

**FREE CAMPUS SHUTTLES SYSTEM AND PROFESSIONAL DEVELOPMENT AS
CORRELATES OF LECTURERS' EFFECTIVE INSTRUCTIONAL DELIVERY IN
PUBLIC UNIVERSITIES IN THE SOUTH EAST NIGERIA.**

**Dr NWAGBARA, Joy A.
Department of Education Management,
Michael Okpara University of Agriculture, Umudike**

ABSTRACT

The study investigated the free campus shuttles system and professional development as correlating with lecturers' effective instructional delivery in public universities in the South East Nigeria. A correlational design was adopted for the study. The research area was South East Nigeria. The population of this study comprised of 1009 lecturers in Public Universities in the South East, Nigeria. Multi-stage sampling technique was used to select a total of 403 lecturers which was equivalent to 40% of the total population. Proportionate stratified random sampling technique was used to select the sample of this study. The instruments for data collection were the researcher's developed three sets of questionnaires. The first questionnaire was titled "MOTIVATIONAL STRATEGIES QUESTIONNAIRE (MOSTRAQ)", The second questionnaire titled "QUALITY ASSURANCE QUESTIONNAIRE (QAQ)" and third questionnaire titled "LECTURERS' EFFECTIVE INSTRUCTIONAL DELIVERY QUESTIONNAIRE" (LEIDQ) The data obtained were analyzed using Pearson Moment Correlation Coefficient. Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance. From the study it was concluded that campus shuttle system significantly to a moderate extent relate to lecturers' effective instructional delivery and professional development of lecturers significantly to a very high extent relate to lecturers' effective instructional delivery. One of the recommendations made from the study states that University Authorities should establish robust professional development programme for all her categories of staff especially the lecturers so as to update their knowledge with contemporary concepts and issues.

KEYWORDS: Campus Shuttles System, Professional Development of Lecturers and Effective Instructional Delivery

INTRODUCTION

Lecturers are key actors who shape the learning environment and whose main tasks include motivating students to learn, imparting new concepts and ideas to students, model and guide students towards better career, transferring new knowledge to learners as well as assisting learners explore their creative ability in contributing to the development of their nation. Ofojebe and Ezugoh (2010) defined a teacher as one whose profession includes teaching (instructing), imparting knowledge, innovation and guiding learners to pass through the learning process. Lecturers therefore are vested with the responsibilities of ensuring appropriate initiatives and creative skills in impacting knowledge to the students as well as being committed to the students, parents, community, profession and the employer. Obunadike (2016) defined a teacher as the one trained to help a learner to acquire necessary knowledge, skills and attitude through a variety of ways of which are intertwined. In essence, the activities carried out by lecturers help in transforming and reforming the minds of the learners, guide them to develop new ideas, gain useful information for skillful existence and develop good cultural habit required by the society. If lecturers could stand as a formidable force in assisting learners develop their creative skills, the need for motivating lecturers becomes indisputable. Quality free campus shuttles could be seen as the availability and accessibility of quality campus transportation that aids effective movement from one faculty to another or any other environment in which one intends to go to. School transportation is an important issue for every higher institution of learning as it is seen as a very sensitive factor that influences or affects all participants in the system. Sakellariou, Kotoula, Morfoulaki and Mintsis (2017) contend that school transportation system remains an appropriate design and the provision of maximum safety are necessary actions need to be taken into account while organizing such a system. School transportation includes the movement of workforce and students to and fro school units and school activities. Morfoulaki, Kotoula, Mirovali and Aifantopoulou (2015) argued that walking, biking, use of private cars; buses and taxis are all modes composing a school transportation system, while students, parents, relatives and friends, teachers, drivers and school bus attendants are the basic stakeholders. In essence free university shuttle as provided by the school administration tends to enhance and motivate the academic and non-academic staff of the institution towards quality productivity and effective instructional delivery. Quality free university shuttle systems remain one of the major challenges faced by various universities in Nigeria. Since free university shuttle system aids effective movement in the university, there is every likeliness that staff professional development may motivate lecturers towards effective delivery of instruction. Professional development remains one of the manpower development measures required for quality service delivery amongst lecturers. Nwabueze (2010) defined professional development as a commitment to a structured skill enhancement and personal or professional competence. Professional development therefore is the activities carried out in ensuring that educational workforce receives adequate orientation and improvement in carrying out their daily official duties. Professional development of lecturers thus plays an essential role in knowledge enhancement, acquisition of new and advanced skill, assist lecturers in building competence, mastery of courses content and all-round development in the educational system. However, issues such as on-the-job training, in-service training, orientations,

seminars, conferences, pre-service training, off-the-job training and workshops remain essential elements of professional development courses for lecturers. Quality staff quarters or housing is another factor of staff motivation in the university community.

