



Staff Development and Teachers' Performance in Public Secondary Schools in Rivers State

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ABSTRACT

The study delved into teacher development and teachers' performance in public secondary schools in Rivers State. Populations of 24,793 teachers (respondents) were studied with a sample size of 400 teachers. The purposive sampling technique was adopted. Out of the 400 questionnaires distributed, 350 were duly completed and returned, upon which the analysis was done. The descriptive survey design was used. Three research questions and three research hypotheses were posed. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The instrument was validated a lecturer in the department of Educational Management, Ignatius Ajuru University of Education. The reliability testing was done using the Crumbach Alpha (SPSS version 23) at .85 which implies that the instrument was highly reliable. The summary of the findings showed that teachers in public secondary schools in Rivers State are hardly trained or developed in the job. The study recommended that all stake-holders should ensure teachers are trained, retrained and developed for the purpose of their efficiency.

Key Words: Teacher, Development, Teacher's Performance

INTRODUCTION

Teaching is an on-going professional activity rather than something that can be mastered once and for all through the acquisition of a restricted set of skills. It needs to be refreshed and developed with the passage of time as new ideas and approaches towards teaching and learning are discovered. This emphasizes the need of development activities for teaching staff to update and enhance their professional skills. There is increasing need to keep updating the knowledge base of teachers. The training and retraining of teachers will aid them (the teachers) to improve in their knowledge imparting business to students. Education authorities have an obligation to seek and provide opportunities for teachers to grow professionally. Omologi (2008), asserts that a teacher must be the best educated to be able to educate others. This includes his academic qualification and character, ability and skill to teach subject of specialization. To sustain positive or inculcate educational reforms in our educational system, it must not be forgotten that the ultimate power to change is and always has been in the hands, and hearts of the educators who work in our schools. What makes teachers successful at improving instructional practices? What kind of thinking and decision making underlie their practice? Engaging teachers in the process of raising question and answering questions about how to improve the practices of teaching is essential. Educators and policymakers are increasingly looking towards teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century.



For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.

Darling (2017) defined effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. Professional Development focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies. Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.

- Supports collaboration: High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.
- Uses models of effective practice: Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- Offers feedback and reflection: High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- Is of sustained duration: Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Research has established that the educational system within which Professional Development (PD) occurs has implications for its effectiveness (Hyler, 2016). Specifically, conditions for teaching and learning both within schools and at the system level can inhibit the effectiveness of professional development. For example, inadequate resourcing for professional development—including needed curriculum materials—frequently exacerbates inequities and hinders school-improvement efforts. Failure to align policies toward a coherent



set of practices is also a major impediment, as is a dysfunctional school culture. Implementing effective professional development well also requires responsiveness to the needs of educators and learners and to the contexts in which teaching and learning will take place. Madelyn and Gardner (2015) gives examples of professional development as that which have been successful in raising student achievement can help policymakers and practitioners better understand what quality teacher professional learning looks like. Adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report as well as standards for implementation. Professional development is the core of the 21st century teacher and should not be neglected by responsible authorities. The need for the training and retraining of teachers, certification and proper training and qualification of teachers have always been the call for effective teaching and learning.

Review of Related Literature

This study reviewed works from various authorities in respect of teacher development and work performance. The following major subs shall be considered:

THEORETICAL FRAMEWORK

The Human Capital Theory (HCT)

The Human Capital Theory (HCT) is premised on neo-classical analysis of labour markets, education and economic growth. It assumes that people are productive resources and explores whether more highly educated people are more productive than others (Brennan, 1993). More importantly, the Human Capital Theory is a cost and benefit analysis of educational investment. From this viewpoint, training represents an investment in human capital that can be justified if net returns are generated in terms of better skills and increased performance (Tharenou, 2007). In this sense, the Human Capital Theory distinguishes the modalities of more general and more specific training. The former at its most general generates competences and professional qualifications that are useful to many organizations, even those belonging to different activity sectors (Garcia, 2005). It should be pointed out that the transferable nature of the qualifications provided by more general training has a number of consequences for organizational behaviour.

On the one hand, because the qualifications acquired are potentially useful to a number of organizations, this kind of training leads to an improved position of the employee in the labour market. Within a competitive framework, this increase in value means that the organisation supplying the training will have to offer the trained employee salary and wider incentives similar to those offered by rival organizations (Garcia, 2005). On the other hand, the existence of working positions that demand from people occupying them costly qualifications and knowledge, transferable between organizations, promotes free rider conduct oriented towards reducing the organization's participation in the financing of



training. There are options available to achieve this purpose and they need not be incompatible, "First, the firm supplies general training, but its financing is assumed totally or in part by the worker through reduced salaries during the training period. Second, the firm develops training policies which give priority to external recruitment over internal promotion and make the possession of certain transferable as well as costly professional competences become a prerequisite necessary to obtain the job and turn general training into an exclusively individual responsibility of the worker that aims at professional promotion within the firm" (Garcia, 2005:1693). This view however, is applicable to the Public Service in which training whether specific or general is provided by the employer. This theory was useful in finding out how far the staff was involved in decision making after training, whether they thought the training had any immediate effects on their jobs and whether there were scenarios where they had not put in practice what they had acquired from the training. The theory also suggests that human capital accumulation can lead to employee-led innovation but ignores the fact that returns to education and training is highly uncertain.

The Human Capital Theory considers that more specific training is characterized by provision of competences that can hardly be transferred from one organisation to another. This non-transferable nature also has consequences that affect organizational behaviour. Since more specific training only benefits the organisation providing it, there is no reason for rival organizations to make pay offers to employees (the individual employee's status in the job market will not increase in value) and on the other hand, "as workers do not receive any significant pay rises related to their higher productivity after specific training period, there will be no incentives for them to finance their own specific training.

