

A Focus on Teachers' Retraining Opportunities and Job Effectiveness in Public Secondary Schools in Nigeria: Contemporary Issues Within the Framework of Emerging Global Development

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Contemporary issues in global development abound. These issues may be social, economic, psychological, technological, physical, or spiritual. Teachers' retraining opportunities and job effectiveness are emerging trends in work places that need to be given priority attention. Teachers in all institutions of learning, whether lower basic education level schools (primary 1-3), middle basic education level schools (primary 4-6), upper basic education level schools (JSS 1-3), senior secondary schools, or higher education institutions (HEIs) (universities, colleges of education and polytechnics in the Nigerian context) need retraining opportunities for effectiveness and efficiency. This study examined teachers' retraining opportunities and job effectiveness in public secondary school in Imo State, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted a correlational design. The population of the study was 673 teachers and principals of the 33 public senior secondary schools in Owerri Municipal Council, Imo State, Nigeria, West Africa. This comprises 33 principals and 640 teachers. The

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sample of the study is 220 principals and teachers in the study area. The multistage sampling technique was adopted in selecting the sample. Two sets of self-structured questionnaire title "Teachers' Retraining Opportunities Questionnaire" (TROQ) and "Job Effectiveness Questionnaire" (JEQ) were used in the collection of data from the respondents. The instruments were validated by three experts two in Educational Management and one from Measurement and Evaluation, Imo State University. A test of internal consistency was adopted in establishing the reliability of the instrument. Reliability indexes of 0.81, 0.85, and 0.79 were obtained for the three clusters of the instrument. The data collected were analysed using Pearson Product Moment Correlation coefficient. The findings of the study revealed that there is a positive relationship between teachers retraining opportunities such as Post-Graduate Diploma in Education (PGDE), workshops, and mentoring and teachers job effectiveness in public senior secondary schools in Owerri Municipal Council, Imo State, Nigeria, West Africa. Based on the findings of the study, it was recommended among others that the State Ministry of Education should come up with a policy that would require all teachers in government secondary schools who do not have their first degree in Education to enrol for a Post-Graduate Diploma in Education. This would enhance their effectiveness in teaching to a high extent.

Keywords: teachers, retraining, opportunities, job, effectiveness, secondary school

Introduction

On-the-job training remains a primary means of professional development, but many additional possibilities exist. Professional development should become a routine and natural aspect of a firm's management philosophy. Providing opportunities to gain new skills and increase knowledge is a very effective staff retention and effectiveness technique, second only to staff recognition (Ronco & Mark, 2018). To Ekefre (2015), teachers' development programme should be organised through short specialized courses for serving teachers with the minimum qualification of NCE. The courses are offered at such institutions as the Colleges of Education, Institutes of Education in Nigeria Universities, and/or within school's localities, through teacher mentoring programme. He added that this is the programme in which teachers are organized in clusters, close to their teaching stations for purpose of coming together regularly under a mentor, to discuss issues in teaching and learning as well as problems encountered in the classroom. Kwenin (2013) argued that staff of organisations will perform optimally if they spend more resources on training and development of employees. Employees who benefit from their organisations through training and educational facilities tend to be more committed and loyal to that organisation. Furthermore, educated and trained employees help in increased production and thus sustain a competitive position for their organisations by effectively achieving the organisational aim.

Osuji (2014) noted that educational changes are likely to accompany not only changes in curriculum (learning), in terms of subject taught and syllabus, school conditions such as environment, infrastructures, social changes, community restiveness, COVID-19 pandemic, including advancement of information technologies impact on the teachers' capacity to cope and meet these challenges in order to implement policies effectively and to the growth of and development needs of the students. Therefore, retraining of teachers for job effectiveness is imperative.

Teachers are central to successful learning and development of education. To be effective, there is the need for the professional development of teachers. Staff development essentially is an on-going process of education, training, learning, and support activities and is concerned with helping people grow within the organisations in which they are employed (Marriss, 2010). Teachers' development or retraining has been viewed in various ways;

the primary purpose of teachers retraining is to expand the educators' awareness of the different tasks they must undertake to contribute to the effective education of students and the accomplishment of the entire school's goals and objectives. Teacher retraining or development refers to activities carefully designed to promote the professional knowledge, skills, and attitude of teachers so that they might, in turn, improve the learning of students.