STATEMENT OF PROBLEM

The problem of lecturers' low morale and non-challant attitude in discharging their instructional responsibilities has resulted into students' impersonation, examination malpractice, and social violence within and outside the school. Lecturers poor and high cost of university shuttle system and difficulties in accessing professional development has manifested in lecturers' unwillingness to participate efficiently in quality instructional delivery. The problem of this study therefore put in question form; to what extent does lecturers' motivation strategies such as quality campus shuttle system and professional development relates to lecturers' effective instructional delivery in universities in South East, Nigeria?

OBJECTIVE OF THE STUDY

The study sought to:

- Determine the extent to which free campus shuttles system relate with lecturers' effective instructional delivery.
- Determine the extent to which professional development of lecturers relate with lecturers' effective instructional delivery.

RESEARCH QUESTION

- To what extent does free campus shuttles system relate with lecturers' effective instructional delivery?
- To what extent does professional development of lecturers relate with lecturers' effective instructional delivery?

HYPOTHESES

- There is no significant relationship between free university shuttle system and lecturers' effective instructional delivery.
- There is no significant relationship between professional development of lecturers' and lecturers' effective instructional delivery.

LITERATURE REVIEW

➤ Lecturers' Instructional Delivery

Instructional delivery amongst lecturers is a very important aspect of educational system that measures the effective of input-output system. Instructional delivery looks at the evaluation of the teaching and learning exercise in the university education system because it is only when teaching and learning takes place that one can assume that efficiency has occurred in the pursuit of educational goals. The university community serves as a channel through which rightful skills, knowledge

and competence and its application is being transmitted to the learners as well assist the learners to apply what they have learnt or acquired. Ayeni (2014) defined instructional effectiveness as a process of facilitating students' learning using appropriate management and instructional strategies by the teacher to manage the interrelatedness among students' interest, the content for learning and means of material that the teacher intends to use in teaching and learning.

CONCEPT OF MOTIVATION

Motivation is a very important psychological concept which helps an individual to consistently strive to achieve an objective. Motivation is an inner drive in an individual to excel in whatever one is doing. Omebe (2010) defined motivation as tangible things such as bonus payment and regular promotion which may of course mean a rise in salary, leading to attainment of personal intangible altitudes such as recognition, prestige, and power. Motivation plays an essential role in an organization towards achieving organization set goals and objectives without much compromise. If motivation of lecturers could result to effective delivery of instruction by educational workforce at the university level, the tendency of free campus shuttle system for lecturers become a motivational strategy that may likely result to effective job delivery.

MOTIVATIONAL STRATEGIES

Motivational strategies are important factors to be considered in an organizational environment. Quality campus shuttle system likewise professional development of lecturers are discussed as an important motivational strategy in university environment.

➤ Campus shuttle system

Campus shuttle systems among lecturers remain an essential factor of motivation to lecturers. The provision of shuttle system in its numbers from one location to another within the school system serves as a motivational factor to the lecturers in carrying out their instructional functions effectively. Agyeman (2013) defined university shuttle system as a public transportation in developing countries which is partly funded by the states and there are a number of privately-owned operators resulting in greater diversity in service provision in the university education. An efficient transportation system has in the university circle has a significant influence on the quality of life, opportunity for recreation, education, social and businesses in the school environment. The major means of transportation in the university system constitutes of motor cycle, tri-cycle, taxi, minibus and paratransit in developing countries. Free campus shuttle system for lecturers therefore could be seen as a process through which the university management make provision transportation measures for the lecturers with little or no financial involvement for lecturers to assess any part of the university fast and easily. However, universities have the ability to implement policy and guidelines that determines how lecturers arrive and depart from campus through the school transportation channels; the university cannot overlook the outbreak of population among workforce and students in the university system thus the university management is expected to provide adequate shuttle system for effective transportation. By integrating alternative forms of transportation, the university can influence the current travel patterns of students and

