

TEACHER PROFESSIONAL DEVELOPMENT AND QUALITY UNIVERSAL BASIC EDUCATION IN LAGOS STATE, NIGERIA.

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ABSTRACT: *The study aimed at investigating the relationship between teachers' professional development and quality Universal Basic Education. The study area was Lagos State. Three hypotheses were formulated to guide the study. Correlation design was used for the study and simple random sampling technique was used to select 500 teachers from the primary and junior secondary schools for the study. Data for the study were collected by the use of a researchers' developed instrument titled "Teacher Professional Development and Quality Universal Basic Education Questionnaire (TDPQUBEQ)". The instrument was a 4-point Likert type scale and consisted of 20 items. The reliability coefficient was .85, using Cronbach Alpha reliability method. Pearson product moment correlation statistics was used for data analysis. The findings of the study revealed that teacher participation in induction programme, ICT training and seminars/workshop significantly related to quality Universal Basic Education in Lagos State. Premised on these findings, it was recommended that the government and relevant agencies should intensify effort on the provision for teachers' professional development through in-service education to enhance sustainable quality universal basic education. The government and relevant agencies should provide more opportunities for UBE teachers to attend ICT training programmes in order to be ICT compliant. This is necessary to enhance their instructional delivery effectiveness.*

KEYWORDS: Teacher, Professional Development, Quality, Universal Basic Education

INTRODUCTION

The Universal Basic Education (UBE) was launched in Nigeria in 1999 by the former president of the Federal Republic of Nigeria, Chief Olusegun Obasanjo and passed into law in 2004. The introduction of the UBE in Nigeria is an offshoot of the world conference on Education for All (EFA) held in Jomtien, Thailand from 5th to 9th March 1990. The broad aims of the basic education is to enable the learners to acquire knowledge, skills and attitude that will assist them to live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge their civic responsibility competently. These aims suggest that the universal basic education is all-embracing, learners-oriented and problem solving- centred. The specific objectives of the Universal Basic Education as articulated by the Federal Republic of Nigeria (FRN, 2013) include among others, the provision of compulsory free and universal basic education for every Nigerian child of school age and ensuring the acquisition of the appropriate levels of literacy,

numeracy, communicative and life skills as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

To achieve these laudable objectives, basic education in Nigeria needs well trained and dedicated teachers to implement the curriculum and assure quality service delivery. It is not just enough to recruit teachers for the programme, but to provide continuous in-service programme or development programmes for the teachers to update their knowledge, skills and competence for them to function effectively and efficiently. Teachers' professional development is planned organizational activities aimed at improving and increasing teachers' skill, knowledge, concept, attitudes and behaviour to enable them meet the demands of the teaching job (Akpan, 1999). It focuses on improving the conceptual skill –intellectual and abilities needed to do a better job. Adeogun (2006) states that teachers' development programmes are associated with the general improvement of teachers in terms of behaviour, attitudes, skills, knowledge, and perception and in the performance of their duties. Alabi (2002) maintains that the immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning processes. Thus, the Nigerian teachers in basic educational institutions should be encouraged to attend training programmes for capacity building and development. These can be achieved by exposing them to in-service training, such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses, particularly for non-professional teachers employed to teach in basic schools.

The quality of any educational system depends to a great extent on the quality of teachers. Teachers are the most important component of any educational system because they are the people to shape the behaviour, thinking and attitude of the pupils/students in the teaching/learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes. If quality universal basic education is to be achieved, government and agencies involved in the management of UBE must make adequate provision for staff development programmes. Quality education is that type of education that is relevant to the needs of the learners and the needs of the society. It is the education that produces the complete person, a well educated wholesome individual that is intellectually, morally, physically, emotionally and socially developed. Thus, quality education should be education that inculcate in the learners dignity of labour, respect, ethical value, religious tolerance, self-reliance political stability, security, quality leadership and industrial harmony (Majasan, 1998). Quality basic education is education that empowers the learners with relevant skills, knowledge, ideas, values and attitudes needed for the person to make informed decisions and live a self-sustaining life. To ensure quality universal basic education in Nigeria we need to train and retrain our teachers. In this era of knowledge explosion as a result of modern technologies, particularly computer and ICT, it becomes pertinent that teachers be provided with opportunities to update and improve their knowledge and skills through teacher development programmes. Akpan (1999) in his study reported that teacher retraining programmes apart from developing in the teacher, self-confidence, it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes.

