



TEACHER TRAINING PROGRAMMES RE-ENGINEERING FOR FUNCTIONALITY, ETHICAL AND VALUES CENTERED EDUCATION IN TEACHERS' TRAINING INSTITUTIONS IN RIVERS STATE, NIGERIA.



Kalagbor-Gbeke, Ibiene (Ph.D)

Department of Educational Management,
Rivers State University, Nkplu- Oroworukwu,
Port Harcourt, Rivers State, Nigeria.
ibiene.kalagbor-gbeke@ust.edu.ng

Abstract

The study investigated teacher training programmes re-engineering for functionality, ethical and values centered education in teachers training institutions in Rivers State, Nigeria. The study which adopted descriptive survey design was guided by two research questions and two hypotheses. The population was the 920 lecturers in the faculties of education of the three public universities in Rivers State. A sample of 184 lecturers representing 20% of the population was drawn through stratified random sampling technique. A self-structured questionnaire titled, "Teacher Training Programmes Re-engineering For Functionality, Ethical and Values Centered Education Questionnaire (TPRFEVCEQ)". The instrument which had 18 items was well validated and a reliability index of 0.82 was obtained through Cronbach Alpha method. Mean scores, standard deviation and mean set were used to answer the research questions, while z-test at 0.05 level of significance was used to test the hypotheses. Results of the study revealed that gaps existing in teachers training programmes in Rivers State include among others: outdated curriculum; inadequate practical teaching experience; poor development of essential skills for modern classrooms; and inadequate professionalization of teaching. The study also revealed that re-engineering teacher training programmes for functionality, ethical and values centered education will require among others; curriculum review; review of admission policies into teachers training institutions; adequate provision of facilities/infrastructures, and adequate implementation off policies and pogrammes for effective professionalization of teaching. Based on these findings, conclusion was drawn and the following recommendations among others were made; government should carry out a wholistic review of the curriculum/programmes of teacher training institutions in Rivers State; and teachers training institutions in Rivers State should lay great emphasis on teachers' code of conduct, ethical behaviours and values education.

Keywords: Teachers, Teachers Training Programmes, Re-engineering, Functionality, Ethical and Values Education.

Background to the Study

Education has been perceived as a very important instrument and catalyst for individual, personal, social and national development. It is the desire of every family, community and nation to provide education for its members. They strive to achieve this by spending a huge part of their resources on it. The transformative role of education according to Yaya (2019) is well known: Good education transforms lives, supports economic development by reducing poverty and increasing widespread prosperity, supports the personal development of children, young people and adults, and improves the quality of life. It enables the people to improve their personal and community health and to conserve their natural environment. It is universally accepted that education is critical and pivotal to the attainment of sustainable development (Adeyanju, 2019). Hence, it is said that, no nation can rise above its educational system.

The quality of the educational system is to a great extent determined by teachers teaching across the various levels that constitute the educational system. The statement that no educational system can rise above its teachers underscores the importance of teachers and the process through which they are produced. Good quality of education can not be achieved without well trained and good quality teachers. According to the national policy on education (FRN, 2014), the quality of teachers is considered as the most relevant determinant of educational standard at all levels. Teacher education should therefore be given special attention because of its position in the progress and development of every nation. Teachers training programmes are basically designed and structured to equip teachers for the effective performance of their duties.

Teachers training programmes essentially involve the transmission of desirable knowledge, critical skills and right attitudes for teaching. It involves undergoing formal professional development programmes. The teacher is the most important tool in the school system because he/she shapes the direction of the student. The quality of training teachers engaged in the educational system received is very crucial for the achievement of educational goals. Teacher training programmes play a vital role in determining the competency of teachers. It is very important in shaping the pedagogical skills, knowledge and ethical values of teachers.

