

TEACHERS' TRAINING NEEDS FOR SUSTAINABLE FUNCTIONAL SECONDARY EDUCATION IN IMO STATE, NIGERIA

Dr. Patricia C. Ukaigwe & Adieme, Franca G. (Ph. D.),
E-mails: ukaigwep17@gmail.com & franca.adieme@uniport.edu.ng
Department of Educational Management
Faculty of Education, University of Port Harcourt
Rivers State, NIGERIA

ABSTRACT

This study examined “Teachers’ Training Needs for Sustainable Functional Secondary Education in Imo State, Nigeria. Two research questions and one null hypothesis guided the study. The study adopted analytical survey research design. The population comprised all the 317 principals in the 317 public senior secondary schools in Imo State. A sample of 216 principals (155 male and 61 females), which represents 68% was drawn using proportionate stratified sampling technique from the three Senatorial Districts. The instrument that was used for data collection was a self-designed 14-item questionnaire entitled: “Teachers’ Training Needs Questionnaire (TTNQ).” The questionnaire was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach’s Alpha statistics to establish the internal consistency of the questionnaire items, and the coefficient of 0.86 and 0.67 were obtained for the two clusters respectively. The research questions were answered using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed, among others, that principals agreed that teachers need to be trained for a sustainable functional education in Imo State. These training needs include: training teachers on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners’ needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to meet the challenges of the 21st century teaching. Based on the findings, the researchers recommended among others, that the principals, as change agents should strive to meet teachers’ training needs in order to achieve the sustainable functional education society expects from the school system.

Keywords: Teachers’ training needs, sustainable and functional education.

INTRODUCTION

Schools are established with a view to solving societal needs and aspirations. The broad goals of secondary education in Nigeria are to prepare students for useful living in society and higher education (Federal Republic of Nigeria, 2014). To achieve these, a diversified curriculum with subjects designed to broaden students’ knowledge, skills, attitudes and societal values has been planned for implementation in the schools. It is worthy to note that teachers are the catalysts for the achievement of the educational goals. Thus, it is incontrovertible that no education system can rise above the level of its teachers. Teachers are expected to think critically, creatively and innovatively towards rendering the type of education that caters for learners’ needs in this knowledge-driven society. Considering the pivotal roles teachers play in the educational system, Asiyai (2013); Obanya (2014) posit that good quality teachers will engender quality process in the education industry. Regrettably,

Aremu (2014) observes that the challenge of declining quality of education has attracted research attention and comments from many scholars and educational stakeholders in Nigeria. The decline in quality has compelled the elites in the society to send their children abroad in order to attend qualitative schooling.

Education has been described as an instrument for national development. It is often said that when a nation faces a challenge, it runs to its educational sector for a solution. In this 21st century, Nigeria is confronted with the demands of globalisation, which is characterised by innovations and competitiveness. Hence, the knowledge-driven society places higher demands and expectations on education. This is why Ajayi and Ekundayo (2009); Obanya (2014) assert that there is need to train teachers to improve their knowledge and professional effectiveness in order to replace the traditional pedagogical practices that still underpin the educational system in Nigerian secondary schools. Corroborating this fact, Okorie (2002) notes that in the past decades, the Nigerian society focused on access to education, but nowadays, the focus has shifted to outcomes of their products. In the same perspective, Nwideduh and Adieme (2016) observe that the first goal of secondary education, which is preparing students for useful living within the society, has been relegated to the background while that of higher education has become the central focus. Thus, the teachers are quite busy producing teeming young school leavers, who scramble for admissions into the tertiary institutions with little or no entrepreneurial skills. Ipaye (1999) asserts that these youths constitute a burden for education and its sustenance in Nigeria. Indeed, this is the brain behind the agitations for functional education by the knowledge society.

