



# **Teachers' Participation In Professional Development Programme And Its Impediments For Quality Instructional Delivery In Secondary Schools In Rivers State**

**Dr. Simeon E. Wel<sup>1</sup> & <sup>2</sup>Ollor, Abigail Nyimejie**

**Department of Educational Management,  
Faculty of Education,  
Rivers State University,  
Nkpolu Oroworuko, Port Harcourt, Nigeria**

**<sup>1</sup>[welisemeon@ust.edu.ng](mailto:welisemeon@ust.edu.ng); 08068622584**

**<sup>2</sup>[abbi4u2001@yahoo.com](mailto:abbi4u2001@yahoo.com); 08038765246**

## **ABSTRACT**

The study investigated teachers' participation in professional development programme and its impediments for quality instructional delivery in secondary schools in Rivers State. The study adopted a descriptive research design. The population of the study was 5,216, respondents comprising principals and teachers in Secondary Schools in Rivers East Senatorial Zone. The sample size was 298 (256 teachers and 42 principals) respondents drawn through disproportionate sampling technique from 42 secondary schools in 4 local government areas in the senatorial zone representing 70% of the principals and 5% of the teachers. The disproportionate random sampling technique was employed because the strata of the population were dispersed in their distribution in the 42 schools. Teachers' Participation in Professional Development Programme and its Impediments for Quality Instructional Delivery Questionnaire (TPPDPIQIDQ) was used for data collection. The questionnaire was face validated by experts in the relevant areas. The reliability coefficient of 0.71 was computed for TPPDPIQIDQ. Data obtained from the respondents were analyzed using mean statistics while the hypothesis was tested using z-test statistics at 0.05 level of significance. Findings indicated that Based on the findings of the study, it was concluded that teachers' professional development is very relevant and indispensable in the actualization of quality instruction in secondary schools in Rivers State. Teachers' professional development has been proven to constantly enhance teachers' development and teaching practices. Teachers' professional development has been faced with series of challenges that impede teachers participating in development programmes. It was recommended that teachers should be encouraged by principals through nominations to participate in workshops for quality instructional delivery in our schools. Similarly, state government should increase the frequency of training programmes such as workshop, seminars, conferences, etc. Training allowance should be approved for teachers to enhance their participation in development programmes. Since the teachers' participation enhances instructional delivery, state government education stakeholders and public spirited individuals should collaborate to promote teachers participation in programmes that will improve them.

**Keywords:** Teachers' Participation on Professional Development Programmes, Impediments and Quality Instructional Delivery

## **INTRODUCTION**

Teachers as facilitators and curriculum implementers require constant and continuous development packages in order to enhance their skills, knowledge and teaching competence. Teacher professional development simply means teachers' education and continued learning. To Fafunwa in Ayeni (2011),

teacher professional development is the teaching and training experiences provided not only within teacher institutions but also outside them with the basic aim of preparing and grooming potential teachers for teaching activities. As observed by Akpan and Ita (2015), it is not just enough to recruit teachers for the programme, but to provide continuous in-service programme or development programmes for the teachers to update their knowledge, skills and competence for them to function effectively and efficiently. In the same line of thought, While Fullan in Ayeni (2011) opined that teacher professional development as the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. A common underpinning assertion of the above definitions is continuing learning process, by which serving teachers acquire the knowledge, skills and values to sustain the desired spark of intellectual vitality, which will improve the quality of teaching and students' learning outcomes. Teachers' professional development is planned organizational activities aimed at improving and increasing teachers' skill, knowledge, concept, attitudes and behavior to enable them meet the demands of the teaching job. It focuses on improving the conceptual skills –intellectual and abilities needed to do a better job. Thus, the immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning processes.

Thus, Hervie & Winful (2018) noted that training works as a catalyst which provokes a significant change in a teacher, redefines roles, broadens vision and enhances the attributes of a teacher. Furthermore, in-service teacher training enables teachers to be more systematic and logical in their teaching style (Kazmi, Pervez & Mumtaz, 2011 as cited in Hervez & Winful (2018). It is proposed that quality education can be achieved as a result of professional training and teachers' development.

