
AN ASSESSMENT OF THE IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMMES FOR MANPOWER SUSTAINABILITY IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT: *This study assessed the implementation of staff development programmes for manpower sustainability in Cross River State public secondary schools, Nigeria. Descriptive survey design was adopted for the study. Three research questions were raised to guide the study to a logical conclusion. The population of the study was made up of 246 secondary school administrators selected through census approach and used for the study. A researcher-designed questionnaire titled: Implementation of Staff Development Programme Survey (ISDPS) was used to elicit information from the respondents. The instrument was validated by three experts in Measurement and Evaluation, and two specialists in Educational Administration and Planning. Split-half reliability test was employed to determine the reliability of the instrument. The reliability co-efficient obtained for the instrument ranged from 0.84 to 0.91 which showed that the instrument was adequate enough for the study. Data obtained were analysed using descriptive statistics, frequency and percentages. Findings revealed that there is low implementation of induction/orientation programmes for newly recruited teachers in Cross River State public secondary schools. There is a low implementation of in-service training programmes for teachers in Cross River State public secondary schools. There is a low implementation of Information and Communication Technology training programmes for teachers in Cross River State public secondary schools. It was therefore recommended among others that the school administrators in Cross River State should encourage the teachers to engage in training and re-training programmes in order to enhance their competency in the school system.*

KEYWORD: implementation, staff development, manpower, sustainability

BACKGROUND TO THE STUDY

Sustainability is seen by the World Commission on Environment and Development (1987) as the state of economic and social development that meets the needs of the current generation without compromising the ability of future generations to meet their own needs. The belief is that meaningful and sustainable employment has the power to change the world. That's why the sustainability plan

is built around learnability and employability: about how teachers help the students to nurture the desire and ability to develop in-demand skills to be employable for the long-term.

One of the sustainable interventions for manpower sustainability is orientation/induction programme for organisational staff. Orientation/induction is the training which individuals are given before starting a new job such as a career, internship, or project among others". In the context of this study, orientation could be said to be a programme of activities mounted by the school management for new teachers to introduce them to their new environment with regards to the facilities available, academic and non-academic programmes, rules and regulations as well as their superiors and colleagues. Orientation programme also provides opportunity for new teachers to be introduced to facilities and equipment available for their use in school. The facilities may include classrooms, laboratories, studios and library.

Salau, Falola and Akinbode (2014) findings revealed that induction significantly influences staff attitude and behaviour towards organizational effectiveness. This means that well packaged induction programme will positively influence staff attitude. Gitongah (2008) On the existence of the induction and orientation programmes in schools, the majority of the respondents said that it is carried out in their schools. The other findings are that the orientation and induction are carried out for a period less than one month in most schools. Elozieuwa (2010) findings showed that staff induction training was a sine qua-non to staff development. Employees perform effectively, efficiently and competently after undergoing induction training and development exercise. The study also revealed that age, length of service and sex has impact on employee's attitude to work.

Odunayo (2014) study established that induction programs is effective in that it provides a new employee with information, paints a precise picture of departments, conveys employee expectations, relieves the new employees anxieties about the job, and inspires the new employee to have a good attitude towards the organization. According to this study, induction is conducted on the job by the immediate supervisors.

Saif (2014) results indicated that school organizations needs quality orientation programmes for its employees for better performance and customer satisfaction. Ojoh and Okoh (2015) results showed that induction training impacted positively on the employees in the organizations under study. Secondly, the findings also revealed that induction training is an organizational way of improving on workers performance. It further revealed that lack of induction training brings about low productivity of workers. Ogbu and Osanaiye (2015) observed that induction and orientation have significant impact on employee job effectiveness. It was also discovered that on-the-job training has significant relationship with employee productivities while off-the-job training has significant relationship with employees' innovativeness in insurance industry.

Some of the key purposes of staff development programmes according to Brown are: To reduce startup costs: Proper induction and refreshers' courses organized by the school management can help the new teachers to quickly adapt in a new school environment, thereby reducing the costs associated with learning the job. To reduce anxiety: An employee, when posted to a new school organization would likely feel anxious both in his contextual and task performances which can impede his professional discretions. Adequate induction supports the reduction of psychological

anxiety and assists in providing behavioural guidelines in the school organization. They reduce employee turnover: Employee turnover increases as employees feel they are not valued or are put in positions where they cannot possibly do their jobs with recognition. To save time for the supervisors: Development programmes help teachers in expanding their current knowledge of a subject matter and developing new skills or techniques in instructional delivery. They support teachers in executing research activities without stress, and meaningfully support team work with their colleagues at their present school and other schools. Furthermore, staff development activities help teachers in planning their lessons towards meeting the diverse educational needs of the students despite their cultural, racial, social or religious backgrounds.

