



RE-ENGINEERING TEACHING STAFF CAPACITY FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA



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Abstract

The study examined re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted descriptive survey design. The population was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 388 teachers using proportionate sampling technique. The research instrument used for data collection was titled “Re-Engineering Teaching Staff Capacity for Effective Instructional Delivery Questionnaire”. The internal consistencies of the instrument were established through Cronbach method. The reliability coefficient for re-engineering teaching staff capacity for effective instructional delivery is 0.84. Out of 388 copies of questionnaire administered, 380 copies were properly filled and retrieved. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance. The finding among others showed that workshop programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State and there was a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhanced effective instructional delivery in public senior secondary schools in Rivers State. It was concluded that items of the components of re-engineering teaching staff capacity enhance effective instructional delivery in public senior secondary schools in Rivers State with different mean scores above the criterion mean of 2.50.

Key Words: Re-engineering, Capacity, Instruction, Workshop, Mentorship

Introduction

Education is seen as the transformer of crude, raw and undeveloped manpower resources of the nation into skilled elements of any society. It facilitates national development as it equips the people with the needed knowledge, skills, character, techniques and information for the improvement of the national economy. The national policy on education (2014) clearly stated that “No education system can rise above the quality of its teachers” and stipulated that, no nation can rise above the quality of its teaching personnel. Also teachers must be encouraged to acquire professional competencies to meet the needs of the society for National development.

Teachers cannot give their best if they are not properly equipped in the school and when this is not done, it leads to poor productivity. The teachers’ ability to carry out task is very important since the attitude towards their job has a great effect on the teaching and learning process and majorly on the achievements of students (Ali, et al, 2021). It is only teachers who are well equipped can perform their

classroom activities because the quality of their teaching improves as their knowledge into the school increases. In the end, they become more hard working in their jobs. The extent of preparation to a great extent determines the level of effective instructional delivery and the effectiveness of teaching the students go through. It is an undisputable fact that teachers are the life-wire of manpower development in any nation whose effective instructional delivery is undeniable.

Effective instructional delivery

Effective instructional delivery is described as a measure of the efficiency with which the overall process of teaching and learning utilizes its labour force which serves as the most powerful predictors of students. Productivity could be referred to the extent of output that is accrued from a given task such as teaching and learning, due to the input of the worker. It is the amount of responsibility a teacher is able to handle in a given period of time. The success of any school in achieving its aims and objectives solely depends on the efficiency and the effectiveness of its teachers. Ajayi and Afolabi (2022) concluded that effective instructional delivery is evident in principals' rating and students rating of their teachers.

Teachers can be said to be effective when they embark on their academic task with little or no error and also when students' academic performance increases. Effective instructional delivery is the relationship between total input of goods and services and the total output. Teacher effective instructional delivery is observed in the morality of the students' performance in internal and external examination. Students who are taught by a productive teacher is evident in their behaviour and performance, they make meaningful contribution in the school, family and society. However, teachers' effective instructional delivery is attained through re-engineering processes for national survival.

Re-Engineering Teaching Staff Capacity

The term "re-engineering" has been used in various ways depending on the discipline (architecture, social sciences, economics and so on). This re-engineering is as the result of gathering new experiences and the development of more conscious society that are interested about their environment to grow more relevance. Today the re-engineering is defined in many ways including revalorization, restoration, reconstruction, modernization, revitalization, refocusing and actions aimed at reviving of a building, district or a town devastated in various aspects, also economic and social system (Pawłowska & Swaryczewska, 2023).

Moreover, there is need to determine the factors, such as society, local and state authorities and other institutions that can initiate and shape the developmental processes of a given area through re-engineering (Skalski, 2018). Each definition of re-engineering stresses special importance of social participation (also as a distinctive element of re-engineering and not of other forms of activity related to conservation or renovation) as an indispensable tool to carrying out the process (which is often decisive of its final success).

Queens Edu (2022) opined that through re-engineering teachers' capacity, career- minded individuals can constantly improve their skills and become more proficient at their jobs. It is particularly imperative for school administrators to encourage re-engineering teachers' capacity, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. Queens Edu (2022) suggested the following as the importance of Re-engineering teachers' capacity:

1. Re-engineering teachers' capacity makes teachers more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record- keeping strategies.
2. Teachers develop better organization and planning skills. Re-engineering teachers' capacity help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.