Functional education is viewed as that education that is relevant and adaptable to the needs of learners and society. Abraham (2011) defines functional education as the education that is geared towards the development of an individual with the appropriate skills that will enhance his or her productivity in the society. Obanya (2014) views functional education as that which is focused on the learner's needs so as to enable him or her to become a full functioning member of society. As a matter of fact, this is in consonance with the Nigeria's philosophy of education which states "there is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive..." (FRN, 2014, p.8). Ndiomi (in Asiyai, 2013), also defines functional education as education that is worthwhile and which empowers the learners with relevant skills, knowledge, ideas, values and attitudes needed for them to make informed decisions and live a self-sustaining life. In the same vein, Asiyai points out that functional education is synonymous with quality education, which produces a complete or a whole person. To the scholar, functional education is expected to address critical issues like: poverty, illiteracy, diseases, unemployment, insecurity, youth restiveness, economic recession, among others, that the Nigerian society faces at the moment. Thus, functional education equips students with relevant skills that will enable them to become responsive to their environment and useful members of society.

Education plays an enormous role in driving sustainable national development (Emeni, Ukaigwe & Nwafor, 2016), and for this reason, the United Nations (2000), declared this 21st century, as the era of Education for Sustainable Development (ESD). Sustainable development has been defined as the development pattern which encourages and addresses the plethora of problems of the present, while making adequate plans without compromising the place of the future generation's needs (Agi, 2009; Effanga & Nwaoku, 2009). Thus, the roles teachers play in national development cannot be overemphasised. Teachers are the ones who hold the key to unlocking sustainable national development; if they are not well-

equipped for the teaching job, attainment of a sustainable national development will be a mirage (Adieme, Iremeka & Iloabuchi, 2015). In the same dimension, Obanya (2014) maintains that teachers are key factors in the education process and every meaningful reform of education should always pay due attention to the teacher factor. Teachers determine the quality of education because they transmit educational policies into practice and action (Asiyai, 2013). Hence, teachers' training needs become paramount for the realisation of functional education in Nigeria, especially in Imo State secondary education system. In support of the above assertion, Ukaigwe and Onwumere (2018) found in their study that involvement of teachers in capacity building programmes is one of the ways of equipping them with the skills of developing their duties to enhance students' productivity.

Teachers' training needs imply improving teachers' competencies, pedagogical skills and knowledge through constant training to enable them to meet the challenges of the 21st century classroom environment. In fact, no nation is known to have achieved socioeconomic development without having a qualitative human capital. Ekere (2015) views teachers' training needs as building their capacity and defines it as the process of empowering teachers in the school system to realise their potentials so as to effectively utilise their capacity towards the realisation of the educational goals. Okorie and Uche (2004) maintain that teachers' intellectual capacity should be enhanced from time to time through conferences, seminars, workshops, among others, in order to ensure organisational effectiveness. Nakpodia (2008); Udofia and Ikpe (2012) also note that teachers' in-service training is also an important tool for enhancing teachers' knowledge, skills, attitudes, and competencies in attaining functional secondary education. Okeke (2004) posits that an effective teacher can only be developed by quality professional preparation resulting from quality career or professional development. Jepketer, Kombo and Kyalo (2015) conducted a study and discovered that continuous training of teachers enables them to acquire teaching skills and knowledge, share teaching experiences, collaborate with colleagues, gain access to career opportunities for professional development and enhances teachers' teaching competency. This is in line with the Federal Republic of Nigeria's initiative of exposing teachers to innovations in their profession (FRN, 2014). Thus, it is a verifiable fact that the quality and extent of learners' academic achievement depend on teachers' effective teaching skills, knowledge and attitudes acquired through continuous training.

As agents of change, principals can promote functional education and improve students' performance in secondary schools through meeting teachers' training needs. The Federal Republic of Nigeria also recognises the need for the training of teachers when she declares that education will continue to be given a major emphasis in all educational planning because no education system can rise above the quality of its teachers (FRN, 2014). Peretomode (2008) opines that in this era of knowledge explosion, and emergent knowledge-based economy, staff development should be the priority of any nation that longs for development. Equipping teachers with necessary teaching competencies will contribute to effective implementation of education reforms (Obanya, 2014). The scholar further stresses that the changing classroom practices with technologically changing learning environment require teachers to keep abreast of the global standard of teaching and develop students who can be responsive to societal changes. Ejiogu (in Adieme, et al. 2015) succinctly points out that yesterday's good teachers cannot be automatically today's good teachers if they do not upgrade themselves and keep abreast of the trendy concepts and pedagogies in teaching-learning process. Thus, gone are the days when teachers just prepare students for higher education; they need to empower them with relevant skills that can transform them into functional members of the society.

