

## **Educational Services Revitalization as Correlates of Quality Secondary Education in Rivers State**

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### **Abstract**

*The study investigated educational services revitalization as correlates of quality secondary education in Rivers State. Three research questions associated with three hypotheses guided the study. The design used for the study was correlation design. Population of the study was 7,142 teachers while 379 teachers were drawn as sample for the study using random sampling technique. Instruments used for data collection were questionnaires titled “Educational Services Revitalization Scale” (ESRS) and Quality Secondary Education Scale (QSES). The instruments were face and content validated by two experts in Educational Management and Measurement and Evaluation, Faculty of Education, University of Port Harcourt. Cronbach alpha statistics was used to estimate the reliability of the instrument with an average reliability index of 0.75 for ESRA and 0.88 for QSES. Also, out of the 379 copies of questionnaires administered 368 copies which represented 97% were retrieved. The research questions were answered using Pearson Product Moment Correlation Coefficient (PPMC) while the hypotheses were tested using *t*-ratio at 0.05 level of significance and 366 degrees of freedom. Result of the study showed that educational programme revitalization, teacher professional development revitalization and e-technology revitalization had relationship of  $r=0.86$ ,  $r=0.16$  and  $r=0.23$  with quality secondary education in Rivers State. It was recommended that teachers and other school personnel should ensure that they utilize modern technology in their service delivery for quality secondary education in Rivers State.*

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**Keywords:** Educational Services, Revitalization, Quality, Secondary Education, Rivers State

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## **Introduction**

The place of education in the advancement of individuals and nations is an issue that cannot be overemphasized. In his words, Amaele (2012) asserted that education is the transformer of crude, raw and undeveloped manpower resources of the nation into skilled, technical, costly, and highly valued elements of the society. It facilitates national development as it equips the people with the needed knowledge, skills, character, techniques and information for the improvement of the national economy. The Federal Republic of Nigeria (2014) in the National Policy on Education clearly stated that there is no education system that can rise above the quality of the teaching force. It is on this note that teachers need to, and must be encouraged to acquire the necessary professional competencies required to meet the needs of the society for national development. In line with this, Obasi and Asodike (2014) emphasized the need for staff development and training as a way forward. These are indications that for teaching productivity and teaching effectiveness, the need for revitalizing the educational system and its programmes as well as exposing these teachers to professional development using the most sophisticated technologies must be given the attention it deserves for any meaningful and quality education to be achieved across all levels in the nation.

## **Educational Programme Revitalization and Quality Secondary Education**

Educational programme revitalization is described as a measure of the efficiency with which the overall process of teaching and learning utilizes its labour force which serves as the most powerful predictors of students. Productivity could be referred to the extent of output that is accrued from a given task such as teaching and learning, due to the input of the worker. It is the amount of responsibility a teacher is able to handle in a given period of time. The success of any school in achieving its aims and objectives solely depends on the efficiency and the effectiveness of its teachers. Ajayi and Afolabi (2012) conclude that educational programme revitalization is evident in principals' rating, students rating of their teachers and students academic performance.

Teachers can be said to be productive when they embark on their academic task with little or no error and also when students' academic performance increases. Productivity is the relationship between total input of goods and services and the total output. Teacher productivity is observed in the morality of the students' performance in internal and external examination. Students who are taught by a productive teacher is evident in their behaviour and performance, they make meaningful contribution in the school, family and society. Summarily, teacher productivity is incorporating their performance, efficiency, effectiveness, revitalization, commitment all joined together for attainment of organizational goals.

Teachers cannot give their best if they are not properly assimilated into the school and when this is not done, can lead to a high level of low/poor productivity. The teachers' ability to carry out task is very important since the attitude towards their job has a great effect on the teaching and learning process and majorly on the quality of secondary education (Ali, Zaman, Tabassam & Igbal, 2011). It is only teachers who are well acquainted that can do their classroom activities well because the revitalization of their teaching improves as their knowledge into the school increases. In the end, they become more hard working to their jobs. The extent of assimilation to a great extent determines the level of educational programme revitalization and the revitalization of teaching the students go through.

