applies to several countries, especially LMICs, where significant digital divides exist.

According to Udoh-Uwah and Etim (2018), academics' CPD is supported in Nigeria's university system through training programmes that include mentoring, seminars, symposia, inaugural lectures, and skills input sessions on digital technologies and on publishing and presenting at conferences. This is a mandatory system across all universities in Nigeria. While some research indicates that academic staff are reluctant to engage in CPD since it is not a strict criterion for their promotion (Ofoegbu & Alonge,

2016), the area has, in general, been under-researched in Nigerian universities. Most of the existing literature has dealt with the CPD of primary and secondary school teachers (Iyunade, 2017; Osiesi, 2020). Moreover, several gaps exist in the research methods used to date on this topic in Nigeria, and a substantive study is required to understand what has occurred in CPD programmes over the last decade, particularly in the development of skills related to digital pedagogies.

Another important, sometimes overlooked dimension of this discussion is the relationship among gender equality, CPD, and digital pedagogies. Aboh et al. (2018) argued that male academics are more likely to have access to and use technology than female academics. Additionally, Gomez-Trigueros and Yanez de Aldecoa (2021) argued that even when everyone has equal access to digital technologies, women are less likely to use them than men because they perceive that using technology for teaching is primarily associated with masculinity. According to the World Bank Group (2015), the establishment of a social, political, economic, and cultural framework that permits both genders to choose various educational paths, regardless of gender and without being constrained by rigid cultural, religious, or stereotypical gender roles, is dependent on the realisation of equality between female and male learners in education. For this thesis, the WHO (2023, n.p.) definition of gender has been used:

*Gender .... is the socially constructed characteristics of women, men, girls, and boys. This encompasses the conventions, habits, and roles associated with being a woman, a man, a girl, or a boy, as well as the interconnections among them. Gender is a social construct that varies across societies and can change over time.*

Whereas gender equality aims to give “each individual or group of people ... the same resources or opportunities,” gender equity, on the other hand, “recognises that each person

has different circumstances, and allocates the exact resources or opportunities needed to reach an equal outcome” (International Women’s Day, 2023).

The former Nigerian Minister of Communications and Digital Economy, Isa Ali Ibrahim (2022), stated that Nigeria’s target is to achieve 95% digital literacy among its population by 2030, in line with the United Nations Sustainable Development Goals (UN SDGs). While SDG 5b emphasises the importance of gender equality for empowering women and girls through digital technologies, TechCabal and the UK–Nigeria Tech Hub (2023) reported that fewer than 30% of women are digitally literate. There is a clear gap in research on Nigerian academic staff regarding how female and male staff access CPD programmes and utilise digital learning technologies and pedagogies. This study will investigate this gap.

The current strategic plan for Nigerian education acknowledges that the structures and procedures for teacher training and development are inadequate, resulting in educators with limited capabilities (FME, 2014). The first edition of this policy was published in 1977, followed by a second in 1981, a third in 1998, a fourth in 2004, and a fifth in 2007. The sixth edition, published in 2014, remains the most current.

The first five principles of the policy are not related to CPD; instead, they discuss other aspects, such as enrolment, admission, graduation requirements, and related matters. The sixth to eighth principles are the focus of this study as they relate to CPD. The policy emphasises supporting and funding CPD for all teachers, from primary to tertiary institutions:

*Principle 6: “For teachers to learn well, teacher educators must be sufficiently trained and capable of imparting and modelling desired knowledge, skills and attitudes.”*

*Principle 7: “If teachers are to stay motivated, they must have opportunities for CPD, advancement, and improvement in their chosen career.”*

*Principle 8: “Like all professionals, teachers must constantly upgrade their knowledge and skills to remain relevant in a rapidly changing world” (FME, 2014, pp. 22-23).*

Language teachers at all levels of education in Nigeria face numerous challenges in their efforts to enhance English-language teaching and learning. These issues include poor training, a lack of resources for language teaching, inadequate knowledge of current trends in second-language teaching and learning, inconsistencies in language policy provision for education, and unprofessionalism in the management of the subject (Njoku, 2017).

Previous studies of English-language academics’ CPD have focused primarily on digital technology usage, its benefits, and its role in teaching and learning (Iyunade, 2017; Ayoola, 2019; Ossai et al., 2022; Ofojebe & Chukwuma, 2015; Patrick & Okafor, 2021; Ebong et al., 2022). They have not addressed issues concerning university staff training and the knowledge required to integrate digital pedagogies into their CPD. Also, UN SDG 5b aims to achieve gender equality and empower all women and girls by 2030. Therefore, this study will evaluate the integration of digital pedagogies into the CPD of male and female English-language academic staff and investigate whether there are significant differences in their access to and use of digital technologies.

## **1.2 Statement of the Problem**

Despite the global emphasis on digital pedagogy to improve instructional quality, its implementation in Nigerian HE, particularly in English-language departments, remains inconsistent and inadequate. Olabisi Onabanjo University and First Technical University (2023) postulated that systemic hurdles, including inadequate infrastructure, insufficient

digital literacy training, teacher reluctance to pedagogical innovation, and weak institutional support structures, hinder the effective utilisation of accessible digital resources. However, their actual effect on facilitating sustainable digital integration in classroom settings remains insufficiently examined.

Additionally, contextual elements, including institutional culture, policy coherence, and educator attitudes, significantly influence the reception and implementation of CPD programmes. This comprehension deficiency not only constrains the effectiveness of CPD but also impedes the use of technology to enhance teaching and student engagement in Nigerian universities. However, this study, by integrating digital pedagogies into the CPD programmes of English-language academics, aims to bridge these gaps by enhancing teachers' skills and promoting new practices, including gender-sensitive, participatory, social transformation, and equity-focused approaches.

### **1.3 Research Aims and Objectives**

The primary objectives of this doctoral research study are to:

1. Examine the context of the CPD programme for English-language academics in Nigerian universities with a particular focus on gender.
2. Identify how the implementation of the CPD programme equips English-language academics to develop digital pedagogies.
3. Examine the English-language academics and facilitators' perceptions of the CPD curriculum for digital pedagogies; and
4. Discuss how the objectives of the CPD curriculum relating to digital pedagogies are achieved for English-language academics.

### **1.3.1 Research Questions**

In contributing new knowledge to the field, the study is guided by the following four research questions:

1. What is the context of the CPD programme for English-language academics in Nigerian universities with a particular focus on gender? (Context).
2. How does implementing the CPD programme equip English-language academics to develop digital pedagogies? (Input).
3. What are English-language academics and facilitators' perceptions of the CPD curriculum relating to digital pedagogies? (Process).
4. How have the CPD curriculum objectives been achieved for English-language academics? (Product).

### **1.4 Significance of the Study**

This research is significant for several reasons. Initially, it aims to provide insights into the current state of digital pedagogy integration in CPD programmes for male and female English-language academics in Nigerian universities, using a gender-sensitive approach. Moreover, the study aims to identify gaps and obstacles hindering the development of more effective CPD programmes related to digital pedagogies.

The results of this study aim to aid policymakers, university administrators, educators, and other education stakeholders in making informed decisions on resource allocation, training programmes, gender equality and equity, and institutional policies that facilitate the adoption of digital pedagogies. The research aims to support male and female English-language academic staff by identifying best practices and effective techniques for utilising digital pedagogies to improve teaching outcomes. Additionally, it aims to enhance the overall discussion of the utilisation of digital teaching methods in low- and

middle-income countries, where access to and use of technology remain significant obstacles.

This research project aims to make an innovative contribution to knowledge by evaluating the CPD programme curriculum for English-language academic staff, with a focus on integrating digital pedagogies and CALL, as well as on second-language teacher development in Nigeria. It also aims to contribute to knowledge by adopting theoretical triangulation, combining feminist theory with the CIPP framework to develop a gender-sensitive evaluative model for assessing the impact on pedagogical practices. This study also aims to make an empirical contribution by developing multi-institutional insights into CPD in Nigerian HE. At the time of this study, I had not encountered any research examining the CPD of English-language academics in Nigeria using a feminist-CIPP triangulation framework; therefore, this study is the first of its kind. The closest study, by Tom-Lawyer (2015), evaluated the English-language curriculum but did not focus on CPD or employ a Feminist-CIPP framework. The urgency of this area of research has increased due to the reliance on digital technologies during and after the COVID-19 pandemic. Three universities in the southwestern zone of Nigeria were selected because no prior study has examined differences in the use of digital pedagogies between male and female English academic staff in CPD programmes in this region, using a Feminist-CIPP gender-sensitive evaluation model.

### **1.5 Preview of Evaluation and Theoretical Framework**

Evaluation is the process of determining the extent to which goals are achieved. It is more concerned with improvement than with mere assessment. Formative and summative evaluations are the two primary methods of conducting assessments. Feedback obtained

from formative assessments is used to enhance instruction, projects, and procedures, ensuring the success of every aspect of a programme or project (Ebel & Frisbie, 1991).

Continuous feedback that identifies learning gaps is used to monitor instructional processes and academic staff progress (Gronlund, 1985). The summative evaluation confirms that relevant procedures have been followed and that goals have been achieved. Both summative and formative evaluations occur each time an evaluation activity is conducted.

This study used the CIPP evaluation model (Stufflebeam, 2003), first developed in 1983, which consists of four components: Context (C), Input (I), Process (P), and Product (P). This approach can be used to assess the calibre of instruction at an educational institution. Context comprises the university's aims, objectives, history, and background. Input refers to the materials, time, physical resources, and human resources required for the efficient operation of the university, including educational programmes, curricula, and operations. The process encompasses all aspects of teaching and learning. The product focuses on the effectiveness of the instruction and its potential social benefits. This study used four components of the CIPP model through a gender lens, adopting Feminist-CIPP triangulation, to create a gender-sensitive evaluation model. This framework would better suit the Nigerian context, as the CIPP model was initially developed to evaluate curricula in Western contexts. The research questions outlined above were developed to align with the model.

As shown in Table 1.1, the framework has four key aspects and collects data from different participant groups:

1. **Context Evaluation:** It evaluates the CPD programme's history, aims and objectives, digital pedagogy facilities, and structure using document analysis,

questionnaires, and semi-structured interviews to investigate how institutional and societal gender norms affect CPD participation, especially among female academics.

**2. Input Evaluation:** This evaluates the CPD programme's resources and how to use them, and assesses cost-effectiveness to meet the objectives and achieve the goals, also to examine inequalities in digital resources, mentoring, and institutional support. Information about the equipment used in digital pedagogies for CPD programmes was collected through a questionnaire and a semi-structured interview.

**3. Process Evaluation:** This aspect probes facilitation, power dynamics, and participation patterns as well as the challenges of implementing digital pedagogies in the CPD programme using questionnaires and semi-structured interviews.

**4. Product Evaluation:** This phase focuses on the effectiveness and whether outcomes reinforce or challenge gendered hierarchies in teaching and promotion. Academics' and facilitators' perceptions in the following areas were collected: networking, knowledge updating, career development, and the acquisition of modern technology. Questionnaires and interviews were used to collect data.

**Table 1.1**

*Feminist-CIPP Evaluation Framework*

	Context	Input	Process	Product
Objectives	To examine the qualifications of English-language academics for CPD in Nigerian universities,	To identify the availability and adequacy of digital pedagogy equipment used in CPD programmes for English-	To examine how English-language academics implement the integration of digital pedagogies in	To discuss how English-language academics perceive the integration of digital pedagogies.

	with a gender lens on the background, aims, and history of CPD programmes.	language academics and explore their justification for inclusion regarding time and resources.	their record keeping and determine how it has improved their efficiency.	Views of heads and beneficiaries are sought to know if the goal has been achieved.
RQs	What are the qualifications of English-language academics for CPD in Nigerian universities?	What is the availability and adequacy of digital pedagogy equipment used in CPD programmes for English-language academics?	How do English-language academics implement the integration of digital pedagogies in their record-keeping?	How do English-language academics perceive the integration of digital pedagogies?
Participants	English-language academics, CPD facilitators, and heads of department.	English-language academics, CPD facilitators, and heads of department.	English-language academics, CPD facilitators, and heads of department.	English-language academics, CPD facilitators, and heads of department.
Means	Documents, questionnaire, and interview.	Questionnaire, interview.	Questionnaire, interview.	Questionnaire, interview.

## 1.6 Research Design Overview

This research used an evaluative case study to explore the integration of digital pedagogies into the CPD of English-language academic personnel across three distinct university contexts. A mixed-methods study was employed, involving both document analysis and the collection of quantitative and qualitative data. The study employs the Feminist-CIPP framework to evaluate the content, delivery, providers, timing, purpose, and effectiveness of the CPD curriculum through a feminist lens.

### **1.6.1 Research Context and Sample**

Three federal universities were selected for the entire research study to enable comparison. These universities are located in southwestern Nigeria: The University of Southwest 1 (U1), the University of Southwest 2 (U2), and the University of Southwest 3 (U3). In total, 20 English-language academic staff members were selected from each university using the enumeration technique, yielding 60 academics.

Three main sampling methods were used in the case study evaluation: random, convenience, and purposeful. The first sampling stage involved clustering the nation into six geopolitical zones, each containing at least one federal university, to obtain the study sample. These are the six geopolitical zones: South-West, South-South, South-East, North-West, North-East, and North-Central. In this phase, the geopolitical region where each public university was located served as the selection criterion. The geographical zones served as the basis for the Primary Sampling Units (PSUs) at this point.

Purposive sampling was used to select 12 of the 19 public colleges in Southwest Nigeria, based on their high student and staff numbers, strong sampling potential, and historical status. It was essential to select just one zone. Additionally, Tuki (2025) has identified significant gender gaps in academic staffing across Nigeria, particularly in the northern regions. According to Tuki (2025), the gender disparity is particularly apparent in the northern area, where cultural and religious reasons have historically promoted male education over female education. Therefore, further research is needed in the southwestern areas.

The second stage involved stratifying the schools in the zone using a stratified random sample. Federal, state, and private universities were categorised accordingly. The secondary sampling units (SSUs) in this phase were based on school type. I used federal

universities. There are six federal universities in the region. The University of Southwest 1 (U1) was established in 1962. According to data on the University's official website, the student population has grown significantly over the years. Specifically, the number of enrolled students has risen to 35,068 (school website, 2025). Founded in 1948, U2 was Nigeria's first university, with a student enrolment rate of around 24,497 (NUC, 2025), and U3 was among the educational institutions established in Nigeria between 1961 and 1962.

The student population has shown a consistent increase, from 244 in the academic year 1962/63 to 32,401 by 2023, as reported by the National Universities Commission (NUC, 2019) and the institution's official website. As previously mentioned, a survey approach was used for this investigation. Twenty English-language academic staff from the English Departments of each university completed the Academic Continuing Professional Development Questionnaire (ACPDQ) from the three institutions. Three academic staff members, a CPD facilitator, and one head of department from each university were also interviewed.

### **1.6.2 Research Method**

A mixed-methods strategy was employed in this study (see chapter four for details), with both qualitative and quantitative data collected and analysed. This allowed me to examine various viewpoints and discover connections between the complex layers. A deliberate blending of approaches was employed for data collection, as it facilitated the analysis and interpretation phases. This approach enabled me to view events from various angles and perspectives (Shorten & Smith, 2017). The key term here is 'mixed,' as linking or integrating data at the appropriate point in the research process is a crucial component of the approach (Creswell, 2011).

Triangulation helped me gain a deeper, more trustworthy understanding of the problems (Creswell, 2014). This investigation used the explanatory sequential qualitative-quantitative model. Structured questionnaires, semi-structured interviews, and document analysis were also employed, enabling me to gain a deeper and more trustworthy understanding of the CPD curriculum.

### **1.7 Structure of the Thesis**

The thesis consists of nine chapters. The introduction chapter establishes the research questions, contextualises the study, and outlines the research problems it aims to address.

Chapters 2 and 3 focus on the literature review, providing context for studies by other researchers on the themes of this research. Chapter 2 examines the historical development, goals and aims, and challenges facing HE in Nigeria. It explores computer-assisted language learning and teachers' education in Nigeria. Further sections examine education technologies and CPD in Nigeria, highlighting the several types available. Furthermore, it examines the CPD curriculum and its delivery. Additionally, the relevance and challenges of CPD in Nigeria are another crucial section that this research investigated. Finally, the chapter discusses several studies on CPD in HE in Nigeria.

Chapter 3 begins by examining how digital pedagogical innovation reshaped teaching, defining it in this context and explaining its importance for integrating digital pedagogy into HE. The chapter then considers how digital pedagogy is integrated, its limitations, and explores English-language academics' perceptions of this integration. Finally, the chapter examines research on sustainable development goals, conceptual foundations of feminist theory, and digital pedagogy in CPD. It also explores postcolonial feminist structures in Nigerian federal universities, CPD, gender construction, and the integration of digital pedagogies, before going on to gender equality and inequality in

Nigerian HE. It examines the differences in the use of digital pedagogies by male and female academics, as well as gender dynamics and equitable CPD in the workplace. The challenges facing female academics' use of digital technologies and the study's theoretical frameworks were discussed. Finally, a synopsis of the critical commentary of the reviewed literature was discussed.

Chapter 4 discusses the methodology chosen for the study, including its philosophical underpinnings, methodological rationale, and research design. This chapter begins by highlighting the research questions and research philosophy. The chapter provides a detailed discussion of my ontological and epistemological assumptions and the feminist triangulation CIPP evaluation model used in this study. The study institution context and study design were explored, as were the research methods and the strategy. It further highlights the techniques and procedures for data collection and describes the instruments used to gather requisite data and information for analysis. The member-checking procedure was discussed, and the sample and the pilot study conducted were reported. The implications for the main study were enumerated, and the data analysis was examined. The coding process for the main study was discussed, and emergent ethical issues were explained.

Chapters 5, 6, and 7 describe the in-depth findings of the four research questions across each case study. They analyse and discuss context, input, processes, and products through the lens of Feminist-CIPP. They also present the study's findings and the participants' demographics and characteristics. They highlight and thoroughly investigate the findings of research questions 1 to 4.

Chapter 8 analyses the study's findings in relation to my four research questions and provides an in-depth discussion, using the Feminist-CIPP evaluation framework and relevant research literature.

Finally, Chapter 9 provides a comprehensive summary of the main findings, research conclusions, recommendations, limitations, and implications for further study. The last section also discusses opportunities for future research.

## **Chapter 2: Literature Review: History of Higher Education and Continuing Professional Development in Nigeria**

### **2.1 Introduction**

This chapter presents the first of two literature review chapters, offering insights into previous studies on themes relevant to this research. While the preceding chapter introduced and contextualised the study, this chapter critically explores relevant research literature. Given that the focus is on the Continuing Professional Development (CPD) of English-language academics in Nigerian higher education (HE), the chapter begins by examining the historical development of HE in Nigeria. It goes on to explore computer-assisted language learning and teacher education in the Nigerian context. Subsequent sections address the role of educational technology and the state of CPD in Nigeria and highlight the various types of CPD available. In summary, the main gaps in existing research are outlined in both substantive focus and methodological perspective.

### **2.2 Historical Development of Higher Education in Nigeria**

Given that the thesis focuses on three federal universities in southwest Nigeria, this section begins by discussing the history of HE in the country. The evolution of HE in Nigeria must be viewed as a multi-layered historical process, initially shaped by colonial demands and subsequently by post-independence nation-building objectives. With the stated intention of training a small number of clerks, teachers, and administrators to work in the colonial bureaucracy, missionary and British colonial endeavours founded colonial education in Nigeria at the beginning of the 20th century. Missionary organisations and early colonial authorities prioritised basic literacy, Western sciences, and vocational training, but access remained uneven and limited, especially across regional and religious

divides. (Ayodeji, 2025). Rather than promoting widespread public access to or the development of Native knowledge systems, this early design influenced academic training methods for administrative purposes.

Fafunwa (1974) postulated that the founding of Yaba Higher College in Lagos, Nigeria's first post-secondary education and specialised training school, marked significant advancements in the 1930s. However, nationalist criticisms soon surfaced, claiming that by preparing Africans for subservient roles rather than leadership positions, these schools perpetuated colonial structures (Fafunwa, 1974). Following Nigeria's independence in 1960, these early discussions foreshadowed more significant changes in training.

The founding of University College Ibadan in 1948 as an affiliate of the University of London was a significant turning point in Nigeria's HE history (Fafunwa, 1974). This institution, which the University of London first oversaw, indicated the official start of degree-level academic training in the nation. Although still operating within a British educational paradigm with expatriate academics, the staff and students who transferred from Yaba Higher College to Ibadan reinforced a trajectory towards more advanced academic work and valuable contextual knowledge (Ogunode & Abubakar, 2020).

The University College, Ibadan, represented a major shift from vocationally centred instruction to a more comprehensive academic paradigm, laying the groundwork for Nigeria's future HE system. Disciplinary systems, a hierarchical administrative structure, scholarship standards, and models of British academic traditions were established by this school and are still in use in Nigerian HE today.

The newly independent Nigerian state vigorously reoriented HE towards the demands of national development after gaining independence in 1960. The Ashby

Commission, established in 1959 and reporting shortly before independence, laid the groundwork for post-colonial academic planning by promoting the rapid expansion of universities to generate the high-calibre labour required for social and economic change (Adeyemo, 2000). The University of Nigeria, Nsukka, the country's first autonomous degree-granting institution, was founded immediately after independence and served as a model for extending academic training beyond colonial control.

The university system expanded both geographically and academically during the 1960s and 1970s. To encourage indigenous scholarship and centre African intellectual viewpoints, regional and federal governments established campuses and institutes, such as the Institute of African Studies at the University of Nigeria in 1963 (Falola, 2001; Fafunwa, 1974).

Furthermore, a growing emphasis on coherence and national relevance in academic training was reflected in the establishment of the National Universities Commission (NUC) in 1977, which institutionalised regulatory oversight of academic quality, curricula, and professional training standards across Nigerian universities.

However, there were difficulties with expansion. Throughout the 1980s and 1990s, government policy fluctuated in response to changing political conditions, demographic trends, and economic pressures. Debates over curricular relevance, the balance between liberal and technical training, and the perpetuation of colonial legacies in academic practices intensified as more Nigerians gained access to HE (Fafunwa, 1974).

HE in Nigeria had shifted from an elite, colonial framework to a massified institution deeply involved in the national development discourse by the end of the 20th century. From colonial service-oriented programmes to post-independence attempts at comprehensive, locally relevant university education, the historical trajectory of HE in

Nigeria reflects a slow yet contentious progression in academic training practices. This history highlights the intricate interactions between internal goals and external factors that have shaped the conception and execution of academic instruction across time. Understanding this history is essential for situating contemporary debates on professional development, digital pedagogies, and institutional cultures within Nigerian universities.

Since then, HE in Nigeria has grown significantly and now has the largest HE system in Africa with indigenous academic staff. According to the Executive Secretary of the National Universities Commission (NUC), over 2.1 million students are currently enrolled in Nigerian universities (Idoko, 2021). Consequently, the Nigerian Federal Government established the following external regulatory bodies to oversee HE institutions in the country:

- a) National Universities Commission (NUC)
- b) National Commission for Colleges of Education (NCCE)
- c) National Board for Technical Education (NABTE)

This study is particularly concerned with the National Universities Commission (NUC), which was established in 1962 to regulate and oversee university education in Nigeria. The NUC is responsible for approving all academic programmes offered by Nigerian universities, supporting the establishment of new institutions, developing university curricula, and maintaining standards across all programmes through periodic accreditation.

Egwa (2016) noted that the Nigerian government established bodies such as the NUC, NCCE, and NBTE to ensure academic excellence in tertiary education, a point also made by Idoko (2021). These commissions serve as regulatory frameworks for monitoring and guiding academic activities in Nigerian universities, ensuring institutional compliance

with established standards. This framework supports the continual development of academic staff and institutions, contributing to societal advancement. Based on this assumption, my study aims to investigate the integration of digital pedagogies into academics' CPD. Having explored the historical development of HE in Nigeria, this study now proceeds to a more in-depth examination of the topic.

The university education system provides post-secondary education designed to produce skilled graduates, thereby enhancing the country's workforce and supporting human capital development (FME, 2014). Scholars such as Ajape et al. (2020) and Sunmonu et al. (2022) argued that teaching, research, and community service are essential components of the university curriculum, as they contribute to workforce development and the dissemination of critical knowledge to industries worldwide. This highlights the need for a regulatory body to coordinate and unify universities nationwide.

Moreover, university education is often perceived as the final stage before individuals are regarded as fully mature members of society (Sunmonu et al., 2022). Ajape et al. (2020) further asserted that HE extends beyond universities to include intermediate and academic institutions, as part of the government's vision for building a knowledge-based economy. This view, however, has been criticised for its limited applicability and lack of universal acceptance. In contrast, Onyido and Duru (2019) argued that universities serve more as platforms for social advancement and personal development than as economic engines.

Critically, both perspectives are integral to understanding the role of university education and should not be viewed in isolation. While the knowledge-based economy frames the university as a system centred on the production and utilisation of intellectual assets, primarily through research, the perspective of social good and personal

development portrays the university as a means of societal upliftment and individual growth. A critical appraisal of both arguments provides a holistic understanding of what universities and other academic institutions should represent.

These institutions should serve as the fulcrum of innovation and research, while also promoting personal development and contributing to society's overall well-being. Furthermore, Ajape et al (2020) and Sunmonu et al (2022), in their systemic problems in Nigerian HE, through their secondary sources and descriptive methods, were silent about gender access to digital pedagogies and the CPD of academic staff, which leads to a conceptual and empirical gap that my study would explore.

Ogunode and Abubakar (2020) postulated that HE comprises institutions that draw from a pool of individuals who have completed various types of secondary schooling and other combinations of courses. Ogunode and Abubakar's categorisation was not all-encompassing because it excluded non-formal HE. Based on the prior argument, it is justifiable to provide a clear description of HEI to guide further discussions in this study.

Additionally, in their descriptive, system-based analysis, these writers focus on issues such as funding shortages, insufficient academic staff, and infrastructure problems. The study lacks a theoretical basis and performs poorly in staff development. In contrast to my study, which employs primary data and a gender-based conceptual framework, they also employed secondary data. English-language teachers are not the target audience for their study. They remained muted on gendered digital inequalities and did not engage empirically with academics' lived experiences. This was a knowledge gap my study aims to investigate: the failure to link CPD to the digital pedagogical approaches used by English-language academics.

### **2.2.1 Goals and Aims of Higher Education in Nigeria**

HEI refers to any institution that trains mature individuals to enhance their skills, apply their expertise to assessment, and seek realistic solutions. As a result of this description, highlighted below are the indispensable goals of HE in Nigeria according to FME:

- a) procuring, advancing, and including appropriate value systems for the adult and society's sustenance.
- b) enhancing individuals' cognitive abilities to comprehend their surroundings.
- c) discovering technical and people skills to make students valuable citizens.

The aims of HE in Nigeria, as outlined by the FME (2014, p. 39) policy document section 5 (81), are:

- a) to contribute to national development through high-level workforce training.
- b) to develop individuals and societies to survive, and the intellectual ability of individuals to grasp and understand their local and external contexts.

Section 5 (82) of the FME (2014, p. 40) policy document also stated that HE in Nigeria should vigorously pursue these goals through:

- i. quality teaching and learning
- ii. research and development
- iii. knowledge generation and dissemination, and international cooperation
- iv. extra-mural and consultancy services devoted to the communities.

Based on an all-inclusive role, Ogunode and Abubakar (2020, p. 83) pointed out that “the primary goal of a tertiary institution in Nigeria was to ignite or stimulate inclusive growth.” These abilities are formed through:

- i. development and gradually providing the students with socio-cultural capabilities that allow them to blend into their community.
- ii. adaptation or gradual exposure to outside influences that one can wisely adapt to broaden one's perspective beyond what one is surrounding culture can supply.
- iii. the use of an intelligent building was aimed at the self through the accumulation of learning through various methods.
- iv. the gradual development of emotional characteristics strengthens one's ability to absorb ideas, morals, and other behavioural qualities that support connections with others and independent work.
- v. the growth of cognitive and psychological attributes, increasingly awakening the individual's physical capabilities, and aiming for good physical and mental operations to enhance teamwork.
- vi. instilling learning (also known as teaching skills) was a combination of behaviours, attitudes, mindsets, and other factors that encourage curiosity and a never-ending quest for information.

From the review of Ogunode and Abubakar's (ibid) argument, it was found that higher institutions offer more than the goals stated in the FME. This makes their list of HE goals all-inclusive, encompassing the essential parameters of humans, including social, psychological, cultural, physical, moral, and cognitive skills. Their study could be more comprehensive if the listed goals had addressed gender inequalities in HEIs, as this research would. The following section will examine the various tertiary institutions in Nigeria. Table 2 provides an overview of the number of tertiary institutions in the country.

**Table 2.1***The Number of Tertiary Institutions in Nigeria*

<b>Type of Institution</b>	<b>Detailed Overview</b>
309 Universities	74 Federal Universities 67 State Universities 168 Private Universities (NUC, 2026)
2 Nigerian military HE institutions	2 Nigerian military HE institutions
205 Colleges of Education in Nigeria	22 Federal, 14 Private, and 46 State Colleges of Education (NCCE, 2015). Others to be accredited.
199 Polytechnics	41 Federal Polytechnics 56 State Polytechnics 102 Private Polytechnics
36 Monotechnic/Specialised Institutions	22 Federal Monotechnic 4 Private Monotechnic/Specialised Institutions 4 Private Monotechnic/Specialised Institutions (NABTE, 2018)
36 Colleges of Health Technology & Allied Institutions	19 Federal Colleges of Health Technology & Allied Institutions 11 State Colleges of Health Technology & Allied Institutions 6 Private Colleges of Health Technology & Allied Institutions
119 Major Schools of Nursing/Midwifery	119 Schools of Nursing/Midwifery
<b>Total</b>	<b>906</b>

Source: FME Statistics (2022); NUC (2026)

Nigeria has the largest population in Africa, estimated at approximately 242,432,000 as of mid-2026, according to World Population Review (2026). According to Suleiman Bogoro, the Executive Secretary of the Tertiary Education Trust Fund (TETFund), as reported in *Premium Times* (2019), 94% of students in Nigeria are enrolled in federal universities. This figure is corroborated by the Executive Secretary of the National Universities Commission (NUC) (2021), who noted that the total student enrolment in Nigerian universities stood at just over two million across the entire university system.

Despite Nigeria's population exceeding 200 million, the total university enrolment rate remains about 1%. This concern was emphasised by Akinwumi Adesina, President of the African Development Bank Group (2024). However, the UNESCO/World Bank report put it at 11.81% in 2018, as noted during his acceptance speech at the Obafemi Awolowo Award for Leadership. The country's growing population necessitates the expansion of HE institutions to meet the rising demand for university degrees, which is why this study was both apt and necessary.

### **2.2.2 Challenges Facing Higher Education in Nigeria**

Several factors, such as financial constraints, inefficiency, inequity, quality concerns, and recurring strikes by the Academic Staff Union of Universities (ASUU), hinder the Nigerian HE system's capacity to meet this demand (NUC, 2021). Due to these challenges, *University World News, Africa Edition* (2023), reported that nine out of ten Nigerian students seek opportunities to study abroad.

Furthermore, according to the NUC (2021), poor access, limited quality, safety concerns on campuses, lack of inclusivity, and inadequate solutions to these problems have become pressing issues within the system. Famade (2015) highlighted that insufficient capital investment in the education sector, particularly the failure to procure and replace outdated equipment and facilities, serves as a significant obstacle to the development of HE in Nigeria. Observations by both the NUC and Famade (ibid) have consistently identified these deficiencies as key impediments to the sector's growth.

The study focused on funding for HE in Nigeria and was a quantitative analysis of secondary data. This research would collect primary data and use mixed methods to conduct an in-depth analysis of digital integration and gender inequalities in HE. This

study reviewed Famade's work because he discussed some of the challenges in HE in Nigeria, which this study also delves into.

Nevertheless, enrolment in Nigeria's tertiary institutions has increased over time. As reported by Sule et al. (2020), enrolment stood at 391,035 in 1999 and had risen to 1,175,525 by 2018. By 2021, the number had reached 2.1 million (NUC, 2021). On the academic side, professors, readers, and other teaching staff made up the bulk of the approximately 73,400 academic staff employed in Nigerian universities as of 2019 (Sule et al., 2020). Alarming, the NUC (2021) reported that only about 100,000 academic staff members teach over 2.1 million students, underscoring the dire state of HE in the country.

In Nigerian universities, the student-to-staff ratio is 21:1, higher than Ghana's ratio of 18:1 (NCES). The number of academic staff remains grossly inadequate to provide high-quality education to both undergraduate and postgraduate students (Sule et al., 2020). Given the large number of students in HE institutions (HEIs), the government is increasingly turning to digital technologies to provide the necessary infrastructure for more flexible modes of teaching and learning, both face-to-face and online (Ossai et al., 2022). In line with this, Chinedu-Eze and Bello (2018) noted that the absence of digital technology facilities in Nigerian HEIs, coupled with an erratic power supply and low levels of computer literacy, poses significant barriers to achieving quality education. Chinedu-Eze and Bello's (2018) argument was based on a qualitative design of 15 semi-structured interviews, similar to my interview sample, and they also provided rich insights into academics' perceptions of e-learning tools and their adequacy. Despite this, their perspective failed to consider that digital availability alone was not enough; rather, institutional support and patterns of participation in CPD programmes were important for integrating digital pedagogy, which this study would address.

Moreover, as observed by Patrick and Okafor (2021), Kennedy et al. (2023), Yang and Chen (2024), and Ukozor et al. (2022), several challenges continued to hinder the effectiveness of HE in Nigeria. These included insufficient resources, inadequately trained academic staff, poor infrastructure, inconsistent use of course materials, academic misconduct, frequent strikes by teaching and non-teaching staff, brain drain, ineffective leadership, lack of institutional support, weak research culture, and inadequate CPD for academics. Recognising that inadequate CPD was a key barrier to effective HE delivery in Nigeria, this thesis explored computer-assisted language learning within the Nigerian context, particularly as it pertained to English-language academics.

Apart from the challenges of integrating digital pedagogies, which most existing scholars have focused on, this study investigated other key aspects, such as gender, power dynamics, patterns of CPD participation among female academics, and institutional support, through a novel conceptual framework suited to the Nigerian context: the Feminist-CIPP framework.

Notably, these scholars (Chinedu-Eze & Bello, 2018; Sule et al., 2020; Patrick & Okafor, 2021; Ossai et al., 2022), however, their arguments were not structured on the CPD lens, though they showed the importance of digital capacity-building, but they were also quiet on gender based CPD of academics. They had consistently highlighted the shortcomings of CPD in Nigeria and the adverse effects these deficiencies have on HEIs. They focused on digital access and training, rather than on how English-language educators used digital pedagogies in formal and informal CPD. To address these issues meaningfully, the government and all relevant stakeholders should adopt a more pragmatic and comprehensive approach. Without such commitment, Nigeria will remain far from achieving its desired educational outcomes. This is why this study will be as

practical and realistic as possible.

### **2.3 Computer-Assisted Language Learning in Nigeria**

Hubbard (2009) stated that computer-assisted language learning (CALL) was a stimulating, challenging, and engaging area of research and practice due to its complexity, dynamism, and constant evolution. For these reasons, it can be frustrating. CALL was a technology-driven field (Levy, 1997; 2007). Technology adds another layer of complexity to the already intricate domain of second language acquisition, thereby necessitating new knowledge and skills for those who wish to engage with it effectively (Hanson-Smith, 2006; Hubbard & Levy, 2016). Although its use was restricted in the Nigerian context, it had a big influence on both language instructors and students. Instead of just digitising pedagogies, Hanson-Smith was more interested in constructivist activities, learner autonomy, and providing educators with a digitally rich environment.

In contrast to Nigeria, the study was conducted in an environment with ample resources and was less concerned with infrastructure and institutional support. Hence, this study aims to address the Nigerian context. Hanson-Smith (2006) and Hubbard and Levy (2016) are both international foundational CALL educators and are not focused on gender inequality. However, because technology evolves rapidly, CALL-related knowledge and skills must be continuously updated to keep pace with developments in the field (Pawlak & Kruk, 2022). As such, every language teacher must be prepared to adapt accordingly. To keep up with these demands, English-language academics need to integrate digital pedagogies into their CPD in order to meet the requirements of 21st-century teaching and learning (Godwin-Jones, 2018; Hampel & Stickler, 2015). This is one of my main concerns: that English-language educators should be up to date.

Several studies (Qaiser et al., 2016; Abosede & Akintola, 2019; Ojeniyi &

Adetimirin, 2016) have investigated the use of digital technology in Nigerian educational institutions. These scholars argued for the relevance and utility of digital tools such as wireless local area networks (WLAN), personal computers, and electronic information resources, all of which are examples of CALL technologies. Qaiser et al. (2011). Abosede and Akintola (2019) and Ojeniyi and Adetimirin (2016) focused on the availability of digital infrastructure, such as internet access, printers, and computer hardware, using quantitative research methods, whereas this study employed a mixed-methods approach.

The authors mentioned above were unable to explain why digital pedagogies are integrated into English-language academics' CPD, and they also did not disaggregate by gender to show differences in how male and female academics experienced participation in digital pedagogies. They also under-theorised CPD for English-language academics, which my study focused on. Victor and Bolanle (2017) echoed similar views in their studies, arguing that the availability of essential infrastructure was central to enhancing teachers' use of digital technology, which remains a primary challenge within the Nigerian educational system.

Asubiojo and Ajayi (2017) explored teacher education and the application of digital technology. In their quantitative research, they established that digital technology played a vital role in teachers' professional development (PD). It had been shown to enhance intellectual capacity and equipped teachers with value-driven tools for professional survival. Their study (ibid) emphasised the importance of digital education for economic and personal value outcomes, rather than solely its societal impact. Their literature review was descriptive rather than conceptual or empirical, thereby creating a knowledge gap which this current study would address.

Lubis and Sarji (2018) also maintained that academics' engagement with digital technology improved the quality of the learning process. They argued that efforts to integrate digital tools into education should yield positive results. Their findings further revealed that academics recognised the importance of digital technology in teaching and learning, noting that it fostered creativity and enhanced the learning experience. However, using a survey design and quantitative methods, the study found that academic staff's knowledge, competence, and use of available digital tools fell short of expectations.

Despite this study being closely related to mine, there were gaps: a lack of discipline-specific focus, and it did not focus on gender, nor did it investigate how institutional CPD structures could support male and female academics' engagement with digital pedagogies, which my study would address.

Nwagu (2020) corroborated these findings, noting that Nigerian universities are becoming increasingly receptive to e-learning infrastructure and the adoption of digital technologies. Similarly, Obielodan et al. (2020) confirmed the incorporation of digital tools into teaching practices. However, their research focused more broadly on Nigerian schools, with limited attention to factors specific to academic staff, such as training, attitudes, self-efficacy, and knowledge. Their study concluded that the limited success of digital technology in Nigerian academic institutions was mainly due to systemic infrastructural shortcomings. This lag was detrimental to the nation's academic progress in a rapidly evolving 21st-century global context. Although they were relevant to this current study, which addresses digital innovations, they were not gender-sensitive. These and many other gaps in the review literature were what this study is out to address.

One thing common across the literature was that most were descriptive, not gender-focused, and not specifically for English-language educators' CPD. A few of these

scholars, even though they discussed barriers to CPD application, did not address how the infrastructure relates to institutional culture, to English-language academics' assessments of the teaching innovation, or to other crucial issues, such as how the institution can mitigate gender inequalities, as this study would.

Awe (2021) also examined the need for a paradigm shift in existing pedagogical strategies in Nigerian tertiary institutions through quantitative research. He investigated the influence of the digital technology revolution on pedagogical approaches, the readiness of Nigerian public universities (NPU) for virtual learning, and the challenges associated with its implementation. Some of the key challenges identified in NPUs included weak digital technology policies, low internet penetration, high internet access costs, and negative attitudes towards digital technology among both students and academics. Awe's study was particularly significant for advancing educational technology in Nigeria.

His findings suggested that the barriers to integrating technology into teaching practices in Nigerian institutions far outweigh the benefits, contributing to a decline in knowledge acquisition and the overall deterioration of the education system. Awe (2021) did not differentiate between males and females, treating academics as a single entity. Though his argument was valuable towards digitalisation and the building of academic expertise, it was overly theoretical, failed to theorise CPD as a structured approach, and paid little attention to gender. On the other hand, my study would delve into those areas. In light of these issues, it is essential to examine teacher education in Nigeria as it relates to the present study.

## **2.4 Teachers' Education in Nigeria**

A review of the literature revealed diverse perspectives on teacher education in Nigeria, which were presented within a bipolar framework. While some scholars adopted a narrow conception of the term, others broaden it to include additional, peripheral components. Two critical perspectives emerge as central to this discourse: first, teacher education as a means of achieving societal goals (Osokoya, 2010; Ogunyinka et al., 2015; Pius et al., 2016); and second, teacher education as a strategy for professional development (Okemakinde et al., 2013; Usman, 2020). While the latter perspective was more specific and limited in scope, the former was more comprehensive and far-reaching. Nonetheless, both perspectives were considered valuable in this study due to their applicability.

Osokoya (2010), a proponent of the broader view, defined teacher education as the professional preparation of teachers to cultivate the attitudes, skills, and knowledge required to enhance their effectiveness and efficiency in response to society's evolving needs. This definition encompasses both pre-service training (education prior to entry into the profession) and in-service training (ongoing professional development). It further discussed policy structure and educational leadership matters; however, in a similar vein to the present study, which focuses specifically on in-service teacher training and policy issues. In contrast, it did not focus on English-language academics and was not gender-based. This gap was what my study aimed to examine.

Ogunyinka et al. (2015), in their qualitative and document analysis study, described teacher education as a process that provided professional education and specialised training for individuals committed to developing young people into responsible and productive members of society. Their study primarily examined policy reforms and the challenges confronting teacher education in Nigeria. The study was not

gender-sensitive and did not address discipline-specific issues, unlike this study. From a broader perspective, this research would also analyse policy documents to examine what is available on academic digital pedagogies and CPD, and how they affect career development. Similarly, from a narrower perspective, Usman (2020) argued that professionals in the field should guide teacher education, as it constituted the profession's training arm. According to Usman, teacher education was responsible for building the foundational knowledge and skills required for practice, preparing individuals for entry into the teaching profession (pre-service), and fostering the continuous development of practising professionals (in-service). This study would also focus on in-service teacher training.

Pius et al. (2016) stated that teacher education must therefore equip instructors with the tools necessary to cultivate and impart essential educational and societal dispositions to their students, including ethical, cognitive, and behavioural competencies and skills. Consequently, the quality of any educational system was primarily determined by the calibre of its teachers. This study was conducted at the Federal College of Education in Cross River, in the south-south, while this research will be conducted in the south-west zone of Nigeria. It was more of a conceptual discussion than an empirical one; no primary data were collected, as this study would present both conceptual and empirical findings.

Okemakinde (2014) argued that teaching was a multifaceted profession that fosters students' cognitive, physiological, and emotional development. Contrary to the neoliberal perception of the purpose of HE, as posited by Ogunyinka et al. (2015), individuals with this level of education should be sensitive and knowledgeable about peaceful coexistence, environmental stewardship, and democratic processes. Okemakinde (2014) further contended that education was frequently seen as essential for building a high-quality

workforce, promoting economic prosperity, and serving as a pathway to personal achievement and humanitarian service.

As such, teachers were responsible for adequately preparing young people for essential labour skills, employability, and knowledge production, which demands high-level qualifications comparable to those of university graduates, who are potential members of the workforce (Okemakinde, 2014). They were very similar in their studies, using the same methods and focusing on policy reforms. The two studies are relevant to this research because of the policy reforms discussion in Nigerian HE and the methods they employ, which this study would adopt. Their studies are more concerned with students than with educators, while this current study focused on educators.

Education was a vital tool for sustainable development and a vehicle for expanding the frontiers of knowledge (UNESCO, 2018). In this context, education was envisioned and embraced differently by people from various backgrounds, ages, needs, and goals, all of which contributed to long-term progress. Its power was increasingly evident in globalisation trends, which were imbued with instrumental principles aimed at producing productive citizens for sustainable growth and democratic governance. Education transmits knowledge, skills, and values to learners. Teachers' influence was felt across every sector of society. Teachers' educational attainment significantly affects the success of any educational system, as no system can achieve quality without its teachers' commitment (Fafunwa, 1974).

According to Akintidure and Ekundayo (2012), teaching and learning remained heavily reliant on teachers, as no nation can achieve meaningful socio-economic and political progress without them. This underscores the assertion that teacher education was intrinsically linked to national development. The effectiveness of all academic activities,

progress, and growth depended on the engagement of an adequate number of dedicated and competent teachers. Even if educational planners devise the most robust policies and the government allocates substantial funding, the responsibility for achieving educational objectives ultimately rests with the teacher, who will also be held accountable. Hence, there is a need for more studies to examine teacher training for effective service delivery.

Adewuyi (2012), in a paper presented at the 4th National Conference of the South-West Zonal Conference at the Federal College of Education (Special), Oyo State, Nigeria, argued that teacher education was central to upskilling the workforce for resource management and sustainability in nation-building. As teacher education was integrally linked to general education and societal goals, it continually confronted numerous challenges arising from educational development, politics, technological advancements, and social change. This paper used a conceptual and descriptive approach rather than an empirical one; it relied on secondary rather than primary data collection, unlike this research.

Historically, formal teacher education in Nigeria began with the advent of Western education. Several Christian denominations, such as the Methodist Church, the Anglican Church, the Baptist Church, and the Roman Catholic Church, pioneered teacher education in pre-colonial Nigeria. Ogunwuyi (2010) argued that between the 16th and 18th centuries, the missionaries initially focused on improving primary education in Nigeria, presumably due to the limited stipends received from their foreign headquarters, or, as some Africanist scholars have argued, to further the neo-colonial agenda of limiting imperial education to the essentials, producing educated Africans who would participate in promoting imperial exploitation.

Osokoya (2010) argued that missionaries trained their teachers through a pupil-teacher exchange system. In such an arrangement, the missionary instructor organised the school in their home, enabling students to live with them as family members. The course lasted two years, after which the trainees were required to take the pupil-teacher examination. Aside from serving as the foundation for teacher education, this method was significant because it enabled student-teachers to receive additional training while simultaneously contributing to societal goals by instructing other pupils. The system evolved from its rudimentary form into a more sophisticated system, incorporating secondary, colleges, and universities.

The Church Missionary Society (CMS) established the first teacher training college, the Training Institution, in Abeokuta in 1859 (Jekayinfa, 2000). The school was relocated to Lagos in 1896 and, the following year, moved to Oyo State, where it was renamed St. Andrew's College. Nigeria's oldest teacher training college, Emmanuel Alayande College of Education, Oyo, was initially a Grade II Teacher's College (Fafunwa, 1974).

Another characteristic of the missionary curriculum, as noted by Fafunwa (1974), was its emphasis on training primary school teachers, with no provision for preparing secondary school teachers until after Nigeria gained political independence in 1960. This may have been due to the absence of secondary schools at the time or the missionaries' lack of interest in developing the native population. During this period, there was no official education policy to guide the various missions, resulting in inconsistent teacher recruitment standards and a lack of uniformity in teachers' terms of service. According to Fafunwa (1974), one notable achievement of the missions during the early years of teacher

education was the establishment of regulations for teacher training and the formulation of a code of conduct for teachers.

While missionaries worked diligently to establish teacher-training facilities in the western part of what would eventually become Nigeria, they also sought to provide formal education and training for the first generation of teachers in the eastern region of pre-colonial Nigeria.

As observed by Osokoya (2010), under the fellowship programme, missionaries trained homeless boys and children of converted village heads to become pupil-teachers and catechists. Both before and after the establishment of teacher training schools, a widespread apprenticeship system in the Western region of pre-colonial Nigeria trained teachers. In the Northern region, the first formal teacher training occurred in 1909, when the British administration established schools in Nasarawa. To qualify for enrolment in the two-year teacher training programme, a candidate was required to have worked as a pupil-teacher for two years, passed the pupil-teacher's certificate examination, and been deemed eligible to serve as an assistant teacher (Osokoya, 2010). At the end of the two-year programme, the candidate was expected to pass the requisite teachers' certificate examination to be fully qualified.

As the system developed, the need arose to assess the principles and practices of teacher education, leading to the establishment of the Phelps-Stokes Commission in 1922. In tracing the teacher training curriculum, early training included subjects such as English, Arithmetic, Writing, Geography, Hygiene, General Studies, Geometry, Agriculture, Nature Study, and Local Languages. However, the Ashby Commission Report of 1960 identified several deficiencies in Nigeria's colonial education system, particularly in teacher training, which it deemed fundamentally flawed. A significant number of teachers

were uncertified and under-trained (Ashby, 1960). Consequently, in 1960, a proposal was made for a comprehensive overhaul of elementary teacher education to upgrade the existing teaching workforce. This led to the establishment and expansion of Advanced Teachers' Colleges, later known as Colleges of Education, in 1961, as well as other education-related programmes. It was important to establish the foundation of teachers' education in Nigeria, as it was relevant to this current study.

To clarify, Advanced Teachers' Colleges were developed by the Federal Government, with support from UNESCO, to produce well-qualified secondary school teachers to replace the previously dominant Grade II teachers. Since Grade II teachers were not adequately qualified for the demands of the role (UNESCO, 1996), the scheme introduced the Nigeria Certificate in Education (NCE), a higher-standard qualification better suited to the academic needs of the time. As enrolments and the number of trained teachers increased, additional colleges were established. By 2021, the federal and state governments operated 68 colleges of education, with a further 14 under private ownership (NCCE, 2021).

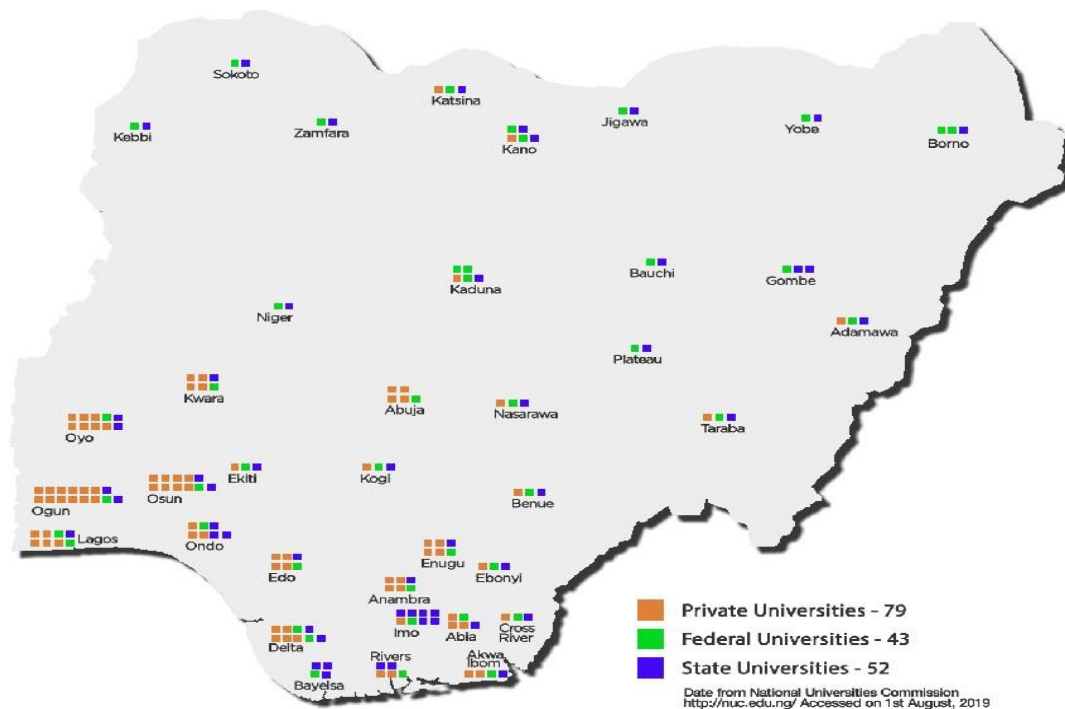
In addition to the NCE-awarding institutions, there are also colleges dedicated to Special Education and Technical Education (see Figure 2.1). These colleges award the NCE certificate, with some being upgraded to confer B.Ed. Degrees through affiliation with universities. Typically, full-time students complete the NCE programme in three years, while part-time students may take up to five years to finish their studies. The National Commission for Colleges of Education (NCCE) currently supervises all NCE-awarding institutions in Nigeria.

B.Ed. Degrees are now offered by several colleges, as well as institutes and faculties of education within various institutions across the nation. Teachers receive

professional training at these faculties and institutes, which include federal, state, private, and military establishments. Numerous universities offer BA (Ed), BSc (Ed), M.Ed., and PhD degrees in education-related subjects. In the meantime, polytechnics provide both NCE and degree-level teacher preparation programmes in technical and vocational education. As seen in Figure 2.1, which shows the locations of private, federal, and state institutions throughout Nigeria, the National Teachers' Institute (NTI) also offered professional teacher preparation through remote learning, leading to the award of the NCE.

Furthermore, the National Teachers' Institute (NTI) was established to provide remedial and refresher courses for practising teachers, organise workshops, seminars, and conferences, formulate policies, and initiate programmes to improve the quality and content of education in the country. The institute developed training and retraining programmes to assist unqualified primary school teachers in fulfilling these responsibilities. In 2002, the institute launched a Distance Learning System (DLS) for the Nigeria Certificate in Education (NCE). It also provides distance learning for the Pivotal Teachers' Training Programme (PTTP), introduced in 2002 to address the shortage of teachers within the Universal Basic Education (UBE) scheme.

**Figure 2. 1: Showing the Location of Private, Federal and State Universities across Nigeria.**



No meaningful progress can be achieved in the education sector without the formulation and implementation of appropriate policies. This partly explains the persistent failures plaguing the nation’s educational development. Although Nigeria possesses well-drafted educational policies documented in legal frameworks, these policies often remain unimplemented in practice, a major contributor to what has been termed the country’s “educational woes.” The 1977 National Curriculum Conference (NCC) outlined the aims and content of education at all levels, including teacher education. The National Policy on Education (NPE) of the Federal Republic of Nigeria was established based on the outcomes of the NCC (1977).

Between 1977 and 2014, the policy underwent several revisions. According to Ogunjemilua and Adegboye (2014), the Nigerian educational system has been subject to

numerous policy frameworks, programmes, and recommendations developed through various task forces, commissions, committees, workshops, seminars, symposia, and meetings, all aimed at producing highly motivated teachers capable of nurturing competent and responsible children.

However, despite these interventions and amendments, the policies have continued to yield unsatisfactory outcomes. Ogunjemilua and Adegboye (2014) noted that policy inconsistency and poor implementation had been significant challenges confronting Nigeria's educational system. Unfortunately, each change in government tends to bring about shifts in educational policy. Nevertheless, the formulation of the National Policy on Education marked a significant milestone, as it represented the first time a Nigerian-led government undertook educational reform without missionary or colonial influence, opening a new chapter in the history of teacher training in the country.

As stated in the NPE (2014), the objectives of teacher education in Nigeria included producing highly motivated, conscientious, and efficient classroom teachers for all levels of the education system; further encouraging a spirit of inquiry and creativity in teachers; helping teachers integrate into the social fabric of their communities and the broader society while enhancing their commitment to national goals; and equipping them with the intellectual and emotional resources needed for success. Despite the comprehensive nature of these goals, Nigeria has yet to realise them for the betterment of society, owing to various shortcomings identified by scholars. Digital integration is one of these shortcomings which this study will explore.

The NPE (2014) clearly asserted that all instructors in educational institutions must be trained to achieve the national objectives for teacher education. Consequently, teacher education programmes must be designed to prepare teachers to carry out their duties

effectively. However, despite the laudable intentions underpinning Nigeria's teacher education policy, the effectiveness of its training programmes in preparing teachers for the demands of the twenty-first century has been called into question (Ogunyinka et al., 2015).

This critical evaluation by Ogunyinka et al. (ibid) was particularly relevant to the present study. Scholars have argued that teacher education programmes have been criticised for failing to produce teachers who demonstrate effective pedagogy, subject mastery, and the professional collaboration skills necessary for modern classrooms. This revealed a significant deficiency in the teacher-training curriculum. Educational experts have observed that the transition from theoretical knowledge imparted at universities to practical classroom application was often too abrupt. As a result, students and teachers are not always adequately prepared to implement the contemporary pedagogical methods and interpersonal skills they have acquired in theory.

Osokoya (2010) found that the country's teacher training curriculum does not adequately reflect the modern educational environment in schools and classrooms, particularly in areas such as constructivist learning, learner-centred approaches, and the integration of technology into teaching and learning. His study indicated a weak alignment between school curricula and teacher education curricula. Furthermore, Osokoya suggested that the curriculum failed to adequately address the socially driven imperatives of twenty-first-century society, which are centred on technological advancement.

These findings were further corroborated by Usman (2020), who identified a disconnect between the content delivered to teacher trainees and the realities they encountered in schools. These challenges include dilapidated school infrastructure, a lack of instructional materials such as textbooks and writing tools, and often overcrowded

classrooms. Such conditions can be overwhelming for newly qualified teachers, who are often expected to shoulder multiple responsibilities to navigate them.

Teacher preparation programmes are often perceived as overly academic and disconnected from the real-world challenges practitioners face. What was the value of a curriculum that failed to consider the social context in which it was delivered? After all, the ultimate goal of any educational programme is to benefit society as a whole. The situation may be likened to purchasing a car without an engine, a functionally incomplete purchase.

Given the current state of teacher education in Nigeria, and to enable the country to make meaningful educational progress and meet the standards of more advanced economies, teachers, who serve as the vital link between knowledge and learning within the educational system, must undergo continuous training and retraining (Jekayinfa, 2000). This, therefore, underscores the rationale for this study. There are divergent views regarding the objectives of HE in Nigeria. Some scholars contended that it served primarily economic purposes, while others argued that it was more concerned with social and personal development, including self-actualisation. I am of the view that education primarily serves the purpose of personal development rather than purely economic gain. Education should be all-encompassing, in my opinion, so this study would be incomplete without examining education technologies in Nigeria.

## **2.5 Educational Technologies in Nigeria**

The term "*educational technology*" lacks a universally agreed-upon definition. According to Dele-Ajayi and Taddese (2020), educational technology is a systematic approach to planning, implementing, and evaluating the process of acquiring new knowledge through a combination of human and non-human resources, all in relation to specific objectives.

Broadly, educational technology encompasses communication tools, instructional devices, computer-assisted or computer-controlled learning tools and facilities, and other essential materials that support the learning process. The hardware and software used in education included television, radio, electronic classrooms, teaching aids, still and motion pictures, projectors, and other related devices (Anekwe & Williams, 2014).

From a systems design perspective, educational technology involves setting goals and objectives, designing the learning environment, researching and organising subject matter, selecting effective teaching strategies and learning media, assessing the effectiveness of the learning system, and using evaluation data to enhance future outcomes (Laleye, 2015). Interest in the study of technology in education has grown significantly over the last few decades (Qaiser et al., 2011).

During this period, technology has been used to analyse data, enhance communication, provide teaching aids, and assist students in expressing themselves. Beak et al. (2008) define *educational technologies* as the tools, resources, theories, practices, people, organisations, institutions, and publications that effectively improve the teaching and learning process and foster engagement in the learning environment.

Hennessy et al (2022) noted that the role of technology in education cannot be overlooked, as it facilitates independent research and experimentation, enhances workplace productivity, supports collaborative learning, increases motivation and engagement, and empowers learners with greater autonomy and responsibility. Educational technology also eases the shift from teacher-centred to student-centred learning approaches. Nonetheless, the role of the academic remains crucial to the effective integration of educational technologies (Zhao et al., 2018). Building on these digital

essentials, this study would also buttress this point and show how HE in Nigeria, in particular, can benefit from integration into academic CPD.

Nigeria's socio-economic development is intended to be fully integrated with digital technologies, as the nation aims to transition to a knowledge-based economy (Ministry of Communication Technology, 2012). To this end, the Federal Executive Council and the National Council on Education approved the National Policy on Information and Communication Technologies in Education (ICT) in 2010, which guides the design and implementation of digital technologies in the education sector (Federal Ministry of Education, 2019b). This policy was later revised in response to ongoing technological and educational developments, with the updated version released in 2019.

The policy aligns closely with several national instruments, including the national development vision, education policy, information technology education framework, and the ministerial strategic plan.

