

## MENTORSHIP AND PROFESSIONAL DEVELOPMENT STRATEGIES FOR MANAGING NON-PROFESSIONAL TEACHERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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**ABSTRACT:** This study examined mentorship and professional development strategies as mechanisms for managing non-professional teachers to achieve effective service delivery in public senior secondary schools in Rivers State, Nigeria. The research adopted a descriptive survey design to collect data from all 350 principals of public senior secondary schools, employing a census sampling technique due to the manageable population size. Data were gathered using a self-constructed 40-item questionnaire titled ‘Mentorship and Professional Development Strategies for Managing Non-Professional Teachers Questionnaire (MPDSMNTQ)’, which was validated by experts in Educational Management and tested for reliability using the test–retest method, yielding a coefficient of .823. The study analyzed the extent to which organizing mentorship programs and coordinating professional development training are utilized to manage non-professional teachers. Findings revealed that mentorship programs were implemented to a high extent, enhancing instructional competence, professional confidence, and teacher commitment. Similarly, the coordination of professional development training was observed to be moderately to highly effective, contributing to skill acquisition and improved teaching performance. The study also identified challenges related to funding, irregular training schedules, and inconsistencies in mentorship implementation across schools. The study concluded that structured mentorship and coordinated professional development are critical for managing non-professional teachers and improving service delivery. It recommended that educational administrators and policymakers strengthen mentorship structures, institutionalize continuous training programs, and ensure adequate resource allocation to enhance teacher effectiveness and student learning outcomes in Rivers State.

**Keywords:** Mentorship, Professional Development, Non-Professional Teachers, Service Delivery, Senior Secondary Schools, Rivers State.

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## INTRODUCTION

Effective teacher management is a cornerstone of educational quality, particularly in contexts where a sizeable proportion of classroom staff are non-professional (unqualified or under-qualified) teachers. In Rivers State, as in other parts of Nigeria, the presence of non-professional teachers in public senior secondary schools has raised concerns about instructional quality, student achievement, and the capacity of school systems to deliver on national curriculum standards (Federal Ministry of Education [FME], 2019; Hart, 2025). Organising structured mentorship schemes and coordinating targeted professional development (PD) represent two complementary strategies widely recommended to strengthen teacher practice, improve

retention, and raise student outcomes where formal qualifications are uneven (Leton, 2024).

Mentorship provides sustained, school-based, and relationship-driven support that helps novice or non-professional teachers develop classroom management skills, lesson planning competence, and a professional identity. Empirical studies show that mentorship that is intentionally designed with trained mentors, regular observation and feedback, and opportunities for reflective practice contributes to improved instructional quality and higher teacher retention rates (Arnsby, 2023; Leton, 2024). These gains are particularly important where initial teacher education is weak or absent, as mentorship can function as an on-the-job pathway to professionalization (Amemasor, 2025). According to Leton (2024), structured mentoring programs in Rivers State public schools have shown potential to enhance lesson delivery and student engagement, though such initiatives remain inconsistently implemented.

Professional development complements mentorship by delivering structured knowledge and skill updates that are often beyond the scope of individual mentors, such as curriculum innovations, assessment literacy, subject-specific pedagogy, and integration of information and communication technology (ICT) in instruction. Recent research highlights that effective PD programs are characterized by sustained duration, active learning, and alignment with school improvement goals (Amemasor, 2025). Similarly, Arnsby (2023) noted that PD linked to ongoing mentoring yields more substantial effects on teaching quality than isolated training workshops. In the context of Rivers State, where resource constraints and uneven teacher qualifications persist, coordinated PD initiatives aligned with mentorship can create a coherent professional learning ecosystem (Hart, 2025).

Despite the conceptual alignment between mentorship and PD, practical challenges limit their impact in many Nigerian states. Studies in Rivers State and other regions report barriers such as inadequate funding, insufficiently trained mentors, and poor coordination between education agencies and schools (Leton, 2024; Hart, 2025). Furthermore, professional development activities are often episodic and lack follow-up, while mentorship responsibilities are frequently informal and unsupported (Amemasor, 2025). These challenges hinder the potential of mentorship and PD to transform non-professional teachers into competent and confident classroom practitioners. Consequently, there is a pressing need to assess how effectively these strategies are being utilized to manage non-professional teachers in Rivers State public senior secondary schools.