The indicators of teacher productivity include selection and usage of instructional materials, completing number of periods per week, following the scheme of work, and their

commitment to duties as well as marking of exam scripts, classroom management, writing of lesson notes, marking register, conducting internal and external examinations, filling diaries, computing charts (Ali, Zaman, Tabassam&Iqbal, 2011). They also suggested that these indicators could be accomplished if factors such as good working relationship with principals, conducive working environment, training to improve teachers capabilities, supervision, interrelationships are met. From the ongoing, teachers productivity is measured from teachers input and the resultant output.

Excellent performance of every institution is dependent on its key human resource. Although there are many other factors that play a major role in its success, every educational institution must have revitalization teachers in order to improve upon the knowledge, skills and general performance of its students (Hervie&Winful, 2018). Teacher education, training and development are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. Revitalization of teachers in specific educational system helps in the achievement of positive learning outcomes. Performance of teachers is partly dependent on their pre-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective. On the other hand, in-service training programs (ISTP) are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas (AL-Zoubi, Bani& Ismail, 2010).

Classroom teaching practice is the main important factor in getting the positive learning outcome in classroom. Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes (Tingum, 2010). The revitalization of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with rapid scientific and educational developments then he would become inefficient and ineffective. There are factors for shaping the revitalization of teaching. Among them, teacher training and professional development program are the main factor affecting the teachers' practices. Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

### **Teacher Professional Development Revitalization and Quality Secondary Education**

Clearly, meeting the expectation that all students will learn to high standards will require a transformation in the ways in which our education system attracts, prepares, supports, and develops expert teachers. An aspect of this transformation is developing means to evaluate and recognize teacher effectiveness throughout the career, for the purposes of licensing, hiring, and granting tenure; for providing needed professional development (Darling-Hammond & Prince, 2007). Improving the quality of education necessarily requires improving the quality of teaching [and] the quality of educational management [and these] require a major financial and political effort, significant upgrading in the pre-service and in-service training of teachers, radical changes in the concept of educational management, an overhaul in supervising the delivery of the school curriculum, a new strategy for recruiting the teachers who can be trained to raise the level of student learning (Carnoy, 2007) among other factors.

Teachers' professional development means, teacher education and continued learning. Ayeni (2011) views teacher education as the teaching and training experiences provided not only

within teacher institutions but also outside them with the basic aim of preparing and grooming potential teachers for teaching activities. Ayeni (2011) conceives teacher professional development as “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change.

Teachers are responsible for the translation and implementation of educational policies. These depend on professional practice. Teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning (Ayeni, 2011). The importance of training and retraining for career enhancement and capacity of teachers for improvement in teaching and learning processes cannot be over-emphasized. Teachers’ professional development is particularly important because of the need for teachers to do better and raise quality of secondary education. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. Although there are various approaches to teachers’ professional development such workshops, mentoring and training, whichever approach one adopted, the important thing is for the teachers to be professionally equipped (Ayeni, 2010) as this is essential for the overall success of the school system.

It is incontrovertible that every approach has its own merits and demerits. For instance, the traditional approaches to professional development such as seminars, workshops and conferences have been criticized by researchers such as Fullan and Akinwale cited in Ayeni (2011) for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours; they lack continuity due to inadequate follow-up and on-going feedback from experts, they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues.

Realizing this short coming, Gravani and John cited in Ayeni (2011) stresses that the centre-periphery model of professional development in which participants were made to be passive listeners be replaced with the cluster-type in which the practitioners and policy makers are brought together into new forms of discourse committees, where teachers can share their own knowledge of classrooms, children, subjects and pedagogy with policy makers who bring their own critical and substantive expertise to the knowledge-building table of the profession. This process is more likely to ensure a successful professional development enterprise. The much talked about cluster – training is also much criticized but the important thing is that any approach adopted must be carefully implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools to produce long-lasting effects on teacher’s competencies and students’ learning outcomes. However, the inadequacies in teacher professional development constitute gap that can possibly lower the standard of teachers, instructional task performance and the rate at which students understand the subject matter in schools.