Information and communication technology (ICT) training is another important aspect of teacher development programme. Teachers need ICT training to improve upon their job efficacy. In this period of knowledge driven society, teachers need to acquire sound knowledge

on how to use ICT tools to enhance quality teaching and learning in schools. Seminars, conferences and workshops expose teachers to new teaching strategies and the use of modern instructional aids in teaching and learning. The curriculum of universal basic education is value-loaded and therefore requires teachers with the requisite expertise for effective curriculum content delivery and exposure of the learners to appropriate learning experiences. Obi (2000) in his study found that teachers' development programmes improve them both academically and professionally and apart from helping them to update their knowledge, it serves as a motivating factor for teacher efficiency.

Lagos state government's commitment to promote quality basic education has been demonstrated in the provision of various development programmes for teachers. For example, in the first quarter of 2014, the state government organized an induction programme for 1775 teachers in the employ of the state government. According to Oladunjoye (2014), the aim of the induction programme was to provide qualitative education and to further overcome the challenges facing the education sector. She reiterated that training and retraining of teachers is a key factor to the development of education and to raise the standard of education for the teachers in order to add value to the teaching profession for the students to excel in both internal and external examinations. In addition to the various development programmes organized for teachers in Lagos state, the government also initiated the Eko Education project to boost standard and quality education. The project assists in providing infrastructural and instructional facilities to schools including the establishment of Information and Communication Technology (ICT) centres in schools. This enhances teachers' and students' ICT competence for quality teaching and learning in schools. Although a lot of studies have been done on the impact of teachers' development programmes on teachers' attitude to work, productivity and effectiveness in the western world and in Nigeria (Akpan, 1999; Adeyemi 2007 & Jeffrey, 2014), very little or no empirical studies have been carried out on the present study in Nigeria and particularly in Lagos State. It is against this background that the researchers were motivated to investigate the relationship between teachers' professional development (in-service education) and quality universal basic education in Lagos State.

STATEMENT OF THE PROBLEM

Teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to be imparted to the learners. Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes. Since the inception of UBE in Lagos state, the government has put in place various development programmes for teachers in order to enhance quality basic education. Such programmes include among others in-service training, ICT training, seminars, workshops and induction programmes for teachers. However, despite government effort and investment in teacher development programmes, the quality of UBE does not improve to any appreciable level. Some educators blame this on ineffective management of the programme by those concerned, while others attribute it to the poor attitude of some teachers toward the programme and poor work behaviours. Therefore, it becomes pertinent to pose the question "To what extent does teacher professional development relate to quality universal basic education in Lagos state?" This study seeks to provide answer to this question.

PURPOSE OF THE STUDY

The aim of the study is to investigate the relationship between teacher professional development and quality universal basic education. Specifically, the purpose of the study is to find out the extent to which

1. Teachers' participation in induction programme relates to quality Universal Basic Education.
2. ICT training of teachers relates to quality Universal Basic Education.
3. Teachers participation in Seminars/workshops relate to quality Universal Basic Education

HYPOTHESES

The following hypotheses were formulated to guide the study.

1. Teachers' participation in induction programmes does not significantly relate to quality Universal Basic Education.
2. ICT training for teachers does not significantly relate to quality Universal Basic Education.
3. Teachers' participation in seminars/workshops does not significantly relate to quality Universal Basic Education.

LITERATURE REVIEW

Researchers have shown that employees' training significantly relate to job commitment and productivity. In a study carried out by Alabi (2011) in Oyo metropolis it was found that teacher development significantly related to teacher productivity. The researcher concluded that teachers need to acquire more knowledge through in-service training in order to improve their competencies. This finding was supported by the research finding of Ogunrin (2011) who discovered that training and development of teachers and other non-monetary incentives significantly related to teacher performance. It could be deduced from these research findings that acquiring teachers' services and developing their skills and competencies through appropriate staff development programmes can motivate them to high levels of performance which could lead to achievement of quality basic education.

In a related study conducted by Bassey, Bassey, Ojua and Ottong (2011) on the impact of training and retraining on teachers' productivity, it was found that a significant relationship existed between training/retraining and productivity of teachers in terms of punctuality to school, organizing extra lessons for students, timely submission of examination grades and participation in extra-curricular activities. These findings were in consonance with an earlier study by Akpan (2008) who reported a significant positive relationship between teachers' perception of training and retraining programme and their attitude towards work. Similarly, the research findings of Hellriegel, Slocum and Woodman (1992) and Coopey and Hartley (1991)

agreed with this finding. They discovered in their various studies a significant relationship between workers' perception of refresher courses and their attitude towards work. These findings suggest that the provision of teachers' development programme and effective administration of such programmes act as catalysts for improvement of standard and quality of education.

