



Online Training Needs of Teachers for Effective Instructional Delivery in Public Secondary Schools in Rivers State

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Abstract

This paper examined online training needs of teachers for instructional delivery effectiveness in public secondary school. The online training needs of teachers were looked at such as digital library and computer training. The paper as well looked at some factors that challenges the online training needs for teachers' effectiveness such as Funding, Epileptic power supply, outright power outage and many more. The paper also examined some of the ways online training could increase educational productivity. However, the paper concluded that online training needs of teachers are digital device such as laptop, tablets, internet service among other all the above mentioned should be made available for teachers to be more effective in instructional deliver. The paper finally suggest that teachers online training or retraining should be carried out in every six months to enable the teacher acquire more knowledge and be current in his or her areas of specialization.

Keywords: Online Training, Teachers, Instructional Delivery, Effectiveness.

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INTRODUCTION

In the contemporary world, attentions are focused on education is view as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement. It is also viewed as the life wire for industrial development of any nation and the foundation of moral regeneration and revival of its people. The researcher

joins other authors to say that education is seen as the process that helps to develop the whole man physically, mentally, socially and technologically, to enable him to function effectively in any environment he finds himself.

However, to achieve the above, it is with the help of a teacher, that is to say that a teacher is one who instill right conduct in children for future development. Guiding, directing, evaluating and imparting knowledge, skills and values to the students among other ways. The teacher could achieve the above through teaching the students online. Most teachers in secondary schools are novices of online teaching and therefore, need to be equipped in the necessary competence on digital online training to enhance their instructional delivery (Reisman, 2006). Teachers' competence with the use of online training tools is therefore the knowledge, skills and attitudes to creatively and confidently adapt to the new knowledge requirement of digital technology and the appropriation of the knowledge and skills towards the attainment of set educational goals and objectives. However, the National Institute of Educational Technologies and Teachers Training (2017) identified teachers' digital competence to include information literacy competences, communication competences, digital content creation competences, safety competences and problem solving competences and many more.

It is clear that information simply means facts, while literacy commonly refers to as a person's ability to read and write. One of the greatest challenges of quality instructional delivery in the 21st century is the ability of the teachers to acquire competency with the use of online training tools and to apply instructional technology in their practice (Oriji & Amadi, 2018). In achieving this, the ministry of education needs to equip the information environment by providing training and supplying teachers with necessary online training tools needed for teaching and learning. Instructional delivery effectiveness requires effective communication, in order to attain predetermined goals and objectives. It can be agreed that improving teachers' communication competence involves a level of performance based on knowledge, skills and attitudes for optimal motivation that determines the efficiency of using online technology in communication knowledge to the learners. Teacher's online training competence is among the on-going practice in designing digital materials and how to use such materials effectively as instructional tools. In view of this, the procurement of online contents such as word processing, spread sheets, zoom, presentation packages, database, web editing, image editing, among others software and applications (Oriji & Amadi, 2018).

CONCEPTUAL CLARIFICATION

Digital Education

Professional development programmes for teachers on how to create and edit e-mail address, webpage, word document, presentation slides, videos, podcasts among other could be means of developing teachers' teaching effectiveness, content-creation competence for quality instructional delivery. Therefore, it will reflect good practices and standard use of digital devices as an instructional tool. In this way, teachers become conversant with the acceptable policies and agreement, social media policies, data policies, digital identity protection and security measures on the use of digital technology in teaching and learning. More so, facilitating teacher's instructional delivery effectiveness in problem solving is a means of providing solution to educational problems using online technology. Facilitating is the role of government to obtain the needed instructional resources and provide professional development opportunities for teachers to use online tools in solving educational problems.

Again, teachers can develop competence in using online training skills to solve the problem of instructional materials, through making informed decision as to which are the

most appropriate online training acquired to be used according to purpose. Therefore, quality instructional delivery embraces the effectiveness of the teacher. This manifest itself in the use of appropriate instructional strategies, adequate preparation of teachers and effective classroom management skills to evoke enduring learning. It includes currency of knowledge of content, technological competence, communication competence, problem solving competence and resourcefulness of teachers. However, to show that online training needs of teachers for instructional delivery effectiveness is important is the issues of outbreak of corona virus pandemic know as covid-19 where people were asking to stay at home, for example in Rivers State, the primary, secondary and tertiary institution were all learning online and some of the major challenges that some schools have was the issues of teachers not having knowledge of online instructional delivery.

