

Educational Policy Implementation and Teachers' Job Performance in Secondary School in Otukpo LGA: Implication for Sustainable Development

Florence Onyemowo Akpakwu;

John Iorlumum Agber;

Jane Ndidiamaka Akwam

and

Ategwu Patrick Ogar

Abstract

This study was conducted to examine the educational policy implementation and teachers' job performance in secondary school in Otukpo LGA: implication for sustainable development. Descriptive survey design will be adopted for the study. Two research questions were raised to guide the study to a logical conclusion. The population of the study made up of all public secondary schools' teachers selected through census approach and used for the study. A researcher-designed questionnaire titled: Educational Policy Implementation and Teachers' Job Performance Questionnaire (EPITJPQ) was used to elicit information from the respondents. The instrument was validated by two experts in Measurement and Evaluation in Department of Educational Foundation and Planning, University of Calabar. Split-half reliability test was employed to determine the reliability of the instrument. Data obtained was analyzed using descriptive statistics of frequency count using mean and standard deviation. Findings from this study revealed that the extent of the implementation of staff development programmes for manpower sustainability in terms of orientation/induction and in-services training for teachers in Otukpo Local Government Area of Benue State public secondary schools is significantly low. The school administrators should ensure that orientation/induction programmes are adequately implemented for newly recruited teachers; and that, 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.

Keyword: Policy, Implementation, Supervision, Skills, Induction.

Introduction

Quality of education has become one of the central issues accorded priority in the recent educational reforms going on worldwide. It became one of the mechanisms used in achieving it. Manpower training programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning (Ekpoh, Edet

& Nkama, 2013). Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance.

Teachers have been described as the most recognized and indispensable human resources in the education system. They are equally regarded as the single most important element of the school system; more important than the quality of equipment, materials or the level of financing. Thigpen (2011) found that teachers are the initiators and facilitators of teaching and learning activities and they act as agents of changes in any school system and because of these roles they perform, they can be regarded as the heart of quality improvement strategy. It therefore follows that if teachers are to be productive, due attention must be accorded to their job satisfaction and there must be an enabling environment that can boost and improve their productivity. Effective implementation of any programme especially that of improving the performance of teachers, no doubt depends on continuous development and update of teachers' knowledge. However, the broad goals of secondary education in Nigeria in the National Policy on Education are to prepare the individual for useful living within the society and for higher education. To achieve these goals therefore, some personnel especially teachers, are required. This is because the success or otherwise of secondary education depends very much on the quality and caliber of teachers.

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.

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 and in-service training 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. The study by Ategwu, Adie & Kenn (2021) on investigation of the supervision of implementation of education policy and the productivity of secondary schools' teachers in Ogoja education zone of Cross River State, Nigeria using ex-post facto research design discovered that, supervision of implementation of education policies has significant impact on the productivity of public schools' teachers in Cross River State.

One of the sustainable interventions for manpower sustainability is orientation/induction programme for organizational 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. 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. 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.

Teachers' in-service training programmes are pertinent in upgrading their skills, knowledge and performance for efficient instructional delivery in the school system. For instance, 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.

Purpose of the Study

The study was focused on determining the educational policy implementation and teachers' job performance in secondary schools in Otukpo Local Government Area: implication for sustainable development. Specifically, the study intended to examine the:

1. Influence of implementation of orientation/induction programmes for newly recruited teachers on teachers' job performance in secondary schools in Otukpo LGA; and
2. Influence of implementation of in-service training for teachers on teachers' job performance in secondary schools in Otukpo LGA.

Research Questions

The following research questions were posed to direct the study.

1. How is induction/orientation programme implemented for the sustainability of teachers on teachers' job performance in public secondary schools in Otukpo LGA of Benue State? and
2. What is the extent of the implementation of in-service training for the sustainability of teachers on teachers' job performance in public secondary schools in Otukpo LGA of Benue State?

Literature Review

In-Service Training and Teacher's Performance

In-service teacher training has grown in importance and status and has developed as a global trend for three decades. It has been viewed by many countries as the key element in strategies to rise the quality of educational provision. In-service training is just as important as pre-service teacher training. This is the Governments' role to provide teachers education which their need through in-service training. The purposes of the in-service teacher training are to enable individuals to be successful in their professionals, into develop professionalism and skills of lifelong in learning, to improve their required performance to meet the students' needs. Muhammad, Samiullah and Rizwan (2017) carried out a study aimed at examining the impact of in-service training on the performance of the teachers. It is generally believed that with the implementation of certain in-service training programmes the performance of teachers regarding their professional skills, knowledge and experience can be significantly improved. The target population of the present study included the in-service teachers offering their services at Sindh Technical Education and Vocational Training Authority (STEVTA), Government of Sindh, Karaschi Region. Using close-ended questions, perception and experience of teachers (n=150, m=100, f=50), who availed the opportunity to get in-service training, were gained. Findings of the study revealed the positive impact of in-service training programmes on the performance of teachers. The study also revealed the positive perception of teachers regarding their professional growth. It recommended the in-service training programmes to be introduced in line with the subject rather than general. Medard (2017) conducted study assessed the effects of in-service training on Teachers Performance in Kasulu Secondary schools. In order to provide in-depth information about in-service training the Questionnaire method was used in this research. The