The policy-making process was conducted following extensive consultation and agreement with federal departments of education, other federal ministries, state ministries of education, IT professional bodies, the private sector, non-governmental organisations, and international development agencies. These are the objectives of the ICT policy:

- a. Using digital technology to support the teaching-learning process
- b. Encouraging critical thinking, problem-solving, and lifelong learning
- c. Improving universally accessible information, research, and educational administration
- d. Increasing educational access through digital opportunities and e-learning
- e. Encouraging the monetisation of ICT in education and the creation of local ICT content

The policy priorities:

- a. **Human Capital Development**- increasing educators, students, and administrators' digital proficiency.
- b. **ICT Infrastructure**- sharing digital platforms and connections across all educational establishments.
- c. **Research and Development**- promoting creativity and investigation in digital and its use in research.
- d. **Awareness and Communication**- increasing stakeholders' participation and public knowledge of ICT in education.
- e. **Governance**- establishing legal and regulatory frameworks and security frameworks for ICT education.
- f. **Financing**- implementing fresh, long-term financing schemes for digital technology deployment and
- g. **Monitoring and Evaluation**- keeping tabs on the application of policies and their results.

This study is concerned with increasing educators' digital proficiency, sharing digital platforms and connections across all educational establishments, promoting creativity and investigation into digital and its use in research, and increasing stakeholders' participation and public knowledge of digital technology in education. Lastly, implement fresh, long term financing schemes for digital technology deployment as prioritised by the policy (i, ii, iii, iv and v).

The policy statement and strategies:

- a. Ensuring that instructors and educational administrators receive ongoing professional development and ICT training.
- b. Providing reliable ICT systems that link educational institutions and make learning resources accessible, both in print and online.

- c. Encouraging the creation of indigenous content and cultivating alliances with relevant parties.
- d. Supporting ICT equipment maintenance procedures and alternative energy sources in schools.

This study is anchored in the policy statement (a) and (b). One key aspect of the Nigerian educational system has been the use of educational technology as a transformative tool, supporting the shift to a learner-centred environment. In the same vein, it has helped to expand educational opportunities, enhance relevance and quality, simplify the learning and information assimilation process, improve policymaking and implementation, and widen opportunities for businesses and the underprivileged (Ruggiero & Mong, 2015). Moreover, the Internet and the World Wide Web have enabled many learners to access a vast wealth of educational information on any subject across various media platforms.

Aworanti (2016) concurs, asserting that educational technology is a powerful enabler of educational change and reform. By promoting an interactive process grounded in real-life experiences, enhancing the relevance of education to the workplace, and expanding access to education, various digital technologies can improve the quality of education. Education has laid the groundwork for a new pedagogical approach in which learners are expected to play a more active role than in the past, Jaflah (2012) argues.

According to Kabir et al. (2017), their investigation of educational technologies found that their use has enhanced the learning process in Nigerian tertiary institutions in the North-Eastern region. This has influenced the quantity and quality of teaching, learning, and research in both traditional and online educational institutions. Kabir et al. (ibid) further state that a new era in educational approaches has begun with the application, integration, and dissemination of educational technology. Consequently, it has profoundly

transformed the traditional means of distributing and utilising information in the education sector. It has also provided academics and learners with access to an innovative learning environment.

The use of instructional technology has been shown to enhance academic performance. However, educational technology has not been fully utilised in Nigeria due to a lack of educational resources, insufficient funding, and inadequately trained academic staff. Kabir et al.'s (ibid) list of additional challenges further suggests that many HE academics in Nigeria have yet to embrace the latest technological developments. Indeed, many remain reliant on traditional teaching methods that have long been in use. With this assertion in mind, this study will investigate.

Integrating educational technologies into teaching and learning can be financially demanding due to the high cost of digital technology infrastructure and equipment. Some tertiary institutions in Nigeria are unable to afford to implement certain digital technologies due to financial constraints. While some institutions may have the means, they may not believe that heavy investment in educational technology will yield significant improvements in teaching and learning. In this respect, inadequate funding hampers the advancement of the education sector. Without sufficient financial backing, the curriculum reform paradigm under consideration risks becoming nothing more than a mirage (Laleye, 2015).

Many academics in Nigerian HE institutions (HEIs) lack access to digital technology resources, as these are either unavailable or insufficient in quantity. A lack of digital tools, such as computers and Internet connectivity, can significantly hinder academics' ability to implement the curriculum effectively in the classroom. Furthermore, inadequate computer literacy among both learners and academics presents a significant

barrier to the effective use of educational technologies (Kabir et al., 2017). As previously noted, some academics prefer traditional methods of instruction and avoid integrating technology into their teaching practices. Their limited skills in operating computers and navigating the Internet make it challenging to incorporate instructional tools effectively.

As Akuh (2011) observed, a significant impediment to the use of educational technology by academics in Nigeria is the lack of institutional readiness. The extent to which educational technologies are adopted and utilised is influenced by a range of interrelated factors:

- i. The effective implementation of educational technology is hindered by a lack of professionally or academically trained personnel.
- ii. Inadequate funding and poor budgetary allocation for educational technology across various levels of the educational system result in an insufficient supply of facilities, equipment, and materials. It is therefore unsurprising that many Nigerian schools are poorly equipped, if at all.
- iii. Schools and universities in Nigeria face a shortage of space and instructional resources. Most classrooms, lecture halls, and auditoriums are neither designed nor equipped to accommodate audio-visual technologies.
- iv. Bureaucratic bottlenecks and a rigid organisational structure resist innovation and prioritise the maintenance of the status quo.

Following the discussion on educational technologies in Nigeria, this study will examine some of the challenges identified in the policy and by Akuh (2011), including inadequate policy implementation, limited academic proficiency in digital technology, and insufficient infrastructure. The next section considers the state of CPD in the country.

## 2.6 CPD in Nigeria

Although there are many definitions of CPD, several key aspects emerge from this study. CPD is a systematic, continuous process designed to enhance an academic's professional abilities and competence, ensuring they remain up to date with the latest trends and developments in their field. Gomba (2018) describes CPD as the acquisition of professional skills and knowledge beyond those required for initial qualification, typically gained through formal education programmes. It is an activity that plays a crucial role in fostering the development of the skills, knowledge, and competencies necessary to keep pace with innovations and advancements in any field.

CPD is a programme that enables instructors to broaden their knowledge and skillset, thereby improving the quality of their teaching and enabling them to carry out their responsibilities more effectively. As Nwokeocha (2017) explains, CPD is an on-the-job initiative for academics that equips them with the dispositions, knowledge, and skills essential for lecturing. In the Nigerian university context, CPD activities may include conferences, symposia, and seminars. Gomba (2018) asserted that academics must participate regularly in such programmes to enhance their skills, subject knowledge, and pedagogical practice, to meet the growing demands of the teaching profession. Nwokeocha (2017) further maintained that academic development is fundamental to the professionalisation of educators and a key determinant of teaching outcomes. Similarly, Srinivasacharlu (2019) noted that academic training and upskilling can significantly improve educators' effectiveness and capacity to deliver lectures effectively.

CPD encompasses maintaining skills and expertise, staying current, refining and expanding abilities, and developing the character traits necessary to execute professional and vocational responsibilities. These personal attributes are essential to fulfilling the core

purposes reflected in the various definitions of CPD. Udoh-Uwah and Etim (2018) emphasised that CPD continuously enhances and builds on an individual's expertise through practical work experience.

Contemporary notions of academic professional development (PD) place strong emphasis on pedagogy and on the preparation of school instructors in subject content. The roles of academics have undergone significant transformation in recent years, necessitating that educators keep pace with rapid change to remain relevant in the academic sphere (Ossai et al., 2022). To become more effective educators, academics must engage in CPD through on-the-job training, contractual obligations, or certification programmes. Moreover, they should be provided with opportunities to apply their newly acquired knowledge through sustained quality improvement initiatives.

As Calleja (2018) affirms, academics require extended and sustained professional development programmes to foster new understanding and achieve effective, verifiable improvement. This view is further supported by Allen (2019) and Kempen and Steyn (2016), who describe CPD as a strategy for maintaining and enhancing professionals' knowledge, expertise, and competence throughout their careers. This comprehensive definition of CPD is particularly pertinent in the Nigerian context, where it can support the continuous learning and professional development of academic staff.

In the Nigerian Federal Ministry of Education's most recent policy document (2014), the importance of promoting and financing the continuous learning of academic staff is highlighted: The FME policy states that teachers must possess the knowledge and training needed to teach and model the knowledge, abilities, and behaviours that students need to understand fully. To maintain their interest, teachers need access to opportunities

for CPD, efficiency, and training. To stay up to date in a fast-evolving environment, academic staff, like other professionals, must continually update their knowledge.

However, in some cases, asymmetric policy implementation or a complete failure to properly implement previously announced government reforms have hindered national progress. Additional challenges, as highlighted by Njoku (2017), include the difficulties teachers at all levels of education in Nigeria face in their efforts to improve English-language teaching and learning. These challenges include inadequate training, insufficient resources for language instruction, insufficient awareness of current trends in second-language teaching and learning, inconsistencies in language policy provisions for education, and unprofessional management of the subject.

Udoh-Uwah and Etim (2018) further emphasise that the university system must effectively produce high-quality English-language teachers who possess employability skills, abilities, and competencies to utilise existing resources and address practical challenges in Nigeria. The efficacy of the education sector depends primarily on the competence of the teaching staff, which in turn is shaped by their career development, an essential factor in enhancing both organisational performance and individual effectiveness (Patrick & Okafor, 2021). After considering the relevance of CPD and the challenges to its implementation, this study aims to investigate how integrating digital pedagogy into academic staff CPD can enhance their effectiveness in service delivery programmes. Especially through a gender-inclusive Feminist-CIPP framework. It will now explore the various types of CPD.

### **2.6.1 Types of CPD**

Iwona et al. (2015) demonstrated that CPD can take various forms and incorporate multiple learning modalities, including training sessions, workshops, e-learning, and self-

directed learning, all designed to enhance the skills and proficiency of academic staff. Broadly, CPD is categorised into two main types: formal and informal. Iwona et al. (ibid.) noted that formal CPD is typically structured and consists of interactive, participation-based activities, such as attending training sessions, workshops, and seminars; participating in special interest groups and regional group events; taking online courses; giving presentations; and reading scholarly articles, as well as delivering conference presentations. These activities are generally easier to assess and verify independently through attendance records, examination scores, and written products (Iwona et al., 2015; Herrmann-Werner et al., 2015).

Kennedy (2005) argued that informal CPD involves activities such as reading books, journals, manuals, articles, and publications, as well as gaining familiarity with technical tools, including computer programmes and equipment. Darling-Hammond et al. (2009) identified additional forms of informal learning, including on-the-job training mandated by the workplace and private study undertaken at the learner's discretion. This process may also include reading industry-specific news feeds, conducting relevant research, and studying or revising for professional examinations. The next section of the study examines the CPD curriculum in Nigeria and its delivery mode to evaluate the effectiveness of CPD programmes for academics. This study is not about the informal but concerns the formal type of CPD.

## **2.7 The CPD Curriculum in Nigeria and how it is Delivered**

The Teachers Registration Council of Nigeria (TRCN) organises meetings, discussions, and practical activities related to the CPD of academics in Nigeria. Additionally, it oversees training and educational initiatives conducted within or outside the education sector, provided the TRCN has approved such programmes as meeting CPD requirements

and being relevant to the teaching profession. According to the stipulated guidelines, the TRCN determines the specific topics and credit units of relevant CPD programmes in Nigeria (PSNT, 2023). In addition to an annual conference for registered teachers, the CPD plan typically includes workshops, seminars, and other training sessions periodically approved by the TRCN.

The CPD programmes are categorised into the following three groups:

- (a) TRCN teacher training initiatives
- (b) Annual gathering of registered instructors
- (c) Seminars and workshops organised by other stakeholders

The TRCN is responsible for coordinating the CPD of primary and secondary school teachers. In contrast, CPD in higher institutions primarily revolves around knowledge sharing and lacks a centralised body to coordinate it, as it does not follow a defined curriculum (Madugu et al., 2020).

Having explored the curricula of CPD programmes, the next step is to examine their relevance and establish the importance of investigating this area.

## **2.8 Relevance of CPD**

Nwaubani et al. (2016) sought to identify the in-service (professional) training requirements for teachers. The study employed a descriptive survey methodology, with a sample of 180 academics. The collected data were analysed using mean scores and standard deviations to address the research objectives. Among other findings, the study revealed that teachers' fundamental in-service professional training needs for the effective implementation of the school curriculum include knowledge and mastery of subject content and pedagogical skills. Although this study was not explicitly conducted with

English-language academics, its emphasis on content knowledge and mastery remains highly relevant to CPD and to the present study.

Another pertinent study on CPD is that of Patrick and Okafor (2021), who evaluated the effectiveness, facilitators, and inhibitors of CPD activities offered by higher institutions and the Ministry of Education among academics in Nigerian HE. The researchers developed interview questions to explore academics' perceptions of professional development (PD) activities and programmes at their institutions. A total of 213 survey responses and 15 interviews were collected from academics across three HE institutions (HEIs) in Anambra State. In line with this study, Patrick and Okafor used a mixed-methods approach and conducted 15 interviews, as in this research. It also investigated perceptions of academics, similar to this study, though it was conducted in the south-east geopolitical zone of Nigeria. There are gaps in their study, such as under-reporting due to a lack of triangulation, like using document analysis to have a more detailed report, whereas this study will be conducted in the south-west, and will also pay attention to variations in CPD perceptions of academics and facilitators. Partrick and Okafor (ibid) did not conduct an in-depth analysis of systemic and policy reforms.

According to the findings, participants explained how CPD activities had impacted them professionally and acknowledged the value and significance of such programmes. Academics discussed their expectations concerning programme content, time management, sponsorship, and both moral and financial support. Gender was not the focus of their study, and some of these would also be investigated in this study, but from a different perspective that includes a gender focus.

Calleja (2018) investigated the motivations behind instructors' decisions to enrol in CPD programmes. The study adopted a qualitative thematic analysis design and was

conducted in Enugu, Southeast Nigeria. Data were gathered through three interviews with the same instructors, conducted before, during, and after their participation in CPD, and a focus group discussion held after the programme. Though this study does not focus on groups, it is also a qualitative thematic analysis, as Calleja (ibid.). The results indicated that instructors' intrinsic motivation to participate was driven by three main factors: a desire to enhance their teaching knowledge, a belief in the value of inquiry-based learning, and a need to adapt their teaching methods. This reinforces the relevance of CPD to academics, which is why it was reviewed despite being conducted for secondary school maths teachers.

Given the ever-evolving nature of academic workplace environments and the increasing importance of digitalisation, academics are now required to engage in professional development activities (Hennessy et al., 2022). Rosmaladewi et al. (2020) also argued that academics are key stakeholders in driving appropriate changes in digital technology within the education sector. Therefore, they must engage in human resource development to equip themselves with effective classroom techniques. Despite the documented relevance of CPD, significant limitations remain in the implementation of CPD programmes in Nigeria. This study will examine other limitations, such as gender inequalities, participation patterns, and power dynamics in Nigerian HE as they concern female academics.

## **2.9 Challenges of CPD in Nigeria**

Akuegwu et al. (2024) argued that many standardised CPD programmes fail to consider the expertise, experiences, and needs of academic staff, as well as the issue of inadequate funding for staff development. Sywelem and Witte (2013) also identified a lack of autonomy as a significant barrier to the CPD of academics and teachers. In addition to

limited autonomy, factors such as heavy workloads, unwelcoming working conditions, and the lack of relevant CPD courses contribute to fatigue and reduce time available for CPD activities outside working hours. Numerous staff development initiatives run by institutions have had little impact on academics' ability to improve their performance effectively.

A fundamental issue in teacher education has been insufficient funding, which negatively affects several areas, including the quality of training facilities, the availability of resources, and staff remuneration. This shortfall stems from low allocations in the education budget (Akuegwu et al., 2024), poor management practices, and a lack of accountability, especially within some government institutions. The effectiveness of training programmes remains a significant concern, as studies have highlighted issues such as inconsistent training standards across the country and inadequate supervision and evaluation mechanisms (Ferman, 2002; Usman, 2006).

The strategic plan for Nigerian education confirms that the structure and procedures for teacher training and development are severely inadequate, leading to the production of poorly trained instructors (FME, 2014). This study evaluates the integration of digital pedagogies into academic CPD to address the severe inadequacy caused by poorly trained academics, a gap identified by Akuegwu et al. (2024), Ferman (2002), and Usman (2006). Factors such as working conditions, school culture, and a lack of managerial support further hinder teachers' participation in CPD.

One identified barrier is a lack of awareness of available CPD opportunities (Paymaster et al., 2014). Ossai et al. (2022) examined the re-evaluation of ongoing professional development for improved English-language teaching and learning in the 21st century. The study, conducted in Enugu State, Nigeria, employed a descriptive survey

design with 158 English-language instructors. The findings indicated that the CPD programmes currently offered do not adequately prepare English-language instructors to teach in the 21st century. While the programmes emphasised technology literacy, they were hindered by poor monitoring, a lack of continuity, and ineffective integration of digital technology (Ellis & Brown, 2021).

These shortcomings suggest that inadequate oversight and insufficient planning hinder the successful implementation of CPD initiatives in Nigeria. The study is speculative about digital technology, practices and participation and not empirically tested. Across Akuegwu et al. (2024), Paymaster et al. (2014), Ferman (2002), and Usman (2006), a common finding is that structural challenges in Nigerian HE, insufficient infrastructure, lack of funding, and poor academic development affect teaching and learning. Akuegwu et al. (2024) claimed HE in Cross River are poorly prepared for e-learning because of limited facilities and institutional support, while Paymaster et al (2014) posted that Bayelsa HE depended solely on staff perceptions of impact rather than vigorous performance indicators and further limitations are discussed in the study by Paymaster et al. (2014), which suggested that successful CPD must address the specific needs of academics and align with the academic environment.

Ferman (2002) identified systemic problems in HE authority and resource allocation, and Usman (2006) highlighted gaps in academic training and support mechanisms, indicating that the current challenges are entrenched. These four scholars are all descriptive and rely more on self-report survey data; they did not disaggregate by gender, rank, or discipline, which restricted the explanatory depth of their results and their generalisability. When taken as a whole, they highlight significant capacity deficiencies but fall short of providing thorough, theoretically grounded explanations of how particular

human resource development and technology-supported CPD can be designed, implemented, and evaluated to improve teaching and research methods across various Nigerian university contexts.

For CPD programmes to be effective, appropriate monitoring mechanisms must be implemented, such as establishing committees to enforce compliance and ensure English-language academics attend CPD activities as required. Another strategy to address these gaps is to mandate the integration of digital technology into CPD programmes to enhance their effectiveness.

Wall (2013) developed a framework for academic staff professional development based on institutional leadership components associated with effective CPD within educational institutions. These components include commitment to the overarching purpose of CPD, alignment of institutional policies with innovative teaching practices, and the promotion of inquiry-based learning and experimentation.

Additional critical strategies include avoiding overburdening educators, ensuring adequate resources, and providing time and opportunities for collaboration and idea-sharing. While access to CPD opportunities is essential, it is not sufficient on its own; academics' motivation and willingness to engage are also necessary. Many have argued that low teacher motivation in developing countries is often reflected in poor professional conduct (UNESCO, 2011). Poor working conditions and related challenges continue to undermine staff motivation to engage in professional development (Bennell & Akyeampong, 2007).

Other frequently cited obstacles that directly affect teachers' participation in CPD activities include time constraints, workload pressures, limited awareness, and limited accessibility. Teachers often lack the time necessary to participate in CPD programmes or

to reflect on and evaluate their impact (Kennedy & McKay, 2011; Goodall et al., 2005; Leaton, 2005; Robinson & Sebba, 2005). Participation, implementation, and consolidation of new practices require time, yet evidence shows that heavy workloads constitute a significant deterrent to teachers' engagement in CPD activities (OECD, 2009; Hustler et al., 2003).

Lack of access to, or understanding of, available opportunities is another barrier faced by schoolteachers, as highlighted by Kennedy and McKay (2011). They observed that in England, teachers in the early stages of their careers have fewer opportunities for PD. According to Trahar (2020), limited access to HE institutions (HEIs) is a disadvantage for academics working in rural areas. This challenge is echoed in studies from developing countries, where significant disparities exist between school types and teachers (Avalos, 2011; Bennell & Akyeampong, 2007).

Another issue raised by Leaton (2005) concerns the difficulty of securing time off from academic duties to attend CPD events. Additionally, poor working conditions, unsupportive school cultures, and limited management support have all negatively influenced teachers' engagement in CPD. Similar gaps are found in Wall (2011), UNESCO (2011), Bennell and Akyeampong (2007), Kennedy & McKay (2011), Goodall et al. (2005), Grey (2005), Robinson & Sebba (2005), OECD (2009), and Hustler et al. (2003). There is no long-term data to monitor the impact of policies or CPD. Rarely are gender, equity, and inclusion the main analytical perspectives examined in these studies. There is little representation in low- and middle-class, resource-constrained, and digitally mediated online professional learning contexts. This current study would delve into some of these gaps, such as gender, equity, and inclusion, as main analytical perspectives.

In Nigeria, the use of digital technology for capacity building or enhancing teaching and learning is rarely prioritised in the CPD of English-language academics. Consequently, many English-language academics do not utilise contemporary tools such as laptops in their classrooms (Eze & Aja, 2010). Given the widespread integration of digital technology across all areas of modern life, this situation is a matter of concern. Omoede and Oguche (2016) asserted that the primary obstacle preventing academics from meeting the demands of 21st-century teaching is the lack of training in digital technology. Similarly, Hirschman and Wood (2018) and Carmi and Yates (2024) emphasised the need for older generations to become familiar with modern technologies. Academics in this group can only acquire the necessary pedagogical skills to integrate digital tools effectively through CPD programmes that explicitly focus on contemporary technologies.

Another issue affecting teachers' CPD in Nigeria is inadequate monitoring. Although professional development programmes are intended for academic staff, non-academics occasionally enrol in them. These individuals often participate for financial gain rather than genuine professional growth. Their involvement compromises the quality and purpose of the CPD, as they typically lack relevant classroom experience or instructional insight to share with academic staff. This diminishes the value of discussions and limits the applicability of shared ideas for improving classroom teaching and learning.

These are common gaps across Carmi and Yates (2024), Hirschman and Wood (2018), Omoede and Oguche (2016), Eze and Aja (2010), that is, substantial dependence on self-reported data without classroom observations or learner impact metrics; scant longitudinal studies tracking sustained CPD effects; parental engagement, and empirical research into low-income contexts is limited, inadequate integration of digital pedagogies amid resource constraints; limited focus on gender/equity lenses in African contexts and

siloed analyses failing to link teacher motivation, Further studies on CPD have been reviewed to explore the critical importance of integrating digital pedagogies into English-language teachers' professional development programmes.

### **2.10 Higher Education Studies on CPD in Nigeria**

In Anambra State, Nigeria, Patrick and Okafor (2021) examined CPD and academics' perceptions of it in HE. The researchers, just like this study, adapted both quantitative and qualitative data-collection tools developed by Sywelem and Witte (2013) to gather insights into academics' perceptions of professional development (PD) opportunities and activities in Saudi schools. Interview questions were designed to explore academics' views on the PD activities and programmes provided by their institutions.

Data were collected from 213 survey respondents and 15 interviewees across three HEIs in Anambra State. The findings revealed that participants acknowledged the significance and value of CPD activities and described how these programmes had impacted their PD. Academics also expressed their expectations regarding programme content, time management, and both financial and moral support. The conclusions drawn from this study offer valuable considerations for the tertiary institutions examined and other HEs more broadly. It foregrounds CPD in HE within the Nigerian context, where the topic has been under-researched, thereby enhancing its contextual relevance. Using mixed methods enabled them to provide in-depth insights into how academics access CPD programmes. In contrast, the study did not conduct a comparative analysis of male and female academic perceptions of CPD, nor did it examine English-language academics or types of institutions, two gaps my study would address.

When considering CPD content, activities typically focus on academic career development, academic-student relationships, and enhancing school culture and climate.

Understanding academics' perceptions and views of CPD may help facilitate and improve CPD processes for academics in Nigeria and other countries. Although the mixed-methods approach used in their study was adapted from a study in Saudi schools, it was highly relevant to the present research methodologically.

Ofojebe and Chukwuma's (2015) study investigated the use of CPD to enhance academic staff effectiveness in the HE sectors in modern Nigeria, with particular reference to Colleges of Education in Delta State. The study also examined the benefits of CPD for academic staff, the extent of their participation, and the barriers to its effective utilisation within the sector. A descriptive survey research method was employed. A sample of 314 academic staff, representing 50% of the total 628 staff members across two Colleges of Education, was selected using proportionate random sampling. Quantitative data were collected through the Academic Staff Professional Development Questionnaire (ASPDQ), a 27-item instrument with a four-point rating scale.

The findings revealed that the effective implementation of CPD programmes for academic staff in tertiary institutions has significant implications for educational management, curriculum practices, and student development in Nigeria. The article lacks robust empirical validation, which weakens its practical claims. Though the study was theoretically valuable, it would have been strengthened by stronger field-based evidence and by addressing scalability and implementation. My research tends to address this empirical validation. Patrick and Okafor (2021) and Ofojebe and Chukwuma (2015) did not conduct an in-depth study of digital pedagogies CPD; they treated CPD in terms of attendance and perceptions and did not thoroughly consider content, quality, or gender inclusion.

## **2.11 Summary**

This chapter presents the first of two literature reviews, offering insights into prior research on the study's sub-themes. The review traced the history of HE in Nigeria, computer-assisted language learning in the Nigerian context, teacher education, and the challenges encountered by English-language learners in Nigeria, all of which were examined in depth. The literature on the use of educational technology in Nigeria has also been critically reviewed. Furthermore, it outlined the concept of CPD, including its various types.

The relevance of CPD was discussed, along with its curriculum, modes of delivery, and the limitations of its implementation in Nigeria. Additionally, selected studies on educational CPD in Nigeria were analysed. While some studies report no significant differences in participation in CPD programmes between male and female academics, some scholars relied solely on self-reported data, while others examined CPD primarily from the perspectives of attendance and perception and were not primarily concerned with digital pedagogies.

Most of the reviewed literature focused on barriers to implementing CPD. They rely most on secondary data; this study will collect primary data. Notable gaps, such as conceptual and empirical gaps, remain in the reviewed literature, as well as in gender inequality in CPD-related research. This study aims to address the identified gaps by revising the Feminist-CIPP framework to explicitly consider gender inequality. Following this overview of scholarly perspectives, the next chapter will further critically examine the research literature, focusing on digital pedagogy, an essential aspect of this thesis.

## **Chapter 3: Literature Review: Digital Pedagogy and Conceptual Framework**

### **3.1 Introduction**

While the previous chapter explored research relevant to the study's background, this chapter provides further detail on the final literature review, with a focus on Continuing Professional Development (CPD) for English-language academics. It begins by examining digital pedagogies, defining pedagogy in this context, and explaining its importance for the target group of academics. The chapter then discusses the integration of digital pedagogy into CPD, its limitations, perceptions of English-language academics regarding this process, and the Sustainable Development Goals (SDGs 4 & 5).

The chapter further addresses research on feminist theory and digital pedagogy in CPD, as well as the postcolonial feminist in Nigerian federal universities. Additionally, CPD, gender construction and roles in digital spaces, and gender equality and inequality in Nigerian higher education (HE). It further examines differences between male and female academics in their use of digital technologies and the challenges they face. This review also serves as the basis for the chapter's discussion of the study's conceptual framework. To sum up, the main gaps in previous research are identified in both their substantive focus and methodological approach. The research questions guiding the study are also identified.

### **3.2 How Digital Pedagogy Reshaped Teaching**

There have been many attempts to define 'digital pedagogy' in domestic and international contexts. This is due to the semantic ambiguities associated with the term, which vary by the stakeholder's area of expertise (e.g., teachers, methodologists, programmers, IT specialists, managers). This situation also influences the use and definition of related terms

such as ‘techno-pedagogy’, ‘virtual pedagogy’, and ‘electronic pedagogy’ (Toktarova & Semenova, 2020, p. 1).

Historically, digital pedagogy has its roots in distant education, which initially took the form of correspondence courses delivered by the traditional postal system throughout the early twentieth century. Muhammad et al. (2020) claimed that the University of London’s External Programme introduced the first distance learning degrees in 1858. Such courses and external programmes expanded access to HE for more people from diverse backgrounds and social classes. Over a century and a half later, Massive Open Online Courses (MOOCs), visual tools, and video or digital storytelling are examples of digital tools that have enabled even more students to learn and access via open educational resources (OERs) (Muhammad et al., 2020).

Incorporating these tools into academic instruction has often been beneficial, as digital pedagogy has made them available as resources for teaching and learning, complementing traditional media such as books and classroom settings. Digital pedagogy views digital technology as a critical source of information and knowledge.

Consequently, with the advent of digital technologies, particularly over the last three decades, a new culture of teaching and learning has emerged in the twenty-first century. According to Jummai (2021), digital technology has notably changed teaching and learning, providing numerous opportunities for the academic community. Today, digital pedagogy continues to enhance the relationship between teachers and students.

Academic learning opportunities are now richer, more varied, and adaptable, thanks to the success of digital pedagogy in supporting, enhancing, and transforming the teaching and learning process (Dangwal & Srivastava, 2016). Additionally, it provides learners with a basis for constructive learning, enabling them to dynamically acquire and

apply knowledge in ways that are significant, deliberate, and purposeful (Toktarova & Semenova, *ibid*). In defining digital technology, Toktarova and Semenova (2020) described it as a style of instruction that reflected both pedagogical elements (e.g., teaching and learning techniques, student motivation, skill development) and CALL (e.g., use of computers, the Internet, interactive whiteboards), thus suggesting new options to support varied studying environments. This multidimensional approach to learning is central to twenty-first-century education and has become a strength of developed nations.

From a bigger perspective, Toktarova and Semenova (2020) noted that the phrase '*digital pedagogy*' contains a wide range of essential educational material, which enables the classification of four key elements:

1. **Content-based:** the development of new digital educational products with new options for learning and cognitive communication between participants in the educational process.
2. **Environmental:** the digital transfer of content and communication components into the educational setting, leading to a transformation of the teaching and learning process within the 'teacher digital educational surroundings student' paradigm.
3. **Technological:** the forms (synchronous, asynchronous), methods (e.g. active, interactive), tools (e.g. computers, laptops, mobile phones, electronic educational resources), and teaching techniques (multimedia technologies, cloud technologies) used.
4. **Competency-based:** the development and enhancement of instructors' digital competencies to transfer, share, and apply relevant learning experiences for students.

These four elements, as outlined by Toktarova and Semenova (ibid.), encompass all aspects and constitute the focus of this research. Their categorisation indicated that *digital pedagogy* situates the social context at its core, effectively combining technology with educational content, facilitated by digitally competent instructors with subject-area expertise. This approach can improve learning systems, improve learner outcomes, and benefit society as a whole (Dangwal & Srivastava, 2016).

The multilateral benefits of digital pedagogy underscore the need to develop and implement effective policies to promote its widespread adoption, particularly in developing countries such as Nigeria. This research will examine effective policies that can promote widespread adoption, though its empirical study is weak and it was not conducted in the Nigerian context. The study was targeted at the Russian HE, so in a way, it was Western. The current study will attempt to contextualise some of the evidence.

In discussing the value of digital pedagogy, Faloye (2022) asserted that it enhances opportunities for contextualised, authentic assessment that supports learning in digital contexts. Modern teaching and learning methods are integrated into digital pedagogy programmes. Faloye, even though conceptually rich, did not discuss gender inequality and was not focused on CPD, as my study will. His main interest was in the language teacher's perception of sustainable digital pedagogies.

These programmes promote individualised instruction, academic rigour and engagement, global context awareness, collaborative learning environments, and precise curriculum alignment, assessment, and reporting practices to improve student outcomes (Instefjord & Munthe, 2017). It is a method of employing and investigating digital technology resources to support high-quality and inspirational knowledge experiences in the twenty-first century.

Given these various conceptualisations, it is necessary, in the context of this study, to adopt a working definition that recognises these scholarly perspectives. The term '*digital pedagogy*' is used here to refer to the application of digital technologies, such as social media, interactive applications, cloud services, multiplayer platforms, mobile devices, productivity tools, and interoperable systems, to enhance or change the informative experience. It also encompasses the transformation of teaching and learning practices that aim to provide a digital generation with rich, diverse, and flexible learning experiences.

In addition to being a mode of instruction, digital pedagogy represents a rapidly evolving field characterised by continuing debates and diverse theoretical perspectives (Croxall & Koh, 2013; Clarke & Clarke, 2023). Digital pedagogy has been considerably developed through CALL approaches, and research in English-language studies has examined how students can learn in a unified, digitalised environment (Bice & Tang, 2022). This research has also examined how teachers can integrate technology into their practice, thereby relying on digital pedagogy to translate the educational process.

According to Hashim and Yusoff (2021), digital pedagogy is evident in the way English-language academics design lesson plans to foster higher-order reasoning and problem-solving skills. The implication is that being a competent English-language academic requires not only pedagogical skill but also digital proficiency. Digital skills, such as creating online content, editing, and publishing, have helped academics develop critical analysis, metacognitive skills, and reflective thinking.

English-language academics must continually refine their methodologies to keep pace with evolving technologies. Doing so provides their students with the opportunity to engage in relevant and meaningful learning experiences. Characteristically, English-

language academics must be imaginative and innovative in developing their instructional approaches. For example, one pedagogical innovation is integrating digital pedagogy into teaching practices through CALL technologies, which enable students to develop higher-order thinking skills through digital creation, online collaboration, and resource sharing (Hague, 2024).

While digital technologies offer opportunities for students to enhance and expand their communicative abilities, scholars have noted that English, the most widely used language of instruction in Nigeria, is often used at a level below the desired communicative standard (Faloye & Obateru, 2021). This concern has informed the present study on English-language academics' integration of digital pedagogies into their CPD. The swift shift to digital instruction during the COVID-19 pandemic in Nigeria exposed various challenges, involving changes in pedagogical approaches in virtual classrooms.

As part of ongoing developmental reforms, the Millennium Development Goal (MDG) project supported efforts to help English-language academics adapt to modern language-teaching methods. However, the training and retraining workshops designed to expose these academics to digital pedagogy, particularly in teaching spoken English, were insufficient in Nigeria (Faloye, 2022). English-language modules often place greater emphasis on traditional teaching methods and offer limited instruction in digital pedagogy (Faloye, 2022). For instance, while the MDG project offered basic information on digital technology, it provides minimal guidance on effectively applying this knowledge in classroom teaching contexts.

Given that Nigerian students are typically classified as learners of English as a Second Language, Aremu (2024) argued that it was necessary to integrate the use of oral English instruction informed by 21st-century paradigms and supported by digital

pedagogy to explore how this can enhance learners' spoken proficiency. For this study, my main focus is on English-language teachers rather than students, as in the previous study. Having explored digital pedagogy and its role in reshaping teaching and learning, it was also essential to contextualise the term.

### **3.2.1 Conceptualisations of Pedagogy**

Pedagogy is a broad concept that involves numerous methods informed by formal training, professional experience, and individual understanding (Shah, 2021). Historically, pedagogy has had significant roots in Western traditions. Etymologically, the term derives from the Greek word *paidagōgein*, from *pais* (genitive: *paidos*, meaning 'child') and *ágō* (meaning 'to lead'). The Latin adaptation of the term came to signify '*child guidance, and it is now used more broadly to refer to the overall process of teaching and learning in English, encompassing the activities and philosophy of education* (Shah, 2021, p. 6). In this context, *pedagogy* also refers to the discipline of learning and development, as well as to a specific approach or model of academic inquiry and knowledge transfer.

Sandri (2022) posited that the term "*pedagogy*" is perceived differently across educational disciplines and languages. He further asserted that in Europe, pedagogy was particularly concerned with the *how* and *why* of teaching, which shapes a teacher's evaluation of their instructional practices, the rationale behind teaching, and the role of education in the local community.

Similarly, Filho et al. (2018) affirm that pedagogy encompasses a teacher's professional development, reasoning, and reflections on their practice. From an instructor's perspective, the lens through which they view their training, the purpose of education, and the processes and goals of learning substantially model their perceptions.

Teachers' values within HEIs ultimately shape the content, learning objectives, and instructional schemes engaged.

Kapur (2020) asserted that pedagogy refers to the way instructors influence others' learning. Awe (2021) also supported this, arguing that pedagogy is about the connections among teachers, students, the learning environment, and the work at hand. It includes how teachers and students communicate and how teachers teach in the classroom. This definition aligns with the aim of this research: to explore how collaboration between English language teachers and their students can be further strengthened through the integration of digital pedagogy.

Pedagogical approaches are typically categorised as either teacher-centred or student-centred. Nonetheless, these two techniques are not inherently contradictory. In practice, they often enhance one another's attainment of educational goals. A teacher-centred approach may be effective when presenting a new subject. Conversely, a student-centred approach may enable learners to investigate these topics more thoroughly and cultivate a deeper comprehension. These viewpoints highlight the growing importance of digital pedagogies in education.

### **3.2.2 Importance of Integrating Digital Pedagogy in Higher Education**

With the advent of digital technologies, a new culture of teaching and learning has emerged in the twenty-first century. Digital technology has significantly transformed how people teach and learn, creating numerous opportunities for the learning community. Currently, digital pedagogy is playing an increasingly significant role in enhancing the teacher-student relationship. It is both teacher-friendly and student-centred, offering numerous benefits through active learner involvement. In the context of CPD programmes, academic staff are also regarded as learners, as they engage with resource

staff who facilitate their training. Therefore, this study conceptualises academic staff as learners.

First, digital pedagogy has significantly improved students' learning culture (Aguemeka et al., 2020), particularly in response to the characteristics of contemporary learners. Digital technology tools are more practical, affordable, and accessible. The concepts of '*new digital technology skills*' and '*new literacy*' extend beyond reading traditional materials such as books and newspapers. Proficiency in word processing strengthens the link between literacy and language development. Tools such as databases and spreadsheets, blogs, wikis, emails, web design and creation, search engines, drawing and graphing software, digital video tools, and devices like webcams, walkie-talkies, and audio/video recording software all contribute to the advancement of teaching and learning, particularly in developing speaking and listening skills.

Second, digital pedagogy supports the development of a positive and healthy classroom environment. As Levy (1997) argued, a healthy instructional culture fosters learners' creativity, personality, and enthusiasm. This approach encouraged students, particularly in HE, to become trendsetters by promoting independence, self-awareness, and free expression. Muhammad et al. (2020) echoed this view, asserting that incorporating digital technologies into educational training can enhance classroom learning through dialogic practices that foster active, meaningful conversations. For instance, learners working on a mathematical modelling application might begin discussing what they observe on the computer screen, even before they have mastered the technical vocabulary. As the project develops, academics can introduce the relevant terminology.

Third, digital pedagogy fosters innovation and a desire to explore alternative methods and perspectives. Burke et al. (2025) noted that digital pedagogy has introduced creativity and innovation into learners' communities, inspiring learners to seek out new ideas, knowledge, and skills. Through innovative teaching and support systems, learner-driven creativity can be nurtured and expanded, enabling mobile learning. Personalised learning opportunities cater to learners' diverse needs, increasing the likelihood that aspiring students will acquire high-quality knowledge and competencies (Nanjundaswamy et al., 2021).

Fourth, according to Rachman et al. (2023), digital pedagogy enhances learners' participation. By providing access to opportunities through digital platforms, learners can collaborate, contribute, reconfigure, exchange, and redistribute data and resources.

Additionally, digital pedagogy facilitates knowledge exchange, supports a multidisciplinary approach, and enables access to experts from diverse geographic locations (OECD, 2023). Without restricting educators' creative flexibility, teaching and learning have become more accessible, anytime, anywhere (OECD, 2023). Digital pedagogy thus supports high-quality education by connecting distant learners to a wide range of data, information, and resources, while also transforming the capacities of both academics and students without compromising the educational system.

From another perspective, Toktarova and Semenova (2020) noted that the core of the digital transformation of education, particularly the development of digital pedagogy, lies in establishing an innovative learning process based on digital intelligence, big data, and distributed computing. This transformation supports several key outcomes:

1. The maintenance of a personalised digital record of learners' development, tracking the activities of both learners and teachers through digital footprints across various forms and systems.
2. The development of individual learning paths, enabling learners to define learning goals, choose strategies, determine their preferred learning methods, and study at their own pace and convenience
3. The adoption of adaptive learning systems and algorithms that automatically modify educational programmes to suit individual learners, based on models incorporating psychological, pedagogical, physiological, and professional factors.
4. The creation of diagnostic and progress control systems that allow for the identification of both primary and supplementary criteria and measure the extent to which learners have acquired the required competencies.
5. The purposeful engagement of learners through the planning, organisation, motivation, monitoring, and correction of their learning activities to achieve specific outcomes, supported by mobile learning tools that enhance vocational training and organisational learning.

Meanwhile, digital pedagogy offers additional advantages, including improved learners' confidence. Muhammad et al. (2020) observed that when digital tools are integrated into courses, learners are likely to become more engaged with the subject matter. These tools offer multiple opportunities to present content in innovative ways, making learning more engaging and accessible. For instance, instruction can be enhanced through interactive online platforms and virtual field trips. Such tools promote active learning, which can be challenging to achieve in traditional training settings, and also make CPD programmes more engaging for female academics. Because digital pedagogy offers multiple

opportunities that make content more innovative, female academics will be more interested in engaging with it. This is one of the things this research will examine.

Digital pedagogy is central to the learner experience, influencing all aspects of learner development. Harisa (2021) supported the claim that enhanced knowledge retention is a notable benefit of digital pedagogy in CPD programmes. It is assumed that enthusiastic learners who actively participate in workshops, seminars, and symposia retain more information. As observed, the use of digital tools in CPD training can foster deeper engagement, a crucial factor in improving learners' retention. Various technological tools may also be explored to determine which best support learners' information retention.

Regarding learning effectiveness, Harisa (2021) further argued that digital pedagogy promotes individualised learning and offers excellent opportunities to enhance learning effectiveness for all academics with varying CPD needs. Academics can, for instance, study at their own pace, review challenging concepts, or move on when appropriate. With digital tools, academics who face challenges or have disabilities may have greater opportunities. With Internet access, academics can explore a wide range of materials and conduct research in various ways, potentially enhancing their engagement.

Employing digital pedagogy in teaching and learning also fosters collaboration, a crucial aspect of learning. Engaging in various online activities enables academics to develop their collaborative skills. Digital tools can facilitate cooperation among academics at the same level, within the same institution, and even in CPD programmes globally (Muhammad et al., 2020).

Nanjundaswamy et al. (2021) argued that another advantage of digital pedagogy is that academics can use various applications or reputable online resources to supplement traditional teaching methods and increase engagement. Using online assessments, virtual

lesson planning, and grading tools may save time for academics. This valuable time can then be directed towards supporting learners who require more attention. Employing virtual learning environments in training encourages academic collaboration and knowledge sharing.

One of the most effective ways to enhance academics' digital technology skills and improve the integration of digital technology and pedagogy in their CPD is to establish technology-based instructional environments that provide on-demand access to materials, peers, and expert networks. These environments provide opportunities to acquire expertise, seek guidance, and engage in active discussions on technology and pedagogy. When supported in a coordinated manner, the use of digital technology to advance academics' CPD and networking can prove highly successful.

Finally, Harisa (2021) noted that another significant benefit of digital pedagogy is its potential to help academics, as learners, acquire essential 21st-century skills. These include teamwork, problem-solving, critical thinking, communication, leadership, increased motivation, and productivity. Through digital pedagogy, practical skills such as delivering presentations, distinguishing between credible and questionable online sources, practising basic online etiquette, and composing effective emails can be developed. These competencies can be cultivated when digital pedagogies are embedded in academic CPD programmes.

Digital pedagogy critically assesses digital tools as potential educational resources (Istrate, 2022). Beyond traditional media such as books or the classroom, digital pedagogy recognises digital content and digital spaces as essential sources of information and knowledge. These multimodal learning methods offer learners greater creative freedom in designing activities that help them interpret the world.

Furthermore, digital pedagogy engages with ongoing debates and controversies within the digital humanities, particularly regarding its methodologies, guiding principles, and political dimensions (Istrate, 2022). The experimental nature of digital pedagogy enables critical appraisal of its educational potential, highlighting both its strengths and limitations (Lewin & Lundie, 2016). Consequently, digital pedagogy has become a significant entry point in discussions surrounding instructional technology. For instance, engagement with the philosophies of digital pedagogy has reignited discourse on the ethics and politics of technology and their broader implications for learning.

These scholars were not focused on gender- and discipline-specific issues; they were more concerned with the importance of digital pedagogy, thereby ignoring individual experiences. Based on the evidence from the reviewed literature above, this study will also elaborate on the importance of integrating digital pedagogy into academic CPD in Nigerian HE. This study will take a step further by examining the importance of integrating digital pedagogy from a feminist perspective, especially as it concerns and benefits female academics, who are often left out due to other responsibilities at home.

### **3.3 Integration of Digital Pedagogy in CPD**

In light of this, new forms of CPD are required to empower academics to adopt innovative approaches and fully leverage digital technology. CPD must be a priority for every organisation aiming to provide quality education, and the teaching profession is no exception.

The practical application of digital technology and innovative practices in CPD, such as through MOOCs, underlines the importance of integrating innovation into professional development (Laurillard, 2016). Tondeur et al. (2016) found a significant relationship between academics' pedagogical beliefs and their use of technology in CPD.

This relationship must be considered for CPD to be impactful and effective. Faculty development remains crucial to fostering high-quality teaching and learning.

CPD can take many forms, ranging from formal courses and master's programmes to workshops, peer observation, mentoring, peer networking, professional practice portfolios, and learning and teaching conferences (Gast et al., 2017; Wenner & Campbell, 2017). One of the most beneficial methods is engaging in informal conversations with colleagues to gain knowledge.

Conversation can serve various purposes, such as assisting academics in managing their teaching context, enhancing their teaching and student learning, providing reassurance about their teaching practice, discussing issues and challenges specific to teaching, and influencing changes in classroom thinking and practice. Furthermore, team-based professional development is increasingly valued (Gast et al., 2017). This research highlights the importance of creating a supportive environment for CPD and of offering academics opportunities to engage in a straightforward developmental process.

### **3.4 Limitations of Integrating Digital Pedagogies in CPD**

Integrating digital pedagogy into CPD is not straightforward. Several challenges arise during the integration process (Mercader, 2019). One of the major obstacles is that academic staff often lack essential digital literacy skills to fully utilise digital technologies in CPD (Gomba, 2019; Razak et al., 2015). Patrick and Okafor (2021) also highlighted a reluctance to embrace new methods and an entrenched resistance within current educational structures. Gomba (2019) further noted the lack of access to digital technologies and resources, particularly in institutions with poor internet connectivity.

A CPD electronic system is required for registration and submissions. However, many schools in western Nigeria lack Wi-Fi. When Wi-Fi is available, access is typically

limited to the school premises and reserved for administrative purposes. For CPD to be effective, seamless access to equipment and dedicated technical support are essential. Without these, academics may lose the motivation and confidence to experiment with innovative ideas. Despite long-standing recognition of these challenges, the limited availability of equipment, often confined to computer laboratories, remains a significant barrier to CPD for English-language academics in HE institutions.

Johns and Sosibo (2019) argued that another barrier to integrating digital practices into CPD is the reluctance of older professionals, particularly those nearing retirement, to adopt them. This is especially evident among academics approaching retirement, who constitute a large proportion of the profession. Academics in the field of English with only one to three years of service remaining in the education sector expressed this sentiment strongly. These findings align with those of Whitworth and Chiu (2015), who observed that academic commitment, behaviour, and CPD demands vary across different stages of a professional career.

Patrick and Okafor (2021). reinforced this view, noting that academics in their final year of teaching tend to reduce their level of engagement and career ambitions. Older academics are more likely to experience technophobia, which hinders their participation in digital CPD initiatives (Patrick & Okafor, 2021). This supports Gomba's (2019) assertion that technophobia is prevalent among academics, particularly those who have spent many years in the organisation and have limited access to digital technology, making them less inclined to adopt technology-driven systems.

Whitworth and Chiu (2015) further asserted that inconsistent academic professional development has diminished the calibre of academics. Despite the existence of formal institutions, policy implementation remains a challenge. Emphasised that

institutions influence the implementation of sustainable CPD policy and the quality of leadership among educational officials. Unfortunately, further studies (Whitworth & Chiu, 2015) have also highlighted ineffective leadership as a persistent issue.

Compliance and coercion are additional barriers to the inclusion of digital pedagogies in CPD. Johns and Sosibo (2019) confirmed that departmental officials, school administrators, and academics perceived the CPD policy as compliance-driven and imposed upon them. Razak et al. (2015) corroborated this, stating that the CPD policy was not designed to support academics' professional development but rather to ensure political compliance.

Woo (2016) argued that CPD should not be selected arbitrarily. He agreed that its design should depend on the specific type and context of the educational institution. There are no universal solutions to the challenges of integrating digital technology into education, yet Kennedy (2005) reported that transformative CPD models enhance educators' ability to exercise professional autonomy. However, CPD faces multiple hurdles to the successful use of technology in education, due to the complex dynamics of instructor resistance (Castro, 2016) and the critical role of institutional contexts (Castro & Nyvang, 2018). As Kennedy (2005) noted, tensions often arise when transformative paradigms are applied.

Sustainability and scalability are additional obstacles to integrating digital pedagogies into CPD (Tondeur et al., 2016). Key indicators of success include sustainability, defined as the continuous renewal and effective use of resources, and scalability, which refers to the capacity to reach broad audiences and disseminate practices (Albion et al., 2015; Voogt et al., 2015). Social and cultural constraints, a lack of English-language academics' technological, pedagogical, and content knowledge (TPACK), poor

infrastructure, limited Internet access, language barriers, and geographical remoteness all hinder the expansion and maintenance of CPD (Edirisinghe, 2015).

According to Daly et al. (2010) and Yaub et al. (2020), limited access to technology and insufficient digital competence significantly restrict English-language academics' capacity to take ownership of technology use and to build confidence through regular integration into daily practice. While most institutions possess adequate central infrastructure, a recurring challenge is that English-language academics lack easy access to flexible digital technologies within their immediate teaching environments.

One significant barrier to the widespread adoption of technology in practice is the limited number of digital tools available in classrooms, which are often confined to designated computer suites (Daly et al., 2010). This is compounded by academics' inability to experiment with technology at home, primarily due to a lack of personal devices with the appropriate software.

Yaub et al. (2020) highlighted academics' resistance to the pedagogical use of digital technologies in the classroom. Key findings from this study include English-language academics having limited technical competence in using diverse digital teaching materials, difficulty managing technical issues, a lack of appropriate teaching resources, and insufficient time for lesson planning.

To effectively integrate digital technology into academic practice and CPD programmes, ongoing specialised training and continuous engagement in pedagogical and content-related discussions are essential (Albion et al., 2015). There are gaps in all these studies mentioned, they were more focused on limitations and the challenges of integrating digital pedagogies in the CPD and failed to explore the challenges that may be faced by the actors. They also failed to consider other factors, such as institutional and

societal gendered norms, that could make it difficult for language teachers to excel with this new innovation.

Gender equality is another important aspect of this thesis, which will be examined in subsequent sections by exploring English-language academics' perceptions of the integration of digital pedagogy.

### **3.5 Perceptions of Academics Towards the Integration of Digital Pedagogies**

Numerous studies have shown that academics' positive perceptions of technology influence students' engagement with digital tools in both the classroom and CPD programmes. In Spiteri and Rundgren's (2020) study, academics with favourable attitudes toward digital technology perceived it as beneficial for training and were more inclined to incorporate it into their teaching. Academics with positive views of technology are also more open to its potential for educational innovation, including its impact on the development of higher-order thinking skills and on the delivery of language-learning content (Baylor & Ritchie, 2002).

Daily activities are increasingly dependent on technology and digitisation (OECD, 2015). One of the principal objectives of primary education reform in Nigeria is to support new learning environments that foster twenty-first-century skills such as digital literacy and collaboration. These competencies are essential for preparing learners for societal change and the demands of the evolving global economy.

Digital pedagogy has become increasingly universal and output-focused, enhancing the effectiveness of communicative language teaching as a methodology. ICT-mediated communication enhances idea sharing and improves observational skills. A review of the main concerns, theories, and concepts adds further depth to this context.

The growth of educational technologies has led to a transformative shift in teaching English as a second language. The current generation is more innovative, and digital tools are increasingly integrated into numerous aspects of teaching and learning. Traditional teaching methods have been significantly replaced by approaches informed by digital education and pedagogy (Faloye et al., 2021)

The use of technology in English-language classrooms is not a novel concept. Language Teacher Education (LTE) in the twenty-first century involves, among other expectations, enabling second language academics, such as those teaching English, to adopt modern instructional strategies and effectively utilise digital resources to enhance learning outcomes (Faloye et al., 2021).

In support of learners acquiring English as a second language in Nigerian schools, Adedoja and Abimbade (2015) noted the substantial financial investment in improving teacher education more broadly, including language teacher education. Non-governmental organisations, global mandates, and international missions have made significant contributions to advancing education in African nations, particularly in Nigeria (United Nations Educational, Scientific and Cultural Organisation, 2021).

Faloye (2022) investigated the perceptions of English-language academics regarding digital pedagogy in the teaching of spoken English at government colleges in Ekiti State. This descriptive, survey-based study involved 78 English-language academics in government schools across Ekiti, Nigeria. Findings revealed that 65% of the teachers could distinguish between digital and conventional pedagogy, and a similar percentage reported no significant difficulties with digital pedagogy in oral English instruction.

By contrast, Sari et al.'s (2017) study on academics' perceptions of digital materials indicated that English academics' readiness for digital-based teaching resources

was only marginally above neutral. However, the study found that academics were keen to integrate such materials effectively into their classrooms. This suggests that English academics require substantial training in the use of digital teaching aids to support effective teaching and learning.

A growing body of research highlights the need for academics to embrace and actively utilise technological tools to improve educational outcomes. Siyam et al. (2025), on the other hand, asserted that educators must possess both technical proficiency and pedagogical expertise to effectively integrate technology into their instructional practices. Professional development programmes should therefore equip academics with both the technical skills and the pedagogical insight necessary to implement the digital curriculum effectively (Siyam et al,2025). Most English-language academics also acknowledged that the use of charts to teach conversational English often bores students. These findings underscore the growing need to adopt digital pedagogy in English-language instruction.

A study conducted in Thailand by Weerakanto (2019) on the digital literacy of English-language academics and students, as well as their perceptions of technology-enhanced language teaching and learning, revealed that academics' understanding of digital literacy was limited. Despite recognising the motivational potential of modern technology in theory, many lacked the confidence to incorporate it effectively into their lessons. Several factors contributed to this shortfall, including limited preparation time, heavy teaching loads, inadequate technological skills, and students' low language proficiency. Nonetheless, academics acknowledged the importance of digital literacy. They expressed the need for institutional support, including technology training, access to digital tools, and mentorship, having recognised that their own digital competencies lagged behind those of their students.

The integration of technology into education has encountered numerous challenges, as reported in existing literature. According to Angers and Machtmes (1999), negative attitudes towards technology among academics often impede its adoption in English-language teaching. Such attitudes are shaped partly by the perceived value of technology in education (Instefjord & Munthe, 2017; Teo et al., 2016). The argument is that academics' scepticism can present a significant barrier to the integration of digital technology. Reluctance is often justified by concerns such as limited technological expertise, insufficient resources, time constraints, lack of institutional support, inadequate teaching materials, and insufficient training opportunities (Pelgrum, 2001; Leaks, 2001; Samuel & Bakar, 2006).

Mercader (2019) also emphasised that a combination of factors, including the availability of digital tools, pedagogical frameworks, institutional support, and teacher-specific variables, influences resistance to digital integration. Institutional support is one of the crucial points of this study; for academics to stay up to date in their career development, their institution should be willing to support them in achieving their goals. This leads me to explore the Sustainable Development Goals, especially Goal 5b, which supports empowering women and girls through digital means.

### **3.6 Sustainable Development Goals (SDGs)**

Increasing the use of enabling technologies, especially information and communication technology (ICT), to support women's empowerment is the goal of Sustainable Development Goal 5, specifically 5b. A growing body of research highlighted the critical role of ICT in advancing gender equality and fostering women's participation in socioeconomic development. According to UN Women and the United Nations Evaluation Group (2023), ICT-based interventions have yielded measurable

improvements in women's empowerment, especially in sectors such as health, education, and economic inclusion. However, structural barriers, such as persistent gender norms, limited digital literacy, and the under-representation of women in the technology sector, continue to hinder equitable access and engagement.

The International Telecommunication Union (2023) identified several key obstacles to digital inclusion, including high costs, sociocultural constraints, and disparities in digital competencies. These challenges underscore the urgent need for inclusive policy frameworks that prioritise equitable digital infrastructure and targeted educational initiatives to bridge the digital gender divide. Most English-language academics also acknowledged that using charts to teach conversational English often bores students. These findings underscore the growing need to adopt digital pedagogy in English-language instruction.

A study conducted in Thailand by Weerakanto (2019) on the digital literacy of English-language academics and students, as well as their perceptions of technology-enhanced language teaching and learning, revealed that academics' understanding of digital literacy was limited. Despite recognising the motivational potential of modern technology in theory, many lacked the confidence to incorporate it effectively into their lessons.

Weerakanto (2019) further argued that more contributing factors include limited preparation time, heavy teaching loads, inadequate technological skills, and students' low language proficiency. Nonetheless, academics acknowledged the importance of digital literacy. They expressed the need for institutional support, including technology training, access to digital tools, and mentorship, having recognised that their digital competencies lagged behind those of their students.

The integration of technology into continuing professional development has encountered numerous challenges, as reported in the literature. According to Angers and Machtmes (2005), negative attitudes towards technology among academics often impede its adoption in English-language teaching. Such attitudes are shaped partly by the perceived value of technology in education (Instefjord & Munthe, 2017; Teo et al., 2016). Supporting Angers and Machtmes's argument, academics' scepticism presents a significant barrier to the integration of digital technology. Reluctance is often justified by concerns such as limited technological expertise, insufficient resources, time constraints, gender differences, lack of institutional support, inadequate teaching materials, and a lack of training opportunities (Pelgrum, 2001; Leaks, 2001; Samuel & Bakar, 2003).

*The Mobile Gender Gap Report 2023* highlighted the significant impact of digital technology on gender equality and identified persistent obstacles to its full realisation. Data indicate a marked increase in access to mobile technology, with 78% of the global population aged 10 and older owning a mobile phone as of 2023. The gender gap in mobile phone ownership has narrowed: in 2023, women were 8% less likely than men to own a mobile phone, down from a 10% gap in 2020. This progress is notable; however, the continuing disparity reflects enduring structural and socio-economic barriers, particularly in low- and middle-income countries, where challenges such as affordability, digital literacy, and restrictive social norms continue to limit women's access and agency in the digital sphere (*The Mobile Gender Gap Report, 2023*).

The literature emphasises the pivotal role of ICT in enhancing women's social and economic participation. Mobile technology enables women to access vital health information, financial services, and employment opportunities. This access can be especially transformative for women facing mobility constraints or cultural restrictions

(GSMA, 2023). Moreover, given that 90% of future jobs are expected to require digital competencies, ensuring women's equal access to advanced technologies and digital education is critical to facilitating their participation in the evolving global economy. While progress has been made, substantial challenges remain.

A review of nearly 300 evaluations of SDG 5 within the UN system by UN Women (2023; 2024) found that although gender-responsive programming is integrated, it has proven effective; however, significant barriers persist, including entrenched social norms and insufficient funding. The assessments also revealed persistent evidence gaps, underscoring the need for enhanced monitoring and evaluation to better track progress and inform policy decisions. Data scarcity is a pressing concern: as of 2022, only around 50% of gender-specific SDG indicators had sufficient data coverage, limiting the ability to design targeted interventions.

The digital gender divide extends beyond access alone. Disparities in women's digital literacy and representation in the ICT sector relative to men have contributed to significant underrepresentation in technology-related industries and leadership positions. Addressing these disparities requires expanding access to devices and investing in educational initiatives and policy reforms to strengthen women's digital skills and leadership potential. Recommendations from the mobile industry and international organisations include improving affordability, advancing digital literacy, and strengthening legal frameworks to support women's empowerment through technology (ITU, 2023).

Finally, while SDG 5b has spurred meaningful progress in women's digital inclusion, recent studies and UN assessments indicated that these advances are uneven and insufficiently rapid to meet the 2030 targets. Achieving substantial change will require

investment in infrastructure, targeted policy interventions, and sustained efforts to dismantle the social and institutional barriers that perpetuate the digital gender divide (UN APCICT, 2018). This underscores the rationale for incorporating a gender perspective into this study, particularly given the author's standpoint as a female Nigerian teacher and researcher. From a feminist perspective, the next section examines the conceptual foundations of feminist theory and digital pedagogy within CPD.