However, it appears that teachers engaged in the Nigerian educational system are not performing optimally. In fact, there are some indices of failure to perform as expected. The performance of teachers is dependent on the relevance, functionality, efficiency and effectiveness of teacher education (Ezeugwu, 2006). Contributing to teacher education and training programmes in Nigeria, Ukeje (2000) pointed out that in terms of social esteem, academic excellence and professional rating, the current status of teacher education is consequently very low. Also, the rapidly changing educational landscape which includes curriculum reforms, technological integration and emphasis on practical skills; coupled with emerging societal challenges calls for an urgent re-examination of the current teacher training programmes. Re-engineering teacher training programmes involves a deviation from the existing teacher training programmes and the incorporation of new courses, skills and knowledge relevant to the performance of a teacher in the 21st century and functionality of the education system. There is the need to review and modernize teacher education curriculum, incorporate innovative teaching methods, emphasize hands-on training, classroom management, incorporate training on ethics, values, and social emotional learning in teachers training institutions. Re-engineering teacher training programmes would require a total overhauling and redesigning of existing programmes to enhance teacher quality, effectiveness and to address contemporary educational challenges.

It is against this backdrop that the researcher was motivated to investigate teacher training programmes re-engineering for functionality, ethical and values centered education in teacher training institutions in Rivers State, Nigeria.

Statement of the Problem

The quality of education in Rivers State appears to be deteriorating over the years. Examination malpractice and poor educational performance of school children have become the order of the day. It appears teaching and learning activities have remained ineffective, thus creating concerns and doubt about the quality of teachers in our educational system and the quality of teacher training programmes in teachers training institutions in Rivers State.

Despite all the efforts to improve the educational system, teachers have remained ineffective and the educational system has not been functional enough to meet the needs of the learners and the society. It appears teacher training programmes in Rivers State are facing a lot of challenges such as outdated curriculum, inadequate facilities, poor integrating of modern technologies, and inadequate emphasis on ethics and values. All these have contributed to functionality gaps. The researcher is bothered by this situation. Hence, the problem of this study is to investigate teacher training programmes re-engineering for functionality, ethics and values centered education in teachers training institutions in Rivers State.

Aim and Objectives of the Study

The study aimed at investigating teacher training programmes re-engineering for functionality, ethical and values centered education in teachers training institutions in Rivers

State, Nigeria. Specifically, the objectives of the study were to:

1. identify the existing gaps in teacher training programmes in teachers training institutions in Rivers State.
2. Examine how teacher training programmes can be re-engineered to emphasize functionality, ethics and values centered education in teachers training institutions in Rivers State.

Research Questions

The following research questions were answered in this study:

1. What are the gaps existing in teacher training programmes in teachers training institutions in Rivers State?
2. How can teacher training programmes be re-engineered to emphasize functionality, ethical and values centered education in teachers training institutions in Rivers State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Hypothesis One: There is no significant difference between the mean scores of male and female lecturers on the gaps existing in teacher training programmes in teachers training institutions in Rivers State.

Hypothesis Two: There is no significant difference between the mean scores of male and female lecturers on how teacher training programmes can be re-engineered to emphasize functionality, ethical and values centered education in teachers training institutions in Rivers State.

Literature Review

Theoretical Literature Review

This study was anchored on two theories: The constructivist theory and the curriculum development theory. The constructivist theory was championed by scholars like Jean Piaget and John Dewey. They state that individuals construct their own knowledge and understanding through active experiences, social interactions, and reflection. The theory lays emphasis on interactive learning, hands-on activities learner-centered approaches, collaborative learning, contextual learning, and flexible instructional approaches. Applying the principles of this theory implies that teachers and education managers should create learning environment that enhance collaborative learning, interactions, active engagement of the students, critical and creative thinking. This theory is relevant to this study for re-engineering teacher training programmes to meet the needs of the students and the society by emphasizing on functionality and quality training.