participants of this study are 70 secondary school teachers. The findings revealed that teachers strongly desire to receive trainings on curriculum, Information Computer Technology (ICT) and school management. Teachers suggest that a needs analysis should be done in order to inform planning of training. A qualitative approach with a case study design was used which provided a great deal of information about teachers' in-service trainings. The number of participants involved in the study was 70 teachers from six secondary schools. The questionnaire method was used in this study for data collection. Essel, Badu, Owusu-Boateng and Saah, (2009) explore the positive impact of in-service teacher training and thus figure out that such programmes provide the teachers with skill, knowledge, ability and confidence. If teachers are to develop, attention must be paid to their thinking, moral purposes and skills as change agents as well as their pedagogical and management skills and the leadership and cultural contexts in which they work". Chuktu and Uzoigwe (2019) conducted a study to assess 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 analyzed 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.

Induction/Orientation and Teacher's Performance

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. Induction programmes are designed to provide systematic structures of support for newly recruited teachers, who change their role from student teachers to real ones. The implementation of such programmes varies from country to country. Several researches have been carried out on induction/orientation and teacher's performance. Among them are discussed as follows. Juma (2016) conducted a study to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district. The study employed both qualitative and quantitative research approaches to complement one another. Participants involved in this study were 25 beginning teachers; 4 heads of school; 8 heads of department and 1 district education officer. Data were collected by using questionnaires survey, interview and documentary review where by simple random sampling and purposive sampling technique were

employed in selecting the respondents. The study revealed that education stakeholders had minimal awareness about the induction programs for newly appointed teachers. However, study revealed the existence of strengths of induction programs help beginning teachers feel free under new environment; and minimize collision among organization members. The study also revealed that the induction programs faced challenges like: lack of blueprint and funds to facilitate the induction program practices. The study recommended that there should be a blueprint to guide the practice of induction programs; provision of enough funds to facilitate the induction programs. The study recommended for further study to be conducted in other districts by using other participants and one approach especially qualitative. Additionally, it was also recommended for further study to employ different kinds of school on the same topic. Ansah (2017) conducted a study to assess the induction of newly posted teachers in basic schools and its impact on teacher retention in the Komenda Edina Eguafo Abirem (KEEA) Municipality. To achieve this, descriptive research design (Mixed-methodology) was employed. Data were collected from 220 teachers and administrators from the District. Questionnaire with a reliability coefficient of .82 were used to obtain data from the respondents. Quantitative data were coded and analyzed using descriptive statistics (frequencies and percentages) and inferential (multiple regression and chi-square test). The qualitative data were also analyzed in themes to support the quantitative data. The study revealed that organization of induction programmes for newly posted teachers have not been an integral component of teacher development in the district, although some attempts have been made in this regard. It was again revealed that generally, the induction programmes have been largely delivered in response to teachers' emerging pedagogical needs, it has had important impact on the teachers. It was therefore, recommended that there should be introduction of mentor-mentee relationship in the District to facilitate the induction programme. Also, investment of induction should be much emphasis by the government. Thus the government should envisage and articulate future induction development scenarios through the development of a medium-long term new teacher induction infrastructure development plan.

A study by Thigpen (2011) titled: Teacher responses to participation in Hawaii's Kahua induction program. This study employed a qualitative phenomenological approach to investigate the teachers' responses to participation in the Kahua Induction Program for new and new-to-district public school teachers in Hawaii. The study was undertaken in Kahua Hawaii. Data was collected through interview where nine teachers who had participated in the program for at least 1 year in the West Hawaii Complex Area in Hawaii island. The study revealed that participants felt the need for understanding unfamiliar cultural context for their effective teaching. The study also revealed the Kahua Induction Program provided teachers a foundation for more supportive relationships with students' families, with colleagues, and with members of the community; it also articulated a pedagogical approach that is transferrable to other cultural environments and that increased the participants' sense of satisfaction as teachers in Hawaii. Thigpen recommended that the programme should become more effective in meeting the needs of the new teachers. The researcher also proposed that an evaluation be done of the programme to provide additional information that would prove helpful in implementing the model.