Educational Technology

Online learning which is most times referred to as e-learning is not only about training and instruction but also about learning that is tailored towards improving individuals' different terminologies. This have been used to define learning that takes place online, a fact that makes it difficult to develop a generic definition. Authors agreed that a single definition for online-learning has not yet been formed. Terms that are commonly used to define learning include e-learning, internet learning, distributed learning, networked learning, tele-learning, telemetric distributed learning, virtual learning, computer-assisted, learning, web-based learning, and distance learning Oguraniti cited in (Amadi, 2021). All the above mentioned includes the delivery of content viz internet, intranet, extranet, satellite broadcast, Audio video tape, interactive TV and CD-Rom. Nonetheless, the different terminologies point to a similarly conceived educational experience.

All of these terms imply that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology (usually a computer) to access the learning materials and that the learner uses technology to interact with the tutor or instructor and other learners and that some form of support is provided to learners considering the statement above it is clear that online training refers to the use of information and communication technology (ICT) to enhance and or support learning in all level of education. In essence, teachers online training needs requires the role of government at all level as an instructional leader to adequately equip teachers for quality instructional delivery (Amadi & Opara (20018). This is very important because quality instruction improves the quality of teachers that can help in the development of the economy. Hence, there is need to investigate how online training needs of teachers will impact positively on teachers' instructional delivery effectiveness in public secondary schools in Rivers State.

Concept of a Teacher

A teacher is a dispenser of knowledge, virtue and transmitter of information to the students and people around who is willing to learning. The teacher is a manager who coordinate the whole garment of men and resources available for the purpose of achieving set objective, he is one who diagnoses the needs and problems of the learner, he defines learning objectives and delivery of plans, they evaluate the learning performance and activities of the learners, he organizes and presents materials, so his basic assignment is teaching and he is real-open, honest and genuine. With the above stated, it is clear that whatever therefore will be done to improve the society and education must begin with the teacher and his changing role (Amadi, 2021).

Teachers Online Training Needs

Online training needs is described using information and communication technology (ICT) towards improving learning within educational training of teachers and students. Nevertheless, online training needs involves the use of computers, internet, e-library, projectors, use and application of a variety of tools and techniques to impact knowledge and as well get information, for instance e-mails, websites, blogs, social and business media and being able to access program supplies on the internet while carrying out programs delivered entirely on the internet (Cheager, 2010). Although online training platforms can be of different kinds, some advanced higher institution provide educational programs that involves use of web or the internet systems to improve teachers and standards academic achievements. Olaniyi (2006) opined that online training needs are all about training that occurs through the use of computer. In our contemporary world, the training through the aid of a computer simply means online knowledge acquisition through the internet or offline through CD-rom etc. In other words, it is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere.

Online training needs programs and procedures consist of web-based training, computer-based training, digital classes and electronic activity (Cheager, 2010). The programs provide platforms with content materials which are transferred by the web intranet or extranet, sound or even movie, mp3, satellite televisions and CD-ROMs. Online or digital training was initially known as internet-based training, while nowadays online training are called “web-based training”. Technically, online training needs does not only regard instructions and coaching by the instructor, but also involves training that is tailored made to specific learners needs in the secondary schools. Given that the success of online training needs in enhancing teachers teaching effectiveness depends on the quality of information and communication technology (ICT).

The impact of online training needs in improving teachers teaching effectiveness cannot be isolated from the nature of ICT infrastructure (Wojtczak, 2021). In today highly globalized world, the use and application of information and communication technology (ICT) in teaching and learning has brought about remarkable achievement in improving the competency of teachers as well as students’ academic performance in many academic disciplines well enough to impact to the learner. They must have professional competence and training in order to be morally up right as to be able to nurture the students entrusted into, he or her care. Moreso, the teacher should be able to understand the individual difference of the students so as to carry every learner along. However, the following stated below are areas which the teacher need to have more knowledge on, to enable him or her access the difference type of online training effectively and as well impacts same to the learner.