This study, therefore, investigates two interrelated objectives: (1) to establish the extent to which organizing mentorship programs is used to manage non-professional teachers for effective service delivery, and (2) to determine the extent to which coordinating professional development training is employed for the same purpose. The study's outcomes will provide empirical evidence on the degree of implementation of these strategies and identify practical gaps in their coordination. Consequently, the findings are expected to inform school leaders, policymakers, and educational administrators on how to strengthen teacher support systems and promote quality education delivery in Rivers State.

## **Statement of the Problem**

Quality education in public senior secondary schools largely depends on the competence and professionalism of teachers. However, in Rivers State, many public schools employ non-professional teachers who lack formal teacher education and essential pedagogical skills, thereby affecting instructional quality and student performance. The growing number of non-professional

teachers has raised concerns about classroom management, curriculum implementation, and effective learning outcomes. To address these gaps, mentorship and professional development programs have been introduced as vital strategies for improving teacher competence and service delivery.

Despite these efforts, evidence suggests that mentorship programs are poorly structured, irregular, and inadequately monitored. Similarly, professional development initiatives are often fragmented, short-term, and lack systematic follow-up. Non-professional teachers rarely receive continuous guidance or relevant in-service training that aligns with their specific instructional challenges. The absence of a coordinated framework for integrating mentorship and professional development further weakens teacher effectiveness and overall school performance.

Consequently, the persistent low instructional quality and poor student outcomes indicate a need to evaluate how effectively mentorship and professional development strategies are being used to manage non-professional teachers in public senior secondary schools in Rivers State. This study therefore seeks to ascertain the extent of their implementation and effectiveness in promoting quality service delivery.

### **Aim and objectives of the study**

The aim of this study was to examine the mentorship and professional development strategies for managing non-professional teachers in public senior secondary schools in Rivers State. Specifically the objectives are to:

- Establish the extent organizing mentorship program is used to manage non-professional teacher for effective service delivery in public senior secondary schools in Rivers state.
- Determine the extent coordinating professional development training is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

- To what extent is organizing mentorship program used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers state?
- To what extent is coordinating professional development training used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were formulated to guide the study at 0.05 level of significance:

- There is no significant difference in the mean ratings of male and female principals on the extent organizing mentorship program is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

- There is no significant difference in the mean ratings of male and female principals on the extent coordinating professional development training is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

## **THEORETICAL FRAMEWORK**

### **Albert Bandura's Social Learning Theory (1977)**

Albert Bandura's Social Learning Theory (SLT) developed in 1977 offers a comprehensive explanation of how individuals acquire new behaviors, attitudes, and skills through observation, imitation, and social interaction. The theory emphasizes that learning occurs not only through direct experience but also vicariously, by observing others' actions and the consequences that follow (Bandura, 1977). Bandura argued that cognitive processes play a crucial role in human learning, and that people learn more effectively when they see behaviors modeled by competent and credible individuals within their social environment.

At the core of the theory are four key processes: attention, retention, reproduction, and motivation. Attention refers to the learner's ability to focus on the model's behavior, retention involves remembering what was observed, reproduction entails replicating the observed behavior, and motivation provides the drive to perform the behavior, especially when reinforcement or recognition is anticipated (Bandura, 1986). This framework is particularly relevant in educational contexts where teachers learn from one another through observation, demonstration, and feedback.

In the management of non-professional teachers, SLT provides a useful lens for understanding how mentorship and professional development programs can facilitate learning and skill acquisition. Non-professional teachers often enter the classroom with limited pedagogical knowledge and practical teaching experience. Through mentorship, they are paired with experienced teachers who serve as models of effective instructional practice, classroom management, and professional ethics (Arnsby, 2023; Leton, 2024). As mentees observe and interact with mentors, they internalize demonstrated behaviors and gradually build competence in lesson delivery and student engagement.

