

Teachers' Professional Development Programmes for Effective Instructional Service Delivery in Public Senior Secondary Schools in Rivers State, Nigeria

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Abstract

This study investigated teachers' professional development programmes for effective instructional service delivery in Public Senior Secondary Schools in Rivers State. The study was guided with three research questions and three corresponding null hypotheses. The study adopted a descriptive research design. The population of the study comprised 6557 teachers' in the 302 public senior secondary schools in Rivers State. The sample for this study was 984 teachers'; the teachers' were stratified into male and female teachers. The sample was determined using 15% the total population of the study. The instrument used for data collection was a questionnaire titled "Teachers' Professional Development for Effective Instructional Service Delivery Questionnaire" (SPDEGAQ). The reliability of the instrument was ascertained using Cronbach Alpha method. The reliability co-efficient obtained for each of the sections were 0.88, 0.86, and 0.78 respectively. The average reliability index was 0.83 which showed that the instrument was reliable. Mean (\bar{X}) and Standard Deviation (SD) statistics were used in answering the research questions while the null hypotheses were tested using the independent t-test statistical tool at 0.05 level of significance. The respondents agreed that the various Teachers' development programmes were adopted for effective instructional service delivery in public senior secondary schools in Rivers State. It was concluded that workshops, seminars, academic conferences, in-service training programmes, and mentoring programmes play pivotal roles in providing teachers with the necessary knowledge, skills, and support to excel in their roles. The findings underscore the importance of investing in diverse and comprehensive professional development opportunities tailored to the specific needs and contexts of educators in Rivers State. The study therefore recommended among others, that state ministry of education should conduct a comprehensive needs assessment to identify specific areas of professional development required by teachers in public senior secondary schools.

Introduction

Education is essential to strengthening staff capacity and improving performance at educational institutions, such as the public schools in Rivers State. Employees that receive capacity building training are given the competences, knowledge, and skills necessary to succeed in their positions Ogunwale in Nwuke, and Nwanguma (2024). This capacity development strategy that emphasizes education has a profound impact on employee performance, improving both individual and organizational effectiveness.

Furthermore, education fosters social cohesion and inclusivity by promoting mutual understanding, empathy, and respect for diversity. It serves as a vehicle for promoting social justice, equity, and human rights, providing opportunities for marginalized groups to overcome barriers and participate fully in society. Moreover, education plays a pivotal role in driving economic development and prosperity by fostering innovation, entrepreneurship, and workforce readiness. It equips individuals with the skills and competencies needed to thrive in the modern economy, driving productivity, and fostering sustainable growth. Education encompasses a broad spectrum of disciplines and fields, including the sciences, humanities, arts, and vocational studies. It encourages lifelong learning and intellectual curiosity, instilling a passion for knowledge and a commitment to personal and professional growth.

Professional development programmes for teachers' in public schools in Rivers State play a crucial role in ensuring the continuous improvement of teaching quality and educational outcomes. These programmes offer teachers opportunities to refine their skills, stay abreast of current educational trends, and foster a culture of professional growth within the education sector. By participating in workshops, seminars, and training sessions, teachers in public schools in Rivers State can enhance their teaching methodologies, instructional techniques, and classroom management strategies. These programmes provide them with valuable insights into effective pedagogy and innovative approaches to meet the diverse needs of students.

Furthermore, professional development initiatives encourage collaboration and knowledge-sharing among educators, creating a supportive environment for continuous learning and improvement. Teachers can exchange ideas, share best practices, and learn from each other's experiences, ultimately enriching the teaching and learning process in public schools across Rivers State. Moreover, professional development programmes help address emerging challenges and adapt to evolving educational standards and curricula. They empower educators to incorporate new technologies, teaching tools, and assessment methods into their practice, ensuring that students receive a high-quality education that prepares them for the demands of the 21st century.

Teachers' professional development programmes are structured initiatives designed to enhance the knowledge, skills, and competencies of educators within public schools. According to Darling-Hammond (2009), professional development encompasses activities that support teachers' growth and effectiveness in the classroom. In the context of public schools in Rivers State, various professional development programmes are implemented to address the diverse needs of educators

and improve instructional practices. These programmes may include workshops, seminars, conferences, and in-service training sessions focused on pedagogy, curriculum development, assessment techniques, and classroom management strategies. They aim to equip teachers with the necessary tools and resources to meet the evolving demands of education and foster student success.