Implementation of in-service training for professional teachers

Teachers' in-service training programmes are pertinent in upgrading their skills, knowledge and performance for efficient instructional delivery in the school system. For instance, Suhail and Mjololeen (2011) revealed that there was a statistically significant difference between the performances of the two groups on the post – achievement test and the post–observation scale in favour of the experimental group. This was confirmed when interview method was later employed and the result of the qualitative data analysis showed a significantly better performances of the experimental group teachers other than the control group in improving their personal and professional competencies.

Also, Mohd, Jamil, Azhn, Rahayu, Kamisah and Norlizah (2016) findings revealed that the independent variables (reaction) contributed 21.7 percent to the variance of the dependent variable (knowledge); 19.4 percent to the variance of the dependent variable (skills); and 17.20 percent to the variance of the dependent variable (attitudes). These findings suggested that the School-Based Assessment (SBA) teacher training programme should be continued with strategic planning to enable teachers meet up with their professional challenges in the school.

Implementation of ICTs programmes for professional teachers.

Information and Communication Technologies and are generally known as a collection of diverse technological tools and resources used for communicating, creating, disseminating, storing and managing information. These technologies include computers, the internet, broadcasting technologies (radio and television), and telephone lines. They are instrumental in harnessing and improving the efficiency and effectiveness at all levels and in both formal and informal settings. Calbahar (2016) results indicated that teachers' education programmes was poorly conducted and failed to provide appropriate instruments and sufficient technological infrastructures. Nakpodia (2011) results showed that school management ICT compliance significantly validates collaboration, research activities and on-line studies among teachers and students. The researcher however submitted that the teachers and their principals should be awarded by the State Government to motivate other schools for achieving positive administrative ends.

Osakwe (2013) results of the hypotheses revealed that there was a significant relationship between ICT and lesson presentation, access to information on teaching materials, students effective learning and professional development. Ghaznari (2011) esearch findings revealed that using information

and communication technology is effective in increasing educational motivation, improving questioning skill and improving the research spirit of teachers.

Albert and Benz (2010) results showed that the contribution of ICT to the improvement of teaching and learning processes was higher in schools that have integrated ICT as an integrated factor. However, to attain this highest level implied that a school not only has to modernize the technological tools, but also has to change the teaching models: the teachers' role in issues regarding computer literacy and classroom organization, the teaching and learning processes, interaction mechanisms must be addressed with ICT provision.

Madulu (2013) findings from a study revealed that the impact of ICT in educational assessment is explained by the impact of accessibility of ICT infrastructure, reliability of ICT infrastructure and efficiency of ICT infrastructure. Tella, (2016) results revealed that teachers perceived ICT as being easier and very useful in teaching and learning. Therefore, for effective utilization of ICT by teachers, it was recommended that teacher training and professional development oriented policies should support ICT-related teaching models that encourage both students and teachers to play active role in teaching and learning activities. Emphasis must be placed on the pedagogy behind the use of ICT for teaching and learning.

Wasif, Ehsan and Shafquat (2011) results revealed that poor quality of research, inaccessibility of information and ineffective instructional delivery were the outcome of unavailability of ICT services and usage, which could not improve the knowledge and learning skills of students. Ubulom, Kayii and Dambo (2016) analysis of the data revealed that Information and Communication Technology (ICT) had a tremendous impact on Business studies students' performance. It was observed that the use of ICT as instructional media significantly bridged the gap between teachers' performances. They also found that ICT facilitates interaction between lecturers and students; ICT enhances effective storage of business information; ICT facilitates the retrieval of business information. The study also revealed constraints facing the teaching of ICT such as inadequate ICT facilities/equipment; frequent electricity interruption of ICT facilities and poor implementation of ICT policies. Moreover, the study revealed some strategies for enhancing the teaching of ICT: adequate funding of ICT facilities; provision of adequate ICT equipment; provision of adequate ICT facilities among others.

STATEMENT OF THE PROBLEM

The state of implementation of teachers' development programmes at all levels in Nigeria has raised serious concerns among educational stakeholders. At the secondary school level, there seems to be a poor implementation of induction, in-service training, and Information and Communication Technology (ICT) for teachers. It is observed that some administrators do not take new teachers round the school environment nor introduce them to the rules and regulations of the school, this may create confusion for new teachers in the course of carrying out their responsibilities which will tantamount to low productivity of the teachers.