According to Guskey and Huberman in Udida, Okpa, and Wonah (2015), high quality professional development is considered extremely crucial to educational improvement. Also educators and teachers need to engage in continuous learning throughout the entire span of their professional careers. Teacher training and retraining are aimed at improving teachers' skills towards improved instructional delivery. Teachers retraining is to enable them work towards taking the school organisation to its expected destination.

Opportunities for staff professional development have a huge impact on the quality of work within school (Udida et al., 2015). Teachers are the critical agents for producing institutional outcomes at a high level of quality. Effective administrative system that strengthens internal efficiency includes opportunities for staff to grow professionally and to enhance the specific skills they need to do their work well. Accordingly, Uchendu, Ogim, and Nwafor (2015) viewed staff professional development as variety of programmes designed by the management to help improve staff performance in the organisation. These can include, mentoring, orientation, in-house training, workshops, and so on. Staff professional development is the term that educators use to describe continuing education of teachers, administrators, and others. Some school systems make distinctions among teacher's training, staff development, professional development, and human resource development. As referred to by the National Professional Development Center on inclusion in Uchendu et al. (2015), the encouragement and fund given to teachers through in-service training as a well-planned system in assuring the quality of service expected to be render in educational system and to provide adequate confidence that a service will satisfy quality standard required.

Teachers training can take the form of workshop and seminars, conferences, mentoring, etc. Workshops and seminars are arranged for staff to boost their morale and increase performance. Slee (2017) opined workshop participation in a systematic approach to staff development and continuing education. It is a programme of learning with the aim of ensuring workers to continue to acquire skills and knowledge for the changing environment. Workshops foster an increase in professionalism and better management methods, whereas lack of workshop training can cause frustration and lack of job satisfaction (Pugh in Udida et al., 2015). A well trained individual knows the scope and expectation of their job and will be able to add building blocks to their expertise as they progress in their career. Therefore, attending workshops will not only build their capacity to work effectively, but also change their mentality, boost their morale, and improve their attitude towards effective performance.

Furthermore, participation in conferences plays an important role in workers' job performance. Robson (2014) noted that attendance at conferences is a professionally rewarding experience; conference helps an individual gain new ideas, develops new and more work/manipulative skills, and boosts their ability to work effectively. It exposes workers' weaknesses and strengths on their job and in one way or the other encourage them to put more towards improving their job performance.

As a growing economy, Nigeria requires skilled and adequately trained teachers. Despite the overwhelming natural resources available with many economic growth prospects, the literature shows that millions of Nigerian teacher graduates lack entrepreneurial competencies to start-up new businesses and create jobs to employ others

including teachers in the teaching profession (example, Adowa, 2013; Okolie, Nwosu, & Mlanga, 2019; Utim, 2013). The teacher graduates with low ECs are vulnerable in the labour market (Okolie et al., 2020; Scarpetta et al., 2010) especially when it has to do with teaching and the school's activities. The low-competent teacher graduates face continual effects of unemployment (Quintini, P. Martin, & S. Martin, 2007) and the inability to start-up schools or organize tutorials to earn livelihoods. As such, an educational programme capable of enhancing students' effectiveness and learning capabilities is imperative. To ensure that secondary school teachers meet the target of producing secondary schools' graduates who can identify and recognize business opportunities, start-up new businesses, employ and training others, entrepreneurship education (EE) emerged (Ohe, 2012) and these teachers need to be trained and retrained for teaching job effectiveness.

Furthermore, after the era of COVID-19 pandemic, teachers' retraining opportunities should assume a more innovative and creative dimension. Job effectiveness should become a priority in the teaching profession. Accepting global practices will entail encouraging collaborations within and outside. As the world starts reopening following the lockdowns prompted by the COVID-19 pandemic, regional collaborations and trade matters have resurfaced (Igwe, Ochianwata, & Madichie, 2021). This includes collaborations with teacher training establishments outside Nigeria for the training and certification of the Nigerian teachers.