On the contrary, the firm will indeed have reasons to assume those training-related costs, since it will receive nearly all the benefits derived from the improved productivity generated by the new specific professional skills"(Garcia, 2005:1693-1694). By focusing on a rational investment in training that is firmly rooted in Neo-classical economics thinking, the theory looks at the demand for training (by employees) and the supply of the training (by the employer). Here, we can clearly recognize some tensions. On the part of the employees, they may be interested in general training that can help them in the long run and thus would consider possibly resourcing training for long term development while the employer may be interested in providing a short term training to enable employees to perform specific tasks. These competing interests between the employees and employers call for negotiation in order to achieve a win: win consensus. It may result in a dysfunctional outcome in the event that the objectives of the employees and the employer are in tension. This cannot easily be solved as each party may have different interests, for instance the employees may have different aspirations, may want certain training routes envisaging career change or progression and may have time horizons within which to complete the training while the employer may not be willing to provide training that will lead the employee to move away to other competitors. In the end, the training provided may be from the vantage position of the employer if they meet



the total costs. This can be a real challenge because it may result in a situation where staff is dysfunctional even after training has been provided. Some scholars have observed that dysfunctional training occurs because; “the type of training content, the match of training content with organizational level outcome, the type of training methods and design and learning principles, the type of employees trained and the implications for the transfer of training are not congruent with organizational objectives” (Tharenou, 2007:270). Others have pointed out that dysfunctional training may be, “due to the fact that the manifestation of training learning outcomes in subsequent job behaviours and organizational indicators may be a function of Favorability of post training environment for the performance of learned skills. Environmental favorability is the extent to which the transfer or work environment is supportive of new skills and behaviours learned or acquired in training. Trained and learned skills will not be demonstrated as job-related behaviours if incumbents do not have the opportunity to perform them” (Edens & Suzanne, 2003:242). Human Capital Theory claims that rational investment in education leads to improved productivity, it does allow for non-rational decisions. But to account for apparent non-rationality, it is useful to add on the basic arguments and principles of the Human Resources Based View to the Human Capital Theory.

The Concept of Teacher Development

In the field of education the terms of professional development, staff development, teacher’s development have been used interchangeably and have been defined in a number of ways. O’Sullivan, Jones and Reid (2008) believe that staff training programmes are conscious institutional efforts particularly in relation to teaching in order to improve the capability of teachers to enable them perform their roles effectively. Jones, Clark, Figg, Howarth, Reid (2010) assert that continuous development provides the necessary oxygen for teachers in order to survive as educated and trained professionals. They believe that staff-development programmes provide the means for teachers to experience continuing education as part of a team of professionals. Dean (2011) defines that the term professional development suggests a process which enables teachers become more professional. He maintains that the term implies a long training, involves theory as a background to practice, has its own code of behaviour and has a high degree of autonomy. Bolam, Glover and Law (2010) suggest three different types of teacher development programmes:

- Professional training: short courses, conferences and workshops largely focused on practice and skills’.

These kinds of courses intend to inform the teachers of already discovered techniques and skills to use in classroom. Such sessions are usually, not necessarily, designed by outside experts, and introduced to teachers.

- Professional Education: longer courses and/or secondments focused on theory and research-based knowledge. These kinds of programmes aim at providing teachers the opportunities to research and discover the rules, ideas and principles themselves in order to improve their professional performance.



• Professional Support: job-embedded arrangements procedure'. Professional support is referred to actual performance in classroom, e.g. the analysis of videotapes of classroom proceedings. O'Sullivan, Jones and Reid (2008) has presented one of such comprehensive and convincing cyclic process which covers all the important stages and still it is simpler and easier to understand. O'Sullivan et al. (2008) find this cyclic figure useful because it enables trainers and trainees alike to ask and answer the following questions: Where are we? Where do we want to be? How do we get there? How will we know when we've got there? According to them, the idea of cyclic figure can be used to explain the process in a simple way. However, in reality, it is much more complicated. 'Evaluation, for example, needs to be considered at each stage and not left until the final part of the programme. The starting point can be anywhere on the cycle. It is vital to progress round the cycle of activities once the decision to adopt this process is taken. These stages are further elaborated below.

Identification of needs, aims of any programme are set to fulfil the needs of its trainees. Therefore, the needs can be traced in the aims a programme sets for its trainees. Glover and Law (2010), Blandford (2011), Dean (2005) and McLaughlin and Oberman (2009) gave various features of a well-planned teacher development activity. Based on their views, such an activity aims to:

- add to teachers' professional skills. Such programmes not only engage teachers in developmental activities, but are also necessarily new for them adding to their prior knowledge what they did not know before. However sometimes an activity can be repeated to be used more skillfully.
- expand their professional expertise. Such activities should not only add to their previous knowledge but also demonstrate a marked improvement in teachers' performance to prove the usefulness of that particular activity.
- elucidate their professional values. Developmental activity should not be strange to the institutional culture as well as background. It should not show a total clash with what the institution and its individuals already believe and practice, rather it should be context sensitive.
- support staff to perform as effectually as possible. An effective developmental programme should be practical enough to enable teachers to practise it in academic life. Moreover not only they should practise it, they should also be able to do so effectively.
- Provide opportunities for staff to prepare themselves for changing duties and responsibilities in order they could add a valuable experience to their professional career as a result of participating in such programmes. It should not be beneficial only for the institution as a whole but also for each individual teacher.
- Enhance job satisfaction. Such programmes should give teachers a sense of achievement so that they could feel satisfied with what they have gained and performed well.
- Keep teachers familiar with the current educational thinking, it aims to provide teachers with critical consideration to educational policy in particular how to raise standards. As a



result of developmental programmes, teachers would gain insight to probe into the educational problems at national level and could comment wisely on them.

- Provide support for schools that will enable them to fulfil their programmes. Such programmes are arranged by institutions on 'give and take' policy. Teachers would be provided with developmental opportunities and they would utilize their professional skills for the betterment of institution.

- Create a context in which teachers are enabled to develop their potential. Such programmes should not be introduced in isolation but as a series in order teachers could plan systematically which areas they need to focus on.

- develop combined and collaborative approach, involving a sharing of knowledge among educators and a focus on the practice by teachers' community rather than individual teachers.

These aims may be prioritised in accordance with the contextual demands, as all of these may not be relevant or equally important in all contexts. Kirk (2010) points out that hence teaching is a process of professional development, no matter how thorough and systematic initial training may be, it can never anticipate and prepare comprehensively for all the various demands that are rare to be encountered through a full teaching career. Reid, Bullock and Howarth (2012) are also of the same view that there is no model of staff development programme which has utility for every kind of school because schools vary in size, region and organisation.