Creener (1994) and Haron (1995) reported in their studies that teachers' training and retraining prepare them for the improvement of the educational quality, pedagogical techniques and school management. Adeboyeje (2000) in his study argued that in-service training for teachers no doubt develop in each teacher his general education and personal culture, his ability to teach and educate others and awareness of principles which underline good human relations. Ejue (2001) reported that in-service programmes for teachers are concerned with skills which employees have been trained and with new innovative skills.

Etuk (2001) reported a direct significant relationship between in-service training of teachers and quality universal basic education. The researcher viewed quality basic education in terms of the social relevance of the product i.e. the ability of the school leaver to use knowledge acquired in school in post-school situations. Thus, the way a school-leaver displays certain skills on interaction with people and materials are indicative of the quality of education which he/she received. Etuk (2001) therefore, emphasized the need for in-service training for both new and old teachers for the enhancement of quality universal basic education in Nigeria. In a related study by Afolabi, Olorisade and Oguntunde (2012), it was found that a significant relationship existed between UBE training and the quality displayed by the teachers' in terms of teacher's method of teaching, improvisation of teaching aids, the use of new lesson plan, and pupils' academic performance in primary schools. There was also a significant relationship between training resources made available for the training of teachers and the quality of training received by UBE teachers in public primary schools. In other words, the training resources available significantly related to teachers' productivity in public primary schools. These findings depict the relative importance of in-service training of teachers to enhance productivity, quality and standard of universal basic education.

Another aspect of teacher development programme that is relevant to enhancing quality universal basic education is ICT training for teachers. Researchers have revealed that knowledge acquired through ICT training for teachers enhanced effective teaching and learning in schools (Akpan, 2008 & Mbakwem 2007). Borg (2012) in his study reported a significant relationship between teachers' knowledge of ICT literacy and their job performance. This finding portrayed that the more knowledgeable a teacher in the use of ICT, the more productive the teacher would be in his/her teaching job. Thus, ICT training for teachers should be encouraged for quality teaching and learning in basic schools. This finding was in agreement with the research finding of Adeyemi (2010) who reported a significant positive correlation between teachers' ICT utilization and their job performance. In a similar study by Olaolu, Abdulrahman and Habibat (2012), it was found that a significant relationship existed between teachers' ICT competence and their job effectiveness. This finding was in consonance with the research finding of Rastogi and Malhotra (2013) who reported a significant positive relationship between teachers' ICT skills and teaching effectiveness. The study also revealed that teachers with high ICT skills performed better than those with low ICT skills. It can be deduced from these findings that knowledge of ICT makes teaching easier and result-oriented.

Information and communication are two important processes in the teaching/learning situation. In the classroom, knowledge and skills of ICT could be used to enhance quality instructional delivery. It could be used to prepare lesson plan, collect and analyze students' achievement. (Onuma,2007). Akpan (2008) reported that with knowledge of ICT, curriculum contents could be enriched through search in the internet by teachers. Wheeler (2000) in his study reported that ICT improved efficiency in the educational process and effected changes in teaching methodology, assessment of learning, student tracking, communication and evaluation. In support of this, Becta (2004) opined that ICT equipped teachers with new innovations in education and in teaching. Thus, in this age of knowledge explosion and ever increasing number of pupils' enrolment in universal basic education, UBE teachers need to be trained in the use of ICT tools to promote quality education. Researches by Chike-okoli and Gambari (2007) revealed that only a negligible number of teachers make use of ICT in teaching, learning and school management particularly at the primary and secondary schools. While Jusuf (2005) reported that teachers' ICT competence in Nigeria is below expectation, Lee (1997) and Mumtaz (2000) in their studies maintained that the amount of teachers' personal access to ICT, technical support and amount and quality of training available determined to a great extent the level of ICT usage by teachers.

Teachers' participation in conferences, seminars and workshops as components of teacher development programme has been found to correlate positively with teacher output. Locke (2004) in his study reported that teachers' regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality output. It was also found that the greater the value placed on these aspects of staff development, the higher the attainment of quality output. This finding was in line with the result of an earlier study by Bateman and Organ (2003) who discovered a strong positive relationship between teachers' involvement in seminars and workshops and their output. Thus, the more teachers participated in seminars and workshops, the better the quality of output in terms of academic achievement. Walton (2005) studied the influence of workshops on teachers' job performance and reported a significant influence of workshops on teachers' output. The researcher concluded that teachers should be provided with opportunities to attend workshops to acquire and update their skills for high productivity. Ekpela (2005) identified causes of poor quality output of teachers to include unpreparedness in terms of skills update, attendance at workshop/seminars and conferences. He maintained that teachers should be encouraged to prioritize workshops attendance to enhance quality output. Therefore, creating opportunities for focused and sustained development programme for teachers will enhance quality teaching and learning in basic education.