### **3.7 The Conceptual Foundations of Feminist Theory and Digital Pedagogy in CPD**

Feminist theory reveals the hidden systems that shape society and enable inequality. According to Hooks (2000), feminism means not just seeing unfairness but also working to remove the obstacles that keep women and other groups on the margins. In education, this way of thinking encourages us to examine closely how knowledge is created, who is represented, and how educational institutions maintain gender gaps. Bringing feminist values into university CPD programmes, especially those on digital teaching, can provide greater support to female academics and help advance the goals of UN SDG 5b.

Feminist theory is often delineated into four waves. The first wave, associated with Wollstonecraft (1800-1900), emphasised legal and political rights, particularly the right to vote. Wollstonecraft contended that women's perceived inferiority stemmed from unequal educational opportunities (Wollstonecraft, 1792). In the United States and Europe, figures such as Stanton and Truth advocated for women's suffrage, property rights, and legal recognition (Stanton, n.d.).

The second wave, from about 1960 to 1980, focused on social equality. Beauvoir (1949) said that gender roles are created by society, not by biology (Beauvoir, 1949). During this time, there was more talk about jobs, culture, family, and sexuality, with

women pushing for equal pay, safety from gender-based violence, and control over their own bodies. Several types of feminism, such as socialist, radical, and liberal, emerged during this period (Tong, 2019).

The third wave, from the 1990s to the early 2000s, focused on diversity and identity, primarily examining the experiences of middle-class and white women. Crenshaw (1989) introduced the idea of intersectionality, showing how gender connects with race, class, and other aspects of a person's identities in complex ways (Crenshaw, 1989). Butler (1990) said that gender is something people do, not something they are born with (Butler, 1990). This wave made feminism more inclusive of cultures, identities, and sexual orientations.

The fourth wave is characterised by digital activism, with feminists using social media and online platforms to fight sexism and gender-based violence. Hashtag campaigns, online petitions, and digital support groups helped people organise quickly and ensured that often-ignored voices were heard outside traditional spaces. As Cochrane (2013) notes, this wave also supported LGBTQ rights, global justice, and the inclusion of people with disabilities, thereby broadening the scope of digital feminism.

As a result of these changes, this study examines gender inequality across several Nigerian universities and demonstrates how digital teaching in CPD programmes can help female academics overcome significant barriers to their advancement and equality. Even as digital activism grows, the primary goal of feminist theory remains to achieve fairness and expand access to opportunities. Intersectionality, as introduced by Crenshaw (1989), examines how gender intersects with race, class, location, and other identities to produce various forms of discrimination (Crenshaw, 1989). This idea is essential in Nigeria, where

female academics face distinct challenges that vary by region, institution, social status, and culture.

Nyaaba et al. (2024), for example, argued that feminist theory helps the researchers to examine digital teaching in CPD, particularly with respect to work, access, choice, and power, in the face of the uncritical adoption of Western educational models and technologies in Africa, which often yields limited effectiveness. They advocate for digital education approaches tailored to local contexts, while accounting for challenges such as inadequate infrastructure, limited funding, and entrenched pedagogical traditions (UNESCO, 2023; Shava et al, 2025).

For instance, utilising WhatsApp for CPD capitalises on the widespread availability of mobile phones and minimises data costs, rather than presuming universal access to high-speed Internet or costly platforms. From a feminist perspective, it is essential to assess whether digital teaching in CPD mitigates or reinforces gender barriers (Richardson & Wilson, 2024). Achieving genuine equity requires deliberate action; without reliable access to data, adaptable training, and user-friendly devices, CPD risks further sidelining female academics in the digital era (Shava et al, 2025; UNESCO, 2023).

Feminist ways of thinking about knowledge stress the importance of choice and inclusion of everyone. However, CPD programmes often overlook creative, low-data teaching methods developed by female academics, opting instead for technology-intensive solutions. A truly feminist CPD model would emphasise learning by doing, collaborating with peers, and collaboratively creating content. Digital teaching can add to the unpaid and unnoticed work that women do (Hu & Qian, 2024). Because of this, the current study, through a feminist theoretical lens, calls for policy changes to ensure digital teaching is fairly included in job duties, recognition, and career advancement. Postcolonial

feminist views warn against relying on Western models that assume steady electricity, fast Internet, and individualised learning, and instead propose digital teaching methods that align with local needs in Nigeria. This study examines the postcolonial feminist structure within Nigerian federal universities in the following section.

### **3.8 Postcolonial Feminist Structures in Nigerian Federal Universities**

Igiebor (2023) and Kaymakcioglu and Thomas (2024) stated that there is no single postcolonial framework guiding Nigerian universities. Across federal schools, postcolonial feminist ideas manifest in distinct ways. Although official gender equality policies may appear strong, they are often not implemented effectively. Long-standing customs and traditions, shaped by colonial and male-dominated histories, still affect academic life (Olutayo, 2024). Mbotto et al. (2023) argued that gender intersects with ethnicity, religion, class, location, and school history, resulting in distinct experiences for female academics. Here, agency refers to the creative ways in which women scholars address, push back against, and change these challenges (Igiebor, 2023).

Opesemowo (2025) and Nyaaba et al. (2024) argued that the postcolonial feminist perspective demonstrated how entrenched power structures and local contexts sustain gender inequality in HE. Real change requires more than new policies; it requires a cultural shift that addresses deep power issues. Nigerian classrooms are characterised by local leadership, storytelling, and collaborative learning, which are often overlooked by Western teaching models (Nyaaba et al., 2024). Postcolonial feminist views encourage CPD organisers to develop digital tools that leverage these cultural strengths, respect local teaching methods, and ensure digital learning complements tradition rather than replacing it.

Opesemowo (2025) further stated that this approach values cultural creativity and acknowledges that technology alone cannot solve all educational problems. The analysis shows that feminist perspectives help CPD programmes better meet local needs, promote fairness, and foster a more welcoming professional development environment. The findings also show that feminist ideas help us see the complex gender and identity barriers that digital change can make worse. Basing CPD on feminist principles helps education leaders ensure that digital progress provides equitable opportunities, particularly for groups that are often excluded. A postcolonial feminist perspective also shows how both official rules and unwritten customs affect women's participation; this study underscores the need to address these fundamental issues for meaningful change. Sustained progress in digital education depends on feminist, locally aware strategies that connect policy and practice, address infrastructure and cultural barriers, and help include marginalised groups in Nigerian HE (Opesemowo, 2025; Nyaaba et al., 2024). Consequently, this study investigates the influence of CPD and gender construction on the integration of digital pedagogies.

### **3.9 CPD, Gender Construction, and the Integration of Digital Pedagogies**

To understand involvement in CPD and the use of digital pedagogies in HE, a growing body of recent studies emphasised the significance of sustained engagement with research literature on gender. A growing number of researchers have explored how gender, as a social construct rather than a biological factor, is created by institutional practices, social norms, and power dynamics that influence opportunities and professional identities (Butler, 1990). Gender is a structural force that shapes professional learning, technological innovation, and access to resources in academic settings.

Gender construction theory provides a critical lens for analysing how social expectations influence academic involvement in CPD. Engagement with digitally oriented CPD remains influenced by gender norms that associate women with caring and supportive responsibilities and men with technological proficiency and leadership (OECD, 2023). Academics' confidence, self-perception, and inclination to engage in CPD are all shaped by these socially constructed expectations, particularly in digital pedagogy. As a result, differences in CPD engagement and digital pedagogy adoption are sometimes misconstrued as personal shortcomings rather than as the results of well-entrenched gender norms.

The association between gender and CPD engagement is further mediated by institutional culture. Universities operate as gendered institutions in which masculinised professional paths are favoured by standards of productivity, availability, and creativity (Acker, 2006). While female academics frequently face conflicting domestic and caregiving responsibilities shaped by prevailing gender roles, expectations of uninterrupted academic careers and elevated time commitments are more closely aligned with those of male academics in many Nigerian federal universities (Opakunle, 2024). Women's participation in CPD activities is constrained by these institutional presumptions, particularly for digital technologies that require sustained engagement outside regular business hours.

Recent research on the uptake of digital pedagogy shows that gendered institutional cultures affect both the extent of engagement with digital tools and access to CPD. Male academics are more likely to engage in advanced pedagogical experimentation and to lead digital innovation, whereas female academics are frequently limited to routine or administrative uses of technology, even though baseline access to digital infrastructure

may be comparable across genders (Martnez-Castano, 2017). These trends reflect larger gender constructs that link technology proficiency, authority, and experimentation to masculinity. By emphasising the cultural and historical foundations of gendered academic practices, African and Nigerian feminist researchers provide further context for these interactions. According to Aina et al. (2015), colonial legacies solidified patriarchal institutional forms that continue to influence contemporary Nigerian universities. Gendered hierarchies in academic settings, such as unequal access to CPD and digital pedagogical opportunities, are reproduced when these legacies collide with regional cultural norms.

Gender-responsive CPD frameworks that specifically address these structural disparities are supported by a recent policy-oriented study (UNESCO, 2022). Research indicated that participation disparities narrow and digital pedagogical competency increases across genders when CPD programmes include flexible scheduling, mentoring, and institutional recognition that are responsive to gendered constraints. This supported the claim that rather than being inevitable, gender differences in CPD engagement and adoption of digital pedagogy are socially constructed and institutionally reinforced. Academic practice in Nigerian federal universities is shaped by institutional cultures and expectations. This viewpoint is crucial to this study's assessment of the efficacy and inclusivity of digital pedagogy initiatives within CPD for English-language academic staff.

A more nuanced understanding of how institutional cultures and social expectations shape academic practice in Nigerian federal institutions can be achieved by incorporating theories of gender construction and gender roles into analyses of CPD

acceptance and digital pedagogy, like the Feminist-CIPP, which is one of this study's objectives.

### **3.10 Gender Equality and Inequality in Nigeria's Higher Education**

Gender equality, according to UNICEF (2018), refers to a situation in which men and women, as well as girls and boys, have equal access to opportunities, resources, and safeguards. According to the World Bank Group (2015), the establishment of a social, political, economic, and cultural framework that permits both genders to choose various educational paths, regardless of gender and without being constrained by rigid cultural, religious, or stereotypical gender roles, is dependent on the realisation of equality between female and male learners in education. This supports Manlosa and Matias's (2018) assertion that gender parity can be achieved only through improvements in women's lives, particularly in the labour market.

It entails a significant shift in cultural norms and perceptions of identity, in which identities are valued and respected equally, regardless of gender, rather than merely achieving a balance in the proportions of men and women under a particular indicator. They contend that achieving gender equality requires efforts that extend beyond statistical analysis to ensure gender parity. Manlosa and Matias (2018) argued that supportive, gender-sensitive government policies can still lead to significant progress in ensuring women's equal access to education and other social rights. This study would delve into gender inequality in HE in Nigeria.

The academic field in Nigeria has historically favoured men (Olaogun et al., 2015). This is because many women face various challenges that hinder their progress up the corporate ladder. According to the study, women in Nigerian institutions face difficulties in securing academic positions and even greater challenges in retaining them. Despite their

outstanding achievements, they remain a disadvantaged minority group (Ogbogu, 2009a). The university's workplace culture, organisational structure, and values have historically been viewed as elitist and patriarchal.

According to Adegun (2012), colleges' conservative, traditional attitudes and systems are to blame for the concentration of women in the lower echelons. He referred to this as the overt and the covert 'glass ceiling' that prevents women academics from advancing in their fields. He described the informal organisational cultures and male leadership style of the 'old boys' club' as a manifestation of this 'glass ceiling'. Supporting this viewpoint, Nwajiuba (2011) argued that workplace culture, and more specifically, the reward system, influences work choices and helps explain the gender gap in academia.

In addition, Olaogun et al. (2015) confirmed that institutions' internal organisation and routine practices perpetuate gender inequalities. He also attributed the unfavourable position of women in colleges to the organisational structure, contending that it defines and shapes women's behaviour. Since the structure is the root of the issue, the solution must involve a fundamental shift to eliminate unjustified discrimination in institutional policies and practices. This tendency impacts the performance and academic growth of women in academia. For instance, female academics have authored fewer articles than their male counterparts. It has also been found that women in Nigerian academia produce fewer research publications than their male counterparts. With a feminist theoretical approach, greater awareness could be fostered within institutions to eradicate the inequalities faced by female academics, which is one of the aims of this study.

Ogbogu (2006) corroborated this, noting that women typically publish 1-2 papers annually, although most do not publish at all. Credentials also influence gender differences

observed in academia. Women are less likely to earn doctorates, and those who do are underrepresented among full professors in the system (National Centre for Education Statistics, 2009). Consequently, female academics are less likely than their male counterparts to be included, respected, and valued as researchers. Additionally, gender disparities are accentuated by marital and parental status. This supports the observation that men are less likely to assume primary responsibility for the family's needs. Many academics contend that workplace scheduling and organisation are based on a model of the 'ideal worker', an individual who is relatively free of obligations outside paid employment, best exemplified by a man with a wife at home managing domestic duties. These assumptions are all untrue; some female academics are far more productive and hardworking than some male academics. This study would explore this through the lens of the Feminist-CIPP framework.

Supporting this, Cress and Hart (2009) asserted that academia is based on a male worker norm, as female faculty members often feel devalued or seen as less committed to their academic careers due to family responsibilities. Therefore, individuals unencumbered by family obligations have significantly greater chances of completing the structured academic career trajectory. However, this assertion does not hold in all cases, as some women continue to excel in their academic careers while also managing family responsibilities.

Sexual harassment is prevalent in Nigerian universities, alongside overt gender bias and discrimination. A 2012 situational analysis conducted by the Centre for Gender and Social Policy Studies examined gender disparities at U3, in enrolment, employment, and participation in decision-making processes. Similar to this are Nwosu and Orji (2024), who examined the gender wage gap in the Nigerian labour market, and Ejike et al. (2025),

who examined gender inequality in research productivity and career advancement among women in academia. Their findings revealed a significant gender pay gap in university employment. According to the institution’s employment statistics, women comprised approximately 19% of the workforce, with the majority (62.7%) working in administrative roles.

In 2015, their data continued to show that women accounted for only 7% of the professorial cadre and 13.6% of the total academic staff. Women exert very little overall influence on decision-making processes at OAU. Male representation on the 19 statutory committees is approximately 10 times that of females. The University Senate reflects the most pronounced gender disparity, with a ratio of 19 men to 1 woman. Only a few female professors have ever contested for deanship in any faculty. In 2015, just 12 (12.9%) of the 93 Heads of Academic Departments were women, with the majority serving in acting capacities.

Men in strategic academic positions inevitably dominate most decision-making processes. Notably, however, two of the university’s five principal officers, the bursar and the university registrar, are women, which is an uncommon occurrence. The ratio of female academics to male academics remains extremely low. Women continue to occupy a marginal position in academia. Table 3.1 illustrates gender differences across the three universities studied in this research.

**Table 3.1**

*Academic Staff Profile Across the Three Universities Showing Gender Disparities*

<b>Institution</b>	<b>Year</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
University 1	2019/20	35.5%	64.5%	1,709
University 2	2022/23	30.7%	69.3%	1,472
University 3	2021/24	26%	74%	1,246

Source: University websites.

From Table 3.1, it can be deduced that the proportion of female academics is lower than that of male academics.

### **3.10.1. Differences between the Male and Female Academics' Use of Digital Technologies**

Universities and other postsecondary institutions were formed to do research, teach, and provide community service. To achieve these objectives, all teaching members, students, and the larger school community must be computer-savvy. Digital literacy and adherence to digital technology rules can improve the effectiveness of the teaching-learning process within the educational system (Ogundele et al., 2015), facilitating the achievement of institutional objectives. Digital literacy is the capacity to effectively use computer technology, communication devices, social media, and the larger global environment in one's daily socioeconomic activities and obligations.

The widespread availability of digital literacy will support improved performance among both academic staff and learners in society. Individuals in such institutions will be able to analyse, store, and integrate relevant information related to teaching, research, and community services (Nathaniel, 2020).

A wealth of literature highlights numerous social and biological distinctions between men and women. The role of gender differences in technology use for learning has been extensively researched (Sorgner, 2019). In previous studies, researchers have found that the use of technology for learning is more prevalent among men and that men tend to have a more favourable disposition towards using technology for educational purposes than women (Aboh et al., 2018). Furthermore, even when access to computers is equal, women are less likely to use them than men because they perceive technology-

based learning as a predominantly masculine domain (Gomez-Trigueros & Yanez de Aldecoa, 2021).

According to Martínez-Cantos and Castaño (2017), women in Europe and in Spain exhibit lower levels of digital literacy than men. They argue that a theoretical review reveals women use the internet less frequently than men, share less content online, search for less information, and contribute less to collaborative platforms. Men are also more likely to purchase and sell software, engage in online banking, and read digital newspapers. Conversely, women use social networks more frequently and tend to seek health and education-related information online. This study is relevant because it reflects the Nigerian context.

The issue of gender disparity in access to and usage of digital technology among university academics is a point of contention in the literature. At the same time, some studies report gender-related disparities, others do not. Sorgner (2019) examined the technological aptitude of academics and found that female academics are more creative in their use of digital technology than their male counterparts. This finding is supported by Guillen-Gámez, Mayorga, and Contreras-Rosado (2021), who investigated how female academics use digital tools for teaching and found that they more frequently utilise the internet and telecommunication tools than their male colleagues. Similarly, Lane and Lyle (2011) identified substantial disparities in digital technology use between male and female academics; when the variable ‘experience in use’ was not controlled for, men used these tools more extensively. However, after controlling for this variable, the differences were no longer significant. In Chile, Del Prete and Cabero (2020) found no significant gender-based disparities in the use of Moodle for didactics in HE.

In Spain, Fernández et al. (2018) confirmed that gender is a distinctive variable in earlier studies, with male academics being more technically proficient than their female counterparts, despite the latter making greater efforts to integrate digital tools into teaching. The findings of their study support the claims made in previous research. Additionally, they concluded that academics, regardless of the educational level at which they teach, use digital technologies in the classroom only to a limited extent.

Marcelo et al.'s (2015) findings on the use of digital technologies by university academics in Spain are revealing. Despite recent calls for a methodological transformation to align with developments in European HE, there has been little adoption of digital technologies in classroom teaching, with only 16.7% of academics demonstrating advanced use. However, with 50.3% of these advanced-level users being men and 49.7% being women, the findings do not indicate a digital gender gap. Even among academics who rarely use digital tools in their teaching, the gender distribution remains approximately equal. Similar conclusions were drawn by Sánchez-Prieto et al. (2020) concerning the application of digital skills in classroom contexts for both professional and dual education.

Earlier studies have shown that female academics tend to experience higher levels of anxiety and stress when implementing technology in teaching (Marcelo et al., 2015; Savigny, 2019). For example, Halder and Chaudhuri (2011) analysed computer phobia among 84 academics at the University of Calcutta in India. They observed significant variations in anxiety levels, with female academics recording higher scores. These findings were supported by Aydin and Semerci (2016), who examined technological anxiety among 353 secondary school teachers in Ankara, Turkey, and found that, although the differences were not statistically significant, female teachers reported higher levels of

anxiety. While the latter study focused on secondary school teachers, it remains relevant to this research regarding the use of digital technologies by male and female educators. Most of these studies were conducted outside Nigeria, yet they are highly applicable to this study, given the limited availability of related research in the Nigerian context.

Issues such as digital gender disparity, unequal access to appropriate technologies, and the development of fundamental computer skills are increasingly pertinent in academic discourse (Tiainen & Berki, 2018). These concerns intersect with the broader problem of women's underrepresentation in key areas of engineering and technology, fields that remain male-dominated (Savigny, 2019).

Numerous studies have been reviewed by various authors, demonstrating the scientific relevance of gender-based distinctions in the use of digital technology. These differences tend to mirror and reinforce existing social inequalities between men and women (Ascensión et al., 2021). Consequently, the ongoing social commitment to eliminating gender-based barriers in education, particularly in teacher training at the primary, secondary, and HE levels, underscores the importance of research in this area. Many of the studies in this field indicate that women encounter more difficulties with digital technologies, even though the digital gender gap is “tied to the male domination of some strategic areas, such as education, research, and employment related to science, engineering, and ICT” (Nathaniel, 2020, p. 87).

Although many studies emphasise the necessity of digital competence for university educators to transition from teacher-centred to student-centred pedagogies (Lin, Hoffman & Borengasser, 2013; Salcines, González & Briones, 2017), very few specifically examine the digital gender gap and its effects on the teaching process in

Nigeria. One of the central research questions in this study is, therefore, how male and female academics differ in their use of digital technologies.

### **3.10.2 Gender Dynamics and Equitable CPD in the Workplace**

To address gender gaps in participation opportunities in CPD, particularly in decision-making and leadership roles, Dagunduro et al. (2024) proposed an equitable CPD approach in the workplace to highlight these ongoing disparities. The authors advocate for policy reforms that integrate equity into organisational culture, ensuring that CPD initiatives are both accessible and impactful across gender lines. The study highlights the significance of leadership in promoting gender equity. Organisations should foster environments that value diverse perspectives and ensure that professional development aligns with overarching inclusion objectives.

Dagunro et al argued that systemic challenges like the gender pay gap, hidden bias, and unequal representation continually obstruct women's advancement, notwithstanding the existence of formal equality policies. It employs a multidisciplinary framework that integrates practical insights from organisational psychology, gender studies, and human resource development. It highlights the significance of inclusive CPD frameworks that specifically tackle gender-related challenges. Some suggested options include mentoring programmes for underrepresented groups, clear paths to promotion, and training modules on gender sensitivity. The authors proposed an ongoing evaluation of CPD programmes to determine their efficacy in diminishing gender gaps and facilitating career progression for all employees. This supports broader efforts to make gender equity part of workplace practices in policymaking and serves as a source for further study.

### **3.10.3 Challenges Facing Female Academics' Use of Digital Technologies**

If they use modern technology meaningfully to support both their work and personal lives, individuals across all social classes can contribute effectively to societal development. Therefore, it is essential that everyone has physical access to a variety of digital technologies and is equipped with the necessary digital skills. Unfortunately, due to unequal access to digital technology, not all members of society can participate effectively in the development of many aspects of society. This disparity in access has given rise to the digital divide, a complex issue rooted in unequal availability of digital technology. In developing countries such as Nigeria, the availability, accessibility, and readiness of digital tools for learning and research have become major concerns (Cai, Fau & Du, 2017).

Despite the substantial impact of technology on information access and dissemination in HE institutions in developing countries, unequal access to digital devices remains a pressing challenge for female academic staff. This aligns with Famurewa's (2014) view that some of the challenges confronting academics in Nigerian tertiary institutions include limited access to Internet facilities, irregular electricity supply, and the need for further training in managing electronic resources. This position is further supported by Halidu (2015), who noted that the decline in the quality of academic research output and instructional delivery in Nigerian public universities was due to outdated research facilities, such as libraries overstocked with irrelevant materials, inadequately equipped ICT laboratories or centres, and poor internet connectivity.

Cai et al. (2017) asserted that women hold a variety of attitudes toward the use of digital technology, ranging from satisfaction and fear (personal emotions) to motivation (personal interest) and perceptions of usefulness and self-efficacy in using technology to support research and teaching. Mugo et al. (2017) corroborated this, noting that many

female university students and academics expressed negative attitudes toward adopting and using mobile devices with internet capabilities, primarily due to their high cost and inconsistent internet access.

As early as the beginning of the twenty-first century, researchers had predicted challenges in the use of digital technologies in education, particularly at the secondary level. Lone and Hyssain (2017) observed that male teachers were often regarded as technology experts within educational settings. More than a decade later, Martínez-Cantos and Castaño (2017) confirmed a similar pattern, noting that digital competence was attributed primarily to male teachers, whereas female teachers often underestimated their own knowledge and proficiency with digital technology. In the same vein, Mercado and Rodea (2019) confirmed that, in public perception, men are more often associated with technology than women. Islahi (2019), however, found no significant gender-based differences in academics' views regarding the integration of digital technologies.

Lane and Lyle (2011) reported that women in HE face more barriers than men, primarily due to a lack of training and experience, inadequate infrastructure, and technical difficulties. Conversely, Mercader (2019) found no gender disparities in her study, except that male academics were more likely than their female counterparts to view technology as a threat to their institutions. In contrast, Al-Senaidi et al. (2009) concluded that male academics perceive greater obstacles to integrating digital technologies into education than female academics. Al Gamdi and Samarji (2016) also found that female academics perceive fewer challenges in adopting e-learning in HE.

In terms of technological competence, women generally perceive themselves as being less proficient than men. As a result, they often place themselves at lower levels of expertise, whereas men tend to do the opposite (Fernández et al., 2018; Mercader, 2019).

This perception conflicts with earlier findings on actual technology usage. Female academics tend to underrate their digital competence, consistent with Martínez-Cantos and Castaño's (2017) findings, even though they reportedly use teaching technologies more frequently than their male counterparts.

### **3.11 Theoretical Framework**

Frameworks for planning, implementing, and evaluating teachers' ongoing professional development (PD) are provided through various models and theories. Each model offers a unique perspective on how teacher educators can improve their practice, collaborate with colleagues, reflect critically, and adjust their teaching styles. The choice of model depends on the educators' and the educational institution's context, needs, and objectives.

Several models and theories guide the design and implementation of teachers' ongoing PD. These include the Coaching/Mentoring Model (Kennedy, 2005), Guskey's (2002) five critical levels of PD evaluation, the Kirkpatrick Model (1976), Desimone's (2009) framework, Benhabib's (1996) model, Gutmann and Thompson (2004), British Council CPD Framework (British Council, 2015), the Stufflebeam CIPP Model (1983), and the Standards-Based Professional Development (SBPD) model, one of the nine models of CPD proposed by Kennedy (2005), among others.

Although some of these models have gained prominence in education, they have also faced criticism, including concerns about gender inequality, as highlighted above. They are also for the Western education system, where most of Nigeria's educational challenges are not an issue. The final section of this chapter critically examines several of the most relevant theoretical frameworks for this study of CPD in Nigeria, before justifying the one to be used in this thesis. It is worth noting that the frameworks discussed in this study do not include gender as a distinct component.

### **3.11.1 Coaching/Mentoring Model**

Coaching empowers individuals to discover their potential, set goals, and develop strategies to achieve them (Aileen, 2005). It is a goal-oriented process that helps individuals improve their performance, develop new skills, and overcome challenges. In the context of CPD, coaching involves identifying an individual's strengths, weaknesses, and developmental needs, often through self-assessment, peer or supervisor evaluations, and performance reviews (Passmore & Fillery-Travis, 2011).

Clear, achievable goals are then defined to align with both the individual's career aspirations and the organisation's objectives. A roadmap is developed to reach these goals, outlining specific steps, necessary resources, and timelines. Regular one-on-one sessions are held between the coach and the individual to monitor progress, address challenges, and revise the action plan as necessary. Constructive feedback is provided to facilitate learning and improvement, and reflection is encouraged to enhance self-awareness and continuous learning. The coach may also recommend tools, resources, or techniques to help develop or refine skills. Progress is periodically assessed, and the coaching plan is adjusted as needed.

While coaching and mentoring models offer significant advantages for CPD, they also face certain limitations and criticisms. Cox and Bachkirova (2017) argue that the effectiveness of the coaching model depends heavily on the coach's skill and competence. Law and Glover (2000) further noted that guidance may be of limited value if the coach lacks sufficient training or subject-specific knowledge. Moreover, coaching requires considerable time, effort, and, at times, financial investment. As a result, organisations may find it challenging to provide coaching opportunities for all employees, thereby limiting access to this model.

Another major critique of coaching models, as noted by Passmore and Fillery-Travis (2011), is that coaching can sometimes be influenced by the coach's personal biases and opinions, which may not align with the individual's needs or goals. Additionally, a single coach may not provide a diverse range of perspectives and experiences, potentially limiting the individual's exposure to alternative viewpoints. While coaching can help individuals address specific challenges, it may not always equip them with skills and knowledge that are broadly transferable across varied contexts.

The coaching model has also been criticised for its lack of formal structure. This informality can make it challenging to track progress and measure outcomes effectively (Passmore & Fillery-Travis, 2011). In light of these critiques, a more balanced approach to CPD might integrate coaching and mentoring models with other learning methods, such as formal training, self-directed learning, and experiential learning. Such a blended approach can help mitigate the limitations of individual models and offer a more comprehensive and adaptable PD strategy. The model does not fit well with the Nigerian context, and another weakness is its lack of gender sensitivity, which is why this study would not adopt it.

### **3.11.2 Guskey's Critical Levels of Professional Development Evaluation Framework**

Guskey's Critical Levels of Professional Development (PD) Evaluation framework has received both praise and criticism from education professionals. While it presents a systematic method for evaluating PD programmes, several concerns have been raised. The Royal College of Nursing (2021) critiques the framework for its lack of definitional clarity and for failing to provide specific recommendations for assessing PD effectiveness. Although the model outlines five levels of evaluation, it does not specify clear standards

or indicators for each level, which may lead to subjective interpretations and inconsistent evaluations.

Furthermore, the model is said to place excessive emphasis on participants' reactions, particularly their engagement and satisfaction, as indicators of effectiveness. However, these metrics may not be sufficiently robust to generate reliable conclusions. This has reportedly led to the development of numerous CPD programmes with limited user research and evaluation (IRN Research, 2019).

Critics such as Bate (2004) argue that relying on subjective measures may not accurately reflect the actual impact on teaching practices or student outcomes. Participants in a PD programme may report positive experiences without necessarily applying what they have learnt in classroom settings.

Guskey's framework has also been criticised for not placing sufficient emphasis on student outcomes as the primary indicator of PD effectiveness (Curran & Fleet, 2005). Although one level considers changes in teaching practices, it does not clearly demonstrate how these changes translate into improved student learning. Critics argue that student outcomes should be the ultimate aim of CPD, and the framework should therefore place greater focus on measuring its impact on learning.

Additionally, some scholars claim that the framework's focus on immediate behavioural changes in teachers presents a limited view of professional development. Effective PD is often seen as a continuous process involving ongoing mentoring, support, reflection, and collaboration. The framework's tiered structure may overlook the complexity and long-term nature of professional learning.

While Guskey's framework provides a helpful starting point for evaluating PD initiatives, it is important to acknowledge its limitations and consider supplementary

criteria when assessing their overall effectiveness. This study would not employ this paradigm because it is not gender-sensitive and is backed by Western education. The theoretical framework that can be localised is of more interest to this investigation.

### **3.11.3 Kirkpatrick's Model of Training Evaluation**

Developed by Donald Kirkpatrick in the 1950s, the Kirkpatrick Model of training evaluation has become a widely adopted and influential tool in training and development. However, over time, it has also attracted considerable criticism.

Ulum (2015) argued that the model places disproportionate emphasis on the first level of evaluation, which focuses on participants' reactions and satisfaction with the training programme. While participant feedback is valuable, critics assert that it may not accurately reflect the extent to which the training influenced actual learning or behaviour. Relying too heavily on subjective assessments may detract from the use of more objective indicators of training impact.

The second level of the model examines the knowledge and skills gained during training. Critics, however, argued that evaluating learning in isolation may not provide a complete picture of training effectiveness. The model does not sufficiently link learning outcomes to real-world job performance or organisational results (Paul et al., 2016), thus limiting understanding of the actual impact of training interventions.

Moreover, Kirkpatrick's model has been criticised for failing to include a dedicated level that explicitly focuses on behaviour change or the practical application of learning in the workplace (Bate, 2004). Since the ultimate goal of training is to improve job performance and organisational outcomes, this omission is considered a significant shortcoming. Without assessing the transfer of learning into practice, it can be challenging

to determine whether the training has made a meaningful difference in real-world contexts.

Although the Kirkpatrick Model provides a foundational framework for evaluating training programmes, it is crucial to recognise its limitations and to incorporate additional dimensions when assessing the overall effectiveness and efficiency of training initiatives (see Table 3.3). This study would not adopt this model because it does not fully address the research's main aim and is not a gender-based approach.

### 3.11.4 Standards-Based Professional Development

Standards-based professional development (SBPD) is a common way to connect professional learning to established standards and frameworks, although it has its critics. Critics argue that the SBPD prioritises a set of standards or frameworks over the needs and interests of individual teachers (Reio et al., 2017). The focus on meeting standards may make it harder for teachers to access tailored professional development (PD) that accounts for their strengths and areas for improvement.

Another criticism of SBPD is its perceived lack of flexibility and creativity. The approach may limit the adaptability and originality of PD opportunities. Due to the focus on achieving predefined standards or competencies, instructors may have limited scope to explore new pedagogical approaches, innovative practices, or areas of interest outside the established framework. Refer to Table 3.2 for a further explanation of the model.

**Table 3.2**

*The Model of CPD and Its Purpose*

Model of CPD	Purpose of the model
The training models. The award-bearing model The deficit models. The cascade model	Transmission

The standards-based model The coaching/mentoring model The community of practice model	Transitional <table border="1" data-bbox="1138 226 1365 373" style="float: right; margin-left: 20px;"> <tr> <td style="padding: 5px;">           Increasing capacity for professional autonomy         </td> </tr> </table>	Increasing capacity for professional autonomy
Increasing capacity for professional autonomy		
The action research model The transformative model	Transformative	

Additionally, Reio et al. (2017) argued that although SBPD aligns PD with recognised standards, it may not always consider the unique contextual factors and requirements of teachers and their learners. PD experiences may overlook local dynamics, including specific school or district characteristics, student demographics, and broader community contexts. Reio et al. (2017) asserted that this lack of contextual relevance can hinder the practical application of acquired knowledge and skills.

To address these criticisms, SBPD must be implemented and adapted thoughtfully, striking a balance between standard alignment and teachers' individual needs, creativity, and contextual realities. Incorporating flexibility, differentiation, and a focus on research-informed practices can enhance the impact and effectiveness of SBPD in supporting academics' professional development. This does not address the gender inequalities this study is out to examine and is limited in scope. This is also a Western-heavy model and cannot be satisfactorily recommended for the Nigerian context.

### **3.11.5 British Council CPD Framework**

The British Council CPD Framework (2015) is grounded in global best practices and designed to support the training and development of teacher educators. The framework comprises 12 comprehensive professional practices that describe the knowledge, skills, and developmental approaches underpinning teacher training. These are categorised into three main areas: knowledge, skills, and approaches, all intended to help teachers become

more effective. The framework outlines four stages of development: Foundation, Engagement, Integration, and Specialisation (British Council, 2015). It is applicable at all levels of education and can be used for both pre-service and in-service teacher training.

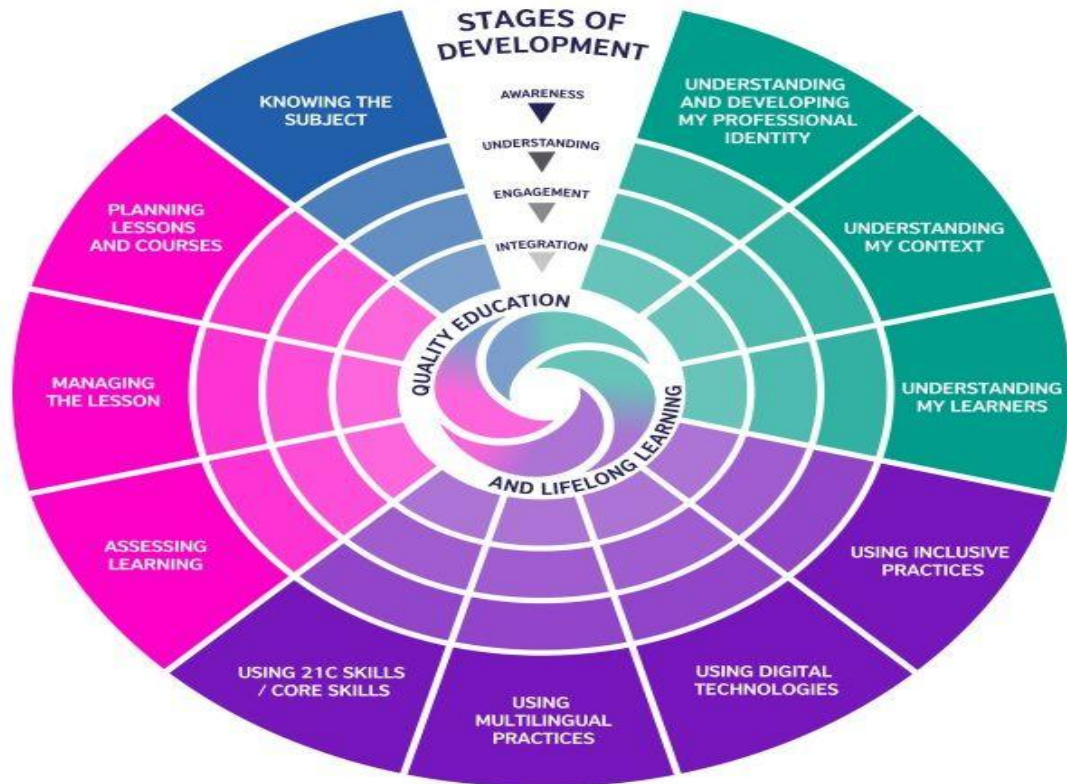
The 'skills' component of the framework is especially relevant to English-language teacher training, as it supports ongoing professional development. However, this framework is relatively new and has not yet been widely adopted or researched. Although it is tailored to English-language educators, this study does not utilise the British Council CPD Framework due to limited research on its practical application and is also targeted at Western educators and does not apply to the Nigerian context. This is the only CPD framework used in English-language education among the theoretical frameworks mentioned in this study (see Figure 3.1), but it is not gender-sensitive and is not applicable to Nigerian HE because of our peculiarities.

#### **3.11.6 CIPP Evaluation Model**

The CIPP model is widely recognised and respected for its comprehensive evaluation approach (Stufflebeam, 2007). Nevertheless, several criticisms have been raised. Critics argued that fully implementing the CIPP approach can be complex and time-consuming. The four components, context, input, process, and product, require in-depth data collection and analysis, which may demand substantial resources and expertise. This can pose challenges for organisations with limited time or capacity.

Some critics contend that the CIPP model's evaluation criteria and indicators lack specificity. While the model provides a general framework, it does not offer clear guidance on which specific attributes to assess or how to measure them. This ambiguity can lead to inconsistent assessment practices, making it difficult to compare and generalise findings across different PD programmes.

*Figure 3.1: A photograph depicting the British Council CPD Framework*



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Although the ‘product’ component of the CIPP model is designed to evaluate outcomes, some critics argued that it places insufficient emphasis on outcomes. According to Stufflebeam (2007), the focus on inputs and processes may overshadow the importance of assessing how PD influences desired outcomes, such as changes in teaching practices or student achievement. These critics suggested that a stronger emphasis on outcomes would yield a more comprehensive understanding of programme effectiveness. Furthermore, the model’s ‘process’ component considers implementation, critics maintain that it implicitly neglects implementation fidelity, that is, the extent to which a programme is delivered as intended (Ratnaya et al., 2022). Evaluating fidelity is crucial to determining whether the programme was executed as designed and to understanding how fidelity

relates to outcomes. Critics suggested that the model could be improved by explicitly including a fidelity assessment component.

Despite these concerns, the CIPP model remains valuable for evaluating CPD programmes. Providing clear guidelines, incorporating fidelity considerations, and ensuring balanced attention across inputs, processes, and outcomes can help alleviate these limitations. This study seeks to integrate feminist theory through a gender lens to further strengthen the CIPP evaluation model, as it's not gender-based. Also, this CIPP evaluation model is for a Western education setting. There is a need to localise a conceptual framework suited to the Nigerian context.

### **3.11.7 Justification for Using the CIPP Model with Feminist Theory as a Conceptual Framework**

Several reasons support the use of the Feminist-CIPP model as a conceptual framework for assessing CPD programmes in this thesis. According to Ulum (2015), the Feminist-CIPP model provides a comprehensive and structured approach to evaluation. By addressing the four key components, context, input, process, and product by incorporating gender, it ensures that multiple aspects of a programme are thoroughly examined. This holistic approach facilitates a deeper understanding of both the programme's effectiveness and its impact.

The model also emphasises the importance of considering the context in which professional development takes place. By evaluating contextual factors such as organisational needs, available resources, and participant characteristics (Ratnaya et al., 2022), the Feminist-CIPP model helps ensure that the programme aligns with the organisation's specific goals and needs. This contextual sensitivity enhances the initiative's relevance and applicability.

The Feminist-CIPP model also encourages evaluation at various stages in the professional development cycle. According to Shamsa et al. (2018), this includes a pre-implementation evaluation to consider contextual factors and inform programme design; an ongoing evaluation during implementation to monitor progress and make necessary adjustments; and a post-implementation evaluation to measure outcomes and assess overall programme effectiveness, all through a gender lens. This multi-stage evaluation approach promotes continuous improvement, ensures that the programme meets its intended objectives, and eradicates gender inequalities in the Nigerian HE.

Additionally, the Feminist-CIPP model emphasises the use of evaluation results to guide programme improvement. By systematically analysing the programme's inputs, processes, and outcomes, the model provides valuable insights into practical elements and areas needing enhancement (Shamsa et al., 2018). This focus on programme refinement aligns with CPD's primary goal: enhancing teaching practices and improving academic learning outcomes.

The Feminist-CIPP approach is both versatile and adaptable, allowing for customisation to suit different CPD contexts and objectives. It can be applied across various settings, from district-wide initiatives to individual teachers' professional development. This adaptability makes it a valuable theoretical framework for evaluating CPD initiatives across diverse educational environments.

Stufflebeam's (1983) original CIPP model offers a structured and comprehensive framework for evaluating CPD programmes. It supports stakeholders in understanding context, designing programmes, monitoring implementation, measuring outcomes, and guiding future development. Its emphasis on comprehensive evaluation and programme relevance underpins its selection for this study, which incorporates gender.

For CPD to be effective, summative evaluation methods must consistently support successful staff development. At the same time, formative approaches, such as responsive feedback, peer collaboration, and tailored support, are more likely to enhance teaching quality and foster professional growth (Gibbs & Sullivan, 2024). Stufflebeam's CIPP model (1983) is structured around four components: C - Context, I - Input, P - Process, and P - Product. This model is the most appropriate theoretical framework for the present study, as it enables a robust evaluation of the quality of both summative and formative academic CPD.

In this framework, the context encompasses the university's goals, objectives, background, and history from a feminist perspective. It investigates how institutional and societal gender norms affect participation in the CPD programmes. Inputs refer to the resources, human, material, temporal, and otherwise, required for effective institutional functioning. It also examines inequalities in access to digital resources, mentoring, and institutional support available to male and female academics. The process involves all aspects of teaching and learning and examines facilitation, power dynamics, and participation patterns, while the product addresses the outcomes that reinforce or challenge gendered hierarchies in teaching and promotion of female academics, including its effectiveness and potential societal benefits (Stufflebeam, 2003). One weakness noted in the original CIPP model was that it does not include a specific element on gender, which is why this study had to incorporate gender. Considering this study within the existing feminist triangulation CIPP framework, I conclude that it merits a distinctive new perspective (see section 1.5 for a detailed explanation).

### **3.12 A Synopsis of Research Related to this Study**

Despite its close ties to multimodal communication, digital literacy, and online discourse practices, CPD for English-language academics has received little attention in Nigerian HE. The CPD of academic staff in HE institutions (HEI) has been the subject of only a few studies (Ofojebe & Chukwuma, 2015; Patrick & Okafor, 2021; Ebong et al., 2022). Although it focused on similar academic staff, Gyot et al.'s study on instructors' in-service training requirements for English-language academic staff did not employ the same methodology as my study, given the emphasis on knowledge and mastery of the CPD material. Another gap in the research examined is its descriptive focus on awareness and access rather than on how CPD affects professional identity and instructional practices. Researchers such as Razak et al. (2015), Gomba (2019), and John and Sosibo (2019) have focused on the drawbacks of integrating digital pedagogies.

According to Patrick and Okafor (2021), there is also reluctance within existing educational structures to embrace innovative methods. According to Spiteri and Rundgren's (2018) research, teachers with positive attitudes are more likely to integrate technology into their lessons and view digital technology training as beneficial. Additionally, Gomba (2019) noted that digital resources and technology are inaccessible, particularly in schools with inadequate internet connections.

These studies are pertinent to my research because they examine the constraints to incorporating digital pedagogies into teachers' CPD, an area this research will also investigate. Hager et al. (2020) and Alghasab et al. (2019) discussed how academics' perceptions of students' technology use affect English-language instruction; my study also focuses on academic staff perceptions.

Patrick and Okafor (2021) further examined how academics are perceived in HE and the differences between how male and female academics saw their CPD. Patrick and Okafor (2021) also gathered data on academics' opinions of CPD using hybrid methodologies and instruments developed by Sywelem and Witte (2013), rather than a Feminist-CIPP framework. It is crucial to remember that each of these articles is pertinent to my research because they were about HE. Few empirical studies have used case study methods to examine contextual dynamics and institutional variation across several universities. Due to these gaps, the CIPP evaluation and the British Council CPD Framework (2015) have been extended to the Nigerian context through a Feminist-CIPP triangulation evaluation inquiry into digital pedagogies in the CPD of English-language academic staff. The paucity of empirical research employing case study methods to investigate institutional variation and contextual dynamics across multiple universities is another gap in the literature examined.

This has resulted in a dearth of sophisticated knowledge about how organisational culture, CPD structures, and resource availability interact to shape the integration of digital pedagogy in Nigerian universities. These deficiencies call for a targeted, context-sensitive study of how to incorporate digital pedagogies into the CPD of English-language academic staff. Based on the literature reviewed, these gaps were identified, and this study addresses them by evaluating the CPD programme curriculum for English-language academic staff. It focuses on integrating digital pedagogies and CALL, as well as second-language teacher development in Nigeria. The adoption of a triangulated theoretical approach, which combines feminist theory with CIPP to create a gender-sensitive evaluative model, and the use of empirical theory informed by multi-institutional insights into HE CPD in Nigeria.

### **3.13 Summary**

This chapter presented a critical review of the relevant literature and highlighted several important gaps in research on CPD, digital pedagogies, and gender. Various definitions of digital pedagogy proposed by scholars were highlighted, along with selected benefits in educational contexts. It also explored the context of CPD for English-language academics in Nigerian universities; the types of digital pedagogical equipment used in CPD programmes and the rationale for their selection; how English-language academics integrate digital pedagogies into their learning during CPD programmes; and how these programmes achieve their objectives. The issue of gender equality in academics' perceptions of CPD was also examined through the perspectives of both local and international authors. Collectively, the reviewed international and local literature provided complementary insights that enhanced the study's understanding.

Findings from the reviewed literature suggested that research on the CPD of HE academics in the South-West geopolitical zone of Nigeria remains limited. Few studies have specifically examined the integration of digital pedagogies into the CPD of English-language academics at universities in this region. Moreover, there is no consensus among scholars on the limitations of digital pedagogies in CPD programmes. While some studies report no significant differences in participation in CPD programmes between male and female academics, a notable gap remains in the literature on gender equality in CPD-related research. This study aims to address the identified gap by revising the Feminist-CIPP framework to explicitly consider the role of gender inequality. The highlighted research questions and the research design developed to address them will be further explored in the next chapter, which describes the study's methodology.

## **Chapter 4. Methodology**

### **4.1 Introduction**

The literature review identified numerous gaps in the integration of digital pedagogies into CPD programmes for English-language academics. This chapter discusses the methodology chosen to undertake the main study in this thesis, including the research's philosophical underpinnings, the justification for the methods used, and the research design. It begins by highlighting the research questions, then explains my ontological and epistemological positions.

The chapter outlines the study design, institutional context, research methods, and case study design. It further highlights the techniques and procedures for data collection, describing the instruments used to gather the data and information for analysis. The procedures for data analysis, reliability, and validity, the evaluation model employed, and emergent ethical issues are also discussed. Additionally, this chapter examines the study's conceptual framework and its underlying pragmatist philosophy.

### **4.2 Research Questions**

Four research questions guided this study:

1. What is the context of the CPD programme for English-language academics in Nigerian universities with a particular focus on gender? (Context).
2. How does implementing the CPD programme equip English-language academics to develop digital pedagogies? (Input).
3. What are English-language academics and facilitators' perceptions of the CPD curriculum relating to digital pedagogies? (Process).

4. How have the CPD curriculum objectives been achieved for English-language academics? (Product).

### 4.3 Research Philosophy

Saunders et al. (2016) assert that research philosophy constitutes a framework of beliefs and assumptions on the generation of knowledge. This philosophy influences various aspects of the research process, including the establishment of research objectives, interpretation of findings, and alignment of project components. Saunders et al. (2016) identified four worldviews or paradigms: post-positivism, transformative, constructivism, and pragmatism (see also Table 4.1). According to Saunders et al. (2016), the four worldviews or paradigms are explained as follows:

a. **Post-positivism:** This is a positivist offshoot known as scientific or empirical research, allowing for communication between participants and researchers (Vijay, 2015). It evaluates the factors influencing results and condenses ideas into a limited range of options for assessing the variables. This approach utilises questionnaires, interviews, and observation, linking qualitative and quantitative data collection methods (Vijay, 2015).

b. **Transformative:** This worldview includes an element of advocacy, addressing the issues faced by marginalised groups. This perspective emerged during the 1980s and 1990s when some individuals felt that post-positivist laws and theories did not adequately represent these groups (Mertens, 2010). While it may be more practical than academic, it can be translated into academic research to deepen understanding. This emergence is a response to the shortcomings of post-positivism (Creswell, 2011).

c. **Constructivism:** This approach emphasises the meanings derived from the differences that distinguish individuals in terms of identity and personality. Since these meanings are subjective, the data collection instruments must offer significant flexibility in responses, allowing participants to formulate their own interpretations of reality. Unlike post-positivism, constructivist inquiries are typically open-ended rather than closed-ended (Vijay, 2015). It predominantly employs qualitative interview methods.

d. **Pragmatism:** This worldview prioritises practicality over specific methods (Creswell, 2011). My research aligns with this paradigm because of its complexity, which is discussed in detail below.

#### **4.4 Ontology and Epistemology**

My research philosophy influences the study at every stage, from establishing precise research objectives to interpreting findings and aligning all project components. The two primary areas of research philosophy discussed and applied in this project are ontology and epistemology.

##### **4.4.1 Ontology**

Objectivism and subjectivism, the two ontological categories, explore the nature of reality and truth (Yin, 2009; Saunders et al., 2016). Objectivism asserts that reality exists autonomously from social agents (Bryman & Bell, 2011; Anderson, 2013). According to this view, the perspectives and experiences of social actors do not significantly influence social phenomena, which are considered universal, fundamentally constant, and unaffected by individuals. Consequently, researchers operating from this perspective focus solely on the facts (Saunders et al., 2016). In contrast, subjective ontology holds that

perceptions of reality are shaped by individuals' perspectives and actions within a social context (Yin, 2009; Anderson, 2013).

This philosophical perspective acknowledges bias, as multiple realities exist depending on individual views (Saunders et al., 2016). For this evaluative study of academics' perspectives on their in-service CPD, I adopted a subjectivist ontological view, aiming to carefully examine the multiple viewpoints of different social actors (e.g., academics, trainers, heads of department) regarding this complex reality.

#### **4.4.2 Epistemology**

Positivism and interpretivism are two distinct epistemological paradigms concerned with acquiring and explaining knowledge about the world (Anderson, 2013; Saunders et al., 2016). Positivism is a philosophical standpoint that advocates constructing knowledge through impartial observation of the tangible world and utilising objective facts (Johnson & Duberley, 2000; Saunders et al., 2016). Proponents of positivism assert that different researchers utilising identical variables and contexts will yield consistent outcomes.

Consequently, positivist researchers strive to establish relationships about a phenomenon using robust, reliable quantitative techniques (Allan, 1988; Johnson & Duberley, 2000; Weber, 2004). Fryer (2022) also notes that positivism adopts a realist/objectivist attitude, viewing the universe as comprised of real entities governed by universal laws, with knowledge produced objectively by humans. In contrast, interpretivism emphasises the socially constructed nature of reality, asserting that facts are provisional and subject to modification based on individual experiences and contextual factors (Anderson, 2013). Interpretivists place greater value on qualitative data, seeking a comprehensive understanding of individuals' attitudes and actions related to a specific topic (Bryman & Bell, 2011; Saunders et al., 2016).

Many scholars prefer mixed methods to adhering strictly to a single philosophical standpoint for a range of reasons, including the ability to consider the complexity of knowledge, determine causal relationships, and assess the consequences of events (Anderson, 2013; Bryman & Bell, 2011; Creswell, 2009). However, as Anderson (2013) notes, incorporating supplementary methodologies does not always lead to enhanced research outcomes. The choice of methods depends on the study's specific aims, temporal constraints, and available resources.

From an ontological perspective, subjectivism aligns more closely with my study's objectives, as it facilitates the comprehensive collection of information about individuals' perceptions and actions within social contexts (Anderson, 2013; Bryman & Bell, 2011). Objectivism posits that social actors and phenomena exist independently of one another; however, this perspective is considered less relevant because it limits my ability to gather empirical data on the impact of complex social actors on society (Saunders et al., 2016; Bryman & Bell, 2011). The acceptance of interpretivism in research methodology is characterised by a focus on comprehensively understanding complex issues from a subjectivist perspective (Saunders et al., 2016). Therefore, my epistemological position is interpretivism, as I believe knowledge is socially constructed through human experience.

This philosophical perspective facilitates the understanding of diverse viewpoints about problematic occurrences, making it more suitable for analysing human behaviour. Consequently, positivism, with its objectivist perspective, prioritises scientific methodologies grounded in statistical approaches, precluding an examination of the underlying thoughts and emotions associated with a specific social phenomenon (Anderson, 2013).

## **4.5 Pragmatism**

Pragmatism can be understood as an intellectual framework that guides one's approach to life (Creswell, 2013a). This philosophical framework encompasses various perspectives, primarily derived from actions, events, and their corresponding effects. The theoretical foundation of this study draws on the contributions of Peirce, James, Mead, and Dewey, as well as on the works of Murphy, Patton, and Rorty (Creswell, 2013b). The principle of inquiry, as formulated by Dewey, serves as the fundamental tenet of pragmatic philosophy. According to Dewey (1939), pragmatism is the purposeful or regulated process of transforming an uncertain situation into a cohesive understanding.

Therefore, researchers who adopt a pragmatic approach adopt a comprehensive approach in their investigations, utilising a variety of methodologies to address their research inquiries. The primary focus lies on generating novel information and on the researcher's proactive role in its creation. Pragmatism is a widely advocated method for conducting social research, emphasising the use of mixed methods (Morgan, 2014a; Creswell, 2013b).

Pragmatists prioritise the manifestation of views through practical application and adopt a worldview that emphasises real-world research. Their objective is to address life's challenges, examining issues that significantly impact societies and require solutions. They actively seek appropriate resolutions for these problems. Pragmatists recognise the importance of evolution in shaping communities and acknowledge the inevitability of changes in their surrounding environments. The impermanence of the social world necessitates that pragmatists adapt and engage effectively with these changes to achieve beneficial outcomes.

Objectivism asserts that reality exists autonomously from social agents. These researchers adopt a tolerant approach, believing that the pursuit of truth is subjective and context-dependent. The integrity of information varies and evolves depending on the individuals, circumstances, locations, or temporal frameworks in which it was initially established. Changes primarily arise from accumulated experience. Individuals undergo personal transformations throughout their lives, as their thoughts and emotions are not fixed entities; attitudes and perspectives can shift over time, influenced by unique life experiences.

According to Cohen et al. (2018), pragmatists prioritise identifying desired outcomes over focusing solely on the specific procedures used to achieve them. Proponents of this viewpoint assert that pragmatism holds comparable value to other philosophies yet possesses distinct attributes that set it apart. Furthermore, they argue that pragmatism should not be characterised by the level of sloppiness sometimes attributed to it. The field of philosophy seeks to provide answers that are both dependable and valid in response to the research inquiries presented.

For pragmatists, the foundation of all knowledge and perspectives lies in personal experience. The existence of absolute truth is not universally acknowledged; instead, facts are subjective and vary from person to person. Replicating these perspectives is impossible because individual experiences are inherently personal, leading to unique perceptions for each person (Creswell, 2013a; Morgan, 2014a). Hence, the reason for adopting Pragmatism in this study is to prioritise the practicality of solving given problems over the pursuit of absolute truth. Cohen et al. (2018) further describe pragmatism as more practical than ideological, emphasising the application of knowledge to solve problems in real-world contexts.

#### **4.6 Researcher Positionality**

Saunders (2016 et al., p. 110) describes research philosophy as “a system of beliefs and assumptions about the formation of knowledge,” which influences every part of the research process, from setting clear goals to interpreting results and connecting all parts of my project. This research follows a pragmatic approach, focusing on practical solutions to real problems (Vijay, 2015). This approach aligns with the results because they are intended to inform the development of future CPD programmes in Nigerian universities (Lincoln & Guba, 1986).

I also acknowledge my position as a university-educated Black woman and my status as a senior Nigerian naval officer, a captain, in the spirit of self-reflection. I spent 19 years working in various primary, secondary, and military educational institutions in Nigeria before undertaking doctoral research in the UK. I have been in the military since I graduated from university. My experience as a female student and educator in Nigerian universities has influenced my understanding of the training staff receive in digital pedagogies and how gender may affect their use and expectations in this domain (Olaogun et al., 2015). Female naval officers account for only 8.3% of staff in the Nigerian Navy (WPS Helpdesk, 2024). Female representation in leadership positions is even lower. According to Akpomuje (2017), only 1% of female officers hold senior ranks and leadership positions, and the existing gender imbalance in higher institutions has generated considerable debate. Badom et al. (2024), Asiazobor (2024), and Ibrahim et al. (2025) have highlighted the gender disparity in Nigeria.

#### **4.7 Feminist-CIPP Evaluation Framework**

As explained in detail in Chapters 1 and 3, the CIPP evaluation model, initially formulated by Stufflebeam (1983), comprises four fundamental elements (Context, Input, Process,

and Product), which are modified in this study to incorporate gender considerations. This study systematically integrated gender across the four levels of the CIPP model, therefore developing a Feminist-CIPP evaluation framework to provide a critical analytical lens on the Nigerian higher education (HE) context. The Feminist-CIPP framework was used to evaluate the CPD programmes offered by the three universities in the study. Context encompasses the institution's goals, objectives, historical development, and foundational aspects, and feminist theory helped to illuminate how institutional and societal gender norms affect participation in the CPD programmes. Inputs include essential components such as materials, time, physical resources, and human resources, which are necessary for the effective functioning of the school, educational programmes, curriculum, and overall operations. Feminist theory has revealed inequalities in the use of digital resources, mentoring, and institutional support.

The process involves all facets of pedagogy and knowledge acquisition, as well as the interrogation of facilitation, power dynamics, and patterns of participation. The product component of the model primarily focused on evaluating the efficacy of education and exploring potential social benefits (Stufflebeam, 2003), while the feminist theory assessed whether the outcomes reinforced or challenged gendered hierarchies in the teaching and promotion of academic staff.

#### **4.8 Institutional Contexts**

The main study was conducted in three universities located in the South-West geopolitical zone of Nigeria, anonymised as the University of Southwest 1 (U1) in Lagos State, the University of Southwest 2 (U2) in Oyo State, and the University of Southwest 3 (U3) in Ile-Ife. These institutions were chosen due to the limited research on academics' Continuing Professional Development in this area. Additional selection criteria included

their status as first-generation universities, their National Universities Commission (NUC) rankings, and their size, measured by student enrolment and academic staff strength. Each institution has a long history, comprehensive policies, and sufficient years of operation to provide a baseline for examining colonial influence. As federal universities, they also receive comparatively higher levels of government funding.

The University of Southwest 1 (U1), established in 1962, now operates across three campuses. According to the University's official website, student enrolment has grown from 131 in 1962 to 62,215, and total staffing stands at 4,962. This number includes 813 academic employees, 1,164 junior employees, and 1,386 administrative and technical employees. U1 offers master's and doctoral programmes in most fields and has 12 faculties: Arts, Basic Medical Sciences, Business Administration, Clinical Sciences, Dental Sciences, Education, Engineering, Environmental Sciences, Law, Pharmacy, Science, and Social Sciences. Additionally, it is home to twenty-six centres, including the Centre for African Regional Integration and Borderland Studies and the Centre for Human Rights. Programmes in accounting, business administration, science education, and library and information sciences are offered by the Distance Learning Institute (DLI). Nine male and thirteen female academic staff members comprised the study sample; in total, 59.1% of responders were female, and 40.9% were male.

Founded in 1948, U2 was Nigeria's first university. It enrolled approximately 24,497 students in 2019 (NUC, 2019). It gained autonomy in 1962. What began with the faculties of Arts, Science, and Medicine has since expanded to sixteen faculties, including Agriculture, Basic Medical Sciences, Clinical Sciences, Dentistry, Education, Environmental Design and Management, Law, Pharmacy, Public Health, Renewable

Natural Resources, Social Sciences, Technology, Veterinary Medicine, and Economics. Around half of the student body is enrolled in postgraduate programmes.