The curriculum development theory was propounded by Ralph w. Tyler. The theory comprises of various models and frameworks that guide the design, implementation and evaluation of educational curriculum. These include: educational purposes, learning experiences, organization of learning experiences and evaluation. This implies that for any curriculum to be good, it must: have clear objectives which are specific, measurable, achievable, relevant and time-bound; provide relevant learning experiences which must align with the objectives and meet the different needs of the learners and the society. To be effectively organized, learning experiences must be organized or structured to enhance students engagement, motivate collaboration and interaction to promote learning outcomes; have ongoing evaluation- such that curriculum should be regularly assessed and reviewed to ensure it meets its objectives.



The curriculum development theory is relevant in this study because it supports reengineering of training programmes, constant assessment and review of curriculum to promote its functionality by meeting the needs of the students and the society and by urging educators to design effective, relevant, and engaging curriculum that promote students learning and achievement.

Conceptual Literature Review

Training is a learning process directed towards the acquisition of relevant general and specific skills required for carrying out tasks effectively. It is the development of specific skills and attitudes needed to perform a particular job to maximize productivity, and improve the overall efficiency of an organization (Ezeani & Oladele, 2013). Training programmes for teachers according to Ngala and Odebero (2010) is a vehicle to improve teachers teaching skills. It is a catalyst that provoke a desired change in a teacher which helps to broaden his/her vision, redefines his/her roles and promotes the teacher's attributes. Adequate training of teachers is beneficial in promoting their productivity increasing their morale and building their managerial capacities (Nwabueze, 2010).

Teacher training programmes in recent times has not been adequately implemented. Ajayi and Afolabi (2012) identified low turnover and low efficiency of teachers as part of the problems of the school. These challenges have made teacher efficiency to be lagging behind in our education system. The entire process of teacher training has suffered serious neglect and has virtually collapsed (Obunadike, 2011). The structures and facilities have suffered serious unbelievable decay. The teaching/learning process and environment have lost their aura. The education system has become a haven for criminals, cultists, drug addicts etc. Teachers have become cheaters and promoters of examination malpractice. There are many factors affecting effective delivery and quality assurance in teachers training institutions. Corroborating this view, Maduwesi (2005) stated that, one can not claim that all is well in terms of the realization of the educational philosophy and objectives as outlined in the national policy on education. He lamented that, the quality of teachers produced in Nigeria fell far short of national expectations, given to the task before the teacher in the 21st century.

Teacher training programmes in Nigeria need re-engineering due to several critical factors such as: outdated curriculum; inadequate practical experience and a lack of focus on developing essential skills for modern classroom. Re-engineering efforts should focus on modernizing the curriculum, enhancing practical skills development, and integrating modern technologies to prepare teachers for the challenges of the 21st century. Other issues that require urgent attention include: Poor funding; low teacher motivation; insufficient practical teaching experience; limited professional development; and , ethical and values erosion.

According to Edoaka and Onyema (2013), many teachers in Nigeria have not measured up to the minimum international standard. This is because a large number of untrained and halfbaked personnel are still retained in the system, leading to a scenario in which career in teaching is not yet professionalized. Unfortunately, these crops of teachers cannot make any reasonable impact on both the character and skill development of their subjects; because one can not give out what he/she does not have (Odo & Amera, 2015).

The many reforms in education globally and in Nigeria call for the need to reposition and re-engineer teacher training programme and profession. According to Ofoego and Ebebe (2016), such reforms include: the adoption of 9 – year Basic Education Programme through the UBE Act of 2004. This caused the introduction of new subjects such as Basic Science and Technology, Computer Studies/ ICT in basic education classes, the introduction of French as a compulsory subject in Basic 4; the infusion of such new emerging issues as Vocational and Technical Education, HIV/AIDS Education, Security education etc. The new curriculum structure for the 3year Senior Secondary Education which contains 4 trade/entrepreneurship subjects; the emergence of artificial intelligence (AI) and the integration of modern technologies and learning platforms in education.