3. Teachers gain knowledge and industry insight. Re-engineering teachers' capacity enables teachers to expand their knowledge base in different subject areas. The more re-engineering teachers' capacity, the more knowledge and industry insight he or she gains.
4. It helps teachers to be better educators and develop into competent future school administrators.
5. Educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the of education. Re-engineering teachers' capacity transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for to days students.
6. Teachers want to continue their education. It's easy for teachers to become burdened by the grind of teaching. Re-engineering teachers' capacity therefore gives them an opportunity to step out of their routine. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, re-engineering teachers' capacity nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced teachers to become effective future leaders themselves.

In addition to the above, colleges of Education, Universities and the Distance Learning Institutes now prepare teachers for various NCE, Diploma and Degree courses in education. Various institutions of higher learning in addition to their regular programmes in education also run part time and sandwich programmes for teachers. The National Teachers Institute, Kaduna has taken the lead in drawing various distance learning programmes for teachers with branches in the state and local government areas. All these are intended for Re-engineering teaching staff capacity. Hervie and Winful (2018) opined two major ways of engineering teaching staff capacity, which are workshop and mentorship programmes.

Workshop programme

A workshop is a structured learning session where participants acquire specific knowledge, skills or techniques related to a particular subject. It is usually led by a facilitator or trainer who guides attendees through interactive activities, discussions, and practical exercises to enhance their understanding and abilities in the given area. Workshops can vary in length and format, and they are commonly used for human assets revitalization, education and skill-building purposes. Oyebamiji and Adekola (2018) maintained that participation is the involvement of a significant number of persons in situations or actions, which enhance their well-being. Participation can help to increase the relevance and effective instructional delivery of education, improve ownership and build consensus, reach remote and disadvantaged groups, mobilize additional resources, and build institutional capacity.

Participation is a doctrine by which beneficiaries or people affected by any intervention are made to take active part in all aspects of the processes that affect their lives and the environment intended to transform, the context and conditions within which they must live and upon which their well-being depends. In other words, the people so affected by any development must be the "subjects" not "objects" of the process. The level and intensity of participation in human assets revitalization activities are in part a function of the types of support that teachers receive to undertake them.

Teachers' participation in workshops mentorship as components of teacher development programme has been found to correlate positively with teacher output. Locke as cited in Akpan and Ita (2015) reported that teachers' regular attendance in conferences, seminars and workshops resulted in improvement of skills hence effective instructional delivery output. It was also found that the greater the value placed on these aspects of staff development, the higher the attainment of effective instructional delivery output in terms of academic achievement. Similarly, Akpan (2015) studied enhancement of workshops on teachers' job performance and reported a significant positive impact of workshops on teachers' output. Conversely, Akpan and Ita (2015) identified causes of poor effective instructional delivery of teachers to include unpreparedness in terms of skills update, attendance at

workshops and conferences. Therefore creating opportunities for focused of sustained re-engineering programme for teachers to enhance effective instructional delivery teaching and learning in secondary schools.

There are several types of workshop, each designed to address specific learning objectives and participants' needs. Some common types of workshops include:

1. **Skill-Building Workshops:** These workshops focus on developing specific skills, such as communication, leadership, time management or presentation skills.
2. **Training Workshops:** These workshops aim to train participants on using specific tools, software, equipment or techniques related to their profession or industry.
3. **Creative Workshops:** These workshops encourage participants to explore their creative potentials and develop skills in artistic areas like writing, painting, photography or music.
4. **Team-Building Workshops:** Team building workshops help enhance collaboration, communication and teamwork among participants through interactive activities and exercises.
5. **Problem-Solving Workshops:** These workshops teach participants techniques and strategies for effectively solving problems and making decisions and so on.

Similarly, Onchwari (2018) have identified constraints faced by workshop programme as, overcrowded halls, lack of progress- monitoring and adequate supervision; teachers own capacity limitations in terms of professional and pedagogical knowledge, whereby a number of teachers are graduates without teaching qualification and low caliber of student-teachers as those unable to get admitted in other professional course enroll for NCE certificates and often diverge into non-teaching professions after having acquired the degree. Workshop programs can significantly impact the effective instructional delivery of teaching staff in the school system. Workshops provide educators with opportunities to learn new teaching methods and instructional skills.