U3 was among the universities established in Nigeria between 1961 and 1962, following the recommendations of a commission chaired by Sir Eric Ashby, Master of Clare College, Cambridge. The commission, appointed in April 1959, assessed Nigeria's post-secondary and HE needs over the subsequent two decades and reported to the Federal Government in September 1960. The Provisional Council of U3 was established on June 8, 1961, with Chief Rotimi Williams as its chair. The University Edict of 1970 (Western State) later replaced the Provisional Council Law, and the institution's legal framework was further amended by the U3 (Amended) Edict No. 112 of 1975, and Transitional Provisions Decree No. 23 of 1975.

The educational institution comprises thirteen distinct faculties. The University implemented a five-college structure in 1992, but it was abandoned after two years due to its unproductivity. The College of Health Sciences and the Postgraduate College were the only institutions kept. The Faculties of Basic Medical Sciences, Clinical Sciences, and Dentistry were merged into the College of Health Sciences.

The University also houses various institutes and key units, including the Adeyemi College of Education, the Institute of Agricultural Research and Training, the Natural History Museum, the Institute of Ecology and Environmental Studies, the Institute of Gender and Social Policy Studies Centre, the Industrial Research and Development Centre, the Institute of Public Health, the Institute of Cultural Studies, the Institute of Advanced Studies, the Technology Development and Planning Unit, the Computer Centre, the Drug Research and Development Unit, and the Centre for Equipment Maintenance and Development. Facilities such as the Central Science Laboratory

Workshop and the Central Technological Laboratory Workshop also contribute to the institution's academic infrastructure.

In addition, the campus accommodates various academic centres, including the Centre for Distance Learning, the Regional Centre for Training in Aerospace Surveys, the National Centre for Technology Management, the Centre for Energy Research and Development, and the African Regional Centre for Space Science and Education in English.

Among the institution's thirteen faculties is the Faculty of Arts. There are 36 academic staff members in the English department at University 3 (U3), 24 of whom are men and 12 women. The student population has consistently increased over the years, rising from 244 in the 1962/63 academic session to 32,401 by 2023, as reported by the National Universities Commission (NUC, 2019) and the institution's official website (U3 website).

These universities were selected for this study based on their capacity to effectively represent HE institutions within the South-West geopolitical zone of Nigeria. Notably, all three universities have established gender policies and offices, each headed by senior female officers.

#### **4.9 Study Design**

I employed the case study technique (Blease & Cohen, 1999). There are various research designs: ethnography, action research, grounded theory, case study, and narrative inquiry. The research questions determine the study design (Ranganathan & Aggarwal, 2018). A case study design was chosen for this project to investigate a specific case, determine the value of the English-language academics' CPD programme, and gain detailed knowledge (Saunders et al., 2016).

#### **4.9.1 Case Study Design**

I employed the case study technique (Blease & Cohen, 1990) and utilised the feminist theory CIPP evaluation model as the underlying conceptual framework in this study. As Gayan, Bingunath, and Dilanthi (2011) stated, the research strategy encompasses the researcher's systematic approach to answering the research questions. Similarly, Bryman (2008) described research strategy as a comprehensive methodology for conducting research. Saunders et al. (2016) argued that selecting an appropriate research approach depends on several factors, including the study's specific goals and objectives, the extent of existing knowledge in the field, temporal and resource constraints, and the researcher's underlying philosophical assumptions.

In contrast, Yin (2003) proposed a recommendation for selecting a particular research methodology, considering three key factors: the nature of the research inquiry, the extent of the investigator's control over actual behavioural occurrences, and the level of emphasis placed on contemporary or historical events.

Researchers can select from various research procedures, each with distinct qualities, depending on specific criteria. According to Saunders et al. (2009) and Yin (2003), a range of research techniques exists, each with distinct characteristics. However, both authors emphasise the need to carefully select the most appropriate strategy for a given research topic, highlighting the significant commonalities among these strategies. Experiments, surveys, case studies, action research, grounded theory, ethnography, archival research, cross-sectional studies, longitudinal studies, and participatory inquiry are some of the research methodologies frequently employed in academic studies (Easterby-Smith et al., 2008; Collis & Hussey, 2009; Saunders et al., 2009). The primary

aim of this investigation was to utilise the case study methodology as the most suitable approach for conducting research.

Case studies involve analysing current events in their real-world settings, especially when it is difficult to clearly distinguish the event from its surrounding context. Yin (2003b) posits that a case study is a specific instance commonly used to exemplify a broader concept, a view supported by Cohen, Manion, and Morrison (2011). Including the term "specific instance" is crucial in this definition. Nevertheless, this definition overlooks the diverse range of variations observed in case studies, as noted by Yin (2009). In contrast, a case study might be characterised as an inquiry that draws on multiple lines of evidence and entails significant shifts in focus. The preliminary formulation of theoretical propositions was advantageous in guiding the collection and analysis of data. This definition elucidates the study's critical attributes. According to Yin (2014), the dual-component definition encompasses the use of a case study as a research method, which entails applying data-collection principles, non-conventional data-collection approaches, and design logic.

Case studies have been classified into numerous categories. According to Yin (1993), case studies can be categorised into three types: explanatory, descriptive, or exploratory. The purpose of explanatory case studies is to establish causal relationships. Descriptive case studies offer a thorough account of a specific occurrence and its surrounding context. Case studies can also be of considerable significance and inherent value, according to Stake (1995). In contrast to an instrumental case study, which is conducted to gain insights into another instance, an intrinsic case study investigates the case itself.

A case study was conducted because of the investigation's complexity. Various methodologies can be categorised as explanatory, descriptive, or a combination of both (Morra & Friedlander, 1999). Stenhouse (1985) recognised four primary approaches: ethnographic, evaluative, educational, and action case studies. The investigation of individuals involved in the case was conducted using ethnographic case studies. These studies also provided insights from an external observer's standpoint, highlighting "causal or structural patterns" that the individuals involved may not be aware of (Stenhouse, 1985, p. 49).

An evaluative case study examines one or more cases to assess the effectiveness or value of a particular programme. The primary focus of case studies in action research is to provide feedback on specific points to inform and improve subsequent actions. On the other hand, educational case studies aim to enhance educators' knowledge and skills by developing educational theories or by systematically and reflectively documenting evidence, thereby advancing prudence in education (Stenhouse, 1985, p. 50). Bassey (1999) proposed three discrete categories of case studies:

- a. **Theory-seeking and theory-testing case studies** focus on the examination of commonplace matters. Their primary emphasis is on topics rather than individual instances. The individual provided an explanation that positions theory-seeking situations as analogous to Yin's exploratory cases, while theory-testing cases are aligned with Yin's explanatory ones. This involves analysing educational courses through case studies.
- b. **Storytelling and picture drawing** examine the practical application of theoretical concepts. Storytelling involves narrating events, while picture sketching provides descriptions.

c. **Evaluative case studies** investigate the efficacy or usefulness of educational courses through thorough examination.

This research employed an evaluative case study to explore the integration of digital pedagogies into the continuing professional development (CPD) of English-language academic personnel across three distinct contexts. It involved assessing what is available to academic staff and its effectiveness through the lens of the CIPP model. I evaluated the CPD curriculum in its current form, what is offered, how it is delivered, by whom, when/why, and whether it meets its objectives, within the framework of the case study typologies outlined earlier. The primary objective of this study was to assess the efficacy and worthiness of incorporating digital pedagogies within the CPD programme.

#### **4.10 Research Method**

A mixed-methods strategy was employed in this study, with both qualitative and quantitative data collected and analysed. This allowed me to examine various viewpoints and discover connections between complex layers. A deliberate blending of approaches was used for data collection as it aided both the analysis and interpretation phases. The use of this approach facilitated the examination of occurrences from multiple perspectives (Shorten & Smith, 2017). The term of significance in this context is '*mixed*', as connecting or incorporating data at the appropriate stage in the research process was an essential element of the strategy (Creswell, 2011).

This investigation used the explanatory sequential qualitative-quantitative model. Structured questionnaires, semi-structured interviews, and document analysis were employed, enabling me to gain a deeper, more trustworthy understanding of the problem.

#### 4.10.1 Mixed Methods Design

A mixed-methods research approach requires the collection and analysis of both quantitative and qualitative data within a single investigation (Shorten & Smith, 2017). This study conducted a comprehensive analysis of diverse perspectives and identified correlations across layers of multiple research topics, employing a mixed-methods approach that leverages the strengths of both qualitative and quantitative methods. In mixed methods research, it is necessary to intentionally integrate multiple techniques to collect, analyse, and interpret data effectively. Properly linking or integrating data throughout the research process is vital to the mixed-methods approach (Creswell, 2011). These criteria were given by Charmaz and Thornberg (2021); Nassaji (2020 for the use of mixed methods research:

**a. Generalisability:** This pertains to the extent to which the results can be applied to a more comprehensive context. While qualitative research typically employs a smaller, less generalisable sample, quantitative research typically employs a larger, more externally valid sample. Consequently, I implemented additional methodologies, including contextualisation and triangulation, to improve the generalisability of my discoveries.

**b. Contextualisation:** I contextualised my findings and provided more specific conclusions by integrating multiple methods. I also added richer detail to my analysis, using qualitative data to illustrate quantitative results, thereby enhancing the credibility and support of my mixed-methods approach.

**c. Credibility:** Credibility was enhanced through the use of several methodologies for data collection related to the subject matter, thereby bolstering the reliability of my results and the subsequent analysis of data obtained from participants. The concurrence between qualitative and quantitative evidence increased the likelihood that my judgments were

accurate. In case study research such as mine, extensive enquiry using participants' data helped produce a credible study. I paid close attention to every word my participants used during the interviews to understand how they felt about each question. My conclusions are valid because the qualitative and quantitative data are consistent.

**d. triangulation.** Triangulation provided me with a more trustworthy grasp of the data (Creswell, 2014). The utilisation of various research approaches and data validation is integral to examining a particular occurrence (Shorten & Smith, 2017). Triangulation was employed during this inquiry and is discussed in detail in the subsequent sections. Triangulation, in more detail, is a research method that enables researchers to enhance the reliability and validity of their findings by utilising multiple sources, techniques, or perspectives (Creswell, 2014). The use of multiple research methods to investigate a single phenomenon, followed by data validation, is considered a strategic approach (Shorten & Smith, 2017).

Triangulation occurs when qualitative and quantitative data align. Anny (2014) opined that triangulation techniques involve using multiple investigators' perspectives, employing data triangulation across several sources, and adopting methodological triangulation across different research methods. This study employed methodological triangulation by using different research methods.

#### **4.10.2 Trustworthiness**

Lincoln and Guba (1986) categorised trustworthiness into four components: credibility, transferability, dependability, and confirmability. Trustworthiness pertains to the quality of the research and how I convinced my readers that my study was worthy of reference. While reliability and validity are often used in quantitative research to ensure rigour, they are unsuitable for qualitative research due to significant differences in epistemological and

ontological assumptions (Hammersley, 1992). To establish appropriate criteria for evaluating the trustworthiness of qualitative research, Lincoln and Guba (1986) developed a conceptual framework for assessing naturalistic research. This approach substitutes credibility for internal validity, transferability for external validity, dependability for reliability, and confirmability for objectivity. To further strengthen the credibility of my research, I collected data from three distinct groups: department heads, CPD facilitators, and academic staff.

#### **4.10.3 Types of Mixed Methods**

Explanatory sequential, exploratory sequential, parallel, and nested are the four types of mixed-method designs identified by Shorten and Smith (2017). To help explain the quantitative results, qualitative data are gathered and processed after quantitative data (QUAN + QUAL) in an explanatory sequential design. In an exploratory sequential design, quantitative data are collected and utilised to empirically assess results after qualitative data have been collected and evaluated. Both qualitative and quantitative data are gathered and examined concurrently in a parallel model (QUAL + QUAN). In contrast, a nested model allows for a preliminary design involving either qualitative (QUAL) or quantitative (QUAN) methods, with the alternative paradigm embedded within the study (QUAL + QUAN or QUAN + QUAL).

This study employed the explanatory sequential QUAN+QUAL model. Structured questionnaires were used to collect quantitative data, and semi-structured interviews to gather qualitative data. Document analysis was also conducted to provide further insights, contributing to a deeper, more trustworthy understanding of the research problems by exploring policy and curriculum documents from the target universities.

#### **4.11 Techniques and Procedures for Data Collection in the Main Study**

A web-based questionnaire (see Appendix II) was designed using JISC Online Surveys, and URLs were sent to participants, primarily using their mobile phones. This was because most participants owned such phones, and many indicated that it was more convenient for them to complete the survey on their phones rather than on computers or laptops, which they either lacked or could not afford. Microsoft Teams was used to conduct semi-structured interviews, which were recorded and transcribed using the application. The instrument comprised both open- and closed-ended questions.

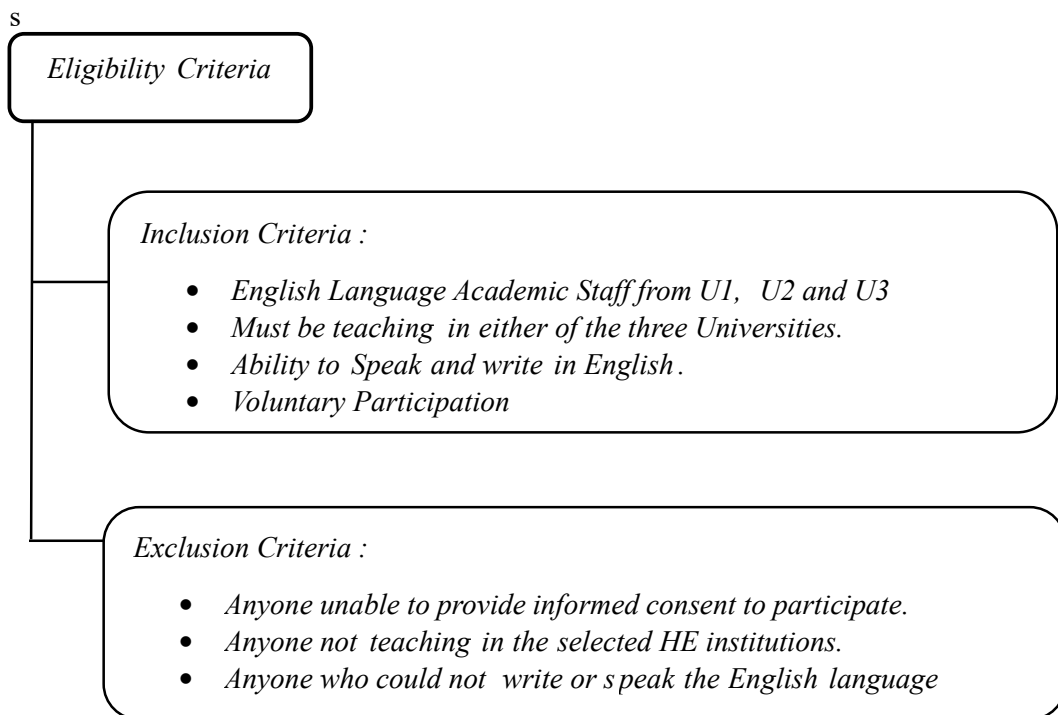
#### **4.12 Research Instruments**

The principal methods employed for data collection in this case study evaluation research encompassed questionnaires, interviews, and document analysis as follows:

- i) **Online Questionnaire:** The questionnaire was designed online to collect information from university English-language academic staff. Questionnaires are effective for gathering opinions from large numbers of people and allow respondents to provide answers from any location (Gary, 2014). I designed the questionnaire using the Joint Information Systems Committee (JISC) platform, which my institution uses. It underwent multiple reviews before being administered to participants. The questionnaire was used to collect data on academics' continuing professional development. This study benefited from important feedback from participants. This questionnaire was validated during a pilot study to certify its appropriateness for use in the main study. While most parts gathered data on the variables of interest, Section A focused on demographic information, including gender, type of institution, age, highest academic degree obtained, qualifications, specialisation, years of teaching experience, academic

rank, frequency of CPD participation, and types of CPD attended. Sections B to F addressed five open-ended research questions based on the CIPP evaluation model, which served as the theoretical framework for this study. The questionnaire included a 5-point rating scale with the following values: Strongly Agree = 4, Agree = 3, Undecided = 0, Disagree = 2, Strongly Disagree = 1, and Frequently = 4, Sometimes = 3, Seldom = 0, Rarely = 2, NA = 1. A total of 120 academic staff members completed the questionnaires, but only 60 met the inclusion criteria, which required that respondents teach English as a second language (see Figure 4.1).

**Figure. 4.1: The Eligibility Criteria for the Participants in the Study**



A URL was generated for the online JISC survey form used to administer the questionnaire. I designed and validated the questions using face validity (Kelly, 1927), with participants drawn from the three universities.

**ii) Interview:** Fifteen participants, including English-language academic staff (3 each from the three universities, 9), CPD facilitators (1 each from the universities, 3), and Heads of the English-language Department (3, one from each of the selected universities), were interviewed. Distinct interview questions were prepared for academic staff, Heads of Department, and CPD facilitators. The interview for academic staff comprised 30 open-ended questions across six sections: demographic information; aims and objectives; implementation of CPD programmes; perceptions of academic staff regarding the digital pedagogy CPD curriculum; achievement of the digital pedagogy CPD curriculum; and gender imbalance.

The interview for Heads of Department consisted of 31 open-ended questions, also grouped into six sections: demographic information; aims and objectives of the university concerning the digital pedagogies CPD curriculum; implementation of CPD programmes aimed at developing digital pedagogies; perceptions of academic staff regarding the implementation of the digital pedagogies CPD curriculum; achievement of the digital pedagogies within the CPD curriculum; and, finally, gender imbalance. Similarly, the interview for CPD facilitators included 31 open-ended questions in six sections: demographic information; aims and objectives of the university concerning the digital pedagogies CPD curriculum; implementation of CPD programmes to develop digital pedagogies; perceptions of academic staff regarding the implementation of the digital pedagogies CPD curriculum; achievement of the digital pedagogies within the CPD curriculum; and gender imbalance.

**iii) Document Analysis:** Automated and paper-based materials are examples of documents that can be used to investigate and evaluate content for thorough comprehension (Bowen, 2009). Although not employed in the pilot study, policy document analysis was utilised as a data collection instrument in the main study. The criteria for the chosen policy document were that there were no specific curriculum documents on digital pedagogy. I conducted a content analysis of policy documents from the three universities. The content analysis identified the categories of CPD training available to academic staff across the three universities. This enabled me to describe the different training programmes, providing a broad illustration of the on-the-ground realities at the three institutions. It also enabled me to identify patterns and trends in the available CPD training. This aspect of the study addressed the context component of the CIPP model. All instruments, except for document analysis, were piloted to ensure their relevance to the main study. The responses were recorded, transcribed, and incorporated alongside the survey data

#### **4.13 Main Study Member Checking**

Birt et al. (2016). Nicola et al. (2024) and Grey (2018) asserted that member verification is a method for ensuring credibility and trustworthiness. Following the data analysis, a summary of the findings was disseminated to selected participants for input on their experiences and critiques. This was done to ensure there are no errors or misconceptions among the participants. It is also important to establish the study's trustworthiness and credibility. To further establish the accuracy of the findings, feedback from the selected participants, who served on the member-checking team, was incorporated into the analysis. The criteria for selecting participants for member checking were based on three categories of interviewees: 1 head of department, 1 CPD facilitator, and 1 academic staff

member. The feedback was well received and had no adverse impact on the study, even though I was open to criticism about whether it would enhance the transparency and accountability of the qualitative data.

#### **4.14 Sample**

A more complex type of cluster sampling, known as multi-stage sampling, involves two or more stages in sample selection and is also referred to as multi-stage cluster sampling (Shorten & Smith, 2017). Large population clusters are gradually split up into smaller groups in multi-stage sampling to facilitate the collection of primary data. Random, convenience, and purposive sampling are the three primary sampling techniques utilised in case study evaluation.

The first phase of sampling in this study used cluster sampling, grouping Nigeria into six geopolitical zones, each containing at least one federal university, to obtain the study sample. The six geopolitical zones are South-West, South-South, South-East, North-West, North-East, and North-Central. In this phase, the geopolitical zone in which each federal university is located served as the selection criterion. At this point, the geographical zones served as the Primary Sampling Units (PSUs).

One zone in the South was selected through purposive sampling. The selected region, comprising six states in the South-West, had a larger staff and student population, thereby making it conducive to robust sampling. The zone also exhibited notable differences in educational standards compared to the northern regions and is home to some of the country's oldest and most prestigious universities. It was necessary to select only one zone. Furthermore, Ikpebe (2025) has identified considerable gender disparities in academic staffing across Nigeria, particularly in northern regions. Ikpebe (2025) revealed

that the gender gap is especially pronounced in the northern region, where cultural and religious factors have historically favoured male education over female education.

The second phase involved stratifying the universities within the selected zone using stratified random sampling. Universities were categorised into federal, state, and private institutions. This phase consisted of Secondary Sampling Units (SSUs) stratified by institution type. Federal universities were selected to ensure uniformity. There are six federal universities in the South-West region. This study selected three federal universities, U1, U2, and U3, as the sample.

As previously stated, a survey approach was employed in this investigation. Twenty (20) English-language academic staff from the English departments of each university completed the Academic Staff Process Questionnaire on the Integration of Digital Pedagogies in the Continuing Professional Development (ASPQIDP). This led to quantitative data from 60 respondents, 27 male and 33 female (see Table 4.1). In addition, three academic staff members (where R6, 13 & 15 were from U1), R1, 7 & 14 were from U2, and lastly R5, 10 and 12 were all academic staff from U3. One CPD facilitator and one Head of Department from each university were interviewed for the qualitative data; 8 were male, and 7 were female (see Table 4.2). The demographic distribution of the 60 academic respondents and 15 interviewees, including their gender, is presented in Tables 4.1 and 4.2.

**Table 4.1**

*Demographic Distributions of the Academic Staff Across the Three Universities for the Questionnaire*

University	U1		U2		U3		Full sample	
Demographic Information	No	%	No	%	No	%	No	%
<b>Gender</b>								

Male	9	40.9	11	57.9	7	36.8	27	45.0
Female	13	59.1	8	42.1	12	63.2	33	55.0
<b>Age (in years)</b>								
25-34	17	77.3	13	68.4	10	52.6	40	66.7
35-44	2	9.1	3	15.8	4	21.1	9	15.0
45-54	2	9.1	2	10.5	4	21.1	8	13.3
55 & Above	1	4.5	1	5.3	1	5.3	3	5.0
<b>Highest Qualification</b>								
First Degree	2	9.1	2	10.5	0	0	4	6.7
Master's degree	14	63.6	8	42.1	9	47.4	31	51.7
PhD.	6	27.3	8	42.1	10	52.6	24	40.0
Other	0	0	1	5.3	0	0	1	1.7
<b>Academic Specialisation</b>								
English	22	100.0	18	94.7	15	78.9	55	91.7
Literature in English	0	0	1	5.3	4	21.1	5	8.3
<b>Years of Teaching Experience in English-language/Lit. in English</b>								
Between 1-9 years	17	77.3	14	73.7	11	57.9	42	70.0
Between 10-19 years	1	4.5	3	15.8	4	21.1	8	13.3
Between 20-29 years	4	18.2	1	5.3	3	15.8	8	13.3
30 years & Above	0	0	1	5.3	1	5.3	2	3.3
<b>Academic Rank</b>								
Graduate Assistant	14	63.6	9	47.4	7	36.8	30	50.0
Assistant Lecturer	1	4.5	3	15.8	5	26.3	9	15.0
Lecturer II	1	4.5	4	21.1	1	5.3	6	10.0
Lecturer I	1	4.5	0	0	1	5.3	2	3.3
Senior Lecturer	4	18.2	2	10.5	4	21.1	10	16.7
Reader (Associate Prof.)	1	4.5	0	0	0	0	1	1.7
Professor	0	0	1	5.3	1	5.3	2	3.3

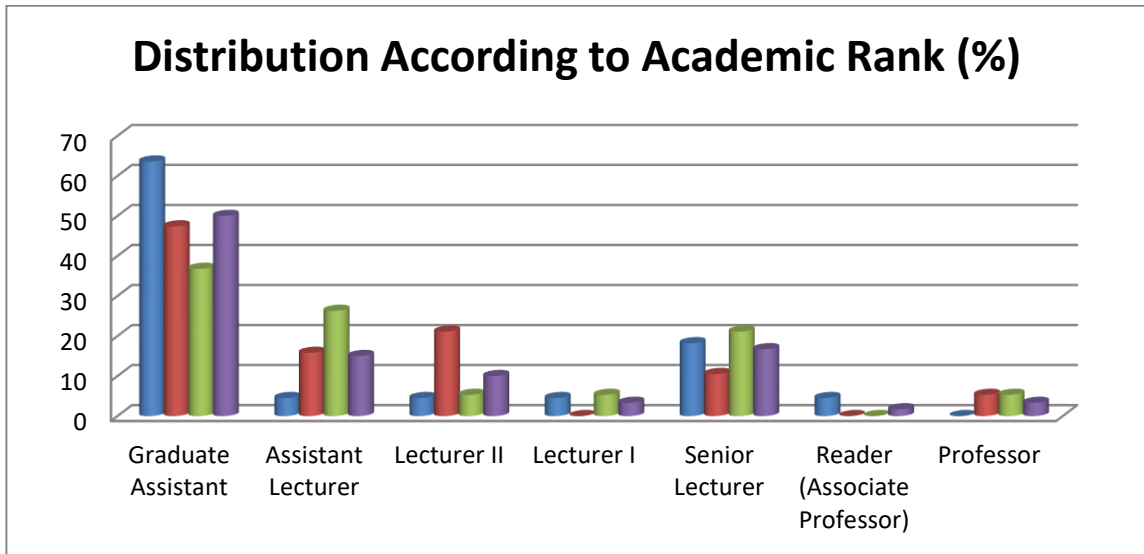
**Table 4.2**

*Demographic Distribution of the Three Categories of Interviewees Across the Three Universities*

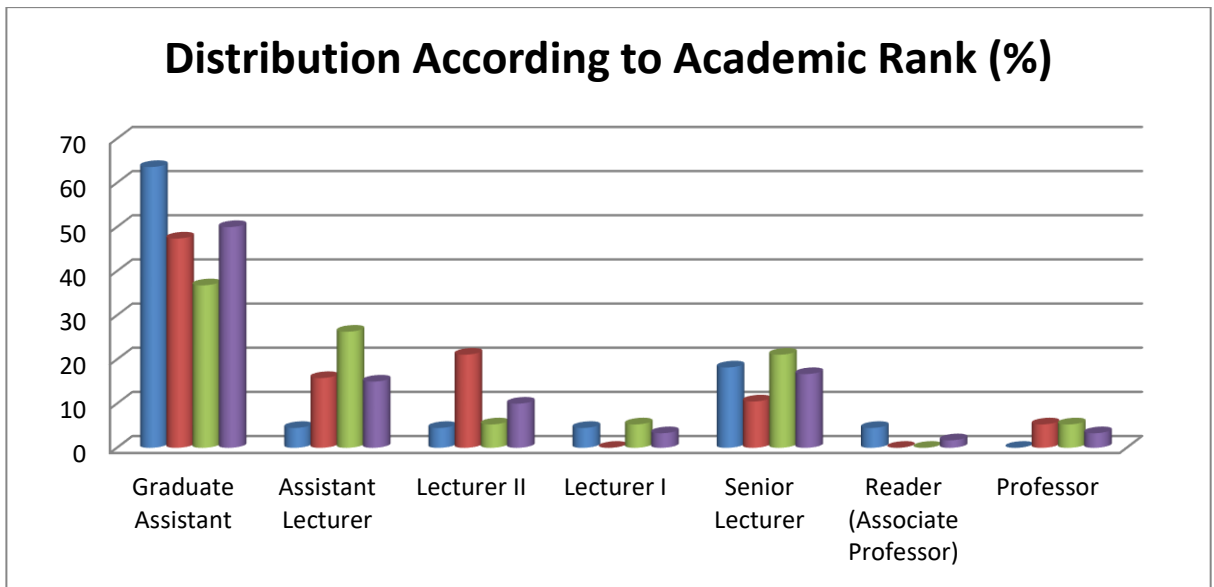
Universities/Code	Year of experience	Highest Academic Qualification	Specialisation	Gender	Duration (Minutes)
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U1-R6	26	PhD	Social linguistics	Female	45:13
U1-R13	9	PhD	Teaching English as a second language	Female	36:33
U1-R15	20	PhD	Comparative Drama in English	Female	40:34
U1- F1	9	PhD	Ecocritical Discourse Analysis	Male	44:47
U1- H1	2	PhD	Curriculum social studies	Male	37:21
U2-R1	6	PhD	English-language	Female	30:28
U2-R7	10	PhD	African literature and general literature of the black diaspora	Male	21:24
U2-R14	1.2 months	PhD	Syntax and Neuro Linguistics.	Male	25:40
U2- F2	6	PhD	Pragmatics and discourse analysis	Male	34:31
U2- H2	3	PhD	English-language, pedagogy and applied linguistics.	Male	40:32
U3-R5	25	PhD	English phonetics and phonology, English linguistics	Male	56:22
U3-R10	3	MA. Ed	MA English	Female	52:49
sU3-R12	3	MA	Discuss analysis and then Applied linguistics	Female	31:47
U3- F3	7	PhD	Discourse analysis and applied linguistics	Male	42:23
U3- H3	3	PhD	English-language, Applied phonology, translation. & phonetics.	Female	36:11

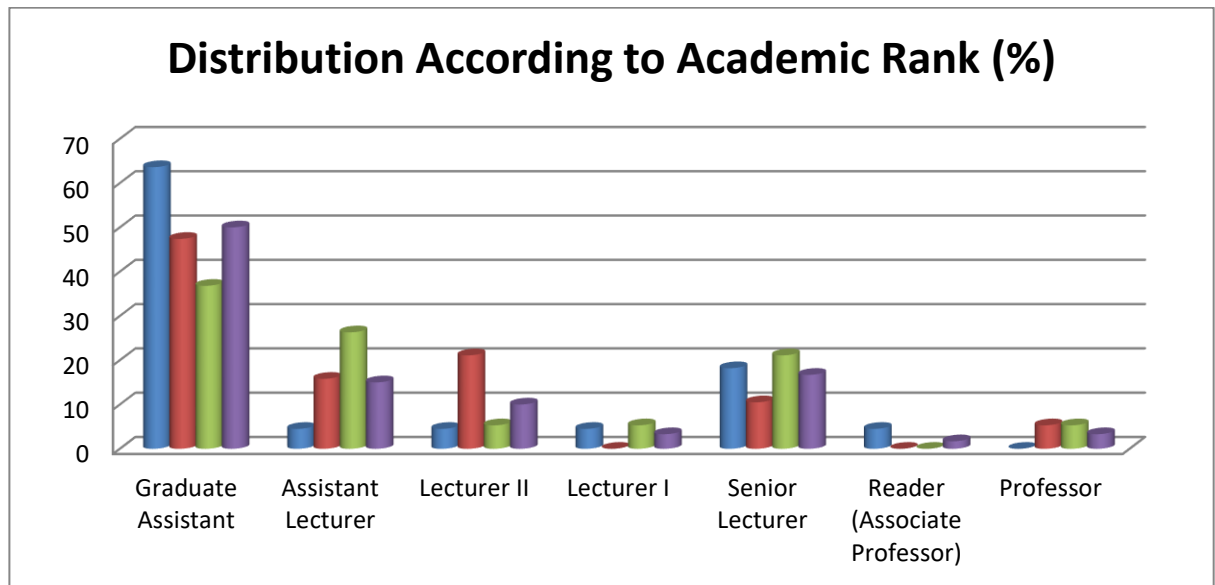
**Figure 4.2: Demographic Distribution of the Respondents' Rank across the Three Universities**  
*U1*



**Figure 4.3: U2**



**Figure 4.4: U3**



#### **4.15 Pilot Study**

The primary objective of the pilot project was to assess the validity and reliability of the research instruments and identify any limitations or weaknesses in their implementation (Malmquist et al., 2019). The pilot study was conducted at U2 between December 2022 and February 2023. A sample of five (5) academic staff members teaching English-language was selected from the institution to complete the questionnaire. Additionally, the Head of Department and three (3) academic staff members were chosen for the semi-structured interviews. The preliminary study employed a limited number of participants. Arain et al. (2010) emphasised the importance of feasibility studies in evaluating various aspects of methodologies proposed for broader, more comprehensive, or confirmatory research.

This investigation aimed to prevent the emergence of critical limitations in a study that could incur substantial time and financial costs. The primary purpose of a pilot study is not to address specific research questions, but to prevent researchers from embarking

on large-scale studies without a sound understanding of the proposed methodologies (Polit & Beck, 2017). In this study, a pilot was employed to evaluate the appropriateness of the proposed strategies and processes (Polit & Beck, 2017).

Following the initial pilot study, I revised the research questions to align with the research aims and objectives. The theoretical framework was also revised to address the research questions more effectively, and additional data collection methods, such as document analysis, were incorporated to align with the study's objectives.

A second pilot study was conducted to re-test the instruments. Quantitative data were analysed using two methods of reliability testing applied to the sub-scales of the ASPQIDP: the internal consistency approach based on Cronbach's alpha, and the Spearman-Brown split-half coefficient, both computed using SPSS version 21 software. Qualitative data were collected through semi-structured interviews and analysed using NVivo and thematic analysis to report the findings.

#### **4.16 Implications for the Main Study**

Based on the preliminary investigation, the following modifications were implemented:

- i. The number of anticipated participants for the main study was increased from 39 to 60.
- ii. The interview instrument used for the Head of Department and the facilitators was redesigned to include questions specifically relevant to the management and trainers of the CPD programmes.
- iii. The CIPP model was adopted as the conceptual framework for the main study.
- iv. The research questions were refined and reformulated to align with the study's objectives.

v. Facilitators of the CPD programmes were also included in the study and interviewed.

vi. Document analysis was introduced as a new data collection method to gather more nuanced information about academic staff CPD.

#### **4.17 Data Analysis: Quantitative**

The questions were evaluated using IBM SPSS Statistics version 22. When a test measures what it is supposed to measure, it is said to have validity. The effectiveness of this study depends on its validity (Cohen et al., 2011). According to Seliger and Shohamy (1989), various factors unrelated to the research questions may influence a study and compromise its validity.

Although there are multiple types of validity, the main forms are construct, criterion-related, and content validity (Brown, 1996). Evaluating a test's content validity determines if it accurately reflects the subject matter it is designed to cover. It describes how closely a test's sample aligns with its content objectives (Brown, 2000). To assess the content validity of the test items, subject-matter experts were consulted.

The quantitative data were analysed using descriptive statistics. To facilitate classification and analysis, the completed questionnaire responses were filtered and appropriately coded. The data was analysed using descriptive statistics, including means, standard deviations, and percentages.

#### **4.18 Data Analysis: Qualitative**

NVivo (QSR International) software was used to analyse the interview data for this mixed-methods study. According to Zamawe (2015), the software can effectively process unstructured textual and audio data from a range of sources, including focus groups, interviews, surveys, social media, and academic journal articles.

This study employed thematic content analysis to transcribe and interpret the data, thereby complementing the quantitative findings (Braun & Clarke, 2006). Thematic analysis was used to identify, examine, and report recurring patterns or themes within the data (Kiger & Varpio, 2020). It also allowed for interpretation through the coding process and theme development.

Thematic analysis is distinguished by its notable versatility. It can be employed across diverse theoretical and epistemological frameworks and applied to a wide range of research topics, designs, and sample sizes. While some scholars associate it with ethnographic or phenomenological approaches (Joffe, 2011), Braun and Clarke (2006) argue that thematic analysis can serve as a stand-alone analytical method. In this study, it served as the basis for the qualitative data analysis.

#### **4.19 Process of Coding and Thematic Analysis**

Thematic analysis, a widely used qualitative method, involves identifying patterns (themes) within data to capture nuanced insights. The study utilised NVivo 12.0, a software designed for qualitative research, to streamline the process through structured data management and analytical tools. The process begins with data preparation, where interview transcripts are imported into NVivo, a software that supports text, audio, and video formats. With adequate knowledge of the data, I organised responses in the software to align with the study's objectives and facilitate coding.

Next, data segments were systematically coded. NVivo facilitates this process by using nodes to represent codes. Researchers highlight relevant text and assign it to *free nodes* (emergent ideas) or *tree nodes* (hierarchical categories). This study employed a hybrid analytical approach, combining inductive (data-driven) coding to identify themes

emerging from participant responses (see Appendices XIV, XV, and XVI) and deductive (theory-driven) coding to align the findings with the existing conceptual framework.

The subsequent phase involved organising codes into themes. NVivo's query tools (e.g., word frequency and word count) were used to explore node relationships and cluster related codes into candidate themes. For example, codes such as "Google Classroom", "YouTube", and "Zoom" were grouped under the theme "Learning Management Resources". Themes were reviewed for coherence to ensure they accurately represented the dataset. NVivo's visualisation tools, including mind maps and charts, helped map thematic connections and hierarchies. Additionally, participants' responses were presented in a narrative (storytelling) format.

#### **4.20 Ethical Considerations**

Lindorff (2010) postulated that researchers must never endanger participants' lives or treat them disrespectfully, regardless of the field or methodology employed. The British Educational Research Association's (BERA) ethical requirements were followed in this study. BERA (2018, 4th ed.) emphasises trust and researcher responsibility as central to researcher participant relationships, requiring researchers to ensure their decisions are ethical, justifiable, and sound. BERA positions educational research within an ethic of respect for individuals, knowledge, democratic values, research quality, and academic freedom.

In the first stage, ethical approval for this study was granted by the University Research Ethics Committee (UREC) at Liverpool John Moores University (LJMU), UREC (Reference number: 22/EDN/035).

In Nigeria, previous research (Igwe et al., 2017) suggests that ethical approval processes vary widely across institutions, with no national standard. While some of the

older, more established research universities tend to have Institutional Research Ethics Committees (IREC) and provide written ethical approval, it is still common practice for others, even though they have their own committees, to provide verbal permission to conduct research in a particular setting.

For this study, the ethical approval application process varied across the three universities. Written ethical approval for U2 was granted as part of a full ethics application to their University Ethics Committee (see Appendix XVII). On the other hand, U1 and U3's internal ethical processes were the same: verbal approval was granted to commence the study, and this was obtained from the relevant Heads of Department, who were also the gatekeepers in each case. For both universities, I sent the Heads the following information about the project, which they then submitted to their respective ethics committees: participant information sheets and consent emails outlining the study's aims, objectives, purpose, the participants involved, their roles, and the rationale for their selection. Following internal consideration, the Heads informed me via oral communication that ethical permission had been granted, and this was confirmed via the signed consent forms I subsequently received from them.

All of the respondents (academics, CPD facilitators, Heads of Department) at each of the three universities voluntarily participated in the study. The academics who completed online questionnaires provided their consent by answering the first question on the consent page, while respondents to semi-structured interviews all signed consent forms without pressure from me, as the researcher, or from any other individual. The forms were returned to me via email (see Appendices XVIII) for a sample. An information email was circulated via official school email addresses to English-language academic staff and Heads of Department, informing them about the research. The study assured participants

that the confidentiality of their data would be maintained throughout the research process and afterwards. My contact information, that of my doctoral supervisor and the LJMU UREC were provided for any further enquiries.

In line with ethical procedures, participants individually sent me their email addresses to receive the Email Consent Script, the Participant Information Sheet, and the Participant Recruitment Email (see Appendices XI, XII, and XIII). The online questionnaire was then shared for completion. Five academic staff members from each university volunteered to participate in interviews at the end of each questionnaire. These sessions were arranged at the participants' convenience using Microsoft Teams. Interviews were recorded and transcribed. Participants were also reminded, both in writing and verbally, of their right to discontinue their involvement during the online survey or interview. Confidentiality was assured, and the identities of all participants were anonymised to prevent potential harm. Special care was taken during the pilot study to word questions effectively to minimise any emotional or psychological distress.

Participants were assured that all collected data would be stored in LJMU's data repository/online archive for at least three years after the study finished, protected by password encryption to prevent unauthorised access and to ensure participants' privacy and confidentiality.

#### **4.21 Summary**

This chapter described the methodological framework employed in the study. A detailed examination of the research design's elements was provided, including the philosophical foundation (pragmatism), the study's overall design, the institutional context, the chosen methodology, the research strategy, and the data collection techniques. The chapter also covered the instruments used, pilot study procedures, data analysis methods (quantitative

and qualitative), the validity of the research instruments, and ethical considerations related to data handling. The following three chapters (Chapters 5, 6, and 7) describe the findings for each case study university, preceding a discussion and analysis of the data in relation to the study's research questions in Chapter 8.

## **Chapter 5. Findings: A Case Study of University 1**

### **5.1 Introduction**

This chapter describes the findings from the first case study, the university designated as U1. The participants included the Head of Department (H1), a male; the CPD facilitator (F1), also male; and 3 academics from the English-language Department (R6, R13, and R15, all females). Using the Feminist-CIPP framework as a structuring guide, the chapter presents the historical context of U1 and the evolution of Continuing Professional Development (CPD) programmes for English-language academics, including their objectives, the resources employed for digital pedagogies within these programmes, the structure of the CPD initiatives, and how institutional and societal gender norms affected the staff participating in the CPD programmes.

The CPD courses pursued and the academic requirements are also discussed. These data were collected using three data collection instruments that address research questions 1–4, organised into three phases: Phase One (documentary data), Phase Two (quantitative data), and Phase Three (qualitative data).

### **5.2 Context Evaluation Across Gender in U1**

This section examines the initial component of the Feminist-CIPP evaluation model to assess U1's institutional history and aims, and to evaluate how institutional gender norms affect the participation of English-language academics in the CPD programme. It also examines the facilities that provide training in digital pedagogies for their CPD programmes, encompassing the CPD structure and academic staff. These areas were investigated using document analysis, questionnaires, and semi-structured interviews. The

documents analysed were: *the National Policy on Education (2014)*, *the Policy on Staff Development Pattern (2017)*, and *the Regulations Governing the Conditions of Service (2016)*.

The university website was also used to collect additional information. These analyses of the university's existing documents and policies clarified what they say about academics, CPD, and the institutional gender norms and practices. It also helped develop the context part of the evaluation framework by examining the university's historical background, the aims of the CPD programmes, the facilities used for digital pedagogies, and the CPD structure.

### **5.2.1 History and Aims of the CPD Programme**

U1 was established in 1962. It has three campuses, twelve faculties, and a student population of about 62,215. According to the most up-to-date records (*Pocket Statistics, 2019/2020*), 48.5% of students were female, while 51.5% were male. The total number of teaching and non-teaching staff combined was 4,962, comprising 37.7% female and 62.3% male. The academic staff population consisted of 1,709 individuals, with 35.5% female and 64.5% male representation. The Faculty of Arts' teaching and non-teaching staff numbered 178.

In 1964, the Faculty of Arts was briefly established as the Federal Advanced Teachers' College, Akoka. It became a full-degree-awarding department supporting the Faculty of Education in the B.A. program. *Education (English)* curriculum. This study focused on the English Department within the Faculty of Arts. It has 22 academic staff members: 9 males and 13 females. Of the university academic staff participating in the survey, 59.1% were female, while 40.9% were male. This finding suggests that a higher proportion of early-career female academic staff from the first university responded to the

survey. These early-career individuals range from Graduate Assistant to Assistant Lecturer, Lecturer II and Lecturer I. It takes three years to move from one level to the next. The Department of English was among the early departments established at U1 in 1962, and initially, it catered for the university's general degree programmes.

The development of the CPD programme in U1 can be traced back to about a decade ago, according to the latest policy on Nigeria's National Teachers' Education (FME, 2014), which emphasises supporting and funding CPD for university academic staff. It is the primary government policy on CPD for teachers across all institutions of learning in Nigeria, including primary, secondary, and tertiary institutions. While there are eight principles guiding the policy's guidelines for teachers, Principles Six, Seven and Eight focus on CPD specifically:

*Principle 6: "For teachers to learn effectively, teacher educators must be sufficiently trained and capable of imparting and modelling the desired knowledge, skills, and attitudes."*

*Principle 7: "If teachers are to stay motivated, they must have opportunities for CPD, advancement, and improvement in their chosen career".*

*Principle 8: "Like all professionals, teachers must constantly upgrade their knowledge and skills to remain relevant in a rapidly changing world" (FME, 2014, pp. 22-23).*

Principle Eight specifically concerns teachers' CPD. Therefore, CPD programmes are crucial for U1's academic staff to attain their career goals. To further support this assertion, female English-language respondents were asked about the history and aims of the CPD programme at the university, and they commented that it was "a system of continuous training for language academics (R6, R13 and R15)" For better service delivery and of course in terms of the teaching of the English-language" (R6 Female).

Another female respondent said that CPD aimed to help achieve “a future-ready university. When we say future-ready, we understand that we are talking about training educators who will be able to deliver” (R13 Female).

The institution encourages its male and female academic staff, particularly those in English, to attend CPD programmes to prepare them to meet current digital challenges and enhance service delivery. In addition, the *Policy on Staff Development Pattern* (PSDP, 2017) and the *Regulations Governing the Conditions of Service* (RGCS, 2016) highlighted the training that academics can attend to enhance their skills. These policy documents stated that CPD should enable every male and female academic to advance their careers and build greater capacity. However, this comes with the caveat that the training must support the university’s interests. It further shows that institutional gender norms enable both male and female academics to participate in this training. However, policymakers and institutional policies could further develop more inclusive policies for female academics.

Academic staff are granted study leave to conduct research, pursue further studies, or undertake CPD training to enhance their intellectual development (RGCS, 2016). The university has no specific document or policy on CPD, aside from the documents mentioned earlier. The CPD programme at U1 encompasses seminars, workshops, conferences, and internal training sessions. All academic staff are entitled to attend the CPD programmes; however, due to limited funds, not all academics can participate simultaneously. Instead, they are selected based on the CPD’s relevance to their specialisation. It was corroborated by R15 female respondent, who stated, “You usually get a call for conferences, and when it is in your area, you attend.”

There are no specific curricula for digital pedagogy CPD programmes; however, they are delivered as needed, for example, during the introduction of the Learning Management System (LMS) (R13 Female). When asked about the courses they take during their digital pedagogy CPD programme, R13 also commented that “one of the major ways that CPD has been integrated into our CPD programmes and teaching in the university was through the integration of the use of LMS.” Indeed, CPD sessions were utilised by all staff, including those in the English Department, to train them on using the system.

Department of English academics were selected to attend any relevant digital pedagogy CPD programme, regardless of gender. According to the PSDP (2017), academics attend these programmes annually, quarterly, or biannually. This training aims to enable academic staff to acquire more knowledge, making it a knowledge-based approach. Table 5.1 shows the number of academics who attended CPD, the type of CPD they attended, and the frequency of attendance at U1.

**Table 5.1**

*English Academic Staff Participation in CPD Programmes at U1*

<b>Statements</b>	<b>Percentage (%)</b>
1. Are you currently attending any CPD?	
Yes	36.4%
No	63.6%
2. How often do you participate in CPD training?	
Quarterly	18.2%
Bi-annually	9.1%
Annually	63.6%

No fixed date stated	9.1%
<b>3. Type of CPD attended</b>	
Annual Conference	68.2%
Seminar Programmes	45.5%
Workshop Programmes	40.9%
In-service training	13.6%
Skill-based training	9.1%
Webinars	22.7%
E- conference	40.9%

Table 5.1 presents the percentages of male and female academic staff participation in CPD programmes at U1. A total of 63.6% of respondents did not attend CPD programmes, while 36.4% did. Most respondents attended CPD annually (63.6%), while 18.2% attended quarterly, 9.1% attended biannually, and 9.1% had no fixed attendance dates. Among the types of CPD programmes attended, respondents at U1 most frequently attended annual conferences (63.2%), followed by seminar programmes (45.5%), workshops and e-conferences (40.9%), webinars (22.7%), and in-service training (13.6%). Lastly, skills-based training had the lowest participation, at 9.1%. This implies that U1's academic staff participated more in annual conferences than in other CPD programmes.

*Table 5.2: Demographic Description of the Academic Respondents for the Interview at U1*

Code	Year experiences of	Highest Academic Qualification	Specialisation	Gender	Duration (Minutes)
U1-R6	26	PhD	Social linguistics	Female	45:13
U1-R13	9	PhD	Teaching English as a second language	Female	36:33
U1-R15	20	PhD	Comparative Drama in English	Female	40:34

### 5.2.2 CPD Facilities

Various digital pedagogy facilities were available at U1 for the English-language Department staff's CPD programmes. Students also utilised some of these facilities for phonology classes taught by academics. As some of the academic respondents mentioned, they were also used by male and female academics during their CPD programmes because there were no designated CPD facilities. The main facilities used for CPD were:

#### a) **Language Laboratory**

The Language Laboratory was housed in a single teaching classroom and featured 70 booths for individual self-study (see Figure 5.1). A central control panel enabled the instructor to coordinate activities. The school has a language lab, but according to one of the female respondents, it was not adequate:

*Due to infrastructure decline, we were unable to do so for more than one session in less than 2 years. Even that session was fraught with difficulties because we have a language lab with a capacity of 50 to 70 spaces. In a class of over 200, we have students enrolled in phonology courses at the 100-level and 200-level, which are usually compulsory for students in the faculty. These courses are also adequate for academic staff. (R6 female)*

The laboratory, which was approximately eight years old, was initially used to teach phonology but became inadequate as the student population grew. However, academic staff also used the lab for digital pedagogy CPD programmes when necessary. The laboratory featured modern digital equipment, including earphones, desktop computers, projectors, a whiteboard, tables, and chairs, available for both staff and students.

*Figure 5.1: A photograph depicting the Language Laboratory at the UI*



### **b) Computer Laboratory**

Approximately 50 computers were available for academic CPD programmes in the Faculty of Arts' computer laboratory. The department's computer lab featured modern computers, 50 tables and chairs, a whiteboard for educational purposes, and air conditioning fans. While the room was large, it was insufficient to accommodate the growing number of students; however, it was sufficient to accommodate the male and female academic staff, as only 22 taught English. A CPD facilitator stated, "The computer is used to facilitate education and training" (F1 Male). As mentioned earlier, the CPD programmes available in the institution were delivered via the LMS, and the Department of English academic staff used this computer lab for CPD training when needed.

*Figure 5.2: A photograph depicting the Computer Laboratory at U1*



**c) Lecture Hall with Interactive Whiteboard and Projector.**

The school has multipurpose lecture halls that the English Department in the Faculty of Arts can also utilise. Male and female academics hold some CPD programme sessions in these halls. These halls are well-equipped with projectors and comfortable seating for about 500 academics and students. The large lecture halls are equipped with air conditioners and fans to cater to all users and ensure their comfort during training or lectures.

*Figure 5.3: A Photograph depicting an ongoing CPD Session involving English-language Academics in a Lecture Hall at U1*



#### **d) Libraries**

The school had several libraries. Figure 5.4 shows an example of one of them being used by staff in the English Department. One of the university's goals is to be future-ready, and its facilities were designed to support this. The Head of Department captured this sentiment, commenting: "Every academic staff member in every area of specialisation must be compliant and must be digitally ready now and for the future, that is the focus" (H1). This is why the school library and other digital pedagogy spaces were well-equipped to help achieve the university's goal. The university invested in training in digital pedagogies to meet this target.

**Figure 5.4: A Photograph depicting a Library at U1**



**Table 5.3**

*Academic Staff Responses on Available Facilities*

No	Statement	Strongly Agreed Percentage	Agreed Percentage	Disagreed Percentage	Strongly Disagreed Percentage	No Response Percentage
14	English-language academic CPD has adequate digital pedagogy facilities to meet its needs for CPD activities.	13.6%	0%	45.5%	40.9%	0%
19	Most academics can easily use digital equipment in CPD programmes.	18.2%	4.5%	40.9%	36.4%	0%

In contrast to the findings from the document analysis, Statements 14 and 19 from the quantitative questionnaire administered to male and female academic staff inquired about the institution's facilities. A total of 45.5% disagreed that the English-language CPD had adequate digital pedagogy facilities to meet their needs for CPD activities. Only 13.6% strongly agreed that the facilities were sufficient. Similarly, 40.9% disagreed that most academics could easily use digital pedagogical equipment for CPD programmes, while 18.2% strongly agreed. Comments from the Head of Department corroborated these findings:

*Academic staff who are not using digital pedagogies in CPD are cut off from the world. One needs to be very skilled in using these digital pedagogies in the department right now. We used to have four of them who were good at using this equipment to some extent; however, not all of them could deploy it effectively. (H1 Male)*

He believes that although some can utilise it, some academics still struggle to use the available digital pedagogical equipment due to individual differences.

### **5.2.3 Structure of the CPD Programme**

According to the *Policy on Staff Development Pattern* (2017), several documents described staff training and development structures for CPD at U1. These focus on key areas of staff development, explaining how male and female academics can pursue various training opportunities to advance their careers. These are the five main areas:

#### **a) Sponsorship for Workshops/Seminars/Conferences**

To build staff capacity, the university, in line with NUC (2018) requirements, encouraged and sponsored its academic staff to attend various training programmes, workshops, seminars, and conferences that were perceived to contribute to the university's

development. It explains why the NUC encouraged universities to implement CPD programmes as part of their commitment to achieving quality education.

These programmes were essential for keeping male and female academic staff up to date on advancements in their fields and for improving teaching methodologies, including digital pedagogy. The university required any sponsored male and female academic staff member to submit a study or training report and a certificate of participation (where applicable) to the Human Resources Management Department within one week of completing the relevant training.

#### **b) Study Leave**

Study leave refers to the period during which a male or female academic staff member engages in self-development training. It is one of the ways the institution encourages its staff to participate in in-service training relevant to their specialisation and beneficial to the institution. At U1, study leave was granted to all staff members to pursue study and research, including higher degrees, professional qualifications, or further intellectual development. It included encouraging participation in workshops, seminars, and training programmes to ensure that academics remained up to date with current educational practices and advancements in their fields. Thus, U1 granted study leave with pay to any male or female academic staff whose area of specialisation was in high demand. Therefore, members whose employment had been confirmed were eligible for sponsorship of up to one year of study leave.

#### **c) Sabbatical Leave**

The university clearly states in its policy that male and female academic staff are entitled to sabbatical leave upon completion of their probationary period. Collaboration with other foreign institutions of learning was supported through a sabbatical leave to exchange ideas

(NUC, 2018). Academic staff were granted one calendar year of sabbatical leave after six years of continuous service at the university. The university's *Policy on Staff Development Pattern* (2017) stated that staff members' salaries and other benefits were generally paid during these periods.

#### **d) Research/Training Leave**

At U1, a staff member may apply for research leave to conduct research or be recommended for such leave by their Head of Department. Such leave must be in the university's best interests, and a research proposal is a key part of the application. The maximum research leave for academic staff was 26 working days, which could not be accumulated. Similarly, a staff member may be recommended for training leave to acquire special skills, such as digital pedagogies, as required by their department, if it aligns with research or training that benefits the university's interests. There were no specific courses or content for the CPD programme; invitations were sent to academics when relevant courses became available. It was corroborated by 2 female respondents, R13 and R15, who gave an example of research/training leave in relation to training on the Learning Management System, stating that:

*One major way the CPD has been integrated into our teaching programme at the university is through the use of the LMS (learning management system). They train us on how to use the learning management system, which is usually our main programme. (R13 female)*

Staff receive calls to attend training:

*You usually receive a call for papers or a call for conferences, and when it is in your area, you attend. You submit an abstract to attend, and sometimes the university can support you with grants, such as TETFUND or university grants. We have what you call Research grants from the university. They provide grants to attend conferences, and upon returning, you submit the papers to the university for consideration. (R15 female)*

### **e) Promotion policy**

Academic journal publications were a significant criterion for promotion at U1. The university's *Policy on Staff Development Pattern* (2017) stipulates that 10 to 30 publications must be submitted or cited for promotion, depending on rank. It aligns with the NUC's *Minimum Academic Standards* (MAS) (2023) across various disciplines, including qualifications and training requirements for academic staff. This approach aims to ensure that academic staff possess the credentials to teach and conduct research effectively.

To aid this process, a university-level committee was established annually to review publications and submit its recommendations as part of the promotion process. As approved by U1's Council, promotion will not be granted beyond the rank of Lecturer I unless the candidate holds a PhD or a relevant postgraduate professional qualification (e.g., in the case of some academics in the medical field, whose career path does not require a PhD, the relevant postgraduate professional qualifications such as Fellow of the West African College of Surgeons or Fellow of the Medical College of Obstetricians and Gynaecologists [FWACS, FMCOG] would apply). Publications were more prominent than CPD programmes. The following comment by (H1male) supported this assertion:

*The ends are essentially to make us better teachers and to encourage scholarship, as they do not evaluate us on how well we teach, but rather on the scholarship we produce. How many papers have you presented at seminars? How many papers have you published? Because there is this language of either publish or perish, you must publish as many papers as possible and attend conferences in and outside Nigeria to grow your scholarship. (H1 male)*

From the various policies on academic staff training explored above, U1 supports its academics in attending in-service training for capacity building and professional development at different career stages. Although this training is not a significant

component of their promotion criteria, it benefits staff who take advantage of it. The structure of the CPD programme at U1 was knowledge-based rather than skill-based: “It was directed towards equipping every academic, including those in the English-language, with the necessary knowledge” (H1 male). In the gender aspect of the context evaluation, responses from the university's male and female academic staff to the 10 items in Section F of the survey instrument (see Appendix II) were used (see Table 5.4). The male-to-female ratio for the quantitative, qualitative, and overall U1 sample components was 9:13.

The results presented in Table 5.4 show how university CPD programmes enhanced digital pedagogies to empower female academic staff in contributing to the achievement of UN SDG 5b. A total of 68.2% strongly agreed, and 18.2% strongly disagreed with statement 51, which states *that the focus on digital pedagogies in the CPD curriculum has provided male English-language academics with more opportunities for self-reflection than it has provided females.*

Regarding 52, *the integration of digital pedagogies into the CPD curriculum, which has changed English-language academics' views of digital pedagogies more among male academics than among females*, 63.6% strongly agreed. Regarding statement 53, that male academics keep a record of their participation in CPD activities more than females do, 63.6% strongly agreed, while 18.2% strongly disagreed. A total of 68.2% strongly agreed, while 13.6% disagreed or strongly disagreed with statement 54, which states that the objectives of the CPD curriculum for English-language academics at the university are more effectively achieved by male academics than by *their female counterparts.*

**Table 5.4***How University CPD Programmes Enhanced Use of Digital Pedagogies to Empower Female Academic Staff to Contribute to the Achievement of SDG5B*

<b>No</b>	<b>Statements</b>	<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>	<b>No Response</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
51	The digital pedagogies of the CPD curriculum have helped male English Language academics with opportunities for self-reflection more than females.	68.2%	4.5%	9.1%	18.2%	
52	The integration of digital pedagogies into the CPD curriculum has changed English Language academics' views of digital pedagogies in male academics more than in females.	59.1%	9.1%	18.2%	9.1%	
53	The male academics keep a record register of their participation in CPD activities more than the females.	63.6%	9.1%	9.1%	18.2%	0%
54	The objectives of the CPD curriculum for the English Language academics at my university are effectively achieved better for male academics rather than in female counterparts.	68.2%	4.5%	13.6%	13.6%	
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	54.5%	4.5%	18.2%	18.2%	4.5%
56	Female academic staff at my university experience more impediments in attending the CPD programme than male academic staff.	59.1%	4.5%	22.7%	9.1%	4.5%
57	The outcome of CPD programmes is more visible in male academics than in their female counterparts.	63.6%	4.5%	22.7%	9.1%	4.5%
58	Female English Language academics are not given the same opportunities to attend the CPD programme as their male counterparts.	63.6%	4.5%	18.2%	9.1%	
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	40.9%		9.1%	27.3%	0%

Regarding statement 55, which states *that the CPD programme enhances the use of digital pedagogies to empower female academic staff*, 54.5% strongly agreed, and 18.2% disagreed or strongly disagreed. For statement 56, *female academic staff at the university experience more impediments in attending the CPD programme than male academic staff*, 59.1% strongly agreed, while 22.7% disagreed. Regarding statement 57, *that the outcomes of CPD programmes are more visible among male academics than among their female counterparts*, 63.6% strongly agreed and 22.7% disagreed.

Concerning statement 58 *that female English-language academics were not given the same opportunities to attend the CPD programme as their male counterparts*, 63.6% strongly agreed, while 18.2% disagreed. Regarding statement 59 *that the university's CPD programme's training on digital pedagogies to empower female academic staff is effective*, 40.9% strongly agreed, and 27.3% strongly disagreed.

