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IMPACT OF TEACHERS' CAPACITY BUILDING ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGUN STATE

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IMPACT OF TEACHERS' CAPACITY BUILDING ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGUN STATE

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Abstract
Poor academic performance of students in secondary school has been attributed to so many factors among which is lack of capacity on the part of teachers**.** This study investigated the relationship between capacity building for teachers and students' academic performance in Senior Public Secondary Schools in Ogun state. Four research questions were raised to guide the study and three null hypotheses were tested at 0.05 level of significance. The study adopted descriptive and a correlational research design. The sample for the study consisted of 250 teachers purposively drawn from a population of 2500 Public Senior Secondary School teachers who have attended the capacity building programme**.** Teachers' Capacity Building Questionnaire (TCBQ) and test instruments were the two research instruments used to elicit information from the respondents. The major findings of the study showed a strong positive correlation between teachers' capacity building on curriculum development and students' academic performance; teachers' capacity building on information and communication technology (ICT) and students' academic performance and teachers' capacity building in students' assessment has a strong positive relationship with the students' academic performance. The study concluded that teachers' capacity building in curriculum development, information and communication technology and teachers' capacity building on students' assessment will enhance teachers' competencies in teaching which will in turn improve students' achievement in learning in public secondary schools in Ogun state. The paper recommended that there should be capacity building for teachers on curriculum development, students' assessments module and on use of information and communication technology (ICT).

Introduction

Over the years, the Nigerian government has expressed commitment to the issue of eradicating illiteracy by universalizing basic education. Universal Basic Education (UBE) programme is a reform measure which aims to address inequality and quality in educational opportunity at basic level for every school age child nationwide. Specifically, the programme was introduced by the

Federal Government of Nigeria to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. But it seems there is a general outcry that the standard of education is failing, and morals are flagging. Some blame students for this apparent decline in the quality of education and moral values. Sometimes, teachers are blamed for the woes in our schools that they are not as devoted and dedicated to the cause of education as their predecessors while teachers as a group blame parents and the children. They also blame the government for unattractive condition of service which capacity building is inclusive and poor physical facilities in some parts of the educational system. However, there is a dire need for building teachers' capacity to improve teachers' performance. Teachers must strive towards excellence and provide their students with the tools to succeed, which is an essential component of their growth and development as professionals. The government, parents and all the stakeholders need to take radical steps to reverse the culture of students' failure.

Therefore, to improve teachers' skills, knowledgebase and competencies, it involves simultaneously providing the appropriate training or re-training of teachers provision of the necessary resources, materials and infrastructure that will foster sustainable teacher commitment to effective teaching and learning as well as ensure the successful implementation of the nation's educational policies. Poor academic performance has been observed in core subjects such as mathematics and English Language in both Junior and Senior Secondary Schools in Nigeria which is not only frustrating to the students and the parents alone both equally affecting the society at large in terms of inadequate manpower in the nation's economy, politics and educational sector.

However, with the national policy statement above, the poor achievement of the students cannot enable the government to achieve its' objective. Meanwhile the students' poor performance was tagged to teacher attitude toward their jobs in terms of poor attendance to lessons, absence from duty, inadequate delivery of lessons, un-care attitude of students in their academic work, lack of updating their knowledge to learn new skills and ideas (Adebule, 2004). In-spite of government commitment in (financial, manpower, school facilities, infrastructures, ICT Facilities and teachers training) there seems any remarkable improvement in students' accomplishment in term of academic performance. The continuous changes in the school curriculum made it imperative for the teachers to be well prepared for these changes and challenges.

This is where the researcher's belief that teachers' capacity building could be the most important ingredient that can be used to improve students' academic performance. If teachers are exposed regularly to training like on personality coupled with discipline which may influence students' academic performance by emulating their teacher, teaching methodology which can enhance better teaching delivery that may bring credible results by the students and training on classroom management for teachers which may improve effective teaching and learning. In line with the identified deficiencies in kwara state, this study is to investigate the impact of teachers' capacity building on curriculum development, information and communication technology, and students 'assessment ability on students' academic performance in Public Senior secondary schools in Ogun State.