Ethical and values erosion among teachers in Nigeria is another serious issue that needs to be addressed. The extent of decline in moral principles, values and professional standards that guide



teachers' behaviour and effective decision-making is alarming. This has negative impacts on the quality of education and the overall development of the society. This manifests itself in the school system through unethical practices, indiscipline, negative attitude to work, unwholesome attitude of the students, and poor quality of education. Ethics according to Okoro (2014) is the science which regulates human behaviour as it affects his freedom and ensure that his actions does not conform to the pattern of animals. Ethics guide human activities which promote harmony and getting the right things done. Corroborating this view, Adeyemi And Obidiora (2020) asserts that ethics is an essential experience in human society, which underlies the social, behavioural, religious pattern or ways that depicts rightness, acceptability required of the people to exhibit. Ethics deals with morals and distinguishes between right and wrong. According to Okonkwo, Olutola and Aguh (2023) the schools which are supposed to be ideal base and foundation for quality moral instruction have been adversely affected by poor moral standard among teachers. It is annoying to state that a lot of teachers indulge in unethical behaviours in the school. These ranges from extortion, sexual harassment, having illicit affairs with students, victimization, favouritism, examination malpractice, lack of self-control, indecent dressing etc (Oyetubo, 2021).

Ethics is an essential element in human society. It directs the social, cultural, religious and behavioural pattern of human co-existence. Every profession including teaching has laid down ethical code of conduct which requires strict adherence and compliance, for shaping societal values, beliefs and behaviours. The output and performance of every organization is largely dependent on the performance of the staff orchestrated by ethical values and code of conduct (Ofojebe, 2018). All these, and many other factors calls for a review of teacher training programmes in Nigeria to address the escalating moral, ethics and values challenges in our educational system.

Re-engineering of teacher training programmes in Nigeria to promote functionality, ethics and values centered education will require integrating practical skills development, ethical frameworks, and community-based learning. This would be achieved through curriculum review, integration of relevant technologies and pedagogical methods, embedding ethical principles in all training aspects, and fostering a sense of social responsibility through community engagements.

According to Anho (2023); Jabaar and Musa (2019) re-engineering teacher education would require the implementation of policies and programmes for professionalizing teaching, refocusing admission policies into teacher education programmes, redesigning quality training for those involved in and engaged in teaching, revitalizing the teaching profession through modification of specialized training, refocusing the teacher education through functional content/curricular review to include ICT and entrepreneurship education.

Re-engineering teacher education would require teachers training colleges/institutions to produce competent and well trained individuals in the use of modern technology such as information and Communication Technology (ICT), artificial intelligence, Internet of Things (IOT) and various modern technologies being applied in teaching currently. Teachers according to Raja and Nagasubramani (2018) should be skilled on how to use projectors, interactive whiteboards, educational games and simulations, online learning platforms and other modern technologies in teaching. This will help them to be relevant and effective in their duties.

Methodology

The study adopted descriptive survey research design. The population of the study is made up of 920 lecturers in the faculties of education of the three public universities in Rivers State (Source: Academic Planning Units of the Universities, 2024 report). A sample size of 184 lecturers (104 male and 80 female) representing 20% of the population was drawn through stratified random sampling technique. A self structured questionnaire validated by senior colleagues and research experts from the Department of Educational Management, and Measurement and Evaluation, Rivers State University was used for Data Collection. The questionnaire was entitled, “ Teacher Training Programme Re-engineering for functionality, ethical and values Centered Education Questionnaire (TTPRFVCEQ)”.

The instrument which had 18 items yielded a reliability index of 0.82 through Cronbach Alpha method. Mean scores, standard deviation and mean set were used to analyse the research questions, while z-test was used to test the hypotheses at 0.05 level of significance.

Research Question 1: What are the gaps existing in teacher training programmes in teachers training institutions in Rivers State?

Table 1: Mean scores, standard deviation and mean set analysis of data obtained from the male and female lecturers on the gaps existing in teacher training programmes in teachers training institutions in Rivers State.