RESEARCH METHODOLOGY

Research Design

The design adopted for the study was correlation design which deals with discovering or clarifying relationship among variables. The design was appropriate for the study because the researchers were interested in finding out the effect of teacher professional development on quality Universal Basic Education with the view to establishing the relationship between the two variables.

Population of the Study

The population of the study comprised all primary and junior secondary school teachers in Lagos State. There were a total of 12,802 teachers in primary schools made up of 2124 males and 10678 females. In the junior secondary schools, there were a total of 11038 teachers consisting of 3224 males and 7814 females (State Universal Basic Education Board-Maryland, 2015).

Sampling Technique and Sample

Simple random sampling technique was used to select 250 teachers from the primary schools and 250 teachers from the junior secondary schools respectively. This gave a sample size of 500 teachers. The simple random sampling technique was used in this study to ensure that every member of the population had equal and independence chance of being selected.

Instrument

The instrument for data collection was a questionnaire designed by the researchers and titled "Teacher Professional Development and Quality Universal Basic Education Questionnaire (TPDQUBEQ)." The instrument consisted of two sections. Section A consists of items that sought personal and demographic data from the respondents such as gender, age, teaching experiences, qualification etc. Section B was a 4-point Likert type scale which comprised 20 items. Five items were used to measure each of the four sub-variables identified for the study, namely induction programme (5 items) ICT training (5 items), seminars/workshops (5 items) and Quality Universal Basic Education (5 items). Each item had four response options ranging from Strongly Agree (SA), Agree (A) to Disagree (D) and Strongly Disagree (SD). The respondents were required to tick one of the 4 options against an item to indicate the extent of their agreement or disagreement with the items. The correlation coefficient of the instrument using Cronbach alpha reliability method was 0.85. This was high enough for the instrument to be considered reliable. The instrument was administered on the respondents in their various schools with the help of two research assistants. All the 500 copies of the questionnaire administered were correctly filled and returned.

In the 4-point Likert scale, all positively worded items were scored 4 points for Strongly Agree, 3 points for Agree, 2 points for Disagree and 1 point for Strongly Disagree, while for negatively worded items, the scoring technique was reversed.

RESULTS/FINDINGS

HO₁: Teachers' participation in induction programme does not significantly relate to quality universal basic education.

The data for this study was analyzed using Pearson Product Moment correlation statistical technique. The result of the analysis is presented on table I.

Table I: Correlation Analysis of the Relationship between Teachers' Participation in induction programme and Quality Universal Basic Education (n = 500)

Variables	\bar{X}	SD	r
Participation in induction programme	13.50	2.75	0.60*
Quality Universal Basic Education	14.05	2.30	

*P < .05; df = 498; critical – r = 0.088

Table I reveals that the calculated r-value of 0.60 is greater than the critical r-value of 0.088 needed for significance at .05 level of significance and 498 degrees of freedom. Given this result, the null hypothesis is rejected and the alternate hypothesis is upheld. This means that there is a significant positive relationship between teachers' participation in induction programme and quality universal basic education. This finding suggests that the more teachers participate in induction programme the higher the quality of universal basic education and vice versa.

HO₂: ICT training of teachers does not significantly relate to quality universal basic education. The result of the analysis of data using Pearson Product Moment correlation statistics is presented on table 2.

Table 2: Correlation Analysis of the Relationship between ICT training of teachers and Quality Universal Basic Education (n = 500)

Variables	\bar{X}	SD	r
ICT training	12.65	3.02	0.53*
Quality UBE	14.05	2.30	

*P < .05; df = 498; critical - r = 0.088

The data on table 2 show that the calculated r- value of 0.53 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance and 498 degrees of freedom. With this result the null hypothesis is rejected, while the alternate hypothesis is therefore, upheld. This means that ICT training of teachers significantly correlates with quality universal basic education. This depicts that the more teachers are exposed to ICT training, the higher the quality of universal basic education and vice versa.

HO₃: Teachers' participation in seminars/workshops does not significantly relate to quality universal basic education.

To test this hypothesis, Pearson Production Moment correlation statistics was used for data analysis. The result is presented on table 3.