Digital Library and Teachers instructional delivery Effectiveness: The digital library is as well seen as e-library. The e-library is a library in which information are stored in digital formats (as opposed to print, microform or other media and accessible via computers). The teacher in a bid to deliver his teaching service effectively makes use of the e-library for effective preparation. The e-library affords the teacher the ability to source for so many information that may not be available in a print copy. To this end, the importance of e-library cannot be overemphasized. The e-library contents many be stored locally or accessed remotely via computer networks.

E-library is a type of information retrieved system. It is very clear that the in e-library stands for electronic. Therefore, electronic library is a type of service that allows users, without actually stepping into library to read library books, conduct research at home, in the office, or at school using the internet service which enables users to effectively employ

electronic data by using an in-library network also referred to as electronic library service. To this end, it is clear that for a teacher to access the e-library he or she must have knowledge about the e-library meaning that he must have gone for the online training to enable him or her operate computer effectively. When this is achieved, the teacher will have the zeal to make his or her research via e-library to enable him have more information on the subject or topic that he is about to teach (Prensky, 2001).

Computers and Teachers Instructional Delivery Effectiveness: A computer is a machine that can take instructions and manipulate data according to set instruction. Mohamed (2001) and Kwacha cited in Amoi (2011) viewed computer as a programmable machine, which responds to specific set of instruction in a well-defined manner. However, computer at its most basic is a machine, which can take instructions and perform computations based on those instructions. The introduction of computers in the art of teaching and learning enables teachers to prepare for lesson. It also saves him a lot of time; hence computer can be assigned to the student in their numbers with the supervisory role of the teacher as a facilitator of knowledge.

The introduction of computers to teach at the secondary school level of education can serve some importance which can be likened to the importance of the introduction of the art of literacy or numeracy since we live in an information age, an age in which knowledge is power and light. This is because computer performs a host of function in teaching and learning as many nations are adding computer literacy, reading and writing literacy, skills to teachers needs for succeeding in a technologically developed world. However, computers are used by teachers and students to teach and learn reading, mathematics, social studies, art, music simulation and health practice, it is very clear, that computer in this information age cannot be overemphasized. Furthermore, computer is regarded as an add-on rather than a replacing device (Olaniyi, 2006).

Internet and Teachers Instructional Delivery Effectiveness: Internet is a global network connecting millions of computers. Internet service provides teachers with infrastructure on which they can communicate with one another, either by exchanging e-mail messages or social networks. Internet has become a source of vast amount of information and interaction tools. Internet is a set of linked computers characterized by protocols used across a wide-range of platforms. Each machine on the internet contains information shared across the globe. Information on the internet could be accessible from any location regardless of subject, location, age, race and time limitation. Furthermore, A wide array of techniques have been developed to give access to information on the internet ranging from logging, remote, server, chatting over the internet with fellow teachers or students on specific subjects, sharing information via mailing list and user groups, file transfer protocol to get files from the sources of the world wide web (www) and an interaction multi-media information access tool.

However, it is very clear that the world wide web has now gained the momentum due to its ease of use and multi-media capability (Ikonne, 2005). Because of the importance of internet, other techniques have also been developed to work for those who do not have access to the internet. One of such techniques is the use of “offline browse” whereby the valuable information on the internet is downloaded on high-capacity system media such as digital video disk and distributed to remote schools. Teachers teaching with internet service here have proficiency in accessing the internet. Nevertheless, the relevance of internet service in enhancing teaching cannot be overemphasized (Kiptacam & Rodrigues, 2010). It has been noticed that internet service has account of benefit to both teachers and the learners by school and this include:

- Learning enrichment or learning new things
- Regular instruction and training for developing computer skills
- A teaching and learning tool for specific subject
- Finding and accessing of information and many more.

Furthermore, internet service offers wide range of experience which stimulates self activity on the part of the learners.