S/N		Gaps Existing in Teacher Training	Male Lect.	Female Lect.	Mean	Decision programmes in Teachers Training	N = 104	N = 80	Set
			$\bar{x}_1$	SD_1	$\bar{x}_2$	SD_2			
Institutions.									
1.	Outdated curriculum		3.36	0.62	3.38	0.62	3.37	Agree	
2.	Inadequate practical teaching experience		3.28	0.66	3.24	0.67	3.26	Agree	
3.	Poor development of essential skills required in a modern classroom		3.42	0.61	3.36	0.63	3.39	Agree	
4.	Inadequate facilities/infrastructure		3.22	0.68	3.24	0.67	3.23	Agree	
5.	Inadequate professionalization of teaching in Nigeria.		3.34	0.64	3.32	0.65	3.33	Agree	
6.	Inability of teachers training institutions to attract best brains/highly intelligent students		3.20	0.71	3.12	0.73	3.16	Agree	
7.	Unethical behaviour of some teachers		3.18	0.72	3.26	0.68	3.22	Agree	
8.	Poor funding of teacher education in teachers training institutions		3.30	0.65	3.16	0.69	3.23	Agree	
9.	Adequate modern technology facilities for teachers training programmes		1.80	0.74	1.84	0.75	1.82	Disagree	
Aggregate mean and standard deviation			3.12	0.67	3.10	0.68			

Data analyzed in table 1 show that all the items had mean scores that are greater than 2.50 (criterion mean) except item number 9. Items number 1 to 8 were agreed on by the respondents as the gaps existing in teachers training programmes in teachers training institutions in Rivers State. The aggregate mean of 3.12 and 3.10 for male and female lecturers respectively, which are greater than the criterion mean and close to each other indicate that the respondents did not differ in their opinion on the gaps calling for re-engineering of teachers training programmes.

Therefore, the gaps existing in teachers training programmes in teachers training institutions in Rivers State include: outdated curriculum; inadequate practical teaching experience; poor development of essential skills for modern classrooms; inadequate facilities/infrastructure; inadequate professionalization of teaching; poor funding of teacher education; inability of teachers training institutions to attract best brains/highly intelligent students; and unethical behaviours of some teachers.

Research Question 2: How can teachers training programmes be re-engineered to emphasize functionality, ethical and values centered education in teachers training institutions in Rivers State?

Table 2: Mean scores, standard deviation and mean set analysis of data obtained from the male and female lecturers on how teachers training programmes can be reengineered for functionality, ethical and values centered education in teachers training institutions in Rivers State.

S/N Ways teachers training programmes Male Lect. Female Lect. Mean Decision can be re-engineered for N = 104 N= 80 Set							
	functionality, ethical and values education.	$\bar{x}_1$	SD_1	$\bar{x}_2$	SD_2		
1.	Curriculum review	3.56	0.60	3.48	0.66	3.52	Agree
2.	Reviewing admission policies into teachers training institutions in Rivers State	3.44	0.64	3.50	0.64	3.47	Agree
3.	Adequate implementation of policies and programmes for effective professionalization of teaching	3.54	0.61	3.52	0.63	3.53	Agree
4.	Adequate provision of facilities/ infrastructures	3.38	0.68	3.40	0.69	3.39	Agree
5.	Improving the remuneration of teachers and other conditions of service.	3.46	0.63	3.54	0.62	3.50	Agree
6.	Provision of adequate practical teaching experience in teachers training institutions.	3.40	0.66	3.32	0.70	3.36	Agree
7.	Laying emphasis on ethical and values education	3.48	0.62	3.46	0.68	3.47	Agree
8.	Declaration of state of emergency in teachers training institutions in Rivers State.	3.58	0.59	3.54	0.61	3.56	Agree
9.	Reduction of funds allocated to teachers training institutions to control corruption.	2.24	0.71	2.20	0.72	2.22	Disagree
Aggregate mean and standard deviation		3.34	0.64	3.33	0.66		

Data analyzed in table 2 indicate that all the items had mean scores that were greater than the criterion mean of 2.50 except item number 9. Items number 1 to 8 were accepted by the respondents as ways teachers training programmes can be re-engineered for functionality, ethical and values centered education. The aggregate mean of 3.34 and 3.33 which are almost the same thing revealed that the respondents shared the same opinion on the issue.