A quality assurance-oriented training programme is predicated on the training needs assessment in which the school activities are monitored to identify performance problems, knowledge gaps, concepts to be covered, categories of teachers to be trained and the evaluation procedures to determine the achievement of the specific training objectives. This is imperative to ensure future review and improvement in the contents and methods of training programme. It is expected that this process will increase the competencies of teachers to successfully cope with instructional tasks in secondary schools. Teachers’ professional development is informed by the

fact that if teachers are to stay motivated on the job, they must have opportunities for continuing professional development advancement and improvement in their chosen career. This is why findings by Emetaron, Fullan, Nesand Olugboycited in Ayeni (2011) indicates that effective teachers' professional development is critical to quality assurance in education and to a large extent determines students' academic performance.

### **E-Technology Revitalization and Quality Secondary Education**

Current literature emphasizes the active role of information and communication technology (ICT) in the development process. It has been widely argued that ICT have enormous potential for reaching rural populations to provide them with education and training, job opportunities, access to markets and information important for their economic activities, as well as facilitating their economic activities and their participation in political processes. (Bakesha, Nakafeero&Okello, 2009).ICT stands for information and communication technology so there is no generally acceptable definition of the term ICT. According to Wali (2001), information technology or IT comprises of various kinds and sizes of computers. The computers are connected via telephones to facilitate the starting of the data they house. The data comes in many forms: texts, sounds and pictures.

Laudon (1994) defined ICT as information technology and systems which include all the different means, methods and tools that humans have used throughout history to help manage information, conduct business, communicate with others and understand the world better.According to Liverpool (2002); ICT is a generic term referring to technologies that are used for collecting, storing, editing and passing on information in various forms.Guton as cited in Butcher (2003) defines ICT as Electronic technologies for collecting, storing, processing and communicating information. They can be separated into two categories namely, those which process information, such as computer systems, and those which disseminate information such as telecommunication system.

Information and communication Technology can be defined as electronic means of capturing, processing, storing and disseminating information. It is the convergence of microelectronics, computing and telecommunications which has become a global phenomenon of great importance and concern in all spheres such as labour, productivity, trade, commerce and others (Sesan, 2001). Information and Communication Technology (ICT) is a technology such as computers, software, peripherals and Internet connections infrastructure required to support information processing and communication functions (UNDP, 2000). It facilitates the creation, storage, management and dissemination of information by electronics means. This definition includes radio, television, telephone, fax, computer and the internet. Similarly, the four basic characteristics that often describe these modern ICTs include:

1. Interactivity: ICTs are effective two-way communication technologies
2. Permanent availability: The new ICTs are available 24 hours a day
3. Global reach: Geographical distances hardly matter anymore and
4. Reduced costs for many: Relative costs of communication have shrunk to a fraction of previous values. Information and Communication

Technology (ICT) is the processing and maintenance of information, and the use of all forms of computer, communication network and mobile technologies to mediate information. Communication technologies include all media employed in transmitting audio, video, data or multimedia such as cable, satellite, fibre optics, wireless (radio, infra-red, wifi). Network

technologies include personal area networks (PAN), campus area network (CAN), intranets, extranets, LANs, WANs, MANs, and the internet. Computer technologies include all removable media such as optical discs, flash memories, video books, multimedia projectors, interactive mobile phones, PDAs, palmtops, etc, these technologies have information as their material object (Ogechukwu&Osugwu, 2009).Integration of ICT is still a dream in the Nigerian educational sector because of the poor ICT infrastructure and other socioeconomic reasons. Some of the impediments to integration of ICT in education are as follows:

**Digital Divide:** This is the inequality of access to the technology by the students.

**Cost of Personnel:**The cost of a Personal Computer (PC) and Laptop are still very high

**Literacy and Local Content Barrier:** Interfaces have been developed using icons, graphics, touch screens, and voice recognition for the illiterate and neo-literate.Information available through ICTs is mostly in English, which the majority of developing countries rural communities cannot read. There is a marked shortage of relevant materials in local languages that respond to their needs and this call for “significant investment and support for local content” (Norrish, O’Frel& Scott, 1999).Gender Equality: Traditional daily household demands still take priority over girls’ education especially in the northern states.