A study by Thabo (2005) titled: The Management of induction programme for newly appointed educators in the Ekurhuleni West district in South Africa. Her study aimed to assess the perception of educators with regard to the management of induction for newly appointed educators. The study was determined by the need to address challenges arising from rigorous induction programme within the Ekurhuleni west district which are line with political changes that have been taken place South Africa. This study employed quantitative approach. Respondents in this study were newly appointed educators to whom data were collected through unstructured questionnaires survey from 20 schools in Ekurhuleni west district. The study revealed that, at present, there is no formal system to induct educators in South Africa and the majority of school management teams lack capacity to induct educators. The study recommended that the school management teams must be trained on how to provide induction. There is need for further research on the induction programs for department of education officer.

A study by Robert (2014) titled: Novice teachers' perceptions of school-based induction programmes at selected in Windhoek, Namibia. His study specifically sought to: determine the effectiveness of induction programme; identify the nature of the induction programmes offered to novice teachers at primary schools in Windhoek; explore beginner teachers' perceptions towards school-based induction programmes; and identify the kinds of support needed by novice teachers. This study employed a qualitative approach where eight novice teachers and four heads of departments involved in the study. Data were collected by using three instruments namely in-depth interview, documentary analysis and observations. The study revealed that a school-based induction program is perceived as an important aspect necessary in the acclimatization of a novice teacher at his/her new school. The study recommended that a school-based induction program should commence as earlier as possible to novice teachers instead of waiting them to blunder.

A study by Ajowi et al. (2011) titled: Assessment of management practices of induction for newly appointed teachers in secondary schools in Kenya: A case study of Kisumu North, East and West Districts. The purpose of this study was to assess the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts. The study was guide by two specific objectives which were to: examine the perception of head teachers and newly appointed teachers on the management practices of induction in secondary schools and; examine the challenges and coping strategies employed in management practices of induction of newly appointed teachers in secondary schools. The study employed a descriptive survey design where a simple size of 72 respondents was involved in the study. Data were obtained through questionnaire survey and in-depth interview from heads of school and new teachers. The study revealed that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly appointed teachers in the first two days after which they are left to swim and sink. The study recommended that the Ministry of Education should provide an induction blue print to schools, train mentors and provide funds for induction process.

Methodology

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 educational policy implementation and teachers' job performance in secondary schools in Otukpo Local Government Area: implication for sustainable development. The study population comprised all teachers in the public secondary schools in Otukpo Local Government Area of Benue State. 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 380 teachers from 14 Public secondary schools in Otukpo Local Government Area. A structured researcher's-developed questionnaire titled: "Educational Policy Implementation and Teachers' Job Performance Questionnaire (EPITJPQ)" was used for data collection. This instrument consisted of 2 items with six (6) subscales namely: Orientation/induction programmes and in-service 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 in Department of Educational Foundation 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 item. Therefore, in order to analyze 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.

Results and Discussion

Data collected through the copies of the questionnaire administered were analyzed using frequency counts, mean and standard deviation.

Research Question one: How is induction/orientation programme implemented for the sustainability of professional teachers on teachers' job performance in public secondary schools in Otukpo LGA of Benue State?

(i) Research question one

To what extent is orientation/induction programme implemented for the sustainability of professional teachers in public secondary schools in Otukpo Local Government Area of Benue State?

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 Otukpo Local Government Area of Benue State (n= 380)

S/N	Items	SA	A	D	SD	Mean	StD
	Induction/Orientation Programme for Newly Recruited Teachers						
	My principal:						
1	Provides orientation programme for newly recruited teachers	104	92	65	60	2.44	1.02
2	Provides adequate funding for orientation Programmes	96	90	109	88	2.18	0.96
3	Usually helps to take new teachers round the school premises	102	95	90	98	2.08	0.87
4	Always pay more than usual attention to new teachers' performance	110	93	97	89	2.21	1.08
5	Provides enough educational support facilities to new teachers	98	91	103	95	2.24	1.10
6	Usually provides adequate career guidance for new teachers	97	90	106	102	2.28	1.14
7	Provides orientation programme for newly recruited teachers	112	98	67	72	2.38	1.26
8	Provides adequate funding for orientation Programmes	98	95	109	105	2.25	1.23
9	Is always interested in staff orientation/induction Programmes	94	97	114	111	2.22	1.16
10	Permit newly recruited staff to enroll in orientation/induction Programmes	88	96	103	105	2.30	1.24

Average mean = 2.26, Standard Deviation = 1.11

Table 1 on the impact of orientation/induction programme for sustainability of professional teachers in public secondary schools in Otukpo Local Government Area of Benue State showed the average response mean of 2.26 and standard deviation of 1.11. The result indicated that the average response mean is more than 1/5 of the standard deviation. This implied that there is a low disparity in the response of the respondents but pointed towards a positive direction. This result implies that orientation/induction programme has not impacted on sustainability of teachers' job performance in public secondary schools in Otukpo Local Government Area of Benue State. This is because the school administrators/government have not been regularly organizing orientation/induction programme for newly recruited teachers.

