Professional Development of Teachers for Enhancement of Instructional Delivery in Orashi, Rivers State

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ABSTRACT
The study aimed at investigating the effect of professional development on teacher’s performance in terms of instructional delivery in secondary schools in Rivers state. The study is a descriptive survey design. Multi-stage sampling technique (simple random sampling and purposive sampling) were employed to select 180 respondents (sample population) from the entire population of teachers in Orashi region of River State for the study. The Reliability Coefficient obtained was 0.85 and D.F=178. The research findings showed that such professional development measures like collaborative study and e-learning were very useful in academic development of the secondary schoolteachers especially as it relates to their instructional delivery ability. Some of the teachers’ were saddled with other responsibilities that made it difficult to stay out of the job for further studies and the changing trend of events both in teaching methodology and students handling made it imperative for the teacher to embark on professional enhancement to be abreast with current methods of instructional delivery, a recourse to e-learning and collaborative learning became a window for such fulfilment. The study also showed that collaborative and e-learning has helped to close up the professional development gap in the life of the teachers leaving at remote ends of the city at distance from institutions of higher learning. Shared knowledge, consultation and cooperative learning among the staff and senior colleagues were also other means of professional development that gave strength to the class room teachers’ instructional delivery. Based on the findings of the study, some recommendations were made among which include that professional development programmes should reflect the need of both individual and the school and not based on favouritism.

Keywords: Professional development, E-learning, Instructional delivery, Collaborative learning.

INTRODUCTION
The Nigerian educational system like any other system across the globe is a dynamic organization facing challenges of scientific/technological modifications at all time, social and cultural influences. The educational system of Nigeria over the years has been on decline, with strange events ranging from examination malpractices, cultism, academic decay due to unavailability of teaching and learning aids, incessant teachers’ strike actions, poor result of students in both internal and external examinations etc. In the light of these ugly events, an effective and efficient work force becomes necessary to perform specific assignments in for the achievement of the desired educational goals. To realize this aim, the school provides its work force (teachers) with adequate enhancement opportunities and suitable facilities at their various fields of study to also correct the anomalies within the system.
Thus, teacher education is designed to produce a highly motivated, sensitive, conscientious, and successful classroom teacher who will handle students effectively and professionally for better educational achievement. In Nigeria, reasonable preparations and effort has been made to improve the quality of teachers through federal government intervention with requisite educational policies and developmental plans. The government asserted that the quality of the teaching staff is probably the most important determinant of educational standards at all level; therefore, teacher education will continue to be given a major emphasis in our entire educational plan as no educational system can rise above the quality of its teachers. This position was also affirmed by Uwameyi (2015) that the teacher is the pivot to the building of the nation since no educational system can rise above the quality of its teachers. The objective of Nigerian teacher education as contained in the NPE (Federal Republic of Nigeria, 1981) revised in 2014 is also a robust educational policy or framework advanced for effective and purpose driven educational system amongst which include:

- To provide highly motivated, conscientious and efficient classroom teachers for all levels of our educational system
- To encourage further, the spirit of inquiry and creativity in teachers
- To help teachers fit into the social life of the community and society at large and enhance their commitment to the national objective
- To provide teachers with adequate intellectual and professional background for their assignments amidst changing situations, not only in the life of the country but also in the wider perspective
- To enhance teachers’ commitment to the teaching profession (Federal Republic of Nigeria, revised 2014).

Research conducted on the failure of the universal primary education showed that the necessary good condition of service of teachers including provision for teachers’ in-service training and professional development were far from being realized (Okebukola, 2000). So many research works and assertions have pointed a total negligence to teachers’ good condition of service and professional development. Many teachers in Rivers state has seen the benefit of shared knowledge or cooperative learning as the deliberate exchange of views and knowledge has helped them develop on the job. Beach (1975) in trying to draw a contrast between general education and training claimed that general education is broader in scope while training has a more immediate utilization. He went further to state that professional development plays a big role in determining the effectiveness and efficiency of the teacher. There cannot be effective instructional delivery by the teacher without a deliberate instructional development of the teacher. By instructional development one mean an overall assistant or guide given to the teacher to make him more suitable, confident and qualified in moderating the teaching and learning process. The essence of the instructional development program is to provide the teacher with the knowledge and skills that will make her reflect more on teaching.