Furthermore, professional development aligns with Bandura's theory by creating structured opportunities for social learning. Workshops, collaborative training, and peer observations provide environments where teachers share knowledge, reflect on practices, and adopt new instructional strategies (Amemasor, 2025; Hart, 2025). These activities stimulate observational learning, allowing non-professional teachers to acquire professional standards and adapt best practices modeled by others. Importantly, reinforcement such as positive feedback, recognition, or improved student outcomes enhances motivation to sustain and replicate learned behaviors (Bandura, 1997).

Bandura also introduced the concept of reciprocal determinism, which asserts that human behavior results from the dynamic interaction between personal factors, behavior, and the environment. In the school setting, this means that the professional growth of non-professional teachers depends on the interaction between their personal motivation and self-efficacy, their observable teaching behaviors, and the institutional support structures such as mentorship and professional development programs (Leton, 2024). When schools provide a supportive environment, including mentoring and continuous training, non-professional teachers are more

likely to develop self-efficacy (the belief in their ability to teach effectively) (Bandura, 1997). Figure 1 provides the theoretical basis of the Social Learning Theory (SLT).

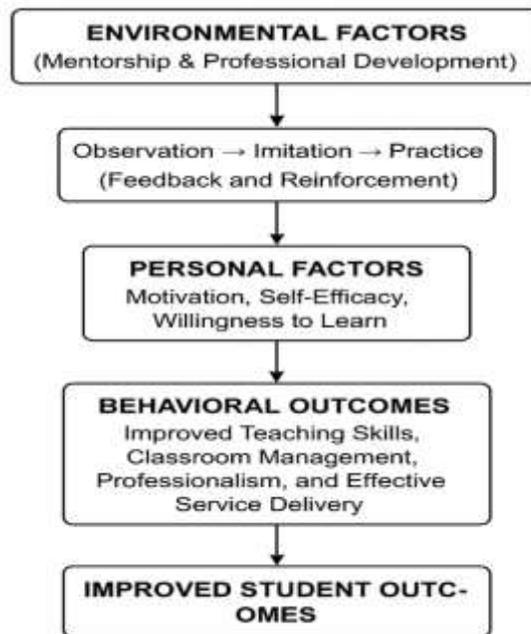


Figure 1: The theoretical basis of the Social Learning Theory (SLT)

The application of Social Learning Theory underscores the importance of modeling and guided practice as essential components of teacher management. Mentorship programmes serve as real-life demonstrations of effective teaching, while professional development creates communities of practice where learning is socially constructed through interaction. As non-professional teachers participate in these activities, they progressively align their practices with established professional standards, leading to improved service delivery and student outcomes (Hart, 2025).

Thus, Social Learning Theory provides a strong theoretical basis for this study because it explains how non-professional teachers learn through observation, collaboration, and feedback within a structured environment. It highlights that sustainable professional growth is not solely the result of individual effort but a product of social processes and institutional support. When mentorship and professional development are systematically implemented, they create a social learning environment that fosters continuous teacher improvement, enhances self-efficacy, and ultimately contributes to quality education delivery in public senior secondary schools in Rivers State.

## CONCEPTUAL REVIEW

### Mentorship in Schools

Mentorship in schools plays a pivotal role in enhancing teachers' professional growth, student achievement, and the overall effectiveness of educational institutions. It involves a structured

relationship in which experienced educators (mentors) provide guidance, support, and feedback to less experienced or new teachers (mentees) to improve their instructional practices and professional competence (Ingersoll & Strong, 2018). Effective mentorship programs create a collaborative learning environment where teachers share experiences, reflect on teaching practices, and develop new strategies to address classroom challenges (Hudson, 2016).

Mentorship contributes significantly to teacher retention, motivation, and career satisfaction. Novice teachers often face challenges such as classroom management, lesson planning, and adapting to school culture; hence, mentoring relationships help them gain confidence and competence (Kutsyuruba & Walker, 2017). Moreover, mentorship fosters a culture of continuous learning, professional dialogue, and innovation, which strengthens the overall quality of teaching and learning (Ambrosetti, 2017). Through mentorship, schools can promote leadership development, as mentors often serve as role models demonstrating effective teaching, ethical standards, and commitment to educational excellence (Wang & Odell, 2020).