their future transportation practices in the university environment. Juarez (2011) contend that as the universities continue to experience growth in population with respect to students and staff, automobile usage will continue to rise. As a result, this rise has direct impact on vehicle congestion, parking shortages, and increased pollution. For a campus shuttle service to attract new investors or operators, and shift students from vehicles, services must meet the workforce needs. This is accomplished through increased frequency and direct routes serving the campus (Bond & Steiner, 2006) and to increase students' access as well as engage students in local community activities. Free university shuttle for lecturers in the university community enhance quality assurance in the system. Lecturers can easily move from one department or college to another or any area of the university environment without much stress. Transportation in the university education remain the hub of movement such should be critically looked into in other to enhance quality movement and easy access to individual locations in the school. The availability and accessibility of free campus transportation should be seen as a welcome idea and one of the measures through which academic and even non-academic staff of universities could be motivated to discharge their functions efficiently. If free campus shuttle system for lectures in the university education could enhance efficiency in job delivery among lecturers, professional development thus become an issue of discuss.

➤ **Professional development of lecturers**

Professional development among lecturers is an important project which brings about quality development and creativity among lecturers in their various areas of specialization. Professional development is the process by which teachers acquire skills and certificates in educational programmes in order to upgrade their academic status. Lecturers' professional development is associated with academic development of lecturers in university education. It is an academic process generally organized to achieve a given purpose thus ensures that lecturers are at their best in skill acquisition, knowledge base, ability in aptitudes in order to bring school organization to a desirable level. Nwabueze (2010) defined professional development as a commitment to structured skill enhancement and personal or professional competence. He further state that, it is important for everyone, no matter their occupational role or responsibility within an organization setting to ensure that skill and knowledge are up to date. He believes that undertaking professional development program is very important in today's fast moving technological world. Health in Azikiwe (2008), defined professional development as a systematic attempt to harmonize individual interest, wish and their carefully assessed requirement for furthering their careers with forthcoming requirement of the organization within which they are expected to work. Imperatively, professional development programmes are activities that educational workforce engages in to upgrade their skills and acquire certificates. The fact remains that students' participation in learning and improvement in their innovative concepts can be at increased pace by enhancing the skills and knowledge of educators. The need for improved productivity in education has become a globally trend as well as depend on efficient and effective professional development training. Regarding advancement in modern world, it has become necessary to invest in professional development and training programmes because absence of these programmes often manifest in tripartite of incompetence, inefficiency and ineffectiveness. Since professional

development programmes are necessary in the university education, in-service training thus becomes relevant to be considered in this study.

- **In-service Training Programme:** In-service training programmes are the common teachers' development programmes used by teachers. These includes induction courses sandwich education programmers' offers teachers the opportunities for acquisition of well-structured educational programs organized by the institution of education, universities and colleges of education for the professional improvement of the personnel in teaching service. Additionally, staff development programme includes retraining while the personnel are still on the job. The in-service approach suggests three techniques, namely the university sandwich program, the national teachers institute programme and distance learning programme. Oluwayemi (2002) noted that in-service training programmes enhance instructional delivery, broaden teachers' knowledge and model teachers for optimum performance. Also supporting the above benefits of in-service development programmes on teachers' effectiveness, maintained that in-service programmes expose teachers that engage in it to new methods, skills and knowledge for effective teaching. In other words, teachers that are involved in any of the in-service programmes have the chances of acquiring and using the contemporary and innovative teaching methods or strategies for effective learning. It will enable them let-go some obsolete teaching and learning strategies and imbibe the new ones for effective instructions.
- **Off-the-job Programme:** In this type of programme, the staff concerned is allowed to go off the job by embarking on a full-time programme. The advantage is learning while the job waits. He leaves entirely for academic work. Its disadvantage is that the individual may not be on pay during the period of training and may eventually lose his job or position on completion of the training. To prepare and produce quality teachers for effective teaching and learning in schools requires a special attention for off-the-job-programmes. Saliiently, advanced programmes assist workforce in every organization to ensure that task assigned to them are effectively discharged. Imogie in Osamwonyi (2016) maintained that such programmes give ample opportunities to serving professional teachers to update their knowledge and skills towards better objectives performance and advancement in status without having to resign their employment. The reason for this is not farfetched as sole reason for leaving their jobs temporarily is to acquire additional knowledge and skills to improve their teaching effectiveness. The additional knowledge such teachers acquire will improve their teaching methods and approaches, lesson preparations and implementations. The off-the-job teachers' development programmes is expected to serve as motivating factors especially those ones that involve granting them permission to study with full payments. In such a case, teachers show more commitment to learn and ready to put back what were learnt in the classroom.
- **The Pre-service Programme:** These are faculties of education (regular or part-time), institutes of education, and other teacher training center. It exists in the form of NCE (primary or secondary) BA/B.Ed, BA/B.Sc, Ed/B.Ed, plus PGDE. Either way, there are three main components of the programme. The

