



STAFF TRAINING PROGRAMMES RE-ENGINEERING FOR SUSTAINABLE EDUCATION IN CROSS RIVER STATE, NIGERIA.



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Abstract

This study examined staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The study population comprised one thousand and fifty-eight (1058) teachers from the Ogoja Education Zone in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Staff Training Programmes Re-engineering for Sustainable Education (STRSEQ), which was developed by the researchers and was validated by experts in administration in higher education, Department of Educational Management, University of Calabar and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational foundation studies, University of Calabar, Calabar. Data collected were subjected to statistical analysis using simple linear regression analysis (r) of the Statistical Package for Social Science (SPSS) version 25. The results revealed that staff training programmes re-engineering significantly relate to sustainable Education in Cross River State, Nigeria. It was recommended that the school management should give staff training programmes more adequate attention.

Keywords: Staff training programmes re-engineering, Sustainable Education, Cross River State, Nigeria.

Introduction

Staff training programs are crucial for re-engineering education towards sustainability, empowering educators with the knowledge, skills, and attitudes necessary to create lasting, positive change. These staff training programmes focus on training that will equip teachers with pedagogical approaches to promote critical thinking, problem-solving, and collaboration around sustainability issues. This includes using inquiry-based learning, project-based learning, and experiential learning to engage students in real-world challenges that promote critical thinking and problem-solving related to sustainability challenges. Developing Skills for Sustainable Teaching: teachers need to be able to assess student learning in ways that demonstrate a deep understanding of sustainability concepts and their application. and innovative teaching methodologies. Education for Sustainable Development is an educational approach that aims to prepare all children, youth, and adults with the knowledge, skills, and values to create and enjoy a sustainable future. It is education that is concerned with individual human potential for knowing, being, doing, and living together sustainably (Hopkinset al., 2020).



In-service training is a staff development process to improve the performance of an incumbent holding a position with assigned job responsibilities. The in-service teacher training program is recognized as a vital component in improving the education process among teachers. Mokeira (2019) describes it as planned courses to improve instructional, professional knowledge, interest, and skills. Most importantly, the programs of training and professional development have to be introduced, mentored, and evaluated, covering all educational needs regularly, by experts in the field. An in-service teacher training program is any program or activity that is designed to have a positive impact on the education process, which takes place within an educational institution. It also includes all the practices and experiences that teacher undergoes after joining the teaching profession. It is composed of both professional and subject matter in education. The importance of planning an in-service teacher training program is to meet the particular conditions of the educational system and professional needs of the teachers (Kelchtermans, 2015). An in-service training program is a crucial element for the professional development of teachers. It enhances teacher teaching and contributes to viewing from a new angle to meet classroom needs (Ramsey, 2020). Continuous and efficient training program of teacher development programs are the key factor in the success of the educational process. It helps teachers to follow the changes in this process and enables them to advance in technologies, the development of curricula, and modern teaching techniques. In-service training programs play a significant role in teachers' continuous professional development. In addition, teacher professional development plays a crucial role in the quality of education in schools and improves the academic achievements of students (Guskey, 2022).

An in-service training program is important because it promotes a very flexible environment, therefore, teachers easily adapt to the working situation. It also motivates employees and employers and increases creativity in the educational process. An in-service training program helps teachers acquire new understanding and instructional skills to develop their effectiveness in the classroom. In-service training places teachers at the center of any improvement effort in the educational institution. According to Owen (2019), "the positive aspect concerning professional development of teachers is that the program will make sure that learning activities are planned and concentrated on empowering teachers to correct policies, curriculum development, teaching, and views on how to achieve high productivity and students' performance".

In-service training is directed toward the improvement of teachers and the focus is on areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, the ability is stimulated thereby creating an environment in which it becomes easier to explore, becoming more proactive and commanding changes in the organization. Louise (2008) describes in-service training as includes all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

Similarly, Broadwell (2016) stresses that the focus of in-service is to bring about curriculum change, innovation in teaching methodologies, and provision of quality professional growth and development. Mostly the activities and programmes focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of the teaching subject. In-service training programme creates an avenue for individuals to work as a team in solving problems, which are of common concern to all staff, as well as contributing to the development of the educational objectives of the school system. So, to encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings, and participation in the school programme must be practiced. These will help to complement the already acquired knowledge, especially when these processes are brought into reality through the role transition.