Designing a Programme

Wideen and Andrew (1987) believe that while designing a programme and its aims, certain features should always be considered. First, successful staff development is context sensitive. The context of teacher is a source of information that may explain on what lines activities for development should be designed. It should be deeply connected to school and classroom participants including both teacher and students. Dean (2007) also supports the same point referring that anyone concerned with professional development whether within the school or outside it, must take into account the school culture if any work done with the staff is to have effect. The values adopted by the head teacher and staff and the attitudes current in the staffroom are crucial to the development of those who work there. Secondly, successful staff development is knowledge based. It clearly explains the knowledge that is likely to be acquired by the participants. The participant should know what they are going to learn as a result of this activity and how does it accords with their contexts and needs. A third feature is participation and collaboration. Any change in attitude or environment is possible only if the participants are willing to change. Therefore, successful development activities should ensure participation of all the concerned persons. Fourthly, successful programmes are on-going. The continuity of the development process is important and it will get the participants realised about the importance and effectiveness of the whole process. Wideen and Andrew (2008) emphasized that staff development should move ahead in some co-ordinated fashion with activities that relate to one another over time. Instead of a series of a number of activities, there should be activities that are tied to the intention of building or accumulating.



Here Wideen is supporting O'Sullivan's et al. (2008) idea when they say that evaluation feedback should form the basis of the next stage in the process of staff development.

Fifth, staff development programmes are reflective and analytic. Time should be set aside for rigorous examination of what has happened and is happening. Monitoring and evaluation becomes vital in case of a newly introduced project like this. It is only comprehensive monitoring and evaluation on regular basis at every step that ensures the effectiveness of the plan.

Sixth, staff development should be democratic involving ownership of the programme with all staff participating in identification and analysis process (O'Sullivan et al., 2008). In the educational set up of developing countries, such a democratic approach might not work well in the first instance because they usually tend to be hierarchical in structure.

However, while designing a programme democratic elements at initial stages cannot be completely ignored. Finally, such a programme should involve strategies that may be replicated with pupils (O'Sullivan et al., 2008). A good developmental programme enables teachers to practise the same techniques and strategies to teach their learners what they have used as a learner during a developmental activity.

Running a Programme

There are many ways of meeting development needs/aims. O'Sullivan et al. (2008) have listed some possible ways of organising training courses/sessions within the staff development programmes. Here I will mention only those that might be relevant to the context of this study. These include:

1. '*External short courses*': external bodies usually run such courses.
2. '*External or internal courses organised by the Staff Development co-ordinator, other staff member or head teacher*': such programmes can be run successfully following the approaches discussed.

However, they need a perfectly organised management to gain effective results.

3. '*Attendance on degree/certificate/diploma*': these kinds of developmental activities are beneficial for teachers as well as institution but they require quite a reasonable amount to support such programmes. In our context, the institution may be reluctant to devote a large amount to these kinds of activities. However once the usefulness of developmental programmes is revealed management should be convinced to finance such courses on regular basis.

4. '*Private study or sabbaticals*': this has always been a good strategy for self-development but it might not work well first because in such a case individuals are not bound to continue permanently unless one is really a devotee to one's profession. Secondly having no collaborative environment these kinds of activities may not be expanded to a large number of individuals.

5. '*Discussions held by experts*': it is a good source of developing professional skills especially, when such an activity is in its introductory stages. Participation in such



discussions opens a number of vistas for the participants and they can learn new skills very quickly.

6. 'Coaching/on-the-job training': this is a good strategy for the same reason as mentioned in number

7. 'Internal and external secondments': this is most likely to be a new activity for the participants of this study but could be very useful at the same time. It gives teachers a chance not only to share ideas and problems with the teachers of other schools but also create an environment of collaborative work, leading them towards organised development programmes.

8. 'Self-help staff development meetings': another good means of professional development but only practicable when the concept and process of professional development is already familiar to the participants and useful only if could be managed keeping in view constraints described in number 2 and 4 above.

O'Sullivan et al. (2008) suggest that a mixture of methods/approaches can be used for different needs and circumstances. In respect of running such activities it is important that staff in the school feel comfortable in following a common philosophy so that the progression of learning throughout the school may be achieved. Dean (1991) notes that the professional development programme is most likely to be successful in a school where there is an open style of management and trust between colleagues, where professional development is seen as normal practice which is built into the timetable and overall organisation of the school.

Monitoring/Evaluation

Monitoring is a short term, immediate check of the delivery of staff development activities (O'Sullivan et al., 2008). The purpose of monitoring is to evaluate each step on the cycle of development process to determine the effectiveness of that particular activity. According to Glover and Law (2006), monitoring is concerned with the ways in which intended plans are operationalized. Monitoring, in fact, reflects a concern to ensure that appropriate remedial action is taken when needed. Evaluation is a long-term judgement as to the worthwhileness of the staff development events (O'Sullivan et al., 2008). In this way, evaluation not only proves that some worthwhile has resulted from staff development activities, but also focuses on current and future programmes to ensure that improvement occurs continuously. It is important to remember that an effective evaluation and monitoring is part and parcel of a planning to achieve the desired aims.

Role of Management in Teachers' Professional Development

Dean (2009) observes that professional development is a whole school activity and everyone in a management role in a school, therefore, has responsibility for developing the work of the teachers for whom she/he is responsible. Dean gives a list of responsibilities of the management that can be summarised as follows:

- providing articulate aims and policies for the school, following consultation, discussion and communicating them to everyone concerned.



- setting priorities, ensuring that the school meets the requirements of national policies.
- Creating a structure for professional development
- Selecting and appointing staff for professional development tasks
- Clarifying professional development roles
- Co-ordinating professional development policy with other school policies
- Allocating resources for professional development
- Creating an organisation for appraisal.

Generally, the school management in developing countries such as Pakistan might not possess the potential to perform these responsibilities on its own to the entire satisfaction of the teachers, the requirements of development programme and the institutional aims. However, a skilful person may co-ordinate between the teachers and the management in order to create a favourable environment. To Dean (2010), the status of that post is important because the coordinator will be responsible for some decisions that cannot, by their nature, please everyone. At the same time the coordinator chosen for this post should have very good interpersonal skills because she/he will need to proceed by persuasion on many occasions. According to Dean, the coordinator's major responsibilities might include:

- co-ordinating the professional development programmes for the school.
- drawing up the professional programme and ensuring that everyone is aware of what it contains.
- providing advice, support and training for colleagues contributing to the school professional development programmes
- ensuring that all staff are kept aware of professional development opportunities available to them.
- providing advice and support for colleagues concerned about their professional development needs.