Research question two

To what extent is in-service training programmes implemented for the sustainability of teachers on teachers' job performance in public secondary schools in Otukpo Local Government Area of Benue State?

Table 2: Summary of frequency count on the extent of implementation of in-service training for sustainability of teachers in public secondary schools in Otukpo Local Government Area of Benue State (n= 380)

S/N	ITEM	SA	A	D	SD	Mean	StD
	In- Service Training						
1	The effective implementation of training and development policy improve staff initiatives, creativity and productivity.	102	90	108	80	2.46	0.210
2	Training programmes provided always meet the professional needs of the teachers	92	41	76	122	2.28	0.201
3	The training of staff is a prerequisite for meeting the schools' manpower demand.	136	74	38	68	2.61	1.062
4	There is a relationship between staff training and job performance	102	43	78	108	2.32	0.421
5	Additional training of teachers enables them to prepare lesson notes and use instructional materials effectively.	118	94	67	51	2.48	1.204
6	The government has regularly been sponsoring staff on in-service training, conferences, seminars and workshops.	83	54	98	92	2.25	0.196
7	Staff training is an important aspect of the staff development programme for effectiveness and efficiency in secondary schools.	85	63	104	90	2.18	1.032
8	Teachers who benefit from training policies perform better than teachers who have not had an opportunity.	143	62	74	43	2.64	0.241
9	Government always sponsor qualified teachers for training and retraining as a matter of policy.	48	82	71	128	2.34	1.087
10	Teachers are opportune to go on in-service training when due during their period of service.	47	18	102	164	1.74	1.102

Average mean = 2.33, Standard Deviation = 0.676

Table 2 on the impact of personnel management policy implementation on training and development of teachers in Otukpo Local Government Area of Benue State showed the average response mean of 2.33 and standard deviation of 0.676. The result indicated that the average response mean is more than 1/5 of the standard deviation. This implied that there is a low disparity in the response of the respondents but pointed towards a positive direction. This result implies that personnel management policy implementation has not impacted on training and development of teachers in Otukpo Local Government Area of Benue State. This is because the government as well as school administrators have not been regularly sponsoring teachers on in-service training, conferences, seminars and workshops.

Discussion of Findings

Implementation of orientation/induction programmes for the sustainability of professional teachers in Otukpo Local Government Area of Benue 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 Juma (2016) who conducted a study to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district. The study employed both qualitative and quantitative research approaches to complement one another. Participants involved in this study were 25 beginning teachers; 4 heads of school; 8 heads of department and 1 district education officer. Data were collected by using questionnaires survey, interview and documentary review where by simple random sampling and purposive sampling technique were employed in selecting the respondents. The study revealed that education stakeholders had minimal awareness about the induction programs for newly appointed teachers. However, study revealed the existence of strengths of induction programs help beginning teachers feel free under new environment; and minimize collision among organization members.

Similarly, the findings tally with Ansah (2017) who conducted a study to assess the induction of newly posted teachers in basic schools and its impact on teacher retention in the Komenda Edina Eguafo Abirem (KEEA) Municipality. To achieve this, descriptive research design (Mixed-methodology) was employed. Data were collected from 220 teachers and administrators from the District. Questionnaire with a reliability coefficient of .82 were used to obtain data from the respondents. Quantitative data were coded and analyzed using descriptive statistics (frequencies and percentages) and inferential (multiple regression and chi-square test). The qualitative data were also analyzed in themes to support the quantitative data. The study revealed that organization of induction programmes for newly posted teachers have not been an integral component of teacher development in the district, although some attempts have been made in this regard. It was again revealed that generally, the induction programmes have been largely delivered in response to teachers' emerging pedagogical needs, it has had important impact on the teachers.

Implementation of in-service training for the sustainability of teachers in Otukpo Local Government Area of Benue 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 Muhammad, Samiullah & Rizwan (2017) who carried out a study aimed at examining the impact of in-service training on the performance of the teachers. Findings of the study revealed the positive impact of in-service training programmes on the performance of teachers. The study also revealed the positive perception of teachers regarding their professional growth. It recommended the in-service training programmes to be introduced in line with the subject rather than general.

Also, it is not in line with Medard (2017) who conducted study assessed the effects of in-service training on Teachers Performance in Kasulu Secondary schools. In order to provide in-depth information about in-service training the Questionnaire method was used in this research. The participants of this study are 70 secondary school teachers. The findings revealed that teachers strongly desire to receive trainings on curriculum, Information Computer Technology (ICT) and school management. Teachers suggest that a needs analysis should be done in order to inform planning of training. A qualitative approach with a case study design was used which provided a great deal of information about teachers’ in-service trainings. The number of participants involved in the study was 70 teachers from six secondary schools. The questionnaire method was used in this study for data collection.

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 and in-services training for teachers in Otukpo Local Government Area of Benue 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; and
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.

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