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CAPACITY BUILDING AND TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE

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Abstract

*This paper examined capacity building and teachers' effectiveness in public secondary schools in Kwara State. Three research questions were raised while one hypothesis was formulated. The study used researcher-designed questionnaire and proforma to collect data for the study. The findings revealed that the capacity building programme mostly used to enhance teachers' effectiveness in public secondary schools in Kwara State was seminar; Kwara State Government's commitment to teacher capacity building in public secondary schools was low; provision of capacity building to the teachers in public secondary schools in Kwara State was not often; and there was significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State. The study concluded that capacity building is no doubt a necessity for teachers to be more updated in knowledge, skills and techniques. Based on the findings and conclusion of the study, it was **recommended** among others that government should give more attention to other capacity building programmes, especially conference which was least focused on, so that teachers could benefit from what is contained therein. Government should show more commitment to the provision of capacity building programmes to the teachers as it was discovered that its current commitment was low.*

Key Words: Education, capacity building, teacher's effectiveness, academic performance

Introduction

Education is seen as a powerful instrument which every nation needs for her economic, social, political and

cultural development; the fact remains that this goal could only be realized through the provision of qualitative teachers, not quantitative. This

statement corroborates the fact that no nation can rise above the quality of its teachers (Fagbola, 2006). For the past few decades, there has been series of complaints about the falling standard of education in Nigeria from all and sundry and this has generated a lot of arguments about who is actually responsible. Some blamed the government for her unappealing attention to the educational system; some criticized teachers for their poor dedication and conscientiousness to the teaching profession; some rebuked parents for not being supportive enough to the success of their children educationally; and some chastised students for their laziness and poor attitudes toward learning. Inversely, some opined that inadequate provision of capacity building to the teachers by the government is also a great contributor to the falling standard of education in Nigeria. Since this is apparently observed, there should be adequate provision of capacity building programmes for the teachers, because no matter their effectiveness at the time of recruitment, they cannot remain the same (Abdullahi, 2006).

Teachers in any society remain the mobilizer of all other educational resources in schools. No matter the abundance of educational facilities such as classrooms, library, textbooks, tables and chairs and a host of others, if the teachers' professional skills are not updated through various capacity building programmes, it could be difficult to actualize the goals of education is established. Capacity building is a veritable tool needed to update, revitalize and also rejuvenate professional skills of the teachers, so as to prepare them readily for the up-coming challenges in educational. This is because we are now

in the world where things in educational system keep changing day-by-day. Inadequate provision of capacity building to the teachers could make their professional skills outdated. Furthermore, this would make it difficult for teachers to cope with the sporadic changes in the education, which are needed to be skilfully handled by teachers in the classrooms, for meaningful impact on the students (Friday, 2006).

According to Ige (2003), teacher capacity building means the process through which teachers' professional skills are being up-dated in order to make them cope with changes and innovations in educational system. In the same vein, Ayodele (2015) opined that the term teacher capacity building means the process of systematically increasing the knowledge, skills and aptitudes which teachers need in schools, in order to effectively perform their teaching duties, so as to realize the goals for which education is established. Teacher capacity building is a great phenomenon that needs serious attention in Nigerian educational system. The magnitude of the challenge of poor students' academic performance associated with inadequate provision of capacity building to the teachers could continue to wax stronger, if swift attention is not given to capacity building programmes by the government. There are teachers in schools, but the question is, do they all possess the skills they need to perform effectively in order to enhance students' academic performance? Some teachers in public secondary schools in Nigeria are professionally ineffective. However, series of programmes such as seminars, workshops, conferences, public lectures, in-service training are needed to be periodically provided for the teachers in

order to revitalize their skills. The greatest significance of teacher capacity building is that it goes a long way in enhancing ability of the teachers to make them cope with changes and unforeseen challenges in educational system. This constitutes a strong argument for prioritizing teacher capacity in Nigerian educational system (Gabriel, 2007).

According to McDonnell and Elmore (2002), the benefits of any capacity building programme are consequential. In short term, they accrue to the specific individual teachers and institutions who are its recipients, but the ultimate beneficiaries are the students who will later handle all the sectors of the nation's economy. For teacher capacity building to be effective, it should respond to the growth and development needs of the individual teacher.

Furthermore, Oluwole, Idikwu, Bawa and Owobu (2017) conducted a study on the influence of teachers' professional development on students' achievement in secondary schools in Benue and Nassarawa State, Nigeria. Conference and workshop were used to measure professional development. The finding of the study revealed that conference and workshop had significant influence on students' achievement in secondary schools in Benue and Nassarawa State. Adebayo and Sagaya (2016) examined teachers' capacity building and students' **academic performance** among public **junior secondary schools** in Kwara State. The finding of the study showed that there was significant relationship between teachers' capacity building and students' academic performance among public junior secondary schools in Kwara State. Alabi (2018) investigated capacity building and effectiveness of Ede South

Local Government secondary schools, Osun State. The finding of the study revealed that there was significant relationship between capacity building and effectiveness of Ede South Local Government secondary schools, Osun State.