Moreover, it has been observed that some of the school administrators cannot implement in-service education with an organized learning experience for teachers after their appointments and design avenues for teachers to remain on the job while at the same time seeking for additional knowledge which can enable them to improve in their teaching career. There is insufficient genuine software, inadequate computer in the laboratory rooms, low speed internet, lack of motivation to utilize online resources, lack of proper IT training skills, unavailability of latest online resources, lack of expert technical and administrative supports in the public secondary schools for the implementation of computer training.

However, poor implementation of staff development programmes has unfortunately, continued to negatively influenced students' academic achievement especially for those whose parents cannot afford extra lessons for their children. This is observed by the massive failure in West African Examination Council. Okon (2019) conducted a study in Cross River State which revealed that only 23.2 percent in Calabar Education Zone (that is, 529,425,000 out of 1,692,435,000) of candidates who participated in the 2018 May/June Senior Secondary Certificate Examinations (SSCE) administered by the West African Examination Council (WAEC) recorded credit pass in five subjects, excluding English Language and Mathematics, as against 36.57 percent in 2017 and 50.81 percent in 2016. It is very worrisome to see that students' learning outcome is drastically dropping on annual basis.

It is in recognition of the importance of teachers' professional development that Cross River State government compulsorily provided teachers with computer loans, organized retraining programmes for teachers by National Teachers Institute (NTI). Thereafter computer skill acquisition training was organized for them to enhance modern teaching capacity. Despite all these efforts, so many teachers are leaving the profession while the available ones are still traditional in their teaching approach. It is against this backdrop that the study seeks to assess thus: to what extent are staff development programmes implemented for the sustainability of professional teachers in cross River state public secondary schools?

PURPOSE OF THE STUDY

The study was focused on determining the nature and the extent of the implementation of staff development programmes for the sustainability of professional teachers in public secondary schools in Cross River state. Specifically, the study intended to examine the:

1. Implementation of orientation/induction programmes for newly recruited teachers
2. Implementation of in-service training for professional teachers.
3. Implementation of Information and Communication Technology for professional teachers

RESEARCH QUESTIONS

The following research questions were posed to direct the study.

1. How is induction/orientation programme implemented for the sustainability of professional teachers in public secondary schools in Cross River State?
2. What is the extent of the implementation of in-service training for the sustainability of professional teachers in public secondary schools in Cross River State?
3. What is the level of implementation of ICT programmes for the sustainability of professional teachers in public secondary schools in Cross River State?

METHODOLOGY

This research was carried out in Cross River State, Nigeria. The study area is Cross River State because it is believed to be miles away from sustainable development in terms of implementation of teachers' professional development programmes. Cross River is one of the 36 states in the Republic bounded by Cameroon. It is located in the South-South geopolitical zone of the country with Calabar as the capital city. The state is located on latitude 5° 45" North of the equator and longitude 8°30" East of the Greenwich meridian. It is a coastal state in the Niger Delta and it occupies 20,156 square kilometres (Cross River State Government, 2014). Cross River State is bound in the North by Benue state, in the West by Ebonyi and Abia states, in the East by Cameroon Republic and in the South by Akwa-Ibom State and the Atlantic Ocean.

This study adopted descriptive survey design. This was because the design is capable of exploring a situation as it exists during investigation. Descriptive survey design also employs opinion poll in order to determine the respondents' preference, attitudes and perceptions. The design allowed the researcher to describe in detail and interpret the findings vis-a-vis information obtained. It was therefore adopted in this research to examine the extent of the implementation of staff development programmes for the sustainability of professional teachers in Cross River State public secondary schools, Nigeria. The study population comprised all the school administrators in the 246 public secondary schools in Cross River State (Cross River State Education Board, 2019). The census sampling approach was adopted for this study by the researcher since all the schools in the target population were used. The sample of this study constituted the entire 246 public secondary schools drawn through the census method, and randomly sampled 738 teachers (3 teachers per school) from 5,368 teachers. A structured researcher's-developed questionnaire titled: Implementation of Staff Development Programmes Survey (ISDPS) was used for data collection. This instrument consisted of 3 items with six subscales namely: Orientation/induction programmes, in-service programmes and ICT programmes. Each of the subscales constitutes an adapted 4 point Likert scale with six items. The respondents were expected to indicate their extent of agreement or disagreement to the items via Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The

instrument was validated by three experts in Measurement and Evaluation and two other specialists in Educational Administration and Planning. They scrutinized the questionnaire items to ensure that the items were properly worded in content without ambiguity after which a trial test was conducted. The split-half reliability co-efficient obtained for the instrument ranged from 0.84 to 0.91. The researcher administered the copies of the questionnaire with the help of three trained research assistants to all the public secondary schools in Cross River State. The researcher developed a coding sheet after collecting the questionnaires and assigned codes/scores to each items. A schedule was developed with a key for each of the constructs for ease of data preparation with the instrument in a tabular form (see Table 3). The items in the instrument were scored accordingly in order to provide answers to the research questions

Therefore, in order to analyse the data, the responses were merged into two categories as follows: Agree and strongly agree were merged as agreed, while disagree and strongly disagree were merged as disagreed. This way, the frequency counts for each category of response were computed as well as the percentages. A summary of that analysis method is as follows:

(i) Research question one

To what extent is orientation/induction programme implemented for the sustainability of professional teachers in Cross River State public secondary schools?

