

MENTORING AND IN-SERVICE TRAINING OF NEWLY EMPLOYED TEACHERS AND THEIR WORK PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

UCHENYI, T. I.

Department of Educational Management

Faculty of Education

University of Port Harcourt

Rivers State

Nigeria.

mascotgms@yahoo.com

UKAIGWE, P. C.PhD

Department of Educational Management

Faculty of Education

University of Port Harcourt

Rivers State

Nigeria.

ukaigwep17@gmail.com

ABSTRACT

This study examined mentoring and in-service training of newly employed teachers and their work performance in private secondary schools in Rivers State, Nigeria. Two research questions guided the study, while two hypotheses were tested. The study adopted correlation design. The population of the study comprised 389 principals and 463 newly employed teachers serving in the private secondary schools in Rivers State. A sample of the study was 172 elements comprising 86 principals and 86 newly employed teachers in private secondary schools in Rivers State. The first and second instruments were self-designed questionnaires titled 'Mentoring and In-Service Training of Newly Employed Teachers Questionnaire' (MITNTQ) and 'Teachers' Work Behaviours Assessment Questionnaire' (TWBAQ). The instruments were validated and subjected to reliability tests, in which indexes of 0.82 and 0.84 were obtained using test-retest and Pearson Product Moment Correlation (PPMC) techniques. The generated data were analysed using PPMC coefficient to answer research questions, whereas the hypotheses were tested with regression statistics at 0.05 alpha levels. The findings of the study revealed that positive and strong relationship existed between mentoring and work behaviour of newly employed teachers in private schools in Rivers State. The study further revealed that positive and significant relationship existed between in-service training and work behaviour of newly employed teachers in private secondary schools in Rivers State. The study recommended that school managers should regularly engage newly employed teachers in teacher development programmes such as mentoring and in-service training to ensure continuous increases in teacher productivity; private schools should ensure that they plan and execute their respective assimilation processes in a manner that maximizes positive behavioural change on the part of newly employed teachers.

Keywords: Mentoring, In-Service Training, Newly Employed Teachers, Work Performance, Private Secondary Schools, Rivers State, Nigeria.

INTRODUCTION

Education has been recognized as a catalyst for accelerated economic growth and development. Teachers are particularly the pillars upon which quality education rest. This is because they play active role in teaching and learning process. A school system that is short of professional teachers will likely produce substandard graduates, whereas progressive schools that have qualified teachers in rightful positions will most likely produce sound graduates who can contribute meaningful to national development. This highlights the fact that teaching is a skilful exercise that requires preparation and training in order to acquire pedagogical skills and content knowledge to accomplish responsibilities associated with the role of a teacher. This further supposes that teaching is a tasking exercise that requires good knowledge and application of sizable number of professional skills such as human relation skills, language skills, classroom management skills, stimulus variation, use of examples and illustration skills to spice up teaching and learning activities to deepen students' comprehension rate. This is why intending teachers are required to undertake certain courses as part of pre-service training programme during which they are educated on subject-matter competency and rudiments of pedagogy. Apart from pre-service training, individual schools are obligated to organize programme to assimilate the newly employed teachers in order to help them to transit properly into teaching profession and fit-in perfectly into individual schools routines and traditions.

Ukaigwe and Igbozuruike (2019) observed that pre-service trainings given to graduate teachers at teacher education institutions were not only insufficient to effectively guide newly-employed teachers to navigate the unfamiliar environment they may find themselves as new teachers, but also inadequate for reinforcing excellence in teaching and learning processes. In this view, the scholars seemed to agree with Lunenburg (2011) who reaffirmed the need to support newly-employed teachers with mentoring services and in-service training programmes as part of assimilation strategies beyond introducing them into teaching profession to fostering positive work behaviours that enhance performance effectiveness in task execution.

The challenge of maintaining and keeping professional teachers in the teaching profession has remained unabated due to different reasons among which include poor valuation of teachers in both economic and social standpoints (Igbozuruike, 2016). Newly-employed teachers need assistance and support in connecting theories learnt in teacher preparation colleges to practice. This is why pragmatic new teacher assimilations and capacity programmes such as mentoring support, in-service training and other incentives such as meaningful salaries, rewards and empowerment opportunities got to be put in place by various schools leadership to bolster teacher productivity and retention rate (Grimble, 2017; Ukaigwe & Igbozuruike, 2019).