Collaborative Learning

Providing opportunities for employees to collaborate often leads to what is known as collaborative learning. Collaborative learning is where two or more people work together to learn something (Schul, 2011). Peters and Armstrong (1998) noted that collaborative learning allows groups and individuals to learn together. Kennard (2002) further inferred that collaboration in the workplace is effective in not only building teams but facilitating learning (Samuels, 2010). “Many of the benefits of collaborative learning take place through the informal elements of learning, which is the social interactions and the learning resulting from those interactions” (Kennedy, 2011, p. 28). Therefore, learning can occur just through social interactions. Collaborative learning occurs best in environments that encourage the sharing of ideas in order to create knowledge. When employees actively engage with each other, they are able to increase their skills and knowledge (Moore, Kochan, Kraska & Reames, 2011). For this reason, school administrators who have the responsibility of leading and managing a culture of learning must be willing to allow employees opportunities to collaborate. Collaboration among employees can assist in improving working relationships and promoting teams (Morel, 2014). Furthermore, allowing employees to work in teams can enhance the quality of work produced and assist the organization in developing new ways of doing business (Guskey, 1991).
E-Learning
E-learning can summarily be described as computer and internet based instruction process (teaching and learning) or facilitation of interaction. In the view of Amos, Adekiigbe, and Awotidebe (2010) e-learning is essentially a learning system that is supported by electronic hard and soft wares either on-line (synchronous) or off-line (asynchronous). They reiterated that e-learning does not confine to the boundaries of the online format but also the off-line format using any form of electronic media to facilitate the teaching and learning process.

E-learning however, in its broad sense has been described as instructions delivered through an electronic media including the internet, intranets, extranets, satellite broadcast, audio-tapes, interactive T.V (telecast) and CD ROM (Rosenberg, 2001; Garrison and Anderson, 2000; Carry and Willis, 2001).

Statement of the Problem
The government has rolled out good programmes and committed huge resources into her educational system but the extent of implementation of these programmes remain questionable since its impact in turning the wheel of progress in our educational sector has been slow and chains of dissatisfaction with the quality of services rendered and entire slide in the educational system kept re-echoing. This study therefore examined the school teachers’ professional development for enhancement of their job performance in terms of instructional delivery with special attention to such professional development programmes like collaborative and e-learning.

Purpose (Objectives) of the Study
The primary aim of this study is to determine professional development of secondary school teachers for enhancement of instructional delivery. Specifically, the objectives are to:

1. Examine the influence of e-learning programmes on teachers’ instructional delivery in secondary schools in Orashi region of River State.
2. Determine how collaborative learning help the teachers’ instructional delivery in secondary schools in Orashi region of River State.

Research Questions
1. To what extent has e-learning programme enhanced the teachers’ instructional delivery method in secondary schools in Orashi region of Rivers State?
2. To what extent has collaborative learning helped the teachers’ instructional delivery method in secondary schools in Orashi region of River State?

Hypotheses
1. There is no significant difference between the mean scores of e-learning programmes and teachers’ instructional delivery method in secondary schools in Orashi region of Rivers State.
2. There is no significant difference between the mean scores of collaborative learning and teachers’ instructional delivery ability in secondary schools in Orashi region of River State.

METHODOLOGY
The study is a descriptive survey design and it is most suitable design because it primarily involved the description of already existing phenomenon, though x-rayed the influence of variables like collaborative and e-learning on teachers’ instructional delivery development. Teachers were the respondents exuded information which were collected and analyzed. The population of the study comprised of all teachers in Orashi region of Rivers state but a sample population of 180 academic staff were chosen using multi-stage sampling techniques. Stage one involved the use of simple random sampling to select two(2) local government areas among the four local governments that make up Orashi Region of Rivers state. Stage two still involved the use of simple random sampling to select nine (9) schools from the two local government areas. Stage three involved purposive sampling technique to select only twenty (20) ‘professional teachers’ from each of the nine schools giving us 180 respondents. Professional development and teachers’ instructional delivery performance questionnaire (PDTIDPQ) was the instrument used to gather data from the respondents with a modified four point Likert scales that contained the following response options: Very Great Extent (VGE)= 4points, Great extent (GE)=
3 points, Very Little Extent (VLE) = 2 and Little Extent (LE) = 1. The reliability coefficient obtained was 0.85.