TABLE 1 Summary of simple percentages on the extent of implementation of orientation/induction programme for sustainability of professional teachers in public secondary schools in Cross River State (N=246)

S/N	Item descriptions	Agree	Disagree
My principal:			
1	Provides orientation programme for newly recruited teachers	53(48.80)	193(51.30)
2	Provides adequate funding for orientation programmes	66(26.80)	180(73.20)
3	Usually helps to take new teachers round the school premises	61(24.80)	185(75.20)
4	Always pay more than usual attention to new teachers' performance	33(13.40)	213(86.60)
5	Provides enough educational support facilities to new teachers	63(25.60)	183(74.40)
6	Usually provides adequate career guidance for new teachers	26(10.60)	220(89.40)

*percentages are in parentheses

Source: Author's computation of field work on May 2019

The information displayed on Table 1 showed a list of induction/orientation programmes that can be implemented for newly recruited teachers' professional development in Cross River State public secondary schools. Data collected in respect to the extent of their implementation were analysed descriptively and the result is reported in Table 1. To provide answer to the research question above, frequency and percentages were used, the actual responses were dichotomized into agree and disagree. Strongly agree and agree extents were merged to connote agree, while strongly disagree and disagree were also merged to connote disagree. This way, the frequency and percentage of the subjects that either strongly agreed or strongly disagreed on the extent of implementation of induction/orientation programme for newly recruited teachers in Cross River State public secondary schools by the administrators were determined.

Table 1 showed that a greater proportion of the subjects (more than 88 percent) disagreed with the descriptions that were used to provide measures of implementation of induction/orientation programme for newly recruited teachers. For instance, 89.40 percent of the respondents disagreed with the fact that there was no implementation of adequate career guidance for newly recruited teachers; this was followed by 86.60 percent who disagreed that there was no adequate attention given to new teachers' performance. Also, 75.20 percent disagreed with the fact that no new teachers were usually taken round the school premises; 74.40 percent disagreed that not enough educational support facilities were provided for new teachers. From the Table, 73.20 disagreed with the fact that there was inadequate funding of orientation programmes while 51.30 disagreed that there was orientation programme implemented for newly recruited teachers.

On the other hand, a smaller proportion of the respondents (less than 49 subjects) agreed with all the descriptions that provided measures of the extent of implementation of induction/orientation programme for newly recruited teachers. Barely 48.80 percent of the respondents agreed that there was orientation programme for newly recruited teachers; 26.80 percent agreed that there was adequate funding of orientation programmes. From the Table, 25.60 agreed that there was enough provision of educational support facilities for new teachers, while 24.80 agreed that new teachers were usually taken round the school premises; 13.40 percent agreed that there was adequate attention given to new teachers' performance; 10.60 percent also agreed that there was adequate career guidance for new teachers.

Meanwhile, this result showed that the extent of agreement ranged from 10.60% to 48.80%, disagreement ranged from 51.30% to 89.40%. This showed that there is high extent of disagreement on the extent of implementation of induction/orientation programme for newly recruited teachers in Cross River State public secondary schools, Nigeria. However, this result might be due to the fact that most teachers were not aware of the standing State government policy on induction and orientation and of the existence of the induction and orientation programmes of newly recruited teachers in their

schools because the majority of the respondents said that it was not carried out in most of the schools. Therefore, the answer that could be given to the research question seeking to find out the extent of implementation of induction/orientation programme for newly recruited teachers in Cross River State public secondary schools is that, there is low implementation of induction/orientation programmes for newly recruited teachers in Cross River State public secondary schools. To give a fair explanation of the findings, it can be said that the extent of implementation of induction/orientation programmes for newly recruited teachers in Cross River State public secondary schools is significantly low.

(ii) Research question two

To what extent is in-service training programmes implemented for the sustainability of professional teachers in Cross River State public secondary schools?