Effectiveness of the teachers is very key to the realization of the school goals. According to Scott (1996), effectiveness refers to the result a teacher gets on the amount of progress the students make toward a specified goal of education. Babatunde (2000) elucidated that teachers' effectiveness means the ability of the teachers to exhibit skilfully at a given situation, the right teaching behaviour towards the achievement of the school objectives. Effective teachers must possess the knowledge and the skills needed to attain goals, and should be able to use that knowledge and skills appropriately, if these goals are to be achieved (Oyededeji, 1998). Furthermore, Awolowo (1998) opined that, a teacher is effective and he exhibits as many (and often) as possible, the positive behaviour and as few (and seldom) as possible the negative behaviour in the following dimensions:

- i. the classroom administration;
- ii. organization and presentation of teaching materials; personal relationship with colleagues and students;
- iii. interest in the teaching profession;
- iv. presence in the classroom;
- v. involvement of the students in the classroom activities; and
- vi. evaluation of the students.

In addition, Dror (2008) gave a five-point definition of teachers' effectiveness as:

- i. high expectation for learners
- ii. positive contributions toward students' academic, attitude and social outcome;
- iii. use of diverse resource plans and structures toward engaging and monitoring learners' progress;
- iv. contribution toward the development of the classroom and the school; and
- v. collaboration with other education professionals and stakeholders to ensure students' success especially learner with special needs.

Statement of the Problem

The actualization of the goals for which education is established depends on the extent to which teachers are effective. However, it was observed that effectiveness of some teachers in public secondary schools in Kwara State was not appealing and this could be one of the factors responsible for poor students' academic performance in both internal and external examinations. Bolaji (2001) asserted that teachers' effectiveness for the past few decades has not been encouraging due to inadequate provision of capacity building for them. In this sense, some teachers are ineffective in choosing appropriate teaching method for a particular to be taught, effective classroom control and management, lesson presentation, writing of lesson note, accurate utilization of the allotted time to each lesson, appropriate use of instructional materials to facilitate effective learning on the part of students, improvisation for the instructional materials that are not available in school and this affects their effectiveness. Hence, this study investigated relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State.

Research Questions

The following research questions were raised to guide the study.

- i. What capacity building programme is mostly organized for the teachers in public secondary schools in Kwara State?
- ii. What is the level of commitment of Kwara State Government to capacity building of public secondary school teachers?
- iii. How often does government provide capacity building programmes to the teachers in public secondary schools in Kwara State?

Research Hypothesis

The following research hypothesis was formulated to guide the study.

- H₁: There is no significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State.

Method

The population for this study comprised teachers in the entire 305 public secondary schools in Kwara State as at 2014. Random sampling technique was used to select two local governments from each senatorial district to make a total of six local government areas out of the 16 in the state and this represented a sample percentage of 38%. Proportional sampling technique was used to select 40 public secondary schools out of the 112 in the selected local government areas. Out of the 1,212 teachers in the selected 40 schools, 400 teachers were proportionally selected as respondents for the study and this represented 32%. The study used two instruments to collect data for the study. The first instrument

was tagged "Capacity Building Questionnaire" and Proforma tagged "Students' Academic Performa Proforma." The CBQ was used to elicit from the teachers based on their participation in seminars, workshops, conferences and in-service training while proforma was used to collect students' results in West Africa Secondary School Certificate Examinations in English Language, Mathematics and Biology from 2010 to 2013. To validate the questionnaire, its draft was presented to the six experts in the Field of Educational Management and Educational Measurement and Evaluation, Faculty of Education, University of Ilorin. A pilot study was carried out to ensure reliability of the instrument through the process of administering 20 copies to some teachers who were not part of the study sample, within the interval of two weeks. The data gathered were analyzed with the use of Pearson product-moment correlation statistic and reliability coefficient of 0.76 was realized. This shows that the instrument was reliable. The researcher with the aid of two research assistants administered the questionnaire to the respondents. The research questions raised in the study were answered using percentage while Pearson product-moment correlation statistic was used to test the hypothesis at 0.05 level of significance.

Results

Research Question 1: What capacity building programme is mostly used to enhance teachers' effectiveness in public secondary schools in Kwara State?