Implementing a Programme

Teacher development programmes represent an attempt to implement some form of change. Kennedy (2013) believes that one of the functions of the change agent is the management of innovation for a successful implementation of the change. While introducing a change like teacher development programmes, utmost care is required to tackle the affairs wisely. In order to make a change successful Trump (2007) gives five points to keep in view:

- analysis of present practice
- discovering what people want that is different what they are doing
- making tentative decisions about the priority of the proposed changes
- planning innovation carefully in terms of teacher preparation and student preparation and anticipated effects of the innovation
- describing the time and techniques for evaluation

These steps not only give guidance for action plan, but are also likely to create a favourable environment to introduce the innovation.



Approaches to Teacher Development

The idea of teacher development is malleable because it takes many forms, has different meanings in different contexts, operates from a variety of implicit and explicit beliefs and value bases, and is manifested in different forms of action. This section attempts to give review of various approaches to teacher development in order to get behind this apparent diversity of the concept to look for an underlying common core on which practical models for teacher development may be built. Staff development can be conducted at individual and institutional level. At individual level, one may use it to refine own skills and knowledge. McGrath (2006) describes it a lifelong autonomous process of learning and growth by which teachers adopt changes and enhance their awareness, knowledge and skills. In this context staff is regarded as self-reflective and self-critical individuals with diverse views and approaches who can be depended upon for professionalism as well as their ability for self-development. Thus it is commonly presumed that staff development adopted on self-reflective and self-critical bases is likely to achieve its goals and leaving teachers with enthusiasm and motivation to enhance their knowledge and skills. However, there is a possibility that teachers' priorities for professional development might be in conflict with the institution's goals and targets. At institutional level staff development may be associated with the management. Hargreaves and Michael (2012) highlight that teachers are to be trained and developed, rather than to be viewed as people who can and should develop themselves. Institutional level teacher development plans are practical in the sense that they focuses on understandable and usable methods for classroom situations, benefit large number of group and help achieve institutional targets more effectively in a measurable system. However, Hargreaves and Michael (1992) are of the opinion that at institutional or group level, teachers might be given little discretion over the degree or pace of adoption of the skills and this betrays disrespect for teachers' professionalism and the quality of their classroom judgement. This sort of approach may also create a psychological impression among teachers of being 'cured or reformed' by the management.

Another drawback of this approach is that teachers feel that resources are being distributed disproportionately to the outside experts hired by the management. At institutional level, while planning professional development programme, the management might ignore teachers' individual professional needs and could be more concerned with the institutional achievements. Considering this possible authoritarian aspect of institutional and/or individual development plans, educationalists usually tend to incorporate the needs of both management and teachers for best possible results. Below is given overview of few significant approaches to teacher development that have gained popularity among schools and educationalists.



Client-centered Approach

Nunan's (2009) client-centred approach to teacher development is considered one of the most important approaches. According to this approach input derived from teachers is used by themselves as a source of developing their professional skills. The approach is based on learner-centred programmes that attempt to incorporate into classroom information by and from the learners. It is assumed that if these sorts of programmes are relevant for learners, they should also be relevant for teachers when they become learners (Nunan, 2009). He mentions a number of client-centred principles, evolved through the workshops conducted by national curriculum resource centre in Australia. They include:

- The content and methodology of workshops should be perceived as being personally relevant to participants.
- teachers should be encouraged to derive a set of principles from a study of classroom practice, rather than being exposed to a set of principles.
- The approach should be bottom-up rather than top-down.
- teachers should be involved in the structuring of the professional development programme.
- teachers should be encouraged to observe, analyse and evaluate their own teaching.
- teachers should be let practise what they preach. (Nunan, 2009)

The approach is practised through workshops, which could address any curriculum issue. Client-centred approach is advantageous in a number of ways. The advantages of client centred approach include ownership of learning, developing critical and analytical thinking and lessened fear of outside criticism. However, it does have some drawbacks which need to be considered carefully while following this approach. First, it might be difficult to manage a large number of teachers at the same time. All the participants might not have similar issues and goals to share with other groups unless it has been planned wisely in advance. Secondly, it demands perfect pre-planning of the whole programme to ensure that teachers might not ignore any important aspect.

Thirdly, it is more suitable for experienced teachers than for novice teachers. Finally, there is no one to challenge the set of principles that teachers decide themselves. It might lead them towards some sort of 'dictatorship', in terms of evolving their own principles for teaching practice, rather than autonomous learning. Nevertheless, the approach is largely beneficial to encourage teacher development activities, and may particularly be useful for a context where teachers feel stressed because of managerial influence.

Self-Development through Class Observation

This approach may be viewed as an extended form of co-operative approach. Wang and Seth (2007) conducted an experimental research study in China to turn classroom observation into an effective tool for teacher development. This approach gives teachers a chance to choose themselves whom they would like to invite to their class, which aspects of teaching should be observed and what is going to be discussed in the feedback discussion (Wang & Seth, 2007). The approach has four aims:



1. To help teachers understand that they have a responsibility for their own development.
2. To help teachers have a clearer understanding of their own classroom experiences.
3. To introduce teachers to a more developmental approach to teacher training.
4. To help teachers build a more supportive and trusting relationship with their colleagues, and to realize the mutual benefits they would accrue from this. The process of self-development is carried through interaction between the teachers and the observer. The interaction goes through the stages of understanding, reflecting, focusing, disclosing and planning (Edge, 2012). Understanding is the most important stage. The observer tries to stay with the teacher's framework of classroom experience, understands what the teacher says and makes the teacher feels being listened to. Sometimes the teacher might not accept everything the observer says and can justify as well as insist on his/her own view. At the disclosing stage the observer has to remain within certain limits, and to offer the teacher a perspective rather than a prescription.