It was discovered in a study that was conducted by Darling-Hammond (2012) that the realization of functional education requires teachers to have strong content knowledge; pedagogical knowledge and skills of how to teach others; understand learners and their development through tutor-parenting approach; have general abilities for organizing, observing, explaining ideas, thinking diagnostically, and to have adaptive expertise for making judgment in light of students' needs in a given context. Corroborating this fact, Obanya (2014) opines that there must be a paradigm shift from the old ways teachers have been teaching to the new demands of the knowledge economy by encouraging them to acquire research skills in this fast changing world. Similarly, Babayemi (2006) observes that the demands placed on teachers have changed, but their professional techniques have not changed to meet those demands and the shortcomings are beginning to tell on the secondary school education system. Adeogun (2006) warns that a teacher who is not trained and exposed to continuous training and re-training in the modern methods and new discoveries in his or her area of specialisation, will soon become irrelevant or redundant to the school system. Hence, encouraging teachers to adapt their teaching to meet societal needs and aspirations will go a long way to making them become more effective and efficient in their task performance; thereby, realising functional secondary education.

Furthermore, a cursory look in our school system shows that teachers are still lagging behind in the trend of changes and innovations in this digital era. Okebukola (in Ajayi and Ekundayo, 2009), observes with dismay that in this 21st century, where less developed countries are striving to meet global standard of teaching, chalkboards and textbooks continue to dominate classroom activities in most secondary schools in Nigeria. The scholar substantiates this by pointing out that computer is not part of classroom technology in over 90% of public schools in Nigeria. Obanya (2014) emphasises that the lack of adequate training of majority of the teachers to meet the prevailing standard in global education trend has made the average teacher an incapable domineering entity, both intellectually and attitudinally in training the students effectively. Thus, the reasons that can be adduced to the perceived declining quality in secondary education are numerous. Onah (in Ofoegbu, 2004) maintains that one of the prominent ones is the lamentable inadequacy in the quality of the teachers expected to tutor the learners in technologically changing learning environments in this computer age. Ofoegbu also argues that the declining standards in education can be attributed to the use of teachers who are unqualified for instructional purpose. According to Prensky (2001), today's students think and process information differently from their predecessors. They are "digital natives," born into the digital age, while teachers are "digital immigrants," who are adapting their skills and thinking processes to a new world. Thus, it is in view of all these that the researchers argue that any organisation or nation who refuses to develop its human resource will experience entropy.

However, effective teachers are reflections of efficient principals that keep abreast of the trendy world. Kochhar (2000) maintains that the success or failure of a school depends on the ability, supervisory skill, knowledge, personality, human relation skill, and professional development of the school administrator. Okorie (2002) describes a principal as a catalyst who stirs the teaching staff into becoming responsive to the needs and aspirations of the society and gearing them towards realising them. To do this effectively, principals need to be able to adapt teaching programmes to societal needs, create good school climate, promote teamwork among teachers, and engage in teacher monitoring, appraisal, professional development, and building networks of schools to adapt or adopt the latest trend in education to their schools (Elmore, 2000; Hargreaves & Fink, 2003). Obanya (2014) emphasises that to ensure qualitative or functional secondary education, the teaching force must be qualitatively

adequate, well-educated, professionally prepared to teach and handle off-task behaviour in the classroom, pedagogically skilled, well-motivated, computer literate, and partner with parents. In a similar vein, Iloabuchi and Adieme (2015) posit that principals should expose teachers to computer-assisted instructions in the classroom and also encourage them to browse the Internet to gather more information on any topic they will teach the students. To effectively do this, Nosiri (1997) maintains that principals must be knowledgeable, versatile and research-oriented. This way, they will be able to guide the teachers in applying computer-assisted instructions to the teaching-learning process. Hence, principals should perform their instructional leadership and supervisory roles effectively so as to guide teachers in adapting their teaching to the learners' needs and that of the society. It is against this backdrop that teachers' training needs for sustainable functional secondary education is investigated in Imo State.