TABLE 2: Summary of simple percentages on the extent of implementation of in-service training for sustainability of professional teachers in public secondary schools in Cross River State (N=246)

Item description	Agree	Disagree
S/N My principal:		
7 Is always interested in staff cooperative experimentation	90(36.60)	156(63.40)
8 Funds teachers' professional lectures regularly	65(26.60)	181(73.60)
9 Sponsors teachers to participate in seminar programmes	99(40.20)	147(59.70)
10 Always interested in teacher curriculum revision	114(46.30)	132(53.70)
11 Permits teachers to enroll in sandwich programmes	94(38.20)	152(61.72)
12 Encourages teachers to participate in correspondence courses	8(33.70)	163(66.20)

*percentages are in parentheses

Source: Author's computation of field work on May 2019

The information presented on Table 2 showed a description of in-service training programmes that can be implemented for teachers' professional development in Cross River State public secondary schools. Data collected in respect to the extent of their implementation were analysed descriptively and the result is reported in Table 2. To provide an answer to the research question above, frequency

and percentages were used, the actual responses were dichotomized into agree and disagree. Strongly agree and agree extents were merged to connote agree, while strongly disagree and disagree were also merged to connote disagree. This way, the frequency and percentage of the subjects that either strongly agreed or strongly disagreed on the extent of implementation of in-service training programmes for teachers in Cross River State public secondary schools by the administrators were determined.

Table 2 showed that a greater proportion of the subjects (more than 73 percent) disagreed with the descriptions that were used to provide measures of implementation of in-service training programmes for teachers. For instance, 73.60 percent of the respondents disagreed that some school administrator funds professional lectures regularly for teachers. This is followed by 66.20 percent who disagreed that the administrators encouraged teachers to participate in correspondence courses; 63.40 disagreed that the school administrator is always interested in staff cooperative experimentation. Furthermore, 61.72 percent disagreed that the administrators permits teachers to enroll in sandwich programmes; 59.70 did not agree that the administrators sponsor teacher researcher and seminars programmes. From the Table, 53.70 percent did not agree that the administrator is always interested in teacher curriculum revision for improvement.

On the other hand, a smaller proportion of the respondents (less than 47 subjects) agreed with all the descriptions that provided measures of the extent of implementation of refreshers' courses for teachers. Barely 46.30 percent of the respondents agreed that the school administrators always show interest in teacher curriculum revision. This is followed by 40.20 percent who agreed that the administrator sponsors teachers' researcher and seminars programmes and 38.20 who also agreed that the school administrators permit teachers to enroll in sandwich programmes. From the analysis, 36.60 percent agree that the school administrator is always interested in staff cooperative experimentation while 33.70 agree that the school administrator encourages teachers to participate in correspondence courses. Similarly, 26.60 percent of the respondents agree that the school administrators fund professional lectures regularly. This implies that the school administrators might not have seen the implementation of in-service training courses as a waste of money.

Meanwhile, this result showed that the extent of agreement ranged from 26.60% to 46.30% and disagreement ranged from 53.70% to 73.60%. This showed that there is a high extent of disagreement on the extent of implementation of in-service training programme for professional teachers in Cross River State public secondary schools, Nigeria. However, this result might be due to the fact that most of the school administrators could not implement in-service education with an organized learning experience for teachers after their appointments and designed avenues for teachers to remain on the job while at the same time seeking for additional knowledge and new skills, procedures, approaches, and techniques in the use of teaching materials which can enable them to improve in the teaching job.

Therefore, the answer that could be given to the research question seeking to determine the extent of implementation of in-service training programmes for teachers in Cross River State public secondary schools is that, there is a low implementation of in-service training programmes for teachers in Cross River State public secondary schools. To give a fair explanation of the findings, it can be said that the extent of implementation of in-service training programmes for professional teachers in Cross River State public secondary schools is significantly low.

(iii) Research question three

To what extent is Information and Communication Technology programme implemented for the sustainability of professional teachers in Cross River State public secondary schools?

TABLE 3

Summary of simple percentages on the extent of implementation of Information and Communication Technology programmes for the sustainability of professional teachers in public secondary schools in Cross River State (N=246)

Item description	Agree	Disagree
S/N My principal:		
13 Consistently provides computer courses for teachers	69(28.00)	177(71.90)
14 Is always interested in online resources education of teachers	112(45.50)	134(54.40)
15 Provides pedagogical courses on ICT for teachers	90(36.60)	156(63.40)
16 Regularly provides advanced courses of application software	103(43.90)	138(56.10)
17 Sees teachers' computer education as a waste of fund	66(26.80)	180(73.20)
18 Provides hard-ware equipment and specific training on peripherals	98(39.90)	148(60.20)

*percentages are in parentheses

Source: Author's computation of field work, May 2019

The information presented on Table 3 is a description of Information and Communication Training (ICT) programmes that can be implemented for teachers' professional development in Cross River State public secondary schools. Data collected in respect to the extent of their implementation were analysed descriptively and the result is reported in Table 3. To provide an answer to the research question stated above, frequency and percentages were used, the actual responses were

dichotomized into agree and disagree. Strongly agree and agree extents were merged to connote agree, while strongly disagree and disagree were also merged to connote disagree. This way, the frequency and percentage of the subjects that either strongly agreed or strongly disagreed on the extent of implementation of Information and Communication Technology (ICT) training programmes for teachers in Cross River State public secondary schools by the administrators were determined.