Many Nigerian teachers find it difficult to adapt to the teaching career because it was not their initial plan. They were admitted into the teacher education programme because they did not qualify for admission into their dream courses and disciplines of study. The transition from school to work is an important step in people's professional careers (Neuenschwander & Hofmann, 2021). This transition starts with a career decision process and ends with an adjustment process at work. Career decisions mainly depend on one's self-efficacy expectations and are embedded in social contexts (Lent & Brown, 2013). Research on work adjustment focuses on the process of how young people become socialized in a new job (Kammeyer-Mueller & Wanberg, 2003; Lent & Brown, 2008).

In-service training according to Igbineweka (2015) is a training for teachers organized outside or within the school organisation for a period of time and takes various forms while on-the-job training as a form of retraining takes place simultaneously as the job goes on due to changes in educational policy and curriculum reforms and implementation. Similarly, Biden, Mchaney, and Impey in AysengulAltun, Bilge, and Gok (2010) maintained that in-service education programmes should be designed to investigate behaviour and programmatic changes that improve the quality of instruction within the schools. In-service training programmes include part-time programmes, seminars, conference, workshop, and symposium. Other well defined component of good training programmes includes:

- Determining the objectives and goals of training;
- Programme must build on the content of general education;
- Specialisation in some teaching subjects;
- Taking some course in education as applicable to teaching profession;
- Giving practical orientation: teaching practices, field orientation (High/Scope Educational Research Foundation) (High/Scope, 2012).

A systematic in-service training, over and above teachers' formal education (pre-service) and experiences, is a significant prediction of programme quality only if it includes the following:

1. Workshop that actively involves participants;

2. A curriculum model that provides teachers with both theory and practical application;
3. Multi-sessional distributive learning instead of single session workshops on trendy topics;
4. Classroom visit by a trainer who observes and provides feedback to teachers;
5. Opportunities for participants to reflect on their training and share their experiences (www.highscope.org).

Purpose of the Study

The purpose of the study was to examine the relationship between teachers' retraining opportunities and job effectiveness in public senior secondary schools Owerri Municipal Council, Imo State. Specifically, the study sought to achieve the following objectives:

1. Find out the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council;
2. Ascertain the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council;
3. Determine the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Research Questions

The following research questions guided the study:

1. What is the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?
2. What is the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?
3. What is the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?

Hypotheses

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

1. There is no significant relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council;
2. There is no significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council;
3. There is no significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Methodology

The study adopted a correlational research design. The population of the study was 673 teachers and principals of the 33 public senior secondary schools in Owerri Municipal Council, Imo State. This comprises 33 principals and 640 teachers. The sample of the study is 220 principals and teachers in the study area. The multistage sampling technique was adopted in selecting the sample. The simple random sampling technique was adopted in selecting 20 out of the 33 public senior secondary schools in the study area. The simple random sampling technique was also adopted in selecting 20 teachers from each of the 20 schools selected. The entire 20

principals in the 20 schools selected were taken as census without sampling due to the manageable size of the principals. Two sets of self-structured questionnaire title "Teachers' Retraining Opportunities Questionnaire" (TROQ) and "Job Effectiveness Questionnaire" (JEQ) were used in the collection of data from the respondents. The instrument contained 26 items structure in a four- point summated rating scale ranging from strongly agree, agree, disagree, and strongly disagree. The instruments were validated by three experts two in Educational Management and one from Measurement and Evaluation, Imo State University. A test of internal consistency was adopted in establishing the reliability of the instrument. Reliability indexes of 0.81, 0.85, and 0.79 were obtained for the three clusters of the instrument. The data collected were analysed using Pearson Product Moment Correlation coefficient.

Results

Research Question 1: What is the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?

Table 1

Relationship Between Post-Graduate Diploma in Education and Job Effectiveness in Public Senior Secondary Schools

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r_{cal}	r_{crit}	Remarks
PGDE (X)	220	657.11	1,508.22				
				2,753.07	0.72	0.187	High positive
Teachers' job effectiveness (Y)	220	908.14	2,678.05				

Note. Correlation is significant at the 0.05 level (2-tailed).

The analyses from Table 1 reveals a correlation value of $r = 0.72$. This value is high and positive, thus indicating that there is high and positive relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. The relationship here being positive indicates a proportional increase of both teachers retraining opportunities (PGDE) and job effectiveness of these teachers.