The criterion mean for scoring the questionnaire was determined by adding all the four points from the alternative responses and dividing by (4); for instance \((4 + 3 + 2 + 1)/4 = 10/4 = 2.5\). Therefore, any mean that was 2.50 and above was accepted while any mean value below 2.50 was rejected.

**ANALYSIS AND PRESENTATION OF RESULTS**

**Research Question 1:**
To what extent has e-learning programmes enhanced the teachers’ instructional delivery method in secondary schools in Orashi region of Rivers State?

**Table 1:** Below shows the frequency of response, percentages and mean rating on the extent e-learning programmes enhance teachers’ instructional delivery development.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Factors</th>
<th>VGE</th>
<th>GE</th>
<th>VLE</th>
<th>LE</th>
<th>Mean</th>
<th>Total</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning at my convenience without restriction in time and space which e-learning provides has spurred me to undertake a self development program</td>
<td>68 (37.8%)</td>
<td>47 (26.1%)</td>
<td>15 (8.3%)</td>
<td>50 (27.8%)</td>
<td>2.74</td>
<td>180 (100%)</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Crowded activities at work has made me resort to e-learning for my professional development</td>
<td>52 (28.9%)</td>
<td>50 (27.8%)</td>
<td>25 (13.9%)</td>
<td>53 (29.4%)</td>
<td>2.5</td>
<td>100</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Develop the right skill and knowledge of modern instructional delivery methods</td>
<td>40 (22.2%)</td>
<td>73 (40.6%)</td>
<td>37 (20.5%)</td>
<td>30 (16.7%)</td>
<td>2.68</td>
<td>180 (100%)</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Face to face contact with the facilitator is preferred.</td>
<td>30 (16.7%)</td>
<td>45 (25%)</td>
<td>43 (23.9%)</td>
<td>63 (34.4%)</td>
<td>2.24</td>
<td>180 (100%)</td>
<td>Rejected</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>10.16/4</strong></td>
<td></td>
<td><strong>Accepted</strong></td>
</tr>
</tbody>
</table>

From table 1, the mean rating of 2.74 to question item number 1 was accepted meaning that greater number of the respondents resorted to e-learning programme because of the convenience of space and time it has afforded them.

For question item number 2 the mean rating of 2.5 was also accepted showing that crowded activities at work made some of the respondents resort to e-learning for their instructional development.

For question item number 3, the mean rating of 2.68 was also accepted and went along to show that E-learning truly helped many of the respondents to develop the right skill and knowledge of modern instructional delivery methods. And finally for question item number 4, whose mean rating was 2.24 equally, was rejected meaning that irrespective of distance between the learner and facilitator, greater number of the respondents still benefited or achieved more from e-learning programmes.
Research Question 2
To what extent does collaborative learning enhance the teachers’ instructional delivery in secondary schools in Orashi region of River State?

Table 2: Below shows the frequency of response, percentages and mean rating on the extent professional development program like collaborative learning enhance the teachers’ instructional delivery in Orashi Region of Rivers state.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Factors</th>
<th>VGE</th>
<th>GE</th>
<th>VLE</th>
<th>LE</th>
<th>Mean</th>
<th>Total</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Better understanding when one interact and share experience with fellow teachers</td>
<td>72</td>
<td>53</td>
<td>22</td>
<td>33</td>
<td>2.91</td>
<td>180</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Professional colleagues are interested in sharing their experiences with others</td>
<td>66</td>
<td>44</td>
<td>39</td>
<td>31</td>
<td>2.81</td>
<td>180</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>The collaborative work session was excellent and allowed me a chance to share my ideas and learn new ways for getting my work done.</td>
<td>30</td>
<td>62</td>
<td>45</td>
<td>43</td>
<td>2.60</td>
<td>180</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Consult senior professional colleague for clarification over conflicting concepts</td>
<td>40</td>
<td>65</td>
<td>38</td>
<td>37</td>
<td>2.60</td>
<td>180</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Grand Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.92</td>
<td></td>
<td>Accepted</td>
</tr>
</tbody>
</table>

From table 2, question items 1, 2, 3 and 4 with mean ratings of 2.91, 2.81, 2.60 and 2.60 were all accepted meaning that the respondents learnt better when they interacted and shared experiences with their fellow teachers. Professional colleagues are really interested in sharing their experiences with others, the collaborative work sessions were excellent and gave them a chance to share ideas and learn new ways for getting their work done and In case of conflicting opinion between or among professional colleagues on a subject matter, they are comfortable to consult their senior professional colleague for clarification respectively.

