



Continuous Professional Development Dissemination and Knowledge Addition for Building Construction Professionals belonging to Built Environment Regulatory Bodies

J. O. Alaezi., M. D Ubugala., R. I. Mubarak., J. Agidani
Department of Building, Faculty of Environmental Sciences Baze University, Abuja

C. O Igwe PhD

Department of Industrial and Technology Education Federal University of Technology, Minna, Niger State
Corresponding author's email: christoigwe@gmail.com

Date of Submission: 12-02-2025

Date of Acceptance: 24-02-2025

Abstract

Building construction professionals registered by regulatory bodies in the built environment play a major role in building construction. To remain relevant in the discharge of their functions, they must acquire knowledge through regular training and continuous professional development. The paper was aimed at bringing up the appropriate continuous professional development methods and strategies for skills and knowledge addition for building construction professionals. One research objective and 1 research hypothesis was raised to guide the study. The study made use of quantitative method of data collection to obtain data from respondents. 421 respondents participated in answering questions administered with a sample size of 382. Questions asked in the questionnaire were based on existing literature and questionnaires were administered on the respondents with the aid of research supports physically and electronically. Responses received through the questionnaire administered were retrieved and analysed. The descriptive research questionnaire was also subjected to validation by selected experienced building construction professionals for accuracy. Descriptive statistics such as simple percentages was used to analyse the breakdown of the questionnaire, the profile of the respondents, their discipline and gender. The findings of the research revealed that; regulatory bodies should make continuous professional development mandatory and more frequent. Mentorship should be more coordinated and organised. Based on the findings, it was recommended that; building construction professionals should embrace skills addition and regulatory bodies be more involved in overseeing the conduct of their members in practice. Building construction professionals should be open to learning and acquisition of knowledge. Mentorship

should also form part of professional development for registered members of regulatory bodies. The Federal Government should make adequate budgetary provision for effective operations of regulatory bodies for better operations of regulatory bodies in the built environment.

Keywords: Building Construction Professionals, Built Environment, Continuous Professional Development, Mentorship, Productivity, Regulatory Body

1. Introduction

In Nigeria, building construction is executed by various building construction professionals namely: Architects, Builders, Engineers, Estate Surveyors and Valuers, Quantity Surveyors, Surveyors and Town Planners (Wahab, 2014; Osuizugbo, 2020). A professional is a person who has acquired skills, abides by code of conduct and has knowledge acquired through extensive education and training; this individual must engage in continuous professional development and operate with integrity. Today, clients require better services by professionals in the built environment hence the need for knowledge and skills development. Building construction professionals need to regularly improve their skills and add value in building project delivery. Regulatory bodies are responsible for dissemination of continuous professional development to professionals in the built environment (Wahab, 2014; CIOB, 2015).

Continuous professional development are usually fashioned towards acquisition of new skills, knowledge and ideas in a particular professional field. It promotes competence and productivity of a professional (Continuous Professional Development Group (CPDG), 2024). Continuous professional



development is an industry-recognised accreditation that improves, enhances skills and knowledge of building construction professionals thereby promoting self-development. CPD also addresses skills gap through certified training methods (Construction Industry Training Board (CITB), 2022). Modern continuous professional development refers to identification of skills or knowledge gaps in a given profession; the key components of an ideal continuous professional development consist of the following: organising workshops or symposiums to fill identified gaps and recording such knowledge, application of knowledge productively and in-depth reflection on learning and knowledge to achieve results (Watts & Watts, 2021). Continuous professional development (CPD) is divided into two namely; formal and informal. Formal continuous professional development has clearly defined learning objectives while informal continuous professional development refers to self-managed learning outcomes relevant to a given profession (Watts & Watts, 2021).