Ingersoll and Smith (2004) remarked that the greatest support that can be accorded to newly employed teachers is paring them with mentors that are of the same discipline, and sharing similar time-plan for mentoring with other teachers in the same discipline, working together with teachers within the school and other network of teachers beyond an individual school stands as useful new teacher induction strategy according to Ingersoll and Smith (2004).

The scholars further reported that newly employed teachers who were accorded this sort of robust support were unlikely to leave their school within the first five year of employment. Cook (2009) remarked that newly employed teachers who are within three years in teaching profession are considered as newly employed teachers and require the supports of veteran teachers to develop teaching skills and professional identities that will guide their attitude towards teaching profession. Mentoring and in-service training are essential assimilation strategies that schools can use to modify and pattern the work behaviours of teachers to align with teacher professional code of conduct. Ulug, Ozden and Eryilmaz (2011) opined that teachers' attitudes and behaviours affect the students' attitude towards them (teachers), the school, their readiness to do the homework given by individual teachers and the general learning behaviour of the students, which may also have impact on the career prospects of the student in the future.

Furthermore, work behaviour of the teacher also connotes ethical tenets and standardized behaviours that guide job performance in the context of teaching professional. Behaviours such as coming to school on time, showing respect and courtesy to superiors, adhering to the school rules and regulations, observing school norms while interacting with parents and sticking to standardized procedures in handling students related issues are all institutional citizenship behaviours that a newly employed teachers is expected to imbibe and express in the course of doing their jobs.

Ikegusi and Modebelu (2016) observed that assimilation processes help novice teachers to learn the culture and tradition of the school where they are employed. Such assimilation processes also help teachers to acquire and digest technical information on how to perform their jobs effectively. Particularly, the new teachers ought to be educated on nature and extent of relationships they can forge with other staff, mentors, parents and students; who she or he reports to, the curriculum to use, subject to teach and access to learning resources, in addition to school's expectation on the new teacher. It is important to note that the school should also elaborate on the welfare scheme, accommodation and transportation facilities accessible by the newly employed teachers because such benefits help to compensate the needs of the new teachers and also go a long way in not only motivating the newly employed teachers to increase their performances, but also help in giving them (teachers) reasons to stay with the school and stick with teaching profession altogether (Belanger, 2018).

It is therefore of no wonder that many scholars recommend assimilation process for newly employed teachers to help them to pattern their behaviours, attitudes and language skills to align with teachers' Code of Conduct and tallies with principles of effective teaching. In this light, it is important to educate beginner teachers who by virtue of their naivety, may not have sufficient experience on how to manage classroom effectively, write lesson plan and notes properly and handle curriculum related matters satisfactorily. Thus the need to help them in a formalized manner is undisputed. Such formalized assimilation process will not only provide veritable avenue to educate and guide them on how to improve their classroom management abilities, resources utilization skills, handling of instructional materials and specimens, but also help them to learn new approaches in teaching, students' assessment, grading and achievement reporting procedures and other positive work behaviours that can be generated from work-in-progress. The need for assimilation of newly employed teacher is very necessary because it helps to improve the work behaviours of teachers, which in turn promotes students'

achievement. Therefore, the beginner teacher have to be educated and mentored on how to master and apply teaching skills in classroom setting to aid students' learning.

Statement of the Problem

In recent times, the challenge of maintaining and retaining quality teachers has risen so high that it has become a menace to educational managers particularly and education development generally. Preliminary observations suggested that a considerable number of newly-employed teachers do not stay and flourish in teaching profession due to lack of purposeful teacher assimilation programmes set out to acquaint beginner teachers to their new roles, and modify their values, attitudes, thinking patterns and behaviours in line with the culture and traditions of a given school system. As a result, many beginner teachers who found it difficult to fit-in and function effectively due to lack of effective assimilation processes to support and encourage them left the teaching profession. This situation appears to persist in some private secondary schools in the state; even some other new teachers that are still in the school system often exhibit misconducts that are contrary to teachers' Code of Conduct. Some the beginner teachers manifest unruly conducts, disobey school rules and regulations by coming to school late, absenting themselves from school without approval among other insubordinations to school authority. Having observed these, it seemed that such new teachers that behave badly were not adequately exposed to assimilation processes such as mentoring and in-service training programmes, during which they were supposed to have received guidance on how to perform their duties and relate effectively with other members of the school community. Even in some private schools where newly-employed teachers are supported with mentoring services and in-service trainings, it was unclear how effective the programmes were, in terms of helping the newly-employed teachers to acquire positive work behaviours required of their work. The researchers were therefore bothered to investigate mentoring and in-service training of newly employed teachers and their work performance in private secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between principals' assimilation techniques and work behaviours of newly-employed teachers in private secondary schools in Rivers State. The specific objectives of the study were to:

1. Determine the relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers State.
2. Find out the relationship between in-service training and work behaviours of newly-employed teachers in private secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What is the relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers State?
2. What is the relationship between in-service training and work behaviour of newly-employed teachers in private secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 0.05 significant level.

1. There is no significant relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers State.
2. There is no significant relationship between in-service training and work behaviour of newly-employed teachers in private secondary schools in Rivers State.

LITERATURE REVIEW

Mentoring and Work Behaviours of Newly Employed Teachers

Mentoring is considered by some scholars as integral aspect of induction (Wrong, 2004; Nghaamwa, 2017). The derivative of mentoring is connected to apprenticeship system of skill development, whereby master (trainer) and learner relationship are formalized with the understanding that the master will teach the learner specialized skills and knowledge and directly guide the learner in practice of what he (the master) taught to ensure that learning takes effect (Stolurow, 1972 as cited in Nghaamwa, 2017). This definition suggest that mentoring involves demonstration of how to accomplish specific task by the master while the learner observes, emulate and practice what was demonstrated to ensure that learning take effect. Ohia (2013) opined that the primary objective of mentoring is for the mentor to cultivate and grow certain professional competencies and work behaviours considered lacking in the beginner teachers. Uche (2008) stated that mentoring is a process of initiating a one on one relationship between teachers possessing wide-ranging teaching skills and those that have insufficient skills, whereby the more knowledgeable teacher provides instructional guidance and professional direction for the less knowledgeable teachers.

The above definitions of mentoring have varying connotations, however their actualities centre on relationship and common understanding between an expert teacher and a novice teacher, in which they agree to work together towards achieving shared goal - i.e. helping the novice teacher become effective teacher via one-and-one coaching and impartation of pedagogical skills, disciplinary support and guidance towards personal and professional development of the novice teacher, who is expected to welcome suggestions from the mentor and also exercise his or her initiatives. Mentors are experienced and full-time teachers appointed by the principal to assist and provide guidance to beginner teachers, in order to facilitate their assimilation processes (Mingo, 2012).

As a key resource to a beginner teacher, a mentor should be an expert who is not only vast in knowledge of national, state and school objectives in education, but also accessible, regular to mentoring sessions and good communicator. In this view, mentoring creates platform for the mentor to explain and clarify contending issues that normally border new teachers, such as the school's routines, time to report to duty post, devotion and responsibilities, work processes and procedures, school time-table and related issues, lessen note-writing patters and time of its submission for marking and other specifications (Ingram. 2009; Ohia, 2013; Belanger, 2018). This suggests that mentors are expected to regularly visit the classroom where the newly employed teacher teaches. Such visitations will provide platforms for the mentor to observe and give intelligent suggestions and advise with respect to what he or she observed the beginner teacher do in the class.

MENTORING AND IN-SERVICE TRAINING OF NEWLY EMPLOYED...

The roles of the principal does not end with appointment and pairing of mentor and mentee, rather it is the beginning of expected and sustained support the school leadership ought to provide for the new teacher. The principal has the major role to play in ensuring that the newly employed teachers are given respectable respect within the school community, so that they (mentees) will not only take pleasure in such official approval and validation, but also develop stronger interest to work productively with other staff in the school. Since the principal is usually the first teacher and mentor that the newly employed teachers converse with at the point of entering the school, the principal ought to ensure that the newly employed teachers receive warm welcome and feels valued by the school (Nghaamwa, 2017). The principal must ensure that the new teachers are not negatively discriminated based on their status, gender, ethnicity or religion as any attempt to side-line them unnecessarily or attack on their personality may result to unintended consequences on the part of the newly employed, including low self- esteem, poor performance, discontent with the school and the resulting withdrawal from the school or the profession altogether.