Statement of problem

Despite the government resources that are being committed to education, it is observed that the students still perform poorly. This is partly attributed to the lack of capacity building on the part of the teachers. The purpose of the study therefore is to assess the impact of capacity building of teachers on students' academic performance.

Purpose of Study

The purpose of the study was to examine the relationship between teachers' capacity building skills and students' academic performance in public senior secondary schools in Ogun state.

i) determine teachers' capacity building skills utilized in public senior secondary schools in Ogun state.

ii) ascertain the relationship between teachers' capacity building skills on curriculum development and students' academic performance in Public Senior Secondary Schools in Ogun state.

iii) determine the relationship between teachers' capacity building skills on information and communication technology (ICT) and student's academic performance in Public Senior Secondary Schools in Ogun state.

. iv) determine how teachers' capacity building skills in students' assessment relates to students' academic performance in Public Senior Secondary Schools in Ogun state/

Research Questions

The following research questions guided the conduct of the study:

i) What are the teachers' capacity building skills utilized in Senior Public Secondary Schools in Ogun state?

ii) What is the relationship between teachers' capacity building skills in curriculum development and students' academic performance in public senior secondary schools in Ogun state?

iii) What is the significant influence of teachers' capacity building skills on information and communication technology (ICT) and students' academic performance in public senior secondary schools in Ogun state?

iv) What is the significant impact of teachers' capacity building on student's assessment and students' academic performance in public senior secondary schools in Ogun state?

Hypotheses

H_{01}: There is no significant relationship between the teachers' capacity building skills in curriculum development and students' academic performance in public senior secondary schools in Ogun state.

H_{02}: There is no significant influence of teachers' capacity building on information and communication technology and students' academic performance in public senior secondary schools in Ogun state.

H_{03}: There is no significant impact of the teachers' capacity building in students' assessment on students' academic performance in Public senior secondary schools.

Literature Review

Theoretical framework

Theoretical Perspective Constructivist theory put forward by Lev Vygotsky (1896-1934) guided the study. Constructivism theory is one of the learning theories that state that culture influence cognitive progress while knowledge leads to further cognitive development. Vygotsky maintained that every function in the child's cultural development appears on the social level and later on the individual level. The theory further states that knowledge is the internalization of social activity and that mediation is key to constructivism. According to Vygotsky, his view on Zone of Proximal Development (ZPD) characterized cognitive development and that learning takes place in ZPD.

ZPD shows that as the student cognitive structures develop, it can only mature under the guidance or collaboration with others. The implication of the theory is that teachers as mediators and facilitators of learning influences child's cognitive development, which results in improvement of student learning and social interaction. Teachers are encouraged to engage students in learning by practicing effective instruction and provision of challenging opportunities while also applying the cooperative learning approaches (Lui, 2012; Technology, 2013; Education theory, 2013). Teachers are thus encouraged to improve their teaching skills, knowledge and attitudes to practice effective teaching to be able to keep abreast to changing learner's needs.

Concept of Capacity Building Capacity building encompasses Human Resource Development (HRD) as an essential part of development. It is based on the concept that education and training lie at the heart of development efforts and without Human Resources Development most development interventions will be ineffective. It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change Abdul (2002).

Groot and Paul (2000) defined capacity building as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructure and processes that are locally meaningful. Hence, human capacity building can be described as a deliberate effort by Government and people to provide the right number of workers at the right area of need and at the right time in an economy. Human beings become productive resource or human capital only when they are able and in a position to contribute meaningfully to productive economic activities. They have to be trained to become agents of production and economic activities. Without training they remain passive, potential and inactive to factors of production, consequently, human development has been seen as the ultimate concern of all types of development economic, social, cultural and political. Ajeyalemi (2014) opined that the higher the quality of the teacher in knowledge and skills, the higher the quality teaching and education expected. Likewise, the higher the quality of education offered in the system, the higher the quality of national development expected. Thus without quality teachers, not much national development may be expected. For the quality of the teacher to be maintained, the teacher must update herself always -in order to always remain relevant. That is teachers must be prepared to face new challenges as they occur in the system.