Additionally, professional learning communities (PLCs) are established in public schools in Rivers State to promote collaborative learning and peer support among educators. PLCs provide opportunities for teachers to engage in reflective practice, share best practices, and collaborate on curriculum planning and implementation. Furthermore, mentorship programmes play a vital role in teachers' professional development, pairing experienced educators with novice teachers to provide guidance, support, and feedback. Mentors serve as role models and sources of inspiration, helping new teachers navigate the complexities of the profession and develop their instructional skills.

Several scholars have conducted extensive research on teachers' professional development programmes in education, highlighting their importance, effectiveness, and impact on teaching practices and student outcomes. Guskey,(2002) examined professional development and teacher change. The researcher identify the relationship between professional development and teacher change, highlighting the factors that contribute to successful professional development initiatives and the challenges associated with implementing effective programmes. Hattie, & Yates. (2014). Investigated Visible Learning and the Science of How We Learn." They provided insights into the factors that influence student learning and achievement, including the role of effective teaching practices and professional development. They emphasize the importance of evidence-based approaches to teaching and the need for continuous improvement through ongoing professional learning.

While these works offer valuable insights into teachers' professional development programmes, there are several gaps that remain to be addressed. While there is a wealth of literature on the theoretical aspects of professional development, there is a need for more empirical research that examines the effectiveness of specific professional development initiatives in improving teachers job performance and student learning outcomes. In view of the foregoing, this study therefore intends to investigate teachers' professional development for effective Service Delivery in public senior secondary schools in Rivers State, Nigeria.

Statement of the Problem

For quality education to be delivered in public senior secondary schools in Rivers state, development programmes are very paramount as they are to be subjected to regular development programmes. It is feared that, most of the teachers' in public secondary schools are not regularly updated with the current trend in academics. This can be seen in areas where teachers' in secondary schools cannot make use of projector to teach effectively, the utilization of e-learning facilities to enhance academic delivery. Some are still teaching with outdated methods. This inevitably have

dire consequences on the academic Service Delivery of the students because the teachers' can only impart what he or she is competent of. Lack of teachers' exposure to new trends in education will hinder quality education delivery, because teachers' need to be updated with new methodology in teaching and learning, absence of skills on new trends, innovation, and new ideas, are less informed on their subject area and important school-related factors. They would have no positive standards to correct the imbalance in teaching service and little or no measure of effectiveness. These teachers' would likely not be efficient and effective since they may be operating with skills which are not in tune with societal changes. These conditions result in ineffective delivery of teaching and learning experiences thereby, dwindling the quality of education delivery in public secondary schools in Rivers State. This no doubt, has accounted for the unabated spate of examination malpractice among students in external examinations. These unfortunate developments as evident among some teachers' have negatively affected the quality of secondary school education in Rivers State. The researcher is worried by this situation which has led to ineffective lesson delivery and consequently general poor academic Goal attainment. It is as a result of this that the researcher tends to investigate teachers' professional development programmes for effective service delivery in public senior secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate teachers' professional development programmes for effective service delivery in public senior secondary schools in Rivers State. In specific the objectives sought to:

1. Identify the various teachers' development programmes for effective service delivery in public senior secondary schools in Rivers State
2. Examine the extent to which workshop is adopted as teachers' professional programme for effective service delivery in public senior secondary schools in Rivers State.
3. Determine the extent to which seminar is adopted as teachers' professional programme for effective service delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the various teachers' development programmes for effective service delivery in public senior secondary schools in Rivers State?
2. To what extent is workshop adopted as teachers' professional programme for effective Service Delivery in public senior secondary schools in Rivers State?
3. To what extent is seminar adopted as teachers' professional programme for effective Service Delivery in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

HO1: There is no significant difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective service delivery in public senior secondary schools in Rivers State

HO2: There is no significant difference between the mean ratings of male and female teachers on the extent to which workshop is adopted as teachers' professional programme for effective service delivery in public senior secondary schools in Rivers State

HO3: There is no significant difference between the mean ratings of male and female teachers on the extent to which seminar is adopted as teachers' professional programme for effective service delivery in public senior secondary schools in Rivers State

METHODOLOGY

The study adopted a descriptive research design. The population of this study was 6557 teachers' in the 302 public senior secondary schools in Rivers State. The sample for this study was 984 teachers'; the teachers' were stratified into male and female teachers'. It was determined using 15% the total population of the study. The Teachers Professional Development for Effective Service Delivery Questionnaire (TPDESDQ) was the data gathering tool. For the first research question, the instrument was designed using a modified 4-point Likert rating scale: Strongly Agreed (SA) = 3 points, Agree (A) = 2 points, and Strongly Disagree (SD) = 1 point. For the second to sixth research questions, the instrument was structured using a VHE, HE, LE, and VLE scale. After adding the weighted points, the criterion mean was 2.50, so $4+3+2+1=10/4=2.50$.