For statement 59, *the university's CPD programme on digital pedagogies is appropriate for empowering female academic staff*; 0% agreed, and 68.2% strongly disagreed. More respondents agreed that the digital pedagogies of CPD programmes do not empower female academic staff. However, none of the academic respondents agreed that the digital pedagogy training is appropriate for achieving female academic empowerment.

### **5.3 Input Evaluation Across Gender**

The input evaluation describes the data on inequalities and the effective use of available digital pedagogy resources by examining the types and content of the digital pedagogy in the male and female academic CPD programmes at U1. It also discusses the rationale for utilising digital pedagogy equipment. It evaluates the institutional support and the

adequacy of the time allocated to English-language educators' digital pedagogy CPD programmes to determine whether they meet U1's objectives.

### **5.3.1 Type of CPD Curriculum Programme Implemented**

To answer research question two, 20 academic staff respondents completed the online survey, which consisted of 18 items in Section C (see Appendix II). Section C was divided into three subsections: the extent to which essential digital pedagogy equipment was included in the CPD programmes (10 items), the use of digital pedagogy platforms in CPD programmes (4 items), and the contribution of CPD implementation to the development of digital pedagogies among English-language academics.

Table 5.5 presents the frequency of use of digital pedagogy equipment among U1 academic staff. Computers were the least utilised, with 86.4% of respondents reporting never using them. Only 9.1% of respondents reported frequent use of both computers and interactive whiteboards. The interactive whiteboard was similarly underutilised, with 68.2% of staff never using it. Additionally, 45.5% of respondents reported never using projectors, while only 13.6% reported using them frequently.

In contrast, 45.5% of respondents reported frequent use of tablets and virtual reality devices, although 27.3% had never used tablets. Audio-visual equipment, learning management systems, and feedback tools were each frequently used by 27.3% of respondents. Digital learning tools ranked third in frequency, with 31.8% using them frequently and 54.5% rarely. Webcams emerged as the second-most-frequently used digital pedagogical tool among U1 academics.

**Table 5.5***Frequency of Use of Digital Pedagogy Equipment*

No	Items	Frequently	Sometimes	Rarely	Never	No Response
		%	%	%	%	%
21	Computers	9.1%	0%	4.5%	86.4%	0%
22	Interactive whiteboards	9.1%	9.1%	13.6%	68.2%	0%
23	Projectors	13.6%	4.5%	36.4%	45.5%	0%
24	Tablets	45.5%	4.5%	22.7%	27.3%	0%
25	Audio-visual equipment	27.3%	4.5%	54.5%	13.6%	0%
26	Digital learning	31.8%	0%	54.5%	13.6%	0%
27	Learning management system	27.3%	0%	45.5%	22.7%	4.5%
28	Webcams	36.4%	9.1%	40.9%	13.6%	0%
29	Feedback tools	27.3%	9.1%	40.9%	22.7%	0%
30	Virtual reality	45.5%	0%	36.4%	18.2%	0%

These findings suggested that while newer digital tools, such as tablets and virtual reality devices, are gaining traction, more traditional equipment, such as computers and projectors, is declining in use. Additionally, digital learning platforms and feedback systems remain underutilised.

Table 5.6 illustrates the implementation of the CPD curriculum and its contribution to the development of digital pedagogies. Most respondents disagreed with Statement 35, which asserted that implementing the CPD curriculum had equipped academics with digital pedagogy skills. Specifically, 40.9% disagreed, and 54.5% strongly disagreed, indicating a general perception that the current CPD curriculum is inadequate for fostering the development of digital pedagogy.

**Table 5.6***CPD Curriculum Implementation and the Development of Digital Pedagogies*

<b>No</b>	<b>Statements</b>	<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	4.5%	0%	40.9%	54.5%
37	The implementation of the CPD curriculum has attracted the English language academics' interest in digital pedagogies.	4.5%	4.5%	45.5%	45.5%
38	The use of digital equipment has a positive effect on the academics' teaching skills.	0%	0%	50.0%	50.0%

Similarly, Statements 37 and 38 were met with disagreement by 45.5% and 50.5% of respondents, respectively. The findings suggested that the academics did not believe the CPD curriculum had successfully stimulated interest in digital pedagogies among English-language academics, nor did they feel that the use of digital equipment had a positive impact on their teaching skills. Only 4.5% of respondents strongly agreed with the statements.

In contrast to these quantitative findings, qualitative interview data revealed a more nuanced perspective. When English-language academics were asked about the type of CPD programmes implemented by the university and the tools utilised to develop their digital pedagogy skills, R13 identified specific tools that had helped improve her

competencies. She stated, “It is through the integration of a learning management system [that I can improve my skills]” (R13 female).

Another commented, “Zoom came in useful [as well as] the learning management system, Google Meet, [and] Digital Humanities” (R15 female). However, R6 expressed opposing views regarding the types of CPD programmes on digital pedagogy implemented within the institution.

*Specifically for language teachers, language lab facilities were declining even in the class of 1,970; you will be lucky to get 50 students with a working tool and headphones they can use to listen to the tapes they have. I have even used that lab to teach. Aid the school’s digital pedagogy as well. Laptops, yes, if you are doing what we call LMS, we must bring our laptops; we have a central Wi-Fi system that connects us to do that. (R6 female)*

Male and female faculty members utilised video tools and platforms such as YouTube, though the use of projectors was often handled individually. Regular departmental and faculty seminars, often featuring international experts through hybrid events, helped ensure that academics remained current with the latest trends. However, language laboratories often lacked up-to-date equipment, and many students lacked access to fully functional tools.

Despite these challenges, projectors and laptops were used to support Learning Management Systems (LMS) via Wi-Fi. Academics also relied on workshops and seminars for their CPD. The sub-themes that emerged from participants' responses included the use of online platforms such as Google Classroom, Zoom, and webinars to enhance teaching and learning. Additionally, resources such as projectors, laptops, and video equipment were employed creatively, highlighting how academics adapted to using accessible digital applications, including YouTube.

### **5.3.2 Contents of the CPD Programmes**

Table 5.7 revealed that a significant proportion of respondents, 54.5% strongly disagreed and 40.9% disagreed, with statement 35. Only 4.5% strongly agreed with statements 35, 36, and 37, which asserted that the CPD curriculum and its content were inadequate to equip English-language academics to adopt digital pedagogies in their instructional practice. Notably, none of the respondents agreed with statements 39 and 40. Furthermore, 72.7% disagreed with statement 40, which stated that the CPD curriculum for digital pedagogies enabled English-language academics to participate actively in the CPD programmes. Additionally, 63.6% strongly disagreed with statement 39.

These quantitative findings highlight pronounced dissatisfaction among English-language academics with the CPD curriculum for digital pedagogies. The results suggested that the curriculum lacked the necessary engagement and originality to effectively develop digital pedagogical competence. The content primarily focused on the operational use of digital equipment, ensuring that academics could navigate basic specialised hardware and software. However, there has been no in-depth review or critical assessment of the CPD curriculum. A strong emphasis was placed on the utilisation of LMS to enhance instructional delivery (R13 female), with core activities including the development, preparation, and uploading of teaching content for virtual access.

Academics were also encouraged to participate in academic conferences to support their development. Despite these initiatives, the university lacked a comprehensive, content-rich CPD curriculum, which negatively affected both teaching effectiveness and the availability of relevant resources. While recent efforts have sought to address these deficiencies by focusing on digital and virtual educational strategies, challenges remain in creating a robust, engaging learning environment across genders. (see Table 5.6).

### 5.3.3 How Male and Female Academics Implement Digital Pedagogies

Male and female respondents reported that the university's approach to academic training is gender-neutral, accommodating male and female staff without differentiation. The importance of technology in education is universally recognised, irrespective of gender. While some may hold differing views based on personal experience, women are perceived as more proactive in implementing technology-driven teaching methods (H1 male).

However, in discussions and responses to training sessions, male academic staff often demonstrate greater effectiveness, which may be attributed to their higher representation within the educational system rather than to inherent gender differences (F1). Nevertheless, both genders actively seek to apply what they learn, recognising the need to stay relevant in their fields. This relevance extends beyond teaching alone to encompass research and community service, where promotion is based on research output rather than teaching prowess. Male academics are often noted to use digital tools more extensively, driven by their interest in and passion for technology (H1, F1, both males).

However, there is a consensus that all faculty members, regardless of gender, have equal access to university resources and training opportunities. Female academic staff are recognised for their contributions and hold strategic positions within the institution, suggesting a significant role for women at all levels of academia. The vice-chancellor of U1 is a female. Ultimately, within the teaching context, colleagues work together irrespective of gender, acknowledging each other's strengths and contributions to the university community. These were some of their assertions regarding this statement:

*Females do more of the implementation. If you ask someone else at my university, they might have a different opinion, but based on my experience and the people I relate to, women do more of that. Women are always more anxious to implement than men. (R13 female)*

*Yeah, we tried to implement what we have learned. We try all of us, both male and female. If you do not learn these things, you will be left behind, so you have to do what it takes to achieve what you want. Yes, whether you are male or female, you need to remain relevant. As a scholar, you are willing to learn. Look at the time you told me. I have never heard of Microsoft Teams; I use Google Meet and Zoom. I use all those ideas. Your teaching, which is what your whole world knows the academic staff for, is what you do at the university, but we do more than that. We do research, and you are promoted based on your research, not on how much or how well you teach. And then, of course, there is what you call community service. You must give back to society. There is a relationship between the town and the gown in the university. (R15 female)*

**Table 5.7**

*Contents of the CPD Programmes*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	4.5%	0%	40.9%	54.5%
36	The CPD content is adequate to equip English language academics to adopt digital pedagogies in their instructional technique.	4.5%	0%	59.1%	36.4%
37	The implementation of the CPD curriculum has attracted the English language academics' interest in digital pedagogies.	4.5%	4.5%	45.5%	45.5%
39	The digital pedagogies curriculum in CPD for English language academic staff is a new innovation.	0%	0%	36.4%	63.6%
40	The CPD curriculum for digital pedagogies allows English language academics to participate in the CPD programmes actively.	0%	0%	72.7%	27.3%

### **5.3.4 Rationale for Using Digital Pedagogies**

Male and female academic staff adopted a range of digital tools and strategies to align with the evolving educational landscape and to effectively meet the demands of their CPD training and students' learning needs. In response to the shift away from traditional classroom settings, male and female educators began utilising language-learning applications and digital tools tailored to their subject areas and CPD requirements (R13 female). Despite facing specific challenges, the need to deliver instruction effectively motivated the use of diverse digital platforms (R15 female).

These platforms facilitated group communication and the dissemination of lecture materials, making them essential in supporting CPD delivery (R6 female). When asked about the rationale behind the choice of digital pedagogies used in training academic staff, a CPD facilitator explained: *“Yes, they are the most accessible, and from a cost perspective, they are also affordable”* (F1 male). These digital pedagogy resources are easy to use for both genders, although some academic staff, especially women, find some of them difficult due to phobias or a lack of interest in adopting new technology (R15). R6 believed female academics use it more than their male counterparts.

### **5.3.5 Time Allocated to the CPD Programmes for English-language Academics**

As shown in Table 5.8, the time allocated to CPD programmes was widely regarded as inadequate. Half of the respondents (50%) disagreed with the adequacy of the time provided, while 40.9% strongly disagreed. This majority consensus reflects the perception that insufficient time was allocated for meaningful participation and engagement in CPD. Only a minority, 4.5%, strongly agreed, and another 4.5% agreed, that the allotted time was sufficient.

**Table 5.8***Time Allocated to the CPD Programme of English-language Academics*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
43	The time spent on the CPD curriculum activities is adequate.	4.5%	4.5%	50.0%	40.9%

Like the quantitative findings, the qualitative data also corroborated this assertion: the time allocated for CPD programmes due to academic workload was insufficient, as CPD facilitator F1 commented:

*I would not say yes. No, it is not adequate. Moreover, because people do a lot of administrative work here and there are many students to attend to. For instance, I have a course with over 500 students enrolled (F1 male).*

As reported by the CPD facilitator, the current system is inadequate due to the heavy administrative workload and large student numbers, with over 500 students in some courses. Facilitators have limited time for training despite the shift to digital. The department determines the training time allocation, which is generally considered sufficient but may not fully address all needs. R6 and R15 also corroborated the assertion that the timing is inadequate, given their classroom workload and other activities. The institution should provide more time or organise these training sessions during holidays, when the academic workload is lighter, so that female academics, in particular, can participate, given their other family responsibilities.

### **5.3.6 Facilitating the University’s CPD Programmes**

As reported by the CPD facilitator F1male, the university focused on being ‘Future-Ready’, with CPD programmes taught by specially trained staff from educational

technology units. These experts, including department heads, played a pivotal role in deploying technology effectively for results processing and information dissemination. They were selected based on their expertise in digital pedagogy and educational technology, making them key figures in university initiatives and meetings. CPD facilitators were also selected for their experience as current or former Heads of Department. As the Head of Department commented:

*There is always an eye on the statement 'Future Ready' University. Therefore, my university has consistently prioritised the resources used to teach this CPD programme. They are specially trained in deploying technology, particularly by our educational technology units. Once you are the head of the department, you can be a resource person, which is why we are often invited to such meetings. (H1male)*

Though the Head of Department, from the point of view, would speak in favour of the institution, the academic staff believed that the institution should support them more to send them on more foreign courses to encourage them to get more exposure and compare notes with other people in other fields of their specialisation in other countries (R6 and R15).

#### **5.4 Process Evaluation Across Gender**

To answer research question three, the university academic staff's responses to the six items in Section D of the survey instrument (see Appendix II) are examined. Table 5.9 presents the perceptions of English-language academics and CPD facilitators regarding the CPD curriculum for digital pedagogies. As shown in Table 5.9, the English-language academics and CPD facilitators at U1, when asked about their perception of the digital pedagogy's curriculum in CPD as an innovation, 36.4% disagreed with statement 41 and 63.6% strongly disagreed. For statement 40, 72.7% disagreed, while 27.3% strongly disagreed. Likewise, the respondents' perception of questions 42, 43, and 44 was

unfavourable, with 45.5% disagreeing, 50.0% disagreeing, and 50.0% strongly disagreeing, respectively. Only 4.5% strongly agreed. Based on the findings above, respondents' perceptions of the CPD curriculum for digital pedagogies are poor.

#### **5.4.1 Kind of CPD Support Required for Digital Pedagogies**

In contrast to the quantitative findings, respondents expressed diverse views on the types of CPD they found most beneficial. R13 highlighted the usefulness of AI tools and emphasised the importance of Turnitin in maintaining academic integrity (R13 female). Technology-based teaching programmes, especially those offering practical language teaching experiences, were recommended, with a suggestion to invest in sending language teachers abroad for specialised training in areas such as computational linguistics (R6 female). The responses highlighted a blend of traditional and technology-driven CPD activities supporting digital pedagogies.

Lastly, in this section, academic respondents were asked about the types of CPD they believe best support digital pedagogies. They commented as follows:

*AI tools these days help a lot; even when I put something in, they give me an answer. Also, the school has Turnitin. (R13 female)*

*Technology-based teaching programmes that we can embrace will be for us, for us in language. As I said before, there are many aspects of language that you need to help students gain practical experience with. We should invest in those kinds of collaborations, specifically for training. We should invest in sending language teachers abroad to see how language teaching is done, either through experimentation, lab work, fieldwork, or computation, because it is an aspect of linguistics called computational linguistics. (R6 female)*

This section also examined attendance frequency at the digital pedagogy CPD programmes. According to the quantitative findings, male and female academics attended most CPD programmes annually, with a participation rate of 63.6%. The most attended

programme was the annual conference, at 68.2%, followed by the seminar at 45.5%. The workshop and e-conference were next in line. The following responses detail respondents' perceptions of the frequency of their CPD attendance: "It was quite interesting, but it was not continued" (R6 female). A female respondent said, "So, personally, I attend webinars when they are available" (R13 female) and "as many times as they call for it" (R15 female).

**Table 5.9**

*Perceptions of the CPD Curriculum for Digital Pedagogies*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
39	The digital pedagogies curriculum in CPD for English-language academic staff is a new innovation.	0%	0%	36.4%	63.6%
40	The CPD curriculum for digital pedagogies enables English-language academics to actively participate in the CPD programmes.	0%	0%	72.7%	27.3%
41	The use of digital pedagogies in CPD will transform the teaching and learning approaches of CPD programmes.	0%	0%	36.4%	63.6%

42	The use of digital pedagogies in CPD will strengthen academics' information technology skills in their career development.	0%	0%	45.5%	54.5%
43	The time spent on the CPD curriculum activities is adequate.	4.5%	4.5%	50.0%	40.9%
44	Most academics are not confident in effectively integrating digital pedagogies into teaching after completing CPD programmes.	4.5%	9.1%	50.0%	36.4%

The male Head of Department also had this to say:

*It is, I'll just say annually, it's one time in a year, because although that one time in a year will vary from academic staff to academic staff, some will have the exposure to attend training bi-monthly. (H1 male)*

#### **5.4.2 How English-language Academics Apply What They Learn in the CPD**

The CPD facilitator indicated that the academics applied digital CPD-acquired skills in classroom teaching, emphasising continual improvement. They apply digital technology platforms gained through training to enhance teaching methods. It ensures progressive development as skilled educators, aiming for tangible improvements in teaching methodologies and educational outcomes through the consistent application of acquired knowledge and principles.

The CPD facilitator made this assertion:

*Well, in practice, you know, during training, they most often ask you to bring your own system. It is a demonstration, and then you're given a task. To the extent to which we're able to develop ourselves to master these things right will depend upon how ready you are; you know how persistent you are. You know, to continue with the self-improvement that's required. (F1 male)*

And the Head of the Department also commented:

*I think I had alluded to that earlier, but how they applied it is simple. They deploy the different digital technology platforms they have been exposed to, which we all have. Still, English academics at English-language academies used these digital platforms in their classrooms. They must present papers, so if one is applying the basic rudiments or principles that one has acquired, it's easy to know. (H1 male)*

The Facilitator and Head of Department did not agree that male and female staff applied the skills gained during the training differently.

#### **5.4.3 Challenges in Perceptions of CPD Curriculum for Digital Pedagogies**

The CPD facilitator and the Head of Department mentioned that, after the training, the CPD curriculum on digital pedagogies faced challenges, including unreliable electricity supply and insufficient technological resources. Issues included funding constraints hindering equipment availability and maintenance. Connectivity issues also affected the effectiveness of online teaching, despite efforts to ensure continuous access.

Additionally, differing attitudes towards these challenges among academics and students complicated the consistent perception and use of digital tools. Despite connectivity issues during CPD training, the university provided reliable 24/7 online access via licensed resources. However, issues arose when the training hardware was unavailable in faculty settings, highlighting disparities in resource distribution and responsiveness to technological needs. The male CPD facilitator had this to say:

*Yeah, many challenges. There are a lot of challenges. The first is that I think teacher remuneration is a major problem. People don't feel well paid, so they are usually not ready to take on additional responsibilities, especially tasks that will push them out of their comfort zone. Though, of course, there's a problem of electricity. Is there a problem*

*with the Internet service? And then the facilities themselves, you know, even when they are provided, you know, to what extent do people manage them, maintain them. (F1 male)*  
The Head of the Department also commented:

*But when you come back to the faculty, those gadgets are nowhere to be found. We do not respond to circumstances and issues in the same way, so it is difficult to discuss them in depth. (H1 male).*

F1 stated that remuneration for academics was another challenge, as they are not well paid, and their interest in learning new skills or attending CPD could be reduced. Also, maintaining the digital tools was a challenge, he said, because people do not take care of this equipment, and there is no maintenance culture.

### **5.5 Product Evaluation Across Gender**

To answer Research Question Four, the university's academic staff responded to the six items in Section E of the survey instrument (see Appendix II). The results are presented in Table 5.10. It shows how the CPD curriculum objectives for digital pedagogies have been achieved. Respondents disagreed with the statement that the CPD programme for English-language academics effectively addressed the professional needs of educators, especially the gender hierarchies (45.5%), with 50.0% strongly disagreeing. Regarding the statement that the CPD programme provided opportunities for English-language academics to enhance their teaching methodologies, 50.0% disagreed, while 45.5% strongly disagreed. The responses indicated that academic quality and school reputation for males and females had improved through the CPD programmes (63.6% disagreed and 31.8% strongly disagreed).

Regarding the statement that the CPD programme supported English-language academics in keeping up with current research and best practices, 54.5% disagreed, and 40.9% strongly disagreed. Concerning the statement that the CPD programme promoted collaboration and networking among English-language academics at the university, 40.9%

disagreed, while 54.5% strongly disagreed. Regarding the CPD programme's support in integrating digital pedagogies into teaching practice, 68.2% disagreed, and 27.3% strongly disagreed. No one (0%) agreed that the CPD curriculum achieved its objectives with digital pedagogies. Also, it did not assess the participation patterns.

### **5.5.1 Achieving CPD Curriculum Objectives**

On the other hand, the qualitative findings revealed conflicting opinions. Integrating digital equipment, such as Smart Boards, led to numerous challenges, including functionality issues and limited headphone use, as highlighted by female R13. Despite this, U1 organised periodic training sessions through the LMS to keep educators up to date on technological advancements (see Table 5.10). This resulted in improvements to teaching methodologies, student quality, and keeping pace with new trends in education, as indicated by R13 female:

*Using digital equipment, such as Smart Boards, has been challenging due to functionality issues. Headphones have been provided as an alternative, but their usage has also been limited. The primary integration of technology in teaching and learning occurs through the LMS, with periodic training sessions organised by the university to update users on new features and additions. While other training opportunities are available, Continuous Professional Development (CPD) programmes seem to be in short supply. Despite this, educators are encouraged to independently explore and engage with new technologies and teaching methodologies, reflecting on areas of improvement even in the absence of formal training. (R13 female).*

### **5.5.2 How the University Utilises the Different Strategies to Obtain Feedback**

The Head of Department outlined how the university utilises various strategies to gather feedback, including webinars, online discussions, and submissions from academic research. It employed units for online and offline interactions with teachers via CPD platforms, ensuring quality assurance. The Head of Department was asked how his university used different strategies to gather feedback, and he responded that:

Someone will say, "Come and join a webinar on so and so," and the management will tell us, "Ok, we understand what you are saying." We are making efforts to address the issues we face as academics. We have come up with. And, of course, we know that management will sometimes link such platforms with students, heads of departments, and Deans of faculties. (H1 male)

**Table 5.10**

*Digital Pedagogies CPD Curriculum Objectives*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>	<b>No Response</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
45	The CPD programme for English-language academics at my university effectively addresses educators' professional needs.	0%	0%	45.5%	50.0%	4.5%
46	The CPD programme provides opportunities for English-language academics to enhance their teaching methodologies.	0%	0%	50.0%	45.5%	4.5%
47	Academic quality and school reputation improve through the CPD programmes.	0%	0%	63.6%	31.8%	4.5%
48	The CPD programme supports English-language academics in	0%	0%	54.5%	40.9%	4.5%

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	keeping up with current research and best practices in the field.							
49	The CPD programme promotes collaboration and networking among English-language academics at my university.	0%	0%	40.9%	54.5%	4.5%		
50	The CPD programme supports English-language academics in integrating digital pedagogies into their teaching practice.	0%	0%	68.2%	27.3%	4.5%		

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Reports from departmental faculty and monitoring groups contributed to the assessment of CPD effectiveness. Additionally, management facilitated feedback through linked platforms that involved students, Heads of Department, and Deans to enable comprehensive feedback collection and assessment. Management should also reinforce gender hierarchies in teaching and promotion as a way of feedback for the female academics who might not be able to participate in the training. If it is used as a criterion for promotion, it will be unfair to them.

### **5.5.3 How the CPD Programme Curriculum Impacted the Teaching of English**

As reported by the Head of Department, the lack of a structured curriculum affected the systematic organisation and timing of service delivery. This absence led to varying feedback on service quality and quantity. However, innovative teaching strategies, such

as blended learning, have been introduced, allowing for a more integrated approach that combines online and offline methods. Feedback indicated that recipients well-received these innovations, thereby enhancing their learning experience.

The Head of Department was asked how the CPD programme curriculum impacted the teaching of English, and he responded:

*Yes, through innovative strategies, they have been exposed to the blended learning approach, for example, and can now use online and offline learning to complement each other. Based on the feedback we have received from them, they are impressed with the value they are getting. (H1 male)*

#### **5.5.4 Differences in Usage between Male and Female Academics**

Differences in usage between male and female academics (see Table 5.11) indicated that more respondents strongly agreed with statements 51-58, suggesting that male academic staff gained more from the digital pedagogies of the CPD curriculum than female academic staff.

Interview respondents held differing views on whether they observed differences in how male and female academics used digital pedagogies, based on their experience. The Head of Department commented that there were no differences in the use of these digital pedagogies “because everyone was treated equally as academics” (H1 male). More respondents commented:

*Digital pedagogy is more than the male does, so I can see some female academic staff entering their classrooms with laptops. I can also see some of us, some of them, have these little projectors even in classrooms where there are no projectors. There is more female use of digital pedagogy than male use. (R13 female)*

*But there's no discrimination. All these scholars are exposed to equal opportunities. Now it's left for you to decide how to use those opportunities for effective teaching and your growth, personal growth, and personal development, which most men are usually, especially academic staff. (R15 female)*

*Digital pedagogy is more than the male does, so I can see some female academic staff entering their classrooms with laptops. Some of us, some of them, have these little projectors even in classrooms, where academics have expressed the view that male and female academics use digital pedagogies similarly, with no significant differences in their approach. University policies treat both genders equally and emphasise the importance of educational technologies for professional development. Variations in usage tended to correlate more with experience and willingness to adapt than with gender-specific practices.*

This implies that the use of digital pedagogical equipment depends on individual differences. For example, older academics might be accustomed to traditional teaching methods. They may be reluctant to adopt innovations, either because of a preference or a lack of confidence in using them, as respondents mentioned.

#### **5.5.5 Ways the Usage of Digital Pedagogies Empowers Female Academics**

Table 5.11 shows that 68.2% strongly disagreed that university CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment, while only 4.5% agreed with statement 60. The Head of Department was asked whether the CPD programme enhances the use of digital pedagogies to promote female academic empowerment. He responded that there are *no projectors. There are more females than males using digital pedagogy. (R13 female):*

*They are exposed together, they collaborate to work together for, you know, they do it as a team, and they have been achieving great successes. I mean, the staff we have are mostly female, and they have been at the forefront of it. Male academic staff may not be that accessible. (H1 male)*

**Table 5.11***Ways U1 Digital Pedagogies CPD Programmes Empowered Female Academics*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>	<b>No Response</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	54.5%	4.5%	18.2%	18.2%	4.5%
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	40.9%		9.1%	27.3%	0%
60	My university's CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment.	0%	4.5%	27.3%	68.2%	0%

The CPD facilitator was also asked, and he responded, “Well, I do not think there is any special treatment. I do not think so, but I know because I am here” (F1 male).

H1 and F1 indicated that the CPD programme does not provide specific gender-focused benefits or empowerment for female academics. It emphasises equal opportunities and rights within the university environment, without discrimination on the basis of gender. No distinctive support or promotion of female academics is highlighted in the CPD initiatives discussed, whether through the integration of digital pedagogies or otherwise.

## **5.6 Summary**

This chapter provided a detailed examination of the statistics for the Feminist-CIPP model observed in U1. It explored the historical context of U1 and the evolution of CPD programmes for male and female academic staff in English. It also included an assessment of their aims and objectives, the facilities employed for digital pedagogies within these programmes, their organisational structure, and the personnel engaged in the CPD

initiatives. Additionally, the CPD courses pursued and the academic requirements were examined.

This chapter presented findings from three data-collection instruments designed to address research questions 1–4 of the Feminist-CIPP model. The findings for research questions 1–4 involved a thorough examination of documents alongside both quantitative and qualitative data, focusing on the context, input, process, and product through the lens of the Feminist-CIPP framework. The investigation delved deeper into the input aspect, employing quantitative and qualitative analyses to substantiate the findings. Five themes were examined regarding the input: the types of CPD programmes implemented, the contents of the CPD programmes, the rationale for employing digital pedagogies, the time allocated to the CPD programmes for English-language academics, and the selection of resource persons to instruct the university’s CPD programmes.

Responses from different participants were presented with the research questions and were consistent with the evaluation models. The process evaluation utilised four themes to elucidate the third research question. The identified themes encompassed the appropriate type of CPD support for digital pedagogies, the frequency of participation in CPD programmes, the methods by which English-language academics applied their CPD learnings, and the obstacles encountered in implementing a CPD curriculum focused on digital pedagogies.

The product evaluation also examined the attainment of CPD curriculum objectives, the university’s use of various strategies for gathering feedback, and the influence of the CPD programmes’ curricula on English-language. The gender aspect examined differences in usage patterns between male and female academics, how the

university's CPD programmes improved digital pedagogies to support female academics, and how both male and female academics applied the knowledge gained from these programmes.

## **Chapter 6. Findings: A Case Study of University 2**

### **6.1 Introduction**

This chapter presents the findings arising from the second university (U2). The respondents are anonymised as the Head of Department (H2 male), a male facilitator (F2), and 3 academic respondents (R1, R7, and R14). R1 was a female, while R7 and R14 were males. The chapter examines U2's historical background, the development of its Continuing Professional Development (CPD) programmes for male and female English-language academic staff, and the ways in which institutional and societal gender norms affected participation in CPD training. The aims and objectives of these programmes, the facilities used for digital pedagogy, the programme structure, and the staffing. Additionally, the CPD courses undertaken and the academic needs will be described.

The chapter presents findings gathered from the three data collection tools used to address the first research question within the feminist CIPP evaluation model: Phase One (document data), Phase Two (quantitative data), and Phase Three (qualitative data). Photographs are also included to showcase the university's digital pedagogy facilities within its CPD programmes for English-language academics.

### **6.2 Context Evaluation Across Gender in U2**

#### **6.2.1 History and Aims of the CPD Programme**

U2 was founded in 1948 and currently has a student population of approximately 37,598, with 50.7% female and 49.3% male students. The total number of professional services and academic staff is 5,052. Academic staff account for 1,472 of these, comprising 30.7% female and 69.3% male. At the time of this study, the Faculty of Arts had 150 academic staff, of whom 18.7% were female and 81.3% were male (Pocket Statistics, 2021/2022).

The Department of English is among the oldest departments in the Faculty of Arts. When the university was founded, English was initially offered as part of the General Degree Programme of the University of London, with which University College U2 (UCI) remained affiliated until 1952. This subject has always been among the most popular, and most BA (General) Arts graduates from this university have passed through the Department of English. The honours degree programme in English was established in 1952. Since its inception, the programme has produced some of Nigeria's most distinguished literary figures.

When the university achieved independent status in 1962, new degree awards were established. This change enabled the integration of English with other Arts disciplines within the Combined Honours School. English also emerged as a major or minor teaching subject in a newly established Bachelor of Education (B.Ed.) programme in the Faculty of Education. Since the inception of formal postgraduate studies in the 1960s, the department has also awarded master's and doctoral degrees in English.

The history of the CPD programme at U2 dates back approximately a decade, as stated in the *Policy on Regulations Governing Condition of Services* (RGCS, 2017). Like U1, this university has no specific document or policy on CPD, apart from various documents, including the RGCS (2017) and the university bulletin (2012). The bulletin is one of the university's periodic publications, disseminating information to staff and students and highlighting internal training opportunities for academic professionals to enhance their development. These policy documents encourage every academic staff member to develop their careers and acquire skills relevant to their roles, provided that such training is of interest to the university. Academic staff may be granted study leave to

conduct research, pursue further study, or undertake CPD training to upskill themselves and improve their intellectual development (RGCS, 2017).

In response to questions about the institutional aims of digital pedagogy in academic CPD programmes, respondents were asked about the CPD programme's aims and objectives. The male CPD facilitator stated that CPD was necessary to disseminate knowledge. He further stressed the need for integrating digital pedagogy during the pandemic, when academic staff could no longer meet face-to-face on campus:

*It's beneficial to have both synchronic and asynchronous modes of disseminating knowledge because, at some point, people may no longer be able to gather, so they must adapt. And that is more than facilitated by the introduction of their distance learning programmes. Therefore, the distance learning programme encouraged them to rely primarily on digital means of communication with students. Digital aligns with the university's objectives and vision, which is, of course, to attain global recognition and establish a global presence. (F2 male)*

One of the female English-language academics outlined a similar understanding of the aims of digital pedagogies in the academics' CPD programme by saying:

*Most importantly, it is for professionals. For my professional development, I am expected to keep abreast of the new trends in the teaching and learning situation. It is for me to develop professionally to ensure that the academic staff at the university are well-informed. (R1 female)*

Like U1, U2's CPD programmes included seminars, workshops, conferences, and internal training. According to the RGCS (2017), academics attended these programmes annually, quarterly, or biannually. The training aimed to enable academic staff to acquire more specialised skills, such as digital pedagogy, as well as other training relevant to their areas of specialisation.

The most recent policy on Nigeria's National Teachers' Education (FME, 2014) emphasised the importance of supporting and funding CPD for academic staff across all universities. Eight principles guide the focus areas for teacher development frameworks.

The policy's sixth, seventh, and eighth principles articulated this clearly, as was mentioned in Chapter 5 with U1. This CPD offer was consistent across all three universities.

At U2, all academic staff were entitled to attend CPD programmes; however, due to funding constraints, not all could participate simultaneously. Academics were selected to attend based on the relevance of the proposed CPD to their teaching and research areas. In this respect, the CPD programme at U2 was identical to that at U1. Male and female English-language academics were invited by letter or email to attend CPD programmes relevant to their areas of specialisation.

Based on data collected from staff in the Department of English for this study, 42.1% had attended CPD, while 57.9% had not. Of those who had attended, 52.6% attended annually, 15.8% attended quarterly, 21.1% attended biannually, and 10.5% reported no fixed attendance schedule. (see Figure 6.1), which shows their participation across the range of available activities.

Annual conferences were organised to train academics in digital learning and modern research and publication methods. These were the most attended CPD activities, with an attendance rate of 73.7%. This was followed by seminar programmes, during which training was also organised to inform academics of contemporary developments in their areas of specialisation. The training methods included e-conferences (47.4%), workshop programmes (21.1%), and skills-based training (5.3%). These annual conferences, seminars, and other CPD programmes were organised for male and female academics to attend both within and outside the institution. The training consisted of various self-development and skills programmes that academics attended to advance their

careers. This sometimes involves training in digital pedagogy, including the use of specific digital equipment or platforms.

**Table 6.1**

*English-language Academic Staff Participation in CPD Programmes at U2*

<b>Statements</b>	<b>Percentage (%)</b>
1. Are you currently attending any CPD?	
Yes	42.1%
No	57.9%
2. How often do you participate in CPD training?	
Quarterly	15.8%
Bi-annually	21.1%
Annually	52.6%
No fixed date stated	10.5%
3. Type of CPD attended	
Annual Conference	73.7%
Seminar Programmes	68.4%
Workshop Programmes	21.1%
In-service training	15.8%
Skill-based training	5.3%
Webinars	21.1%
E- conference	47.4%

### **6.2.2 CPD Facilities**

This study also examined the facilities used by male and female English-language academics to support CPD. Some academic respondents mentioned using general university facilities for their CPD programmes, as there were no specifically designated

facilities. These included a language laboratory, a computer laboratory, a lecture hall with an interactive board and a projector, and the libraries.

### **a) Language Laboratory**

Figure 6.2 shows the language laboratory at U2, which was used for teaching phonology and other language-related subjects, as well as for the digital pedagogy component of academics' CPD. It had a capacity of 32 seats, six ceiling fans, and 32 sets of tables and chairs for students and staff. The laboratory was equipped with 32 desktop computers and individual self-study booths, each equipped with a headset.

A central control panel enabled the instructor to coordinate language-learning activities. The laboratory also featured more modern digital equipment, including a projector and a whiteboard. As teaching English as a second language is a crucial subject area in the department, a well-equipped language laboratory is essential to enable academics to train, acquire new skills, and become conversant with the digital tools available for their teaching.

***Figure 6.1: A Photograph of the Language Laboratory with Computers in U2***



**Table 6.2***Demographic Description of the Academic Respondents at U2*

Code	Year of experience	Highest Academic Qualification	Specialisation	Gender	Duration (Minutes)
U2-R1	6	PhD	English-language	Female	30:28
U2-R7	10	PhD	African literature and general literature of the black diaspora	Male	21:24
U2-R14	1.2 months	PhD	Syntax and Neuro Linguistics.	Male	25:40

**b) Computer Laboratory**

The computer laboratory was also used for male and female academic CPD programmes (see Figure 6.1). The air-conditioned room contained modern computers, 32 tables and chairs, and a whiteboard for educational purposes, which was also used as the language laboratory. The room was large, but it was insufficient to accommodate the existing staff and student population. Staff used the computers in this room to access training courses via an online platform. According to the male Head of Department, this was the “learning management system (LMS), which was now the university-wide platform” (H2 male).

**c) Lecture Theatre with Interactive Board and Projectors**

The English Department also used one of U2's lecture theatres, where academics held their quarterly and annual CPD programme sessions. The theatre was well-equipped with projectors and comfortable seating for the academics. It also had air conditioning and fans to ensure the comfort of all users during training sessions or lectures (see Figure 6.2)

#### **d) Classroom with Interactive Whiteboards and Projectors**

The classroom in which English lectures were delivered was equipped with modern digital technology (see Figures 6.3 and 6.4). Owing to this equipment, the room was also used for other events, such as English-language digital-pedagogy CPD programmes, corroborating the assertions of some academic respondents that the school possessed digital resources: “We have computers, an interactive board, projectors, and laptops” (R1, female).

***Figure 6.2: A Photograph Depicting a Large Lecture Theatre Used for CPD***



*Figure 6.3: A Photograph Depicting an English-language Classroom with a Projector*



*Figure 6.4: A Photograph Depicting a Classroom with a Projector and Smart Screen*



### e) Library

U2 had a library, as shown in Figures 6.5 and 6.6, which was accessible to academics from the Department of English. The library also housed five desktop computers for record-keeping. In one of the responses, the Head of Department stated:

*[Academic staff are] engaged in training and exposed to all the various online platforms. Lecturers are exposed to various forms of online learning, how to deploy them in teaching and learning, and how to ensure that students are also digitally literate. The kinds of teaching and learning carried out ten, fifteen, and twenty years ago should pave the way for this digitalised instruction and process, which they are implementing in every capacity. For example, there has been training for all academics in the last two years [and this includes] the use of interactive boards. (H2 male)*

Therefore, the library, alongside other digital facilities, played a key role in supporting the university's goal of ensuring that all staff and students became digitally literate.

**Figure 6.5: A Photograph Depicting Staff and Students in the Library**



**Figure 6.6: A Photograph Depicting a Digital Library**



**Table 6.3**

*Available Facilities for the English Academic Staff*

No	Statement	Strongly Agreed Percentage	Agreed Percentage	Disagreed Percentage	Strongly Disagreed Percentage	No Respo Percentag
14	English language academic CPD has adequate digital pedagogies facilities to meet their needs for the CPD activities.	5.3%	10.5%	36.8%	42.1%	5.3%
19	Most academics can conveniently use digital equipment in CPD programmes.	10.5%	5.3%	31.6%	52.6%	0%

### **6.2.3 Structure of the CPD Programme**

The university's *Staff Information Handbook* (2017) and *Bulletin* (2024) served as internal policy documents that detailed the structures for staff training and development. Drawing on these documents, the university had implemented a comprehensive set of internal policies covering study and examination leave, training grants, sabbatical leave, and promotion. This approach reflected the university's acknowledgement of the critical role played by its staff in institutional success, as well as the influence of the National Universities Commission's (NUC) policies in shaping these initiatives.

The university's staff training and development policies were aligned with the NUC's directives and aimed to equip staff with essential skills and provide access to developmental opportunities to enhance their effectiveness and efficiency. Although U2 did not have a specific CPD curriculum, its policies demonstrated a strong institutional commitment to staff professional development. The *Staff Information Handbook* (2017) was one of the primary documents analysed in this study. Its section on the *Rules and Regulations Governing the Condition of Service of Staff* (RGCSS, 2017) outlined the following key aspects of CPD support for staff:

#### **a) Study Leave/Examination Leave**

The university incorporated study leaves into its training policy to support the development of its academic staff. Study leave is a form of paid leave granted to staff members for educational purposes after they have completed a defined period of service. Staff were eligible for six months of study leave after three, one, or six years of service. Initially, study leave was granted for one year only, with the possibility of an additional year, subject to receipt of a satisfactory report from the host institution or training centre.

The university's strict adherence to the National Universities Commission's (NUC) guidelines for paid study leave ensures a fair and transparent process. These guidelines require academic staff to demonstrate enhanced skills and knowledge through research, publications, and improved teaching effectiveness upon return. This approach aimed to build trust and confidence among staff members in the system.

#### **b) Training Grants**

The university provided training grants and sponsorship opportunities to qualified academic staff for postgraduate training leading to the award of a master's or doctoral degree, either in Nigeria or abroad. This support reflected the university's strong commitment to academic advancement and was intended to encourage and motivate staff to enhance their professional capabilities. Grants were available for both local and international training. Overseas training grants enabled male and female academic staff enrolled in doctoral programmes at Nigerian universities to travel abroad for periods of three to six months, up to a maximum of one year, as non-tuition scholars, primarily to access specialised research equipment unavailable locally. According to the December 2024 *Staff Bulletin*, the university received ₦136 million from the Tertiary Education Trust Fund (TETFund) for Academic Staff Training and Development (AST&D) in that year. This initiative was designed to foster academic engagement with intellectual traditions both within and beyond Nigeria.

#### **c) Sabbatical Leave**

Sabbatical leave offered university academics the opportunity to engage in research, training, and professional development for over a year, as outlined in the *Staff Information Handbook* (2017). Upon completion of the sabbatical period, staff members were required to submit a detailed report outlining the outcomes or achievements of the sabbatical, with

an emphasis on how these benefited the university or contributed to knowledge. In terms of sponsorship, overseas sabbatical leave typically attracted more funding than local sabbaticals, although the exact amounts were not disclosed. This accountability framework aligned with the NUC's position that sabbaticals enable academics to undertake research, enrich their academic experience, and acquire professional expertise, ultimately enhancing the quality of teaching and learning within their home institutions (NUC, 2018).

**d) Promotion Policy**

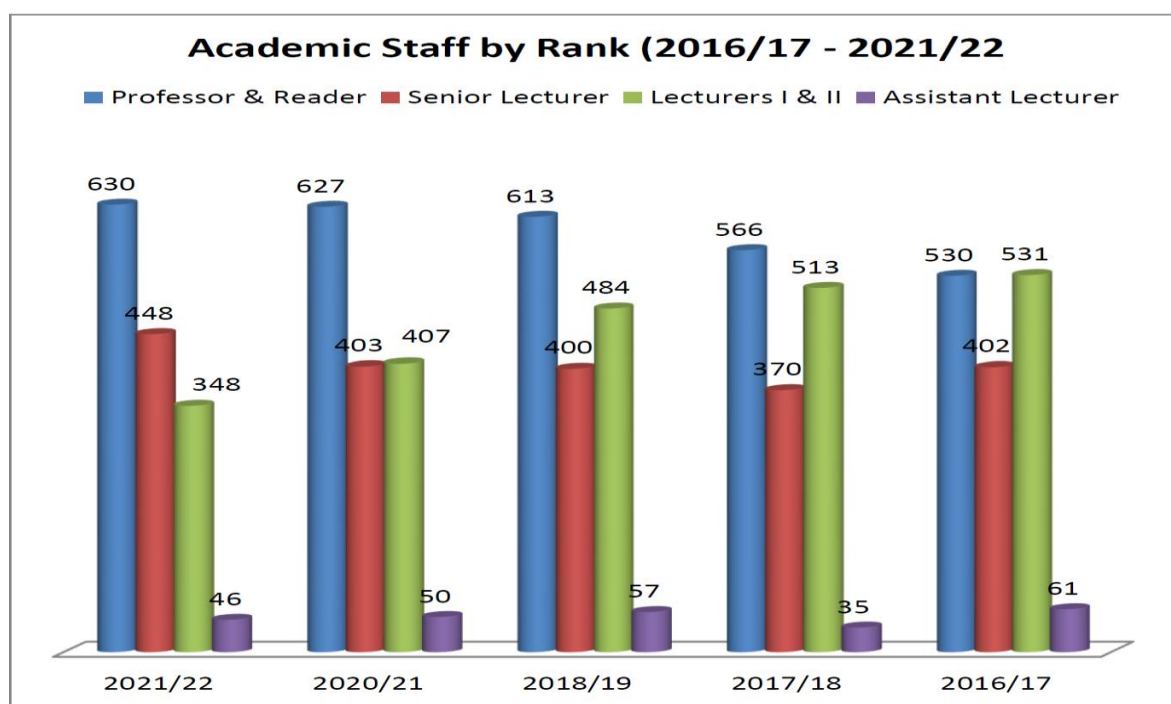
In determining academic staff promotions, university policy required candidates to meet publication thresholds appropriate to their academic rank. Additionally, staff members must have at least 3 years of teaching experience and hold a PhD to be considered for promotion. The policy stipulated that no academic without a PhD could be promoted beyond the rank of Lecturer I unless they held a relevant postgraduate professional qualification. Furthermore, promoted candidates were expected to have attended at least one relevant international conference or workshop since their last promotion review.

These conferences, ideally held within the past five years, must include the presentation of a research paper in the candidate's field of specialisation. This requirement was in line with the NUC's (2008) guidelines for academic promotion, which emphasise educational qualifications, research output, teaching effectiveness, and service to the university community. In view of this, female academics should be encouraged to actively participate in CPD programmes, as this is a criterion for promotion.

### e) Staffing

All academic staff at the university participated in various types of CPD programmes. As previously discussed, staff attended digital pedagogy CPD sessions when relevant to their discipline. English-language academics, in particular, participated in CPD on digital pedagogy to enhance their digital teaching competencies. Figure 6.7 presents the academic staff by rank at U2 from 2016 to 2022. According to the *Bulletin* (2024), funds were available to support both male and female academic and senior non-academic staff in attending conferences.

**Figure 6.7: Academic Staff by Rank for (2016/17 to 2021/22)**



Source: Pocket Statistics, 2021/2022

To address the gender aspect of the context, university academics completed the English-language Academic Staff Questionnaire (see Appendix II).

**Table 6.4***Ways Through Which University CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academic Staff and Achieve UN SDG 5B*

<b>No</b>	<b>Statements</b>	<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
51	The digital pedagogies of the CPD curriculum have helped male English-language academics with opportunities for self-reflection more than females.	42.1%	15.8%	26.3%	15.8%
52	The integration of digital pedagogies into the CPD curriculum has changed English-language academics' views of digital pedagogies in male academics more than in females.	42.1%	21.1%	26.3%	10.5%
53	The male academics keep a record register of their participation in CPD activities more than the females.	47.4%	21.1%	26.3%	5.3%
54	The objectives of the CPD curriculum for the English-language academics at my university are effectively achieved better for male academics rather than in female counterparts.	52.6%	15.8%	26.3%	5.3%
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	42.1%	21.1%	26.3%	10.5%
	Female academic staff at my university experience more impediments in attending the CPD programme than male academic staff.	47.4%	15.8%	31.6%	5.3%

57	The outcome of CPD programmes is more visible in male academics than in their female counterparts.	42.1%	15.8%	36.8%	5.3%
58	Female English-language academics are not given the same opportunities to attend the CPD programme as their male counterparts.	52.6%	15.8%	26.3%	5.3%
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	36.8%	10.5%	31.6%	21.1%
60	My university's CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment.	5.3%	21.1%	31.6%	42.1%

#### 6.2.4 Differences in Usage between Male and Female Academics

The next question investigated whether there were any differences in how male and female academics utilise digital pedagogies based on their experience. The respondents commented:

*I have not, and I cannot say it; as I said, I'm not compared. I've seen female colleagues who have also engaged in this kind of activity, and they have also done well. So, I do not think that there is any significant difference. (R14 male)*

*The university that meets the needs of female academic staff at all levels, which implies that there are improvements and that they are also protected through gender mainstreaming. I believe we are within the context of teaching where we are colleagues. (R7 male)*

*I don't think there are any differences. We are all exposed to the training, and then we have equal access to the training. Males can use it more often than females. I think the males have more passion for it. The training is compulsory. I mean that for the training or workshop, you must attend it because the university uses it; it's*

*a transition from the traditional method of teaching to the digital method. (R1 female)*

R14 and R7, though both male, reported that male and female academics employed digital pedagogies similarly, with no significant differences noted in their approaches. University policies treated both genders equally, emphasising professional development and educational technologies. Variations in usage tended to correlate more with experience and willingness to adapt than with gender-specific practices. Table 6.4 shows that 42.1% of the respondents strongly agreed that the use of digital pedagogies in CPD programmes empowered female academics. A further 36.8% also strongly agreed with statement 59. In contrast, 42.1% strongly disagreed with the statement that their university's CPD programmes on digital pedagogies are appropriate for empowering female academic staff.

### **6.3 Input Evaluation Across Gender**

The second stage of the CIPP evaluation model examined the effective utilisation of available digital pedagogy resources by exploring the types and content of digital pedagogy CPD programmes offered at the university. It further investigated the rationale for using digital pedagogical equipment. It assessed whether the time allocated to CPD programmes for English-language academics was sufficient to meet the stated objectives.

#### **6.3.1 Type of CPD Curriculum Programme Implemented**

To complete this stage of the evaluation, 20 academic staff members completed an online questionnaire (see Appendix II). Section C of the questionnaire was divided into three subsections. These measures: (i) the extent to which essential digital pedagogy equipment was incorporated into the CPD programmes, (ii) the use of digital pedagogy platforms in delivering the programmes, and (iii) the contribution of CPD implementation to the

development of digital pedagogical competencies among English-language academics, see Tables 6.5–6.7.

**Table 6.5**

*Frequency of Use of Digital Pedagogy Equipment by English Academic Staff*

No	Items	Frequently	Sometimes	Rarely	Never
		%	%	%	%
21	Computers	5.3%	5.3%	21.1%	68.4%
22	Interactive whiteboards	10.5%	0%	15.8%	73.7%
23	Projectors	5.3%	0%	31.6%	63.2%
24	Tablets	10.5%	0%	63.2%	26.3%
25	Audio-visual equipment	15.8%	0%	52.6%	31.6%
26	Digital learning	10.5%	0%	52.6%	36.8%
27	Learning management system	21.1%	10.5%	42.1%	26.3%
28	Webcams	31.6%	10.5%	47.4%	10.5%
29	Feedback tools	31.6%	21.1%	15.8%	31.6%
30	Virtual reality	31.6%	5.3%	42.1%	21.1%

Table 6.5 indicates that male and female academics frequently utilised specific digital pedagogical tools such as webcams, feedback tools, and virtual reality applications (31.6%). In contrast, a significant proportion reported never using computers (68.4%), interactive whiteboards (73.7%), or projectors (63.2%). It was primarily attributed to the high cost of personal computers, which many respondents could not afford. Access to institutional resources such as computers, interactive whiteboards, and projectors in the university’s general laboratory was also limited. Additionally, tablets (63.2%) and digital learning tools (52.6%) were rarely used, as was audio-visual equipment. Notably, a

majority of respondents (42.1%) indicated that LMSs were also rarely used to deliver CPD programmes.

**Table 6.6**

*Digital Pedagogy Platforms Used for CPD Programmes*

No	Items	Frequently	Sometimes	Rarely	Never
		%	%	%	%
31	Online quizzes	15.8%	10.5%	36.8%	36.8%
32	Writing assessment platforms	0%	10.5%	21.1%	68.4%
33	Webinars	10.5%	0%	73.7%	15.8%
34	Virtual conferences	10.5%	5.3%	68.4%	15.8%

Table 6.6 presents data on the digital pedagogy platforms used by the academics. Online quizzes were reported as frequently used by 15.8% of respondents, sometimes used by 10.5%, and either rarely or never used by 36.8% each. Writing assessments were used by only 10.5% of respondents, while a substantial majority (68.4%) reported never using them, indicating very low overall usage. Webinars were used by 10.5% of respondents, whereas 73.7% reported rarely using them. Similarly, 10.5%, 5.3%, and 68.4% of respondents used virtual conferencing tools, respectively. The limited use of these platforms was partly due to inconsistent availability and, in some cases, to the lack of necessary digital skills among male and female academic staff.

Table 6.7 indicates that most respondents held a favourable view of implementing CPD using digital pedagogies. For Questions 35 and 36, 36.8% of respondents disagreed, while 57.9% strongly disagreed. In response to Question 37, 63.2% disagreed, and 31.6% strongly disagreed. For Questions 36 and 38, 36.8% disagreed, and 63.2% strongly

disagreed. These results suggest that most academics did not believe the current implementation of the CPD curriculum was adequate for developing their digital pedagogy skills.

**Table 6.7**

*CPD Curriculum Implementation and the Development of Digital Pedagogies*

No	Statements	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
		%	%	%	%
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	5.3%	0%	36.8%	57.9%
37	The implementation of the CPD curriculum has attracted the English language academics' interest in digital pedagogies.	5.3%	0%	63.2%	31.6%
38	The use of digital equipment has a positive effect on the academics' teaching skills.	0%	0%	36.8%	63.2%

However, in contrast to these quantitative findings, the qualitative interviews yielded a more nuanced picture. When asked about the types of CPD programmes implemented by the university to enhance their digital pedagogy and the tools used, many male and female English academics listed several resources and expressed positive feedback regarding their usefulness. For instance, R14 stated, “Currently, we have the learning management system” (R14 male), while another noted, “We have been taught how to use digital learning equipment to impact the students” (R1 female).

Conversely, some respondents expressed dissatisfaction with the nature of CPD initiatives in their department. One remarked, “We just sometimes rely on workshops and sometimes seminars” (R7 male), suggesting inconsistent or informal training delivery. While some academic staff reported using video tools and platforms such as YouTube, they also noted that hardware, such as projectors, was often maintained personally. Regular departmental and faculty seminars, some featuring international experts via hybrid events, were used to update staff on emerging trends.

Nonetheless, challenges remained. Many respondents highlighted the outdated state of language laboratory equipment and the general lack of functional digital tools among academics. Despite these limitations, projectors and laptops were used to access the LMS, which was supported by the university’s central Wi-Fi network. For ongoing development, staff mainly relied on workshops and seminars.

The digital pedagogy tools identified by academics included Google Classroom, online platforms such as Zoom and Webinar Platforms, and physical resources such as projectors, laptops, and video equipment. These tools were often used in conjunction with freely accessible platforms such as YouTube, indicating that many staff members adapted flexibly to the tools at their disposal.

### **6.3.2 Contents of the CPD Programmes**

A significant portion of respondents expressed dissatisfaction with the CPD curriculum, particularly its content on digital pedagogies. For instance, 36.8% disagreed, and 52.6% strongly disagreed with the statement that the CPD curriculum and content were adequate to equip English-language academics to adopt digital pedagogies. Specifically, for Statements 35 and 57, 57.9% strongly disagreed, 36.8% disagreed, and only 5.3% strongly agreed. In Statement 36, 52.6% strongly disagreed, 36.8% disagreed, and 10.5% strongly

agreed. Similarly, for Statement 39, 31.6% strongly disagreed, and 62.2% disagreed, while only 5.3% strongly agreed. Concerning another statement, 42.1% strongly disagreed, 47.4% disagreed, and only 10.5% strongly agreed. For Statements 40 and 52.6% strongly disagreed, and 47.4% disagreed; notably, none of the respondents agreed with the statement (see Table 6.8).

These quantitative results reveal significant dissatisfaction among male and female English-language academics with the CPD curriculum for digital pedagogies. The findings indicated that the programme lacks the necessary engagement and innovation to effectively develop digital pedagogical competencies. The content of current CPD programmes in digital pedagogies primarily centres on the use of digital equipment, emphasising that academics acquire the skills to navigate and operate essential hardware and software. However, there has been no comprehensive review of the CPD curriculum. During interviews, R14 male acknowledged that substantial focus had been placed on using the LMS to enhance instructional delivery. Core activities included developing, preparing, and uploading teaching content for virtual access. In addition, both faculty and staff were strongly encouraged to attend academic conferences for professional development.

Despite these efforts, the CPD curriculum on digital pedagogies remains limited in scope and depth. Its lack of substantial, structured content continues to affect the overall effectiveness of teaching and learning initiatives and the availability of relevant resources. Although current initiatives aim to bridge this gap by focusing on the digital and virtual dimensions of education, the university still faces challenges in providing a comprehensive and content-rich CPD environment for its academic staff.

**Table 6.8***Contents of the CPD Programmes*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	5.3%	0%	36.8%	57.9%
36	The CPD content is adequate to equip English language academics to adopt digital pedagogies in their instructional technique.	10.5%	0%	36.8%	52.6%
37	The implementation of the CPD curriculum has attracted the English language academics' interest in digital pedagogies.	5.3%	0%	63.2%	31.6%
39	The digital pedagogies curriculum in CPD for English language academic staff is a new innovation.	10.5%	0%	47.4%	42.1%
40	The CPD curriculum for digital pedagogies allows English language academics to participate in the CPD programmes actively.	0%	0%	47.4%	52.6%

**6.3.3 The Rationale for Using Digital Pedagogies**

Male and female academic staff members have adopted a range of digital tools and strategies in response to the evolving educational landscape. These efforts are intended to

better meet both the learning needs of their students and the requirements of their own digital pedagogy CPD programmes:

*I prefer YouTube because of its accessibility. It's easy for me to refer my students to content already developed by other professionals for other clients in other countries outside Nigeria, especially because my teaching of English is in the L2 context. So, by accessing content from the L1 context, I expose my students to it. (R14 male)*

*It is because ... one can accommodate many students [that] I also use Telegram in teaching. [The] LMS is very effective in teaching these students, interacting with them, and so on. (R1 female)*

*Because when it comes to funding, it's relatively easy, so they are more comfortable, and it's accessible for me and not just even the students too, sometimes even our students cannot afford to get smartphones, the ones that can still use this also to pass information, create groups, group assignments and then group class discussions and all that (R7 male).*

*These digital tools facilitate effective teaching and make learning accessible and engaging despite financial and logistical constraints (R7 male).*

#### **6.3.4 Time Allocated to the CPD Programme of English-language Academics**

Male and female academic staff reported that the time allocated to CPD programmes was a significant challenge. As shown in Table 6.9, 36.8% disagreed that the allocated time was adequate, while 21.1% strongly disagreed. Contrary to the quantitative findings, the time allocated to the CPD programmes was insufficient due to academic workload. One of the CPD facilitators confirmed this:

*Well, there is no time that this time is created, but I think, of course, it is the time because you know the world is, of course, already gone digital. So, when I look at that, I believe it is sufficient (F2 male).*

**Table 6.9***Time Allocated to the CPD Programme of English-language Academics*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
43	The time spent on the CPD curriculum activities is adequate.	26.3%	15.8%	36.8%	21.1%

As reported by the CPD facilitator, the allocated time for the CPD programme was inadequate. Facilitators had limited time for training, despite the shift to digital. The department determined the training time allocation, which was generally considered sufficient but might not effectively address all needs.

**6.3.5 Facilitating the University's CPD Programmes**

As reported, the university focuses on being a centre of excellence in teaching and learning, as commented by H2: *"[To] make U2 the centre of excellence in teaching and learning, towards improving their Webometrics ranking across the globe. So, they are learning to be so effective and not location-bound that you can be anywhere and access knowledge in U2"* (H2 male).

CPD programmes were delivered by specially trained staff from educational technology units. These experts, including department heads, played a pivotal role in the effective deployment of technology. They were selected based on their expertise in digital pedagogy and educational technology, making them key figures in university initiatives and meetings. CPD facilitators, who are current or former Heads of Departments, are also selected based on their experience. The male Head of Department commented:

*They are the experts in that field. We always have access to other facilitators at the computer centre, such as resource persons or department heads. The heads of departments are the first to be trained when we have the gadgets and the tools to use, especially in results processing and information dissemination. (H2 male)*

The input evaluation showed how the digital pedagogies CPD was implemented to equip the English-language academics. When selecting facilitators, it is also advisable to choose a female Head of Department to facilitate the CPD training and support female inclusion.

The following section considers the process evaluation phase.

### **6.3.6 How Male and Female Academics Implement What They Learnt in Digital Pedagogies CPD Programmes**

When asked how male and female academics implement what they learnt in digital pedagogies CPD programmes, the Head of Department highlighted the prominent role of female academics in research and technology adoption within their departments. They led the deployment of technology during lectures and used inverters to ensure uninterrupted teaching. Male academic staff were seen as less accessible in this regard.

Overall, female academics were noted for their effective use of digital pedagogies, surpassing their male counterparts. This trend was attributed to personal experiences, cultural influences, and the initiative-taking approach of female academics in embracing digital tools.