A typical procedure of the whole process consists of a pre-classroom observation followed by the actual classroom observation process. A post-observation discussion is conducted to discuss issues and concerns as agreed in the pre-observation session with a post-classroom observation questionnaire. This approach has certain advantages such as its effectiveness to teach self-development and its capacity to offers relaxed and informal environment. This approach also provides relevant feedback from the observer which is. Furthermore, the approach is a means of collaborative learning for teachers to learn from each other. However, sometimes observer could be a marionette in the hands of teacher who acts according to the teacher's wishes. It also takes a lot of time and the procedure may continue without achieving any developmental goals. It also requires a cyclic consistency and regularity which might not be possible due to busy academic routine and calendar.

Self-awareness through groups in teacher development

Underhill (2011), who presented this approach, says that this approach aims at carrying out individual teacher development within a group of people who normally work together and has to do with the strong hold that group norms can exist over members of the group. Underhill believes that: '... developmental work in established groups can allow tacit norms to be exposed and new norms to emerge. In other words, group members become aware of their unaware and collusive norms, it may be possible to get group norms on the side of development, rather than the side of responsibility avoidance (Underhill, 2008). This approach is likely to create interpersonal, caring environment with a shared commitment to the process of intentional development. This kind of personal or professional development is carried out by oneself. Other people play important role in creating a psychologically facilitative climate. Though this sort of approach also seems to encourage self-development, it unnecessarily depends on the group members. The question is whether it is really simple to create or find a group of people who will be caring and co-operative all the time to work in an



ideal environment. This question, having no satisfactory answer, takes the approach far from practicality.

Collaborative Approach Vs Co-operative Approach

This approach is a reaction to Edge's (2007) co-operative approach and suggests some amendments. According to the Co-operative approach, co-operative development is carried out in the roles of Speaker and Understander. The roles may be exchanged later. The Understander is to help the speaker's own ideas as a speaker delivers them. It requires a relationship of trust and confidentiality in addition to showing respect, empathy and honesty to each other. If the Understander faces difficulty in following two contrast ideas in the Speaker's speech, s/he may ask the Speaker to justify it. Edge names this stage Challenging. Lansley (2012) criticised Edge's approach for a number of reasons. First, in this approach there is risk for those people who have not developed the necessary skills for self-discovery. Secondly, even if the Understander helps the Speaker to understand her/his ideas, there is no guarantee that the Speaker will change them. In fact, Lansley does not oppose co-operative self-development but the exclusion of the opinions of others as a means to modifying one's own opinions, beliefs and principles. Moreover, the approach is not suitable for everyone. Edge (2007) himself thinks that it would be naïve to expect massive take up of the extra effort involved in the process of co-operative approach. Lansley believes that there is a need to be self-critical and critical of one's peers at all the times. Lansley's suggestion introduces an approach that somewhat collaborates both Edge's (2007) co-operative approach and Underhills's (2011) group based approach. However, it excludes too much dependence on the group members. The group members in this approach are neither too caring nor too emphatic towards the speaker; they are not supposed to create a psychologically facilitative environment either. Rather they are friendly critics of their peers. They are supportive to their peers but they may also challenge to the ideas and rules evolved by their peers.

Data-based Teacher Development

Introduced by Borg (2009), this approach aims at using classroom data for learning new skills and thus developing oneself. In this regard, the term 'data' refers to the description of ELT lessons and interviews which teachers talk about their work. Borg (1998) says that using ELT data focusing on teachers' work can stimulate the kind of productive thinking which forms the bases of reflective practice. Borg (2010) believes that teacher development activities which draw upon vivid portraits of teaching and teachers to be found in research data can provide an ideal platform for the kind of other oriented inquiry which facilitates self-reflection. According to this approach teachers analyse a detailed script of ELT classroom and answer/justify/explain teachers' and pupils' responses. Teachers are encouraged to comment on the both positive and negative aspects of the data. This kind of approach makes a useful contribution to teacher development.

Among its advantages are:

- It allows teachers' space to response personally to the data.



- It allows teachers to move from a description of teaching to an analysis of rationale.
- It allows to move from other-oriented reflection to self-reflection
- It makes a useful contribution to teacher development by allowing teachers to function according to the data analysis of other teachers, and ultimately their own.
- such activities make authentic data about teaching accessible to all teachers. It encourages teachers to define objectives for continuing inquiry. This approach has some limitations as highlighted by (Borg, 2011).
- the effectiveness of data-based approach depends on the quality of the data and the task through which the data is exploited. If either of these is not qualitative, the whole exercise will be futile.
- it is difficult and time consuming to produce qualitative and authentic data of classroom lessons.

A glance at all these approaches makes it clear that self-development, emerging from bottom-up to top-down, is generally encouraged and appreciated. However, variations are essential to make the programme appropriate for a particular context and the particular needs of a group in focus.

As a matter of fact, most teachers found in our classrooms today have nothing to offer to students by ways of professional training. Such teachers need training to update their knowledge, skills and competence. Teacher training (in-service education) programmes can be categorized into different forms. According to Asaya (1991), there are eight varieties of in-service education as follows:

1. Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days).
2. Conferences (give participants an opportunity to question others and discuss ideas presented)
3. workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field (A skilled consultant work with each group)
4. staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies)
5. committee (five or several members work on a problem that could be impossible for a whole staff to tackle).
6. professional reading (with the aid of a professional library' study groups)
7. individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).
8. visits and demonstrations (opportunity to observe actual teaching techniques).

In the same vein, Maduabum (1992) in Eduwen (2016). Summarized the different forms of in-service education as follows:



1. **Regular courses:** These are the full time courses undertaken during the normal academic session. The period of the programme depends on the type of course e.g B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.
2. **Conferences:** these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.
3. **Workshops:** Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.
4. **Seminars:** A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.
5. **Correspondence Courses:** In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.
6. **Exhibitions:** These can be regarded as physical displays of scientific interest intended to enlighten awider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources.