Having familiarized the new teacher with the school routine, the culture of the school and members of the school community, including the staff and students through induction programmes, the teacher is ready to be paired with her mentor, who will in turn schedule their time of meetings. The mentor is expected to make the newly employed teacher feel comfortable so that the mentee can freely seek for information, materials and extra-assistance as she desires. At this point, the novice teacher is ready to learn from her mentor who must be vast in disciplinary knowledge, pedagogical abilities and ready to frequent the mentee's class to observe, interact and offer suggestions to the mentee from time to time. In formal mentoring, visitations are often scheduled, interactions and questioning are structured, advises and suggestions are also fact based and goal directed to produce intended outcomes. The concept of mentoring is embedded with the idea that the mentor is expected to demonstrate practically, the step-by-step approach to performing a specific kind of task effectively, whilst the new teacher observes keenly, emulates and puts into practice what was learnt to master the skills involved, knowledge or attitude required (behaviour). Under this mechanism, the job of the mentor is to facilitate knowledge transfer and provide necessary and sustained support that will ensure that the mentee masters the teaching crafts intended (Grimble, 2017).

In-service training and Work Behaviours of Newly Employed Teachers

The concept of training is used in different contexts to imply education, teaching, coaching, exercise and practice among other things. The above connotations of training are united by shared idea of imparting or acquiring skills, knowledge and attitude required for effective performance of a specific task. Thus, training is activity-based processes purposely designed for increasing the desired knowledge and skills in the target individuals and at the same time produce behavioural changes in the learners (Asiyai, 2016). Referring to Jones and George (2006), Ikegusi and Modebelu (2016) stated that training is teaching institutional members how to carry out their work and assisting them to acquire the competencies required for accomplishing their jobs with precision and excellence. Thus, training is more of a method used for raising the mental and physical capacities of both new and veteran teachers so that they can do their jobs effectively (Ikegusi & Modebelu, 2016).

The concept of in-service training can therefore be defined as a purposeful and continuous staff development activities designed for improving the competencies (knowledge,

skills and attitudes) of (old and new) teachers in order to foster their assimilation into the school community, which is essential for enhancing their work performance and professional development (Nakpodia, 2008). Maclean (2018) defined in-service training as all learning experiences provided for organizational employees to step-up their skills and expertise considered essential for effective work execution. Udofia and Ikpe (2012) defined in-service training as capacity-building exercise targeted at extending technical know-how of teachers - new and proficient teachers nonetheless. Redmond (2010) opined that in-service training in educational institutions is designed to directly address established skill gap among employees. These definitions suggest that in-service training is a work-specific capacity-building programme targeted at updating and upgrading the skills and other job-specific behaviours of both new and old employees.

In educational institutions, in-service training is one of the key teacher development programmes that focus on equipping both newly employed and old teachers with new knowledge, physical and mental skills, and other work behaviours that aid professionalism in tasks performance, including essential teaching skills, subject competency, and ability to use ICTs to source for knowledge and facilitate knowledge transfer. Schools also use in-service training to educate newly employed teachers on the need for commitment to duty; reporting to work on schedule, demonstrating professional ethics in the course of task performances. The objective of in-service training is in parts, to assist newly employed teachers to acquire specific competencies that can directly address specific learning needs of new teachers, improve the professional vivacity of the new and maturing teachers in terms of instructional effectiveness, classroom management, students discipline, assessment, script grading and reporting specifics and guidelines as required by the school's tradition (Udofia & Ikpe, 2012).

Ekpenyong, Okon and Imo (2016) observed that in-service training helps to educate newly employed teachers on the technical aspects of curriculum and curriculum changes, which is essential for responding effectively to educational needs and challenges of students; thus, in-service training can be very useful in helping newly employed teachers to assimilate into the school system with considerable instructional capabilities (Udofia & Ikpe, 2012). This is in keeping with the widely held idea, and often supported by empirical evidence that pre-service training provided by teacher education institutions is not enough to ground newly employed teacher in the nitty-gritty of pedagogy and associated behavioural facilities necessary for excelling in teaching profession (Okobia, 2013).