In addition, Barrera et al. (2019) noted that mentorship enhances collaboration among staff members and aligns professional growth with school improvement goals. It also provides non-professional or beginning teachers with opportunities to internalize pedagogical skills, understand curriculum requirements, and apply reflective practices for better service delivery. In contemporary educational settings, structured mentorship programs have become essential for professional development, teacher retention, and sustainable school improvement (Long et al., 2021). Thus, mentorship serves as both a developmental and managerial tool that strengthens human capacity and enhances instructional quality in schools.

### **Non-Professional Teachers**

Non-professional teachers are individuals engaged and perform the role of teaching without possessing the requisite professional qualifications or pedagogical training needed for effective classroom instruction (Adeleke, 2020). According to UNESCO (2021), in many educational systems, particularly in developing regions, the shortage of qualified teachers has led to the recruitment of non-professionals to fill instructional gaps in schools. While these individuals may possess subject matter knowledge, they often lack the methodological, psychological, and instructional competencies required to facilitate effective learning outcomes (Okeke & Ume, 2019).

The presence of non-professional teachers in schools poses significant challenges to the quality of education, including poor lesson delivery, inadequate classroom management, and limited understanding of learner differences (Iwu & Ezeudu, 2020). However, when provided with structured professional development programs, such as mentorship, workshops, and in-service training, non-professional teachers can improve their pedagogical skills and contribute meaningfully to student achievement (Obioma & Salami, 2022). Schools that implement systematic mentoring and continuous training initiatives often witness enhanced performance and professional integration among non-professional staff (Ezeugbor & Nwiyi, 2023).

Furthermore, the management of non-professional teachers requires strategic leadership interventions that emphasize supervision, collaboration, and continuous learning (Adeyemi, 2018). Educational policymakers and administrators must therefore prioritize professional certification and on-the-job capacity building to ensure that all teachers meet minimum professional standards. Therefore, investing in the professional growth of non-professional

teachers have high chances of contributing to sustainable educational quality and effective service delivery in schools.

### **Establish the Extent Organizing Mentorship Program is Used to Manage Non-Professional Teachers for Effective Service Delivery**

Mentorship programs serve as critical mechanisms for enhancing teacher effectiveness, especially in educational contexts where non-professional teachers constitute a significant proportion of the workforce. In public senior secondary schools in Rivers State, mentorship has emerged as a vital strategy for managing and improving the performance of non-professional teachers who often lack pedagogical qualifications and classroom management skills. According to Oduolowu and Onuoha (2022), organizing structured mentorship programs allows experienced teachers to guide, coach, and support less experienced or untrained colleagues, thus promoting professional growth and ensuring quality instructional delivery. Mentorship not only helps to transfer teaching competencies but also instills institutional values, ethics, and attitudes necessary for effective service delivery.

Effective mentorship programs are characterized by well-defined objectives, systematic pairing of mentors and mentees, and continuous monitoring and evaluation mechanisms (Adebayo & Yusuf, 2023). In addition, mentorship initiatives are typically organized by school administrators as part of ongoing staff development efforts. Such programs aim to provide non-professional teachers with practical exposure to teaching methods, lesson planning, student assessment, and classroom control strategies. Research by Ofojebe and Eze (2020) found that mentorship enhances self-efficacy among novice and unqualified teachers, leading to improved job satisfaction and commitment to educational goals.

Organizing mentorship programs also contributes to capacity building and retention of non-professional teachers by fostering a sense of belonging and professional identity. When non-professional teachers receive guidance from experienced mentors, they are more likely to adopt innovative teaching practices and demonstrate improved learner engagement (Ekpenyong & Edet, 2021). The collaborative relationship built through mentorship bridges the gap between theory and practice and facilitates continuous learning, which is essential for sustainable educational quality.

However, the extent to which mentorship programs are effectively organized to manage non-professional teachers in Rivers State varies across schools due to administrative commitment, funding, and policy implementation challenges. Some schools have institutionalized formal mentorship structures supported by state education boards, while others operate informal arrangements with limited documentation and accountability (Eze, 2022). The absence of standardized mentorship policies has often limited the sustainability and impact of these programs on teacher performance.

