

ASSESSMENT OF CAPACITY BUILDING FACILITIES AND TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN ONDO STATE

By

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ABSTRACT

The study assessed capacity building facilities as predictors of teachers' productivity in secondary schools in Ondo State. Teachers' productivity has been a great concern to the stakeholders in education in recent time. Teachers seem not to be adequately motivated and trained in comparison with their counterparts in other professions.

The descriptive research design was used for the study. The sample for the study was 200 teachers selected from 30 public secondary schools in Ondo State. Simple random and purposive sampling techniques were used to choose the sample from the population. A self-designed questionnaire tagged“(ACBFTPQ)” was designed and used to elicit information from the respondents. The data collected were analyzed through the use of descriptive and inferential statistics.

Findings revealed that there were significant relationships between the independent variable (capacity building facilities) and the dependent variable (teachers' productivity).

It was concluded that capacity building facilities predicted teachers' productivity in public secondary schools in Ondo State. Based on the findings of the study, it was recommended that there should be a joint and individual contribution of the government, principals and teachers to the capacity building of teachers in secondary schools in Ondo State.

Keywords: Capacity Building, Teachers' Productivity.

Introduction

Teachers need to keep abreast of time and the trends of knowledge development in their discipline to avoid becoming obsolete and made redundant. The ultimate goal of self-development is the enhancement of individual's job satisfaction and the optimization of skills, talent and task accomplishment. Capacity building therefore is the process of developing individual teacher's competence in terms of knowledge, skills and experience in order to achieve educational goals. Capacity building is the ability of an organization to fulfill its mission through a blend of sound management, strong governance and persistent rededication to achieving results.

Capacity building is a critical factor in Ondo State secondary schools, culminating in their

positions as major determinants of Teacher's professional advancement apart from acquiring pedagogical and content knowledge; building teachers' capacity enhances their effectiveness and efficiency in the Secondary schools. It transforms role performance abilities and skills of teachers in such a way and manner that they meet and fit adequately in the challenges of their jobs.

Capacity building, according to United Nations Conference on Trade and Development (2007), is building abilities, relationships and values that will enable organizations, groups, and individuals to improve their performance and achieve their developmental objectives. It is referred to as building of skills, competences, and abilities of people and communities in developing societies so they can overcome the causes of their exclusion and suffering. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively (Wikipedia, 2011)

The stakeholders, government, communities, proprietors, employers, parent and even the learners themselves have reasons to worry about the results and products of the schools. An educational system that is worth its salt is one which emphasizes quality, relevance system being adequately equipped with the necessary knowledge, skills competences required to function effectively in the competitive world and to face the realities of life. Oyekan (2012) stressed that education has been universally recognized as an investment in human capital which increase the productive capacity of the people and later yields economic benefit and contributes to futures national wealth. Also Oyekan (2012), argued that education is the most powerful and dynamic instrument for social, political, economic, scientific and technological development of nations meaning that nations of the world cannot be self-reliant or recognized among the committee of nations without functional and quality educational system. Literature has shown that student learning outcome have been determined by such variables of family, schools, society and motivational factors (Oyekan, 2012).

One primary concern of school effectiveness is the question of what constitutes school effectiveness. School effectiveness is a concept often used in the literature of school management and improvement and often confused with school efficiency which is the capacity of a school to maximize its functions and the degree to which a school can perform giving a fixed amount of school input. Related to this but further more focused is the view that growth in student achievement is the most appropriate criterion for assessing school effectiveness by an improvement in student achievement. Oladosu(2014), distinguished between teaching effectiveness, teaching competence and teaching performance. Teaching effectiveness is seen as a matter of the degree of which a teacher achieves desired effects on students.

Teaching performance is the way in which a teacher behaves in the process of teaching while competence is the degree to which the teacher possesses the knowledge and skills defined as necessary to them for assessing teaching effectiveness. The main tool used in assessing teacher

competences are paper and pencil test of knowledge and the main tools for assessing Teacher–performance is observational schedules and rating scales. Akinloye (2013) claimed that the general education of the learner within the school system could be attributed to the learner, the teachers and the school administrator.