METHODOLOGY

The study adopted correlation design. The population of the study was 852 elements, comprising 389 principals and 463 newly employed teachers serving in the private secondary schools in Rivers State. A sample of the study was 172 elements comprising 86 principals and 86 newly employed teachers in private secondary schools in Rivers State. The stratified simple random sampling technique was used along with purposive sampling method to select the target respondents. The researcher randomly selected 10 Local Governments Areas (LGA) out of 23 LGAs in Rivers State, from which 10 private secondary schools that participated in the study were drawn randomly. Two instruments were used for data collection. The first and second instruments were self-designed questionnaires titled "Mentoring and In-Service Training of Newly Employed Teachers Questionnaire" (MITNTQ) and 'Teachers' Work

Behaviours Assessment Questionnaire' (TWBAQ). The first instrument was administered to newly employed teachers that participated as sample of the study. The second instrument was administered to principals of private schools that participated as sample. The instruments were validated and subjected to reliability tests, in which indexes of 0.82 and 0.84 were obtained using test-retest and Pearson Product Moment Correlation (PPMC) techniques. The instrument consisted of two sections; Section A was designed to elicit demographic data of the respondents, while section B included 20 items questionnaire items structured to obtain responses from the respondents. The data generated were analysed using PPMC to answer research questions while Regression Statistics was used to test the hypotheses at 0.05 alpha level.

Data Presentation and Results Answers to Research Questions

Research Question One: What is the relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers State?

Hypothesis One, Ho₁: There is no significant relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers State.

Table 1: Regression analysis of the relationship between mentoring and work behaviour of newly-employed teachers in private secondary schools in Rivers.

Variables	N	Mean	SD	Df	R	R Square	P-value	Alpha Level	Remark
Mentoring	86	26.86	6.74	170	0.676	0.457	0.000	0.05	Ho Rejected
Teacher work behaviour	86	41.53	9.75						

Table 1 shows regression analysis for the relationship between mentoring and work behaviour of newly-employed teachers. The analysis yielded a coefficient of 0.676, which is positive and strong, and thus indicated that mentoring had positive and strong relationship with new teachers' work behaviours. The table further revealed that at 170 degrees of freedom and 0.05 alpha level, the regression analysis yielded a p-value of 0.000, which is lower than 0.05 alpha level, therefore the researchers are constrained to reject the above null hypothesis and thus conclude that the positive relationship between mentoring and work behaviours of newly employed teachers is significant. Furthermore, the R square value 0.457 indicates that 45% variance in new teachers work behaviour was attributed to or explained by mentoring exercise.

Research Question Two: What is the relationship between in-service training and work behaviour of newly-employed teachers in private secondary schools in Rivers State?

Hypothesis Two, Ho₂: There is no significant relationship between in-service training and work behaviour of newly-employed teachers in private secondary schools in Rivers State.

Table 2: Regression analysis of the relationship between in-service training and work behaviour of newly-employed teachers in private secondary schools in Rivers.

Variables	N	Mean	SD	Df	R	R Square	P-value	Alpha Level	Remark
In-service Training	86	28.67	4.94	170	0.404	0.163	0.000	0.05	Ho Rejected
Teacher work behaviour	86	41.53	9.75						

Table 2 above shows that regression analysis carried out to ascertain the relationship between in-service training and work behaviour of newly-employed teachers yielded 0.404, which is positive and moderate, and thus indicated that in-service training had positive and moderate relationship with teachers' work behaviour. The table further showed that at 170 degrees of freedom and 0.05 alpha level, the regression analysis yielded a correlation coefficient of 0.404. Given that the p-value of 0.000 is lower than 0.05 alpha level, it is evident that the relationship between in-service training and teacher work behaviour is significant, hence the researchers were constrained to reject the above null hypothesis and thus conclude that there was significant relationship between in-service training and work behaviour of newly employed teachers. Furthermore, the R square value 0.163 indicates that 16% variance in teacher work behaviour was attributed to or explained by in-service trainings given to them.

DISCUSSION OF FINDINGS AND IMPLICATIONS

Mentoring and work behaviour of newly employed teachers in private secondary schools.