Moreover, mentorship programs play a transformative role in managing instructional delivery by encouraging reflective teaching practices. Bandura's (1977) noted that social learning theory suggests individuals learn through observation, imitation, and modeling. Therefore, when non-professional teachers observe skilled mentors demonstrating effective pedagogical practices, they internalize these behaviors and apply them in their classrooms. This observational learning enhances instructional competence, classroom management, and professional confidence (Ajayi & Awobodu, 2023).

To optimize the benefits of mentorship, school leaders must ensure structured planning, adequate mentor training, and periodic evaluation of program outcomes. Adequate supervision and feedback mechanisms should also be incorporated to assess mentees' progress and identify areas for improvement. Furthermore, mentorship should be institutionalized as part of the induction process for all non-professional teachers entering the public secondary school system in Rivers State. According to Onwunli and Ijeoma (2021), embedding mentorship within educational policy frameworks helps promote uniformity, continuity, and accountability in professional development.

### **Coordinating Professional Development Training is Used to Manage Non-Professional Teachers for Effective Service Delivery**

Coordinating professional development training (PDT) is essential for ensuring that non-professional teachers possess the pedagogical and managerial competencies required for effective teaching in public senior secondary schools. Teachers often lack formal training in education, they rely heavily on continuous professional development initiatives to acquire instructional skills and align with curriculum standards (Okeke & Eze, 2023). Therefore, coordinating professional development training programs requires strategic planning, stakeholder collaboration, and effective implementation to achieve measurable improvements in teaching outcomes.

Professional development training aims to equip non-professional teachers with essential teaching methodologies, classroom management strategies, and curriculum delivery skills. According to Akpan and Emeh (2021), systematic coordination of these programs ensures alignment between teachers' needs, school objectives, and educational policy frameworks. When effectively managed, such training enhances teachers' knowledge base, confidence, and adaptability, which in turn improve service delivery and student achievement. Coordinating professional development involves school leaders and administrators, education boards, and external facilitators who collaboratively design and execute training modules suited to local educational needs (Opara & Njoku, 2022).

The effectiveness of coordination in professional development depends on resource availability, administrative support, and consistent evaluation. A study by Nwankwo and Uzoegwu (2020) highlighted that many training programs in Nigerian public schools suffer from poor coordination, inadequate funding, and irregular implementation. Consequently, non-professional teachers are often excluded from continuous learning opportunities, which affects their classroom performance and student outcomes. Conversely, schools that coordinate training effectively by identifying skill gaps, scheduling regular workshops, and evaluating outcomes experience improved teacher engagement and instructional quality (Okon & Ebong, 2022).

Incorporating technology and peer learning into professional development programs further enhances their impact. Digital platforms enable non-professional teachers to access resources, participate in virtual workshops, and collaborate with peers across institutions. Coordinating such hybrid training initiatives promotes inclusivity and flexibility, especially for teachers in remote areas (Emeh & Akpan, 2023). Moreover, integrating mentoring with professional training creates a supportive learning environment that reinforces practical application of acquired skills (Adewale & Nwachukwu, 2021).

Effective coordination also involves aligning training content with national education standards and school improvement plans. Uwameiye and Omoike (2022) noted that when training programs are strategically coordinated, they address real classroom challenges such as

learner diversity, assessment literacy, and inclusive education practices. This ensures that non-professional teachers not only gain theoretical knowledge but also develop practical teaching competencies essential for service delivery. Furthermore, effective coordination fosters accountability and encourages teachers' participation, motivation, and commitment to professional growth (Okeke & Eze, 2023). This inconsistency often undermines the sustainability and long-term impact of professional development initiatives.

## METHODOLOGY

This study adopted a descriptive survey research design, which was considered appropriate for obtaining information from respondents based on their opinions and perceptions. The design enabled the researcher to examine how non-professional teachers are managed for effective service delivery in public senior secondary schools in Rivers State.

The population of the study comprised all 350 principals of senior secondary schools in Rivers State, consisting of 241 male and 109 female principals (Rivers State Senior Secondary Schools Board, 2024). Given the manageable size of the population, a census sampling technique was used, allowing all 350 principals to participate in the study.