subject areas made up of courses taught in the primary and secondary schools, professional education made up of courses in the field of education with emphasis on some core areas as foundation of education (Philosophy of Education, Sociology of Education, History of Education & Comparative Education.), curriculum studies, Edutech/ICT, physiology of education and teaching practice including methodology in special subjects. The pre-service teacher education focuses on cultivating in our teachers the competence they need for addressing contemporary and emergent educational problems. Competence among teachers remain an important measure through which instruction could be effectively delivered. Therefore, the use of students' achievement as a gauge of teaching effectiveness is reasonable and appropriate and one could say that students' learning is the most important criteria by which to evaluate teacher hence competence come as a result of professional development. There should be application and utilization of newer instructional technology in the classroom, such as computers, projectors, video, recorders and monitors, the closed-circuit television and the like. Through professional development the teacher gets use of using these for quality output. The ability to improvise and utilize locally available resources is also a skill to be emphasized in the teacher education programme; and more effective and efficient curriculum delivery. The teacher must be trained to achieve successfully the goal of their teaching subject areas. Though teachers write effective objectives in their lesson notes, they should be encouraged to teach and evaluate the achievement of the said objectives.

- **Course Lead-term Approach:** This depicts a situation whereby a well experienced lecturer in a given course or area of specialization is assigned the task of leading other lecturers (graduate assistants & assistant lecturers) in the same course or area of specialization in overseeing all curricular programs associated with that course, the course team plans how to cover the syllabus in good time, teach difficult aspects of the courses, analyzes examination results of the courses, and plan every other thing towards learner improvement in that course. Each course team meets at designated periods in the week. In the course of meeting less experienced lecturers interact with others and so learn much from the more experienced ones for professional growth.
- **Cluster Lead-teach Approach:** Clusters of universities in a given area may be created such that their lecturers meet regularly at a convenient venue for the purpose of sharing experiences on curricular matters. This could be seen from the perspective of cross-pollination of ideas thereby leading to mobility of workforce as well as bring about rapid professionalism of lecturers. For instance, the best lecturers or a professor in educational management or economics education may be invited to guide other lecturers of educational management or economics of education on how best to teach topics, engage students identified by them as difficult to teach or learn.
- **Orientation Programme for Newly Employed Teachers:** On graduation teachers attend interviews and are posted to schools where they should commence teaching. Whether at cluster or local government level, school

heads should take the initiative of designing qualitative programmes for orientating newly qualified teachers for greater effectiveness on the job. The orientation could focus on such areas as the school's community, nature of the learners in the schools; facility available for teaching and learning, the roles for staff and students and teaching methods. The orientation programme will undoubtedly integrate the newly qualified teacher into the system in a tension free and professionally healthy atmosphere. Quality staff quarters thus remain a surrogate of motivational strategy for lecturers to achieve instructional purpose.