Quality assurance, therefore, is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry. (Ayeni, 2010). All these are required to ensure a complete well-rounded education and production of quality students, from the secondary school system (FRN, 2014). Furthermore, FRN (2014) aptly states that the broad objectives of secondary education in Nigeria are; preparation of students for useful living within the society; and preparation of students for higher education. The realization of these objectives hinges on quality of teachers, quality of input, teaching process, classroom management and students' academic assessment by the teachers. Therefore, capability development and curriculum delivery system become important for attention when seeking achievement of set standards in schools.

### **Statement of the problem**

The Nigerian school system is increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging, some blame students for this apparent decline in quality of education and moral values. A thoughtful few think that they are due to the nature of changes in all directions, while majority blame the teachers for the woes in our school claiming that they are not as devoted and dedicated to the cause of education as their predecessors. Teachers as a group blame parents and the children. They also blame government for unattractive condition of service and poor physical facilities in some parts of the educational system (Arong & Ogbadu, 2010). Furthermore, teachers are known to be responsible for the translation and implementation of educational policies. These depend on professional practice. Teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning (Ayeni, 2010). It is an undisputable fact that teachers are the life – wire or bedrock of manpower development in any nation. Similarly, education is the brain of any nation and serves as a catalyst for national development and necessary condition for national survival. It is not very certain whether teachers in Rivers State keenly participate in professional development programmes that can lead to quality instructional delivery. Therefore, the study investigated teachers' participation in professional development programme and its impediments for quality instructional delivery.

### **Purpose of the Study**

The study investigated teachers' participation in professional development programme and its impediments for quality instructional delivery. Specifically, the study sought to:

1. Identify the available teacher professional development programmes for teachers in Rivers State.
2. Examine the influence of teachers' professional development on quality instructional delivery in secondary schools in Rivers State.
3. Determine the constraints likely to impinge on teachers' participation in development programmes in Rivers State.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What are the available teachers' professional development programmes for teachers in Rivers State?
2. What is the influence of teachers' professional development on quality instructional delivery in secondary schools in Rivers State?
3. What are the likely constraints to teachers' participation in development programmes in Rivers State?

### **1.5 Hypotheses**

The following hypotheses have been constructed to facilitate this research

1. There is no significant difference between teachers and principals on the available teacher professional development programmes.
2. There is no significant difference between teachers and principals of the influence of professional development programme teachers' quality instructional delivery in secondary schools in Rivers State.
3. There is no significant difference between teachers and principals on the constraints to teachers' participation in development programmes in Rivers State.

## **METHODOLOGY**

The study adopted a descriptive research design. The population of the study comprised all the 100 senior secondary schools in Rivers East Senatorial Zone comprising 8 local government areas (Port Harcourt local government area, Ikwerre, Okrika, Ogu/Bolo, Obio/Akpor, Etche, Omuma and Emohua Local Government Areas of River State). Specifically, all the 100 principals and 5,116 teachers constituted the study population. In all 5,216 respondents participated in the study. The sample of the study is 298 (42 senior secondary school principals and 256 teachers) drawn through disproportionate sampling technique from 42 secondary schools in 4 local government areas in the senatorial zone representing 70% of the principals and 5% of the teachers. The disproportionate random sampling technique was employed because the strata of the population dispersed in their distribution. Teachers' Participation in Professional Development Programme and its Impediments for Quality Instructional Delivery Questionnaire (TPPDPIQIDQ) was used for data collection. The questionnaire was face validated by experts in the relevant areas. The instrument consisted of two sections. Section A consisted of items that sought personal and demographic data from the respondents such as gender, age, teaching experience, qualifications, etc; Section B was designed in line with modified Likert 4 – point rating scale which comprised 18 items. The subsection of workshop has 6 items while conference has 6 items respectively. Each item had six responses options ranging from Strongly Agree (SA) Agree (a) to Disagree (D) and Strongly Disagree (SD). The respondents were required to tick one of the four options against an item to indicate the extent of their agreement or disagreement with the items.