Challenges in Online Training Needs for Teachers Instructional Delivery Effectiveness

Integrating online training needs of teachers is of high importance which will make it possible for high level of retention among the teachers and students as taught by the teachers through the use of online training needs into teaching and learning is a complex process and one that many encounter a number of difficulties. These difficulties are knowing as challenges. The following are some of the key challenges that have been identified and they are as follows:

Funding Challenges: The economic circumstance of a nation determines the level and purchasing capabilities of its citizens. It is clear, that over 80% of our population live below poverty line. This is because an average middle-income earner in our country cannot afford even basic technological and communication device the cost of these devices in our country is generally three times the monthly wages of an average worker, and so they remain luxuries at home, school and office. The cost of subscribing to a telephone or internet service is beyond the reach of the average citizen. This has made the integration of necessary online resources (e-mail, e-libraries, world-wide-web (www) etc into education institutions difficult at best (Ifinedo & Oholube, 2007). Secondly, know development and actualization of educational goals can be without adequate funding. However, it is clear that educational sector has persistently suffered from poor budgetary allocation over the years. Ekaete (2016) reported that budgeting allocation to education sector is not even up to the 26% United Nations education and scientific organizations (UNESCO) recommendation of National budgets.

Epileptic Power Supply/Outright Power Outage: The problem of electric power supply in Nigeria has become endemic. This has put many economic activities on hold or completely out of business. ICT devices cannot be used without electricity. Interruption of power supply or total power outage inhibits effective utilization of ICT in the teaching-learning process where the facilities are available. Many public primary and secondary schools do not have alternative power supply and even when they do, they lack money to either maintain or fuel them. This can be seen as one of the hindered of full operation of ICT devices to our teachers.

Non-Integration of ICT in Pre-Teacher Training: Teachers who go through colleges of education, faculties of education and institution of education undergo training with ICT being integrated in the training program. It becomes difficult for them to adopt and utilize ICT in their teaching-learning process when they are employed. This is clear evidence of the saying that “one cannot give out what he or she does not have”. Teachers who lack skills and competencies cannot use the devices to enhance lesson note preparation, or USD for any of the e-learning platforms.

Lack of Inadequate Internet Connectivity: Without internet connectivity, digital divide amongst Nigeria teachers will continue too wider. Right now, there is need to increase the bandwidth all over the country so as to gives room for increased access to internet service and

broadband. There are many regions that lack internet connectivity especially in certain rural terrains. Teachers and students whose schools are located in such area cannot benefit from the usefulness of ICTS and many more.

Ways Online Training Could Increase Educational Productivity

The online training of teachers can increase educational productivity of teacher in so many ways such as:

- To have wide access to e-libraries which will give him or her more knowledge of it course.
- It ensures two-way communication channel for exchange between teachers and teacher, teacher and students, teacher and authorities, students and authorities, and teacher and parents whenever the needs arise.
- It can enable teacher to educate students at the learners' speed while taking consideration the learner individual educational needs.
- The teachers are in a better position to design and develop teaching and learning materials that are modern, appropriate and accurate to describe a particular lesson.
- Online training might increase productivity by broadening access to certified teachers without incurring the cost of hiring highly qualified teachers at each site. Generally speaking, this could result in more educational opportunities being made available to a large pool of teachers.
- Online training needs are sometimes designed to support the teacher or learning needs of a variety teachers or students such as English language teacher or learner, students with disabilities and gifted students, while others are designed in order to accommodate family travel, other time-specific commitments or because a teacher or student was hospitalized homebound.

Furthermore, modularization of online course content and persistent access to training or learning materials allow teachers to progress toward different goals or at different paces.

CONCLUSION

Online training needs of teachers are digital device needed by teacher to gain more knowledge, such as laptops, computer, tablets, personal digital assistant, interactive white board, internet, e-library, projectors, smart phones among others, which are used today in teaching by teachers as instructional tools to enhance their effectiveness. To confidently use these tools in the classroom to deliver quality instruction, teachers need certain competence for them to achieve this high level of knowledge. The research looks at different types of online training here required by the teacher as very important to enable them achieve it educational goals. Moreso, the above needs to be employed in teaching and learning to enhance the teacher teaching effectiveness. For all the above mentions to be achieved it is clear that the teacher must acquire the required skills. However, it is clear that the progress of any educational institution is depending rightly on the quality and quantity of teachers that have acquired more knowledge through online training and ICT facing at their disposal.

Recommendation

- Online training should be made compulsory to all teachers.
- Teachers online training or retraining should be carried out in every six months to enable the teachers acquire more knowledge and be current in their areas of specialization.
- The school administrator or government should make available laptop or computer to all teachers and school.
- The government should make the use of internet service free to all the teachers, because it makes planning of classroom work ease, and as well promote research activities in teachers.
- Computer should be made compulsory in all primary and secondary school because we are in a digital age where information is kept.

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