Furthermore, Abarikannda (2022) noted that the purpose of in-service training is based specially to upgrade and update the potential and competency of teachers to be more supportive, participative, and achievement-oriented. In other words, it is goal-directed activity focusing on changing individuals' values, orientation, and attitude towards the learning environment. In-service training enhances performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching. This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmissions of knowledge, there will be innovative change in curriculum, a high degree of participation in decision-making, as well as standard teaching.

The basic purposes of the in-service teacher training program are to enable teachers to succeed in their profession and to develop professional knowledge and skills. Teachers can adapt to new situations in their professional lives and improve their skills. The in-service training program has a great positive influence on teacher performance, and teachers meet the students' needs, so the students' learning outcomes will increase. Moreover, an in-service teacher training program aims at increasing the qualities of the teacher, which in turn, positively affects the performance of a teacher. Samupwa (2018) studied the effects of in-service teacher training programs on the administrative work and the behavior of teachers in the classroom. The result of this study showed that there were significant changes in the teachers' behavior in their classroom as well as in their administrative work context.

Teachers' role is very crucial in education crucial in education quality as they become aware of their responsibilities and duties. There are different techniques to measure the quality of teacher training programs. The number of indicators that define good teachers can serve as a direct measure for evaluating the effect of training programs. To meet the institutional needs in terms of skills and knowledge, the roles and capacities of teachers can be further improved through in-service training. Harris and Sass (2019) conducted a research study. They studied the effects of the teacher training program on the teacher value-added services. They concluded that an in-service teacher training program has a positive influence on teacher productivity in math class, and the teacher gains knowledge and experience. This study further explored that the teachers with more teaching experience were more effective as compared to teachers with less teaching experience.

Seham, and Elhassan (2020) conducted a study to explore the role of the in-service training program in teachers' development. The diversity and continuity of these programs were crucial, as well as the educational and personal needs of the teachers. The study followed the descriptive analytical methods, and the questionnaire was used as a tool for data collection. The sample was five hundred (500) participants chosen from the teachers of government schools in Saudi Arabia. The results of the data were analyzed by the Statistical Package for Social Science (SPSS) programme using percentages and means. The results revealed that most in-service training programs focused on a single side of teachers' development related to the teachers' specialization or profession. In addition, these programs did not contribute to the teachers' personal and educational needs. The study recommended that in-service training programs should not focus on a single side of teacher development, but should focus on the overall, taking into consideration the teacher's personal and educational needs. To make these programs more effective, they should be diverse and continuous.

Igbnewka (2015) carried out a study to investigate teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. A survey research design was adopted for the study. A sample size of 320 respondents was selected from a total population of 773 teachers, representing 41 %. The instrument used for data collection was a questionnaire titled: Teachers Training, Retraining for Development Education Questionnaire. (TTRDEQ). The reliability of the instrument was determined by using the split-half method, which involves 32 teachers outside the study sample. Pearson's Product-Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r'0.60 and 'r'0.70. The result of the analysis revealed a positive significant relationship between teacher training, retraining and development education when tested at $p < 0.05$ level of significance. The null hypotheses were rejected



and the alternative hypotheses upheld. It was recommended that teachers' development education be encouraged and well-funded by the Government.

Mentoring programmes are cost-effective and interesting in facilitating the teaching and learning process for both novices and practicing secondary school teachers because when mentoring is carried out earlier, novice teachers become competent and can execute their work with confidence (Mena et al., 2016). According to Gong et al. (2014), mentoring is the process or an opportunity to develop an individual's mental and professional capabilities. The most widely accepted definition is that of Geeraets et al. (2020), who defined mentoring as a developmental interactive relationship established between mentors and mentees in which mentors transmit knowledge, skills, and experience and provide support, guidance, and friendship to mentees. The developmental interactive relationship that transmits knowledge, skills, and experience provides mentees with challenging work, social support, and a safe relationship through a process of knowledge and skill sharing, which positively affects employee performance and behavior (Callahan, 2016). On the part of mentors, mentoring relationships provide an opportunity to give back to the community, can build leadership and management capacities, and expand professional network (Desimore et al., 2014).