## RESULTS

**Research Question 1:** *What are the available teachers' professional development programmes for teachers in Rivers State?*

**Table 1: Weighted mean and standard deviation score on the available professional development programmes for teachers in Rivers State.**

s/n	Items	Teachers= 256			Principals= 42		
		Mean	sd	Decision	Mean	sd	Decision
1.	Workshops	3.39	.49	SA	3.41	.51	SA
2.	Educational conferences	3.31	.46	SA	3.40	.52	SA
3.	ICT training	3.43	.49	SA	3.14	.35	SA
4.	Full time in-service	3.46	.49	SA	3.43	.50	SA
5.	Sandwich programme (qualification programme)	3.29	.45	SA	3.42	.50	SA
6.	Refresher/retraining course programme for newly recruited teachers	3.31	.46	SA	3.57	.49	SA
7	Seminars	3.29	.45	SA	3.41	.51	SA
	<b>Grand Mean</b>	<b>3.35</b>	<b>0.47</b>	<b>SA</b>	<b>3.39</b>	<b>0.48</b>	<b>SA</b>

Table 1 revealed that items with serial numbers 1 to 7 were agreed by the teachers and principals as the professional development available for teachers in secondary schools in Rivers State, Nigeria. The professional development programme available for the teachers are workshop, educational conference, ICT training, fulltime in-service, sandwich programme, refresher course and seminar. The aggregate mean values of 3.35 and 3.39 by teachers and principals showed that they strongly agreed that these are the professional development programmes available for teachers in secondary schools in Rivers State.

**Research Question 2:** *What is the influence of teachers' professional development on quality instructional delivery in secondary schools in Rivers State?*

**Table 2: Weighted mean and standard deviation on the influence of teachers' professional development on quality of education**

s/n	Items	Teachers= 256			Principals= 42		
		Mean	sd	Decision	Mean	Sd	Decision
8	Improved students' performance due to quality service delivery.	2.92	.27	SA	3.21	.52	SA
9	Career enhancement and capacity of teachers and improvement in teaching/ learning process.	3.24	.53	SA	2.88	.45	SA
10	Optimum achievement of predetermined goals	2.89	.43	SA	3.12	.50	SA
11	High academic standard among students	3.07	.52	SA	3.00	.38	SA
12	Production of morally sound and disciplined students	3.01	.34	SA	3.17	.62	SA
13	Broadens students' knowledge based on recent advances in knowledge.	3.13	.55	SA	3.07	.26	SA
	<b>Grand Mean</b>	<b>3.04</b>	<b>0.44</b>	<b>SA</b>	<b>3.08</b>	<b>0.46</b>	<b>SA</b>

Table 2 showed that items with serial numbers 8, 9, 10, 11, 12 and 13 have their various mean values above the criterion mean value of 2.50 and were agreed by teachers and principals as the influence of teacher professional development on quality of education in Rivers State. The various ways professional

development influence of teachers' quality of education are through improvement of students' performance, career enhancement, optimum achievement of predetermined goals, high academic standard among students, production of morally sound and disciplined students and broadening of students' knowledge based on recent advances in knowledge. The aggregate mean values of 3.04 and 3.08 revealed that teachers and principals strongly agreed that teachers' professional development programmes influences quality of educational delivery in Rivers State.

**Research Question 3:** *What are the likely constraints to teachers' participation in development programmes in Rivers State?*

**Table 3: Constraints to Teachers Participation in Development Programmes in Rivers State**

s/n	Items	Teachers= 256			Principals= 42		
		Mean	sd	Decision	Mean	Sd	Decision
14	Poor funding by State government /agencies	2.93	.36	SA	3.09	.62	SA
15	Some programme are not tailored to specific needs of teachers (effective)	3.02	.29	SA	3.07	.51	SA
16	Poor condition of service/unsatisfied demands	2.87	.33	SA	2.76	.62	SA
17	Conflict with work schedule	3.00	.28	SA	2.95	.44	SA
18	Lack of financial support from State government	2.91	.56	SA	3.07	.56	SA
19	Lack of awareness on the part of teachers	3.09	.59	SA	3.24	.79	SA
	<b>Grand Mean</b>	<b>2.97</b>	<b>0.40</b>	<b>SA</b>	<b>3.03</b>	<b>0.59</b>	<b>SA</b>