Mentorship programme

Abama (2022) opined that mentoring is the process whereby an experienced employee spends time working with a new teacher one on one, teaching the latter advanced concepts from his wealth of knowledge and experience. Mentoring is a reliable and necessary tool for the personal development and empowerment of the new teacher also enhances the overall effective instructional delivery of the school system. The new teacher needs to be guided, encouraged and helped to stand on his feet, succeed and also see the teaching task as interesting and rewarding.

Teacher mentoring is the establishment of a personal relationship between teachers having varying levels of professional skills and guidance for the less experienced teachers. The relationship that subsist between the novice teacher and the experienced and professional teacher is the mentor-mentee relationship, the mentor is the experienced professional teacher who expends his time and energy to guide, watch and train the novice teacher on the rigors of the teaching job while the mentee on the other is the beginning and in-experienced teacher who has just been recruited into the school system.

Experience in this context is acquired over time by practically been in the classroom practicing effective teaching and not actually number of years spent on the job. It is worthy of note that professional teachers have varying levels skills and experience which will aid guidance of the less experienced teacher against fear, stress, nerve wracking, struggle to gain footing and burnout which will eventually lead to reduction in teacher attrition rate, reduce cost of turnover and improve the overall effective instructional delivery of the school. The essence is to develop specific skills, knowledge and abilities that will enhance personal and professional growth.

Aubrecht (2021) advocated that new teachers find themselves confused and out of place when they get to a new environment hence the importance of mentoring them which is aimed at retaining talented and creative teachers to ensure the desired effective instructional delivery is attained. Bam (2022) opined that to mentor a new employee produces satisfaction and enlightenment in education because it will help them develop basic teaching skills needed to improve their career. Uche (2018)

defined mentoring as the setup of personal relationship that exist between teachers with different levels of professional skills and experience for the guidance of the new and less experienced teachers.

The essence of mentoring is to assist a new teacher develops specific abilities that will enhance their professional and personal growth which will aid them become productive in the school system. Ingram (2019) suggested that mentoring takes place when an older and more experienced teacher spends time monitoring the activities of the new teacher, teaching and guiding him, with experience practically been developed over time in the classroom. Mentoring can also be seen as a relationship based on mutual trust between an experienced teacher who facilitates the development of a new teacher through good working knowledge of different teaching methods, alternative ways of learning and styles of teaching and learning which affects students' achievement.

Mentoring is also seen as an employee training system whereby a senior individual (the mentor) is assigned to act as an advisor, counselor and a guide to a junior or trainee (the mentee). Here, this mentor is aimed with the responsibility of providing support emotional, academic, moral and social support, and also feedback on the individuals in his/her charge who is the new teacher. Mentoring is a partnership of learning and development involving someone with vast knowledge and someone who wants to learn. The heart of a successful induction program that takes place in the school is the mentoring program which is based on the fact that all individuals can learn things from one another especially colleagues in the school. This practice occurs in teaching when an old teacher helps to guide and supports new teachers in the schools (Odell & Huling, 2021). To be a mentor has roles such as purposefully planned relationships that is aimed at partnering beginning teachers with professionals.

Statement of the problem

There is a growing concern about the realization of secondary education objectives due to doubts that there have been steady decline in teachers effective instructional delivery which depicts non – realization of desired goals in secondary schools in Rivers State. Adequate training of teachers in recent time to a large extent has declined. In spite of the fact that most of the teachers in Rivers State secondary schools have teaching qualifications, there is little or no training given to them which negatively affects the teaching-learning process and this constitutes threat to effective instructional delivery in public senior secondary schools.

It appear that poor re-engineering teaching staff capacity could be at the basis of teachers' poor attitude to work, truancy in schools and invariably leading to poor instructional delivery. Therefore, this study investigated re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study examined re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State. Specifically, the objectives sought to:

- examine the extent workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State.
- assess the extent mentorship programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State?
2. To what extent does mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study.