Table 3 showed that a greater proportion of the subjects (more than 94 percent) disagreed with the descriptions that were used to provide measures of implementation of Information and Communication Technology (ICT) training programmes for teachers. For instance, 71.90 percent of the respondents did not agree that the school administrators consistently provide computer courses for teachers. This is closely followed 73.20 percent who disagreed that the school administrators do not see computer education as a waste of fund. Also, 63.40 percent disagreed that the school administrators provide pedagogical courses on Information and Communication Technology for teachers. From Table 9, 60.20 percent of the respondents disagree that the school administrators provides computer hard-ware equipment and specific training on peripherals. This is followed by 56.10 percent who disagreed that the school administrators regularly provides advanced courses of application software for teachers' training and 54.40 who rejected the item description that school administrator is always interested in online resources education of teachers.

On the contrary, a smaller proportion of the respondents (less than 46 subjects) agreed with all the descriptions that provided measures of the extent of implementation of mentorship training for teachers. Just 45.50 agree that the school administrators are always interested in online resources education of teachers. This is closely followed by 43.90 percent of the respondents who refused to disagree that the school administrator does not regularly provide advanced courses of computer application software for teachers. From Table 9, 39.90 agree that the school administrator provides hard-ware equipment and specific training on peripherals; 36.60 agree that the school administrator provides pedagogical courses on Information and Communication Technology. Also, 28.00 agree that the school administrator consistently provides computer courses for teachers while 26.80 percent agree that the school administrator does not see computer education as a waste of fund.

However, this result showed that the extent of agreement ranged from 26.870% to 45.50% and disagreement ranged from 54.40% to 73.20%. This showed that there is a high extent of disagreement on the extent of implementation of Information and Communication Technology (ICT) training programme for professional teachers in Cross River State public secondary schools, Nigeria. However, this result might be due to the fact that most of the school administrators could not implement ICT training programmes due to major barriers such as lack of genuine software, inadequate computer in the lecture rooms, low speed internet, lack of motivation from both lecturers

and students to utilize online resources, lack of proper training skills, unavailability of latest online resources, lack of expert technical and administrative supports in the public secondary schools among others.

Therefore, the answer that could be given to the research question seeking to determine the extent of implementation of Information and Communication Technology training programmes for teachers in Cross River State public secondary schools is that, there is a low implementation of Information and Communication Technology training programmes for teachers in Cross River State public secondary schools. To give a fair explanation of the findings, it can be said that the extent of implementation of Information and Communication Technology training programmes for professional teachers in Cross River State public secondary schools is significantly low.

DISCUSSION OF FINDINGS

Implementation of orientation/induction programmes for the sustainability of professional teachers in Cross River State public secondary schools. The finding from this research question revealed that the extent of the implementation of induction/orientation programmes for newly recruited teachers in Cross River State public secondary schools is significantly low. The implication of this finding is that a situation where the Ministry of Education cannot encourage the principals to take new teachers round the environment nor introduce them to the rules and regulations of the school, this may tantamount to low productivity of the teachers. This is a fact because effective implementation of staff orientation/induction programmes enhances teachers' performance while lack of orientation/induction programmes can create confusion for new teachers in the course of carrying out their responsibilities.

The finding of this study is in consonant with Gitongah (2018) who established that 50% of the teachers are not aware of the existing Teachers Service Commission policy on induction and orientation of the newly recruited teachers. On the existence of the induction and orientation programmes in schools, the majority of the respondents said that it was not properly carried out in their schools. Few of the subjects accepted that the orientation and induction were carried out for a period less than one month in their schools. The study also established that there are several types of orientation programmes carried out in schools such as the use of demonstrations by the experienced teachers, mentorship where the subject teachers guide the newly recruited teachers in preparing their scheme of work, lesson plans and keeping records of work. The results indicated that school organizations needed quality orientation programmes for its employees for better performance and customer satisfaction. Similarly, the findings tally with Ojoh and Okoh (2015) whose results showed that lack of induction training brings about low productivity of workers.