Role of Teacher Appraisal

Teacher appraisal is an integral part of teacher development programme. It is a valuable means of promoting the professional development of teachers and their schools. Development can occur in each phase of the process i.e. during the preparatory, interview and follow-up stages. However, success of the whole process of appraisal depends on the well-planned management of appraisal interview and the way the appraisal statement and future plans are formulated. The idea of teacher appraisal has been derived from the term 'Performance Appraisal', commonly used in industry, "which carries with both industrial associations of product and profit" (Wragg, 2010). However, it is difficult to apply the term to the field of education in the same sense because unlike industrial workers, teachers have certain



constraints. Teachers are not producing some lifeless products of uniform standard and quality. They have to face human beings from a variety of social, religious and ethnic backgrounds. There are students with individual idiosyncrasies, different IQ levels, different scales of motivation, and many others factors involved. Therefore, teachers' performance cannot be viewed in the same way as that of industrial staff. According to Everard and Morris (2010) appraisal is, or should be, an opportunity for individuals to meet with their manager in order to take stock of their individual and joint achievements. Appraisal system can serve a variety of purposes within an organisation. Everard and Morris (2006), Wragg (2007) and Wragg, Wikeley, Wragg and Haynes (2010) give more or less the same objectives of appraisal system. They include evaluation, auditing, succession, planning, training needs, developing individuals, checking effectiveness, assessing performance, communicating, co-ordinating the work in the department, helping and supporting for teachers in a management role, making teachers realise that their work is being judged by others and providing the appraiser with a different view of his/her institution.

Essentials features of effective appraisal

Everard and Morris (2001) describes a number of features of constructive appraisal. Such an appraisal contains:

- objectivity: a job description with criteria and clear objectives
- willingness to listen on appraiser's part, instead of telling what is right or wrong.
- openness to criticism for improvement.
- counselling, not judgement, for anything under discussion.
- action planning with new objectives and development plans carried forward progressed and overviewed.

Modals of Teacher Appraisal

Poster and Poster (2011) give four ideal types of appraisal interview. First model, that is developmental, presents peer appraisal. It involves two people of equal ranks. Poster and Poster (2008) believe that its main concern is truth, accuracy, and the maintenance of moral, ethical and professional values. It is concerned with longer-term professional development. Wragg et al. (2006) notice that "co-equal pairs in such a fashion will simply confirm each other's practices, engage in mutual congratulations". However, supporters of peer appraisal argue that observation from a peer can effect change if they are credible with the recipient.

The criticism on this model is not exaggerative because there is risk of such kind of mutual congratulations, which may be avoided by setting certain criteria for what is being appraised. But this requires extra time that becomes another drawback. However, this approach may be very suitable for experienced teachers. The second model is self-appraisal or Laissez-Fair. This type emphasizes the importance of self-development by the individual him/herself. According to Poster and Poster (2011) this model allows managerial abdication from responsibility and sanctions appraise to decide on the need for follow-up. Furthermore, it encourages subordinate to raise issues. Though both of these models emphasise individual



responsibility and freedom to make sound judgment, they give little recognition to those occasions when the needs of the organisation may override those of individual (ibid.).

The third model is that of Managerial. It is a hierarchical model, confirming the authority of superiors. This model makes strong use of incentives as well as praise, reproach from superiors and sets targets in order to maximize organisational objectives (ibid.). Managerial model denotes appraisal of each individual by the person holding the rank immediately above. Wragg, Wikeley, Wragg and Haynes (2006) referring to the criticism on this approach say that such an approach not only reifies and hardens hierarchies, but also makes many teachers the unwilling recipients of management directives.

The fourth type is judgmental. In this model managerial authority is to make judgement and collect data for assessment of the subordinate. "It assumes the necessity of extrinsic motivation and uses system for merit rating and performance-related salary by rating individuals against one another" (Poster & Poster, 2011). In the context of developing countries, none of these models can work successfully in isolation. Popular system in most of developing countries is hierarchical. In such a setup, the managerial system is more usually concerned to smoothly run the existing routines. On the other hand, the developmental model excludes management to a great extent and management is not likely to depend on a programme that excludes managerial influence. The laissez-faire model may not co-ordinate the developmental activities because of not having a collaborative environment in the existing circumstances. As Ried Bullock and Howarth say that there is no model of staff development programme suitable for every kind of school, a combination of these models could provide a favourable environment for an effective appraisal process. In such a model teachers will have central role. They will determine their own needs and justify these needs to accord them with the institutional aims and objectives. Such a balanced approach in a hierarchical system, where there is willingness to accept innovation, may well convince the management of the utility of such kinds of developmental and appraisal programmes.

METHODOLOGY

Statement of the Problem

Teachers face the challenge of dealing with today's youth who have become more curious, more sophisticated and more demanding in their approach to learning, thereby complicating the teaching function. Today students are better regarded as digital citizens. Though there have been calls for the need for authorities to encourage the professional development of teachers which implies that the advantage of such is not farfetched. It appears teachers' capacities are hardly enhanced in terms sending them for training, workshops, modern teaching tools drill. In most cases unqualified teachers are even employed without proper training afterwards. This study will seek to find out why teachers professional development and work performance in secondary schools in Rivers State is under played.



Purpose of the Study

The purpose of the study isto investigates teachers' professional development and work performance in secondary schools in Port Harcourt L.G.A. Rivers State.

1. Determinehow facilities used by the teachers enhance their professional development and work performance of teachers in secondary schools in Rivers State.
2. Determine whether seminars and workshops enhance the professional development and work performance of teachers in secondary schools in Rivers State.
3. Determine if teacher's certification enhance their professional development and work performance in secondary schools in Rivers State.

Research Questions

The following research questions shall guide this study:

1. How does facilities used by the teachers enhance their professional development and work performance in secondary schools in Rivers State?
2. To what level does seminars and workshops enhance the professional development and work performance of teachers in secondary schools in Rivers State?
3. How does teacher's certification enhance their professional development and work performance in Rivers State?

Hypotheses

The following null hypotheses guided this study:

- Ho1. There is no significant relationship between facilities used by the teachers and their professional development.
- Ho2. There is no significant relationship between teachers attending seminars and workshops and the enhancement of their professional development in secondary schools in Rivers State.
- Ho3. There is no significant relationship between teachers' certification and their professional development in secondary schools in Rivers State.

Research Design

The descriptive survey design was adopted for this study. According to Creswell (2003), a survey design is used in describing data from a large population. Survey research is an efficient way of gathering data to help address a research question. The study seeks to go generate data for answering research questions by determining the opinions and perceptions of the respondents. Survey design, according to Olaitan and Nwoke (1999), is one in which the entire population or representative sample is studied by collecting and analyzing data from the group through the use questionnaire.