Statement of the Problem

It has been widely acknowledged that when a country faces a problem, it runs to its educational sector. In the past decades, the Nigerian society focused on access to education, but nowadays, the focus has shifted to outcomes of their products. Hence, empowering students with relevant skills that will enable them to be responsive to their environments and self-reliant have become contentious in this knowledge-based society. Every education system depends heavily on the quality and productivity of teachers for meeting the ever-increasing challenges of the world. Conversely, it appears that the quality of teachers that are recruited into the education industry are not measuring up to the standard of the education the society expects. It is no longer news that the first goal of secondary education, which is preparing students for useful living within the society, has been relegated to the background while that of higher education has become the central focus. Thus, the teachers seem to be quite busy producing teeming young school leavers, who scramble for admissions into the tertiary institutions with little or no entrepreneurial skills. Some of these teeming youths who are unfortunate to get admission into the higher institutions, constitute nuisance in the society. This is why the society that established these secondary schools yearns for the type of education that is functional and sustainable.

Another controversy among educational stakeholders in Nigeria, and particularly in Imo State is centred on the traditional pedagogical approaches teachers are still using to deliver instruction to students (digital natives) in this digitalised world. How can these students compete favourably with their counterparts, who are already learning with computer-assisted instructions? The researchers are bothered about this. Could it be that the principals are not training and re-training teachers to adapt their teaching to match with the globalisation standard of teaching in this 21st century? Hence, these unanswered questions underscored the problem of this study.

Aim and Objectives of the Study

The aim of this study was to investigate teachers' training needs for sustainable functional secondary education in Imo State. Specifically, the study sought to:

1. identify the trainings teachers need for sustainable functional secondary education in Imo State;
2. determine how principals can meet teachers' training needs for sustainable functional secondary education in Imo State.

Research Questions

The following questions were posed to guide the study:

1. What are the trainings teachers need for sustainable functional secondary education in Imo State?
2. In what ways can principals meet teachers' training needs for sustainable functional secondary education in Imo State?

Hypothesis

The following null hypothesis was formulated at 0.05 alpha level:

Ho₁: There is no significant difference between the mean ratings of male and female principals on ways teachers' training needs can be met for sustainable functional secondary education in Imo State.

Methodology

This study adopted analytical survey research design. The population comprised all the 317 principals in the 317 Imo State public senior secondary schools. A sample of 216 principals (155 male and 61 females), which represents 68% was drawn using proportionate stratified sampling technique from the three Senatorial Districts. The instrument that was used for data collection was a self-designed 14-item questionnaire entitled: "Teachers' Training Needs Questionnaire (TTNQ)." The questionnaire was structured after the four-point modified Likert rating scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1, and it was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach's Alpha method to establish the internal consistency of the questionnaire items, and the coefficient of 0.86 and 0.67 were obtained for the two clusters respectively. The research questions were answered using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance.

Results

Research Question One: What are the trainings teachers need for sustainable functional secondary education in Imo State?

Table 1: Mean Scores and Standard Deviations of the Opinions of Male and Female Principals on Teachers' Training Needs for Sustainable Functional Secondary Education in Imo State

S/ N	Teachers' Training Needs Include:	Male Principals		Female Principals		\bar{X} \bar{X}	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Teachers should be trained on how to use computer-assisted instructions to teach in the classroom in this digitalized era.	3.04	0.56	3.01	0.90	3.03	Agreed
2.	They need to be trained to adapt their teaching to learners' needs by equipping them with appropriate skills required for self-reliance.	3.10	0.55	3.09	0.89	3.10	Agreed
3.	They should be trained on how to improve their pedagogical skills in order to meet the challenges of the 21 st century teaching.	2.89	0.57	2.93	0.91	2.91	Agreed
4.	They should be trained on how to adapt best classroom practices to suit the global standard of managing off-task behaviour among students.	2.85	0.58	2.81	0.93	2.83	Agreed

5.	They need to acquire tutor-parenting skill so as to enable them to coach students for better academic performance.	2.90	0.57	2.93	0.91	2.92	Agreed
6.	Teachers need to be trained on how to acquire research skills that will enable them to gather more useful information before teaching any topic in the class.	3.07	0.56	3.02	0.90	3.05	Agreed
Aggre. Mean/Standard Deviate		2.98	0.57	2.97	0.91	2.98	

Table 1 shows that both male and female principals agreed on all the items with mean scores greater than the criterion mean of 2.50. The aggregate mean scores of 2.98 and 2.97 respectively indicated that teachers actually need to be trained for a sustainable functional education in Imo State. These include: training teachers on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners' needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to meet the challenges of the 21st century teaching; training them on how to adapt best classroom practices to suit the global standard of managing off-task behaviour among students; training them on how to acquire tutor-parenting skill so as to enable them to coach students for better academic performance and training them on how to acquire research skills that will enable them to gather more useful information before teaching any topic in the class.