*By far they are more than males because they always ensure that at every of their classroom lectures, they deploy technology, many of these females went as far as, you know, in their offices they get an inverter that when there is no light they can use an inverter to attend to students No because I think for it as far as my department is concerned. I'll say yes because, as a woman and mother, I'm required to nurse a child in marriage. (H2 male)*

The department head reported that the university's approach to academic training was gender-neutral, accommodating male and female respondents without differentiation. The

importance of technology in education was recognised universally, irrespective of gender. While some may have differing views based on personal experience, women were perceived as more proactive in implementing technology-driven teaching methods.

However, in discussions and responses to training sessions, male academic staff were more effective, a difference that may be attributed to their higher representation within the educational system rather than to inherent gender differences. Nevertheless, both genders actively sought to apply what they had learnt, acknowledging the necessity of staying relevant in their fields. This relevance extended beyond teaching alone to encompass research and community service, where promotion was based on research output rather than teaching prowess. Male academics were often noted to use digital tools more extensively, driven by their interest and passion for technology.

However, there was a consensus that all faculty members, regardless of gender, had equal access to university resources and training opportunities. Female academic staff were recognised for their contributions and held strategic positions within the institution, suggesting a significant role for women at all levels of academia. Ultimately, within the teaching context, colleagues worked together irrespective of gender, acknowledging each other's strengths and contributions to the university community.

#### **6.4 Process Evaluation Across Gender**

To conduct the process evaluation, a questionnaire titled *Academic Staff Process Questionnaire on Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academics: A Case Study of Three Universities in South-West Nigeria (ASPQIDP)* was used to address the study's quantitative aspects (see Appendix II). Table 6.10 presents the perceptions of English-language academics and CPD facilitators regarding the CPD curriculum for digital pedagogies.

Academics’ perceptions of the CPD curriculum for digital pedagogies (see Table 6.10). For statement 39, English-language academics and CPD facilitators perceived the digital pedagogies curriculum in CPD as an innovation. Nobody agreed; 47.4% disagreed, 42.1% strongly disagreed, and 10.5% strongly agreed. For statement 40, 47.4% disagreed, while 52.6% strongly disagreed. For statement 41, 47.4% disagreed, 47.4% strongly disagreed, and only 5.3% strongly agreed. For statements 42 and 57.9%, 57.9% disagreed, and 42.1% strongly disagreed; no academic respondents agreed. For statement 44, nobody strongly agreed or agreed, while 52.6% disagreed, and 47.4% strongly disagreed. Most academics were not confident in integrating digital pedagogies effectively into their teaching after completing CPD programmes. Based on the findings above, respondents’ perceptions of the CPD curriculum for digital pedagogies were poor.

#### 6.4.1 Type of CPD Support Required for Digital Pedagogies

The 3 academic respondents (R14, male; R1, female; and R7, male) expressed diverse views on the types of CPD they found most beneficial. One respondent mentioned that conferences were valuable (R14), while another noted that workshops were valuable as well (R1, female). However, one respondent admitted uncertainty about the best type of CPD (R7 male). The responses highlighted that the optimal approach blended traditional and technology-driven CPD activities supporting digital pedagogies. The section also explored the frequency of CPD attendance.

**Table 6.10**

*Perceptions of Implementing the CPD Curriculum for Digital Pedagogies*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

39	The digital pedagogies curriculum in CPD for English-language academic staff is a new innovation.	10.5%	0%	47.4%	42.1%
40	The CPD curriculum for digital pedagogies allows English-language academics to participate in the CPD programmes actively.	0%	0%	47.4%	52.6%%
41	The use of digital pedagogies in CPD will transform the teaching and learning approaches of CPD programmes.	5.3%	0%	47.4%	47.4%
42	The use of digital pedagogies in CPD will strengthen academics' information technology skills in their career development.	0%	0%	57.9%	42.1%
43	The time spent on the CPD curriculum activities is adequate.	26.3%	15.8%	36.8%	21.1%
44	Most academics are not confident in effectively integrating digital pedagogies into teaching after	0%	0%	52.6%	47.4%

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completing CPD  
programmes.

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An academic respondent commented: “The most frequent because it is held fortnightly in my department” (R14 male), and another added: “So, the seminar is once a month, the workshop is quarterly, and the conference is once a year” (R1 female). The Head of the English Department commented:

*Perhaps some will have it in the first quarter, while others may have it in the second quarter. However, at least the academic staff will have exposure to it once a year. From time to time, department heads are asked to nominate at least two candidates, and subsequently, the frequency increases to once a month. Currently, we offer training and refresher courses. Once a month for each department, which is a regular occurrence. (H2 male)*

#### **6.4.2 How Male and Female Academics Implement What They Learn in the CPD**

The Head of the Department was asked about how the academics implement what they have learned in the digital pedagogies CPD programmes:

*They deployed whatever skill and knowledge they have acquired in the classroom in the teaching and learning process of the students, they bring the knowledge to the classroom, and we always advocate that whatever you learn let it reflect in your classroom practice so that you know we can see differences the way you teach this year we want to see a different way you are going to teach next year. So that we can see you as someone who is gradually developing into a skilled teacher. (H2 male)*

The Head of Department indicated that the academic staff applied the CPD-acquired skills by integrating them into classroom teaching, emphasising a continual-improvement approach. They applied digital technology platforms acquired through training to enhance teaching methods. It ensured progressive development as skilled educators, aiming for tangible improvements in teaching methodologies and educational outcomes through the consistent application of acquired knowledge and principles.

### **6.4.3 Challenges in Implementing a CPD Curriculum for Digital Pedagogies**

A CPD facilitator noted that implementing a CPD curriculum on digital pedagogies posed numerous challenges, including an unreliable electricity supply and insufficient technological resources after the training.

*Yes, there are challenges. You are aware of the challenges posed by the environment's peculiarities; recently, reliable Internet access has been limited. The university cannot pay or reimburse lecturers who use their personal data, tools, and equipment to carry out this digital pedagogy. Some of these things are indeed challenging. Of course, if a lecturer had to use their data, we would have to use it as well. There should be remuneration for that, at the very least, to ease that financial burden. It's not part of the design. You have to teach. And if you have to resort to digital teaching, OK, you need to be compensated for that to ease the financial burden. However, at the university level, most institutions do not offer this. It is challenging for the curriculum to transition entirely to a digital format. (F2 male)*

The other identified challenges included funding constraints, which hindered the availability and maintenance of equipment. Connectivity problems also affected the effectiveness of online teaching, despite efforts to provide continuous access. Additionally, differing attitudes towards these challenges among faculty and students complicated the consistent implementation and use of digital tools. Problems also arose when the digital devices used for training were unavailable in faculty settings, highlighting disparities in resource distribution and responses to technological needs. Participation patterns are also a major challenge, especially for female academics who may not be able to attend these CPD sessions alongside colleagues due to maternity leave, family responsibilities, or time constraints.

## **6.5 Product Evaluation Across Gender**

### **6.5.1 Achieving CPD Curriculum Objectives**

To conduct the product evaluation, university academic staff completed a questionnaire on the objectives of the digital pedagogies CPD curriculum. (see Table 6.9) shows how

the digital pedagogies CPD curriculum objectives have been achieved. The CPD programme effectively addressed educators' professional needs: 0% strongly agreed, 10.5% agreed, 52.6% disagreed, and 36.8% strongly disagreed. It was followed by the statement that the CPD programme provided opportunities for English-language academics to enhance their teaching methodologies: 0% strongly agreed, 0% agreed, 52.6% disagreed, and 47.4% strongly disagreed.

**Table 6.11**

*Digital Pedagogies CPD Curriculum Objectives*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
45	The CPD programme for English-language academics at my university effectively addresses the professional needs of educators.	0%	10.5%	52.6%	36.8%
46	The CPD programme provides opportunities for English-language academics to enhance their teaching methodologies.	0%	0%	52.6%	47.4%
47	The academic quality and school reputation are improved through the CPD programmes.	5.3%	5.3%	26.3%	63.2%

48	The CPD programme supports English-language academics in keeping up with current research and best practices in the field.	5.3%	0%	42.1%	52.6%
49	The CPD programme promotes collaboration and networking among English-language academics at my university.	0%	0%	47.4%	52.6%
50	The CPD programme supports English-language academics in integrating digital pedagogies into their teaching practice.	5.3%	0%	57.9%	36.8%

Regarding improvement in academic quality and school reputation, 5.3% strongly agreed, 5.3% agreed, 26.3% disagreed, and 63.2% strongly disagreed. For statement 48, which focused on CPD support for English-language academics to keep up with current research and best practices in the field, 5.3% strongly agreed, 57.9% disagreed, and 36.8% strongly disagreed. In statement 49, no respondents strongly agreed or agreed; 47.4% disagreed, and 52.6% strongly disagreed. Finally, in statement 50, only 5.3% strongly agreed, 57.9% disagreed, and 36.8% strongly disagreed. While the quantitative data definitively highlighted challenges, the qualitative data identified a series of contrary opinions:

*The university acknowledges that we are in a technological age where everyone must adapt, not only to learn how to use technology, but also to be proficient in its use. The introduction of CPD has helped several academic staff to adopt or utilise digital tools. (R14 male)*

*To an extent, it has allowed us to improve our teaching methodologies, which has helped in that aspect. It has also helped improve the quality of our students and keep us abreast of new trends in teaching and learning situations. (R1 female)*

Although CPD programmes faced significant challenges, academic staff agreed that their introduction had facilitated the adoption of digital tools (R14 male). It had resulted in improved teaching methodologies, enhanced student quality, and the ability to keep pace with new trends in education (R1 female). However, challenges persisted, particularly the need for adequate funding to fully realise the potential of using and integrating digital tools into regular classroom teaching (R7 male).

### **6.5.2 How the University Use Different Strategies to Get Feedback**

The Head of Department was asked how their university used different strategies to obtain feedback, and responded: *“Many of us join webinars, Zoom, and all those online discussions from last year. Universities outside Nigeria, we participate to gain knowledge”* (H2 male). He indicated that the university utilised various strategies for gathering feedback, including webinars, online discussions, and academic research submissions. It employed units for online and offline interactions with teachers via CPD platforms, ensuring quality assurance. Reports from departmental faculty and monitoring groups contributed to the assessment of CPD effectiveness. Additionally, management facilitated feedback through linked platforms involving students, department heads, and deans to collect and assess comprehensive feedback.

### 6.5.3 How the CPD Programme Curriculum Impacted the Academics

The Head of Department was asked how the CPD programme curriculum had impacted the male and female English-language, and responded: *“There is no curriculum for it; otherwise, if there are curricula, it should be more systematic and more organised, and the time of its delivery, that’s talking about service delivery, it’s a two-way thing”* (H2 male). The lack of a structured curriculum undermined the systematic organisation and timing of service delivery. This absence led to varying feedback on service quality and quantity. However, innovative teaching strategies, such as blended learning, have been introduced, enabling a more integrated approach that combines online and offline methods. Feedback indicated that these innovations were well-received by students, thereby enhancing their learning experience.

In contrast to the quantitative findings, the qualitative findings supported the empowerment of female academics through digital pedagogies in their CPD programmes. Some male respondents argued that digital pedagogies empower both genders equally: *“They promote the same for males. So, I believe they would. The male and female should have the same experience.”* (R14 male), though a female respondent has this to say also, *“Yes, this is suitable for both genders.”* (R1 female) *“I believe we are, within the context of teaching, where we are colleagues.”* (R7 male)

## 6.5.4 Ways Universities' CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academics

**Table 6.12**

*Ways Universities' CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academics*

No	Statements	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
		%	%	%	%
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	42.1%	21.1%	26.3%	10.5%
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	36.8%	10.5%	31.6%	21.1%
60	My university's CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment.	5.3%	21.1%	31.6%	42.1%

Respondents indicated that the CPD programme did not provide specific gender-focused benefits or empowerment for female academics. It emphasised equal opportunities and rights in the university environment, free from gender-based discrimination. No distinctive support or promotion of female academics was highlighted in the CPD initiatives discussed, whether through the integration of digital pedagogies or otherwise.

## 6.6 Summary

This chapter presented statistics on the feminist CIPP model observed at U2, the second university in this case study. This analysis examined the historical context of U2 and the development of CPD programmes for male and female English-language academic staff,

covering their aims and objectives, the facilities utilised for digital pedagogies, the programmes' structure, and the staff involved. Furthermore, the courses undertaken in the CPD and academic needs were deliberated.

It further presented the findings of the data analysis derived from three data collection instruments used to address research questions 1–4 of the feminist CIPP model. Research questions 1–4 were analysed using documents and quantitative and qualitative data to examine the context, inputs, processes, and products through a gender lens. It further explored the input aspect using quantitative and qualitative analysis to establish the findings. Five themes were reviewed under the input: the types of CPD programmes implemented, the contents of the CPD programmes, the rationale for using digital pedagogies, the time allocated to the CPD programmes of English-language academics, and the resource persons selected to teach the university's CPD programmes. Extracts from various respondents were stated as they related to the research questions and aligned with the evaluation framework.

## **Chapter 7. Findings: A Case Study of University 3**

### **7.1 Introduction**

This chapter presents the findings from the third institution in this study, which is identified as U3. The participants were the Head of Department (H3), a female; the CPD facilitator (F3), a male; and 3 academic respondents (R5, R10, and R12). R5 is male, while R10 and R12 are female. This analysis examines the historical context of the university and the development of the CPD programme for male and female English-language academic staff, including its aims and objectives, the facilities utilised for digital pedagogy, its organisational structure, and the personnel involved. Furthermore, the CPD courses and their associated academic requirements are described.

This chapter also presents findings from three data-collection tools used to address research questions 1–4 of the Feminist-CIPP evaluation model: Phase One (document data), Phase Two (quantitative data), and Phase Three (qualitative data). Photography was used to showcase the university’s digital pedagogical facilities, which English-language academics utilise in their CPD programmes.

### **7.2 Context Evaluation Across Gender**

The first component of the Feminist-CIPP evaluation framework was employed in this section to assess the institution’s history, objectives, and the development of the CPD programme for English-language academics. The analysis includes the facilities employed to support training in digital pedagogies within the CPD programme, together with its structure and staffing. It also analysed the institutional and societal gendered norms that affect participation in the CPD. The first research question was examined using document analysis, questionnaires, and semi-structured interviews.

### **7.2.1 History and Aims of the CPD Programme**

U3 was among the educational institutions founded in Nigeria between 1961 and 1962. This was in response to a report presented to the Federal Government in September 1960 (citation), arising from a commission appointed in April 1959 to assess Nigeria's post-secondary and higher education (HE) requirements for the next two decades. According to the study portal, the university has a student population of approximately 32,830, comprising 43.9% female students and 56.1% male students. The number of academic staff is 1,324.

The Faculty of Arts was among the first academic divisions established at the university, having been founded at its inception in 1962. Until 1975, only four departments existed: Religious Studies and Philosophy, English, History, and Modern European Languages. Between 1975 and 1976, the following new departments were established: African Languages and Literatures, Fine Arts, Dramatic Arts, and Music. The Department of English was subsequently divided into three new departments: Literature in English, Language Arts, and Linguistics. The Department of Language Arts was later renamed the Department of English Language.

The university does not have a specific document or policy on CPD, apart from various documents, such as the Revised Regulations Governing Conditions of Service (RRGCS) (2021), and records on the university's website that highlight the training opportunities available to male and female academics to improve their professional practice. These policy documents encourage every member of the academic staff to develop their careers and build capacity, provided that the training aligns with the university's interests. Male and female academic staff are granted study leave to conduct

research, pursue further studies, or undertake CPD training to enhance their intellectual development (RRGCS, 2021).

The CPD programme at U3 encompassed seminars, workshops, conferences, and internal training sessions. According to some respondents, academics attended these programmes annually, quarterly, or biannually, with the training aimed at equipping them with specialised skills, such as digital pedagogy.

In addition, the latest policy on Nigeria’s National Teachers’ Education (FME, 2014) emphasises the support and funding of CPD for university academic staff across all Nigerian universities. Eight principles guide the policy focus area for teacher frameworks (see Chapter 5, Section 5.2.1). The policy’s sixth, seventh, and eighth principles clearly express this, so further repetition is avoided here.

**Table 7.1**

*Academic Staff Participation in CPD Programmes at U3*

<b>Statements</b>	<b>Percentage (%)</b>
Are you currently attending any CPD?	
Yes	21.1%
No	78.9%
How often do you participate in CPD training?	
Quarterly	15.8%
Bi-annually	0%
Annually	57.9%
No fixed date stated	26.3%
Type of CPD attended	
Annual Conference	78.9%
Seminar Programmes	52.6%

Workshop Programmes	57.9%
In-service training	21.1%
Skill-based training	21.1%
Webinars	63.2%
E-conference	52.6%

Table 7.1 shows male and female academic participation in the CPD programmes at U3. Only 21.1% of the respondents participated in CPD, while a high percentage (78.9%) did not. Regarding the frequency of CPD participation, 57.9% attended annually, 15.8% quarterly, and 0% biannually. A total of 26.3% indicated no fixed attendance date, and no one attended biannually. The annual conference was the most attended CPD event, with an attendance rate of 78.9%. It was followed by webinar programmes (63.2%), workshop programmes (57.9%), and e-conferences and seminars (52.6%), while the least attended CPD programmes were skill-based training and in-service training (21.1%).

**Table 7.2**

*Demographic Description of the Academics at U3*

Code	Year of experience	Highest Academic Qualification	Specialisation	Gender	Duration (Minutes)
U3-R5	25	PhD	English phonetics and phonology, English linguistics	Male	56:22
U3-R10	3	MA. Ed	MA English	Female	52:49
U3-R12	3	MA	Discuss analysis and Applied linguistics	Female	31:47

### **7.2.2 CPD Facilities**

The English-language Department had various facilities for digital pedagogy, CPD training, and teaching English as a second language. The computer and language laboratory in U3 was housed in the same space as the English Department, which male and female academics also used during their CPD programmes. Students also benefited from this, as the equipment supported their learning.

#### **a) Language Laboratory**

There were two language laboratories, each housing 31 booths (see Figure 7.1 for example). The same space also accommodated computers due to limited space. It had 31 headsets, 6 speakers, 1 scanner, 1 all-in-one scanner, 1 printer, 1 photocopier, 1 projector, 1 decoder, and 3 air conditioners. Both laboratories could accommodate up to 31 academics and students, respectively. One of the two language laboratories had a flat-screen TV. There were routers for the internet connection, and, according to some of the academics, it was fully computerised:

*What we had was an analogue phonetics laboratory. Still, now we have a fully computerised phonetics laboratory. In that regard, there is always a kind of brushing up of even the staff members by experts in the use of the laboratory (R5 male).*

**Figure 7.1: A Photograph Depicting a Digital Language Laboratory**



**b) Computer Laboratory**

The English department also had computers available for academic CPD programmes. The department's computer laboratory had modern HP computers, tables, chairs, a whiteboard for educational use, and fans. The same space was used for computers and a language lab, with a capacity of 31. According to one of the academic respondents (R10 female), it served both the English and literature departments:

*The use of computers, computer-based training, and learning and teaching is not only beneficial for those in the language aspect but also for those in literature. We have oral literature, as well as films and various courses. We all use the laboratory to impart knowledge, making the same audio, visual, and teaching and learning experiences. (R5 male)*

**Figure 7.2: A Photograph Depicting a Computer Laboratory**



**c) Lecture Theatre with Interactive Whiteboards and Projectors**

The English Department also occasionally used the lecture theatre for CPD programme sessions (see Figure 7.4). This theatre was well equipped with projectors and comfortable seating for 180 people, and CPD programmes were sometimes held there. It was a newly renovated lecture theatre that met the standards of digital pedagogy. It had air conditioners and fans to accommodate all users and ensure their comfort during training or lectures.

**d) English Classroom**

U3 male and female English academics went to their classes equipped with personal laptops to facilitate teaching. It enhanced their digital pedagogical skills, making their tasks more manageable. Unlike in traditional teaching methods, these skills were acquired through the digital pedagogy training they attended.

**Figure 7.3: A Photograph Depicting the Newly Renovated Lecture Theatres**



**e) Library**

Figure 7.4 shows the library used by the English Department. The library was digitised, which made resources on digital pedagogy easier to access. After attending digital pedagogy sessions, academics could return to the library to use some of the equipment introduced during their digital pedagogy CPD training. Table 7.3 presents the facilities available at U3, along with the assertion that *“English-language academic CPD possesses sufficient digital pedagogies facilities to fulfil their requirements for CPD activities.”* Only 21.1% strongly agreed with this statement, whereas 52.6% disagreed. For statement 19, *“Most academics can effectively utilise digital tools in Continuing Professional Development (CPD) programmes”*, 26.3% were in strong agreement, 57.9% disagreed, and 15.8% strongly disagreed. A significant proportion of respondents disagreed with the adequacy of the available facilities to meet their needs and with the convenience of use for most academics.

**Table 7.3**

*Available Facilities for Academic St*

No	Statement	Strongly Agreed Percentage	Agreed Percentage	Disagreed Percentage	Strongly Disagreed Percentage	No Per
14	English language academic CPD has adequate digital pedagogy facilities to meet their needs for the CPD activities.	21.1%	0%	52.6%	21.1%	5.3%
19	Most academics can conveniently use digital equipment in CPD programmes.	26.3%	0%	57.9%	15.8%	0%

**Figure 7.4: A Photograph Depicting a Library**



### **7.2.3 Structure of the CPD Programme**

The NUC regulation, *Revised Regulations Governing Conditions of Service* (RRGCS, 2021), was the primary policy document describing the structures of staff training and development at U3, and it contained the following main parts:

#### **a) Staff Training**

In line with NUC regulations on staff training and development, U3 has implemented an internal training policy to develop its academic workforce. The university's staff training policy required newly employed staff to undergo a mandatory orientation and training period to familiarise themselves with the job requirements. Additionally, the university required that specific, identifiable workshops be organised for male and female academic staff in each cadre. As the NUC recommends, regular workshops and seminars are vital components of CPD and staff training.

#### **b) Study Leave / Leave of Absence**

According to the university's *Revised Regulations Governing Conditions of Service* (2021), study leave shall be used strictly for research or a course of study. The policy also stipulates that any staff member granted study leave must submit a report upon returning detailing the work completed during the leave period. The report will be processed through the relevant Review Panels and submitted to either the Appointments and Promotions Committee or the Administrative Staff Committee, as applicable. A member of staff who has applied for or been nominated by the department or university to undergo a training or retraining programme in a particular area of need to the university may be granted a leave of absence with full pay.

### c) Sabbatical Leave

The staff training policy stipulated that, after six years of continuous service at the university, an academic staff member not below the rank of male or female Senior Lecturer will be entitled to one year's sabbatical leave with full pay. According to the policy, sabbaticals contribute to the essential development of researchers, thereby enhancing the institution's status and academic standards (*University 3, 2017*).

### d) Promotion Policy

In U3, academic staff must be engaged in scholarly research and complete the stipulated minimum number of current research publications to be eligible for promotion. The policy specified that the promotion of a Graduate Assistant, an Assistant Lecturer, and other academic staff in training positions will not constitute confirmation of appointment but will indicate whether the employee is making appreciable progress in their academic programme for higher qualifications. The policy also stated that all applicants for promotion must describe the research papers published since their last promotion. It aligns with the NUC's *Strategic Plan 2018–2022*, which emphasises the role of research in improving academic staff qualifications and university rankings. Regarding gender, the university's academic staff responded to the 10 items in Section F of the survey instrument (see Appendix II), and the results are presented in Table 7.4.

**Table 7.4**

*Ways Through Which University CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academic Staff and Contribute to the Achievement of UN SDG 5B*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
51	The digital pedagogies of the CPD curriculum have helped male	52.6%	21.1%	21.1%	5.3%

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	English-language academics with opportunities for self-reflection more than females.				
52	The integration of digital pedagogies into the CPD curriculum has changed English-language academics' views of digital pedagogies in male academics more than in female academics.	57.9%	15.8%	26.3%	0%
53	The male academics keep a record register of their participation in CPD activities more than the females.	73.7%	15.8%	5.3%	5.3%
54	The objectives of the CPD curriculum for the English-language academics at my university are effectively achieved better for male academics rather than their female counterparts.	78.9%	5.3%	10.5%	5.3%
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	47.4%	0%	47.4%	47.4%
56	Female academic staff at my university experience more impediments in attending the CPD programme than male academic staff.	78.9%	0%	21.1%	0%
57	The outcomes of CPD programmes are more visible among male academics than among their female counterparts.	73.7%	10.5%	10.5%	5.3%
58	Female English-language academics are not given the same opportunities to attend	84.2%	0%	15.8%	0%

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	the CPD programme as their male counterparts.				
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	42.1%	5.3%	36.8%	15.8%
60	My university's CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment.	15.8%	0%	57.9%	26.3%

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Table 7.4 illustrates how the university's CPD programmes aimed to enhance digital pedagogies, empower female academic staff, and contribute to achieving UN SDG 5b. The digital pedagogies in the CPD curriculum had provided male English-language academics with more opportunities for self-reflection than female academics, with 52.6% strongly agreeing and 21.1% agreeing. In comparison, 21.1% disagreed with the statement, and 5.3% strongly disagreed. For statement 52, 57.9% strongly agreed, 15.8% agreed, and 26.3% disagreed. Statement 53 favoured male academics keeping a record register of their participation in CPD activities more than females, with 73.7% strongly agreeing, 15.8% agreeing, and 5.3% disagreeing or strongly disagreeing.

For statement 54, which stated that the objectives of the CPD curriculum for English-language academics at my university were more effectively achieved for male academics than for their female counterparts, 78.9% strongly agreed and 5.3% agreed. In comparison, 10.5% disagreed, and 5.3% strongly disagreed. Statement 55, which asserted that the CPD programme enhances the use of digital pedagogies to empower female academic staff, received 47.4% of responses indicating strong agreement and 47.4%

indicating disagreement or strong disagreement, respectively. For statement 56, which stated that females experience more impediments to attending the CPD programme than their male counterparts, 78.9% strongly agreed and 21.1% disagreed. For statement 57, on the outcome of CPD programmes being more visible in male academics than in their female counterparts, 73.7% strongly agreed, 10.5% agreed, 10.5% disagreed, and 5.3% strongly disagreed. For statement 58, that female English-language academics were not given the same opportunities to attend the CPD programme as their male counterparts, 84.2% strongly agreed, and 15.8% disagreed. It was the highest proportion recorded, and it shows how the institutional gendered norms affected female participation.

For statement 59, 42.1% strongly agreed, 5.3% agreed, 36.8% disagreed, and 15.8% strongly disagreed. For statement 60, 15.8% strongly agreed, 57.9% disagreed, and 26.3% strongly disagreed. The quantitative findings showed that the CPD programmes enhanced the use of digital pedagogies to empower female academics, with no reported gender discrimination.

### **7.3 Input Evaluation Across Gender**

The input evaluation stage examined the effective use of available digital pedagogy resources by analysing the types and content of digital pedagogy CPD programmes. It further examined the rationale for using digital pedagogy equipment and the adequacy of the time allocated to digital pedagogy CPD programmes for male and female English-language educators to determine whether these programmes meet their goals and objectives. It further investigated inequalities in the digital resources and institutional support.

### 7.3.1 Type of CPD Curriculum Programme Implemented

To answer research question 2, 20 academic staff respondents completed Section C of the survey instrument (see Appendix II). Section C was divided into three subsections measuring the extent to which some essential digital pedagogy equipment had been part of CPD programmes (10 items), the use of digital pedagogy platforms for CPD programmes (4 items), and the contribution of CPD to the development of English-language academics' digital pedagogy skills (4 items). It is presented in Table 7.4.

**Table 7.5**

*Frequency of Use of Digital Pedagogy Equipment by the English Academic Staff*

		<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	<b>No Response</b>
<b>No</b>	<b>Items</b>					
21	Computers	0%	0%	57.9%	42.1%	0%
22	Interactive whiteboards	10.5%	10.5%	21.1%	57.9%	0%
23	Projectors	36.8%	0%	42.1%	21.1%	0%
24	Tablets	31.6%	0%	63.2%	5.3%	0%
25	Audio-visual equipment	42.1%	5.3%	36.8%	15.8%	0%
26	Digital learning	42.1%	5.3%	36.8%	10.5%	5.3%
27	Learning management system	36.8%	5.3%	52.6%	5.3%	
28	Webcams	73.7%	21.1%	5.3%	0%	0%
29	Feedback tools	36.8%	15.8%	42.1%	5.3%	0%
30	Virtual reality	42.1%	5.3%	52.6%	0%	0%

Table 7.5 indicates that male and female academics utilised digital pedagogy tools, with computers being used infrequently (57.9%) and interactive whiteboards not utilised at all

(57.9%). Projectors, LMS, and feedback tools each consistently represented 36.8%. Tablets were infrequently utilised, with a prevalence of 63.2%. Audio-visual equipment, digital learning, and virtual reality were utilised at an equal frequency of 42.1%. Webcams emerged as the most prevalent digital pedagogy tool, with a usage rate of 73.7%.

Computers were the least utilised digital tools, as most respondents indicated a lack of personal computers due to their high cost. Access to computers, interactive whiteboards, and projectors was limited to the school’s general lab. The findings indicated that academics effectively utilised digital pedagogical tools.

Table 7.6 shows that 21.1% of respondents frequently utilised digital pedagogy platforms, such as online quizzes, whereas 52.6% used them rarely and 10.5% did not use them at all. With the assessment of writing, 21.1% frequently utilised it, 10.5% used it occasionally, and 5.3% rarely employed it, while 63.2% never engaged with it.

**Table 7.6**

*Digital Pedagogies Platforms Used for CPD Programmes*

No	Items	Frequently %	Sometimes %	Rarely %	Never %
31	Online quizzes	21.1%	15.8%	52.6%	10.5%
32	Writing assessment platforms	21.1%	10.5%	5.3%	63.2%
33	Webinars	10.5%	10.5%	73.7%	5.3%
34	Virtual conferences	21.1%	0%	73.7%	5.3%

The frequency of webinar use was as follows: 10.5% frequently used webinars, 10.5% sometimes used them, 73.7% rarely used them, and 5.3% never used them. A total of 21.1% of respondents frequently used virtual conferences, 73.7% rarely did so, and 5.3% never used this format. Webinars and virtual conferences were underutilised; academics

at this institution rarely employed these tools, and specific platforms remained unfamiliar or inaccessible.

**Table 7.7**

*CPD Curriculum Implementation and the Development of Digital Pedagogies*

No	Statements	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
		%	%	%	%
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	10.5%	5.3%	47.4%	36.8%
37	The implementation of the CPD curriculum has attracted English-language academics' interest in digital pedagogies.	15.8%	0%	63.2%	21.1%
38	The use of digital equipment has a positive effect on the academics' teaching skills.	10.5%	0%	42.1%	47.4%

Table 7.7 illustrates the implementation of the CPD curriculum and the development of digital pedagogies. In questions 35 and 47, 47.4% disagreed, and 36.8% strongly disagreed. For statements 36 and 37, 63.2% disagreed, while 21.1% strongly disagreed. Academic respondents disagreed with the CPD implementation, indicating that the current curriculum was insufficient to equip them to develop digital pedagogies.

In contrast to these findings, when the male CPD facilitator was asked about the type of CPD programme implemented by the university to build their digital pedagogy

skills and the tools used during the interview, this was his response:

*I will use them because they are the popular ones, the ones that are relatively easy to get and the ones that are also aligned with our research activities. I went to Germany for my research and postdoctoral studies, so when I returned, I started teaching other academic staff (F3 male).*

He further stated:

*In terms of CPD curriculum execution, they are found wanting, so we don't have any. I have told you that we do not have it, but the point is that we don't have a curriculum. ... I am unaware of CPD programmes that will assist digital awareness or competence in English academics; when you say CPD, I have to crack my brain. We are also into result processing, and then processing results will use digital resources; you know, you have to upload your results; the university has gone digital for that purpose. You must attend training on this at the university, and you know that to have the ability to do this work effectively, the continuing professional development of English lecturers, and as academics, as researchers, is not simply for the administrative tasks of processing results. If you put someone very new on the job and then you tell the person to go to class, the person may misbehave, not because he or she intends to misbehave, but because the person lacks sufficient experience. The only thing is that we use digital resources (F3 male).*

The facilitator indicated that the chosen digital pedagogies were selected primarily for their accessibility and affordability. They were popular, easily accessible, and aligned with ongoing research activities. Additionally, they supported interactivity and feedback, enabling effective communication and task management through platforms such as Zoom and Edmodo, which allowed lecturers to share screens, assign tasks, and provide feedback efficiently.

Table 7.8 describes the contents of the CPD programmes. In relation to statement 35 (*the implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills*), only 10.5% strongly agreed, 5.3% agreed, and 47.4% disagreed. Regarding the statement that the CPD content is adequate to equip English-language academics to adopt digital pedagogies in their instructional technique, 15.8% strongly agreed.

### 7.3.2 Contents of the CPD Programmes

**Table 7.8**

*Contents of the CPD Programmes of the English Academic Staff*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.	10.5%	5.3%	47.4%	36.8%
36	The CPD content is adequate to equip English-language academics to adopt digital pedagogies in their instructional practice.	15.8%	0%	63.2%	21.1%
37	The implementation of the CPD curriculum has attracted the English-language academics' interest in digital pedagogies.	15.8%	0%	63.2%	21.1%
39	The digital pedagogies curriculum in CPD for English-language academic staff is a new innovation.	15.8%	0%	57.9%	26.3%
40	The CPD curriculum for digital pedagogies allows English-language academics to participate in the CPD programmes actively.	15.8%	0%	36.8%	47.4%

For statement 37, 15.8% strongly agreed, while 63.2% disagreed, and 21.1% strongly disagreed. For statement 39, 15.8% strongly agreed, while 57.9% disagreed, and 26.3% strongly disagreed. For statement 40, 15.8% strongly agreed, while 36.8% disagreed, and 47.4% strongly disagreed. The quantitative data indicated significant dissatisfaction among English-language academics with the CPD curriculum on digital pedagogies. These findings suggested that the curriculum failed to foster engagement, originality, and adequate development of digital pedagogical skills. The content primarily focused on the effective use of digital equipment, ensuring users could navigate and operate essential specialised information hardware and software. However, there had been no detailed review of the CPD curriculum. During the interview process, one of the academic respondents stated:

*With an overwhelming number of students, educators often resort to tools like WhatsApp and Telegram, which are widely accessible due to the high smartphone penetration among students in Nigeria (R12 female).*

A significant emphasis was placed on utilising the LMS to enhance educational delivery. The core activities included developing, writing, and preparing teaching content for virtual access. Additionally, academic staff were encouraged to participate in conferences. Despite these efforts, the university lacked substantial curriculum content:

*“I have not seen the CPD curriculum per se. I would not say we have [any]” (R5 male).* This impacted on the overall effectiveness and availability of resources for teaching and learning. The current initiatives aim to bridge this gap by focusing on the digital and virtual aspects of education. However, the university still faced challenges in providing a comprehensive and content-rich learning environment.

### 7.3.3 The Rationale for Using Digital Pedagogies

Male and female academic staff have adopted various digital tools and strategies to adapt to the evolving education landscape and effectively meet the needs of their digital pedagogies, CPD programmes, and students. Additionally, educators utilised LMSs and video cameras to teach phonetics and phonology, bringing language closer to students through immersive, interactive methods (R10 female, R5 male). WhatsApp groups also facilitated seamless interaction, enabling all students, already familiar with the app, to participate in class discussions and access materials (R12 female). More assertions were made on the rationale for using digital pedagogies, and all respondents seemed to agree with their relevance:

*We have more students, much more than we can manage, but in terms of Zoom, I have not used it. However, I know I can use it to teach. When I do private teaching, I use it to teach, and that is what I can use it for. I used WhatsApp because there is a WhatsApp group that was created where I have all the students, and 99% of students in Nigeria have a smartphone and chat on WhatsApp (R12 female).*

*Just bring the language closer to them so they can see it. Language is true usage; by usage, you hear, you perceive, and whatever you perceive, you imbibe. I have never been to an English-speaking country, so let us bring this English to the class and let them speak. You know we have diverse kinds of English speakers, and there are some whose English you cannot understand (R10 female).*

*Because it is relevant to my field of research and teaching, I would need a video camera, which the department also has, so that will be very, very necessary for me when teaching phonetics and phonology. In my area, I also need a laptop, those apps, and an audio recording device (R5 male).*

### 7.3.4 Time Allocated to the CPD Programme of English-language Academics

A significant percentage of academic respondents (73.7%) strongly agreed, and 21.1% disagreed, that the time allocated to the CPD curriculum was adequate to equip English-language academics to adopt digital pedagogies in their instructional practices.

**Table 7.9**

*Time Allocated to the CPD Programme of English-language Academic*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
43	The time spent on the CPD curriculum activities is adequate.	73.7%	5.3%	21.1%	0%

As with the quantitative findings, the qualitative data also corroborated this assertion: the time allocated to CPD programmes, due to academic workload, was insufficient.

*From my experience as a facilitator, the time we spend or are permitted to spend, generally speaking, we are given our full time. It's the department that will decide that you are allotted so-and-so time to speak or to train on this, and it's usually okay (F3 male).*

As reported by the CPD facilitator, the department allocated the time for training, which was generally considered sufficient but might not effectively address all needs. Some academics also agreed with this assertion. The institution needs to make more time available for this training or allow it to be attended during vacation, when academics are less busy.

### **7.3.5 Facilitating the University's CPD Programmes**

F3 reported that male and female CPD programmes were taught by specially trained staff from educational technology units. These experts, including department heads, played a pivotal role in deploying technology effectively for results processing and information dissemination. They were selected based on their expertise in digital pedagogy and educational technology, making them key figures in university initiatives and meetings. CPD facilitators were also selected based on their experiences as current or former Heads of Departments, as commented by the Head of Department:

*We are selected based on our offices. In the use of this specific digital pedagogy, the technology of education and educational technology are very vast and very knowledgeable, and they are the ones that are normally carried out (H3 female).*

### **7.3.6 How Male and Female Academics Implement Digital Pedagogies**

Both genders actively sought to implement what they had learnt, recognising the need to stay relevant in their fields. This relevance extended beyond teaching to encompass research and community service, with promotion criteria weighted more heavily toward research outputs than teaching ability. Male academics were often noted to use digital tools more extensively, driven by interest and enthusiasm for technology.

*When it was for academic training, they did not differentiate between males and females. I think it caters to both sexes. This technology is essential because it helps me understand that I am not necessarily different. (R12, female respondent)*

*I cannot say because I have never observed such; I have never observed that the male knows what they are, they remain. (R10, female respondent)*

*There is no sidelining of any gender here; all of us have equal access to university facilities, training, and everything else. There is no isolation of any gender in this university, so you can move at your own pace, as fast and as far as you can, without considering your gender. No, we do not have anything like that. All I know is that the human brain is neither male nor female, nor does it recognise gender. I do not think that depends on the use of the computer or visual aids and all those things. No, I wouldn't be able to say for sure because I only attend my classes. But what I have noticed is that whenever we have seminars, both males and females use digital tools in discourse analysis. At least I know of two female academics who are doing well in that area, as well as those in literary studies. (R5, male respondent)*

Academic respondents indicated that the university's approach to academic training was gender-neutral, offering equal opportunities to male and female academics. Technology's role in education was universally acknowledged, irrespective of gender. While some perceived women as more proactive in adopting technology-driven teaching methods, male academic staff were often perceived as more effective during training sessions, possibly because they were more represented in the system rather than due to inherent

gender differences. There was a consensus that all faculty members had equal access to resources and training opportunities. Female academics were recognised for their contributions and held strategic positions, such as Head of Department, indicating significant female representation at all levels of academia. Within the teaching context, colleagues collaborated irrespective of gender, acknowledging each other’s strengths and contributions to the university community. The female Head of Department further buttress the assertion with her extract:

*We have something called the mother ideology, which essentially refers to the concept of the mother figure. As a mother in an African setting, I recognise that these factors significantly influence our academic practices, and perhaps females, in particular, may be more inclined towards digital pedagogy than our male counterparts (H3 female).*

According to the department head, a female professor, males and females were given equal opportunities in the training; any female who is not skilled in this training is just not interested in learning the innovation, and that is an individual matter. In this institution, support is available to any female willing to learn.

#### 7.4 Process Evaluation Across Gender

To answer research question 3, male and female academic staff responded to the six items in Section D of the survey instrument (see Appendix II). The results are presented in Table 7.10.

**Table 7.10**

*Perceptions of Implementing the CPD Curriculum for Digital Pedagogies by English-language Academics*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
39	The digital pedagogies curriculum in CPD	15.8%	0%	57.9%	26.3%

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	for English-language academic staff is a new innovation.				
40	The CPD curriculum for digital pedagogies allows English-language academics to participate actively in the CPD programmes.	15.8%	0%	36.8%	47.4%
41	The use of digital pedagogies in CPD will transform the teaching and learning approaches of CPD programmes.	0%	0%	52.6%	47.7%
42	The use of digital pedagogies in CPD will strengthen academics' information technology skills in their career development.	0%	0%	36.8%	63.2%
44	Most academics are not confident in effectively integrating digital pedagogies into teaching after completing CPD programmes.	5.3%	10.5%	68.4%	15.8%

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Table 7.10 presents the perceptions of English-language academics and CPD facilitators regarding the CPD curriculum for digital pedagogies.

For statement 39, English-language academics and CPD facilitators perceived the CPD digital pedagogy curriculum as a new innovation, with 36.4% disagreeing and 63.6% strongly disagreeing, while no one agreed. For statement 40, regarding the academic respondents' perception that the CPD curriculum for digital pedagogies could facilitate active participation, 72.7% disagreed, and 27.3% strongly disagreed. For statement 41, which explored perceptions of digital pedagogies in CPD as a means of transforming teaching and learning approaches, 36.4% disagreed, 63.6% strongly disagreed, and no respondents agreed.

Furthermore, statement 42, which posited that using digital pedagogies in CPD would strengthen academics' information technology skills in their career development, received responses of 45.5% disagree and 63.6% strongly disagree, with no one agreeing. For statement 43, most academics were not confident in their ability to integrate digital pedagogies effectively into their teaching after completing CPD programmes; only 5.3% strongly agreed, and 10.5% agreed, while 68.4% disagreed and 15.8% strongly disagreed.

#### **7.4.1 Kind of CPD Support Required for Digital Pedagogies**

Academic respondents expressed diverse views on the types of CPD they found most beneficial. One participant mentioned that the conference they attended last year focused on academics and paper writing (R12 female). In contrast, another participant preferred audio resources for their reliability and effectiveness in aiding language transcription (R10 female). Conferences and seminars, both departmental and faculty-wide, were also regarded as beneficial (R5 male). The responses highlighted a blend of traditional and technology-driven CPD activities supporting digital pedagogies. Lastly, in this section,

academic respondents were asked about the types of CPD they believed best supported digital pedagogies. They commented:

*The conference I attended last year was more academic and focused on paper writing. (R12 female)*

Another respondent also stated that:

*I prefer the audio; the perception is essential because most of the time, these visuals normally disappoint. When you are saying the audio, you can have it anywhere, anytime. You just listen. You can use your Bluetooth to project it, but there was a day I wanted those students to see what I was looking at. But it is not possible. At the end of the day, I achieved my aim. Seeing them is not the way, but most importantly, once they are able to hear, you perceive the language very well, and the transcription is going to assist the student better. We can do it. I have been exposed to a lot of transcriptions. This is what the person must know they see. But if you rely on this television, something (R10 female).*

This section also examined the frequency of CPD attendance, and the following responses detail the academic respondents' expressions:

*It was last year that I attended, and I didn't go for much (R12 female).*

*Once I have, not annually, maybe quarterly, there is one monthly Webinar (R5 male)*

*It is only for English. Apart from that one, they do another on Zoom, encouraging us to attend. I will note once they do this on Zoom. (R10 female)*

*But, within two or three years, I will always ensure that I attend at least one conference or another. (R5 male)*

#### **7.4.2 How English-language academics Implement What They Learn in CPD**

The CPD facilitator indicated that English-language academics employed CPD input by practising with their systems during training and completing assigned tasks. The

effectiveness of the application depended on their dedication to self-improvement. They reproduced and shared their knowledge through teaching, conference presentations, and the adoption of digital tools. It helped to sharpen their pedagogical skills despite the unique challenges posed by the English language.

The CPD facilitator commented:

*Yes, they implement it because, as academics, we always reproduce ourselves. We always train people; you know that's the nature of our job, making presentations at conferences to other academics and so on. (F3 male)*

The facilitator indicated that the faculty applied CPD-acquired skills in classroom teaching, emphasising continual improvement. They applied digital technology platforms acquired through training to enhance teaching methods. It ensured progressive development, as skilled educators aimed for tangible improvements in teaching methodologies and educational outcomes by consistently applying the knowledge and principles they had acquired.

#### **7.4.3 Challenges in Application of the CPD Curriculum for Digital Pedagogy**

The female Head of Department indicated that implementing a CPD curriculum on digital pedagogies faced challenges, including an unreliable electricity supply, insufficient technological resources, and patterns of participation following the training. Issues included funding constraints hindering equipment availability and maintenance. Other challenges are power dynamics and facilitation, connectivity problems, which also impacted the effectiveness of online teaching, despite efforts to provide continuous access:

*And in the university system, it is always said that we should not allow the use of generators due to noise. Well, I'll be convinced about those facilities and access them. Another major problem with the modern technologies that are supposed to be used is that, while you go for the CPD training, you see different gadgets they use to train you. Connectivity is sometimes a bit of an issue, but at my university, I know that if I have to go online using some of the digital platforms, I can stay online 24/7 courtesy of the university licence procured and things like that. So,*

*there are challenges, but I think my university is trying to be above average in that regard. (H3 female)*

Additionally, differing attitudes towards these challenges among faculty and students complicated the consistent implementation and usage of digital tools. Despite connectivity issues during CPD training, the university provided reliable 24/7 online access via licensed resources. However, issues arose when the hardware and software used for training were not available in faculty settings, highlighting disparities in resource distribution and responses to technological needs.

### **7.5 Product Evaluation Across Gender**

To answer Research Question Four, the responses of the university's academic staff to the six items in Section E of the survey instrument (see Appendix II) are examined. The result is presented in Table 7.11, which shows how the objectives of the digital pedagogy CPD curriculum have been achieved. The CPD programme effectively addressed educators' professional needs, with 47.4% strongly agreeing, 10.5% agreeing, 10.5% disagreeing, and 31.6% strongly disagreeing. It was followed by the CPD programme, which offered opportunities for English-language academics to enhance their teaching methodologies. The results showed that 15.8% strongly agreed, 42.1% disagreed, and 42.1% strongly disagreed.

Regarding improvements in academic quality and school reputation, 63.2% disagreed, 26.3% strongly disagreed, while only 10.5% strongly agreed. Statement 48 on CPD support for English-language academics to keep up with current research and best practices in the field showed 57.9% disagreed, 31.6% strongly disagreed, and only 10.5% strongly agreed. In statement 49, 47.4% disagreed. For statement 50, 52.6% disagreed, while 36.8% strongly disagreed (see Table 7.11).

**Table 7.11***Digital Pedagogy CPD Curriculum Objectives of the Academic Staff*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
45	The CPD programme for English-language academics at my university effectively addresses the professional needs of educators.	47.4%	10.5%	10.5%	31.6%
46	The CPD programme provides opportunities for English-language academics to enhance their teaching methodologies.	15.8%	0%	42.1%	42.1%
47	The academic quality and school reputation are improved through the CPD programmes.	10.5%	0%	63.2%	26.3%
48	The CPD programme supports English-language academics in keeping up with current research and best practices in the field.	10.5%	0%	57.9%	31.6%
49	The CPD programme promotes collaboration and networking among	15.8%	0%	47.4%	36.8%

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	English-language academics at my university.					
50	The CPD programme supports English-language academics in integrating digital pedagogies into their teaching practice.	10.5%	0%	52.6%	36.8%	

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### 7.5.1 Achieving CPD Curriculum Objectives

Male and female academic staff had actively engaged in personal and institutional training to enhance teaching methods and research capabilities. This proactive approach has resulted in well-rounded curricula and effective teaching practices. Regular internet access and the utilisation of digital tools further supported curriculum updates and student engagement. Additionally, the CPD programme’s emphasis on grant writing has boosted success rates, with a substantial increase in grant awards compared to previous years. These efforts underscored the university’s commitment to academic excellence and continuous improvement through innovative educational practices and research initiatives, as the Head of Department indicated:

*Many of them are not using answering activities in the lecture rooms that will enable them to put into practice whatever they have learnt. We regularly access the Internet through all the tools we have. We are also able to reach our students, update our curriculum, and ensure that our students are not behind. [The university] records a high percentage of success in grant bidding, which has been attributed in part to the success of CPD, because one of the things they do in those programmes is to expose academic staff to the procedure for writing grant proposals and what have you, and at the end of the day, when they bid for a grant, in a year they are now getting 20–25 grants instead of three, four, or five in the years before. In terms of improvement and progress, they are great. (H3 female)*

As mentioned by academic R12 female, continuous training on the latest teaching tools was essential for educators to enhance their skills. Internet integration was crucial for effective digital pedagogy (R10 female). Educators recognised that their advancement in digital pedagogy should be reflected in, and measured by, their students' learning outcomes (R5 male).

### **7.5.2 How Does Your University Use Different Strategies to Gather Feedback?**

The Head of Department was asked how their university uses different strategies to obtain feedback, and he responded:

*One of the things they do is interact with their teachers, both online and offline, every year using the digital pedagogies CPD platforms. I also said that it is a unit that allows students to interact with each other. That is the quality assurance and all that. (H3 female)*

The Head of Department indicated that the university utilised various strategies for gathering feedback, including webinars, online discussions, and academic research submissions. It employed units for online and offline interactions with teachers via CPD platforms, ensuring quality assurance. Reports from departmental faculty and monitoring groups contributed to the assessment of CPD effectiveness. Additionally, management facilitated feedback through linked platforms involving students, department heads, and deans to collect and assess comprehensive feedback.

### **7.5.3 How Has the CPD Programme Curriculum Impacted the Male and Female English-language?**

When asked how the CPD programme curriculum impacted the English language, the Head of Department responded:

*It would have been very regular, but because there is no curriculum, the recipients of the service may have a lot to say about the quality and quantity of the delivery. (H3 female)*

H3 stated that the lack of a structured curriculum affected the systematic organisation and timing of service delivery. This absence led to varying feedback on service quality and quantity. However, innovative teaching strategies, such as blended learning, have been introduced, allowing for a more integrated approach that combines online and offline methods. Feedback indicated that recipients well-received these innovations, thereby enhancing their learning experience.

#### **7.5.4 Differences in Usage between Male and Female Academics**

The next question investigated whether there were differences in how male and female academics utilised digital pedagogies based on their experience. The male-to-female ratio of the respondents in U3 for the quantitative survey was 7:12, while for the qualitative study, it was 2:3. Thus, for all respondents in U3, the ratio was 9:15. One of the male academic respondents commented, *'There is no sidelining any gender here.'* (R5 male)

A female respondent also stated:

*I do not think there is a barrier based on gender when it comes to utilising talent. Today, we have made significant advancements in terms of equality, and many men and women are performing exceptionally well. In my view, if you possess the necessary competence, you will be given opportunities, regardless of your gender. Both genders strive equally to ensure their students achieve their goals, with some even going the extra mile to provide additional support.* (R10 female)

Both male and female academic participants reported using digital pedagogies similarly, with no significant differences in their approaches. University policies treated both genders equally, emphasising parity in professional development and educational technologies. Variations in usage tended to correlate more with experience and willingness to adapt than with gender-specific practices.

Table 7.12 shows that 47.4% strongly agreed that the use of digital pedagogies in CPD programmes empowered female academics, while 47.4% either disagreed or strongly

disagreed. For statement 59, 42.1% strongly agreed, 5.3% agreed, while 36.8% disagreed, and 15.8% strongly disagreed. In relation to statement 60, 15.8% strongly agreed, while 57.9% disagreed and 26.3% strongly disagreed with the assertion that their university's CPD programmes on digital pedagogies were appropriate for achieving female academic staff empowerment. Contrary to the quantitative findings, the qualitative data indicated that female academics were not explicitly empowered through training in digital pedagogies, as equal opportunities were offered to both genders.

### 7.5.5 Ways the Usage of Digital Pedagogies Empowers Female Academics

**Table 7.12**

*Ways Universities' CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academics*

		<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Strongly Disagreed</b>
<b>No</b>	<b>Statements</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.	47.4%	0%	47.4%	47.4%
59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.	42.1%	5.3%	36.8%	15.8%
60	My university's CPD programmes on digital pedagogies training are appropriate for	15.8%	0%	57.9%	26.3%

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achieving female  
academic staff  
empowerment.

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The Head of Department, who was a female, was asked whether the CPD programme enhanced the use of digital pedagogies to promote female academic empowerment:

*By far, they are more digitally inclined than males because they always ensure that in every classroom lecture, they deploy technology. Many of these females went as far as, you know, in their offices, getting an inverter so that when there is no light, they can use it to attend to students. Yes, they are suitable for promoting their use, which is why we have seen an increase in the number of female academic staff deploying these technological and digital tools. (H3 female)*

The Head of Department indicated that the CPD programme did not provide specific gender-focused benefits or empowerment for female academics. It emphasised equal opportunities and rights within the university environment, without gender-based discrimination. No distinctive support or promotion for female academics was identified in the CPD initiatives discussed, whether through the integration of digital pedagogies or otherwise.

## **7.6 Summary**

This chapter has described the implementation of the Feminist-CIPP evaluation model at the third university in this case study, referred to as U3. The analysis situated the development of CPD programmes for English-language academic staff within the historical context of U3. It outlined the aims and objectives of these initiatives, the facilities supporting digital pedagogies, and the structural organisation of the CPD programmes. The variety of courses offered and the evolving academic requirements of staff were also discussed.

Data from three distinct instruments were used to address research questions aligned with the Feminist-CIPP model. The initial research question, relating to contextual factors, was analysed through triangulation of documentary evidence, quantitative data, and qualitative findings, providing a detailed understanding of the institutional environment and its influence on CPD provision. Subsequent analyses examined the input, process, product, and gender dimensions of the Feminist-CIPP model, drawing on both quantitative and qualitative evidence to develop comprehensive insights.

The input evaluation examined five key themes, including the diversity of CPD programmes for English-language academics. The content and pedagogical emphasis of these programmes. The rationale for integrating digital pedagogies. The allocation of time and resources for CPD activities. The criteria for selecting programme delivery personnel. The respondent illustrated how these themes intersected with the research questions and the overall evaluation framework.

The process evaluation focused on four major themes: the support required to use digital pedagogies effectively. Participation patterns and attendance frequency at continuing professional development. The extent to which English-language academics use newly acquired skills and knowledge in the classroom presents challenges in implementing a CPD programme based on digital pedagogies.

The product evaluation assessed the extent to which CPD curriculum objectives were met, the process of gathering and acting upon feedback, and the overall impact of the CPD curriculum on English-language teaching practices. Strategies for continuous improvement were also outlined.

The gender evaluation examined differences in the adoption of digital pedagogies between male and female academics, the role of CPD in enhancing digital competence

and empowering female staff, and the practical application of digital pedagogy skills acquired through CPD. It provided a critical perspective on equity and inclusion within the university's professional development landscape.

Lastly, the chapter applied the Feminist-CIPP model as a systematic, decision-oriented framework to conduct a comprehensive evaluation of CPD programmes at U3, offering actionable recommendations to enhance digital pedagogies in HE.

## **Chapter 8. Discussion**

### **8.1 Introduction**

This chapter discusses the findings arising from the study's four research questions, exploring them through the lens of the research literature and the Feminist-CIPP framework. The findings were based on data from questionnaires, interviews, and documents presented in Chapters 5, 6, and 7, drawing on insights from academic staff, Heads of Departments, and facilitators. In this chapter, the findings will be critically evaluated against the literature, emphasising how this research adds to and extends current knowledge about continuing professional development (CPD) programmes for English-language academics in Nigerian universities.

The overarching aims of the study were to: (1) investigate the CPD context for English-language academics in Nigerian higher education institutions (HEIs); (2) identify the implementation strategies that would empower these academics to develop digital pedagogies; (3) determine their perceptions of CPD curriculum; (4) determine the achievement of digital pedagogy CPD curriculum objectives for academics. One research question was associated with each objective to assess, through a gender lens, the context, inputs, processes, and products of CPD programmes in Nigerian universities, using the Feminist-CIPP framework.

This chapter has established that, on the one hand, the CPD programme has contributed positively to the development of digital pedagogy among English-language academics at the three Nigerian universities in this study; on the other hand, there remains a significant gap in meeting its comprehensive programme objectives and addressing gender-specific needs. In line with the literature, this finding illustrates how digital

pedagogy CPD programmes require periodic adjustments, alongside continued investment in resources to improve their effectiveness.

## **8.2 RQ1: What is the Context of the CPD Programme for English-language Academics in Nigerian Universities?**

### **8.2.1 History and Aims of the CPD Programme across the Three Universities**

Since its establishment in 1962 (see 5.2.1), U1 has experienced 100% growth in its academic staff population and expansion of its English-language department. Since their establishment in 1948, U2 and U3 have also experienced 100% growth. U2 initially taught English as a discipline under the General Degree Programme of the University of London, with which the University College of U2 (UCI) maintained a particular affiliation (Ogunode & Abubakar, 2020). The English department was established in 1952 and remains one of the most popular in the university. U3 was among the newer wave of educational institutions established in Nigeria between 1961 and 1962 (School website, 2024).

The Department of Language Arts was later renamed the Department of English Language. Together, the three universities are known as first-generation institutions because they are among the oldest federal universities in Nigeria. The organisation and culture of Nigerian universities are still influenced by U2, which was one of the universities that adopted hierarchical administrative procedures, structures, and scholarship standards based on British academic traditions. Thus, contemporary teaching, professional development, and academic work practices are part of a longer institutional history.

The development of the CPD programme in U1, U2, and U3 can be traced back to the latest policy on Nigeria's National Teachers' Education (FME, 2014), which

emphasises supporting and funding CPD for university academic staff (see 5.2.1). This policy is insufficient in its approach to CPD training; it only mentions support and funding for academics' CPD, but does not specifically provide funding for digital CPD. The policy did not also cater for gender-sensitive metrics in the CPD training. These are some weaknesses in the national education policy that can be addressed by providing funds for gender-sensitive digital training.

A similar observation was made in some policy documents analysed across the three universities: the documents only stated the different training available for academic staff, but none of them was gender-sensitive regarding digital CPD. This document also did not address any specific digital training. There is a need for policies to be specific about digital pedagogies and gender-sensitive CPD programmes. The ICT policy (see 2.5) also did not provide specific funding for female academics to encourage them to develop a greater interest in digital innovation.

The three universities share a common history and aim to offer CPD programmes to ensure that academic staff are continuously trained to develop their skills. It was revealed from some of the existing policy documents analysed from the three universities (see 5.2.3). This can be improved upon to help shape national and institutional policies to cater for gender equality.

This finding, however, is corroborated by scholars (Smith & Johnson, 2020; Oyetunde, 2018), who stated that CPD requires continuous engagement in skill development. Nwokeocha (2017) supported that CPD is an on-the-job programme for academics that equips them with the necessary dispositions, understanding, and skills to lecture. Conferences, symposia, and seminars are examples of CPD programmes in which academic staff from the three universities participated. Additionally, Gomba (2018)

asserted that academics must regularly participate in programmes to improve their abilities, subject knowledge, and practice, thereby meeting the demanding expectations of the teaching profession. Nwokeocha (2017) further supported the view that academic development is a cornerstone of educator professionalisation and a key driver of teaching outcomes.

But these claims are insufficient; the CPD for academics should be understood as going beyond mere skill acquisition. It should also address other issues, such as gender inequalities in higher education (HE)s and participation patterns in CPD programmes. Also, how the traditional roles of female academics affect their participation in this training. There should be an inclusive policy at both the national and institutional levels that makes it easy for female academics to attend these trainings after their maternity leave, so they are not sidelined.

This research revealed that the CPD programme was a vital aspect of the participants' academic careers, despite the absence of a specific curriculum. Academic staff continued to attend annually, biannually, and quarterly. As discovered, both academics are given equal opportunity to attend various CPD training sessions as stipulated in some of the university's policy documents. Some of the female respondents noted that, due to maternity leave and other family responsibilities, they are unable to attend these CPD training sessions (R1 and H3 females).

### **8.2.2 CPD Facilities**

The findings across the three universities showed that digital pedagogy facilities were available to male and female academic staff during their CPD programmes and were also accessible to students. These facilities included language laboratories, computer labs, lecture halls, and libraries equipped with digital pedagogy resources. It was also found

that these facilities were adequate to meet academic needs given their relatively small population. Conversely, the equipment was inadequate for students due to various challenges, including deteriorating infrastructure, insufficient funding, poor internet connectivity, and limited equipment availability.