Population of the Study

This research comprised of teachers in public secondary schools in Rivers State. The population is estimated at 24,793. Source: Planning, Research and Statistics Department, Rivers State Schools Board, Port Harcourt, July, 2018.

Sample and Sampling Technique

This study adopted a sample size of one public secondary school in each of the 23 local governments in Rivers State. A stratified sampling technique was used to select 5 Local Government Areas (3 Urban and 2 Rural) from which the sample size was selected. Specifically, 400 teachers were studied, using the purposive sampling technique.

Instrument for Data Collection

The researcher used a questionnaire titled, "Teacher Development in Secondary Schools in Rivers State and Teachers' Work Performance Questionnaire (TDSSQ)", which consists of demographic data as well as response variables to address the four research questions. The instrument was coded with modified 4 point Likert Scale of Strongly Agree (SA) = 4 Point, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagree (SD) = 1 point.

Validity of Instrument

The instrument was subjected to face and content validities by a senior lecturer in the department of Educational Management, Ignatius Ajuru University of Education.

Reliability of the Instrument

A test-retest method was used to obtain the reliability of the instrument. The scores obtained from the exercises were correlated using Crumbach Alpha (α). At .85 showing that the instrument was highly reliable.

Method of Data Collection

The questionnaires were distributed by the researcher with the aid of two research assistants who were adequately trained so that they can answer any question that the respondents may come up with. This helped in the quick administration of the questionnaire. At the end of the period, all the valid copies were used for data analysis.

Data Analysis Techniques

Data was analyzed using SPSS version 20. For the purpose of answering all the objectives set, the research questions were answered using Mean and Standard Deviation while Pearson Product Moment Correlation Coefficient was used to test 3 null hypotheses at 0.05 levels of significance.



PRESENTATION OF RESULT

Research Questions.

Research Question 1: How do facilities used by the teachers enhance their professional development and work performance in secondary schools in Rivers State?

Table 1: Mean and Standard Deviation of facilities to enhance teachers' professional development and work performance

S/N. ITEM	N	Mean	Std. Deviation	Remark
1. My school provides me with projectors to deliver lessons.	350	2.3800	1.07919	Disagree
2. My lessons are delivered using power-points.	350	2.3743	1.26270	Disagree
3. My school has computer facilities.	350	2.3200	1.10762	Disagree
4. I'm always allowed to use computer facilities to enhance my teaching performance.	350	2.3914	1.05027	Disagree
5. My school provides instructional materials on request.	350	2.5057	1.17896	Disagree
Total	350			

From table 3 above, in **item 1** mean score of 2.3800 and STD 1.07919 indicates that the respondents disagreed that their school provides me with projectors to deliver lessons. In **item 2**, mean score of 2.3743 and STD 1.26270 indicates that the respondents equally disagreed that their lessons are delivered using power-points. In **item 3** mean score of 2.3200 and STD 1.10762 implies that the respondents disagreed that their school have computer facilities. In **item 4** mean score of 2.3914 and STD of 1.05027 shows that the respondents disagreed that they always allowed to use computer facilities to enhance my teaching performance. However in **item 5** mean score of 2.5057 and SD 1.17896 shows that the respondents agreed that their school provides instructional materials on request.

Research Question 2: To what level does seminars and workshops enhance the professional development and work performance of teachers in secondary schools in Rivers State?

Table 2: Mean and Standard Deviation of seminars and workshops in enhancing teacher's professional development and work performance

S/N. ITEM	N	Mean	Std. Deviation	Remark
6. My school sends me for teachers' workshop regularly, attending seminars enhances my performance.	350	1.2086	.48406	Disagree



7.	I attend seminars every year.	350	2.4486	1.20002	Disagree
8.	My school invites external facilitators or trainers to my school from time to time.	350	1.9029	1.08743	Disagree
9.	My school allows us travel outside the station for trainings	350	1.9086	1.16427	Disagree
10.	My school provides training CDS or recorded video/audio as training packs.	350	1.3343	.47242	Disagree
Total			350		

From table 4 above, **item 6** mean score of 1.2086 and STD of .48406 shows that the respondents disagreed that school sends me for teachers' workshop regularly, attending seminars enhances my performance. In **item 7** mean score of 2.4486 and STD 1.20002 indicate that the respondents disagreed that they attend seminar every year. In **item 8** mean score of 1.9029 and STD of 1.08743 indicate that the respondents disagreed that school invites external facilitators or trainers to my school from time to time. In **item 9** mean score of 1.9086 and STD 1.16427 equally indicate that the respondentsschool allows us travel outside the station for trainings and in **item 10** mean score of 1.3343 and STD .47242 show that the respondent disagreed that their school provides training CDS or recorded video/audio as training packs.

Research Question 3: How does teacher's certification enhance teacher professional development and work performancin secondary schools in Rivers State?

Table 3: Mean and Standard Deviation of Teacher's certification in enhancing professional development and work performance

S/N. ITEM	N	Mean	Std. Deviation	Remark	
11.	I have acquired higher qualifications since employment.	350	1.4657	.70016	Disagree
12.	I have a bachelors' degree in education.	350	1.9229	1.21466	Disagree
13.	I wrote professional exams to qualify as a teacher	350	1.3543	.74185	Disagree
14.	I use more than one teaching method in delivering my lessons	350	2.5486	1.20002	Agree
15.	I belong to teaching professional bodies.	350	1.9657	1.12230	Disagree
Total			350		

From table 4 above in **item 11**, mean score of 1.4657 and STD .70016 shows that the respondents disagreed that they acquired higher qualifications since employment. In **item 12** mean score 12 and STD 1.21466 indicate that the respondents disagreed that they have



bachelor's degree in education. In **item 13** mean score of 1.3543 and STD .74185. However in **item 14** mean score of 2.5486 and STD 1.20002 indicate that the respondents agreed that they use more than one teaching method in delivering their lessons. **Item 15** with mean score of 1.9657 and STD 1.12230 show that the respondents disagreed that they belong to teaching professional bodies.