**Maintenance and Technical Support:** There are few technical staff to maintain the system, this makes it very expensive for few students that have PCs to maintain them when a technical problem is noticed.

**Internet Connectivity:** The cost of accessing internet is still very high in terms of bandwidth. Equipment and connection costs are generally excessive for all developing regions, but are greater obstacle for developing countries in Africa, South Asia, and Latin America and the Caribbean.In Ethiopia, 20 hours of Internet access per month for a year amounts to 8.4 times the GDP per capital. Even for the elite, this amount usage would account for 50 percent of a university professor’s take-home pay.The cost of a computer can be ten times the annual GDP per capital of many LDCs in Africa. In Vietnam, yearly dialup accesses to the Internet costs \$360, while the annual per capital income is less than \$350.

**Inadequate Power Supply:** The perennial problem in Nigeria is the problem of electricity instability which has been a major setback for our technological development. It is maddening for any establishment to start off new projects without addressing the almighty power supply problem. It is even worse to embark on extensive ICT project within an educational institution without solving power problems first.

Children are entering a world that is changing in all spheres: scientific and technological, political, economic, social, and cultural. The emergence of the ‘knowledge-based’ society is changing the global economy and the status of education (UNESCO 1998). These new possibilities exist largely as the result of two converging forces. First, the quantity of information, much of it relevant to survival and basic well-being, is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. A synergistic effect occurs when important information is coupled with a second modern advance, the new capacity to communicate among people of the world. The opportunity exists to harness this force and use it positively, consciously, and with design, in order to contribute to meeting defined learning needs. This requires substantial public and private sector investments in software research and development, hardware, and refurbishing schools. Without international co-operation and assistance, the poorest countries could fall still further behind. Parents and the public at large, in

the industrial countries at least, are unlikely to accept the notion that education should be less well equipped with the new technologies than other areas of social and economic activity (Hawkins 1998) and this has remained an issue of concern.

The information society demands a workforce that can use technology as a tool to increase productivity and creativity. This involves identifying reliable sources of information, effectively accessing these sources of information, synthesising and communicating that information to colleagues and associates. Alabi (2004) identified that postgraduate education is essentially a knowledge-based process. This knowledge-based process includes knowledge acquisition, knowledge-incubation, knowledge-amplification, and knowledge dissemination. It is self-evident that information is a key resource, which permeates postgraduate teaching, learning, research and publishing. This underscores the need for effective methods and means of information processing and transmission (Hawkins, 1998) for the education system to succeed in meeting its objectives.

Two critical issues, illiteracy and inadequate educational opportunities, confront the Nigerian educational system. The Internet offers promise for improving education worldwide. In a survey of the role of the Internet on education, innovation, and global living standards carried out by Princeton Survey Research Associates (PSRA) (2001), 74% of the subjects studied believe that educating students via a virtual classroom will provide more students with greater opportunities to learn, 87% say that the Internet will have a positive effect on improving education, 69% say that the Internet will play a sizeable role in improving educational systems so that children and adults can get the best education regardless of their economic background or geographic location, and 93% say that the Internet will be valuable in providing students with greater access to libraries, information, and teachers around the world. Overall, the research findings of PSRA affirm that universal access to the Internet would bring about enormous benefits and improvements to the educational system because of the Internet's unparalleled ability to spread knowledge and disseminate information. Similarly, it will also help to achieve the following outcome:

1. It would allow getting points of view that are not imposed on them by their country. It would help education of countries where education is poor.
2. It would open up new fields for everyone, as well as ideas and thoughts not normally available.
3. It would mean an enormous advance in education has taken place and will speed up the process of disseminating information to people.

Knowledge is the most powerful device to solve problems (Princeton Survey Research Associates, 2001). All the library schools in Nigeria are located in cities and towns where Internet connectivity and access have relatively been successful; although Internet access and connectivity in these cities are mainly dial-up which are hardly efficient because of the poor communication infrastructure provided by the dying giant national communication carrier, NITEL. An appropriate hybrid of teaching and learning methods would provide meaningful learning environment in library schools in Nigeria. This would be achieved by steady connection to the information superhighway which would enhance the schools capacity to respond to the new challenges in information processing and dissemination. The rapid exchange of ideas and greater accessibility to data, which the Internet provides, will dramatically change and improve educational outputs in Nigeria.