Hypothesis 1
There is no significant difference between the mean scores of e-learning programme and teachers’ instructional delivery in secondary schools in Orashi region of Rivers State.

Table 3: Below shows the frequency of response, percentages and mean rating on e-learning and teachers’ instructional delivery in secondary schools in Orashi region of Rivers State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>DF</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-learning programme</td>
<td>89</td>
<td>3.12</td>
<td>178</td>
<td>27.55</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Teachers’ instructional development</td>
<td>91</td>
<td>2.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 3, with the calculated value greater than the table value, the hypotheses which states that there is no significant difference between the mean scores of e-learning programme and teachers’ instructional delivery in secondary schools in Orashi region of Rivers State was rejected meaning that there is significant relationship between e-learning programme and teachers’ instructional delivery enhancement in secondary schools in Orashi region of Rivers State.

Hypothesis 2: There is no significant difference between the mean scores of professional development programme like collaborative learning and teachers’ instructional delivery.
Table 4: Below shows the frequency of response, percentages and mean rating of professional development programme like collaborative learning and teachers’ instructional delivery in Orashi region of Rivers State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>DF</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration learning</td>
<td>89</td>
<td>3.24</td>
<td></td>
<td>178</td>
<td>27.54</td>
<td>1.96</td>
</tr>
<tr>
<td>Instructional development</td>
<td>91</td>
<td>2.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4, with the calculated value of 27.54 greater than the table value of 1.96, the null hypothesis stating that there is no significant difference between the mean scores of collaborative learning and teachers’ instructional delivery in secondary schools in Orashi region of Rivers State was rejected thereby upholding the alternate hypotheses stating that there is significant relationship between collaborative learning and teachers’ instructional delivery in secondary schools in Orashi region of Rivers State.

**DISCUSSION OF FINDINGS**

The study revealed that both collaborative and e-learning were useful for the teachers’ instructional delivery enhancement. In responding to research question item 1.1, very great extent and great extent were collapsed together with a response percentage of 63.9% against the 36.1% of very little extent and little extent. This means that 63.9% of the teachers would have actually been restrained from further learning because of the strict schedule of academic programmes of conventional learning institutes especially with fixed time-table and venue (most time cost a huge fortune in transportation) which collide often with their daily activities, but the convenience provided by e-learning has melted this disadvantage and therefore encourage such percentage of respondents to embark on e-learning for their professional development. This position was further strengthened by the mean rating of 2.74 which was “accepted” showing that the advent of e-learning which removed every barrier of time and space motivated greater number of the respondents to enroll in some professional development programmes through e-learning.

On the other hand, 36.1% responded that the flexibility of time and space which e-learning offers does not actually matter to them.

Responding to research question item 1.2 crowded activities has made me resort to e-learning for my personal development, very great extent and great extent put together gave 56.7% against 43.3% of little extent and very little extent. This means that 56.7% of the respondents agreed to the research question item that crowded activities at work made it difficult for them to advance their studies but this was resolved with the availability of e-learning programme which gave them the opportunity to combine their work with further self-development especially on new and better ways of instructional delivery.

The mean rating of 2.56 which was “accepted” gave a pointer to the fact that some peoples’ over involvement in activities could not make them run regular programs but made it up through e-learning provisions.

Responding to research question item 1.3: E-learning has helped me develop the right skill and knowledge of modern instructional delivery methods. Collapsing very great extent and great extent into one gave us 62.8% of the respondents while little extent and very little extent gave us 37.2%. This means that a greater percentage of the respondents (62.8%) agreed to the question item that E-learning has helped them develop the right skill and knowledge of modern instructional delivery methods while 37.2% disagreed to the question item. The mean rating of 2.68% equally accepted, thereby upholding that e-learning has helped the respondents develop the right skill and knowledge of modern instructional delivery methods.

Responding to research question item 1.4; prefer a face to face contact with the moderator of the learning process than depending on electronic learning. A combined response percentage of very great extent and great extent gave 62.8% as against the 37.2% response of little extent and very little extent. This means that greater percentage (62.8%) of the respondents agreed that irrespective of the gap e-learning options
have covered in their professional development life, they still would prefer learning under conventional situation where they have one on one contact with the facilitator of the programme while only 37.2% disagreed to this. In other words 37.2% of the respondents insist that whether they have a face to face contact with the moderator or not, they will still understand any information given to them. The mean rating of 2.68 which was accepted went further to support the research question item and the responses that the teachers’ understood better when they have a face to face contact with the moderator of the learning process than a sort of distant learning arrangement.