Mussa(2022) conducted a study on mentoring programmes are cost-effective and interesting in helping one to grow in different teaching methodologies for practicing secondary school teachers and learning processes for novice teachers. When mentoring is carried out in one's early career development, novice teachers become competent and execute their work with confidence. This study examined the forms of mentoring offered to novice teachers in secondary schools in the Mbeya region and established stakeholders' perceptions on mentoring programmes in developing novice teachers' teaching competencies in secondary schools in the Mbeya region. A descriptive survey research design utilizing quantitative and qualitative approaches was used with a sample size of 110 respondents. Quantitative data were analysed descriptively, while qualitative data were analysed through content analysis. The findings revealed that different forms of mentoring were practiced in the Mbeya region. These included formal and informal mentoring, instance and group mentoring, situational and supervisory mentoring, where each form of mentoring benefited novice teachers towards teaching and learning. Also, the study revealed a positive perception of mentoring programs towards developing novice teachers' competence in secondary schools from stakeholders. Further, novice teachers viewed their mentors as models to help understand their own strengths and weaknesses, as well as acquire problem-solving skills, thereby filling the gap created by limited practices and experiences not covered during teacher training. It was recommended that there is a need to strengthen programmes in secondary schools in order to support novice teachers' progress at the beginning of their teaching career.

Accordingn to Mussa (2022), teacher mentorship programs pair experienced, effective teachers with new or struggling educators to provide guidance, support, and feedback. These programs aim to improve teacher retention, performance, and satisfaction, ultimately leading to better student outcomes. They foster collaboration, share best practices, and offer professional development opportunities. Benefits of Teacher Mentoring Programs: Improved Teacher Retention: Mentoring can help new teachers feel supported and confident, reducing burnout and turnover rates. Enhanced Teaching Performance: Mentors can share their expertise and provide feedback, helping teachers refine their skills and strategies. Increased Job Satisfaction: The supportive environment and collaborative nature of mentoring programs can boost teacher morale and job satisfaction. Mentoring programs provide opportunities for teachers to learn new techniques, explore different teaching methods, and expand their knowledge base. It also, improves teacher quality and provides a more supportive learning environment, mentoring can contribute to better student achievement and engagement. The need for teachers' preparation and production to meet the needs of this level of education is very critical. Regrettably, most principals and teachers are complacent and unaware of the professional development opportunities, like mentorship programmes, in-service training, conference attendance, and workshops, which affect the effectiveness of their job. Also, the inability of school principals to adequately build the capacity of staff by providing adequate staff development



programmes has been of great concern to parents and researchers. It is against this background that the researchers intend to examine staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria.

Statement of the problem

Teachers' personal development consists of activities that develop a teacher's capabilities and potential, build human capital, facilitate effectiveness, and enhance the quality of teaching and the realization of objectives and goals of education. Regrettably, many secondary school teachers do not have or seek opportunities for personal development due to a lack of encouragement, motivation, poor salary, time, and laziness. Therefore, some teachers are disconnected from the new and modern methods of instructional delivery, which have adversely affected the sustainable development of Education. This could be avoided if teachers embark on personal development through conferences, seminars, workshops, and mentorship. This seems to affect teachers' job performance, which has manifested in students' poor academic performance in secondary school. Hence, it has been discovered that the lack of teachers' development opportunities and so on has been the reason behind this sordid performance. It is against this backdrop that the researcher intends to investigate whether staff training programmes re-engineering relate to sustainable Education in Cross River State, Nigeria.

Purpose of the Study

The main purpose of the study was to examine staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria. Specifically, the study sought to find out whether:

- Teachers' in-service significantly relates to sustainable Education in Cross River State
- Teachers' mentorship programme significantly relates to sustainable Education in Cross River State

Research questions

The following research questions were posed by the researchers to guide the study:

1. In what way does teachers' in-service significantly relate to sustainable Education in Cross River State?
2. In what way does the teachers' mentorship programme significantly relate to sustainable Education in Cross River State?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between teachers' in-service and sustainable Education in Cross River State.
2. There is no significant relationship between the mentorship programme and sustainable Education in Cross River State.