### **Aim and Objectives of the Study**

The aim of the study was to investigate educational services revitalization as correlates of quality secondary education in Rivers State while the specific of the study were to:

1. find out the extent educational programme revitalization correlate with quality secondary education in Rivers State.
2. determine the extent teacher professional development revitalization correlate with quality secondary education in Rivers State.
3. ascertain the extent E-technology revitalization correlate with quality secondary education in Rivers State.

### **Research Questions**

The following research questions were answered in the study:

1. To what extent does educational programme revitalization correlate with quality secondary education in Rivers State?
2. To what extent does teacher professional development revitalization correlate with quality secondary education in Rivers State?
3. To what extent does E-technology revitalization correlate with quality secondary education in Rivers State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teacher educational programme development revitalization and quality secondary education in Rivers State.
2. There is no significant relationship between teacher's professional development and quality secondary education in Rivers State.
3. There is no significant relationship between e-technology revitalization and quality secondary education in Rivers State.

### **Methodology**

Correlation design was adopted for the study. The population of the study comprised all the 7,142 teachers in all the two hundred and seventy six (276) public senior secondary schools spread across the three (3) senatorial zones in 23 Local Government Areas of Rivers State, Nigeria. Source: Department of Planning Research and Statistics Secondary Education management Board (SEMB) Port Harcourt, 2019/2020 academic session. Sample of the study was 379 teachers selected using random sampling technique. The sample size was determined using Taro Yamane sample size determination formula. The instruments adopted for data collection were questionnaires titled "Educational Services Revitalization Scale" (ESRS) with 23 items and Quality Secondary Education Scale (QSES) with 36 items. The instruments were structured inline with the four point modified Likert scale of Very High Extent (VHE) =4 points , High Extent (HE) = 3points, Low Extent (LE) =2 points, Very Low Extent (VLE) =1 point. There were two experts in Educational Management and Measurement and Evaluation, Faculty of Education, University of Port Harcourt who assisted in determining the face and content validities of the instruments. Cronbachalpha statistics was used to determine the reliability of the instrument. The researcher administered 30 copies of the instruments to 30 teachers outside those sampled for the study for estimating the reliability of the instrument. The reliability index for



Educational Programme Revitalization was 0.76, Teacher Professional Development Revitalization was 0.79 and E-Technology Revitalization was 0.71 implying an average reliability index of 0.75 while Quality Secondary Education was 0.88. Out of the 379 copies of questionnaires administered by the researcher with the aid of two research assistants, 368 copies which was 97% were retrieved and adequate for the study. Research questions raised were answered using Pearson Product Moment Correlation Coefficient (PPMC) while the hypotheses were tested using r-ratio at 0.05 level of significance and 366 degrees of freedom.

## Results

### Answer to Research Questions

**Research Question 1:** To what extent does educational programme revitalization correlate with school- community relations in Rivers State?

**Table 1: Pearson Product Moment Correlation Analysis on the Relationship between Educational Programme Revitalization and Quality Secondary Education in Rivers State**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	Decision
Educational programme revitalization (X)	10246	2661	368	366	2867	0.86	High Positive Correlation
Quality secondary education (Y)	11220	3980					

Data on Table 1 reveal a correlation coefficient of = 0.86. This value is high and positive, indicating that there is high and positive relationship between the educational programme revitalization and quality secondary education. This implies that increase in educational programme revitalization leads to corresponding increase in quality secondary education in Rivers State.

**Research Question 2:** To what extent does teacher professional development correlate with quality secondary education in Rivers State?