The findings did not agree with Odunayo (2014), Kebenei (2014), Saif (2014) and Githinji (2018) who established that induction programs was effective in that it provided the new employees with information, painted a precise picture of the Departments, conveys employee expectations, relieved the new employees anxieties about the job, and inspired the new employee to have a good attitude towards the organization. The findings equally showed that in general, induction training enhanced employee engagement in change processes. As a measure of engaging in change process, the top level management and non-management management staff were more likely to be induced in taking new tasks after undergoing induction training compared to those in the middle level management. Similarly induction training most likely motivated the top level to be committed to taking initiatives in helping other employees. More so, the study showed that induction training enhanced employee engagement in innovation, enhanced better performance, and employee enthusiasm to work and recognition within the organization.

The findings of this study did not equally agree with Ogbu and Osanaiye (2015) who found that induction and orientation had significant impact on employee job effectiveness. The findings did not also agree with Elozieuwa (2010) whose results indicated that staff induction training was a sine qua-non to staff development. Employees perform effectively, efficiently and competently after undergoing induction training and development exercise. The study also revealed that age, length of service and sex has impact on employee's attitude to work. The findings of this study did not agree with Salau, Falola and Akinbode (2014) who found that induction training significantly influenced staff attitude and behaviour towards organizational effectiveness.

This variation in the findings could be as a result of the fact that the implementation of other on-the-job training had significant relationship with employee productivities while off-the-job training has significant relationship with employees' innovativeness in insurance industry. Therefore, the employees under study did not feel the impact of induction programmes even after their implementations. This disagreement could be as a result of the fact that the present study was conducted in Cross River State while those other studies were carried out in States other than Cross River.

Implementation of in-service training for the sustainability of professional teachers in Cross River State public secondary schools.

The finding from this research question revealed that the implementation of in-service training for professional teachers in Cross River State is significantly low. The implication of this finding is that there may not have been professional training for teachers while they are in service in the school. However, this result might be due to the fact that most of the school administrators could not implement in-service education with an organized learning experience for teachers after their appointments and designed avenues for teachers to remain on the job while at the same time seeking for additional knowledge and new skills, procedures, approaches, and techniques in the use of

teaching materials which can enable them to improve in the teaching job. Absence of in-service training of teachers will retard professional growth of teachers as well as “missing gaps” between demands and actual achievement levels.

This finding is not in consonant with the study finding of Suhail and Mjololeen (2011) that there was a statistically significant difference between the performances of the two groups of teachers on the post-achievement test and the post-observation scale in favour of the experimental group other than the control group. This was confirmed when interview method was later employed and the result of the qualitative data analysis showed a significantly better performances of the experimental group teachers other than the control group in improving their personal and professional competencies through in-service training.

Also, it is not in line with Mohd, Jamil, Azhn, Rahayu, Kamisah and Norlizah (2016) whose findings revealed that the positive attitude and adequate knowledge of subject matter were experienced by teachers who participated in regular in-service training. The researchers suggested that the School-Based Assessment (SBA) teacher training programme should be continued with strategic planning to enable teachers meet up with their professional challenges in the school. It also did not corroborate Uysal (2012) who submitted that teachers attitude was positive towards the in-service course in general and that the programme was not limited in terms of its planning and evaluation phases. The finding is supported by Tahir (2014) who affirmed that in-service training employees did not gain collaboration and partnerships amidst the librarians during their training opportunities and interventions.

The philosophy behind this finding could be as a result of the fact that in-service education programme is capital intensive and most of the participants are self-sponsored. As a result, many of them cannot cope with exorbitant school fees and other incidental expenses for textbooks and personal upkeeps. But implementation of in-service education for teachers will continue to fill these gaps e.g. for library services education, evaluation techniques, guidance and counselling among others and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future professional advancement of teachers.

Implementation of ICT programmes for the sustainability of professional teachers in Cross River State public secondary schools

The finding from this research question revealed that the implementation of ICT programme for professional teachers is significantly low. The implication of this finding is that when the Ministry of Education could not implement ICT training programmes for teachers, it becomes more difficult for teachers to integrate ICT into the instructional processes. However, this result might be due to lack of genuine software, inadequate computer in the laboratory rooms, low speed internet, lack of motivation to utilize online resources, lack of proper IT training skills, unavailability of latest

online resources, lack of expert technical and administrative supports in the public secondary schools among others.

This finding is in tandem with Calbahar (2016) whose results revealed that teachers' education programmes was poorly conducted and failed to provide appropriate instruments and sufficient technological infrastructures. The finding is in line with the study finding of Wasif, Ehsan and Shafquat (2011) whose results revealed that poor quality research, inaccessibility of information and ineffective instructional delivery were the outcome of unavailability of ICT services and Usage, which could not improve the knowledge and learning skills of students. The finding also supported that of Madulu (2013) whose finding indicated that the impact of ICT in educational assessment is explained by the impact of accessibility of ICT infrastructure, reliability of ICT infrastructure and efficiency of ICT infrastructure.