1. There is no significant difference between the mean ratings of principals and teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of principals and teachers on the extent mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design. The population of this study was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 388 teachers, proportionate sampling technique was used. The research instrument used for data collection in this study was titled "Re-Engineering Teaching Staff Capacity for Effective Instructional Delivery Questionnaire" (RTSCEIDQ), which consisted of demographic data as well as response variables to address the two research questions. The instrument was coded with the modified 4-points Likert Scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point.

The instrument was subjected to face and content validity by one expert in test and measurement. The internal consistencies of the instrument were established through the application of Cronbach method. The reliability coefficients are: re-engineering teaching staff capacity for effective instructional delivery is 0.84 while workshop programme was 0.81 and mentorship Programmes was 0.86 respectively. Out of 388 copies of questionnaire administered, 380 copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance.

Results

Research question 1: What is the extent to which workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation scores of the extent workshop programme enhance effective instructional delivery

S/ N	Extent workshop programme enhances effective instructional delivery	Principals 168 $\bar{X}$ $\bar{X}$ Sd	Teachers 212 $\bar{X}$ Sd	$\bar{X}$ $\bar{X}$ Sd	Dec.
1	Principals select activities that meet immediate needs of teachers' instructional delivery	3.32 .56	3.17 .77	3.24 .66	HE
2	Principal bring teachers together to improve individual skill of a subject delivery	3.10 .52	2.94 .70	3.02 .61	HE
3	Participants carry out a number of training activities themselves	2.39 .53	2.31 .63	2.35 .58	VLE
4	Success of teachers' workshop programme is determined by principals interest	2.46 .65	2.44 .65	2.45 .56	VLE
5	Principal participation in workshop help to increase the relevance teachers	2.43 .81	2.32 .83	2.37 .82	VLE
6	Principal uses workshops to correlate with teachers' effective instructional delivery	2.92 .27	2.92 .27	2.92 .27	LE
7	Principal uses workshops to update teachers	3.25 .53	3.24 .53	3.24 .53	HE
	Aggregate mean and standard deviation	2.84 .55	2.76 .63	2.79 .59	LE

Table 1 revealed that items with serial numbers 9, 10, 14 and 15 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents that workshop programme enhance effective instructional delivery to a high extent while serial number 11, 12, and 13 were below mean criterion of 2.50. The aggregate mean values of 2.84, 2.76 and 2.79 are above the criterion mean value of 2.50 also showing that workshop programmes can enhance effective instructional delivery to a high extent in public senior secondary schools in Rivers State.

Research question 2: What is the extent to which mentorship programme enhances effective instructional delivery in public senior secondary schools in Rivers State?

Table 2: Weighted mean and standard deviation scores of the extent mentorship programme enhance effective instructional delivery

S/ N	Extent enhances delivery	mentorship effective	programme instructional	Principals $\bar{X}$	168 Sd	Teachers $\bar{X}$	212 Sd	$\bar{X}$	$\bar{X}$	Sd	Dec.
8	Teachers team up with Principals to learn insight on specific skills			1.91	.63	2.31	.69	2.11	.66		VLE
9	Principal develops a friendly interactions with teachers			3.06	.52	3.08	.52	3.07	.52		HE
10	Principal uses experience teachers to create a plan to help new teachers			3.01	.36	2.89	.56	2.95	.46		LE
11	Principals act as resource for guiding teachers for effective instructional delivery			3.11	.63	3.00	.76	3.05	.69		HE
12	Principal initiates mentoring through project management for effective instructional delivery			3.06	.24	2.96	.51	3.01	.37		HE
13	Principal provides teachers with new role models who they look up to for effective instructional delivery			2.92	.46	2.75	.57	2.83	.51		LE
14	Mentoring program develops a sense of fulfillment to the mentees for effective instructional delivery			2.82	.62	2.61	.71	2.71	.66		LE
	Aggregate mean and standard deviation			2.84	.49	2.80	.62	2.82	.55		LE

Table 2 revealed that items with serial numbers 17 to 22 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents that mentorship programme enhance effective instructional delivery to a high extent. The aggregate mean values of 2.84, 2.80 and 2.82 are all above the criterion mean value of 2.50 also showing that mentorship programme enhances effective instructional delivery to a high extent in Rivers State.