Responding to question item 2.1 better understanding when one interact and share experience with fellow teachers. The percentage representation of the responses is 69.5% agreed while 30.5% disagreed. With a mean rating of 2.91, the decision was accepted. This implies that the respondents actually understand better when they interact and share experience with their fellow teachers. The view of the respondents that agreed to this statement is that group learning enhances understanding because of shared knowledge.

Responding to question item 2.2; professional colleagues are really interested in sharing their experience with others. Collapsing very great extent and great extent together gave 61.1% of the total respondents agreeing to the research item 2.2 and 38.9% disagreeing to the statement. With such percentage of respondents agreeing to the statement, it means that professional colleagues are readily available to share their experiences with others. Also with a mean rating of 2.81 the decision was ‘accepted’ there-by upholding the statement that professional colleagues are really interested in sharing their experience with others.

Responding to research question item 2.3; the collaborative work sessions were excellent and allowed me share my ideas and learn new ways for getting my work done. 51.1% of the total respondents agreed to this statement while 48.9% disagreed. This means that greater number of the respondents truly appreciate that collaborative work sessions were excellent and gave them opportunities to share ideas and learn new ways for getting work done.

Also with a mean rating of 2.6 the decision was “accepted” further confirming the satisfaction of the respondents. Responding to research item statement 2.4; consult senior colleagues for clarification over conflicting concepts, 58.2% of the respondents agreed to the statement while 41.8% disagreed to it. A mean rating of 2.60 in decision was ‘accepted’ meaning that a greater number of the respondents feel free to consult senior colleagues in areas of conflicting opinion for clarification.

The grand mean of 2.71 obtained provides to great extent answer to the research question to what extent does professional development programme like collaboration studies enhance the teacher instructional delivery?

These findings are in tandem with the findings of Gootman (2008) which inferred that developing teachers’ quality or competence through in-service training would improve their pedagogical practice especially in terms of class room management and instructional delivery. This position gained further support with the work of Morel (2014) and also Mebane and Galassi (2003) where they averred that collaborative learning allows employee to be creative and improve reflection.

Also this finding conforms to the remark of Schul (2011) that “teachers are now beginning to be considered not only as professionals who consume the knowledge created by expert researchers, but as creators of that knowledge (Strokes, 2001). Implementing a model of action research for professional development does not imply a process of individual inquiry or research in isolation. In fact, most initiatives that have promoted action research have used at least one of the following collaborative formats: whole-school projects, small group action research projects.

Further confirmation of this position is the result of the tested hypothesis. From tables3 and4, the hypotheses there is no significant difference between the mean scores of professional development programme like collaborative learning and teachers’ instructional delivery tested at 0.05 significant level, with t-cal of 27.54 greater than t-critical of 1.96 was rejected there by upholding the alternate hypothesis that there is significant relationship between collaborative learning and teachers’ instructional delivery enhancement. The same decision was also reached on testing the hypothesis that there is no significant relationship between e-learning and teachers’ instructional delivery. The alternate hypothesis was also upheld since the t-cal of 27.55 is greater than t-critical of 1.96.
CONCLUSION
Based on the findings of this study, it could be concluded that collaboration and e-learning are different forms of professional development programmes that can be embraced to achieve self and professional development especially as it relates to the teachers’ instructional delivery. Resorting to these measures of professional development stem from the crowded activities of the teachers who are saddled with other job responsibilities that made it difficult to take a break for regular professional development.

RECOMMENDATIONS
Based on the findings of the study, the following recommendations are made:
(1) Professional development programmes should reflect the need of both individual and the school and not based on favouritism;
(2) Teachers’ professional development must be a long-term and continuous process which begins with initial preparation and only end when the teacher retires from the profession;
(3) Due to the place of the teacher in the success of every educational reform and the students’ learning, the teachers’ professional development must be tailored to making him both subject and object of educational reform;
(4) Teachers’ professional development must be systematically planned, supported and funded to guarantee the effectiveness of the process;
(5) Schools, teacher-preparation institutions and other related institutions must work collaboratively in order to ensure the development of teachers from the very beginning of their career.

REFERENCES