Table 3 items with serial 14, 15, 16, 17, 18 and 19 have their various mean values above the criterion mean value of 2.50 and were strongly agreed by teachers and principals as the likely constraints to teachers' participation in development programmes in Rivers State. The result shows that, poor funding by State/government agencies, some programme not tailored to specific needs of teachers, poor condition of service/unsatisfied demands, conflict with work schedule, lack of financial support and lack of awareness on the part of teachers are some of the constraints to teachers' participation in development programmes in Rivers State. The aggregate mean values of 2.97 and 3.03 revealed that the teachers and principals strongly agreed as the likely constraints to teachers' participation in development programmes in Rivers State.

**Hypothesis 1:** There is no significant difference between teachers and principals on the available teacher professional development programmes.

**Table 4: z-test on the mean difference between teachers and principals on the available professional development programmes**

Categories	n	sd	Sd	df	z-cal	p-val.	Alpha level	Decision
Teachers	256	18.26	1.18	296	.84	.40	.05	Hypothesis is accepted
Principals	42	18.45	1.27					

Table 4 revealed that the z-calculated value is .84 with degree of freedom of 296. The hypothesis is accepted since the probability value of .40 is greater than the alpha level of .05. Therefore, there is no significant difference between teachers and principals on the available teacher professional development programmes.

**Hypothesis 2:** There is no significant difference between teachers and principals of the influence of professional development programme teachers' quality instructional delivery in secondary schools in Rivers State.

**Table 5: z-test on the mean difference between teachers and principals on the influence of professional development programme on teachers' quality instructional delivery**

Categories	n	Sd	Sd	df	z-cal	p-val.	Alpha level	Decision
Teachers	256	18.26	1.18	296	.96	.34	.05	Hypothesis is accepted
Principals	42	18.45	1.27					

Table 5 revealed that the z-calculated value is .96 with degree of freedom of 296. The hypothesis is accepted since the probability value of .34 is greater than the alpha level of .05. Therefore, there is no significant difference between teachers and principals of the influence of professional development programme teachers' quality instructional delivery in secondary schools in Rivers State.

**Hypothesis 3:** There is no significant difference between teachers and principals on the constraints to teachers' participation in development programmes in Rivers State.

**Table 6: z-test on the mean difference between teachers and principals on the constraints to teachers' participation in development programmes.**

Categories	n	Sd	Sd	df	z-cal	p-val.	Alpha level	Decision
Teachers	256	17.83	1.19	296	1.78	.08	.05	Hypothesis is rejected
Principals	42	18.19	1.42					

Table 6 revealed that the z-calculated value is 1.78 with degree of freedom of 296. The hypothesis is accepted since the probability value of .08 is greater than the alpha level of .05. Therefore, there is no significant difference between teachers and principals on the constraints to teachers' participation in development programmes in Rivers State.

## DISCUSSION OF FINDINGS

### Available Professional Development and Quality Instructional Delivery

The study revealed that the professional development programme available for the teachers are workshop, educational conference, ICT training, fulltime in-service, sandwich programme, refresher course and seminars. The importance of professional development on quality instructional delivery cannot be emphasized. In support of this finding, it was found that the professional development programmes available for teachers are workshop, seminar, conference, in-service programme, induction, training and orientation (Hervie & Winful, 2018; Bassey, Bassey, Ojua & Ottong, 2011; Ayeni, 2011). There is no significant difference between teachers and principals on the available teacher professional development programmes. The hypothesis showed that the teachers and principals did not significantly differ in their opinions in the available professional development programmes in Rivers State.