The primary instrument for data collection was a self-designed, 10-item questionnaire titled "*Mentorship and Professional Development Strategies for Managing Non-Professional Teachers Questionnaire (MPDSMNTQ)*". The instrument was divided into two sections. Section 'A' obtained demographic information about the respondents, while Section 'B' contained items designed to elicit responses relevant to the research objectives. The questionnaire utilized a 4-point modified Likert scale, ranging from Very High Extent (VHE = 4), High Extent (HE = 3), Low Extent (LE = 2), to Very Low Extent (VLE = 1).

To ensure validity, the instrument was reviewed by the researcher's supervisor and two experts in Educational Management from the Ignatius Ajuru University of Education. Their observations and recommendations were incorporated into the final version of the questionnaire.

The reliability of the instrument was determined using the test-retest method. The instrument was first administered to 20 principals from Rivers State who were part of the study population but excluded from the final sample. After a two-week interval, the same instrument was re-administered to the same respondents. The responses from both tests were correlated using the Cronbach Alpha, which yielded a reliability coefficient of .823. This result indicated a high level of internal consistency, rendering the instrument reliable for the study.

A total of 350 copies of the questionnaire were distributed to principals of public senior secondary schools with the assistance of two trained research assistants. Respondents were encouraged to complete the questionnaires immediately to enhance the return rate. However, some were permitted to complete them later, and follow-up visits were conducted to retrieve the completed copies. In total, 345 copies were successfully retrieved and used for analysis, representing a response rate of 98.57%.

The data collected were analyzed using mean and standard deviation to answer the research questions, while independent sample t-tests were employed to test the null hypotheses at the .05 significance level, using SPSS (Version 29). The decision rule for interpreting the mean scores was based on the following real limits:

- 3.50–4.00 = Very High Extent
- 2.50–3.49 = High Extent
- 1.50–2.49 = Low Extent

- 0.50–1.49 = Very Low Extent

For hypothesis testing, the null hypothesis was accepted if the *Sig. (2-tailed)* value was greater than 0.05, and rejected if the value was less than 0.05.

## RESULTS

**Research Question 1:** To what extent is organizing mentorship program used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers state?

Table 1: Mean ratings and standard deviation of the respondents on the extent organizing mentorship program used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers state

s/n	Item Statements	Male Principals' N=238		Female Principals' N=107		Mean Set		Decision
		Mean	SD	Mean	SD	Mean	SD	
1	Mentorship programs provide essential guidance for non-professional teachers in their early careers.	3.24	.63	3.26	.61	3.25	.62	HE
2	Experienced mentors can help non-professional teachers develop effective teaching strategies.	3.33	.48	3.29	.52	3.31	.50	HE
3	Mentorship fosters professional growth and confidence among non-professional teachers.	3.22	.67	3.35	.58	3.28	.63	HE
4	Regular mentorship sessions provide opportunities for feedback and reflection on teaching practices.	3.28	.59	3.30	.62	3.29	.61	HE
5	Access to a mentor can inspire non-professional teachers to pursue further professional development.	3.38	.46	3.32	.50	3.35	.48	HE
<b>Grand Mean &amp; SD</b>		<b>3.29</b>	<b>.57</b>	<b>3.30</b>	<b>.57</b>	<b>3.30</b>	<b>.57</b>	<b>HE</b>

Table 1 presents the mean ratings and standard deviation of the respondents on the extent is organizing mentorship program used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers state. The analysis presented in the above table showed the following range perceptions for items 1 to 5: Mentorship programs provide essential guidance for non-professional teachers in their early careers (Mean=3.25 and SD=.62), Experienced mentors can help non-professional teachers develop effective teaching strategies (Mean=3.31 and SD=.50), Mentorship fosters professional growth and confidence among non-professional teachers (Mean=3.28 and SD=.63), Regular mentorship sessions provide opportunities for feedback and reflection on teaching practices (Mean=3.29 and SD=.61), and Access to a mentor can inspire non-professional teachers to pursue further professional development (Mean=3.35 and SD=.48). These indicated that the respondents' perceptions for items 1-5 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 3.30 and SD = .57), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that, to a high extent, the organizing mentorship

program was used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers state.