Table 1: Capacity building programme which is mostly used to enhance teachers' effectiveness in public secondary schools in Kwara State

Responses	Frequency	%
Seminars	182	45.5
Conferences	32	8
Workshops	94	23.5
In-service Training	80	20
None of the above	12	3
Total	400	100

As shown in Table 1, the capacity building programme mostly used to enhance teachers' teachers' effectiveness in public secondary schools in Kwara State was seminar which has 45.5% of the total respondents while the least commonly used was conference which has 3.0%

Research Question 2: What is the level of Kwara State Government's commitment to teacher capacity building in public secondary schools?

Table 2: Kwara State Government's Commitment to Teacher Capacity Building in Public Secondary Schools

Responses	Frequency	%
High	28	7
Moderate	120	30
Low	252	63
Total	400	100

Table 2 revealed that 63% of the total respondents believed that Kwara Sate Government's commitment to teacher capacity building in public secondary schools was low while 30% opined that it was high.

Research Question 3: How often does Kwara State Government provide capacity building for the teachers in public secondary schools in Kwara State?

Table 3: Frequency of provision of capacity building to the teachers in public secondary schools in Kwara State

Responses	Frequency	%
Very Often	32	8
Often	132	33
Not Often	236	59
Total	400	100

From Table 3, 8% of the total respondents believed that provision of capacity building to the teachers in public secondary schools in Kwara State was very often while 59.0% agreed that it was not often.

Ho: There is no significant relationship between Capacity Building and Teachers' Effectiveness in Public Secondary Schools in Kwara State

Table 4: Capacity Building and Teachers' Effectiveness in Public Secondary Schools in Kwara State

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Capacity Building	400	2.41	0.62			
Teachers' Effectiveness	400	2.64	0.87	.427	0.002	Ho Rejected

As shown in Table 4, the calculated r-value of is .427 while the p-value of 0.002 is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State was rejected. This shows that there was significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State.

Discussions

Table 1 revealed that the capacity building programme that is mostly organized for the teachers in public secondary schools in Kwara State was

seminars. The implication of this is that of all the capacity building programmes examined in this study, Kwara State Government mostly organized seminars for teachers than other capacity building programmes. This finding is in line with the view of Sanni (2008) who opined that seminar is an important programme which helps teachers to acquire more knowledge, skills and techniques. Also, apart from seminar, it is imperative to focus on the utilization of other aspects capacity building programmes such as workshops, conferences, symposia and the likes to facilitate effectiveness of the teachers.

Table 2 showed that Kwara State Government's commitment to teachers' capacity building in public secondary schools was low. This implies that the commitment of the Kwara State Government to the capacity building of the teachers has not been encouraging enough and this might be affecting their effectiveness. This finding is in tandem with the view of Hassan (2016) that commitment of the government to teachers' capacity building in recent times has not been adequate and this could be one of the factors responsible for ineffectiveness of some teachers in Nigerian public secondary schools.

Table 3 revealed that provision of capacity building to the teachers in public secondary schools in Kwara State was not often. This signifies that, capacity building was not regularly provided to the teachers in public secondary schools in Kwara State. With this situation, it might be difficult to adequately update knowledge and skills and techniques of the teachers and the end result would negatively reflect in the academic performance of the students. This finding agrees with the view of Ayodele (2015) that irregular provision of capacity building to the teachers has been very prevalent in Nigerian public schools and this could be one of the factors affecting effectiveness of the teachers in these schools.

Table 4 showed that the calculated r -value was .427 while the p -value of 0.002 was less 0.05 level of significance for 398 degrees of freedom. Hence, the hypothesis which stated that there is no significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State was rejected. This finding is supported

with the view of Gabriel (2003) that the level of teachers' effectiveness, irrespective of the level of education is determined by the extent to which capacity building is provided. In addition, this finding agrees with the view of Falana (2006) that one of the ways of continually harnessing teachers' effectiveness is through adequate provision of capacity building.

Conclusion

Based on the findings of the study, the paper concluded that capacity building is no doubt a necessity for teachers to be more updated in knowledge, skills and techniques. Also:

- i. seminar was the capacity building programme mostly used to enhance teachers' effectiveness in public secondary schools in Kwara State;
- ii. the commitment of Kwara State Government to teacher capacity building in public secondary schools was low;
- iii. provision of capacity building to the teachers in public secondary schools in Kwara State was not often; and
- iv. there was significant relationship between capacity building and teachers' effectiveness in public secondary schools in Kwara State.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- i. Government should give more attention to other capacity building programmes, especially conference which is least focused on, so that teachers could benefit from what is contained therein.
- ii. Government should show more commitment to the provision of

- capacity building programmes to the teachers as it was discovered that its current commitment was low;
- iii. Government should ensure regular provision of capacity building programmes to the teachers;
 - iv. Since in it was discovered that capacity building has significant relationship with teachers' effectiveness, hence, teachers should be made to attend capacity building programmes

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