The content and face validity of the instrument was established by giving the instrument to the researcher's supervisor and two other experts in Measurement and Evaluation the Department of Educational Psychology, Guidance and Counseling in Faculty of Education, Ignatus Ajuru University of Education, Rumuolumeni Port Harcourt. The reliability of the instrument was ascertained using Cronbach Alpha method. Twenty copies of the instrument were administered to 20 respondents in public senior secondary schools in Rivers State which were aside the sample of the study. The reliability co-efficient obtained for each of the sections were 0.88, 0.86, 0. and 0.78 respectively. The average reliability index was 0.83 which showed that the instrument was reliable. The researcher administered 984 copies of the instrument to the respondents with the help of three (3) trained research assistants who were trained on the modalities of administering instruments. The respondents were properly briefed on how to fill the instrument. However, due to poor accessibility and availability on several visits to the respondents for collection, only 768 (78% rate) were retrieved and this proportion was used for the analysis. Mean (\bar{X}) and standard deviation (SD) statistics was used in answering the research questions while the null hypotheses

were tested using the independent t-test statistical tool at 0.05 level of significance to accept or reject the hypotheses.

RESULTS AND DISCUSSION

4.1 Answering of Research Questions

Research Question 1: What are the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of male and female teachers' on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State

| S/N | ITEMS | Male Teacher | | Female Teachers | | Mean set (X1+X2) | DECISION |
|-------------------|---|--------------|-------------|-----------------|-------------|---------------------|----------|
| | | \bar{X} | SD | \bar{X} | SD | | |
| 1 | Mentoring enhance teachers' effective Service Delivery . | 3.58 | 0.61 | 3.61 | 0.59 | 3.60 | SA |
| 2 | Conferences enhance teachers' effective goal attainment. | 3.55 | 0.61 | 3.45 | 0.63 | 3.50 | SA |
| 3 | Workshop enhance teachers' effective goal attainment. | 3.41 | 0.66 | 3.50 | 0.63 | 3.45 | A |
| 4 | Seminar enhance teachers' effective Service Delivery . | 3.36 | 0.68 | 3.56 | 0.66 | 3.46 | A |
| 5 | ICT development programmes enhance teachers' effective goal attainment. | 3.49 | 0.64 | 3.54 | 0.54 | 3.52 | SA |
| Grand mean | | 3.48 | 0.50 | 3.53 | 0.46 | 3.50 | SA |

Data presented on Table 1 above shows mean ratings and standard deviation of male and female teachers' on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 1 to 5 are: 3.58, 3.55, 3.41, 3.36 and 3.49 while the female teachers' mean ratings are: 3.61, 3.45, 3.50, 3.56 and 3.54. Based on the criterion mean of 2.50 both the male and female teachers' rated 1 to 5 are agreed indicating that Mentoring enhance teachers' effective goal attainment, Conferences enhance teachers' effective goal attainment, Workshop enhance teachers'

effective goal attainment, Seminar enhance teachers' effective Service Delivery and ICT development programmes enhance teachers' effective Service Delivery as the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The cluster means are (3.48) for male teachers and (3.53) for female teachers' while the Grand mean of (3.50) which indicates that the answer to the research question one is that the various teachers' development programmes enhance effective Service Delivery in public senior secondary schools in Rivers State

Research Question 2: To what extent is workshop adopted for effective Service Delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of male and female teachers' on the extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State

| S/N | ITEMS | Male Teacher | | Female Teachers | | Mean set ($\bar{X}_1 + \bar{X}_2$) | DECISION |
|-----|---|--------------|------|-----------------|------|---|----------|
| | | \bar{X} | SD | \bar{X} | SD | | |
| 6 | Through Workshops, teachers' in my school learn how to plan lesson well and this enables them to perform better in the class. | 3.33 | 0.70 | 3.48 | 0.58 | 3.40 | HE |
| 7 | Through Workshops. Teachers' in my school master their subjects and this improves their Productivity in class. | 3.47 | 0.69 | 3.59 | 0.56 | 3.53 | HE |
| 8 | Through Workshops, teachers' in my school learn how to control their classes and this enhance their Productivity in the class. | 3.37 | 0.66 | 3.47 | 0.58 | 3.42 | HE |
| 9 | Through Workshops, teachers' in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved Productivity in the class. | 3.28 | 0.65 | 3.51 | 0.50 | 3.39 | HE |
| 10 | Through Workshops, teachers' in my school learn how to evaluate their lessons, hence | 3.49 | 0.64 | 3.54 | 0.54 | 3.51 | HE |

improve their Productivity in the class.