### Influence of Professional Development on Quality Instructional Delivery

The result revealed that professional development programmes influence teachers' quality instructional development through improvement of students' performance, career enhancement, optimum achievement of predetermined goals, high academic standard among students, production of morally sound and disciplined students and broadening of students' knowledge based on recent advances in knowledge. Empirically, the finding of this study was supported in the sense that teachers participations in conferences, seminars and workshops as component of teacher development programme have been found to correlate positively with teacher output (Locke cited Akpan & Ita, 2015). In view of this, Serin (2017) found that teachers participate in workshops, conferences and organize meetings and participate in in-service courses are very influential in quality instructional delivery. Furthermore, Locke in Akpan and Ita (2015) reported that teachers' regular attendance in conferences and seminars improves skills and hence quality output. Conversely, Ekpela cited in Akpan and Ita (2015) identified causes of poor quality output of teachers to include unpreparedness in terms of skills update, attendance at workshops/seminars and conferences. It was also found that the greater the value placed on these aspects of staff development, the

higher the attainment of quality output in terms of academic achievement. The hypothesis showed that there is no significant difference between teachers and principals of the influence of professional development programme teachers' quality instructional delivery in secondary schools in Rivers State. The hypothesis was not supported by Waton in Akpan and Ita (2015) who reported that teaching professional development significant influence teachers output.

### **Constraints to Teachers' Participation on Professional Development**

The result shows that, poor funding by State/government agencies, some programme not tailored to specific needs of teachers, poor condition of service/unsatisfied demands, conflict with work schedule, lack of financial support and lack of awareness on the part of teachers are some of the constraints to teachers' participation in development programmes in Rivers State. Teachers are faced with series of challenges enrolling in professional development programmes (Hervie & Winful, 2018). The hypothesis showed that there is no significant difference between teachers and principals on the constraints to teachers' participation in development programmes in Rivers State. The lack of difference in the opinion of the teachers and principals could be attributed to the fact that all of them are teachers and have passed from one stage to the other in their teaching career.

### **CONCLUSION**

Based on the findings of the study, it was concluded that teachers' professional development is very relevant and indispensable in the actualization of quality instruction in secondary schools in Rivers State. Teachers' professional development has been proven to constantly enhance teachers' development and teaching practices. Teachers' professional development has been faced with series of challenges that impede teachers participating in development programmes.

### **RECOMMENDATIONS**

In view of the findings of the study, the following recommendations are put forward.

1. Teachers should be encouraged by principals through nominations to participate in workshops for quality instructional delivery in our schools. Similarly, state government should increase the frequency of training programmes such as workshop, seminars, conferences, etc.
2. Training allowance should be approved for teachers to enhance their participation in development programmes.
3. Since the teachers' participation enhances instructional delivery, state government education stakeholders and public spirited individuals should collaborate to promote teachers participation in programmes that will improve them

### **REFERENCES**

- Akpan, C.P & Ita, A.A (2015) Teacher Professional Development and Quality Universal Basic Education in Lagos State. *Nigeria Global Journal of Arts, Humanities and Social Sciences* (3) 9, 65 – 76.
- Arong, F. E. and Ogbadu, M. A. (2010). Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective: A Case Study of Dekina Local Government Area. *Canadian Social Science*,
- Ayeni, A. J. (2010) Teachers' Instructional task Performance and Principals' supervisory Roles as correlates of quality Assurance in Secondary Schools in Ondo State. Unpublished Doctoral Dissertation, Obafemi Awolowo University, Ile – Ife, Nigerian.
- Ayeni, A. J. (2011) Teachers' Professional Development and Quality Assurance in *Journal of Education and Leadership Development*. 3, 75 – 84. Available online, [WWW.cenresinpub.org.accessedNigerian](http://WWW.cenresinpub.org.accessedNigerian) Secondary Schools. *World Journal of Education*: 1 (2) 143 – 149.
- Bassey, U.A, Bassey, A.O, Ojua, T.A & Ohong, J.G (2011) Impact of Training and Retraining on Teachers' Productivity: An empirical analysis of public schools in Calabar South, Nigeria. in, November 2017.
- Federal Republic of Nigeria (2014) *National Policy on Education* (6<sup>th</sup> Edition) Yaba, Lagos.

- Hervie, D. M, Winful, E.C. (2018). Enhancing Teachers' Performance through training and development in Ghana Education Service (A Case Study of Ebenezer, Senior High School). *Journal of Human Resources Management* 6(1): 1-8.
- Serin, H. (2017). Developing the Teaching Profession: Factors Influencing Teachings Performance. *International Journal of Social Science & Educational Studies* 4, 2.