The findings of the study showed that positive and strong relationship existed between mentoring and work behaviour of newly employed teachers in private schools in Rivers State. This was because mentoring not only helped newly employed teachers to gain valuable skills such as pedagogical skills, test grading and reporting skills. The findings also showed that the mentoring sessions provided learning opportunities to the mentees who used the opportunities to ask agitating work related questions and receive feedbacks from their mentors, who further educated the new teacher on how to adapt learning contents to the needs of the learners, source for and develop instructional materials for subject topics. The findings of this study further indicated that these aforementioned work behaviours enhanced teacher work performance. These findings are in consonance with Hendrik (2016) whose reports indicated the existence of positive relationship between mentoring and better work behaviour on the part of newly employed teachers. This was because mentoring offered beginner teachers useful opportunities to learn on one-on-one basis and in practical manner, how to and when to apply certain pedagogical skills (such as set-induction, planned repetition and stimulus variations) to sustain the motivation and interest of learners during teaching. Kyriakides, Creemerm and Antonion (2009) discovered that the acquisition, mastery, utilization and combination of those skills with other advanced teaching skills through mentor-mentee relationship is an important way of enhancing teacher work behaviour for better job performance.

The study further found out that positive and significant relationship existed between mentoring and work behaviour of newly employed teachers in private secondary schools in Rivers State. This finding is in tandem with Grimable (2017) whose qualitative study on teacher assimilation programmes revealed that majority of teachers in education industry attributed their decision to remain in teaching profession to mentoring programme they underwent, adding that the additional knowledge they acquired helped them to improve their skills in the areas of lesson planning and delivery, classroom organization, safety management and school context relational etiquettes and communication ethics.

These findings are in congruence with the position of Ohia (2013), who observed that mentoring sessions create opportunities for curious new teachers to interrogate contending professional issues as they interact with their veteran counterparts (mentors) on issues bordering on their disciplines, career prospects and progression in a such a manner that gives

confidence, direction and improves subject-competencies of newly employed teachers. Conversely, the findings of this study as related to mentoring contradicted the position of Wrong (2004) who downplayed the import of mentoring, noting that it has no significant impact on teacher work behaviour - a position that was invalidated by Ingersoll and Smith (2004), having found out that mentoring newly employed teachers afforded them robust moral and physical support necessary for building their self-confidence to performed their duties effectively.

Given that mentoring has positive and significant relationship with work behaviours of new teachers, which is also directly connected to teacher productivity and academic performance of students, it is incumbent on schools to further strengthen the effectiveness of their mentoring programmes in order to maximize the benefits of mentoring in relation to new teachers. This is because the degree to which mentoring effect positive change on mentee's work behaviour and career development is considerably dependent on certain variables, among which is the capacity of the mentor, the quality of mentor-mentee's relationship, the genuineness and willingness of the mentor to assist the mentee, as well as the readiness and desire to learn on the part of the mentee.

In-service training and work behaviour of newly employed teachers in private secondary schools.

The findings of this study revealed that positive and moderate relationship existed between in-service training and work behaviour of newly employed teachers in private secondary schools in Rivers State. This is because in-service training afforded newly employed teachers the opportunity to reflect on learnt pedagogical skills in collegial learning environment and also created opportunities for new teachers to ask pertinent question and receive prompt feedbacks on critical issues related to theory and practice in education. This finding is in agreement with the findings of Maclean (2018) whose study revealed positive and strong connection between in-service training, productivity and job-satisfaction of teachers who participated in the his study.

Furthermore, the findings of this is in accord with the study conducted by Udofia and Ikpe (2012), whose findings indicated that effective administration of in-service training was positively and strongly correlated to better teacher work behaviour (in the areas of teaching strategies, scheme extraction abilities and record keeping techniques, with the result that teachers' productivity improved along with academic performance of students. This findings is consistent with Ekpenyong et al (2016), who reported that in-service training was found to be a useful tool for educating newly employed teachers on technical aspects of curriculum, curriculum changes, and how to deal with emerging issues in education, especially the challenge of responding effectively to education needs of contemporary students, who may likely be job seekers rather than job creators on graduation if the call for reform in secondary education is ignored.