Continuous professional development is an activity that develops knowledge and skills needed by building construction professionals (Financial Planning Institute of South Africa (FPISA), 2015). Continuous professional development is a multi-faceted lifelong experience which can take place within and outside the work environment and adds value to the personal life of the professional in practice (Hayes, 2014). Continuous professional development (CPD) consist of four established models namely: voluntary, obligatory, mandatory and mixed approach aimed at improving competence and performance (Friedman & Tinner, 2016). Continuous professional development is a way of systematically keeping in touch with development in a professional's field and exhibiting this in an accredited manner. It is an increasingly valuable way of raising the quality of professional practice of professional practice and articulating this in a cohesive manner. International best practices for Continuous Professional Development (CPD) administration recommend interactive practice-based training formats, use of online tools and social media to enhance professional networking opportunities. Proper record keeping through use of learning portfolios, computer diaries encourage performance evaluation of professionals (Filipe, Silva, Stulting & Golnik, 2014).

Productivity and skills of professionals can be enhanced with the aid of relevant software installed in laptops. Architects use AutoCAD to

design architectural drawings which is easier and more economical. Builders use Microsoft project to bring up achievable construction programme for a building project. Other professionals in the built environment use Microsoft word for different task in the built environment. Today, continuous professional development disseminated to professionals is not tied to area of core competence in building production and not backed up with appropriate feedback mechanism (Taiwo & Afolami, 2011; Osuizugbo, 2020; Obaju, Fagbenle & Amusan, 2021). Continuous Professional Development should be made mandatory for value addition and productivity by regulatory bodies in the built environment. This study sets to bring up the appropriate continuous professional development dissemination methods and strategies for skill and knowledge development for building construction professionals in Nigeria.

Statement of the Problem

Regulatory bodies involved in building construction have not done well in the area of overseeing the conduct of their members in practice including dissemination of adequate knowledge through continuous professional development (Chigozie & Jide, 2015). Continuous professional development disseminated to building construction professionals include skills acquisition, coaching and effective mentorship but mentorship amongst building construction professionals is not organised and effective (Akindoyeni 2012; Ayodeji & Adebayo, 2015).

The Acts setting up the seven (7) regulatory bodies in the built environment mandates them to determine the standard of knowledge and skill to be received by persons seeking to become registered with their regulatory body but this knowledge and skill is not clearly defined in the Act. The knowledge and skill should be targeted at the core-competence of the professional and recent technological advancement in building construction (Osuizugbo, 2020; Obaju, Fagbenle & Amusan, 2021). In line with the research gaps established, this study is aimed at bringing up modalities for effective dissemination of continuous professional development for building construction professionals thereby bringing up the main research objective of the study which is to bring up appropriate methods for dissemination of continuous professional development to building construction professionals.

Research Questions

Answers to the main research question of the study.



1. What are the appropriate methods of disseminating continuous professional development to building construction professionals?

Null Hypothesis

Null hypothesis showed a strength value of correlation ($r = 0.371$).

Research Methodology for the Study

The study population has been restricted to the seven (7) building construction professionals registered by regulatory bodies involved in building construction mandated by law to practice in Nigeria. These professionals include: Architects, Builders, Engineers, Estate Surveyors and Valuers, Quantity Surveyors, Surveyors and Town Planners. 421 respondents participated in answering the survey research questionnaires administered physically and electronically for the purpose of this study based a sample size of 382 using a Table prepared by Cochran (1977) and Krejcie & Morgan (1970) with a margin error of 5% and 95% level of confidence which is acceptable in most environmental and social sciences research. The technique for selecting a population sample are divided into two namely: non-probability sampling and probability sampling (Kothari & Garg, 2019). For the purpose of this

study, non-probability sampling method was adopted because the researcher chose respondents based on the research problem (Saunders, Lewis & Thornhill, 2009).

Qualitative method of collecting data was adopted for this study. The quantitative method of primary data collection involves the use of structured closed ended questions which are definite, concrete and pre-determined (Naoum, 2019). The responses was on Likert scale of 1-5, based on their significance where the degree of importance was; 5 = strongly agree (SA); 4 = agree (A); 3 = undecided (U); 2=disagree (D); 1= strongly disagree (SD). The contents of the closed ended questions contained in the descriptive survey research questionnaire were also subjected to content validation by selected experienced construction professionals for accuracy. Descriptive statistics such as simple percentages was used to analyse the breakdown of the questionnaire, the profile of the respondents, their educational qualifications and gender. The primary data collected from the respondents were analysed using non-parametric method of data analysis using mean and ranking. The hypothesis of the study was tested using spearman's rank correlation.