Research Question Two: In what ways can principals meet teachers' training needs for sustainable functional secondary education in Imo State?

Table 2: Mean Scores and Standard Deviations of the Opinions of Male and Female Principals on Ways Principals can Meet Teachers' Training Needs for Sustainable Functional Secondary Education in Imo State

S/N	Ways Principals can Meet Teachers' Training Needs Include:	Male Principals		Female Principals		\bar{X} \bar{X}	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
7.	Building network of schools in order to keep teachers abreast of the trends in education in this digitalized era.	3.01	0.56	3.05	0.90	3.03	Agreed
8.	Conducting seminars on the need for teachers to become computer-literate.	3.13	0.55	3.10	0.89	3.12	Agreed
9.	Training teachers on-the-job in order to develop them professionally.	2.93	0.57	2.96	0.91	2.95	Agreed
10.	Organising workshops to retrain teachers on relevant skills that will upgrade them in their profession.	2.87	0.57	2.90	0.92	2.89	Agreed
11.	Promoting inter-personal relationship with the community will enable teachers to partner with parents in improving students' academic performance.	2.47	0.61	2.32	0.99	2.40	Disagreed
12.	Encouraging team teaching in the school will enable less-experienced teachers learn from the experienced ones.	2.74	0.59	2.76	0.93	2.75	Agreed
13.	Creating a good school climate will enable teachers to collaborate with principals.	2.98	0.57	2.97	0.91	2.98	Agreed

14.	Encouraging teachers to source for more information in the Internet before writing their notes of lessons.	3.02	0.56	2.93	0.91	2.98	Agreed
Aggre. Mean/Standard Deviation		2.89	0.57	2.87	0.92	2.88	

Table 2 reveals that both male and female principals agreed on items: 7, 8, 9, 10, 12, 13 and 14 in the Table with mean scores greater than the criterion mean of 2.50. However, they disagreed on item 11 which is less than the criterion mean of 2.50. The aggregate mean scores of 2.89 and 2.87 respectively, indicated that they agreed to the items in the Table as ways principals can meet the training needs of teachers for sustainable functional secondary education in Imo State. These include: building network of schools in order to keep them abreast of the trends in education in this digitalized era; conducting seminars on the need for teachers to become computer-literate; training teachers on-the-job in order to develop them professionally; organising workshops to retrain teachers on relevant skills that will upgrade them in their profession; encouraging team teaching in the school to develop the less-experienced teachers; creating a good school climate for teachers to collaborate with principals and encouraging teachers to source for more information in the Internet before writing their notes of lessons.

Test of Hypothesis

Ho₁ There is no significant difference between the mean ratings of male and female principals on ways teachers' training needs can be met for sustainable functional secondary education in Imo State.

Table 3: z-test of Difference between the Opinions of Male and Female Principals on Ways Teachers' Training Needs can be Met for Sustainable Functional Secondary Education in Imo State

Status	N	\bar{X}	SD	Df	z-cal	Critical Value	Remarks	Decision
Male Principals	155	2.89	0.57					
				214	0.16	±1.96	Not significant	Failed to Reject
Female Principals	61	2.87	0.92					

P < 0.05

Table 3 reveals that z-calculated value of 0.16 is less than the critical value of ±1.96; therefore, the null hypothesis failed to reject it at 0.05 alpha level. Thus, there is no significant difference between the mean ratings of the opinions of male and female principals on ways teachers' training needs can be met for sustainable functional secondary education in Imo State.