Research Question 2: What is the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?

Table 2

Relationship Between Workshop Training Opportunities and Teachers' Job Effective.

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r_{cal}	r_{crit}	Remarks
Workshop (X)	220	786.14	2,651.03				
				2,817.06	0.90	0.195	High positive
Teachers' job effectiveness (Y)	220	1,109.01	3,301.02				

Note. Correlation is significant at the 0.05 level (2-tailed).

The analyses from Table 2 reveals a correlation value of $r = 0.90$. This value is high and positive, thus indicating that there is high and positive relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Research Question 3: What is the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council?

Table 3

Relationship Between Mentoring Opportunities and Teachers' Job Effectiveness

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r_{cal}	r_{crit}	Remarks
Mentoring opportunities (X)	220	840.02	2,107.03				
				2,403.13	0.85	0.195	High positive
Teachers' job effectiveness(Y)	220	1,104.01	3,201.02				

Note. Correlation is significant at the 0.05 level (2-tailed)

The analyses from Table 3 reveals a correlation value of $r = 0.85$. This value is high and positive, thus indicating that there is high and positive relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. The relationship here being positive indicates a proportional increase of both teachers' retraining opportunities (mentoring) and teachers' job effectiveness in in public senior secondary schools.

Test of Hypotheses

H_{01} : There is no significant relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Table 4

Pearson Correlation Summary Analysis Between Post-Graduate Diploma in Education and Teachers' Job Effectiveness

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	Df	A	r_{cal}	r_{crit}	t_{cal}	t_{crit}	Remarks
PGDE (X)	220	657.11	1,508.2								
				2,753.0	218	0.05	0.72	0.195	20.14	1.96	Sig. reject H_0
Teachers' job effectiveness (Y)	220	908.14	2,678.05								

Table 4 shows Pearson correlation summary between Post-Graduate Diploma in Education and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. Result from Table 4 revealed that the sum and sum of squares for PGDE as a training opportunity for teachers are 657.11 and 1,508.2 while that of teachers' job effectiveness are 908.14 and 2678.05 respectively. The sum of product of scores on the two variables (PGDE and teachers' job effectiveness) is 2,753.07. The correlation coefficient is 0.72 which is greater than the critical value of r (0.195) at 218 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council is rejected. This implies that there is a positive relationship between PGDE and teachers' job effectiveness.

H_{02} : There is no significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Table 5

Pearson Correlation Summary Analysis Between Workshop Training Opportunities and Teachers' Job Effectiveness

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum X\sum Y$	Df	A	r_{cal}	r_{crit}	t_{cal}	t_{crit}	Remarks
Workshop training (X)	220	786.14	2,651.03										
				2,817.06	218	0.05	0.90	0.195	23.51	1.96			Sig. reject H_0
Teachers' job effectiveness (Y)	220	1,109.01	3,301.02										

Table 5 shows Pearson correlation summary between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. Result from Table 5 revealed that the sum and sum of squares for workshop training opportunities are 786.14 and 2,651.03 while that of teachers' job effectiveness are 1,109.01 and 3,301.02 respectively. The sum of product of scores on the two variables (workshop and job effectiveness) is 2,817.06. The correlation coefficient is 0.90 which is greater than the critical value of r (0.195) at 218 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council is rejected. This implies that there is a positive relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools.

H_{03} : There is no significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Table 6

Pearson Correlation Summary Analysis Between Mentoring Opportunities and Teachers' Job Effectiveness

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum X\sum Y$	df	A	r_{cal}	r_{crit}	t_{cal}	t_{crit}	Remarks
Mentoring (X)	220	840.02	2,107.03										
				2,403.13	218	0.05	0.85	0.195	28.02	1.96			Sig. reject H_0
Teachers' job effectiveness (Y)	220	1,104.01	3,201.02										

Source: Researcher's field result, 2021.

Table 6 shows Pearson correlation summary between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. Result from Table 6 revealed that the sum and sum of squares for mentoring opportunities are 840.02 and 2,107.03 while that of teachers' job effectiveness are 1,104.01 and 3,201.02 respectively. The sum of product of scores on the two variables (mentoring and teachers' job effectiveness) is 2,403.13. The correlation coefficient is 0.85 which is greater than the critical value of r (0.195) at 218 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council is rejected. This implies that there is a positive relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council.