Statement of the Problem

Teachers' productivity has been a great concern to the stakeholders in recent time. Teachers seem not to be adequately motivated and trained in relation to their counterparts in other profession. As a result of this, many people are not attracted to the profession. Many are in the profession due to unemployment, therefore display non-challant attitude to teaching process. Also the high turnout of graduates from our higher institution with less employment opportunities has made the teaching profession a dumping ground for graduates of all disciplines.

The rapid changes in the school system in terms of complex techniques and application of new knowledge, have necessitated their need for training and retraining of teachers, so that teachers can be kept abreast of knowledge and information about the job.

Purpose of the Study

The main purpose of this study is to assess the capacity building facilities and teachers' productivity in Secondary Schools in Ondo State, Nigeria.

Research Questions

These research questions were raised to guide this study:

- I. What is the influence of capacity building on teachers' productivity in secondary schools, Ondo State?
- II. What facilities are available for capacity building of teachers' in secondary schools, Ondo State?
- III. What is the level of teacher's commitment to capacity building in secondary schools, Ondo State?

Research Hypotheses

The following hypotheses were tested:

- H01: There is no significant combine influence of capacity building facilities to the prediction of Teachers' productivity
- Ho2: There is no significant individual influence of capacity building facilities to the prediction of Teachers' productivity
- H₀3: There is no significant relationship between facilities for capacity building and Teachers' productivity in secondary schools.

Methodology

This study is correlational as it attempts to ascertain whether relationship exists between capacity building facilities and teachers' productivity in secondary schools in Ondo State. The level

of such relationship was determined. The coefficients of the correlation were used to determine the magnitude of the relationship. Capacity building was taken and treated as independent variable while teachers' productivity was the dependent variable.

The population of the study consisted of all secondary school teachers in Ondo State while the target population was all secondary school teachers in Akure – South, Akoko – South – West and Akoko – North – East. Out of the 18 Local Government Areas in Ondo State, three local governments were selected using simple random sampling techniques to represent all the Local Governments in Ondo State. The three local Governments are: Akure South, Akoko North-East, Akoko South-West respectively.

The descriptive survey research design was used to collect data from two hundred respondents. It involves collecting data from seventy teachers in Akure-south, Sixty five teachers in Akoko-South-West; sixty five teachers in Akoko-North-East in thirty secondary schools in three Local Government Areas in Ondo State. The data collected from 200 teachers were tested.

A questionnaire titled “Assessment of Capacity Building Facilities and Teachers' productivity in Secondary Schools in Ondo State, Nigeria. “ACBFTPQ” was designed by the researcher of the study. The respondents are the Secondary Schools teachers randomly selected in the three local Government areas in Ondo State.

Results and Discussion

Testing of Hypotheses

The data obtained through the research instrument were analyzed and all hypotheses were tested at 0.05 level of significance.

Hypothesis 1: There is no significant combine influence of capacity building facilities to the prediction of teachers' productivity in Secondary Schools in Ondo State.

Table 1: Regression Analysis Showing the Combine Influence of Capacity Building Facilities to the Prediction of Teachers' Productivity

R = 0.767 R Square = 0.589 Adjusted R square = 0.576						
	Model	Sum of Squares	Df	Mean square	R cal	Sig
ANOVA	Regression	17718.410	6	2953.068	46.043	0.000
	Residual	12378.561	193	64.238		
	Total	30096.972	199			

From Table 1 above, Capacity building facilities correlated positively with teachers' productivity ($r = 0.767$). All the elements of capacity building facilities made significant joint contribution to the

prediction of teachers' productivity. They accounted for 58.9% of the total variance in teachers' productivity.

Hypothesis 2: There is no significant individual influence of capacity building facilities to the prediction of teachers' productivity in Secondary Schools in Ondo State.

Table 2: Regression Analysis Showing Individual Influence of Capacity Building Facilities to the Prediction of Teachers' Productivity.