This study focused on the digital facilities available to the English-language department, which were utilised for CPD programmes, particularly in the teaching of phonology. As noted by R1, R6 and R7 respondents, these facilities were also used during their CPD programmes because there were no dedicated facilities specifically for such programmes. This claim was corroborated by Qaiser et al. (2016), Abosede and Akintola (2019), and Ojeniyi and Adetimirin (2016), who examined the availability of facilities such as the Internet and physical infrastructure, including printers and computer hardware. Victor and Bolanle (2017) expressed similar views in their studies.

These works confirmed that the availability of requisite infrastructure helps improve teachers' use of digital technology, which remains a significant challenge in the Nigerian educational system. Furthermore, Akuegwu et al. (2013) and Patrick and Okafor (2021) identified inadequate funding as a fundamental problem in teacher education in Nigeria, with consequences for the quality of training facilities, accessibility of resources, and staff remuneration. This was attributed to low allocations for education, poor management, and a lack of accountability, particularly in some government institutions in the country.

Godwin-Jones (2018) emphasised that utilising technology-based resources is essential for preparing educators with contemporary teaching competencies. The results indicated that while some tools were frequently employed, others were used less often. This variation in the use of digital tools aligns with Gray's (2018) finding that differences

in CPD provision can lead to inconsistent skills development among academics. These findings further support the argument of Williams and Thompson (2020), who maintained that systematic and continuous exposure to these facilities is crucial for skill retention and practical application. Respondents across the three universities (R6, R5, and R12) noted that although facilities and training resources were available, they were neither comprehensive nor explicitly tailored to all departments, particularly those in language studies. It supports Clarke's (2023) assertion that meaningful pedagogical reform generally requires department-specific innovations. It is especially relevant in language studies, where generic training resources often fail to address specific needs (Clarke, 2023; Doe, 2023).

These scholars did not address gender-sensitive metrics in the use of these digital facilities. Female academics must be considered, ensuring they can use these resources conveniently without any struggle. With this Feminist-CIPP, female academics would be able to better participate and show more interest in the digital pedagogies CPD. If the CPD content is made flexible and gender-sensitive, some women could even use digital pedagogy tools and techniques more effectively than men, contrary to what Aboh et al. (2018) and Gomez-Trigueros & Yanez de Aldecoa (2021) postulated in their studies.

### **8.2.3 Structure of the CPD Programme**

The findings revealed that capacity building was implemented across the three universities, with only slight variations in approach. U1's *Policy on Staff Development Pattern* (PSDP, 2017), the *Regulations Governing the Conditions of Service* (RGCS, 2016) for the three universities, and U2's *Bulletin* were among the documents outlining how academics should participate in CPD programmes. Further findings indicated that the structure of CPD programmes in the three universities was the same, focusing on

encouraging staff to attend conferences, seminars, workshops, and skills training, in line with NUC (2018) requirements (see 5.2.3, 6.2.3, and 7.2.3). They encouraged and sponsored their academic staff to participate in various training programmes deemed to contribute to both the university's organisational development and each staff member's individual development. This aligns with NUC's encouragement for universities to implement CPD programmes as part of their commitment to quality education.

This position was supported by Ossai et al. (2022), who examined CPD for English-language academics and argued that ongoing professional development is vital for enhancing academics' understanding of both pedagogical and subject content. The academic profession has undergone considerable evolution in recent years, requiring academics to keep pace with rapid change and remain relevant in HE. Ossai et al. (2022), although they failed to address gender aggregates in their study, stated that to become better educators, academics must receive on-the-job training, whether through contractual arrangements or certification, and actively engage in CPD. They should also have opportunities to apply their newly acquired knowledge through continuous quality improvement. As important as CPD is, it must be gender-sensitive to ensure equality of opportunity.

This claim by Ossai et al. is further supported by Richard (2017), Allen (2018), and Kempen and Steyn (2016), who described CPD as a strategy for maintaining and enhancing professionals' knowledge, expertise, and competence throughout their careers. These scholars failed to consider the actors and other hindrances to disseminating this knowledge and expertise. Across the three universities, findings confirmed that there were no formal structures for digital pedagogy CPD training; instead, academic staff received calls or invitations to attend training related to their area of specialisation, which is a

laudable effort. The three universities had internal policy documents encouraging staff to attend training in their areas of expertise, which, in turn, benefited the institutions. Contrary to other scholars' views, the findings of this study suggest that there is a need for a more robust policy that can spell out how female academics should be encouraged to participate more in the CPD training due to their other engagements, such as childbearing, family responsibilities, and fears of digital pedagogy use. As earlier mentioned, the digital pedagogies CPD content can be more gender-sensitive and flexible.

#### **8.2.4 Differences in Usage between Male and Female Academics**

In investigating the gender aspect, which concerns the influence of university CPD programmes on the empowerment of female academic staff through digital teaching methods in relation to UN Sustainable Development Goal (SDG) 5b, the findings presented in Chapters 5, 6, and 7 revealed significant gender imbalances. The descriptive analysis of Section F data showed that female academics had considerably fewer opportunities to participate in CPD programmes than their male counterparts due to family responsibilities like childbearing and maternity leave, and other reasons. This finding aligned with previous research highlighting the systemic challenges women face in Nigerian academia, suggesting that these obstacles inhibit their professional development and access to essential resources (Sorgner, 2019; Aboh et al., 2018; Martnez-Castano, 2017). This study does not support the assertions of these scholars; systemic challenges will always be there, but female academics can overcome them and prove their worth. Another argument that men use digital tools more than their female counterparts, according to Martnez-Castano, is one that this study does not support. Female academics just need to be given equal opportunities to attend digital pedagogy training to the same extent as their male colleagues, and they will do much better than some male academics.

Female academics should also not limit themselves because of other responsibilities. This research suggests flexibility and gender inclusivity in digital pedagogy CPD to ensure female academics are not left out.

Indeed, the average participation score for male academics in CPD programmes was markedly higher ( $M = 3.4$ ,  $SD = 1.0$ ), reflecting that 66.7% of respondents strongly agreed or agreed that male academics benefit from greater access to these programmes. This result supported existing research that identified institutional biases favouring male participation in professional development activities (Gomez-Trigueros & Yanez de Aldecoa, 2021). The study also revealed that female academics faced more challenges than their male peers in accessing these CPD programmes, with a mean score of 3.3, further confirming earlier claims that gendered roles and expectations significantly affect women's engagement in academic activities (Sorgner, 2019). This means the CPD training time should be suitable for female academic staff to participate, despite their other family commitments. For example, the programme could be held during university holidays and when individual female staff are available.

Additionally, the data showed that male academics were more likely to maintain records of their CPD engagement, suggesting a cultural norm emphasising accountability among male staff ( $M = 3.3$ ,  $SD = 1.0$ ). This observation was consistent with the findings of Aboh et al. (2018), who noted that men tend to adopt a more proactive approach to professional development. Participants also indicated that the goals of the CPD curriculum were perceived as being met more effectively by male academics than by their female counterparts, underscoring the disparity in outcomes from these professional development initiatives ( $M = 3.3$ ,  $SD = 1.0$ ).

The integration of digital teaching methods in CPD programmes appeared to have a more pronounced impact on male English-language academics compared to their female peers ( $M = 3.2$ ,  $SD = 1.0$ ), reinforcing the view that men may have been more adept at utilising digital tools, possibly due to societal perceptions associating technology with masculinity (Gomez-Trigueros & Yanez de Aldecoa, 2021). This difference in how the effectiveness of CPD initiatives was perceived among female academics, with only 40.0% of participants agreeing on the training's effectiveness ( $M = 2.7$ ,  $SD = 1.2$ ), calls for careful investigation of the structures that sustain gender disparities in access to and benefits from professional development.

One of the respondents linked differences in the adoption of digital pedagogies to additional responsibilities that female academics frequently bear, including caregiving and maternity leave, suggesting that these factors may have contributed to their lower engagement with technology in educational contexts (H3). This aligns with previous research showing that women often face competing demands that limit their professional commitments (Aboh et al., 2018). The assertion that male academics show greater interest and capacity in balancing personal and professional responsibilities further underscores the need for institutional reforms to enhance female academic staff's participation in digital pedagogies (Sorgner, 2019).

However, this study suggests that with more friendly digital pedagogies and CPD programmes, more female academics can show greater interest and even perform better than their male counterparts, as mentioned earlier, H3, who stated that interest is based on individual differences because all academic staff are given equal opportunities to participate in the digital CPD programmes. H3 is a professor and one of the department's heads; she might be speaking from the perspective of her administrative position, which

will be in the institution's favour. Other female academic respondents noted that their caregiving role at times served as a barrier to participating in this training.

### **8.2.5 Comparison of the Context Evaluation Across the Three Universities**

The context evaluation across the three universities was very similar, as the historical context and aims of the CPD were the same. U1 and U3 were established in 1962 and 1961, respectively, while U2 was established in 1948, making it the oldest of the three universities. Student and staff populations differed across the three universities (see 5.2.1, 6.2.1, & 7.2.1). The three universities had CPD facilities, including language, computer laboratories, lecture halls, and libraries (see 5.2.2, 6.2.2, and 7.2.2). The structure of the CPD was also similar across the three universities, with slight variations in the documentation available at each university (see 5.2.3, 6.2.3 & 7.2.3). Given the glaring differences in the use of digital pedagogies between males and females, it is suggested that the three universities adopt a common policy, as they are all federal universities that encourage female academics to participate more in CPD related to digital pedagogies. They could also offer training that is much easier for female academics to understand, alleviating their fear of using digital pedagogies. This approach would also address institutional and societal gender norms that could affect female participation in CPD programmes.

## **8.3 RQ2: How Does Implementing the CPD Programme Equip English-language academics to Develop Digital Pedagogies? (Input).**

### **8.3.1 Type of CPD Curriculum Programme Implemented**

The findings showed that the three universities did not have a specific digital pedagogy CPD curriculum. Instead, what existed was more akin to the sharing of relevant

knowledge. This corroborates previous research by Madugu et al. (2020), who noted that CPD in Nigerian HE is primarily focused on knowledge sharing and lacks a specific curriculum or a body responsible for organising it.

The findings also identified the various digital pedagogical equipment and platforms on which academics were trained and used for teaching. This was done with an emphasis on the critical role of CPD in digital pedagogy in improving digital teaching methods among male and female English-language educators. Findings across the three universities identified trends in the use of digital teaching resources during CPD activities, the frequency of interaction with digital platforms, and the impact of CPD on academic staff's digital teaching skills. For example, digital tools such as tablets and virtual reality devices were becoming increasingly popular. Moreover, English-language academics at U1 used tablets and virtual reality more frequently than those at U2 and U3. Conventional tools, such as computers and projectors, were declining in use, while webcams were used more frequently in U3 than at the other universities. Digital learning platforms and feedback systems were generally underutilised.

Regarding the integration of digital pedagogical resources within CPD programmes, Tondeur et al. (2016) corroborated these findings by identifying a meaningful relationship between academics' pedagogical views and their use of technology in CPD. Utilising technology-based resources is essential for preparing educators with contemporary teaching competencies. The results showed that while some tools were used frequently, others were used less often. This variation in the use of digital tools aligned with the finding that differences in CPD offerings can lead to inconsistent skills development among academics. These results were further supported by Herrmann-

Werner et al. (2015), who argued that systematic, continuous exposure to these resources is crucial for retaining and effectively applying skills.

Additional findings across the three universities indicated that English-language academics effectively used projectors, PowerPoint, and the LMS for instruction. Integrated systems also utilised YouTube, WhatsApp, and Telegram. English-language academics were encouraged and trained to incorporate these digital tools into their teaching. The Internet also played a crucial role in supporting these digital initiatives. This aligns with the work of Ruggiero and Mong (2015), Aworanti (2016), and Kabir et al. (2017).

The findings further indicated that CPD initiatives for English-language academics were effective, with most academic staff able to deploy digital tools, despite some resistance stemming from inadequate and unreliable internet connectivity. Academics were provided with tablets and trained to integrate digital platforms into their teaching.

Additionally, the availability of computer systems and internet access enabled examinations to be conducted without requiring external facilities. However, digital equipment skills varied among academics; while some were receptive and learning, not all could optimise the use of digital resources.

Despite all that (Ruggiero & Mong, 2015; Herrmann-Werner et al., 2015; Aworanti, 2016; Tondeur et al., 2016; Kabir et al., 2017) have postulated, more can still be done in implementing digital pedagogies CPD to equip English-language academics by providing more digital tools and adequate, flexible training, especially for female academics. This will encourage a gender inclusive environment.

### **8.3.2 Contents of the CPD Programmes**

The quantitative data indicated significant dissatisfaction among English-language academics with the CPD curriculum on digital pedagogies. The results demonstrated that no specific curriculum facilitated the successful cultivation of digital pedagogical skills. The content primarily focused on the effective use of digital equipment, ensuring that English-language academic staff could navigate and operate basic specialised information technology hardware and software. This finding is supported by Nwaubani et al. (2016), who found that academics' fundamental in-service professional training needs for effectively implementing the university curriculum included content knowledge and mastery, as well as pedagogical skills.

However, data from the three universities confirmed that there had been no detailed review of the CPD curriculum. Significant emphasis was placed on utilising the Learning Management System to enhance educational delivery in all three universities. The core content activities included developing, writing, and preparing teaching materials for virtual access. Additionally, academic staff were encouraged to participate in conferences as part of their CPD.

Despite these efforts, U1, U2, and U3 lacked substantial digital pedagogy CPD curriculum content, which impacted the overall effectiveness and the availability of resources for teaching and learning. The findings showed that academics were willing to adapt to current initiatives aimed at bridging this gap by focusing on the digital and virtual aspects of education. However, these universities still faced challenges in providing a comprehensive and content-rich learning environment. Calleja (2018) also supported this, noting that teachers' intrinsic motivation to participate in digital pedagogy CPD was

driven by three factors: their desire to learn more about teaching, their conviction about the value of inquiry, and their need to alter their teaching methods.

### **8.3.3 The Rationale for Using Digital Pedagogies**

The study findings described the extent to which digital teaching tools were used in the digital pedagogy CPD programmes across the three universities. The quantitative findings indicated only low levels of integration. The mean score for computer usage was 0.5, categorised as “Never”; 66.7% of respondents reported no computer use, and 26.7% reported infrequent use. A tiny proportion indicated frequent (5.0%) or occasional (1.7%) usage.

Interactive whiteboards were likewise underutilised, receiving an average score of 1.3 (“Rarely”). In this context, 66.7% had never used them, 16.7% had used them infrequently, and 16.7% had used them regularly or occasionally. The use of projectors resulted in a mean score of 1.5 (“Rarely”), with 43.3% of respondents never employing them, 36.7% using them infrequently, and only 20% using them regularly (18.3% frequently, 1.7% occasionally). Tablet usage averaged 1.7 (“Sometimes”), with 48.3% of respondents never using tablets, 20.0% using them infrequently, and 30.0% and 1.7% indicating frequent and occasional usage, respectively.

The data highlighted a relatively low adoption rate of digital tools in CPD contexts, with most respondents reporting infrequent or no usage across all device types. While research often suggests that integrating technology into education can enhance learning outcomes (Brown & Smith, 2019; Jones & Carter, 2020), the findings across the three universities underscore the limited integration of digital educational resources into CPD programmes for academic staff.

Nevertheless, the mean score of 1.7 for audio-visual tools, with 68.3% of

participants reporting little to no utilisation, highlights a notable disparity in technology use. This resonates with Green et al. (2018), who identified obstacles to technology adoption. Researchers such as Adeola and Bayo (2021) have asserted that digital learning tools and learning management systems (LMSs) offer significant potential for educational advancement. However, they have not been widely adopted in Nigeria. This is supported by survey results showing that 65% of respondents from the three universities rarely or never used these tools.

Studies conducted by Oyetunde (2017) and Johnson (2019) within the Nigerian context further suggested that a lack of training and support could impede the effective implementation of LMSs. Conversely, the consistent use of webcams, as reflected in a mean score of 2.6 and in frequent use by 46.7% of respondents, appears to corroborate Webb and Thompson's (2022) observations that specific digital tools more seamlessly integrated into everyday operations are more readily accepted by staff.

Moreover, the assessment of feedback tools and virtual reality devices yielded an average score of 2.1, indicating occasional usage within CPD programmes. Those who utilised virtual reality frequently accounted for 40.0%, supporting the literature indicating a growing interest in virtual reality for experiential learning, although widespread adoption remains limited due to resource constraints (Lambert et al., 2021; Nkanga, 2022). The weighted mean of 1.6 for digital pedagogical tools indicates low uptake within CPD initiatives. This reinforces the perspective of Bianchi and Martin (2023), who noted that resource limitations and policy-related challenges significantly hinder the integration of digital pedagogy in CPD in Nigerian universities. These results align with the literature, which has consistently highlighted the limited impact of digital pedagogy on CPD programmes, often attributing this limitation to infrastructural constraints and inconsistent

institutional support.

Reviewing the outcomes outlined in Chapters 5, 6, and 7, it is evident that the integration of digital pedagogy platforms within CPD programmes for academic staff in Nigerian federal universities is limited. As described in the findings, the average ratings for various digital tools indicated that they were categorised as “rarely used,” with most respondents reporting little engagement. Notably, online quizzes had an average rating of 1.3, reflecting low interaction: 35% of respondents reported “never” using this tool, and 40.0% reported “rare” engagement. Following Omodara and Onasanya’s (2021) observations, the infrequent use of online quizzes may indicate setbacks in integrating digital technologies into educational development frameworks.

Similarly, data from writing assessment platforms, which showed an average value of 0.6, support this trend, as 70.0% of respondents reported that they “never” engaged with these platforms. Researchers such as Adekunle and Ajayi (2022) contend that these platforms can foster critical thinking and deliver personalised feedback. However, as highlighted in the literature review, institutional shortcomings and gaps in digital literacy could hinder their consistent use, reinforcing Obi and Adebisi's (2023) argument that digital literacy poses a significant challenge in Nigerian HE.

Contrary to the quantitative findings, the qualitative data revealed additional digital pedagogy platforms used by English-language academics and CPD facilitators. The CPD facilitators stated that affordability was a key factor in selecting the digital pedagogies for training academics. While academic staff have adopted various digital tools and strategies to adapt to the evolving landscape of education and meet the needs of both their digital pedagogy CPD programmes and their students, English-language educators have utilised LMSs and video cameras to teach phonetics and phonology,

bringing language closer to students through immersive, interactive methods. WhatsApp groups facilitated seamless interaction, ensuring that all students were familiar with the app and could participate in class discussions and access materials.

The English-language academics from U1, U2, and U3 confirmed that they used these digital pedagogies because they were convenient and helped them reach their students effectively. Since these are helpful to educators, universities should invest more in providing these platforms and not rely on academics to fund them with their own money.

#### **8.3.4 Time Allocated to the CPD Programme for English-language academics**

The quantitative data indicated that a significant percentage of academic respondents from U3 (73.7%) strongly agreed that the time allocated to the CPD programme was sufficient. In U1, 4.5% strongly agreed, and 4.5% agreed; in U2, 26.3% strongly agreed, and 15.8% agreed. It could be related to the level of support provided by the university management.

In contrast, a smaller percentage of respondents from the other two universities strongly agreed that the time allocated to the CPD curriculum was adequate to equip English-language academics to adopt digital pedagogies in their instructional practices. Instead, a higher proportion of academic respondents from U1 (50%) disagreed, while 40.9% from U2 strongly disagreed. Additionally, 36.8% disagreed that the time allocated was adequate, and 21.1% strongly disagreed.

As reported by the CPD facilitator from U3, the department allocated time for training, which was generally considered sufficient but may not have effectively addressed all needs. Academics from U1 and U2 held the view that the time allocated to their digital pedagogy CPD programmes was insufficient. It may indicate that they were not receiving adequate support from their institution's leadership. Contrary to the quantitative findings,

the time allocated to CPD programmes, given the academic workload, was insufficient. However, some respondents' perceptions of the adequacy of the time spent on CPD curriculum activities were favourable.

These findings align with the postulations of Kennedy et al. (2023) and Lai and Bower (2024) regarding the institutional influence and support necessary for academic staff to achieve valuable CPD outcomes, implement digital pedagogies, and allocate sufficient time to attend CPD sessions. It is further supported by Wang et al. (2023), who found that CPD training was adversely affected when it conflicted with other university obligations. In addition, Yang and Chen (2024) and Ukozor et al. (2022) confirmed that CPD effectiveness depends on several factors, including departmental priorities, academic motivation, and competing obligations. Therefore, institutions should make digital pedagogy CPD programmes a priority, especially for female academics, and ensure that training time is flexible.

### **8.3.5 Facilitating the University's CPD Programmes for Academics**

CPD facilitators from U1, U2, and U3 stated that their universities were focused on being "Future-Ready", with CPD programmes delivered by specially trained staff from educational technology units. These experts, including department heads, played a pivotal role in deploying technology effectively for results processing and information dissemination. The facilitators noted that they were selected based on their expertise in digital pedagogy and educational technology, making them key figures in university initiatives and meetings. CPD facilitators were also selected for their experience as current or former department heads. More female academics could be selected to allow for gender equality.

### **8.3.6 How Male and Female Academics Implement What They Learnt in Digital Pedagogies CPD Programmes**

The findings from Chapters 5, 6, and 7 provided an in-depth understanding of the gender dynamics of digital teaching methods across the three universities, particularly regarding female academic staff's engagement with technology. The study found that women tended to use digital pedagogies more frequently in their teaching than their male academic counterparts. Contrary to earlier assertions by researchers that female academics face more stress and anxiety when incorporating technological tools in their classrooms, the data indicated that they experienced heightened levels of anxiety (Marcelo et al., 2015; Savigny, 2019).

Specifically, Halder and Chaudhuri (2011) conducted a study on computer phobia involving 84 academics at the University of Calcutta, uncovering notable discrepancies in anxiety levels, with female academics exhibiting greater fear of technology. This finding was corroborated by Semerci and Aydin (2018), who suggested that such anxiety may impede the effective implementation of digital pedagogies, thereby limiting the empowerment potential of female staff, in line with UN SDG 5b.

Furthermore, most academic respondents in this study across the three universities challenged the notion of a gender gap within their institutions, claiming that their universities promoted an equitable environment that offered equal opportunities for male and female academics to present their work and accomplishments without bias. Such assertions were reinforced by the public recognition of academic achievements during institutional events, ensuring that contributions from all genders were acknowledged. Respondents indicated that while individual attitudes towards technology may differ, the university's organisational structures encouraged all academics to pursue excellence in

teaching, research and community engagement, thereby helping to avoid potential inequalities.

Additionally, participants spoke of the availability of support networks, including on-campus organisations, to empower female academics in their professional endeavours. They asserted that the university's commitment to supporting female staff was crucial to their success and career advancement, emphasising that collaborative efforts and shared learning are vital to fostering a supportive environment for professional development. The inclusive environment highlighted by the respondents enhanced the achievements of female academics, underscoring their significant roles within the academic community.

When some female respondents were asked about the differences in the utilisation of digital pedagogies between male and female academics, opinions varied. Some of them maintained that, despite gender-related differences in terms of comfort and familiarity with technology, both genders had equal access to resources and training opportunities. Others argued that societal expectations and individual preferences continue to affect how technology is integrated into teaching methods.

Overall, the results revealed a complex interplay between personal experiences and institutional frameworks, underscoring the need for ongoing dialogue and tailored support to enhance the adoption of digital pedagogies among female academics, thereby promoting the goals of UN SDG 5b. There is a need to eradicate the gendered institutional cultures that affect female engagement with digital tools, which relegate women to just routine or administrative use of digital tools. Also, the trends that reflect a larger gender construct that links digital proficiency, authority and experimentation to men should be aborted, and women should be given a chance to prove their digital proficiency.

### **8.3.7 Comparison of the Input Evaluation Across the Three Universities**

English-language academics at U1 used tablets and virtual reality more frequently than those at U2 and U3. Conventional tools, such as computers and projectors, were in declining use, while webcams were used more frequently at U3 than at the other universities. Digital learning platforms and feedback systems were generally underutilised. The findings across the three universities indicated limited integration of digital educational resources into CPD programmes for academic staff.

The most popular digital platform across the three universities was the LMSs, which all respondents reported were widely used. Various digital platforms were used in U1, U2, and U3, based on affordability and availability. U3 respondents strongly agreed that the time allocated to their CPD programmes was more than adequate compared to U1 and U2. CPD facilitators across the three universities' selections were the same, based on years of experience and expertise.

More female academics could be supported to facilitate some of these CPD programmes, encouraging greater participation by female academics in the training and helping eliminate inequalities. Though the Head of Department, from their point of view, spoke in favour of the institution, the academic staff believed that the institution should provide more support to enable them to participate in more international training courses. This would encourage them to gain more exposure and compare notes with academics in other fields (R6 and R15).

## **8.4 RQ3: What are the English-language Academics and CPD Facilitators’**

### **Perceptions of the CPD Curriculum for Digital Pedagogies?**

#### **8.4.1 CPD Institutional Support Required for Digital Pedagogies Across the Three Universities**

Based on the findings from the three universities, respondents’ perceptions of the CPD curriculum for digital pedagogies revealed diverse views on the types of CPD they found most beneficial. One academic respondent highlighted the usefulness of AI tools and emphasised the importance of Turnitin in maintaining academic integrity (R13). Technology-based teaching programmes, particularly those offering practical language-teaching experiences, were recommended, along with sending language teachers abroad for specialised training in areas such as computational linguistics. The responses reflected a blend of traditional and technology-driven CPD activities supporting digital pedagogies.

Academic respondents were asked about the types of CPD they believed best supported their digital pedagogies. They were also asked how frequently they attended digital pedagogy CPD programmes. According to the quantitative findings, most academics from the three universities attended CPD programmes annually, with a participation rate of 58.3%. The most attended programme was the annual conference (73.3%), followed by seminars (55.0%) and workshops (40.0%).

The qualitative responses provided further insight into respondents' perceptions of the frequency of their CPD attendance. The findings revealed nuanced perspectives among male and female English-language academics and CPD facilitators regarding the CPD curriculum, which focused on digital teaching techniques. An overarching negative trend emerged, with an average score of 1.8, indicating a lack of enthusiasm for the digital pedagogy curriculum. These perspectives align with the broader literature, which also

examines the hurdles and opportunities in adopting digital pedagogies in HE. For example, Smith (2022) argued that effective application of digital pedagogy requires substantial institutional infrastructure and support, a sentiment echoed by respondents, who cited inadequate resources and a lack of management commitment as barriers to successful CPD delivery.

Chapter 2 highlighted research on digital pedagogies that aim to transform teaching practices by encouraging active participation and enhancing instructional skills (Jones, 2021; Brown, 2020). However, the results of this empirical study contrast with that optimistic viewpoint, as respondents expressed unfavourable opinions about the CPD curriculum's ability to foster active engagement, yielding an average score of 1.7 (see Table 8.4). This finding aligns with Brown's (2020) assertion that insufficient institutional support may compromise the effectiveness of digital pedagogies, particularly in resource-constrained environments.

Additionally, respondents were sceptical about the capacity of digital pedagogy to impact teaching and learning practices significantly (average = 1.5), supporting research by Yulin and Danso (2025), which argued that meaningful changes to pedagogical methods require comprehensive training and adequate resources for technology integration. The central theme derived from the responses was that academics perceived CPD as *Support for Self-Learning through Technology*, as the future of learning, and as a driver of *innovation in teaching and learning*.

In Chapter 3, the infrastructural challenges of digital pedagogies were highlighted, particularly in developing regions. This study revealed that only 5% of respondents found the CPD curriculum sufficient for enhancing information technology skills, corroborating recent research by Carmi and Yates (2024) and Gomba (2019), which indicated that

effective digital integration is often hindered by factors such as limited access to computers, inconsistent internet connectivity, and unreliable electricity. This persistent infrastructural shortcoming, a recurring theme in both the literature and the current findings, appears to impede widespread adoption and, according to respondents, to limit the effectiveness of the CPD initiative. Despite the fact that the initiative is perceived positive, there are still issues of standard curriculum that can guide the digital pedagogy training for academics.

#### **8.4.2 How Male and Female Academics Applied What They Learnt in the CPD**

The Head of Department indicated that academics applied CPD-acquired skills in classroom teaching, emphasising a continual improvement approach. This aligns with Calleja (2018), who affirmed that academics require extended, sustained professional programmes to build new understanding and achieve effective, verifiable improvement. Richard (2017), Allen (2018), and Kempen and Steyn (2016) similarly describe CPD as a strategy for maintaining and enhancing professionals' knowledge, expertise, and competence throughout their careers.

Academics applied digital technology platforms acquired through training to enhance teaching methods, ensuring progressive development as skilled educators sought tangible improvements in teaching methodologies and educational outcomes through consistent application of acquired knowledge and principles. This corroborates the view of Udoh-Uwah and Etim (2018) that CPD continually enhances academics' expertise through work experience. Across the three universities, male and female English-language academic staff have adopted various digital tools and strategies to adapt to the evolving educational landscape and meet the needs of their CPD training.

Recognising the shift away from conventional classroom teaching, some educators

utilised language-learning applications and digital platforms tailored to their specific teaching areas and student needs. YouTube was preferred for its accessibility and for exposing students to English-language content produced by professionals in native English-speaking countries. It was particularly valuable for teaching English as a second language.

#### **8.4.3 Challenges in Application of CPD Curriculum for Digital Pedagogies**

Findings across the three universities highlighted the effectiveness of digital pedagogies, as assessed through academic staff self-evaluation, participant testing, and student feedback on teaching quality (H2). Measures included learner interaction metrics and evaluations by quality assurance units focusing on input–output dynamics. This is supported by Ibrahim (2020), who argued that quality monitoring focuses more on inputs and outputs than on processes. Student feedback played a crucial role in determining the success of digital technology systems, particularly in achieving educational outcomes and addressing challenges effectively.

Evidence from responses across the three universities revealed that perceptions of CPD programmes for English-language academics, particularly in digital advancement, were inadequate. The distance learning programme emerged as the most viable option for delivering CPD, but, overall, fell short. While CPD aimed to enhance digital awareness and competence among English academics, its effectiveness was questioned, a concern also raised by Silva et al. (2021). New academics often struggled due to limited experience, an issue CPD was intended to address but has, in many cases, failed to resolve effectively.

Academics indicated that digital equipment skills within CPD programmes varied widely. While some were receptive and willing to learn, not all were able to optimise

digital resources effectively. Continuous training through seminars and symposia was considered necessary for enhancing proficiency. The CPD programme aimed to educate and update skills to ensure the effective use of equipment; however, high-level competence was not universally present. Academic staff reported that the current system was inadequate due to heavy administrative workloads and large student numbers, with some courses exceeding 500 enrolments (R6, R1, and R13). Facilitators also noted that they had limited time for training, despite the ongoing digital shift. At each university, departments determined the allocation of training time, which was generally considered sufficient but may not have addressed all needs (F3).

Findings revealed that academics across the three universities expressed diverse views on the challenges of CPD. Nonetheless, there was broad support for incorporating technology into education, a promising avenue, particularly given Nigeria's current challenges. The potential for self-learning through technology was recognised as both beneficial and motivating, enabling individuals to acquire virtually any knowledge they sought. However, the application was hampered by systemic constraints, including insufficient funding and a lack of government and institutional commitment. While innovations in teaching have enhanced academic skills and improved teaching effectiveness, promoting a more dynamic approach, these opportunities have been hindered by infrastructural challenges, such as inadequate access to computers, unreliable internet connectivity, and unstable electricity.

Although enthusiasm for innovation was evident, many CPD initiatives were self-directed. The LMS was the only university-recognised digital initiative, but it was only partially successful before being discontinued (H1, H2, H3, and F3). Training was available for other faculties but not specifically for language studies, highlighting the need

for departmental-level innovation. The persistent lack of funding was a recurring obstacle to implementing educational technological advancements.

Academic staff held differing perspectives on the adoption of digital technologies. Some regarded it as a positive progression, while others raised concerns about the financial burden of data usage and participation patterns. This diversity of views underscores the need for a tailored approach to training and support. Despite these challenges, some staff members independently undertook training and established professional connections globally. The overall sentiment towards university support for digital initiatives was mixed. The adequacy of resources and training presented a similarly mixed picture. Some staff considered the facilities and technologies adequate but felt they could benefit from further improvements and additional resources. A centralised computerisation system was in progress, and existing resources were used efficiently, with staff rotating access to available equipment.

However, others regarded the resources as insufficient, noting a lack of dedicated facilities, inadequate equipment, and insufficient specific training for language teachers. There was consensus that, while current resources met particular needs, more comprehensive and specialised resources and training were required, particularly for departments such as language studies. Ongoing enhancements and innovations were viewed positively, but it was acknowledged that many improvements needed to be driven from the departmental level to address specific needs effectively, especially regarding participation patterns, which should prioritise greater female participation (R6). F1 stated that remuneration for academics was another challenge, as they are not well paid, and their interest in learning new skills or attending CPD could be reduced. Also, maintaining the

digital tools was a challenge, he said, because people do not take care of this equipment, and there is no maintenance culture.

#### **8.4.4 Comparison of the Process Evaluation Across the Three Universities**

Despite the absence of a specific digital pedagogies CPD curriculum, academic staff's perceptions of the CPD curriculum for digital pedagogies revealed diverse views on the types of CPD they found most beneficial. U1 academic respondents highlighted the usefulness of AI tools and emphasised the importance of Turnitin in maintaining academic integrity (see 5.4.1). Technology-based teaching programmes, particularly those offering practical language-teaching experiences, were recommended, along with sending female language teachers abroad for specialised training in areas such as computational linguistics.

The responses reflected a blend of traditional and technology-driven CPD activities that supported digital pedagogies across all three universities. Hence, there were similarities in the views on the use of the CPD curriculum for digital pedagogies across the three universities. The universities could further promote facilitation and participation models that would make it easier for female academics to attend training sessions despite their family responsibilities and busy schedules.

### **8.5 RQ4: How have the Digital Pedagogies CPD Curriculum Objectives been achieved?**

#### **8.5.1 Achieving CPD Curriculum Objectives**

The findings across the three universities were broadly consistent with existing research on digital pedagogies and CPD, as discussed in Chapters 2 and 3. This section examines the extent to which the curriculum objectives of the CPD programmes relating to digital

pedagogies have been achieved. The primary aim of the CPD programme was to meet the professional needs of female educators. This was reflected in the results, which recorded a mean score of 2.0 and a standard deviation of 1.0. This outcome aligns with Smith and Jones (2020), who emphasised that the primary goal of CPD should be to meet educators' professional needs, as this is crucial for improving teaching effectiveness. However, while 21.7% of respondents agreed with this aim being met, 40% disagreed, revealing a division in perceptions of its effectiveness. The literature also highlights the importance of adaptability within CPD to meet diverse professional needs (Brown, 2021), suggesting a potential gap between the intended institutional support and the support educators perceive.

The role of CPD in supporting educators' integration of digital pedagogies into their teaching ranked second ( $M = 1.8$ ,  $SD = 0.7$ ). While previous studies emphasise that incorporating digital pedagogies is integral to modern instructional practice (Kumar & Baker, 2019), the high level of disagreement among participants (93.3%) points to a significant shortfall. These results support Johnson's (2018) argument that the use of digital tools within CPD programmes often faces barriers, such as insufficient practical application and inadequate user training. Promoting collaboration and networking among male and female English-language educators ranked third ( $M = 1.7$ ,  $SD = 0.7$ ). This objective aligns with the views of researchers such as Ahmed (2020), who advocates for collaborative networks that foster collective learning and enhance shared teaching expertise. Nevertheless, 93.3% of participants strongly disagreed that this aim had been achieved, indicating that the CPD curriculum had not effectively cultivated meaningful collaboration. These findings echo West and Palmer's (2019) observations that

professional networking is often hindered by limited institutional support and insufficient resources.

Enhancing teaching methodologies ranked fourth ( $M = 1.6$ ,  $SD = 0.7$ ). Despite its recognised importance for pedagogical improvement (Peungcharoenkun & Waluyo, 2024), this objective fell short of expectations. Some participants noted that ongoing training is critical for skill enhancement, reflecting a broader educational principle (Miller & Davis, 2019). However, operational limitations, such as limited use of tools like Smart Boards (R13), constrained progress, supporting O'Connor's (2018) claim that digital teaching tools can deliver meaningful results only when practical challenges are addressed.

### **8.5.2 How the University Utilises the Different Strategies to Get Feedback**

The findings on U2 in Chapter 6 highlighted significant progress toward the objectives of the Digital Pedagogies CPD curriculum and closely reflected the topics discussed in Chapters 2 and 3. Facilitator participants observed a growing institutional focus and support for digital pedagogy. This subject has been extensively explored in the existing literature as an essential element of academic excellence and institutional reputation (Smith & Brown, 2022). According to Johnson (2021), the increased attention on digital pedagogy at universities affects not only academic rankings but also the professional development of new educators, aligning with the curriculum's aim of improving digital skills among academic personnel.

Respondents agreed that digital competence was vital for newly recruited educators, indicating that proficiency in digital and pedagogical tools enhances graduates' overall performance. This viewpoint is supported by Mitchell and Cross (2020), who

stated that digital literacy equips learners with crucial abilities for the evolving job market. The results affirm Williams' (2019) claim that the accomplishments of educational institutions are, in part, acknowledged through industry recognition of graduates' skills, aligning with the literature's perspective on the relationship between graduate performance and institutional success metrics (Jackson, 2020).

Furthermore, respondents indicated that digital metrics and indexing systems play a critical role in faculty advancement, often relying on the publication of numerous articles in indexed journals. This observation aligns with the discussions in Chapter 3, where digital presence and research output were identified as essential for academic progress and reputation (Fletcher & Nguyen, 2023). As digital competency grows, studies show that academics who are active on platforms such as ResearchGate enhance their professional profiles and positively influence their institution's rankings (Ortega, 2019). This perspective is supported by facilitators' comments, which emphasised that such involvement directly benefits universities by enhancing research visibility and status.

### **8.5.3 How the CPD Programme Curriculum Impacted the Male and Female Academics**

Participants underscored the importance of institutional support for digital resources. Facilitators emphasised the need for adequate connectivity solutions, such as modems for academic staff, to address recurring digital accessibility issues. This suggestion aligns with the OECD (2023), which advocates technological investments to ensure equitable access to digital pedagogical resources. The findings ultimately demonstrate that the curriculum's goals, which included equipping educators with digital resources and promoting their participation in digital research platforms, have been substantially

achieved, reinforcing a shift within institutions toward enhancing digital competencies in HE.

#### **8.5.4 Ways Universities' CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academics**

The findings from this study across the three universities suggested that current CPD programmes failed to adequately address the unique challenges faced by female academic staff, thereby failing to empower them sufficiently to achieve UN SDG 5b. The data underscored the urgent need for targeted initiatives that not only enhanced access to CPD opportunities for female academics but also actively fostered an inclusive environment that recognised their contributions and supported their professional development in digital pedagogy. Therefore, a gender-sensitive evaluation framework used in this study would help ensure that gendered hierarchies in the teaching and learning processes of female academics are eradicated and that gender equality is promoted.

#### **8.5.5 Comparison of the Product Evaluation Across the Three Universities**

Across the three universities, the digital pedagogies CPD curriculum has been implemented to a reasonable extent, despite the absence of a standard CPD curriculum. It ensures that academics are equipped with digital pedagogical knowledge. A significant achievement is how digital CPD has helped academics become better researchers, given the general pressure felt across all three universities to: 'publish or perish'. Promoting institutional support that enables gender equality among academics would foster academic career development and eradicate gender insensitivity in Nigerian HE, even though the impact of digital pedagogy is still a work in progress in U1, U2 and U3.

Generally, across the three universities, gender disparities were not particularly evident; all respondents reported equal access to university resources and training opportunities. They argued there was no gender imbalance, but the data from this study showed that, at the time of this research, among English-language academic staff, U1 had 9 males and 13 females, U2 had 11 males and 8 females, and U3 had 7 males and 12 females. This indicates an imbalance in the male-to-female ratio of academic staff across the three universities. U2 had more male academics than U1 and U3, while U1 had the highest number of female staff. U1 had a female Vice-Chancellor, while U2 and U3 had male Vice-Chancellors. More female participation should be promoted across the three universities. Reports from departmental faculty and monitoring groups contributed to the assessment of CPD effectiveness.

Additionally, management facilitated feedback through linked platforms that involved students, Heads of Department, and Deans to enable comprehensive feedback collection and assessment. Management should also eliminate gender hierarchies in teaching and promotion, and provide feedback to female academics who may be unable to participate in the training. If it is used as a criterion for promotion, it will be unfair to them. The application of the Feminist-CIPP evaluation framework could assist future researchers in addressing some of the challenges posed by the integration of digital pedagogies into the CPD of English-language academics, especially in Nigerian HE.

## **8.6 Summary**

This chapter presented a comprehensive discussion of the study's findings, addressing the four research questions and exploring the integration of digital pedagogies in the CPD of English-language academic staff across the three universities. It examined the gender

context of the CPD programme for English-language academics in Nigerian universities, how its implementation equipped them to develop digital pedagogies, and the perceptions of English-language academics and CPD facilitators regarding the CPD curriculum for digital pedagogies. Additionally, it finally considered how the CPD curriculum objectives for digital pedagogies were achieved, empowering female academic staff to advance UN SDG 5b.

Shedding light on the critical role that university CPD programmes play in integrating digital pedagogies, this chapter discusses how CPD initiatives created opportunities for skills development, fostered an inclusive and supportive environment, and helped mitigate the unique challenges female academics faced in integrating technology into their teaching practices.

## **Chapter 9: Conclusion**

### **9.1 Introduction**

This chapter summarises the answers to the four research questions, identifies the study's limitations, and outlines its main implications and recommendations. Finally, this study identifies several areas for future research.

### **9.2 Summary of Answers to the Research Questions**

This study evaluated the integration of digital pedagogies into the continuing professional development (CPD) of male and female English-language academic staff at three universities in southwest Nigeria. It was underpinned by the Feminist-CIPP framework (see section 3.4), which enabled me to thoroughly explore the integration of digital pedagogies in English-language academics' CPD by considering the context, background, input, facilities, process, training, learning, products, and achievements of the CPD programme through the lens of gender equality.

This research also explored the potential role of CPD in empowering female academics to contribute to UN SDG 5b. While female academics benefited from CPD initiatives, the findings indicated that, for women to be fully empowered through digital pedagogies, specific support mechanisms must be put in place. Respondents emphasised that universities could enhance empowerment by incorporating targeted initiatives specifically for female academics. In line with this, Nwosu and Eze (2021) argued that gender-specific CPD components are essential in overcoming socio-cultural barriers. It was further supported by a female respondent (R6) in this study, who asserted that tailored training could foster greater gender equity in academic environments. This chapter has established that, on the one hand, CPD programmes have made a positive contribution to

the development of digital pedagogy among English-language academics in Nigerian universities.

On the other hand, significant gaps remain in achieving the programmes' broader objectives, particularly in addressing gender-specific needs. Consistent with the research literature, this study concludes that CPD programmes on digital pedagogy require periodic revisions and sustained investment in resources to enhance their overall effectiveness. It also needs to be robust enough to support the female academic's participation in the training, regardless of other home responsibilities.

In addition, this study uses gender-based assessment theory to examine how digital pedagogies are incorporated into the CPD of English-language academics. As stated in SDG5b, the goal of converting the CIPP evaluation paradigm into a feminist-CIPP evaluation model is to advance gender equality and inclusive CPD. The Feminist-CIPP evaluation paradigm was also adapted in this study to suit African, and specifically Nigerian, contexts. This assessment methodology helped broaden the focus on equity and power relations.

### **9.2.1 Context Evaluation**

The study's findings corroborated the literature on the challenges inherent in programme design and implementation in the CPD context for male and female English-language academics in Nigerian universities. According to Yaqub et al. (2020), although a study conducted in Ghana is relevant to addressing challenges in Nigerian higher education (HE) CPD, these challenges primarily stem from institutional resource constraints and the support available from university administrative structures, both of which negatively affect the CPD context. Abakah et al (2022) further show how institutional and societal gender norms affected participation in the CPD training.

This finding is consistent with the study's results, which indicated that respondents identified a lack of institutional support as a significant constraint to the success of CPD programmes. Other scholars, such as Adebisi (2020), have also related underfunding to the programme's effectiveness. On the contrary, some department heads argued that contextual constraints can be addressed through partnerships and alternative resources, thereby offering a potential pathway to address these challenges (Eze, 2021).

### **9.2.2 Input Evaluation**

Concerning the implementation of the CPD programme, the findings align with Bello and Williams (2018), a study conducted in the Nigerian context, which states that effective CPD should include structured digital pedagogical training. The respondents in this study postulated that the CPD programme partially meets this need but lacks comprehensive training on advanced digital tools, thereby limiting its effectiveness. Likewise, Smith (2022) suggested that programmes lacking the necessary digital resources failed to adequately prepare academics. Inequalities in digital resources, mentoring, and institutional support were also revealed. However, a facilitator (F3) discussed efforts to integrate fundamental digital skills, demonstrating a commitment to programme improvement, albeit within limited resources (Akinwale, 2019).

### **9.2.3 Process Evaluation**

The results also indicated that perceptions of the CPD curriculum differed between male and female English-language academics and CPD facilitators across the three universities. An academic respondent (R6) in this category stated that the curriculum only partially included the necessary skills for digital pedagogy, with significant gaps, especially in its practical aspects, patterns of participation, and power dynamics. Ogundele and Adeyemi (2021), in a study conducted in the Nigerian context, posited that CPD programmes often

emphasise theoretical learning over practical learning. Some respondents (R1, R12, and R13) in this study disagreed that hands-on training was inadequate. In contrast, others affirmed that CPD initiatives enabled potential academics to engage with foundational concepts, thus confirming Nnaji's (2022) research, conducted in the Nigerian context, that even limited exposure to programmes is incrementally beneficial for academic development.

#### **9.2.4 Product Evaluation**

Based on this study, the data suggested that CPD objectives were only partially achieved, which was insufficient to equip staff with the required competencies. Respondents asserted that the programme raised awareness of digital teaching methods, but attaining deep competencies remained challenging. Gender hierarchies in promotion are also a challenge. This finding aligns with a similar study by Adeniran (2019), conducted in the Nigerian context, which raised questions about achieving CPD objectives without adequate support for technological resources. Heads of Departments and facilitators who are closer to the institutions' authorities across the three universities also maintained that the curriculum should be continually updated to address gender hierarchies in promotion, thereby making it more relevant and effective. This suggestion should carry weight given the administrative actors involved. This outcome supports Umeh's (2020) assertion that adaptive curriculum design is important for continued educational improvement.

#### **9.3 Limitations of the Study**

Creswell (2014) acknowledged that limitations are inevitable in any research study. Like all studies, this thesis has its limitations. It addressed four research questions to evaluate the integration of digital pedagogies into the CPD of male and female English-language academic staff at three Nigerian universities. While the research questions were

adequately explored, the findings are inherently limited and highlight potential areas for further investigation. Several methodological and operational limitations were identified, which will be valuable for future researchers in the Nigerian context to bear in mind when designing new studies or replicating or extending this one:

1. **Sample Size:** The study focused solely on the experiences of male and female English academic staff attending CPD training, excluding students who were the recipients of the pedagogical outcomes. Future research could incorporate student perspectives to provide a more holistic evaluation.
2. **Online Interviews:** Semi-structured interviews were conducted online via MS Teams. It posed several challenges, including poor network connectivity and an unstable electricity supply. Some participants had to relocate in search of better Internet service, while others missed scheduled interviews, requiring rescheduling.
3. **Mobile Device Usage:** Most respondents completed the online questionnaire using smartphones, primarily Android devices, as many did not own personal laptops. Although this method increased accessibility, it may have limited the depth of responses.
4. **Reliance on Self-Reported Data:** The study depended on self-administered responses, which may have been affected by social desirability or recall bias. To mitigate this, data triangulation was employed through semi-structured interviews, questionnaires, and document analysis.
5. **Security Challenges:** Due to the insecurity and threat of kidnapping in Nigeria, the researcher could not travel to conduct fieldwork in person. Consequently, data collection was conducted entirely online.

6. **Limited Scope:** The study focused only on three federal universities and did not extend to state or private institutions. Therefore, while the findings identify valuable insights into these three distinctive HE contexts, they are not generalisable to all Nigerian universities.
7. **Financial Constraints:** Implementing the Feminist-CIPP evaluation model and a mixed-methods approach required substantial funding. The researcher was self-funded and did not receive external support, which constrained certain aspects of the study.

#### **9.4 Implications of the Study**

This study has identified fundamental challenges in integrating digital pedagogies into CPD programmes for English-language academic staff. These challenges partly explain the continued struggle to adopt digital pedagogy in Nigerian universities. However, effective implementation of the digital pedagogy CPD curriculum has the potential to improve both the performance and service delivery of English-language academics.

##### **9.4.1 Implications for Policymakers and University Authorities**

Policymakers must ensure the implementation of the digital pedagogy CPD curriculum to address the challenge of gendered hierarchies in promotion criteria for female academic staff across all Nigerian higher education institutions. They should also formulate a policy to fund additional gender-based digital CPD programmes. Furthermore, they should implement a policy that aims to reduce and then eradicate gender inequalities in Nigerian HEs. University authorities should prioritise allocating sufficient time for digital pedagogy CPD programmes by ensuring flexibility in academic workloads to enable equal gender participation. This approach would, in particular, enable female English-language

academics to actively participate in training sessions. Moreover, there should be standardised policies governing the content and delivery of digital pedagogy CPD curricula across institutions. Attendance should be compulsory, and course content should be standardised to ensure consistency and guarantee quality assurance. Finally, gender inclusion must be explicitly prioritised to guarantee that all academics, regardless of gender, benefit equitably from digital pedagogy training.

#### **9.4.2 Implications for Female English-language Academic Staff**

Female academic staff should attend all relevant CPD training, particularly in digital pedagogies, to stay up to date with the latest trends. They should take advantage of opportunities to learn new digital pedagogies and enhance their service delivery by allocating more time to CPD. Also, they should be open to mentoring and training to build their confidence, enabling them to participate in such training, as their male counterparts do.

#### **9.4.3 Implications for CPD Facilitators**

Digital pedagogy course content should be strictly adhered to, ensuring that it aligns with the academic staff's areas of specialisation and is relevant to improving their skills and knowledge. There should be a participation pattern that allows women to facilitate some of the training so that more women can attend, as well as having gender-friendly course content.

#### **9.4.4 Implications for Researchers**

Future researchers should explore the implementation of CPD training on digital pedagogies for English-language academic staff in Nigerian universities. By conducting further research, they can contribute to the enforcement and refinement of the digital pedagogy CPD programme curriculum, ensuring that academic course content is clearly

defined. Researchers should also investigate how gender inclusion policies can be effectively implemented. Using, evaluating, and further refining my Feminist-CIPP framework, which could be useful for future studies, as it would allow them to take a methodical, socially conscious approach. It could also help them create an assessment that accounts for a variety of experiences rather than making broad presumptions. Researchers can also use this framework to enhance the design of programmes and policies. Finally, it could support their adoption of a more participative, theoretically enriched, gender-responsive evaluation strategy.

## **9.5 Recommendations**

This study presents the following recommendations for future research, based on the identified limitations and opportunities. The findings also underscore the need for the government, policymakers in Nigerian education, the National Universities Commission (NUC), various HE authorities, and academic staff to collaborate to ensure the implementation of the digital pedagogy CPD curriculum and to support female academics' attendance at CPD programmes.

### **9.5.1 For Policymakers**

**Policy Improvement for the Integration of Digital Pedagogies in Continuing Professional Development:** The Federal Ministry of Education (FME) and the National Universities Commission (NUC) should amend educational policies at both federal and university levels to facilitate the implementation of a digital pedagogy curriculum across all Nigerian universities. CPD regulations should explicitly incorporate the digital pedagogies curriculum, particularly for female academic staff in the English language. These policies must be regularly reviewed and updated to align with global digital learning trends and emerging requirements, thereby encouraging equal participation.

**Institutionalisation of the Feminist-CIPP Evaluation Framework:** HE institutions and relevant authorities should adopt the Feminist-CIPP framework as a standard model for designing, implementing, and evaluating CPD programmes. This framework could help ensure a balanced, evidence-based approach to professional development, with an emphasis on gender inclusion and digital innovation.

**Compulsory and Funded Digital Pedagogy Training:** Universities should make digital pedagogy training a mandatory component of CPD and allocate dedicated funding for infrastructure, digital tools, and qualified facilitators. Priority should be given to in-service academic staff with outdated training, ensuring equitable access and participation.

While digital CPD is essential, its success depends on contextual factors such as workload, departmental priorities, and participant motivation. This study recommends that universities provide flexible schedules and manageable workloads to enable academic staff to attend digital pedagogy CPD sessions. It will encourage the integration of digital pedagogy into the professional development of English-language academics.

**Gender-sensitive CPD Programmes:** To bridge the gender gap and support the achievement of SDG 5b, CPD efforts must prioritise gender inclusion, accounting for accessibility, computer literacy, and cultural barriers that may disproportionately affect female academics. Targeted interventions, including mentorship schemes and flexible learning options, should be introduced.

**Oversight and Accountability Frameworks:** A system of accountability should be established through regular monitoring and evaluation using the Feminist-CIPP framework. Reports and findings from such evaluations should inform institutional decisions and guide continuous improvements in the development and delivery of CPD curricula.

**Augmented Collaboration and Knowledge Exchange:** Universities should establish regional networks or collaborative platforms to share best practices in digital pedagogy and Continuing Professional Development. Inter-university workshops, symposia, and digital repositories can promote collaboration and drive innovation.

**Enhanced Awareness and Motivation for Engagement:** Internal campaigns should be conducted to raise awareness of CPD's long-term benefits. Concrete incentives, such as promotions, formal recognition, or certification, should be offered to encourage active participation among academic staff.

**Development of Infrastructure and Technical Support:** University administrations must prioritise investment in reliable digital infrastructure (e.g., internet connectivity, digital devices, and learning management platforms) and ensure consistent technical support to facilitate the smooth integration of digital pedagogies into teaching. This study recommends that adequate, up-to-date digital pedagogical facilities be made available to English-language academics to ensure stress-free teaching. Additionally, academics should be regularly exposed to these tools to maintain and apply their skills effectively in practical teaching environments.

**Research and Ongoing Enhancement:** Continuous research should be encouraged to evaluate the effectiveness of CPD, particularly in addressing gender inequalities and integrating digital pedagogy. Findings from such research should inform ongoing reforms in both policy and practice. This study highlights the need for a standardised and unified CPD structure across federal universities to enhance the knowledge, expertise, and competence of English-language academics throughout their careers.

### **9.5.2 For English-language Academic Staff**

**Actively Participate in CPD and Lifelong Learning:** female English-language academics should take proactive responsibility for their professional development by engaging in digital pedagogy training, experimenting with educational technologies, and participating in professional communities focused on digital instruction.

**Foster Gender Equity via Peer Support:** English-language academic staff should help build inclusive professional learning communities by mentoring underrepresented groups, particularly female colleagues, in the effective use of digital tools for both teaching and research.

## **9.6 Future Research**

This study has highlighted the importance of Continuous Professional Development for digital integration, particularly in the post-COVID-19 context. However, it also underscores the need for further investigation given the ever-evolving nature of educational technologies and institutional dynamics. The following areas are proposed for future research:

### **9.6.1 Students' Perspectives**

While this study focused on academic staff, future research could explore students' perspectives, including their views on digital pedagogies and their impact on learning experiences and academic performance. Research could also assess how staff CPD impacts students' learning outcomes.

### **9.6.2 Wider Geographical and Institutional Range**

This study was limited to three federal universities in the South-West geopolitical zone of Nigeria. Future research could expand the scope to include additional zones and a

larger number of institutions, including both federal and private institutions, as well as state-owned tertiary institutions. Comparative studies between private and federal institutions may improve the generalisability of the findings and provide insight into institutional differences in CPD implementation.

### **9.6.3 Longitudinal Studies**

As this study adopted a cross-sectional design, future research could employ a longitudinal approach to track the long-term effects of CPD on academic staff's digital pedagogy skills and the resultant impact on student learning outcomes.

### **9.6.4 Ways to Improve CPD Participation**

Future research could examine strategies to motivate and incentivise female academic staff participation in digital pedagogies CPD programmes. It includes investigating effective institutional policies that encourage involvement and identifying barriers to participation.

### **9.6.5 Encouraging Female Academics' Adoption of Digital Pedagogy**

Further research could explore practical approaches to support and encourage female academic staff to adopt digital pedagogies more confidently and consistently, on par with their male counterparts, in their everyday teaching and learning practices.

## **9.7 Personal Reflection on the Study**

My thesis title is Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities, and the objectives of my study were to examine the gender context of the CPD programme for English-language academics in Nigerian universities (*Context*) and identify the implementation of the CPD programme that equips English-language

academics to develop digital pedagogies (*Input*). Also, to examine the English-language academics' and CPD facilitators' perceptions of the CPD curriculum for digital pedagogies (*Process*) and discuss how digital pedagogies CPD curriculum objectives are achieved (*Product*), while identifying the ways the university programmes enhance the use of digital pedagogies to empower female academic staff to achieve UN SDG 5b.

The purpose of this personal reflection is to evaluate the various experiences and learning I gained throughout this study. I had been working in the Nigerian Navy and the education department for about 19 years before commencing this PhD programme. I came to the UK from Nigeria for this programme on study leave from my work. To be released from the Navy, I had to apply to a sponsorship board, which thoroughly reviewed my application and granted me official permission to be released from the programme from 2021 to 2026. To be released, my course title must benefit the Navy and Nigeria, one of the criteria for a study release. At the time of this study, digital learning and the integration of digital pedagogy were still challenges in Nigerian educational institutions, especially in HE. It underscores the need to develop a research title.

I arrived in the UK in December 2021 and commenced my PhD programme at Liverpool John Moores University on 17 January 2022. One of the most significant challenges I faced was using the digital platforms available to me to record my programme activities. I particularly struggled with the eDoc platform, where I needed to access all my correspondents, because my digital knowledge was minimal due to a lack of available digital pedagogy equipment and platforms in my home country. It was a struggle, but thanks to the doctoral academy and the academic achievement group, which organised a series of online and in-person training sessions to make this journey easier.

During this time, I had numerous reflections on the importance of digital learning and digital exposure. In Nigeria, as a developing country, digital learning and CALL still face significant challenges due to weak connectivity, limited funding, a scarcity of digital equipment, and the lack of integration of digital pedagogy into teaching and learning. These observations made me see more clearly the essence of my research title and why I need to delve into integrating digital pedagogies into the continuing professional development of academic staff who teach English as a second language. Studying in an English-speaking environment, I found this title suitable and, based on my personal experience, that integrating digital pedagogy is a necessary area of focus in my country. I believe that breakthroughs in the English-language for academics who teach this second language, which is the medium of communication in all institutions of learning in Nigeria, will have a significant impact and be a landmark achievement.

Another significant reason I chose this title was because of my personal experience as a secondary school headteacher, during the covid-19 pandemic, my teachers could not continue with the teaching and learning process in the school because of the lockdown, and this affected the school calendar year, this was due to so many reasons, like inadequate computer systems in the school, poor connectivity, insufficient funding to buy sufficient data and teachers' insufficient digital pedagogical skills. Some students could not afford smartphones or personal computers at home because their parents had low incomes. All of these factors, along with many others, contributed to a slowdown in the academic activities at the school that year.

In addition, I studied this topic to explore how I can impact the training of in-service academic staff who teach English in HE institutions and improve their service delivery and traditional teaching techniques. During the study, I participated in numerous

relevant training sessions, which made the journey more engaging and easier to navigate. Throughout my research, I have enrolled in various online and in-person courses and training sessions to deepen my understanding. Several workshops, conferences, and seminars were also organised by the doctoral academy, making the journey easier and more enjoyable. These events have enabled me to meet peers and colleagues on the same journey, and we have compared notes and spent time together at multiple writing retreats, both within and outside the university. I learnt so many things from my peers.

I decided to use the CIPP evaluation framework by Stufflebeam because it can improve programme effectiveness. I incorporated gender and adopted a Feminist-CIPP framework to decolonise the evaluation model and better suit it to the Nigerian context. I tailored my four research questions to address the various aspects of the CIPP model, including context, input, process, and products. I added a gender component to the four levels to make the study gender-based, thereby enhancing its originality. As a black African woman, I sought to explore feminism in this research from the perspective of a female researcher in a populous country where men dominate most leadership positions and HE institutions. There are more male academic staff at higher institutions in Nigeria, especially at the three universities in the case study. The methods included both quantitative and qualitative approaches.