Discussion of Findings

The finding of the study for Research Question 1 revealed that there is significant relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior

secondary schools Owerri Municipal Council. A proportional positive increase of both PGDE training opportunities and teachers' job effectiveness was observed. The corresponding hypothesis one revealed that there is a positive relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. The analysis in Table 4 for Hypothesis 1 revealed a correlation coefficient of 0.72 which is greater than the critical table value of r (0.195) at 218 degrees of freedom under 0.05 level of significance. The finding of the study agrees with the findings of Udida et al. (2015) which revealed that in-serve training improves teachers' overall quality of teaching and learning at the classroom level. It keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources.

The finding of the study for Research Question 2 revealed that there is significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. A proportional positive increase of both workshop training opportunities and teachers' job effectiveness was observed. The corresponding Hypothesis 2 revealed that there is a positive relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. The analysis in Table 5 for hypothesis two revealed a correlation coefficient of 0.90 which is greater than the critical table value of r (0.195) at 218 degrees of freedom under 0.05 level of significance. The result is in line with the findings of Slee (2017) which revealed that participation in workshop is a systematic approach to staff development and continuing education to enable workers to acquire skills and knowledge needed to be effective in their jobs. This finding is further supported by the findings of Nabunya Tusiime and Kyaligonza (2019) which showed a positive significant relationship between professional development practices and TSD (Teaching Service Delivery) of academic staff in Kampala International University and Kyambogo Universities. Study findings in this regard showed that academic staff who received both on and off job professional development practices were better positioned to service as expected in the field of teaching.

The finding of the study for Research Question 3 revealed that there is significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. A proportional positive increase of both mentoring opportunities and teachers' job effectiveness was observed. The corresponding Hypothesis 3 revealed that there is a positive relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools Owerri Municipal Council. The analysis in Table 6 for Hypothesis 3 revealed a correlation coefficient of 0.85 which is greater than the critical table value of r (0.195) at 218 degrees of freedom under 0.05 level of significance. This finding agrees with the findings of Effiong (2017) which revealed that through mentoring study leaves, coaching, monitoring, and other professional development practices teachers are adequately prepare to teach, examine learners, guide and counsel them.

Limitations of the Study

The study was limited to public secondary schools (upper basic education level schools—JSS 1-3 and senior secondary schools) in Owerri Municipal Council of Imo State, Nigeria, West Africa. This could affect the generalization of the findings to other secondary schools and other levels of education (primary and tertiary) in Nigeria.

Conclusion

Based on the findings of the study, it was concluded that teachers' retraining in form of Post-Graduate Diploma in Education programmes, workshops, and mentoring has significant relationship with teachers' job effectiveness in public senior secondary schools in Owerri Municipal Council of Imo State. Teachers who get access these training opportunities are better equipped to perform effectively in their jobs.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The State Ministry of Education should come up with a policy that would require all teachers in government secondary schools who do not have their first degree in education to enrol for a Post-Graduate Diploma in Education. This would enhance their effectiveness in teaching to a high extent.
2. The Post-Primary Schools Board in collaboration with relevant agencies should organize an annual workshop training for senior secondary school teachers to upgrade their knowledge and bring them up to speed with innovations in teaching and learning. This would improve their effectiveness on the job.
3. School administrators should have a mentoring policy that would be enforced at school level so that more experienced teachers can assist in the training of new and less experienced ones through mentoring. This will enhance their performance on the job.

Suggestions for Further Studies

1. The study should be conducted with all levels of education in other public secondary schools, in other local government areas of Imo State in Nigeria.
2. There should also be same study conducted with all levels of education in Nigeria.
3. The study could be done with quasi-experimental and factorial design.
4. A comparative study on teachers' retraining opportunities and job effectiveness in public secondary schools and private secondary schools in Nigeria can be carried out.
5. A comparative study on teachers' retraining opportunities and job effectiveness in secondary schools in Nigeria and higher education institutions (HEIs) can be carried out.
6. The study should be extended to private owned institutions of learning.

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