**Research Question 2:** To what extent is coordinating professional development training used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on the extent coordinating professional development training used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

s/n	Item Statements	Male Principals' N=238		Female Principals' N=107		Mean Set		Decision
		Mean	SD	Mean	SD	Mean	SD	
6	Coordinating workshops focused on classroom management enhances non-professional teachers' ability to maintain a positive learning environment.	3.28	.58	3.30	.52	3.29	.55	HE
7	Professional development in instructional strategies equips non-professional teachers with diverse teaching techniques to engage students.	3.21	.67	3.26	.63	3.24	.65	HE
8	Training sessions focused on curriculum development enhance non-professional teachers' ability to create relevant lesson plans.	3.36	.51	3.28	.59	3.32	.55	HE
9	Training on emotional intelligence and classroom relationships improves non-professional teachers' interactions with students.	3.26	.47	3.26	.50	3.26	.48	HE
10	Effective professional development training fosters a culture of collaboration and lifelong learning among non-professional teachers.	3.33	.43	3.29	.49	3.31	.46	HE
<b>Grand Mean &amp; SD.</b>		<b>3.29</b>	<b>.53</b>	<b>3.28</b>	<b>.55</b>	<b>3.28</b>	<b>.54</b>	<b>HE</b>

Table 2 presents the mean ratings and standard deviation of the respondents on the extent is coordinating professional development training used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. The analysis presented in the above table showed the following range perceptions for items 6 to 10: Coordinating workshops focused on classroom management enhances non-professional teachers' ability to maintain a positive learning environment (Mean=3.29 and SD=.55), Professional development in instructional strategies equips non-professional teachers with diverse teaching techniques to engage students (Mean=3.24 and SD=.65), Training sessions focused on curriculum development enhance non-professional teachers' ability to create relevant lesson plans (Mean=3.32 and SD=.55), Training on emotional intelligence and classroom relationships improves non-professional teachers' interactions with students (Mean=3.26 and SD=.48), and Effective professional development training fosters a culture of collaboration and lifelong learning among non-professional teachers (Mean=3.31 and SD=.46).

These indicated that the respondents' perceptions for items 26-30 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 3.28 and SD = .54), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that to a high extent, the coordinating professional development training was used to manage nonprofessional teachers for effective service delivery in public senior secondary schools in Rivers State.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference between the mean ratings of male and female principals on the extent organizing mentorship program used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent organizing mentorship program used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

Respondents' Category	N(345)	Mean	SD	Df.	t-value	P-value	Decision
Male Principals'	238	3.29	.57	343	.479	.615	Accepted
Female Principals'	107	3.30	.57				

Table 3 presents the summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent organizing mentorship program used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State. The result from the table shows a calculated t-value of .479, with a significance level (p-value) of .615 at a degree of freedom of 343. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between the ratings of male and female principals on the extent organizing mentorship program was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

**Hypothesis 2:** There is no significant difference between the mean ratings of male and female principals on the extent coordinating professional development training used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

Table 4: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent coordinating professional development training used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

Respondents' Category	N(345)	Mean	SD	Df.	t-value	P-value	Decision
Male Principals'	238	3.29	.53	343	-.356	.722	Accepted
Female Principals'	107	3.28	.55				

Table 4 presents the summary of t-test analysis result on the significant difference between the

mean ratings of male and female principals on the extent coordinating professional development training used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State. The result from the table shows a calculated t-value of  $-.356$ , with a significance level (p-value) of  $.722$  at a degree of freedom of 343. Since the p-value is greater than  $.05$ , the result is not statistically significant. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between the mean ratings of male and female principals on the extent coordinating professional development training was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

## **DISCUSSION**

### **Establish the Extent Organizing Mentorship Program is Used to Manage Non-Professional Teachers for Effective Service Delivery**

The findings from the analysis of research 1 and hypothesis 1 revealed to a high extent, the organizing mentorship program was used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers state, and there was no significant difference between the ratings of male and female principals on the extent organizing mentorship program was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

These results are in line with the study of Oduolowu and Onuoha (2022) who found that mentorship programs serve as essential mechanisms for enhancing teacher effectiveness, especially in educational contexts where non-professional teachers constitute a significant proportion of the workforce. They went further to state that organizing structured mentorship programs allows experienced teachers to guide, coach, and support less experienced or untrained colleagues, thus promoting professional growth and ensuring quality instructional delivery. Mentorship not only helps to transfer teaching competencies but also instills institutional values, ethics, and attitudes necessary for effective service delivery.