| Grand mean | 3.39 | 0.52 | 3.52 | 0.35 | 3.72 | HE |
|------------|------|------|------|------|------|----|
|------------|------|------|------|------|------|----|

Data presented on Table 2 above shows mean ratings and standard deviation of male and female teachers' on the extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 6 to 10 are: 3.33, 3.47, 3.37, 3.28 and 3.49 while the female teachers' mean ratings are: .3.48, 3.59, 3.47, 3.51 and 3.54. Based on the criterion mean of 2.50 both the male and female teachers' rated 6 to 10 agreed to a High extent indicating that through workshops, teachers' in my school learn how to plan lesson well and this enables them to perform better in the class, through workshops, teachers' in my school master their subjects and this improves their productivity in class, through workshops, teachers' in my school learn how to control their classes and this enhance their productivity in the class, through workshops, teachers' in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved productivity in the class and through workshops, teachers' in my school learn how to evaluate their lessons, hence improve their productivity in the class. The cluster means are (3.39) for male teachers and (3.52) for female teachers' while the Grand mean of (3.72) which indicates that the answer to the research question two is that to a high extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State.

Research Question 3: To what extent is seminar adopted for effective Service Delivery in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of male and female teachers' on the extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State

| S/N | ITEMS | Male Teacher | | Female Teachers | | Mean set ($\bar{X}_1 + \bar{X}_2$) | DECISION |
|-----|--|--------------|------|-----------------|------|---|----------|
| | | \bar{X} | SD | \bar{X} | SD | | |
| 11 | Through Seminars, teachers' in my school learn questioning techniques, which helps to improve their Productivity in the class. | 3.19 | 0.59 | 3.33 | 0.54 | 3.26 | HE |
| 12 | Through Seminars, teachers' in my school learn how to carry out formative evaluation of students. | 3.20 | 0.67 | 3.31 | 0.66 | 3.25 | HE |
| 13 | Through Seminars, teachers' in my school learn how to carry out summative evaluation of students. | 3.24 | 0.68 | 3.11 | 0.87 | 3.17 | HE |

| | | | | | | | |
|-------------------|--|-------------|-------------|-------------|-------------|-------------|-----------|
| 14 | Through Seminars, teachers' knowledge increases and this helps to enhance their Productivity in the class. | 2.92 | 0.73 | 3.10 | 0.75 | 3.01 | HE |
| 15 | Through Seminars, teachers' learn how to effectively communicate and this enhance their Productivity in and outside the class. | 3.58 | 0.61 | 3.61 | 0.59 | 3.60 | HE |
| Grand mean | | 3.23 | 0.44 | 3.29 | 0.46 | 3.26 | HE |

Data presented on Table 3 above shows mean ratings and standard deviation of male and female teachers' on the extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 11 to 15 are: 3.19, 3.20, 3.24, 2.92 and 3.58 while the female teachers' mean ratings are: 3.33, 3.31, 3.11, 3.10 and 3.61. Based on the criterion mean of 2.50 both the male and female teachers' rated 11 to 15 agreed to a High extent indicating that through seminars, teachers' in my school learn questioning techniques, which helps to improve their productivity in the class, through seminars, teachers' in my school learn how to carry out formative evaluation of students, through seminars, teachers' in my school learn how to carry out summative evaluation of students, through seminars, teachers' in my school learn how to carry out summative evaluation of students, through seminars, teachers' knowledge increases and this helps to enhance their productivity in the class and through seminars, teachers' learn how to effectively communicate and this enhance their productivity in and outside the class. The cluster means are (3.23) for male teachers and (3.29) for female teachers' while the Grand mean of (3.26) which indicates that the answer to the research question three is that to a high extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State.