Table 1
Current Practices of Building Construction Professionals' Regulatory Bodies through CPD Dissemination and Value Addition

S/N	Research Statement	SD	D	U	A	SA	N	Mean	Rank
1.	RB should make training mandatory	5	31	46	194	145	421	4.05	1
2.	Quality of CPD organised by RB adequate	3	17	114	191	96	421	3.86	2
3.	Frequencies of trainings by RB satisfactory	6	15	161	144	95	421	3.73	3
4.	CPD-has passed appropriate level of knowledge	7	40	119	179	76	421	3.66	4
5.	Mentorship scheme of RB satisfactory	12	57	128	164	60	421	3.48	5
6.	Overseeing conduct of members by RB adequate	6	32	197	136	50	421	3.46	6
7.	Updating regulatory standards by RB satisfactory	3	48	175	167	28	421	3.40	7
8.	Provision of appropriate feedback by RB adequate	20	77	156	127	41	421	3.22	8



S/N	Research Statement	SD	D	U	A	SA	N	Mean	Rank
9.	Enforcement of codes & standards by RB adequate	4	86	189	111	31	421	3.19	9
10.	Frequency for provision of technical aid satisfactory	29	135	149	74	34	421	2.88	10
11.	Provision of ICT software for performance enhancement satisfactory	49	148	149	60	15	421	2.63	11
12.	Assessment of skills gaps done by RB before training	182	0	0	0	239	421	1.43	12
13.	CPD tied to area of core-competence	131	0	0	0	290	421	1.31	13
14.	Improvement of knowledge through CPD adequate	115	0	0	0	306	421	1.27	14
15.	CPD added value in area of practice	95	0	0	0	326	421	1.23	15

SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

N=Number of Respondents, RB= Regulatory Body, ICT= Information and Communication Technology
Table 1 consists of fifteen (15) statements and factors relating to current practices of building construction professionals' regulatory bodies. Mandatory attendance of training for building construction professionals with mean value of 4.05 ranked 1st which is the most significant factor. This is followed by quality of continuous professional development administered with mean value of 3.86 which ranked 2nd. Frequencies of training programmes organised by building construction regulatory bodies with mean value of 3.73 ranked 3rd, passage of appropriate level of skill through well organised continuous professional development with mean value of 3.66 was ranked 4th in that order.

Other factors like quality of mentorship scheme organised by regulatory bodies, overseeing

the conduct of members with mean values of 3.48 and 3.46 ranked 5th and 6th in that order. Updating regulatory standards with mean value of 3.40 ranked 7th while provision of appropriate feedback after organising a training programme with mean value of 3.22 ranked 8th. Enforcement of codes and standards by regulatory bodies with mean value of 3.19 and provision of technical aid to building construction professionals with mean value of 2.88 are ranked 9th and 10th in that order. Provision of appropriate ICT software to building construction professionals for performance enhancement with mean value of 2.63, assessment of skills gap with mean value of 1.43, CPD tied to area of core competence with mean value of 1.31 and improvement in knowledge acquisition through dissemination of the right CPD with mean value of 1.27 are ranked 11th, 12th, 13th and 14th respectively. Value addition through provision of the right CPD with mean value of 1.23 are ranked 15th which is the least.