Model	Unstandardized coefficients		Standardized coefficient	t	Sig
	B	Std Error			
(Constant)	4.384	2.277		1.925	0.056
Facilities	0.346	0.158	0.158	2.182	0.030
PC	1.220	0.160	0.521	7.630	0.000
TC	0.237	0.143	0.117	1.658	0.099
ECB	-0.303	0.127	-0.145	-2.390	0.018
Constraints	-0.033	0.114	-0.018	-0.289	0.773
Remedy	0.357	0.155	0.160	2.300	0.23

PC = principals' commitment

TC = Teachers' commitment

ECB = Effects of capacity building

From Table 2 above, out of the six elements, three are significant and three are insignificant. That is teachers' commitment, constraints to capacity building and remedy are not significant because the p-value are greater than 0.05. The three elements: facility for capacity building, principals' commitment and effects of capacity building are significant because the p-value are less than 0.05. The null hypothesis is rejected since three elements out of the six elements made significant individual influence to the prediction of teachers' productivity. Hence, there is significant individual influence of capacity building facilities to the prediction of teachers' productivity in Secondary Schools in Ondo State. All the six element of capacity building facilities made significant individual contribution to the prediction of teachers' productivity except constraints to capacity building. Out of the six elements, principals' commitment to capacity building was the best predictor, it accounted for 52.1% of the total variable to teachers' productivity. This was closely followed by remedy to constraints of capacity building and facilities. They accounted for 16.0% and 15.8% respectively of the total variable of teachers' productivity. A constraint to capacity building was the least insignificant predictor.

Hypothesis 3: There is no significant relationship between facilities for capacity building and teachers' productivity in Secondary Schools in Ondo State.

Table 3: Relationship between Facilities for Capacity Building and Teachers' Productivity

Variables	N	Mean	SD	Df	r cal	Sig
Facilities for capacity building	200	30.06	12.3	398	0.614	0.000
Teachers' productivity	200	13.78	15.6			

From Table 3 above, the coefficient of correlation between facilities for capacity building and teachers' productivity is 0.614 and significant at $p = 0.000$. The null hypothesis 3 is therefore rejected. Hence, there is a significant positive relationship between facilities for capacity building and teachers' productivity in Secondary Schools in Ondo State.

Discussion of Results

The results of findings from testing of the first hypothesis revealed that there is a significant combine influence of capacity building facilities to the prediction of teachers' productivity in Secondary Schools in Ondo State. All the elements of capacity building facilities made significant joint contribution to the prediction of teachers' productivity. They accounted for 58.9% of the total variance in teachers' productivity. The findings of this study revealed that through capacity building requisite knowledge which enhances teachers' performance are acquired, teaching and learning are made easier, teachers learn new and modern teaching methodology and new skills acquired which will make them relevant and productive in their chosen profession.

It was found from the test of the second hypothesis that three elements out of the six elements of capacity building facilities made significant individual contribution to the prediction of teachers' productivity. This reveals that there is significant individual influence of capacity building facilities to the prediction of teachers' productivity in Secondary Schools in Ondo State. It agreed with the essay of Ogunmakin (2013). His findings revealed that there is a significant relationship between in-service training and its contribution to students' academic performance. However, paying a close attention at the result, it indicated that the training programmes influenced students' academic performance. Hence, it is important for the Government and the school management to ensure continuous training of teachers so that its contribution to students' academic performance can properly be felt.

Findings from testing of the third hypothesis revealed that a significant relationship existed between facilities for capacity building and teachers' productivity. This agreed with the findings of Fullan (2007), Eshiest (2007) that there was a significant relationship between availability of resources and student academic performance in Secondary Schools in Ondo State.

Conclusion

Based on the findings of this study, it was concluded that:

Principal's commitment to capacity building will enhance teacher's productivity

An adequate facility for capacity building to a large extent predicts teachers' productivity and improves student academic performance.

The commitment of teachers to capacity building will enhance teachers' productivity

and student academic performance.

There is effect of capacity building on teacher's productivity.

Recommendations

As a result of the findings and conclusion from the study, the following recommendations were made for the assessment of capacity building and teachers' productivity in secondary schools in Ondo State, Nigeria.

There should be a joint contribution of the Governments, Principals and Teachers to the capacity building facilities of teachers to enhance their productivity and improves student academic performance in Secondary Schools in Ondo State.

There should be an individual contribution of the Governments, Principals and Teachers to the capacity building of teachers and student academic performance in Secondary Schools in Ondo State.

Government and school management should regularly provide capacity building programmes like seminars, symposia, workshop etc in order to enhance the performance of the Secondary School Teachers in Ondo State.

The teachers should be committed to their capacity building to enhance student academic performance in Secondary Schools in Ondo State.

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