Table 3: Correlation Analysis of the Relationship between Teachers' Participation in Seminars/Workshops and Quality Universal Basic Education (n = 500)

Variables	\bar{X}	SD	r
Seminars/workshops	15.33	2.15	
Quality Universal Basic Education	14.05	2.30	0.72*

* $P < .05$; $df = 498$; critical- $r = 0.088$

Table 3 reveals that the calculated r-value of 0.72 is greater than the critical r-value of 0.088 needed for significance at .05 level of significance and 498 degrees of freedom. Given this result, the null hypothesis is rejected and the alternate hypothesis is therefore upheld. This means that teachers' participation in seminars/workshops significantly relates to quality universal basic education. This finding suggests that the more teachers are provided with opportunities to participate in seminars/workshops, the better the quality of universal basic education.

DISCUSSION OF FINDINGS

One of the findings of this study revealed that teachers' participation in induction programme significantly related to quality universal basic education. This finding depicts that the more teachers are exposed to induction programme, the better the quality of universal basic education. This finding could be attributed to the renewed commitment of Lagos state government in providing in-service training for UBE teachers. This improves the quality of teaching and learning outcomes in schools. Provision of induction programme is a key factor in the professional development of teachers for the achievement of quality universal basic education. The present research finding is supported by the work of Creener (1994) and Haron (1995) who reported in their various studies that teachers' in-service training prepares them for improvement of the educational quality, pedagogical techniques and school management. The finding is also in agreement with research finding of Etuk (2001) who reported a direct relationship between in-service training of teachers and quality universal basic education. Therefore, the provision of induction programme for teachers helps to place them on a solid pedestal for effective job performance.

Another finding of the study showed that ICT training for teachers significantly correlated with quality universal basic education. This finding could be explained on the ground that teachers in the state are exposed to ICT training and the skills and knowledge acquired help them to search for quality materials in the internet for lesson preparation and this enhances quality teaching and learning in UBE schools. The Eko Education Project implemented by the Lagos state government contributes immensely to raising the standard and quality of education in the state. The project is aimed at providing infrastructural facilities in schools including establishment of ICT centres with state-of-the-art facilities. This goes a long way to enhance teachers' and students' ICT competence which leads to quality teaching and learning. The present research finding is in consonance with the research findings of Borg (2012), Adeyemi

(2010) and Rastogi and Malhotra (2013) who discovered in their various studies significant correlations between knowledge and skills acquired through ICT training and teachers' job effectiveness. Thus, ICT improves efficiency in the educational process and enhances quality instructional delivery.

The study also revealed a significant relationship between teachers' participation in seminars/workshops and quality universal basic education. This finding is a reflection of government effort to expose UBE teachers to refresher courses such as conferences, workshops and seminars for updating of their knowledge and skills in the teaching profession. This finding is in agreement with the work of Locke (2004) who reported that teachers' regular attendance in conferences, workshops and seminars resulted in improvement of skills and quality output. The finding is also in consonance with the works of Bateman and Organ (2003), Walton (2005) and Ekpela (2005) who discovered in their studies significant relationships between teachers' participation in seminars/workshops and quality output. Therefore, teachers should be provided with opportunities to attend workshops and seminars to acquire and update their skills for higher productivity.

CONCLUSION

Premised on the results of this study, it could be concluded that the variables of teacher professional development, participation in induction programme, ICT training and participation in seminars/workshops impact on quality universal basic education in Lagos state. In other words there are significant positive relationships between teachers' participation in induction programme, ICT training, participation in seminars/workshops and quality universal basic education. Thus, quality universal basic education is a function of teachers' development programme. Therefore, the provision and effective management of teachers' development programmes enhance quality universal basic education.

RECOMMENDATIONS

In the light of the findings of this study, it is recommended that the government should provide more opportunities for UBE teachers to attend in-service training. These will enable the teachers to acquire more skills and competence in their teaching job. In-service training improves upon the teachers' teaching method, class control, supervision of students, knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes.

Induction programmes for teachers should be organized yearly for both new and old UBE teachers. The government and school authorities should encourage UBE teachers to attend ICT training programmes in order to be ICT compliant. They should be trained in the use of ICT tools to promote quality universal basic education. The government should intensify effort in establishing ICT centres in basic educational institutions to enhance quality teaching and learning.

The government should sponsor teachers to attend refresher courses such as conferences, seminars and workshops to enable the teachers to update their knowledge, skills and competence in the teaching profession. Teachers' participation in such programmes will act as

a catalyst for improvement in teaching and motivate them to hard work, commitment and better job performance.

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