The finding is also in consonant with Mathevala (2015) who found that with the exception of a Television, photocopies and Laptop/desktop computer, there was a scarcity of ICT resources at schools for ICT integration, and the research tasks, teaching and curriculum administration functions of most teachers have been impacted negatively by a lack of ICT equipment and /or insufficient use of these ICT resources for those schools who have them. In addition, while some teachers had received some form of ICT training, it was evident that such training has had minimal impact on the abilities of teachers to use ICT in their teaching or their curriculum administration task. The findings also revealed that there were lots of factors that negatively influenced teachers' readiness for, and confidence in using ICT. The finding equally supports Tella, (2016) whose results revealed that teachers generally had access to ICTs in their various schools except e-mail and internet because their schools were not connected. Technical supports were in those schools but teachers' lack of expertise in using ICT was indicated as the prominent factor hindering teachers' readiness and confidence in using ICT during research activities and lesson planning.

On the contrary, the finding is not in line with Mahmud (2010) who found that majority of the teachers had moderate ICT knowledge and skills, and had a positive perception of ICT. There was a significant influence of formal ICT training on teachers ICT literacy. The finding also debunked that of Nakpodia (2011) who found that school management ICT compliance significantly validated collaboration, research activities and on-line studies among teachers and students. The researcher however submitted that the teachers and their principals should be awarded by the State Government to motivate other schools for achieving positive administrative ends.

It is also not in consonant with the study findings of Obi, Oye and Bernice (2012) and Osakwe (2013) who found that there was a strong positive relationship between ICT and research, effective students learning, access to information materials for teaching and professional development. This was because the mean ratings of Lecturers' responses were above 2.50 decision rule. The results of the hypotheses revealed that there was a significant relationship between ICT and lesson

presentation, access to information on teaching materials, students effective learning and professional development.

The finding also invalidates that of Ghaznari (2011) who found that using information and communication technology was effective in increasing educational motivation, improving questioning skill and improving the research spirit of teachers. It nullifies the study findings of Ubulom, Kayii and Dambo (2016) who found that Information and Communication Technology (ICT) had a tremendous impact on Business studies students' performance. It was observed that the use of ICT as instructional media significantly bridged the gap between teachers' performances. It is not in agreement with the study finding of Albert and Benz (2010) whose results revealed that ICT favored research conduction, and several teaching and learning processes. In particular, it showed that the contribution of ICT to the improvement of teaching and learning processes was higher in schools that had adopted ICT as an integrated factor. However, to attain this highest level implied that a school not only has to modernize the technological tools, but also has to change the teaching models: the teachers' role in issues regarding computer literacy and classroom organization, the teaching and learning processes, interaction mechanisms must therefore be addressed with ICT provision.

The crux of this discussion and a plausible explanation to this study finding is that poor implementation of ICT training programmes has made most of the teachers in Cross River State public secondary schools to think that ICT is not very useful in teaching and learning. This anomaly is reflected in the extent of agreement of the respondents which ranged from 26.870% to 45.50% and disagreement which ranged from 54.40% to 73.20%. This showed that there is a high extent of disagreement on the extent of implementation of Information and Communication Technology (ICT) training programme for professional teachers in Cross River State public secondary schools. Therefore, for effective utilization of ICT by teachers, it is recommended that teacher training and professional development oriented policies should support ICT-related teaching models that encourage both students and teachers to play active role in teaching and learning activities. Emphasis must be placed on the pedagogy behind the use of ICT for teaching and learning.

CONCLUSION

Based on the findings obtained from the study, it was concluded that the extent of the implementation of staff development programmes for manpower sustainability in terms of orientation/induction, in-services training and Information and Communication Technology training for professional teachers in Cross River State public secondary schools is significantly low.

RECOMMENDATIONS

Based on the conclusions of this study, the following recommendations were made.

1. The school administrators should ensure that orientation/induction programmes are adequately implemented for newly recruited teachers. This will provide teachers with the right information, relieve their anxieties about the school system, and inspire them to have a positive attitude towards the teaching profession.
2. The school administrators should inspire the teachers to enroll in in-service training such as sandwich programmes in order to acquire more knowledge on professional skills for effective teaching.
3. Secondary Education Board should ensure that ICT experts are deployed to the secondary schools, and the computer laboratory should be well equipped with facilities to promote teachers' ICT skills.

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