Hypothesis 1: There is no significant difference between the mean scores of Principals and Teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Table 3: t-test analysis of the mean differences between Principals and Teachers on extent of enhance of workshop programme enhance effective instructional delivery

Status	N	Mean	Sd	df	t-cal.	z-crit.	Sig.	Decision
Principals	168	2.84	.55					
Teachers	212	2.76	.63	378	2.26	1.96	.03	Hypothesis rejected

Table 3 showed that Principals have mean and standard deviation scores of 2.84 and .55 while Teachers have mean and standard deviation scores of 2.76 and .63 respectively. With degree of freedom of 378, the t-cal of 2.26 is greater than z-crit of 1.96 at 0.05 level of significance. Therefore, the null

hypothesis is rejected. This implied that there is a significant difference between mean scores of Principals and Teachers on the extent workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean scores of principals and teachers on the extent of mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Table 4: t-test analysis of the mean differences between principals and teachers on the extent mentorship programme enhance effective instructional delivery

Status	N	Mean	Sd	df	t-cal.	z-crit.	Sig.	Decision
Principals	168	2.84	.49	378	1.31	1.96	.19	Hypothesis is accepted
Teachers	212	2.80	.62					

Table 4 showed that principals have mean and standard deviation scores of 2.84 and .49 while Teachers have mean and standard deviation scores of 2.80 and .62 respectively. With degree of freedom of 378, the calculated t-value of 1.31 is less than the critical value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. This implied that there is no significant difference between the mean scores of principals and teachers on the extent mentorship programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Summary of Findings

The findings of this study were summarized as shown below:

1. The study found that workshop programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State.
2. The study found that mentorship programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State.
3. There was a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhanced effective instructional delivery in public senior secondary schools in Rivers State.
4. There was no significant difference between the mean scores of principals and teachers on the extent mentorship programme enhanced effective instructional delivery in public senior secondary schools in Rivers State.

Discussion of Findings

Workshop Programme for Effective instructional delivery

The study found that workshop programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State. This is because Principals select activities that meet immediate needs, Principal bring teachers together to improve individual skill of a subject, Principal uses workshops to correlate with teachers' quality and Principal uses workshops to update teachers' skills. Therefore, workshop programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State.

Oyebamiji and Adekola (2018) maintained that participation in workshops help to increase the relevance and quality of education, improve ownership and build consensus, reach remote and disadvantaged groups, mobilize additional resources, and build institutional capacity. Participation is a doctrine by which beneficiaries or people affected by any intervention are made to take active part in all aspects of the processes that affect their lives and the environment intended to transform, the context and conditions within which they must live and upon which their well being depends. There is a significant difference between the mean scores of Principals and Teachers on the extent workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Mentoring Programme for Effective instructional delivery

Based on the findings, respondents agreed on the fact that mentorship programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State. This is because Principal develops a friendly interactions between teachers, Principal use experience teachers to create a plan designed to help the new teacher, Principals act as resource for guiding teachers, Principal initiates mentoring through project management and Principal provides teachers with new role models who they look up to and mentoring program develops a sense of fulfillment to the mentees.

Therefore, respondents foresee mentoring as a tool used by school administrators to aid in nurturing and growing teachers which is done by sharing knowledge needed by such teacher. Researchers agreed that a new teacher in a school system can be confused if not guided and this can lead to frustration and not having a positive outcome which will amount to withdrawal in activity. In addition, Aubrecht (2021) advocated that teachers find themselves confused and out of place when they get to a new environment hence the importance of mentoring which is aimed at retraining talented and creative teachers to ensure the desired effective instructional delivery. There was no significant difference between the mean scores of principals and teachers on the extent mentorship programme enhanced effective instructional delivery in public senior secondary schools in Rivers State

Conclusion

Based on the research finding, items of the components of re-engineering teaching staff capacity enhance effective instructional delivery in public senior secondary schools in Rivers State with different mean scores above the criterion mean of 2.50. Hypothesis 1 showed that there is a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State while hypothesis 2 showed otherwise in public senior secondary schools in Rivers State.

Recommendations

Based on the findings, the following recommendations are proffered:

1. The Rivers State Government should provide workshop programme to teaching staff to improve their instructional delivery.
2. The Principal should pair teachers with experience along side with new teachers for mentorship opportunities.

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