Table 2
Test Result of Hypothesis 1 Showing Relationship between Current Practices of Building Construction Professionals' Regulatory Bodies and Performance of Building Construction Professionals in Nigeria

Statistical Package		CP	LP
Spearman's rho	Current Practices	Correlation Coefficient	1.000
		Sig. (2-tailed)	.371**
		N	.000
			421



Level of Performance	Correlation Coefficient	.371**	1.000
	Sig. (2-tailed)	.000	.
	N	421	421

CP=Current Practices, LP = Level of Performance

II. Major Findings of the Study

1. The findings based on this research shows that regulatory bodies should make training for building construction professionals mandatory.
2. The findings based on research also reveal that the quality of continuous professional development should be improved.
3. Continuous professional development administered to building construction professional should be made more frequent.
4. Continuous professional development should pass the appropriate form of knowledge as captured in the Act setting up regulatory bodies in the built environment. Mentorship of young professionals should be adequate and more organised.
5. Regulatory bodies should oversee the conduct of their members in practice for proper ethical conduct and professional development.
6. Regulatory standards to be constantly updated and there should be provision of appropriate feedback after knowledge dissemination.

III. Discussion of Findings

Table 1 shows that mandatory attendance of trainings and continuous professionals development with mean value of 4.05 was ranked 1st which aligns with the assertion that the knowledge base of professionals enhances performance through regular attendance of workshops and symposiums (Rauzana, Akbar & Dharma, 2022). This finding is also in agreement with the assertion put forward by CITB (2022) that CPD maintains, improves and enhances skills of building construction professionals. This is closely followed by quality of CPD with mean value of 3.86 ranked 2nd. These findings agree with the assertion put forward by Taiwo and Afolami (2011); Osuizugbo (2020); Obaju, Fagbenle and Amusan (2021) that CPD should be in line with current technological advancement in the building profession and core area of practice. Frequencies of training with mean value of 3.73 was ranked 3rd which is also in agreement with Rauzana, Akbar and Dharma (2022). CPD has passed the appropriate level of knowledge with mean value of 3.66 ranked 4th.

Quality of mentorship advanced on mentees with mean value of 3.48 and ranked 5th is also significant which agree with Watts (2021)

advancing more effective forms of mentorship. Overseeing the conduct of members in practice with mean value of 3.46 was ranked 6th which is quite significant. This finding aligns with the assertion put forward by Chigozie and Jide (2015) and CIOB (2015) that regulatory bodies should oversee the conduct of members in practice. Updating regulatory standards with mean value of 3.40, followed by provision of appropriate feedback after organising training with mean value of 3.22 were ranked 7th and 8th respectively. This result agrees with findings of Dabok, Ganah and John (2022) that building construction professionals should provide feedback to their members after CPD dissemination.

Table 2 showed the test result of hypothesis 1 showing a significant relationship between current practices of building construction professional' regulatory bodies and performance of building construction professionals in Nigeria which is in line with the assertion put forward by Rauzana, Akbar, Dharma (2022) that the knowledge base of a professional is tied to performance which is the primary responsibility of regulatory bodies in the built environment. Spearman's correlation result $r = 0.371$ with $p < 0.001$ indicates a statistically significant moderate positive correlation between current practices of regulatory bodies and performance of building construction professionals.

IV. Conclusion

Conclusively, therefore, building construction is dynamic and evolving hence building construction professionals should embrace continuous professional development for skills development and value addition. Continuous professional development is programmed for acquisition of new skills and is meant to promote competence and productivity of professionals. It should be able to address skills gap and provide appropriate knowledge and accompanied with appropriate feedback. Practical site experience is tied to level of experience acquired by a professional in practice as such mentorship should be better organised because it an essential component of professional development. Regulatory bodies are major stakeholders in the regulation of building construction practice in Nigeria as such overseeing the conduct of registered members should be given priority. Federal government should create enabling



environment for effective operations of regulatory bodies through appropriate funding and legislation.

V. Recommendations

Based on the findings of the research, the following recommendations were made:

1. Regulatory bodies in the built environment should make training through continuous professional development mandatory for all their members.
2. The environment for dissemination of continuous professional development should be very conducive and made more frequent and adequate.
3. Mentorship offered by regulatory bodies should be well coordinated which aids value addition and professional development.
4. Continuous professional development offered to building construction professionals should be accompanied with appropriate feedback.
5. Overseeing conduct of professionals registered with regulatory bodies should be given priority.