Therefore, re-engineering teacher training programmes for functionality, ethical and values centered education will require: curriculum review; review of admission policies into teachers training institutions; adequate implementation of policies and programmes for effective professionalization of teaching; adequate provision of facilities/infrastructures; improved remuneration and conditions of service for teachers; equipping trainee teachers with adequate practical teaching experience; laying emphasis on ethical and values education; and declaration of state of emergency in teachers training institutions in Rivers State.

Test of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean scores of male and female lecturers on the gaps existing in teacher training programmes in teachers training institutions in Rivers State.

Table 3: z-test of difference between the mean scores of male and female lecturers on the gaps existing in teacher training programmes in teachers training institutions in Rivers State.

Gender	N	$\bar{X}$	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Lect.	104	3.12	0.67	Ho1	Not			
182	0.199	+1.960	0.05					
Female Lect.	80	3.10	0.68	significant				

Table 3 shows a summary of mean, standard deviation and z-test of difference between the mean scores of male and female lecturers on the gaps existing in teacher training programmes in teachers training institution in Rivers State. The z-test calculated which was used in testing the hypothesis stood at 0.199, while the z-critical value was + 1.960 at 182 degrees of freedom, using 0.05 level of significance. The z-calculated was by far less than the z-critical value. Therefore, the null hypothesis of no significant difference between the mean scores of the male and female lecturers on the gaps existing in teacher training programmes in teachers training institutions in Rivers State was retained.

Ho2: There is no significant difference between the mean responses of male and female lecturers on how teacher training programmes can be re-engineered for functionality, ethical and values centered education in teachers training institutions in Rivers State.

Table 4: z-test of difference between the mean scores of male and female lecturers on ways teacher training programmes can be re-engineered for functionality, ethical and values centered education in

Gender	N	N	$\bar{X}$	SD	Df	z-cal.	z-crit.	Decision
Male Lect.	104	3.34	0.64	Ho2	Not			
182	0.103	+1.960	0.05					
Female Lect.	80	3.33	0.66	significant				

teachers training institutions in Rivers State.

Level of sign.

Table 4 indicates the summary of the mean scores standard deviation and z-test of difference between the male and female lecturers on ways teachers training programmes can be reengineered for functionality, ethical and values centered education in teachers training institutions in Rivers State. The z-test calculated which was used in testing the hypothesis stood at 0.103, while the z-critical value was + 1.960 at 182 degrees of freedom using 0.05 level of significance.

The calculated 'z' was by far less than the critical 'z' value. Therefore, the null hypothesis of no significant difference between the mean responses of male and female lecturers on ways teachers training programmes can be re-engineered for functionality, ethical and values centered education in teachers training institutions in Rivers State was retained.

Discussion of Findings

The findings of the study revealed that gaps existing in teachers training institutions in Rivers State include: outdated curriculum; inadequate practical teaching experience, poor development of essential skills; inadequate facilities/infrastructure, inadequate professionalization of teaching; poor



funding; quality of students, and unethical behaviours of some teachers. These are some of the issues begging for re-engineering in teachers training institutions in Rivers State. The curricular and training programmes in these institutions are outdated and do not meet the demands of the 21st century teacher. The curriculum and training programmes have failed in adequately equipping student teachers with relevant and modern skills for 21st century classrooms. This view is supported by Ajayi and Afolabi (2012), Edoka And Onyema (2013), and Maduewesi (2005).

Teacher training institutions in Rivers State do not adequately impact digital literacy skills, critical thinking and problem solving skills, communication and collaborative skills, creativity and innovation skills, emotional and empathy skills which are very important in today's job of a teacher. Pedagogical skills such as personalized learning skills, project-based learning, flipped classroom, assessment and feedback are not well inculcated. They also lack technical skills needed in managing educational software, learning management systems, online safety etc. Adequate inculcation of these skills will enhance the relevance of the teacher and his/her job performance.