4.2 Test of Hypotheses

HO1: There is no significant difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State

Table 4: Summary of independent Sample t-test on the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State.

| | N | Mean | SD | t | df | p-value | Decision |
|------------------------|----------|-------------|-----------|----------|-----------|----------------|-----------------|
| Male Teachers | 425 | 3.48 | 0.50 | -1.57 | 766 | 0.81 | Reject Ho1 |
| Female Teachers | 343 | 3.53 | 0.46 | | | | |

The results from table 4 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is a significant difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.81, which is higher than the commonly used significance level of 0.05 (5%), $t = -1.57$, $df = 766$, $p\text{-value} = .081$). The null hypothesis one was rejected at 0.05 level of significant.

HO2: There is no significant difference between the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State

Table 5: Summary of independent Sample t-test on the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State

| | N | Mean | SD | t | df | p-value | Decision |
|-----------------|-----|------|------|-------|-----|---------|-----------------|
| Male Teachers | 425 | 3.39 | 0.52 | -4.16 | 766 | .000 | Retained Ho2 |
| Female Teachers | 343 | 3.52 | 0.35 | | | | |

The results from table 5 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.00, which is less than the commonly used significance level of 0.05 (5%), $t = -4.16$, $df = 766$, $p\text{-value} = .000$). The null hypothesis two was retained at 0.05 level of significant.

HO3: There is no significant difference between the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State

Table 6: Summary of independent Sample t-test on the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State

| | N | Mean | SD | t | df | p-value | Decision |
|---------------|-----|------|------|---|----|---------|----------|
| Male Teachers | 425 | 3.23 | 0.44 | | | | |

| | | | | | | |
|------------------------|-----|------|-------|-----|------|---------------|
| | | | -2.00 | 766 | 0.04 | Retain Ho3 |
| Female Teachers | 343 | 3.29 | 0.46 | | | |

The results from table 6 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.04, which is less than the commonly used significance level of 0.05 (5%), $t = -2.00$, $df = 766$, $p\text{-value} = 0.04$. The null hypothesis three was retained at 0.05 level of significant.

4.3 Discussions of Findings

The discussion of findings was done as follows:

The various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State

Data presented on Table 1 above shows mean ratings and standard deviation of male and female teachers' on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 1 to 5 are: 3.58, 3.55, 3.41, 3.36 and 3.49 while the female teachers' mean ratings are: 3.61, 3.45, 3.50, 3.56 and 3.54. Based on the criterion mean of 2.50 both the male and female teachers' rated 1 to 5 are agreed indicating that Mentoring enhance teachers' effective goal attainment, Conferences enhance teachers' effective goal attainment, Workshop enhance teachers' effective goal attainment, Seminar enhance teachers' effective Service Delivery and ICT development programmes enhance teachers' effective Service Delivery as the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The cluster means are (3.48) for male teachers and (3.53) for female teachers' while the Grand mean of (3.50) which indicates that the answer to the research question one is that the various teachers' development programmes enhance effective Service Delivery in public senior secondary schools in Rivers State. The results from table 7 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is a significant difference between the mean ratings of male and female teachers on the various teachers' development programmes for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.81, which is higher than the commonly used significance level of 0.05 (5%), $t = -1.57$, $df = 766$, $p\text{-value} = 0.081$. The null hypothesis one was rejected at 0.05 level of significant.

The findings from the study regarding the effectiveness of teachers' development programmes in enhancing Service Delivery among teachers in public senior secondary schools in Rivers State align with several empirical studies in the field of education and teacher professional development.

Darling-Hammond et al., (2009) emphasized the importance of mentoring programmes in improving teacher effectiveness and student outcomes. Their study found that effective mentoring relationships contribute to teacher growth and development, ultimately enhancing classroom practices and student learning.. Similarly, the significance of conferences, workshops, and seminars in fostering professional growth and Service Delivery among teachers has been highlighted in the literature. Guskey and Yoon (2009) underscored the role of professional development activities such as conferences and workshops in promoting teacher learning and skill acquisition. These opportunities provide teachers with the necessary knowledge and resources to implement innovative teaching strategies and improve student outcomes.

Extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State

Data presented on Table 2 above shows mean ratings and standard deviation of male and female teachers' on the extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 6 to 10 are: 3.33, 3.47, 3.37, 3.28 and 3.49 while the female teachers' mean ratings are: .3.48, 3.59, 3.47, 3.51 and 3.54. Based on the criterion mean of 2.50 both the male and female teachers' rated 6 to 10 agreed to a High extent indicating that through workshops, teachers' in my school learn how to plan lesson well and this enables them to perform better in the class, through workshops, teachers' in my school master their subjects and this improves their productivity in class, through workshops, teachers' in my school learn how to control their classes and this enhance their productivity in the class, through workshops, teachers' in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved productivity in the class and through workshops, teachers' in my school learn how to evaluate their lessons, hence improve their productivity in the class. The cluster means are (3.39) for male teachers and (3.52) for female teachers' while the Grand mean of (3.72) which indicates that the answer to the research question two is that to a high extent workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The results from table 8 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of male and female teachers on the extent to which workshop is adopted for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.00, which is less than the commonly used significance level of 0.05 (5%), $t = -4.16$, $df = 766$, $p\text{-value} = .000$). The null hypothesis two was retained at 0.05 level of significant. These findings align with existing research emphasizing the positive impact of workshops on teacher professional development (Ingersoll & Strong, 2011; Borko, Whitcomb, & Liston, 2009). These findings

emphasize the uniformity of perceptions among male and female teachers regarding the effectiveness and adoption of workshops for goal attainment. The lack of a significant difference supports the notion that workshops are equally valued and utilized by both genders in public senior secondary schools in Rivers State.

Extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State

Data presented on Table 3 above shows mean ratings and standard deviation of male and female teachers' on the extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The data indicates that the mean ratings of male teachers for items 11 to 15 are: 3.19, 3.20, 3.24, 2.92 and 3.58 while the female teachers' mean ratings are: 3.33, 3.31, 3.11, 3.10 and 3.61. Based on the criterion mean of 2.50 both the male and female teachers' rated 11 to 15 agreed to a High extent indicating that through seminars, teachers' in my school learn questioning techniques, which helps to improve their productivity in the class, through seminars, teachers' in my school learn how to carry out formative evaluation of students, through seminars, teachers' in my school learn how to carry out summative evaluation of students, through seminars, teachers' in my school learn how to carry out summative evaluation of students, through seminars, teachers' knowledge increases and this helps to enhance their productivity in the class and through seminars, teachers' learn how to effectively communicate and this enhance their productivity in and outside the class. The cluster means are (3.23) for male teachers and (3.29) for female teachers' while the Grand mean of (3.26) which indicates that the answer to the research question three is that to a high extent seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The results from table 9 shows the summary of independent Sample t-test on the difference between the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State. The result shows that there is no significant difference between the mean ratings of male and female teachers on the extent to which seminar is adopted for effective Service Delivery in public senior secondary schools in Rivers State with a p-value of 0.04, which is less than the commonly used significance level of 0.05 (5%), $t = -2.00$, $df = 766$, $p\text{-value} = 0.04$). The null hypothesis three was retained at 0.05 level of significant. These findings are in line with existing research highlighting the effectiveness of seminars in promoting teacher learning and skill development (Fullan, 2007; Wilson & Berne, 1999). This aligns with the literature emphasizing the role of seminars as valuable platforms for teachers to exchange ideas, explore new pedagogical approaches, and enhance their professional competencies (Killeavy & Moloney, 2010; Darling-Hammond & Richardson, 2009). These findings underscore the uniformity of perceptions among male and female teachers regarding the effectiveness and adoption of seminars for goal attainment. The lack of a significant difference suggests that seminars are equally valued and utilized by both genders in public senior secondary schools in Rivers State.

Conclusion

The examination of teachers' professional development programmes for effective Service Delivery in public senior secondary schools in Rivers State sheds light on several key findings regarding the adoption and effectiveness of workshops, seminars, academic conferences, in-service training sessions, and mentoring. The data presented reveals that these professional development avenues are widely embraced among teachers in public senior secondary schools in Rivers State. Across various dimensions such as planning lessons, mastering subjects, classroom management, instructional strategies, and evaluation techniques, teachers acknowledge the significance of these programmes in enhancing their professional capacities and ultimately contributing to goal attainment.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. State Ministry of Education should conduct a comprehensive needs assessment to identify specific areas of professional development required by teachers in public senior secondary schools.
2. School Administrators should ensure that workshop topics cover a broad range of subjects, including curriculum updates, pedagogical techniques, technology integration, and classroom management.
3. State Ministry of Education should encourage collaboration between schools by organizing joint workshops, seminars, and conferences. This will foster the sharing of best practices and create a supportive professional community.

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