In addition, this study also discovered that positive and significant relationship existed between in-service training and work behaviour of newly employed teachers in private secondary schools in Rivers State. This finding is partly inconsistent with Jacob and Lefgren (2004) whose study though acknowledged the positive relationship between in-service training and students' achievement, but failed to substantiate the significance of the relationship statistically, thus re-echoing the importance of proper planning and implementation of in-

service training in order to achieve the intended behavioural outcomes on the part of new teachers (as cited in Nghaamwa, 2017).

Similarly, Junejo, Sarwar and Ahmed (2014) corroborate the findings of this study, having reported that in-service training not only impacted positively on the teachers work behaviours, but also occasioned significant improvement on students' academic performance, adding that in-service training markedly helped teachers to improve their pedagogical competencies in areas of instructional methodologies, lesson planning and classroom management skills that resulted to increases in productivity of teachers that participated. Ekpenyong et al (2016) further observed that in-service training is an important teacher assimilation tool used to address a particular learning need or skill gap on the part of teachers, thereby keeping teachers abreast with developments in education sectors as well as helping them to acquire the strategies for dealing with contending matters as they arise in education.

Since in-service training is a function of better teacher work behaviour as revealed in this study, it is pertinent by implication for schools to maximize the benefits of in-service training by subjecting their teachers to regular trainings through workshops, seminar and symposia designed to enhance their capacities for better work performance. This view agrees with the observation of Harris and Sass (2011) who remarked that in-service training is an incremental function of teachers' productivity, having conducted a study on the impact of teacher training on student's achievement, and found out that in-service training significantly impacted on students' achievement and thus concluded that in-service training is an important tool in teacher capacity building.

Conclusion

This study has offered evidence that mentoring and in-service training are key assimilation processes that have positive relationship with work performance of newly employed teachers. Based on this, this study concludes that mentoring and in-service training significantly improved the work performance of newly employed teachers in private secondary teachers in Rivers State.

RECOMMENDATIONS

In line with the findings the following recommendations were made:

1. School managers should regularly engage newly employed teachers in teacher development programmes such as mentoring and in-service training to ensure continuous increases in teacher productivity.
2. Private schools should ensure that they plan and execute their respective assimilation processes in a manner that maximizes positive behavioural change on the part of newly employed teachers.
3. School managers should use experienced teachers to model what effective teaching is all about, during which the new teachers will observe, imitate and practice (i.e. micro-teaching).

REFERENCES

Asiyai, R. I. (2016). Relational Study of In-Service Training, Teaching Effectiveness And Academic Performance Of Students. *Journal of Teaching and Education*, 5(02) 205–216.

MENTORING AND IN-SERVICE TRAINING OF NEWLY EMPLOYED...