The practical teaching experience of six months period is not adequate in assessing and correcting the students' practical teaching lapses. This period should be extended to one year in addition to series of micro teaching exercises organized by the schools to enhance the student teachers' practical teaching skills. Attention should also be paid by teacher training institutions in the development of essential skills required in the management of modern classrooms. This will enable their products to measure up to the minimum international standard (Edoka and Onyema, 2013). The re-engineering of teacher training programmes can not be achieved without facilities and infrastructures provision and upgrades. The entire process of teacher training programme has suffered serious neglect and facilities, decay. This is compounded by poor funding of education and high cost of modern facilities required for effective training of teachers.

Teaching profession in Nigeria is highly underrated by both members of the society and government. It has almost come to the point that nobody wants his child to become a teacher, improving the status of a teacher and implementing all the policies and programmes that will enhance professionalization of teaching in Nigeria is necessary. There is nothing wrong with teaching profession adequately comparing with other professions like law, medicine and engineering. To do this, the admission policies into teacher training programmes should be reviewed in a way that it will attract best brains rather than people who failed to secure admission in other courses or programmes.

Teaching is a noble profession. It is supposed to be for decent people. It is unfortunate that we see all manner of things today among teachers due to ethical and values challenge facing our society. Today, the school that is supposed to effectively inculcate quality morals, ethical and values standards have been adversely affected. It will be difficult to correct this without breeding teachers that are morally and ethically sound; hence, the need to re-engineer teacher training programmes in teachers training institutions in Rivers State.

The study equally revealed that re-engineering teacher training programmes for functionality, ethical and values centered education will require; curriculum review, review of admission policies into teacher training institutions, adequate professionalization of teaching, adequate provision of facilities/infrastructures, improved remuneration and conditions of service for teachers, provision of adequate practical teaching experience, laying emphasis on ethical and values education, and declaration of state of emergency in teachers training institutions in Rivers State. In addition to the discussions earlier, improving the remuneration of teachers and their conditions of service is apt and necessary. There is nothing wrong with teachers receiving the highest salaries among civil servants in Nigeria. There is nothing wrong with members of the public celebrating teachers the way they celebrate doctors and lawyers. There is nothing wrong with government providing state-of-the-art facilities in schools and residential quarters for teachers. Changing the status of teaching profession by government and members of the public will make the profession attractive and respected.

Implementing policies and programmes for adequate professionalization of teaching, refocusing admission criteria into teacher education programmes, reinforcement and implementation of teachers



code of conduct and ethical values are very important in reengineering teacher training programmes for functionality, ethical values centered education. Supporting this view Anho (2023); Jabaar and Musa (2019) suggested that government should declare a state of emergency in teacher training institutions in order to revitalize the system and equip them to produce competent, well trained and morally sound teachers. This is necessary because teachers play key roles in determining the quality of education and no teacher can give out what he does not, have. Therefore, getting it right with the production process of teachers will enhance getting things right in the society.

Conclusion

The study has examined teacher training programme re-engineering for functionality, ethical and values centered education. The study has identified factors affecting teacher training programmes and how teacher training programmes can be re-engineered for functionality, ethical and values centered education in Rivers State. Teaching profession is the mother of all professions. It should not be allowed to collapse. The study therefore concludes that government should do everything within its power to salvage the teaching profession by ensuring that the programmes of teachers training institutions are relevant to the needs of the society and are adequate enough for the production of competent, ethical and morally sound teachers.

Recommendations

Based on the findings, the researcher made the following recommendations:

1. Government should adequately implement all policies and programmes that will enhance effective professionalization of teaching in Rivers State.
2. Government should carry out a wholistic review of the curricular/programmes of teachers training institutions in Rivers State.
3. Teachers training institutions in Rivers State should be adequately funded to enhance the provision of relevant facilities/infrastructure.
4. Government should increase the remuneration package and other conditions of service for teachers in Rivers State higher than that of civil servants from other professions.
5. Teachers training institutions in Rivers State should pay adequate attention to the inculcation of contemporary skills required by 21st century teachers.
6. Teachers training institutions in Rivers State should lay greater emphasis on teachers code of conduct, ethical and values education.