In the same stratum, Adebayo and Yusuf (2023) found that effective mentorship programs are characterized by well-defined objectives, systematic pairing of mentors and mentees, and continuous monitoring and evaluation mechanisms. Research by Ofojebe and Eze (2020) found that mentorship enhances self-efficacy among novice and unqualified teachers, leading to improved job satisfaction and commitment to educational goals.

Ekpenyong and Edet (2021) found that organizing mentorship programs contributes to capacity building and retention of non-professional teachers by fostering a sense of belonging and professional identity. The collaborative relationships that are built through mentorship bridges the gap between theory and practice and facilitates continuous learning, which is essential for sustainable educational quality. In addition, Onwunli and Ijeoma (2021) in their study stated that embedding mentorship within educational policy frameworks helps promote uniformity, continuity, and accountability in professional development.

### **Coordinating Professional Development Training is Used to Manage Non-Professional Teachers for Effective Service Delivery**

The data in Table 2 and 4 revealed to a high extent, the coordinating professional development training was used to manage nonprofessional teachers for effective service delivery in public

senior secondary schools in Rivers State, and there was no significant difference between the mean ratings of male and female principals on the extent coordinating professional development training was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

These findings are in line with the study of Okeke and Eze (2023) who found that coordinating professional development training (PDT) is essential for ensuring that non-professional teachers possess the pedagogical and managerial competencies required for effective teaching in public senior secondary schools. They further noted that coordinating PDT programs requires strategic planning, stakeholder collaboration, and effective implementation to achieve measurable improvements in teaching outcomes.

In the same way, Akpan and Emeh (2021) found that systematic coordination of PDT programs must ensure alignment between teachers' needs, school objectives, and educational policy frameworks. Uwameiye and Omoike (2022) noted that when training programs are strategically coordinated, they address real classroom challenges such as learner diversity, assessment literacy, and inclusive education practices. This ensures that non-professional teachers not only gain theoretical knowledge but also develop practical teaching competencies essential for service delivery. Furthermore, effective coordination fosters accountability and encourages teachers' participation, motivation, and commitment to professional growth.

Okeke and Eze (2023) found that coordinating professional development training is essential in managing non-professional teachers for effective service delivery. They noted that a well-coordinated training framework guarantees that non-professional teachers acquire the competencies required for effective instruction and student learning.

## **CONCLUSION**

This study has examined the use of mentorship programs and professional development strategies in managing non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. The findings indicate that mentorship programs play a significant role in guiding non-professional teachers, enhancing their instructional competence, professional confidence, and classroom management skills. Similarly, the coordination of professional development training was found to positively influence teacher performance by equipping non-professional teachers with essential pedagogical skills and knowledge necessary for effective teaching.

Despite these positive outcomes, the study revealed challenges such as inconsistent implementation of mentorship programs, irregular professional training schedules, and inadequate funding and resources in some schools. These challenges limit the full potential of mentorship and professional development strategies, highlighting the need for systematic and well-coordinated approaches.

Structured mentorship and well-coordinated professional development programs are essential tools for managing non-professional teachers and improving the quality of education in Rivers State. School administrators and policymakers can foster teacher growth, enhance service delivery, and ultimately improve student learning outcomes by strengthening these strategies. Ensuring institutional support, adequate resources, and policy-driven implementation will be critical to sustaining these initiatives and achieving long-term educational improvement.

## Recommendations

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

- School administrators and policymakers should establish structured and formal mentorship programs in all public senior secondary schools in Rivers State. This includes systematic pairing of experienced teachers with non-professional teachers, regular monitoring, and evaluation of mentorship activities. Institutionalizing mentorship will ensure consistent guidance, enhance instructional competence, and foster professional growth among non-professional teachers, ultimately improving service delivery in schools.
- The Rivers State Ministry of Education, in collaboration with school administrators, should develop and implement a coordinated framework for continuous professional development training for non-professional teachers. This framework should include needs assessment, regular workshops, and follow-up evaluations to address skill gaps and improve pedagogical practices.

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