**Table 2: Pearson Product Moment Correlation Analysis on the Relationship between Teacher Professional Development and Quality Secondary Education in Rivers State**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	Decision
Teacher professional development (X)	10654	2134	368	366	2660	0.16	Low Positive Correlation
Quality secondary education (Y)	10360	3088					

Data on Table 2 reveal a correlation coefficient of = 0.16. This value is low and positive, indicating that there is low and positive relationship between the teacher professional

development and quality secondary education. This implies that increase in teacher professional development leads to corresponding increase in quality secondary education in Rivers State.

**Research Question 3:** To what extent does e-technology revitalization correlate with quality secondary education in Rivers State?

**Table 3: Pearson Product Moment Correlation Analysis on the Relationship between E-Technology Revitalization and Quality Secondary Education**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	Decision
E-technology revitalization (X)	10231	2659	368	366	2887	0.23	Low Positive Correlation
Quality secondary education (Y)	10360	3399					

Data on Table 3 reveal a correlation coefficient of = 0.23. This value is low and positive, indicating that there is low and positive relationship between the e-technology revitalization and quality secondary education. This implies that increase in e-technology revitalization leads to corresponding increase in quality secondary education in Rivers State.

#### Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between educational programme revitalization and quality secondary education in Rivers State.

**Table 4: Transformed r-ratio on the Relationship between Educational Programme Revitalization and Quality Secondary Education**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	r-ratio	z-crit.	Decision
Educational programme revitalization (X)	10246	2661	368	366	2867	0.86	33.22	1.96	Sig. Rejected $H_0$
Quality secondary education (Y)	11220	3980							

Data on Table 4 reveal that a high positive relationship exists between educational programme revitalization and quality secondary education. To establish the significance of the relationship, r-ratio was computed and an index of 33.32 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between educational programme revitalization and quality secondary education (calculated  $z = 33.22 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 366$ ). Therefore, the null hypothesis of no significant relationship between educational programme revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the educational programme revitalization tends to be accompanied by improvement in quality secondary education in Rivers State.

**Hypothesis 2:** There is no significant relationship between teacher professional development and quality secondary education in Rivers State.

**Table 5: Transformed r-ratio on the Relationship between Teacher Professional Development and Quality Secondary Education**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	r-ratio	z-crit	Decision
Teacher professional development (X)	10654	2134	368	366	2660	0.16	17.20	1.96	Sig. Rejected $H_0$
Quality secondary education (Y)	10360	3088							

Data on Table 5 reveal that a high positive relationship exists between teacher professional development and quality secondary education. To establish the significance of the relationship, r-ratio was computed and an index of 17.20 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between teacher professional development and quality secondary education (calculated  $z = 17.20 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 366$ ). Therefore, the null hypothesis of no significant relationship between teacher professional development and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the teacher professional development tends to be accompanied by improvement in quality secondary education in Rivers State.

**Hypothesis 3:** There is no significant relationship between e-technology revitalization and quality secondary education in Rivers State.

**Table 6: Transformed r-ratio on the Relationship between E-Technology Revitalization and Quality Secondary Education**

Variable	$\Sigma$	$\Sigma^2$	n	df	$\Sigma XY$	r	r-ratio	z-crit.	Decision
E-technology revitalization (X)	10231	2659	368	366	2887	0.23	17.38	1.96	Sig. Rejected $H_0$
Quality secondary education (Y)	10360	3399							

Data on Table 6 reveals that a high positive relationship exists between e-technology revitalization and quality secondary education. To establish the significance of the relationship, r-ratio was computed and an index of 17.20 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between e-technology revitalization and quality secondary education (calculated  $z = 17.38 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 366$ ). Therefore, the null hypothesis of no significant relationship between e-technology revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the e-technology revitalization tends to be accompanied by improvement in quality secondary education in Rivers State.