According to Mohammed (2006) research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the subject matter they teach and the teaching skills they learned in the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world such that whatever knowledge and skills teachers acquired in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environments. Indeed, in countries such as Singapore, every teacher is required to submit himself/herself to 300 hours of retraining every year. Therefore, capacity training is inevitable tool to improved productivity. Ibukun (2004) expressed that teachers should go for training programmes through appropriate seminars, workshops, symposia, conferences, this he said is because of the rapid obsolete of knowledge and method of teaching. Therefore, for capacity building to be effective, it must respond to the growth and development needs of the individual as well as those of the relevant institutions. For all practical purposes, teacher capacity building is ultimately engendering development, growth, and excellence within an education system/sector.

Concept of Academic Performance

Performance may be seen simply as the record of outcomes achieved, while on an individual basis, it is a record of a person's accomplishment. Aremu and Sokan (2003) stated that the appropriate yardstick for determining academic failure is whether a student performs below his or her potential. It has been observed within the Nigeria school system that the yardsticks to measure students' academic performances are through the scores obtained by the learners during or after the process of learning. The level of performance and goal realization of our schools seems very low, and the government is daily expressing concern about it. Parents are not keeping quiet and schools themselves are crying out. There seems not to be a consensus among stakeholders as to where the blame lies. The government seems to put the blame at the doorstep of teachers, while teachers themselves put the blame on the government. However, educational managers, sociologists and educational psychologists are looking beyond the two and are expressing concern about the roles of the students themselves and their homes in their academic achievements.

Teacher Capacity Building

A teacher within the formal school system is described as someone who must have been professionally prepared to promote the social and academic development of society, educating

both the young and old through a patterned curriculum. Furthermore, one can say that a teacher impact knowledge, attitude, skill, and a lot of information in students. Hence, this would cover areas of cognitive, affective, and psychomotor domain. From the researchers' observation, an improved teachers' capacity building could lead to improved productivity Adebayo (2003)] study revealed a great relationship between university staff capacity building and their productivity. Teachers' capacity can be built in curriculum development, information and Communication technology and students' assessment.

Methodology

This study made use of descriptive and correlational research designs. The population of the study consisted of all the senior secondary school teachers who have been engaged in capacity building programmes in Ogun state, totaling two thousand five hundred (2500) teachers. The sample size for this study was made up of two hundred and fifty-three (253) senior secondary school teachers which is ten percent (10%) of the population of the study. The appropriateness of the above sample size is supported by Nwanna (1981) who lent support to one of the research workers practices that suggest that ..." If the population is a few thousand a ten percent (10%) will do, and if several thousand, five (5%) percent or less sample will do.

The sample for the study was made up of two hundred and fifty-three (253) senior secondary school teachers. A simple random sampling technique was applied in selecting samples for the study. In this regard, thirteen (13) teachers were selected from senior secondary schools in each of the twenty-three (20) local government areas in Ogun state. To gather data for the study, two questionnaires were designed and utilized by the researcher. The first questionnaire was titled Teachers Capacity Building Questionnaire (TCBQ). Section A of this questionnaire was used to generate demographic information on the respondents, while section B was utilized to gather data on teachers' capacity building programme. The second questionnaire was titled Students test instruments. Section A of this questionnaire was also used to generate demographic information on the respondents, while section B was used to gather data on students' academic performance. The section B of the two questionnaires were structured on a four – point likert type scale as follows: Strongly Agree (SA) 4 points, Agree (A) 3 Points Disagree (D) 2 points, Strongly Disagree (SD) 1 point .