Testing of Hypotheses

The hypothesis was tested and analysed using SPSS VERSION 20. The Pearson Product Moment Correlation Coefficient (PPMC) was used to test 4 null hypotheses at 0.05 levels of significance.

1 Hypothesis 1: There is no significant relationship between facilities used by the teachers and their professional development.

Table 4, PPMC analysis of Hypothesis 1 Correlations

		Item 1	Item 2	Item 3	Item 4	Item 5
Item 1	Correlation Coefficient	1.000	-.078	.233 **	.192 **	.003
	Sig. (2-tailed)	.	.148	.000	.000	.957
	N	350	350	350	350	350
Item 2	Correlation Coefficient	-.078	1.000	.342 **	.282 **	.326 **
	Sig. (2-tailed)	.148	.	.000	.000	.000
	N	350	350	350	350	350
Item 3	Correlation Coefficient	.233 **	.342 **	1.000	.069	.232 **
	Sig. (2-tailed)	.000	.000	.	.196	.000
	N	350	350	350	350	350
Item 4	Correlation Coefficient	.192 **	.282 **	.069	1.000	.246 **
	Sig. (2-tailed)	.000	.000	.196	.	.000
	N	350	350	350	350	350
Item 5	Correlation Coefficient	.003	.326 **	.232 **	.246 **	1.000
	Sig. (2-tailed)	.957	.000	.000	.000	.
	N	350	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).



Hypothesis 2: There is no significant relationship between teachers attending seminars and workshops and the enhancement of their professional development in secondary schools in Rivers State.

**Table 6, PPMC analysis of Hypothesis 2
 Correlations**

	Item 6	Item 7	Item 8	Item 9	Item 10
Item 6					
Pearson Correlation	I	.539**	.055	.624**	-.105 [*]
Sig. (2-tailed)		.000	.305	.000	.049
N	350	350	350	350	350
Item 7					
Pearson Correlation	.539**	I	.457**	.421**	.508**
Sig. (2-tailed)	.000		.000	.000	.000
N	350	350	350	350	350
Item 8					
Pearson Correlation	.055	.457**	I	-.107 [*]	.761**
Sig. (2-tailed)	.305	.000		.046	.000
N	350	350	350	350	350
Item 9					
Pearson Correlation	.624**	.421**	-.107 [*]	I	-.054
Sig. (2-tailed)	.000	.000	.046		.317
N	350	350	350	350	350
Item 10					
Pearson Correlation	-.105 [*]	.508**	.761**	-.054	I
Sig. (2-tailed)	.049	.000	.000	.317	
N	350	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).



*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 3: There is no significant relationship between teachers' certification and their professional development in secondary schools in Rivers State.

Table 6, PPMC analysis of Hypothesis 3
Correlations

	Item 11	Item 12	Item 13	Item 14	Item 15
Item 11	Pearson Correlation	I	.664 **	.263 **	-.074
	Sig. (2-tailed)		.000	.000	.168
	N	350	350	350	350
Item 12	Pearson Correlation	-.045	I	.427 **	.694 **
	Sig. (2-tailed)	.405		.000	.000
	N	350	350	350	350
Item 13	Pearson Correlation	.664 **	.427 **	I	.409 **
	Sig. (2-tailed)	.000	.000		.000
	N	350	350	350	350
Item 14	Pearson Correlation	.263 **	.011	.409 **	I
	Sig. (2-tailed)	.000	.835	.000	
	N	350	350	350	350
Item 15	Pearson Correlation	-.074	.694 **	.370 **	-.017
	Sig. (2-tailed)	.168	.000	.000	
	N	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION OF FINDINGS/RESULT

In hypothesis 1 and the result in table 1 shows a p. value of $0.01 < 0.05$ which implies there is a significant relationship between facilities used by the teachers and their professional development. The null hypothesis is therefore rejected. The respondents believe that facilities used by the teachers enhance their professional development. The position of the respondents is aligned by (Flavell, 2007, 2009). When teachers develop a meta-cognitive attitude (Jackson, 1974), they are aware of their own practice. The teachers interact and construct knowledge and learn together with their pupils and the facilities they use during activity in the classroom. In this way, meta-cognition and the development of a meta-cognitive attitude are important factors connected with learning, also within a constructivist frame of reference.



In hypothesis 2 and the result in table 2 shows a p. value of $0.01 < 0.05$ which implies that there is significant relationship between teachers attending seminars and workshops and the enhancement of their professional development in secondary schools in Rivers State. The null hypothesis is therefore rejected. The position of the respondents was supported by Dewey (1916) who believed that people who continually participate in development situations also learn to learn. Attending workshops and seminars will enhance the professional development of the teacher. Hypothesis 3 and the result in table 3 shows a p-value of $0.01 < 0.05$ which implies that there is significant relationship between teachers' certification and their professional development in secondary schools in Rivers State. The null hypothesis is therefore rejected. The majority of the respondents opined that there is a relationship between teachers' certification and their professional development in secondary schools in Rivers State. The position of the respondents was supported by Bolam (2010) in (Glover & Law, 2006) suggests different types of teacher development programmes including professional training and certification, short courses, conferences and workshops largely focused on practice and skills. Certification enables the teacher acquire professional certification in the career of teaching, which in turn improves the teacher's performance within and outside the classroom.

SUMMARY OF FINDINGS

1. Ho1 shows there is significant relationship between facilities used by the teachers and their professional development.
2. Ho2 equally shows there is significant relationship between teachers attending seminars and workshops and the enhancement of their professional development in secondary schools in Rivers State.
3. Ho3 shows there is a significant relationship between teachers' certification and their professional development in secondary schools in Rivers State.

CONCLUSION

Teacher professional development should be the hallmark of management in ensuring that the teachers in their employ are up to day in the happening in the contemporary era. Government, employers and teachers themselves are expected to engage in constant training and retraining to match up the speed and improve on their performance in the theatre of learning or classroom or outside.

RECOMMENDATIONS

1. Teachers should ensure they improve on themselves as regularly as possible.
2. Government and other employers of teachers should ensure sponsorship of the teachers while the teachers themselves should be willing to update their knowledge base and skill set.



3. Government should imbibe it as a policy that only certificated teachers are allowed to operate in the classroom as obtainable in other professions such as law, medicine, engineering, etc.

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