References

- [1]. Akindoyeni, A. (2012). Retraining of Professional Builders in Nigerian Construction Industry. Retrieved on November 30, 2017, from <http://unizik.edu.ng>.
- [2]. Ayodeji, I. O., & Adebayo, L. I. (2015). Role of Mentoring in Business Development in Nigeria. *Global Journal of Human Resource Management*, 3(3), 19-25.
- [3]. Chattered Institute of Building (CIOB)(2015); Understanding the Values of Professionals and Professional Bodies. London: CIOB Publications, 16-17.
- [4]. Chigozie, A. C., & Jide, A. K. (2015). The Contemporary Roles of Architects and other Building Professionals 'Panacea to the Menace of Quacks and Quackery in the Building Construction Industry. *Civil and Environmental Research*, 7(10), 71-72.
- [5]. Cochran, W. G. (1977). *Sampling Techniques* (3rd Edition). New York: Wiley Press.
- [6]. Continuous Professional Development Group (CPDG) (2024, March). Building Careers: CPD in the Construction Industry. The CPD Group Newsletter, 1, 2-3.
- [7]. Construction Industry Training Board (CITB) (2022); CPD IN THE CONSTRUCTION INDUSTRY. Retrieved April, 22 from goconstruct.org.
- [8]. Dabok, M. M., Ganah, A. A., John, G. A. (2022). The Impact of the Technicians Skills Gap on the Nigerian Construction Industry: An Investigative Study. *Journal of Education and Practice*. 13(11), 92-93.
- [9]. Filipe, H., Silva, E., Stulting., & Golnik, K. (2014). Continuous Professional Development Practices: Best Practices. *Middle East African Journal of Ophthalmology*, 21(2), 134-141.
- [10]. Financial Planning Institute of South Africa (FPISA) (2015). Continuous Professional Development Practices (CPD) in recognised Professional Bodies. An initial Survey by South African Qualification Authority (SAQA). Retrieved September 1, 2015, from <http://www.fpi.co.za>
- [11]. Friedman, A. L., & Tinner, L. (2016). Continuing Professional Development Support and Compliance Challenges. Bristol: Professional Associations Research Network (PARN) Publications.
- [12]. Hayes, D. (2014). Innovations in the continuous professional development of English Teachers. London: British Council Publications.
- [13]. Kothari, C. R., & Garg, G. (2019). *Research Methodology (Methods & Techniques)* 4th Edition. New Delhi: New Age International Limited Publishers.
- [14]. Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. 30, 607-610.
- [15]. Naoum, S. G. (2019). *Dissertation Research and Writing for Built Environment Students* (4th Edition). London: Routledge Press.
- [16]. Obaju, B. N., Fagbenle, O. I., & Amusan, L. M. (2021). Building production management competencies for building students: academia and construction industry perspectives. *Journal of Earth and Environmental Sciences*, 993, 2-3.
- [17]. Osuizugbo, I. C. (2020). Improving the Performance of Building Construction Firms through Addressing the Gap of Building Production Management: A New Production Model Approach, *Journal of Engineering, Project and Production Management*, 10(1), 53-54.
- [18]. Rauzana, A., Akbar, M. H., & Dharma, W. (2022). The influence of project manager competences on the success of construction projects: A case of Indonesia. *Problems Perspective in Management*, 20(4), 67-75.



- [19]. Saunders, M. N. K., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students*. London: Pearson Education Limited.
- [20]. Taiwo, A. A., & Afolami, J. A. (2011). Incessant Building Collapse: A Case of a hotel in Akure, Nigeria. *Journal of Building Appraisal*, 6, 241-248.
- [21]. Wahab, K. A. (2014). *Construction Economy and Management*. Ibadan: University of Ibadan Press Plc.
- [22]. Watts, G., & Watts, N. (2021). *CPD in the Built Environment*. New York: Routledge Publishers.