References

- Adeyanju, T. K. (2019). *Ensuring quality education in Nigeria*. Joyce publishers.
- Adeyemi, B.A. & Obidiora, A. J. (2020). Facts influencing maintenance of professional ethics in Nigerian higher institutions of learning: Stakeholders views on the best practices. *Advances in the Social Sciences Research Journal* 7(5), 11-22.
- Ajayi, I.A. & Afolabi, C. Y. (2012). The influence of sex and experience on secondary school teachers productivity in South-West Nigeria. *European Journal of Educational Studies*, 4(3), 66-78
- Anho, J.E. (2023). *Re-designing teacher education for national transformation in Nigeria*. retrieved from researchgae.net
- Edoka, O. I. & Onyema, A. (2013). *Problems and prospects of education in Nigeria*. A paper presented at the Nigerian Institute of Policy and Strategic Studies, Asaba, Delta State.
- Ezeani, N.S. & Oladele, R. (2013). Implications of training and development programmes on accountants productivity in selected business organizations in Onitsha, Anambra State, Nigeria. *International Journal of Asian Social Science*, 3(1) 116-127
- Ezeugwu, K. U. (2006). Qualitative teacher education in Nigeria: Issues and insights into the 21st century. *Knowledge Review*, 13(15), 122-134
- Federal Republic of Nigeria (2014). *National policy on education* (6th Edition). NERDC Press.



- Jabaar, S. O; & Musa, A. (2019). *Teacher education for value re-orientation in Nigeria*. Retrieved from Researchgate.net
- Maduewesi, B. U. (2005). *Teacher education: The concept, aims and objectives*. In B. U. Maduewesi & A.E. Ofojebe (Eds), *Perspectives in teacher education: West and Solomon Publishers*.
- Ngala, F. B. & Odebero, S. O. (2010). Teachers perception of staff development programmes as it relates to teachers effectiveness: A study of rural primary schools in Kenya. *Educational Research and Review*. 5(1), 142-154.
- Nwabueze, A. I. (2010). The relevance of staff development programmes among teachers of secondary schools. *African Journal of Education and Technology, Sacha Journals. England*, 1(2), 72-83.
- Obunadike, J.C. (2016). *Pedagogical repositioning of teacher education*. in M. N. Modebelu, L. O. Eya & J.C. Obunadike (Eds), *Educational management: The Nigerian perspective* (421-432). SCOA Heritage Nigeria Limited.
- Odo, K. U. & Amara, E. (2015). Teaching profession for development in Nigeria. *European Scientific Journal*, 8(1), 34-39.
- Ofoego, O.C. & Ebebe, I. E. (2016). Reforms in education: The need for re-engineering teacher education for sustainable development. *Journal of Education and Practice*, 7(29), 194199.
- Ofojebe, W. N. (2018). Ethical issues in Nigerian education: Influence on effective management of colleges of education in Delta State. *Nnadiabube Journal of Education in Africa*, 3(1), 62-76.
- Okonkwo, C. O. Olutola, A. T; & Aguh, J.C. (2023). Holistic review of ethical issues in Nigerian secondary schools. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 5(1), 201-213
- Okoro, E. N. (2014). *Basic issues in ethics*. Owerri: Bill Fred Prints.
- Oyetubo, O.K. (2021). Ethical issues in school management in Stromolu Local Government Area of Lagos State. *International Journal of Innovative Business Strategies*, 7(1), 497-506.
- Raja, R. & Nagasubramani, P.C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1); 33-42.
- Ukeje, B. O. (2000). Teacher education in Nigeria: current status, 21st century challenges and strategies for improvement. *African Journal of Educational Research and Development*, 5(1), 21-32.
- Yaya, D. O. (2019). NTI approach to professional development of teachers for functionality in U. M. D. Iwovi (Ed) *Educating for functionality*. Foremost educational services limited.