## **Discussion**

### **Teacher Educational Programme Development Revitalization and Quality Secondary Education**

The study revealed that there is a high and positive relationship between teacher educational programme development revitalization and quality secondary education in Rivers State. This study agreed with Ajayi and Afolabi (2012) who concluded that educational programme revitalization is evident in principals' rating, students rating of their teachers and students academic performance. Teachers can be said to be productive when they embark on their academic task with little or no error and also when students' academic performance increases. Productivity is the relationship between total input of goods and services and the total output. Teacher productivity is observed in the morality of the students' performance in internal and external examination. Students who are taught by a productive teacher is evident in their behaviour and performance, they make meaningful contribution in the school, family and society. Summarily, teacher productivity is incorporating their performance, efficiency, effectiveness, revitalization, commitment all joined together for attainment of organizational goals

The teachers' ability to carry out task is very important since the attitude towards their job has a great effect on the teaching and learning process and majorly on the quality of secondary education (Ali, Zaman, Tabassam&Igbal, 2011). It is only teachers who are well acquainted that can do their classroom activities well because the revitalization of their teaching improves as their knowledge into the school increases. In the end, they become more hard working to their jobs. The extent of assimilation to a great extent determines the level of educational programme revitalization and the revitalization of teaching the students go through.

Therefore, the null hypothesis of no significant relationship between teacher educational programme development revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in teacher educational programme development revitalization tends to be accompanied by improvement in quality secondary education in Rivers State.

### **Teacher's Professional Development and Quality Secondary Education**

The study revealed that there is a high and positive relationship between teacher's professional development and quality secondary education in Rivers State. This study supported the view of Ayeni (2011) that teachers are responsible for the translation and implementation of educational policies. These depend on professional practice. Teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning. The importance of training and retraining for career enhancement and capacity of teachers for improvement in teaching and learning processes geared towards quality secondary education.

Teachers' professional development is particularly important because of the need for teachers to do better and raise quality of secondary education. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. Although there are various approaches to teachers' professional development such workshops, mentoring and training, which ever approach one adopted, the important thing is for the teachers to be professionally equipped. Thus, Hervie and Winful (2018) note that training works as a catalyst which provokes a significant change in a teacher, redefines roles, broadens vision and enhances

the attributes of a teacher. Furthermore, in-service teacher training enables teachers to be more systematic and logical in their teaching style. Serin (2017) advocates mandatory continuing education for professionals for the following reasons.

1. To minimize occupational obsolescence and improve the quality of professional services
2. Because technological and social changes have increasingly altered the knowledge base for professional practice and threatened the practitioners with obsolescence

Therefore, the null hypothesis of no significant relationship between access to teacher's professional development and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in teacher's professional development tends to be accompanied by improvement in quality secondary education in tertiary in Rivers State

### **E-Technology Revitalization and Quality Secondary Education**

The study revealed that there is a low and positive relationship between e-technology revitalization and quality secondary education in Rivers State. This finding is in line with Ogechukwu and Osuagwu (2009) who opine that e-technology is the same as information and communication technology which is electronic means of capturing, processing, storing and disseminating information. It is the convergence of microelectronics, computing and telecommunications which has become a global phenomenon of great importance and concern in all spheres such as labour, productivity, trade, commerce (Sesan, 2001) among other factors.

The information society demands a workforce that can use technology as a tool to increase productivity and creativity. This involves identifying reliable sources of information, effectively accessing these sources of information, synthesising and communicating that information to colleagues and associates. Alabi (2004) noted that postgraduate education is essentially a knowledge-based process. This knowledge-based process includes knowledge acquisition, knowledge-incubation, knowledge-amplification, and knowledge dissemination. It is self-evident that information is a key resource, which permeates postgraduate teaching, learning, research and publishing. This underscores the need for effective methods and means of information processing and transmission.

Therefore, the null hypothesis of no significant relationship between e-technology revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in e-technology revitalization tends to be accompanied by improvement in quality secondary education in Rivers State

### **Conclusion**

The following conclusion was made in line with the findings of the study:

Educational programme revitalization, teacher professional development revitalization and e-technology revitalization all had strong, positive and significant relationship with quality secondary education in Rivers State.

### **Recommendations**

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

1. The school management should introduce educational programmes that are geared towards solving contemporary societal problems as this will improve on the quality of secondary education in Rivers State

2. The administrators of these schools should fully implement teacher professional development to ensure administrative continuity of quality secondary education in Rivers State.
3. Teachers and other school personnel should be encouraged and assisted to make use of emerging technologies in the discharge of their duties for quality secondary education in Rivers State.

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