METHODOLOGY

A correlational design was adopted for the study. The research area was South East Nigeria. The population of this study comprised of 1009 lecturers in Public Universities in the South East, Nigeria. Multi-stage sampling technique was used to select a total of 403 lecturers which was equivalent to 40% of the total population. Proportionate stratified random sampling technique was used to select the sample of this study. The instruments for data collection were the researcher's developed three sets of questionnaires. The first questionnaire was titled "Motivational Strategies Questionnaire (MOSTRAQ)", The second questionnaire titled "Quality Assurance Questionnaire (QAQ)" and third questionnaire titled "Lecturers' Effective Instructional Delivery Questionnaire" (LEIDQ) The data obtained were analyzed using Pearson Moment Correlation Coefficient. Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

RESULT AND HYPOTHESES

Research Question 1

To what extent does free campus shuttles system relate with lecturers' effective instructional delivery?

Data for answering research question 1 are presented in Table 1

Table 1: Correlation Matrix of Relationship between Free campus shuttles system and lecturers' Effective instructional delivery

FCSS LEID

Pearson	1	.583
FCSS	Sig (2-tailed)	.000
N	R2	321
(0.340)	34%	321
LEID	Pearson	.583.1
Sig. (2-tailed).000		
N	321	321

FCSS= Free Campus Shuttles System, LEID= Lecturers' Effective Instructional Delivery

Data in Table 1 show a correlation value of .583 which is positive and within the coefficient limit or range of 0.41-0.60 indicating moderating relationship. This result shows that free campus shuttles system to a moderate extent, relates to lecturers' effective instructional delivery.

The coefficient of determination (R2) of 0.340 indicates that 34% of the lecturers' effective instructional delivery could be accounted for by the free campus shuttles system.

Research Question 2

To what extent does professional development of lecturers relate with lecturers' effective instructional delivery?

Data for answering research question 2 are presented in table 2.

Table 2: Correlation Matrix of Relationship between professional development of lecturers and lecturers' Effective instructional delivery

PDOL LEID

Pearson	1	.	910
PDOL Sig (2-tailed)	.000		N
R2	321		(0.828)
83%	321		
LEID Pearson	.910		1
Sig. (2-tailed).000			
N	321		321

PDOL=Professional Development of Lecturers, LEID= Lecturers' Effective Instructional Delivery

The data in Table 2 reveals a correlation value of .910 which is positive and within the coefficient limit or range of 0.81 - 0.99 indicating very high relationship. This result implies that professional development of lecturers to a very high extent, relates to lecturers' effective instructional delivery. The coefficient of determination (R2) of 0.828 indicates that 83% of the lecturers' effective instructional delivery could be accounted for by the professional development of lecturers.

Hypothesis 1

There is no significant relationship between free campus shuttles system and lecturers' effective instructional delivery.

Data for testing hypothesis 1 are presented in Table 3

Table 3: Regression Analysis on Extent of Relationship between Free campus shuttles system and lecturers' Effective instructional delivery

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	30048.122	1	30048.122	294.333	.000b
Residual	32566.509	319	102.089		
Total	62614.631	320			

Data in Table 3 reveals a probability (P)- value of 0.00 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between free campus shuttles system and lecturers' effective instructional delivery. The result agrees with Morfoulaki, Kotoula, Mirovali and Aifantopoulou (2015) which noted that free campus shuttle as provided by the school administration tends to enhance and motivate the academic and non-academic staff of the institution towards quality productivity and effective instructional delivery.

Hypothesis 2

There is no significant relationship between professional development of lecturers and lecturers' effective instructional delivery.

Data for testing hypothesis 2 are presented in table 4

Table 4: Regression Analysis on Extent of Relationship between Professional Development of lecturers and lecturers' Effective instructional delivery

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	22133.511	1	22133.511	232.083	.000b
Residual	30422.613	319	95.369		
Total	52556.124	320			

Data in Table 4 show a probability (P) - value of 0.00 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between professional development of lecturers and lecturers' effective instructional delivery. The findings support Nwabueze (2010) who maintained that when staff engage in development programmes, it allows them to have and updated knowledge and skills to work with.

CONCLUSION

Based on the analysis carried out and the results of the study, it could be concluded that:

- Campus shuttle system significantly to a moderate extent relate to lecturers' effective instructional delivery.
- Professional development of lecturers significantly to a very high extent relate to lecturers' effective instructional delivery.

RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations were made.

- Government and University administrators should endeavor to provide adequate campus shuttle system for both staff and students.
- University Authorities should establish robust professional development programme for all her categories of staff especially the lecturers so as to update their knowledge with contemporary concepts and issues.

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