I also employed a case study. I encountered some challenges during the data collection. Firstly, I was unable to travel back to Nigeria to collect my data due to security concerns at the time of this study and limited funds, as the programme was self-funded. I had no government or organisation sponsorship. I collected my data through an online survey, using questionnaires. I conducted interviews via MS Teams, a significant breakthrough that enabled me to interview people from the comfort of my home.

However, I faced numerous challenges due to inadequate connectivity and Internet service. It was five months instead of the original 3-month target. Most of the academic staff were busy with individual teaching tasks, marking, and recording students' results. Some of them even had CPD training to attend within and outside their primary place of assignment. We had to reschedule the interview several times. The Internet was a barrier for some, and they had to reschedule until they were in a better environment with much better connections. Patience and perseverance were two of the skills that helped me overcome these challenges.

During analysis, there were also some setbacks. Initially, the data from the three universities were analysed as a single dataset; I had to revisit the analysis to separate each case study and report them individually. For the literature review, I had to update it because new literature on the topic became available, and I needed to incorporate it. For unexpected findings, I reported them as new and identified them as gaps in the literature for future research. I developed my critical thinking, data analysis, and academic writing skills primarily during the programme. I was not very proficient in academic writing, as military writing is quite different from academic writing, so this skill was learnt during this study.

Resilience was another vital skill that I further developed during the journey. Meeting the target timing and submitting drafts on time has also enhanced my time management skills. Every task required completion, and I strived to adhere to the deadlines. However, as a military officer, I developed time management and resilience as key skills before joining the programme. My supervisory team provided strong support, especially my director of studies (DoS), who was highly encouraging and played a crucial role in this study's success. The DoS was extensive and meticulous. CALL and blended

learning were the new knowledge I gained during this research. My findings have enhanced my understanding of continuing professional development (CPD) for in-service academic staff, highlighting the importance of funding CPD and of implementing and enforcing the digital pedagogy CPD curriculum. The world today is a global village, and all countries must be abreast of their educational programmes. Students from Nigerian HE institutions must be able to compete with their counterparts worldwide without feeling inferior or left behind.

This study would give me more responsibilities and opportunities in the Navy and Nigeria. This PhD journey has generally broadened my horizons and made me realise that it is not about being intelligent, but about resilience, determination, and effective time management. I aspire to build a career in academia after I retire from the Navy.

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## Appendix I. Ethics Application Approval

**From:** UREC minimal Risk Registration <MinimalRiskUREC@ljmu.ac.uk>

**Sent:** 10 November 2022 11:42

**Subject:** UREC Minimal risk registration number - 22/EDN/035

Dear Oluwaremilekun

Thank you for registering your study as minimal risk.

**Oluwaremilekun Adetayo, PGR - Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Lecturers: A Case Study of Three Nigerian Universities. (Michael Thomas/Graham Downes/Oris Tom-Lawyer)**

**Ref: 22/EDN/035**

Approval is given on the understanding that:

- The study is conducted in accordance with the Minimal Ethical Risk Guiding Principles
- Any adverse reactions/events which take place during the course of the project are reported to the Committee immediately by emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);
- Any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately by emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);
- The LJMU logo is used for all documentation relating to participant recruitment and participation, e.g., posters, information sheets, consent forms, questionnaires. The study consent forms, data, information, et., will be accessible on request to a student's supervisory team and/or to responsible members of Liverpool John Moores University for monitoring, auditing, and data authenticity purposes.
- Where any substantive amendments are proposed to the protocol or study procedures that change the associated risk from minimal to low risk (use the decision tool to establish the associated risk), the investigators must complete an ethics application form describing all aspects of the study and submit it for ethical review and approval as required.
- Where relevant, appropriate gatekeeper / management permission must be obtained prior to the study commencing at the study site concerned.

Please note that approval is given for a period of five years from the date granted, and therefore, the expiry date for this project will be 5 years from the approval date. An application for extension of approval must be submitted if the project continues after this date.

Best wishes

UREC

## Appendix II: Questionnaire Instrument for Academic Staff



### Information

I have read the information sheet in the invitation email and am happy to participate in this study. I understand that by completing this survey, I consent to be part of this research study and to the use of my data as described in the information sheet provided.

### DIGITAL PEDAGOGIES IN CPD ACADEMIC STAFF PROCESS QUESTIONNAIRE ON INTEGRATION OF DIGITAL PEDAGOGIES IN THE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF ENGLISH-LANGUAGE ACADEMICS: A CASE STUDY OF THREE UNIVERSITIES IN SOUTH-WEST NIGERIA (ASPQIDP)

#### Section A: Demographic Information

**Instructions:** For questions 1-10, please tick the appropriate answer.

#### 1. Your gender:

- a. Female
- b. Male
- c. Other

#### 2. Type of HE institution you work in Nigeria:

- a. Federal
- b. State
- c. Private
- d. Other (please specify)

#### 3. Your age:

- a. 25-34 years
- b. 35-44 years
- c. 45-54 years
- d. 55 years and above

#### 4. Your highest obtained qualification:

- a. First Degree
- b. Master's Degree
- c. PhD
- d. Other (please specify)

#### 5. What is your academic specialisation?

- a. English
- b. Literature

c. Other

**6. How many years have you been teaching the English-language?**

a. Between 1-9 years

b. Between 10-19 years

c. Between 20-29 years

d. 30 years and above

**7. What is your academic rank?**

a. Graduate Assistant

b. Assistant Lecturer

c. Lecturer II

d. Lecturer I

e. Senior Lecturer

f. Reader (Associate Professor)

j. Professor

h. Other

**8. Are you currently attending any Continuing Professional Development training (CPD)?**

a. Yes

b. No

**9. How often do you participate in CPD training?**

a. Quarterly

b. Bi-annually

c. Annually

d. No fixed date stated

e. Other (please specify)

**10. Type of CPD attended**

a. Annual Conference

b. Seminar Programmes

c. Workshop Programmes

d. In-service training

e. Skill-based training

f. Webinars

g. E- conference

h. Other (please specify)

**SECTION B: What is the context of the CPD programme for English-language academics in Nigerian universities? (Context)**

**Instruction:** Please read each of the following statements carefully and tick the one that best expresses your opinion

**INSTRUCTIONS:** For Questions 11-20, read each of the following statements carefully and tick the one that best expresses your opinion

4 = Strongly Agreed, 3 = Agreed, 0 = Undecided, 2 = Disagreed, 1 = Strongly Disagreed

S/N	Items	4	3	0	2	1
11	English-language academics in my universities need to engage in CPD actively.					
12	The CPD objectives of academics in my university help staff to update their skills through CPD activities.					
13	Participation in CPD programmes can enhance the teaching practice of English-language academics in CPD programmes at my university.					
14	English-language academic CPD has adequate digital pedagogies facilities to meet their needs for the CPD activities.					
15	English-language academics at my university have access to appropriate CPD courses.					
16	CPD curriculum content offered to academics at my university supports their specific needs.					
17	The time allocated for the CPD curriculum for English-language academics is sufficient.					
18	Educational policies are appropriate for facilitating CPD for academics at my university.					
19	Most academics can conveniently use digital equipment in CPD programmes.					
20	The CPD curriculum contents are understandable for English-language academics.					

**SECTION C: How does implementing the CPD curriculum equip English-language academics to develop digital pedagogies? (Input)**

**INSTRUCTIONS:** For Questions 21-30, please indicate the extent to which the use of the following digital pedagogies equipment is part of CPD programmes.

4= Frequently, 3= Sometimes, 0= Seldom, 2= Rarely, 1= NA

S/N	Items	4	3	0	2	1
21	Computers					
22	Interactive whiteboards					
23	Projectors					
24	Tablets					
25	Audiovisual equipment					
26	Digital learning					
27	Learning management system					
28	Webcams					
29	Feedback tools					
30	Virtual reality					

**INSTRUCTIONS:** For Questions 31-34, please indicate the extent to which the following digital pedagogy platforms are used for CPD programmes.

4= Frequently, 3= Sometimes, 0= Seldom, 2= Rarely, 1= NA

S/N	Items	4	3	0	2	1
31	Online quizzes					
32	Writing assessments platforms					
33	Webinars					
34	Virtual conferences					

**INSTRUCTIONS:** For Questions 35-38, read each of the following statements carefully and tick the one that best expresses your opinion.

4 = Strongly Agreed, 3 = Agreed, 0 = Undecided, 2 = Disagreed, 1 = Strongly Disagreed

S/N	Items	4	3	0	2	1
35	The implementation of the CPD curriculum has equipped academics to develop digital pedagogy skills.					
36	The CPD content is adequate to equip English-language academics to adopt digital pedagogies in their instructional technique.					
37	The implementation of the CPD curriculum has attracted the English-language academics' interest in digital pedagogies.					
38	The use of digital equipment has a positive effect on the academics' teaching skills.					

**SECTION D: What are the English-language academics and CPD facilitators' perceptions of implementing the CPD curriculum for digital pedagogies? (Process)**

**INSTRUCTIONS:** For Questions 39-44, read each of the following statements carefully and tick the one that best expresses your opinion

4 = Strongly Agreed, 3 = Agreed, 0 = Undecided, 2 = Disagreed, 1 = Strongly Disagreed

S/N	Items	4	3	0	2	1
39	The digital pedagogies curriculum in CPD for English-language academic staff is a new innovation.					
40	The CPD curriculum for digital pedagogies allows English-language academics to participate in the CPD programmes actively.					
41	The use of digital pedagogies in CPD will transform the teaching and learning approaches of CPD programmes.					
42	The use of digital pedagogies in CPD will strengthen academics' information technology skills in their career development.					
43	The time spent on the CPD curriculum activities is adequate.					
44	Most academics are not confident in effectively integrating digital pedagogies into teaching after completing CPD programmes.					

**SECTION E: How have the digital pedagogies CPD curriculum objectives been achieved? (Product)**

**INSTRUCTIONS:** For Questions 45-58, read each of the following statements carefully and tick the one that best expresses your opinion

4 = Strongly Agree, 3 = Agree, 0 = Undecided, 2 = Disagreed, 1 = Strongly Disagreed

S/N	Items	4	3	0	2	1
45	The CPD programme for English-language academics at my university effectively addresses the professional needs of educators.					
46	The CPD programme provides opportunities for English-language academics to enhance their teaching methodologies.					
47	The academic quality and school reputation are improved through the CPD programmes.					
48	The CPD programme supports English-language academics in keeping up with current research and best practices in the field.					
49	The CPD programme promotes collaboration and networking among English-language academics at my university.					
50	The CPD programme supports English-language academics in integrating digital pedagogies into their teaching practice.					

**SECTION F: In what ways do university CPD programmes enhance the use of digital pedagogies to empower female academic staff and achieve UN SDG 5b? (Gender Imbalance)**

**INSTRUCTIONS:** For Questions 51-60, read each of the following statements carefully and tick the one that best expresses your opinion

4 = Strongly Agree, 3 = Agree, 0 = Undecided, 2 = Disagreed, 1 = Strongly Disagreed

S/N	Items	4	3	0	2	1
51	The digital pedagogies of the CPD curriculum have helped male English-language academics with opportunities for self-reflection more than females.					
52	The integration of digital pedagogies into the CPD curriculum has changed English-language academics' views of digital pedagogies in male academics more than in females.					
53	The male academics keep a record register of their participation in CPD activities more than the females.					
54	The objectives of the CPD curriculum for the English-language academics at my university are effectively achieved better for male academics rather than in female counterparts.					
55	The CPD programme enhances the use of digital pedagogies to empower female academic staff.					
56	Female academic staff at my university experience more impediments in attending the CPD programme than male academic staff.					
57	The outcome of CPD programmes is more visible in male academics than in their female counterparts.					
58	Female English-language academics are not given the same opportunities to attend the CPD programme as their male counterparts.					

59	My university's CPD programmes' training on digital pedagogies to empower female academic staff is effective.					
60	My university's CPD programmes on digital pedagogies training are appropriate for achieving female academic staff empowerment.					

## Appendix III: Heads of Department Interview Instrument



### Interview with Heads of Department on the Integration of Digital Pedagogies in the Continuing Professional Development (CPD) of English-language Academics

#### INTRODUCTION

**Duration: 1hr**

I want to ask you a few questions based on integrating digital pedagogies in the continuing professional development of English-language academics. The interview will be recorded. Be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary, and you can withdraw at any point in time.

#### Principal Researcher Contact Details

Oluwaremilekun Temitope Adetayo (PI)

#### Lead Academic Supervisor Contact Details

Professor Michael Thomas (PI)

#### Academic Supervisor 1 Contact Details

Dr Graham Downes

#### Academic Supervisor 2 Contact Details

Dr Oris Tom-Lawyer

### INTERVIEW QUESTIONS FOR HEADS OF THE ENGLISH-LANGUAGE DEPARTMENT OF NIGERIAN UNIVERSITIES

#### Demographic Information

1. How long have you been Head of Department at this university?
2. What is the highest level of qualification you have attained?
3. What is your area of specialisation?
4. What is your gender?

#### Context of the CPD programmes (Context)

5. What are your university's specific aims with respect to digital pedagogies?
6. How relevant is the English-language academics' CPD programme to the university's objectives?
7. What are the priorities of the committee responsible for organising the CPD programme at your university?
8. What is the gender balance on the committee?

9. In what ways are the CPD needs of English academics met through the CPD programme?
10. In what ways are the CPD courses offered to the English-language academics relevant to the school's aims?

### **Implementation of CPD Programmes to Develop Digital Pedagogies (Input)**

11. What CPD programme is implemented in your university to develop digital pedagogies of English-language academics?
12. What digital pedagogies and equipment are used? In what way are they effective in the CPD of English-language academics in your university?
13. To what extent do the English-language academics have the skills to effectively use the digital pedagogies' equipment for their CPD Programmes?
14. How are the resource persons selected to teach your university's CPD programmes of English-language academics?
15. How is the effectiveness of the CPD programmes measured?

### **Perceptions of the Implementation of the CPD Curriculum for Digital Pedagogies (Process)**

16. How do English-language academics perceive the implementation of the CPD curriculum?
17. How often do your English-language academics attend CPD programmes?
18. How do they implement what they learn in the CPD programmes?
19. Is there two-way communication between administration and academics in your university? How effective is it?
20. What are the challenges in implementing a CPD curriculum for digital pedagogies in your university?

### **Achievement of digital pedagogies in the CPD Curriculum (Product)**

21. What are the achievements of English-language academics in integrating digital pedagogies in their CPD programmes?
22. How does your university use the different strategies to get feedback?
23. How has the CPD programme curriculum impacted the English-language academic service delivery?
24. What other evidence of the impact of the CPD programmes could be observed in the English-language academics that could be attributed to these programmes?
25. How could the quality of academics and school reputation be improved, arising from the CPD on digital pedagogies?

### **Ways University's CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academic Staff (UN SDG 5b) (Gender Imbalance).**

26. Does your university's CPD programme enhance the use of digital pedagogies to promote female academic empowerment (SDG 5b)?
27. Are there any differences in how male and female academics use digital pedagogies based on your experience? If yes/no, can you explain?
28. How effective are your university's CPD programmes' training on digital pedagogies to empower female academic staff?
29. Are the CPD programmes' training in your university on digital pedagogies suitable to achieve enhancing the use of digital pedagogies to promote women's empowerment?

30. Do the male academic staff more than their female counterparts implement what they learn about digital pedagogies through CPD programmes? If yes/no, can you explain more?
31. Is the work of male and female staff with digital pedagogies showcased equally across your university?

## Appendix IV. CPD Facilitators Interview Instrument



### **Interview with CPD Facilitators on the Integration of Digital Pedagogies in the Continuing Professional Development (CPD) of English-language Academics**

#### **INTRODUCTION**

**Duration: 1hr**

I want to ask you a few questions based on integrating digital pedagogies in the continuing professional development of English-language academics. The interview will be recorded. Be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary, and you can withdraw at any point in time.

#### **Principal Researcher Contact Details**

Oluwaremilekun Temitope Adetayo (PI)

#### **Lead Academic Supervisor Contact Details**

Professor Michael Thomas (PI)

#### **Academic Supervisor 1 Contact Details**

Dr Graham Downes

#### **Academic Supervisor 2 Contact Details**

Dr Oris Tom-Lawyer

### **INTERVIEW QUESTIONS FOR CPD FACILITATORS OF NIGERIAN UNIVERSITIES**

#### **Demographic Information**

1. How long have you been a CPD facilitator at this university?
2. What is the highest level of qualification you have attained?
3. What is your area of specialisation?
4. What is your gender?
5. Are you a member of staff in this university, or do you come from outside to facilitate academic staff's CPD programmes?

### **Context of the CPD programme (Context)**

6. What are the university's objectives for CPD programmes?
7. To what extent does the CPD curriculum align with the overall vision/philosophy of the school?
8. What CPD programme is available for English-language academics in your university?
9. Are the needs of English academics met through the CPD programme? Why/why not?
10. Is the curriculum of the CPD for English-language academics suitable based on their qualifications? If yes/no, can you explain in more detail?

### **Implementation of CPD Programmes to Develop Digital Pedagogies (Input)**

11. What CPD programme is implemented in your university to develop digital pedagogies of English-language academics?
12. What digital pedagogies equipment are used in the CPD of the English-language academics in Nigerian universities?
13. Why were these digital pedagogies' equipment chosen?
14. Do the English-language academics have the skills to use digital equipment for their CPD Programmes effectively?
15. Is the time allocated to the CPD programme of your English-language academics sufficient? Why/Why not

### **Perceptions of the implementation of CPD Curriculum for Digital Pedagogies (Process)**

16. How do English-language academics perceive the implementation of the CPD curriculum?
17. How do English-language academics implement what they learn in the CPD programmes?
18. Is there two-way communication between administration and academics? How effective is that?
19. Are there challenges in implementing a CPD curriculum for digital pedagogies in your university? If yes, what are these challenges?
20. Can a formative evaluation of the teaching-learning process of the CPD programmes be done? Why/What not?

### **Achievement of digital pedagogies in the CPD Curriculum (Product)**

21. What are the achievements of English-language academics in integrating digital pedagogies in their CPD programmes?
22. What are the different summative and formative assessment strategies used by your university?
23. How has the CPD programme curriculum impacted the English-language academic service delivery?
24. What other evidence of the impact of the CPD programmes can be observed in the English-language academics that could be attributed to these programmes?
25. How could the quality of academics and school reputation be improved, arising from the CPD on digital pedagogies?

**Ways University's CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academic Staff (SDG 5b) (Gender Imbalance).**

26. Does your university's CPD programme enhance the use of digital pedagogies to promote female academic empowerment (SDG 5b)?
27. Are there any differences in how male and female academics use digital pedagogies based on your experience? If yes/no, can you explain?
28. How effective is your university's CPD programmes' training on digital pedagogies to empower female academic staff?
29. Are the CPD programmes' training in your university on digital pedagogies suitable to achieve enhancing the use of digital pedagogies to promote women's empowerment?
30. Do the male academic staff more than their female counterparts implement what they learn about digital pedagogies through CPD programmes? If yes/no, can you explain more?
31. Is the work of male and female staff with digital pedagogies showcased equally across your university?

## Appendix V. Academic Interview Instrument



### **Interview with Academic Staff on the Integration of Digital Pedagogies in the Continuing Professional Development (CPD) of English-language Academics**

#### **INTRODUCTION**

**Duration: 1hr**

I would like to ask you a few questions based on integrating digital pedagogies in the continuing professional development of English-language academics. The interview will be recorded. Please be assured that your responses will be treated confidentially, as this is a private study. Participation is voluntary, and you can withdraw at any point in time.

### **INTERVIEW QUESTIONS FOR ENGLISH-LANGUAGE ACADEMIC STAFF OF NIGERIAN UNIVERSITIES**

#### **Section A: Demographic Information**

1. How long have you been teaching at this university?
2. What is the highest qualification you have attained?
3. What is your area of specialisation?
4. What is your gender?

#### **Section B: Context of the CPD programmes (Context)**

5. What are the aims of the CPD programme for English-language academics in your university?
6. How is the CPD programme for English-language academics organised?
7. How are the objectives of the CPD programme for English-language academics generated from the aims of your university?
8. What courses do staff take in the CPD programmes?
9. How are your needs met through the CPD programme? If yes/no, can you explain in detail?

#### **Section C: Implementation of CPD Programmes to Develop Digital Pedagogies (Input)**

10. What CPD programme is implemented in your university to develop the digital pedagogy skills of English-language academics?
11. What digital pedagogies equipment is available for the CPD of the English-language academics in your university?
12. What are the contents of the CPD programmes in your university?
13. What digital pedagogies do you use?
14. Why did you choose the digital pedagogies you are using?

#### **Section D: Perceptions of the Implementation of CPD Curriculum for Digital Pedagogies (Process)**

15. What are your perceptions of the implementation of the CPD curriculum?

16. Does your school have digital pedagogies equipment for staff development? If yes, is it adequate? Why/Why not?
17. How is the formative evaluation of the teaching-learning process of the CPD programmes done?
18. What type of CPD have you attended, and how often do you attend?
19. What kind of CPD do you think best supports you with digital pedagogies?

#### **Section E: Achievement of digital pedagogies in the CPD Curriculum (Product)**

20. In what ways, if any, have digital pedagogies CPD curriculum objectives been achieved?
21. How can digital pedagogies be effectively integrated into your CPD curriculum?
22. How has the digital pedagogies CPD curriculum improved your instructional techniques?
23. What other digital pedagogies should be included in the CPD curriculum of the English-language academics to make it more effective?
24. How has the CPD programme activities' use of digital pedagogies empowered you?

#### **Section F: Ways University's CPD Programmes Enhance the Use of Digital Pedagogies to Empower Female Academic Staff (UN SDG 5b) (Gender Imbalance).**

25. Does your university's CPD programme enhance the use of digital pedagogies to empower female academics?
26. Are there any differences in how male and female academics use digital pedagogies based on your experience? If yes/no, can you explain?
27. How effective is your university's CPD programmes' training on digital pedagogies to empower female academic staff (SDG 5b)?
28. Are the CPD programmes on digital pedagogies in your university suitable to promote their use by female academic staff?
29. Do male academic staff more than their female counterparts implement what they learn about digital pedagogies in their practice as a result of CPD programmes? If yes/no, can you explain more?
30. Is the work of male and female staff with digital pedagogies showcased equally across your department?

## Appendix VI. Gatekeeper Consent Form



**Subject: Gatekeeper Consent Form**

**Research Ethics Committee Reference Number: 22/EDN/035**

**Study Title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Lecturers: A Case Study of Three Nigerian Universities.

**Principal Investigator:** Oluwaremilekun Temitope Adetayo  
LJMU postgraduate research student  
LJMU School/Faculty: Education/Arts, Professional and Social Studies.  
**Supervisor Name:** Prof Michael Thomas

**Please initial the boxes below where you agree with the corresponding statement.**

		<i>Please initial</i>
1.	I confirm that I have read the information sheet dated 10 November 2022 (version 1.0) for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.	
2.	I have the authority to act as a gatekeeper between the investigator and the participants.	
3.	I am satisfied with the study procedures associated with safeguarding participants and investigator.	
4.	I am satisfied with the research to proceed as described.	
5.	I agree to identify potential participants as requested.	
6.	I agree to introduce the investigator to potential participants as requested.	
7.	I permit the investigator to access personal data to which they have legitimate access for the purposes of identifying and contacting potential participants.	
8.	I agree for the investigator to use facilities/resources/staff as requested.	
9.	I permit participants to participate in the research during working hours/on work premises etc., as requested.	

10. I agree to comply with UK data protection legislation.	
--	--

Name of Gatekeeper:

Date:

Signature:

Name of Investigator: Oluwaremilekun Adetayo

Date:

Signature:

Name of Person taking consent:

Date:

Signature:

(If different from the investigator)

## Appendix VII. Gatekeeper Information Sheet



### **Subject: Gatekeeper Information Sheet**

My name is Oluwaremilekun Temitope Adetayo, and I am an LJMU postgraduate research student in the Education School at Liverpool John Moores University. I am the principal investigator of the study:

**Title of Project:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

**Research Ethics Committee Reference Number:** 22/EDN/035

### **1. What is the reason for this information sheet?**

You have been identified as a gatekeeper to individuals whom we would like to invite to participate in a research study (A gatekeeper is any person or institution that acts as an intermediary between an investigator and potential participants (e.g., school authorities, sports clubs, treatment service providers, a coach, instructor, etc.).

### **2. What is the study?**

Language teachers at all levels of education in Nigeria encounter many problems in their attempt to improve English-language teaching and learning. These issues include poor training, lack of resources for language teaching, inadequate knowledge of current trends in teaching and learning a second language, inconsistencies in the language policy provision on education, and unprofessionalism in handling the subject (Njoku, 2017).

Previous studies have focused primarily on digital technology usage, its benefits, and the role of digital technology in teaching and learning. In addition, studies have focused on the CPD of primary and secondary school teachers regarding digital technologies. They have not addressed university lecturers' training and knowledge concerning integrating digital pedagogies in their CPD. Also, UN SDG 5 aims to achieve gender equality and empower all women and girls by 2030. Therefore, this study will evaluate the integration of digital pedagogies in male and female English-language lecturers' CPD and investigate if there are significant differences in their usage of digital technologies.

### **3. Who are the participants?**

We are looking to recruit HoD, CPD Facilitators and English-language Academics from your English department.

#### **4. What is involved for the participants?**

The participants will be asked to answer an online questionnaire, and a semi-structured interview will be conducted via MS Teams.

#### **5. What are we asking you to do?**

- Review the study procedures associated with safeguarding the participants and the investigator (If you recommend amendments to the study procedures, the investigator will obtain LJMU Research Ethics Committee approval for the amendments before the study commences)
- Review the study protocol to help ensure the research will fit in with the activities of the organisation (If you recommend amendments to the study protocol, the investigator will obtain LJMU Research Ethics Committee approval for the amendments before the study commences)
- Identify individuals who fit the inclusion criteria detailed above who might be interested in participating.
- Collect the consent forms and pass them to the investigator.
- Permit the investigator to use your facilities/resources to carry out the study.
- Provide us with staff to help us answer the questionnaires and interview.
- Permit individuals to participate during working/school hours.
- Receive the questionnaire/research data from the participant and pass it on to the investigator. To safeguard personal data, the questionnaire will be returned online.

#### **6. If you are willing and able to assist in the study what happens next?**

Please return the completed gatekeeper consent form and make arrangements with the investigator.

#### **7. Will the name of my organisation taking part in the study be kept confidential?**

Your confidentiality and that of your organisation is being safeguarded during and after the study.

#### **8. Whom do I contact if I have a concern about the study or I wish to complain?**

If you have a concern about any aspect of this study, please contact me. I will do my best to answer your query. You should expect a reply within 10 working days. If you remain unhappy or wish to make a formal complaint, don't hesitate to get in touch with the Chair of the Research Ethics Committee at Liverpool John Moores University who will seek to resolve the matter as soon as possible:

Chair, Liverpool John Moores University Research Ethics Committee; Research Innovation Services, Liverpool John Moores University, Exchange Station, Liverpool L2 2Q

#### **9. Contact details**

Should you have any comments or questions regarding this research, please contact the investigators.

Principal Investigator: Oluwaremilekun Temitope Adetayo

LJMU postgraduate research student

LJMU School/Faculty: Education/Arts, Professional and Social Studies

Supervisor Name: Prof Michael Thomas

## Appendix VIII. Heads of Department Email Consent Script



**Subject:** HoDs' Email Consent script - Obtaining informed consent from research participants via email

**Study title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Lecturers: A Case Study of Three Nigerian Universities.

**Research Ethics Committee Reference Number:** 22/EDN/035

Please read the statements below. If you are happy with all of the statements, please copy and paste them into an email and send them to me. This will be considered to constitute giving your consent to participate in the study.

If you have any questions about the study or the statements below, please do not hesitate to contact me.

11.	I confirm that I have read the information sheet dated 10 November 2022 (version 1.0) for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.	YES / NO
12.	I understand what taking part in the study involves.	YES / NO
13.	I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions. I can withdraw from the study at any time, without giving a reason and without penalty or my legal rights being affected.	YES / NO
14.	I have been advised about the potential risks associated with taking part in this study and have taken these into consideration before consenting to participate.	YES / NO
15.	To the best of my knowledge, I do not meet any of the exclusion criteria outlined in the information sheet for this research. If this changes at a later date during study participation, I agree to notify the researcher immediately.	YES / NO
16.	I understand that the investigator will be unable to guarantee control of access to authorised viewing of the audio recordings taken of me during the study and I am happy to proceed.	YES / NO
17.	I understand that the study involves taking audio recordings of me, and I am happy to proceed. I understand that I will not be able to participate in the study if I later decide not to be audio recorded.	YES / NO

18.	I agree that audio recordings can be taken of me during the study.	YES / NO
19.	I understand that my information may be subject to review by responsible individuals from Liverpool John Moores University for monitoring and audit purposes.	YES / NO
20.	I agree for my contact details to be stored for the purpose of contacting me about future studies, and I understand that agreeing to be contacted does not oblige me to participate in any further studies.	YES / NO
21.	I agree to be attributed to data and/or information in any reports or future outputs.	YES / NO
22.	I agree to take part in this study.	YES / NO

Name of HoD:

Date:

Signature:

Name of Investigator: Oluwaremilekun Adetayo

Date:

Signature:

Name of Person taking consent:

Date:

Signature:

(If different from the investigator)

## Appendix IX. Heads of Department Participant Recruitment Email



**Subject:** HoDs' Participant Recruitment Email

**Research Study Title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

**Research Ethics Committee Reference Number:** 22/EDN/035

This email aims to recruit participants for a PhD study in the School of Education at Liverpool John Moores University in the UK (ref: 22/EDN/035). This research project, entitled “Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities”, explores the U1, the U2 and U3’s role in conducting research and teaching research methods. You are under no obligation to reply to this email, however, if you choose to participate, your participation will be considered voluntary, and you may withdraw at any time.

I am looking for volunteers aged 25-55 to participate in the semi-structured interview and online questionnaire for English-language lecturers.

You are invited to participate in an online study for the interview and online questionnaire study sessions. Each session will take about 20 to 40 minutes of your time. You would be asked to answer a few questions.

Further information is provided in the participant information sheet that is attached.

If you are interested in participating, please contact Oluwaremilekun Temitope Adetayo. There is no obligation to take part.

Thank you!

**Principal Investigator:** Oluwaremilekun Temitope Adetayo

LJMU postgraduate research student

LJMU School/Faculty: Education/ Arts, Professional and Social Studies.

LJMU Doctoral supervisor: Professor Michael Thomas

## Appendix X. Heads of Departments Participant Information Sheet



**Subject:** HoDs' Participant Information Sheet

**Research Ethics Committee Reference Number:** 22/EDN/035

**Title of Study:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

You are being invited to take part in a research study. You do not have to take part if you do not want to. Please read this information, which will help you decide.

### 1. What is the purpose of the study?

Language teachers at all levels of education in Nigeria encounter many problems in their attempt to improve English-language teaching and learning. Some of these issues include poor training, lack of resources for language teaching, inadequate knowledge of current trends in the teaching and learning of a second language, inconsistencies in the language policy provision on education, and unprofessionalism in handling the subject (Njoku, 2017).

Previous studies have focused primarily on digital technology usage, its benefits, and the role of digital technology in teaching and learning. In addition, studies have focused on the CPD of primary and secondary school teachers regarding digital technologies. They have not addressed university lecturers' training and knowledge concerning integrating digital pedagogies in their CPD. Also, UN SDG 5 aims to achieve gender equality and empower all women and girls by 2030. Therefore, this study will evaluate the integration of digital pedagogies in male and female English-language lecturers' CPD and investigate if there are significant differences in their usage of digital technologies. The study is a student-led project and is being conducted for the purpose of completing a PhD programme. This study hopes to answer the following questions:

1. Why is CPD compulsory for English-language lecturers?
2. What are the limitations to integrating digital pedagogies in CPD? Questionnaires will be used to answer this question, and semi-structured interviews with lecturers will be arranged to collect qualitative data.
3. What are the contents of current CPD training?
4. What are the perceptions of English-language lecturers towards the integration of digital pedagogies in their CPD?
5. How do male and female English-language lecturers perceive the value of their CPD?

### 2. Why have I been invited to participate?

You have been invited because you teach the English-language.

Exclusion criteria – you must not participate if you are not an English-language lecturer. This is because the study is targeted at the English-language lecturers' Continuing Professional Development.

**3. Do I have to take part?**

No. You can ask questions about the research before deciding whether to take part. If you do not want to take part that is OK. We will ask you to sign a consent form and will give you a copy for you to keep. Submitting the questionnaire implies your consent to participate in this study.

You can stop being part of the study at any time, without giving a reason, you may withdraw from the study by contacting me.

**4. What will happen to me if I take part?**

The participant will be involved for approximately 20 minutes to answer the questionnaire, while the interview will last between 40 and 60 minutes during both the pilot study and the main study.

The interview will take place on Teams/Zoom and should take approximately 40 minutes to 1 hour. You will be offered regular breaks as necessary. You can also ask to pause or stop the interview at any time. Please remember that you have the right to decline answering any questions you do not want to.

**5. Will I be photographed, or video/audio recorded, and how will the recorded media be used?**

You are free to decline to be audio recorded. You should be comfortable with the recording process, and you are free to stop the recording at any time whilst continuing to participate in the study.

The audio recording is essential to your participation, but you should be comfortable with the audio recording process. You are free to stop the recording at any time and therefore withdraw your participation.

With your consent, recordings taken of you may be used in the final thesis and any further outputs. Please notify the investigator if you require any restrictions on the use or availability of recordings at the time or in the future. Your name will not be attributed to the recordings. However, there is a chance that someone attending the exhibition may recognise your voice. It is, therefore, important to take some time to think about whether there would be any implications for you if someone recognised your voice before you decide to consent to this. The audio recordings of your activities made during this study will be used only for analysis. No other use will be made of them without your written permission.

**6. Are there any potential risks in taking part?**

Participating in the research is not anticipated to cause you any disadvantages or discomfort. The potential physical and/or psychological harm or distress will be the same as any experienced in everyday life.

**7. Are there any benefits in taking part?**

- The potential or hoped-for benefits of the study for the wider society are:

- Changes in professional practice.
- Efficiency at work delivery.
- Self-development.
- New policy formulation.

**8. Payments, reimbursements of expenses or any other benefit or incentive for taking part**

There will be no payment or any benefit or incentive for participating in this study. Unfortunately, we cannot reimburse any expenses you may incur.

**9. What will happen to the information/data provided?**

The information you provide as part of the study is the **study data**. Any study data from which you can be identified (e.g., from identifiers such as your name, date of birth, audio recording etc.) is known as **personal data**. Your participation in this study will not involve the collection/use of personal data by the investigator.

- Study data. I will use a code so that you cannot be directly identified from the data. Study data will include Audio recordings (which include your voice). Interview recordings will be deleted once the interview transcript has been verified as accurate and an evaluation has determined that it has no further research value.

Your participation in this research will be recorded in MS Teams.

The IP address will not be recorded; I will not attempt to capture the IP address or any other information that is not voluntarily provided. Data may be stored on backups or server logs beyond the timeframe of this study.

Although every reasonable effort has been taken, confidentiality during actual internet communication procedures cannot be guaranteed.

An email is an unsafe form of communication for private responses. This is because email can be easily hacked. Therefore, you should only take part in the study if you are prepared for your responses to be made public, even though the research write-up will not link any responses to individuals.

I will write my thesis in a way that no one can work out that you took part in the study.

**10. Who is organising and who is funding/commissioning the study?**

This study is organised by a PhD Liverpool John Moores University postgraduate research student.

**11. Whom do I contact if I have a concern about the study, or if I wish to complain?**

If you have a concern about any aspect of this study, please contact Oluwaremilekun Temitope Adetayo or Prof Michael Thomas. We will do our best to answer your query. You should expect a reply within 10 working days. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at Liverpool John Moores University, who will seek to resolve the matter as soon as possible: Chair, Liverpool John Moores University Research Ethics Committee; Research Innovation Services, Liverpool John Moores University, Exchange Station, Liverpool L2 2QP

## **12. Data Protection**

Liverpool John Moores University is the data controller with respect to your personal data. Information about your rights with respect to your personal data is available from:

- <https://www.ljmu.ac.uk/legal/privacy-and-cookies/external-stakeholders-privacy-policy/research-participants-privacy-notice>

## **13. Contact details**

Principal Investigator

LJMU postgraduate research student

LJMU Email address

LJMU School/faculty: Education/Arts, Professional and Social Studies

Supervisor Name: Prof Michael Thomas

## Appendix XI. Academic Staff's Email Consent Script



**Subject:** Academic Staff's Email Consent Script - Obtaining informed consent from research participants via email

**Study title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

**Research Ethics Committee Reference Number:** 22/EDN/035

Please read the statements below. If you are happy with all the statements, please copy and paste them into an email and send them to me. This will be considered to constitute giving your consent to participate in the study.

If you have any questions about the study or the statements below, please do not hesitate to contact me.

23.	I confirm that I have read the information sheet dated 10 November 2022 (version 1.0) for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.	YES / NO
24.	I understand what taking part in the study involves	YES / NO
25.	I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions. I can withdraw from the study at any time without giving a reason and without penalty or my legal rights being affected.	YES / NO
26.	I have been advised about the potential risks associated with taking part in this study and have taken these into consideration before consenting to participate.	YES / NO
27.	To the best of my knowledge, I do not meet any of the exclusion criteria outlined in the information sheet for this research. If this changes at a later date during study participation, I agree to notify the researchers immediately.	YES / NO
28.	I understand that the study involves taking audio recordings of me, and I am happy to proceed.	YES / NO
29.	I understand that my information may be subject to review by responsible individuals from Liverpool John Moores University for monitoring and audit purposes	YES / NO

30.	I agree for my contact details to be stored for the purpose of contacting me about future studies, and I understand that agreeing to be contacted does not oblige me to participate in any further studies	YES / NO
31.	I understand that personal data will be retained beyond the duration of the study	YES / NO
32.	I understand that parts of our conversation will be used verbatim in your future thesis, publications, or presentations, and I agree to be attributed to quotes and identifiable in research and that all efforts will be made to ensure I cannot be identified in the thesis or any further outputs	YES / NO
33.	I agree to be attributed to data and/or information in any thesis or future outputs.	YES / NO
34.	I agree to take part in this study	YES / NO

Name of Academic Staff:

Date:

Signature:

Name of Investigator: Oluwaremilekun Adetayo

Date:

Signature:

Name of Person taking consent:

Date:

Signature:

(If different from the investigator)

## Appendix XII. Academic Staff's Participant Information Sheet



**Subject:** Academic Staff's Participant Information Sheet: University Academic Staff

**Research Ethics Committee Reference Number:** 22/EDN/035

**Title of Study:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

You are being invited to take part in a research study. You do not have to take part if you do not want to. Please read this information, which will help you decide.

### 14. What is the purpose of the study?

Language teachers at all levels of education in Nigeria encounter many problems in their attempt to improve English-language teaching and learning. Some of these issues include poor training, lack of resources for language teaching, inadequate knowledge of current trends in the teaching and learning of a second language, inconsistencies in the language policy provision on education, and unprofessionalism in handling the subject (Njoku, 2017).

Previous studies have focused primarily on digital technology usage, its benefits, and the role of digital technology in teaching and learning. In addition, studies have focused on the CPD of primary and secondary school teachers regarding digital technologies. They have not addressed the university academic staff's training and knowledge concerning integrating digital pedagogies in their CPD. Also, UN SDG 5 aims to achieve gender equality and empower all women and girls by 2030. Therefore, this study will evaluate the integration of digital pedagogies in male and female English-language academic staff's CPD and investigate if significant differences exist in their usage of digital technologies. The study is a student-led project and is being conducted for the purpose of completing a PhD programme. This study hopes to answer the following questions:

1. What is the context of the CPD programme for English-language academics in Nigerian universities? (*Context*).
2. How does implementing the CPD programme equip English-language academics to develop digital pedagogies? (*Input*).
3. What are the English-language academics and CPD facilitators' perceptions of implementing the CPD curriculum for digital pedagogies? (*Process*).
4. How have the digital pedagogies CPD curriculum objectives been achieved? (*Product*).
5. In what ways do university CPD programmes enhance the use of digital pedagogies to empower female academic staff and achieve UN SDG 5b?

### 15. Why have I been invited to participate?

You have been invited because you teach the English-language.

Exclusion criteria – you must not participate if you are not an English-language academic staff. This is because the study is targeted at the English-language academic staff’s continuing Professional Development.

**16. Do I have to take part?**

No. You can ask questions about the research before deciding whether to take part. If you do not want to take part, that is OK. I will ask you to sign a consent form and give you a copy to keep. Submitting the questionnaire implies your consent to participate in this study. You can stop being part of the study at any time without giving a reason. You may withdraw from the study by contacting me.

**17. What will happen to me if I take part?**

The participant will be involved for about 20 minutes to answer the questionnaire, while the interview will only take 40 -60 minutes during the pilot study and main study.

The interview will take place on MS Teams and should take approximately 40 minutes to 1 hour. You will be offered regular breaks as necessary. You can also ask to pause or stop the interview at any time. Please remember you have the right to decline to answer any questions you do not want to.

**18. Will I be photographed, or video/audio recorded and how will the recorded media be used?**

You are free to decline to be audio recorded. You should be comfortable with the recording process and are free to stop the recording at any time while continuing to participate in the study.

The audio recording is essential to your participation, but you should be comfortable with the audio recording process. You can stop the recording/photography at any time and withdraw your participation.

With your consent, photographs and recordings taken of you may be used in the final report and any further outputs. Please notify the investigator if you require any restrictions on the use or availability of recordings at the time or in the future. Your name will not be attributed to the recordings. However, there is a chance that someone attending the exhibition may recognise your voice. It is, therefore, important to take some time to think if there would be any implications for you if someone recognised your voice before you decide to consent to this.

The audio recordings of your activities made during this study will be used only for analysis. No other use will be made of them without your written permission.

**19. Are there any potential risks in taking part?**

Participating in the research is not anticipated to cause you any disadvantages or discomfort. The potential physical and/or psychological harm or distress will be the same as any experienced in everyday life.

**20. Are there any benefits in taking part?**

The potential or hoped-for benefits of the study for the wider society are:

- Changes in professional practice.

- Efficiency at work delivery.
- Self-development.
- New policy formulation.

**21. Payments, reimbursements of expenses or any other benefit or incentive for taking part**

There will be no payment or any benefit or incentive for taking part in this study. Unfortunately, I cannot reimburse any expenses you may incur.

**22. What will happen to the information/data provided?**

The information you provide as part of the study is the **study data**. Any study data from which you can be identified (e.g., from identifiers such as your name, date of birth, audio recording etc.) is known as **personal data**. Your participation in this study will not involve the collection/use of personal data by the investigator.

I will keep personal data safe and secure. People who do not need to know who you are will not be able to see your name or contact details.

- Study data. I will use a code so that you cannot be directly identified from the data. Study data will include Audio/video recording[s] (which include your voice). Interview recordings will be deleted once the interview transcript has been verified as accurate and an evaluation has determined that it has no further research value.

Your participation in this research will be recorded in MS Teams.

The IP address will not be recorded; I will not attempt to capture the IP address or any other information that is not voluntarily provided. Data may be stored on backups or server logs beyond the timeframe of this study.

Although every reasonable effort has been taken, confidentiality during actual Internet communication procedures cannot be guaranteed.

An email is an unsafe form of communication for private responses. This is because email can be easily hacked. Therefore, you should only take part in the study if you are prepared for your responses to be made public, even though the research write-up will not link any responses to individuals.

I will write my thesis in a way that no one can work out that you took part in the study.

**23. Who is organising and who is funding/commissioning the study?**

This study is organised by a PhD Liverpool John Moores University postgraduate research student.

**24. Whom do I contact if I have a concern about the study or I wish to complain?**

If you have a concern about any aspect of this study, please contact Oluwaremilekun Temitope Adetayo or Prof Michael Thomas and we will do our best to answer your query. You should expect a reply within 10 working days. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at Liverpool John Moores University, who will seek to resolve the matter as soon as possible: Chair, Liverpool John Moores University Research Ethics Committee; Research Innovation Services, Liverpool John Moores University, Exchange Station, Liverpool L2 2QP

## **25. Data Protection**

Liverpool John Moores University is the data controller for your personal data. Information about your rights with respect to your personal data is available from:

- <https://www.ljmu.ac.uk/legal/privacy-and-cookies/external-stakeholders-privacy-policy/research-participants-privacy-notice>

## **26. Contact details**

Principal Investigator

LJMU postgraduate research student

LJMU Email address

LJMU School/faculty: Education/Arts, Professional and Social Studies

Supervisor Name: Prof Michael Thomas

## Appendix XIII. Academic Staff's Participant Recruitment Email



**Subject:** Academic Staff's Participant Recruitment Email

**Research Study Title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

**Research Ethics Committee Reference Number:** 22/EDN/035

This email aims to recruit participants for a PhD study at the School of Education, Liverpool John Moores University, UK (ref: 22/EDN/035). This research project, entitled “Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities”, contributes to the roles of U1, U2, and U3 in conducting research and teaching research methods. You are under no obligation to reply to this email. However, if you choose to participate, your participation will be considered voluntary, and you may withdraw at any time.

I am seeking volunteers aged 25-55 to participate in a semi-structured interview and an online questionnaire for English-language academics.

The questionnaire will be sent to you as an online link. Completion of the questionnaire will take approximately 20 minutes. The questionnaire aims to collect data about Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

At the end of the questionnaire, you may identify if you would like to participate in an online interview. This will take about 40 minutes of your time, and you will answer a series of questions about Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English-language Academic Staff: A Case Study of Three Nigerian Universities.

Further information is provided in the attached participant information sheet.

If you are interested in participating, please contact Oluwaremilekun Temitope Adetayo. There is no obligation to take part.

Thank you!

**Principal Investigator:** Oluwaremilekun Temitope Adetayo  
LJMU postgraduate research student  
LJMU School/Faculty: Education/ Arts, Professional and Social Studies.  
LJMU Doctoral supervisor: Professor Michael Thomas.

## Appendix XIV. Heads of Department Interview Responses

Codes							
Name	Files	References	Created on	Created by	Modified on	Modified by	
b5. Aims with respect to digital	3	7	22/04/2024 12:34	K	14/05/2024 10:19	K	
b6. Relevance of the CPD to the	3	6	22/04/2024 12:35	K	14/05/2024 10:19	K	
b7. Priorities of the committee	3	11	22/04/2024 12:36	K	14/05/2024 10:22	K	
b8. Gender balance on the com	3	14	22/04/2024 12:36	K	14/05/2024 10:24	K	
b9. Ways the CPD met needs o	3	11	22/04/2024 12:37	K	14/05/2024 10:25	K	
b9b. Ways the CPD courses off	3	10	22/04/2024 12:40	K	14/05/2024 10:26	K	
c11. CPD programme impleme	3	8	22/04/2024 12:41	K	14/05/2024 10:28	K	
c12. Digital pedagogies equipm	3	7	22/04/2024 12:42	K	14/05/2024 10:29	K	
c12b. Way they are effective in	3	5	22/04/2024 12:42	K	14/05/2024 10:29	K	
c13. Skills to effectively use the	3	9	22/04/2024 12:43	K	14/05/2024 10:31	K	
c14. Resource persons selected	3	11	22/04/2024 12:44	K	14/05/2024 10:33	K	
c15. Measuring the effectiveness	3	8	22/04/2024 12:44	K	14/05/2024 10:34	K	
d16. Perception of implementat	3	12	22/04/2024 12:45	K	14/05/2024 10:34	K	
d17. Frequency of attendance o	3	6	22/04/2024 12:46	K	14/05/2024 10:37	K	
d18. How do they implement w	3	3	22/04/2024 12:47	K	14/05/2024 10:41	K	
d19. Is there two-way communi	3	14	22/04/2024 12:47	K	14/05/2024 10:44	K	
d20. Challenges in implementin	3	18	22/04/2024 12:48	K	14/05/2024 10:46	K	
e21. The achievements of Engli	3	15	22/04/2024 12:48	K	14/05/2024 10:48	K	
e22. How does your university	3	14	22/04/2024 12:49	K	14/05/2024 10:53	K	
e23. How has the CPD program	3	11	22/04/2024 12:54	K	14/05/2024 10:53	K	
e24. Evidence of the impact of t	3	18	22/04/2024 12:54	K	14/05/2024 10:58	K	
e25. The quality of academics a	3	7	22/04/2024 12:55	K	14/05/2024 10:59	K	
f26. University's CPD program	3	8	22/04/2024 12:56	K	14/05/2024 11:01	K	
f27. Are there any differences i	3	8	22/04/2024 12:57	K	14/05/2024 11:02	K	
f28. Effectiveness of the univers	3	5	22/04/2024 12:58	K	14/05/2024 11:04	K	
f29. Are the CPD programmes o	3	9	22/04/2024 12:58	K	14/05/2024 11:04	K	
f30. Do male academic staff mo	3	15	22/04/2024 12:59	K	14/05/2024 11:05	K	
f31. Is the work of male and fem	3	8	22/04/2024 13:00	K	14/05/2024 11:06	K	

## Appendix XV. CPD Facilitators Interview Responses

Codes								Search Project
Name	Files	References	Created on	Created by	Modified on	Modified by		
b6. Objectives for CPD	3	12	11/04/2024 14:23	K	19/04/2024 18:20	K		
b7. Ways CPD curriculum align with the overall v	3	6	11/04/2024 14:24	K	19/04/2024 18:22	K		
b8. CPD programme available for English langu	3	16	11/04/2024 14:24	K	19/04/2024 18:25	K		
b9. Meeting needs of English Academics throug	3	10	11/04/2024 14:25	K	19/04/2024 18:30	K		
b910. Suitability of the curriculum of the CPD for	3	20	11/04/2024 14:26	K	19/04/2024 18:36	K		
c11. CPD programme implemented in university	3	18	11/04/2024 14:27	K	19/04/2024 18:37	K		
c12. digital pedagogies equipment used in the C	3	13	11/04/2024 14:28	K	19/04/2024 18:38	K		
c13. Reasons for chosen digital pedagogies equi	3	6	11/04/2024 14:29	K	19/04/2024 18:39	K		
c14. Skills to use digital equipment for their CPD	3	9	11/04/2024 14:30	K	19/04/2024 18:39	K		
c15. Time allocated to the CPD programme of En	3	6	11/04/2024 14:30	K	19/04/2024 18:40	K		
d16. How English language academics perceive	3	7	11/04/2024 14:32	K	19/04/2024 18:42	K		
d17. How English language academics implemen	3	8	11/04/2024 14:33	K	19/04/2024 18:43	K		
d18. How two-way communication between ad	3	8	11/04/2024 14:34	K	19/04/2024 18:43	K		
d19. Challenges in implementing a CPD curriculu	3	14	11/04/2024 14:34	K	19/04/2024 18:44	K		
d20. Formative evaluation of the teaching-learni	3	7	11/04/2024 14:35	K	19/04/2024 18:45	K		
e21. The achievements of English language acad	3	10	11/04/2024 14:36	K	19/04/2024 18:48	K		
e22. Different summative and formative assessm	3	10	11/04/2024 14:36	K	19/04/2024 18:49	K		
e23. How the CPD programme curriculum impac	3	9	11/04/2024 14:37	K	19/04/2024 18:50	K		
e24. Observed evidence of the impact of the CP	3	7	11/04/2024 14:38	K	19/04/2024 18:50	K		
e25. improving quality of of academics and sch	3	10	11/04/2024 14:39	K	19/04/2024 18:52	K		
f25. CPD programme enhance the use of digital	3	5	11/04/2024 14:40	K	19/04/2024 18:53	K		
f27. Are there any differences in how male and f	2	4	11/04/2024 14:40	K	19/04/2024 18:53	K		
f28. Effectiveness of CPD programmes' training	2	4	11/04/2024 14:43	K	19/04/2024 12:37	K		
f29. Are the CPD programmes on digital pedago	3	10	11/04/2024 14:44	K	19/04/2024 18:55	K		
f30. Do male academic staff more than their fem	3	17	11/04/2024 14:45	K	19/04/2024 18:56	K		
f31. Is the work of male and female staff with dig	3	8	11/04/2024 14:46	K	19/04/2024 18:56	K		

## Appendix. XVI Exemplar Transcript

Interviewer:

OK, interview with academic staff on the integration of digital pedagogy in the continued professional development of English-language academics. Conducted on the 24th of May 2024 at 1534. With Associate Professor B, I would like to ask you a few questions regarding the integration of digital pedagogies in the continuing professional development of English-language academics. The interview will be recorded. Please be assured that your responses will be treated confidentially, as this is a private study, participation is voluntary, and you can withdraw at any point in time. Are you still happy with me to continue, ma'am?

Respondent:

Alright.

Interviewer:

Alright, Ma, the first section, A, of the question is demographic information. How long have you been teaching at this university?

Respondent:

20 years.

Interviewer:

What is the highest qualification you have attained?

Respondent:

A PhD.

Interviewer:

What is your area of specialisation?

Respondent:

Comparative Drama in English.

Interviewer:

What is your gender, ma'?

Respondent:

Female

Interviewer:

Thank you. The B section of the question MA. I'm using a model for my study, and it's called CIPP, which is context, input, process, and product. My research question aims to address these four levels of the model, and I'm also incorporating gender as a relevant aspect. Because I intend to develop my own model in the end, a way of decolonising that particular model is commonly used in the Western world. However, I want to decolonise it and explore how it can be utilised even in Africa. Therefore, based on this, my research questions are tailored to the four levels of the module, and the first one falls under the context. Context of the CPD programmes.

What are the aims of the CPD programme for English-language academics in your university?

Respondent:

Could you explain, please?

Interviewer:

Now, what are the aims of the CPD? For instance, as I mentioned earlier, CPD stands for continuous professional development. This includes various training sessions, such as service training, that you are sent, even as a PhD holder and a lecturer teaching at U1. I want to believe, Ma, that at one point or another in the course of your career, you must have attended seminars.

Respondent:

Yes.

Interviewer:

Workshops, conferences, webinars, e-conferences, and other similar events. So, these are what continuing professional development is all about. So, my question now is, if the university always invites you for this training, they must have invited you or sent you a letter or something to say, 'Oh, there's a seminar or a workshop you are expected to attend as a lecturer. So, my question is. The university is doing that. It means

the university has a purpose, or the reason it exists. This and him and the go. What is that? They are him and go. And now, when you are sent for this continued professional development, the question I'm asking is: what are the aims of the CPD programme for English-language academics in your university? The hymn of the school and the hymn of asking you to go for the CPD programme. What are these aims? Are they related?

Respondent:

The ends. The ends are essentially to make us better teachers and to encourage scholarship, because they don't evaluate us on how well we teach, whether we teach well or not, but instead on the scholarship in our work. How many papers have you presented at seminars? How many papers have you published? Because there's this language of either publish or perish, you have to publish as many papers as possible and attend conferences in and outside Nigeria so that your scholarship can grow.

Interviewer:

Thank you, ma.

How is the CPD programme for English-language academics organised? so this CPD. How are they organised in your university?

Respondent:

You usually receive calls for papers and conferences, and when he is in your area, you attend. You submit an abstract to attend, and sometimes the university can support you by providing grants, such as TETFUND grants or university grants. We have what you call. Research grants from the university. They give grants to attend conferences, and upon returning, you submit the papers to the university.

Interviewer:

Thank you.

Respondent:

That is how we are organised.

Interviewer:

Thank you very much, ma.

How are the objectives of the CPD programme for English-language academics generated from the aims of your university?

Respondent:

I've told you that the main aim of our universities is to encourage scholarship to make us produce papers that are Scopus, and there's a word for it known that is internationally well known, so they are organised around your discipline and people in language go for. The International English-language Teachers Association conferences, but those of us in literature, we attend ALA. The African Literature Association is usually abroad. We also go to conferences like the ISOLA International Society of Oral Literature. We participate in numerous conferences to improve our teaching skills, as reflecting on these experiences and you go back to the classroom enables us to become better teachers than before.

Interviewer:

Thank you very much, ma.

What courses? What I mean by courses. Maybe like contents, syllabus, or whatever.

What courses do staff do in the CPD programmes?

Respondent:

Oh, they're usually based on your field of study. On your discipline, on your area. And for academic staff. What we do is to go for conferences in your area, but for non-academic staff, those that are not teaching, they go for courses that will advance their movement from one career, from one level to the other.

Interviewer:

All right.

Respondent:

And the courses we do, the courses that we do in English, are usually courses that are attached to our discipline.

Interviewer:

Thank you very much, ma.

How are your needs met through these CPD programmes? If yes, no. Can you explain in detail whether your needs are met each time you attend this CPD?

Respondent:

Each time we attend conferences, seminars, or workshops, our needs are usually met because we get to share our opinions with international audiences who contribute, review our views, and help us improve our knowledge. That we gather and that's. Forum, or any other forum we visit. And again, we contact established scholars in our area of study, so that when they do have a call for papers, they will have one. Book projects that invite us to contribute.

Interviewer:

Thank you.

Respondent:

Those are the areas I need. Some usually met, yes.

Interviewer:

Alright, ma. Thank you so much, ma, to the next section of the question, which is the C implementation of CPD programmes to develop digital pedagogies. What CPD programme is implemented in your university to develop the digital pedagogy skills of English-language academics?

Respondent:

For example, Zoom proved particularly useful during the COVID-19 pandemic. It can be beneficial during the pandemic, and we were trained, university-trained on how to use it. How to use Zoom, how to use what you call the learning management system, LMS, I don't know the full name. Now the LMS too.

## Appendix XVII: Signed Approval of SSHREC From U2

[REDACTED]

**NOTICE OF EXPEDITED APPROVAL OF RESEARCH**

**Re: EVALUATING THE INTEGRATION OF DIGITAL PEDAGOGIES IN THE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF ENGLISH LANGUAGE LECTURERS: A CASE STUDY OF THREE UNIVERSITIES IN SOUTH-WEST NIGERIA**

UI/Social Sciences Ethics committee assigned number: UI/SSHREC/2022/0032

Name of Principal Investigator: **OLUWAREMILEKUN TEMITOPE ADETAYO**  
Address of Principal Investigator: Department: Education/Arts  
[REDACTED]

Date of receipt of valid application: **25/11/2022**  
Date of meeting when final determination on ethical approval was made: **06/02/2023**

This is to inform you that the research described in the submitted protocol, the consent forms, and other participant information materials have been reviewed and given full approval by the SSHREC Committee.

The approval dates from **06/02/2023 to 05/02/2024**. If there is delay in starting the research, please inform the SSHRE Committee so that dates of approval can be adjusted accordingly. Note that no participant accrual or activity related to this research may be conducted outside of these dates. All informed consent forms used in this study must carry the SSHRE Committee assigned number and duration of SSHRE Committee approval of the study. It is expected that you submit your annual request for the project renewal to the SSHRE Committee early in order to obtain renewal of your approval to avoid disruption of your research.

*Note: the National code for research ethics requires you to comply with all institutional guidelines, rules and regulations and with the tenets of the Code including ensuring that all adverse events are reported promptly to the SSHREC. No changes are permitted in the research without prior approval by the SSHREC except in circumstances outlined in the Code. The SSHREC reserves the right to conduct compliance visit to your research site without previous notification.*

[REDACTED]

[REDACTED]

## Appendix XVIII: Sample Signed Head of Department Consent Form



**Subject:** HoD Consent Form

**Research Ethics Committee Reference Number:** 22/EDN/035

**Study Title:** Evaluating the Integration of Digital Pedagogies in the Continuing Professional Development of English Language Lecturers: A Case Study of Three Nigerian Universities.

**Principal Investigator:** Oluwaremilekun Temitope Adetayo  
 LJMU postgraduate research student  
 LJMU Email address: [REDACTED]  
 LJMU School/Faculty: Education/Arts, Professional and Social Studies.  
**Supervisor Name:** Prof Michael Thomas  
 LJMU Email address: [REDACTED]  
 LJMU Central telephone number: [REDACTED]

**Please initial the boxes below where you agree with the corresponding statement.**

		<i>Please initial</i>
1.	I confirm that I have read the information sheet dated 10 November 2022 (version 1.0) for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.	√
2.	I am satisfied with the study procedures associated with safeguarding participants and investigator.	√
3.	I am satisfied with the research to proceed as described.	√
4.	I permit the investigator to access personal data to which they have legitimate access for the purposes of identifying and contacting potential participants.	√
5.	I agree for the investigator to use facilities/resources/staff as requested.	I agree that the academic staff of my department be interviewed with their consent
6.	I permit participants to participate in the research during working hours/on work premises etc., as requested.	√
7.	I agree to comply with UK data protection legislation.	√

Name of HoD: [REDACTED] Date: 08/01/2023 Signature: [REDACTED]

Name of Investigator: Oluwaremilekun Adetayo Date: Signature:

Name of Person taking consent: Date: Signature:  
 (If different from the investigator)