DISCUSSION OF FINDINGS

The findings of this study revealed that teachers need to be trained for a sustainable functional education in Imo State. The trainings teachers need include: training them on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners' needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to

meet the challenges of the 21st century teaching; training them on how to adapt best classroom practices to suit the global standard of managing off-task behaviour among students; training them on how to acquire tutor-parenting skill so as to enable them to coach students for better academic performance and training them on how to acquire research skills that will enable them to gather more useful information before teaching any topic in the class. These findings are in consonance with Ajayi and Ekundayo (2009); Babayemi (2006), who assert that there is need to train teachers to improve their knowledge and professional effectiveness in order to replace the traditional pedagogical practices that still underpin the educational system in Nigerian secondary schools. The findings also agree with Peretomode (2008), who maintains that in this era of knowledge explosion, and emergent knowledge-based economy, staff development should be the priority of any nation that longs for development. Obanya (2014) corroborated that the changing classroom practices with technologically changing learning environment require teachers to keep abreast of the global standard of teaching and develop students who can be responsive to societal changes. The findings are also in line with the study that was conducted by Darling-Hammond (2012), who discovered that functional education requires teachers to have strong content knowledge and to understand learners and their development through tutor-parenting approach. Hence, equipping teachers with necessary teaching competencies will go a long way to improving their knowledge and professional effectiveness.

The findings of this study also showed that ways principals can meet the training needs of teachers for sustainable functional secondary education in Imo State include: building network of schools in order to keep them abreast of the trends in education in this digitalized era; conducting seminars on the need for teachers to become computer-literate; training teachers on-the-job in order to develop them professionally; organising workshops to retrain teachers on relevant skills that will upgrade them in their profession; encouraging team teaching in the school to develop the less-experienced teachers; creating a good school climate for teachers to collaborate with principals and encouraging teachers to source for more information in the Internet before writing their notes of lessons. These findings are in line with Kochhar (2000); Okorie (2002), who emphasises that the success or failure of a school depends on the ability, supervisory skill, knowledge, personality, human relation skill, and professional development of the principal, who acts as a catalyst that stirs up the teaching staff into becoming responsive to the needs and aspirations of the society. The findings agree with Elmore, (2000); Hargreaves and Fink, (2003), who maintain that principals need to be able to adapt teaching programmes to societal needs, create good school climate, promote teamwork among teachers, and engage in teacher monitoring, appraisal, professional development, and building networks of schools to adapt or adopt the latest trend in education to their schools. The findings are also in consonance with Okorie and Uche (2004), who maintain that teachers' intellectual capacity should be enhanced from time to time through conferences, seminars, workshops, among others, in order to ensure organisational effectiveness.

Furthermore, the findings agree with Jepketer, Kombo and Kyalo (2015), who conducted a study and discovered that continuous training of teachers enables them to acquire teaching skills and knowledge, share teaching experiences, collaborate with colleagues, gain access to career opportunities for professional development and enhances teachers' teaching competency. Finally, the test of the null hypothesis reveals that there is no significant difference between the mean ratings of the opinions of male and female principals on ways teachers' training needs can be met for sustainable functional secondary education in Imo State. Hence, both male and female principals agreed to the fact that teachers should be

continuously assisted in improving their knowledge and professional effectiveness so as to adapt their teaching to meet learners' needs in this technologically-advanced world.

CONCLUSION

From the findings of this study, it can be inferred that both male and female principals agreed that teachers need some trainings in order to achieve sustainable functional secondary education in Imo State, Nigeria. Hence, without quality, competent and effective teachers, who are fully prepared to meet their responsibilities in our schools, we cannot boast of good education, and without good education, we cannot meet the challenges of this fast changing world. As increase in unemployment rate continues to be the subject of discussion in the Nigerian society, there is every need to continually train, re-train and develop teachers towards imparting relevant skills to students that will equip them with creativity, innovation, insight, among others, to explore the opportunities of being self-reliant. Meeting teachers' training needs is one of the major ways the educational sector can achieve its goals and objectives. Finally, it is worthwhile to conclude this study with the words of Professor Babs Fafunwa: "You cannot use yesterday's methods to do business today and expect to remain in business tomorrow."

RECOMMENDATIONS

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

1. Teachers should be encouraged to upgrade themselves on how to adapt their teaching to learners' needs in this digital era.
2. The principals, as change agents should strive to meet teachers' training needs in order to achieve the sustainable functional education society expects from the school system.

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