- Belanger, B. M. (2018). First-year teachers' perceptions of the mentoring component of the new teacher induction program. Unpublished Doctoral Dissertations: Walden University.
- Cook, J. (2009). Coming into my own as a teacher: Identity, disequilibrium, and the first year of teaching. *New Educator*, 5(4), 274-292.
- Ekpenyong, E.E., Okon, E. A. & Imo, M. O. (2016).The Influence of In-Service Training, Seminars and Workshops Attendance by Social Studies Teachers on Academic Performance of Students in Junior Secondary Schools In Cross River State, Nigeria. *Journal of Education and Practice*, 7(22)31-35.
- Grimble, K. L. (2017). New Teacher Mentees' Perceptions of Mentorship as an Assimilation Strategy. Unpublished Doctoral Dissertations: Walden University. Retrieved from [http://www.edweek.org/media/eperc_assimilation .pdf](http://www.edweek.org/media/eperc_assimilation.pdf)
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of public economics*, 95(7), 798-812.
- Hendrik, S.W. (2016). The impact of teacher mentoring on student achievement in disadvantaged schools. Unpublished Master's Degree Submitted to the Department School of Education Studies in the Faculty of Education at the University of the Free State. Retrieved from [http://www.edweek.org/media/eperc_impact of teacher mentoring _1221.pdf](http://www.edweek.org/media/eperc_impact_of_teacher_mentoring_1221.pdf)
- Igbozuruike, I. U. (2016). Alternative Strategies for Financing Public Secondary Schools in a Declining Economy in Imo State. *Nigeria Journal of Educational Administration and Planning*, 16(1) 119-130.
- Ikegusi, N. G. & Modebelu, M. N. (2016). Towards Training and Development Needs in Education. In Modebelu, M. N., Eya, O. L., Obunadike, J., *Educational Management: Nigeria Perspective*. Akwa: SOCOA Heritage Nigeria Ltd.
- Kukuru, J.D. (2018). Effectiveness Degree on Orientation for Beginning/Newly Transferred Teachers in Ondo State Nigeria. *International Journal of Technology and Inclusive Education*, 7(2), 1260- 1268
- Kyriakides,L., Creemerm, P. B. M. & Antonion, P. (2009).Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education* 25 (2009) 12–23
- Ingersoll, R.M. & Smith, T.M., (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28 – 40
- Ingram, D. (2009). Orientation vs mentoring. Demand Media. Retrieved from <http://smallbusiness.chrom.com.define-orientation-vsmentoring-10497.html>
- Jatinder, P. (2016). Factors That Influences Human Behavior At Workplace: *An Overview*. *Sopaan-li*, 1(1) 12-17.
- Junejo ,M. A., Sarwar, S. & Ahmed, R. R. (2014).Impact of In-Service Training on Performance of Teachers: A Case of STEVTA Karachi Region. *International Journal of Experiential Learning & Case Studies*, 2 (2) 50-60.
- Lunenburg, F, C. (2011). Orientation and induction of the beginning teachers. *National Forum of Educational Administration and Supervision Journal*, 28(4): 1-5
- Maclean, I. F. (2018). In-Service Training and Teacher Job Performance in Public Senior Secondary Schools in Rivers State. *International Journal of Scientific Research in Education*, 11(3B), 493-520. Retrieved from <http://www.ijsre.com>

- Mingo, A. L. W. (2012). Evaluating the Impact of the Beginning Teacher Induction Program on the Retention Rate of Beginning Teachers. Unpublished Doctoral Dissertations of Gardner-Webb University. Retrieved from ResearchOnline@ND at http://researchonline.nd.edu.au/edu_reef/334
- Nakpodia, E.D. (2008). *The role of Educational administration in the promotion of in-service teacher education for primary school teachers in Nigeria. Current issues in educational management in Nigeria*. Benin City: Ambik Press.
- Nghaamwa, T. N. T. (2017). An analysis of the influence of induction programmes on beginner teachers' professional development in the Erongo Region of Namibia. *Thesis presented in partial fulfilment of the requirements for the degree Masters in Public Administration in the faculty of Management Science at Stellenbosch University*. Retrieved from ResearchOnline@ND at http://researchonline.nd.edu.au/edu_thesis/29.
- Ohia, A. N. (2013). Mentoring/Orientation of the Beginning Teacher. In Asodike, J. D., Ebong, J.M., Oluwuo, S. O. & Abraham, N. M. (Eds). *Contemporary Administrative and Teaching Issues in Nigeria Schools*. Owerri: Alphabet Nigeria Publishers.
- Okobia, T.A. (2015). Approaches to supervision of instruction, education and development. *Journal of the Nigerian Educational Research Council*, 2(1), 292-299.
- Redmond. B. F. (2010). *Need theories: What do I want when I work? Work attitude and motivation*. Pennsylvania: The Pennsylvania State University World Campus
- Timperly, H. S. (2011) *Realizing the power of Professional Learning*, England: Open University Press.
- Uche, C. M. (2008). Development a functional teacher mentoring culture. *African Journal of Educational Research and Development*, 2(1) 101-114.
- Udofia, U. I and Ikpe, U. N. (2012). Administration of in-service training and teachers attitude to work in private secondary schools in Cross River state of Nigeria, *International Journal of Academic Research in Business and Social Sciences*, 2(10), 305-311. Retrieved from <http://www.hrmar.com/journals>
- Ukaigwe, P. C. & Igbozuruike, I. U. (2019). Planning: A Tool for Administration of Teachers' Competence Development Programmes for Improved Service Delivery in Secondary Schools inRivers State, Nigeria. *Advances in Social Sciences Research Journal*, 6(1) 91-100.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Wrong, H.K. (2004). Induction Programs That Keep New Teachers Teaching and Improving. *NASSP Bulletin*, 88(638): 41-58.