Methodology

The study adopted the correlational research design. The study population comprised one thousand two hundred twenty-eight (1028) teachers from the selected public secondary school in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire entitled: Staff Training Programmes Re-engineering for Sustainable Education (STRSEQ), was developed by the researchers and was validated by experts in administration in Higher Education, Department of Educational Management and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational Foundation Studies, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. Section A sought respondents' demographic data, such as the name of the school and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from

Strongly Agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis, using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis, and the results are presented as follows.

Results

Hypothesis 1:

There is no significant relationship between teachers' in-service and sustainable Education in Cross River State. The result of the analysis is presented in Table 1.

Table .1

Summary of correlation analysis of the relationship between teachers' in-service and sustainable Education in Cross River State (n=200)

Variables	Mean	Std. Dev.	t cal.	p-value
Teacher in-service	16.55	3.040	.842*	.000
Sustainable Education	16.33	2.461		

*Significant at .05 level; df= 198 critical- r = .138

The result in Table 1 reveals that the calculated r-value of .842* was found to be greater than the critical value of .138 when tested at the .05 level of significance with 198 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between teachers' in-service and sustainable Education in Cross River State.

Hypothesis two:

There is no significant relationship between teachers' mentorship programme and sustainable Education in Cross River State. The calculated result is presented in Table 2.

Table .2

Summary of correlation analysis of the relationship between teachers' mentorship programme and sustainable Education in Cross River State (n=200)

Variables	Mean	Std. Dev.	t cal.	p-value
Teachers' mentorship programme	17.08	3.050	.784*	.000
Sustainable Education	16.33	2.461		

*Significant at .05 level; df= 198 critical- r = .138

The result in Table 2 reveals that the calculated r-value of .784* was found to be greater than the critical value of .138 when tested at the .05 level of significance with 198 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State.

Discussion of the findings

The result of hypothesis one showed the relationship between teachers' in-service and sustainable Education in Cross River State. The result of the study is in agreement with the results of Seham and Elhassan (2020), who conducted a study to explore the role of the in-service training program in teachers' development in government secondary schools in Saudi Arabia. The results revealed that most in-service training programs focused on a single aspect of teachers' development related to their specialization or profession. The study recommended that in-service training programs



should not focus on a single side of teacher development, but should focus on the overall, taking into consideration the teacher's personal and educational needs. To make these programs more effective, they should be diverse and continuous.

Also, the result is in agreement with the study conducted by Igbinewka (2015) on teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. The result of the analysis revealed a positive and significant relationship between teacher training, retraining, and development education. It was recommended that teachers' development education be encouraged and well-funded by the Government.

The result of hypothesis two revealed that there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State. This finding was supported by Mussa (2022), who conducted a study on mentoring programmes that are cost-effective and interesting in helping one to grow in different teaching methodologies for practicing secondary school teachers and learning processes for novice teachers. The findings revealed that different forms of mentoring were practiced in the Mbeya region. These included formal and informal mentoring, instance and group mentoring, situational and supervisory mentoring, where each form of mentoring benefited novice teachers in teaching and learning. Also, the study revealed a positive perception of mentoring programs towards developing novice teachers' competence in secondary schools from stakeholders. Further, novice teachers viewed their mentors as models to help understand their own strengths and weaknesses, as well as acquire problem-solving skills, thereby filling the gap created by limited practices and experiences not covered during teacher training. It was recommended that there is a need to strengthen programmes in secondary schools in order to support novice teachers' progress at the beginning of their teaching career.

Conclusion

Based on the findings of the data collected and analyzed, the study concluded that there is a significant relationship between teachers' in-service and sustainable Education in Cross River State. Also, there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State.

Recommendations

Based on the findings and conclusions of the study, it was recommended that:

- i. The teachers should engage in in-service training that will enhance sustainable Education.
- ii. The teachers should involved themselves in the mentorship programme that will enhance sustainable Education.

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