The instruments were subjected to close examination by experts in educational administration. The reliability of the instruments was established using test–retest method. The instruments were administered on twenty teachers who were not part of the study. The instruments were administered twice with an interval of two weeks between the first and second. The reliability coefficient (r) of the instruments were computed by correlating the scores from the two exercises using the Pearson Product Moment Correlation Coefficient (r). The result obtained showed that "r" for the Teachers Capacity Building Questionnaire (TCBQ) had reliability coefficient of 0.82 while student test instrument had a reliability coefficient of 0.80 indicating that the instruments were reliable and adequate for the study. The research instruments were personally administered by the researcher to the sampled teachers. The researcher was also assisted by some staff of senior secondary schools used in the study, in the distribution and retrieval of the instruments. However some teachers could not complete their questionnaires. This reduced the number of respondents from 253 to 250 with corresponding retrieval rates of 87.7%. The data obtained from the field were collected, hand scored and entered on a raw data sheet for the purpose of analysis. The statistical tools of mean, standard deviation and Pearson Product Moment Correlation Coefficient were used. In order to determine the statistical significance of Pearson product moment correlation coefficient, a comparison of calculated "r" and critical values of "r" were obtained. Thus, the determination of the statistically significant of Pearson's product moment correlation coefficient served the purpose of testing the three null hypotheses at 0.05 levels of significant.

Test –retest method was used to test the consistency of the instrument, with a reliability coefficient of 0.69(Cronbach"s alpha)

Results

To provide answers to the research questions, the Pearson Product Moment Correlation Coefficient was utilized. Correlation coefficient is a means of expressing relationship in a quantitative manner. The degree of relationship between two variables is expressed as a number that could range from -1 to +1. A perfect negative relationship between two variables is represented by a correlation value of -1. In such a situation, high scores on one variable are associated with low scores on the second variable and vice-versa. On the other hand, a perfect positive relationship between two

variables is represented by a correlation value of +1 (Best and Khan 2007, cited in Osaat, 2014). In such a situation, high scores on one variable are associated with high scores on the second variable and vice-versa. Some guidelines have been suggested on how to interpret correlation coefficient (r). However, the guidelines advanced by Downie and Health (1974) cited in Osaat (2014) guided the interpretation of Pearson's Product Moment Correlation Coefficient (r) in this study.

Table 1: Interpretation of Correlation Coefficient (r)

Values of r	Interpretation
0.8 and above	High
0.40_0.79	Moderate
0.39 and below	Low

Source: Downie and Health (1974) cited in Osaat (2014)

Table 2: Mean and standard deviation of teachers' capacity building skills utilized in Public Senior Secondary School in Ogun state.

S/N	Skills	Total score	X(mean)	SD	Rank order	Decision
1	Student personnel service	598	2.30	1.75	4th	reject
2.	Student assessment	651	2.61	1.10	3rd	accept
3.	Info. and comm. Technology	688	2.71	0.50	2nd	accept
4.	Teacher-_parent relationship	580	2.52	1.5	6th	reject
5.	Curriculum development	698	2.79	1.11	1st	accept
6.	School facility management	588	2.35	1.12	5th	reject

From table 2, the following capacity building skills utilized in Senior Public Secondary Schools in Ogun state include: Curriculum development (2.79) with rank order of 1st; information and communication technology (2. 72) ranked 2nd; Student assessment (2.61) ranked 3rd; Student personnel service (2.39) having the 4th position while school facilities management (2.35) and teachers – parents relations (2.32) ranked 5th and 6th respectively. The teachers capacity building skills on curriculum development, information and communication technology and students assessment were accepted and utilized for the study because their means ranked above 2.5 which was the benchmark for the four point likert type scale used for eliciting information from the respondents. While the teachers' capacity building skills on students personnel services, facilities management and Teacher-Parent relations were left out as their means measured below 2.5 benchmark set for the study. The result showed that teachers" capacity needs to be built principally on curriculum development, use of information and communication technology and students

assessment as these will go a long way to improving on students' academic performance in Senior public Secondary Schools

Research Question 2 What is the relationship between teacher's capacity building in curriculum development and students' academic performance in Senior Public Secondary Schools?

Table 3: Pearson Product Moment Correlation of Relationship between teacher's capacity building in curriculum development and Students' Academic performance well.

Variable	∑	Calculated r	Interpretation
Learning achievement	3660	0.87	A strong relationship exists
Curriculum development	3650		

Table 3 shows the relationship between teachers' capacity building on curriculum and instruction, and students' academic performance. From table 2, it can be seen that the correlation coefficient (r) is 0.87, indicating a strong relationship according to Best and Khan(2007, cited in Osaat, 2014). In other words, as the teachers' capacities are built on curriculum development, they will improve in the curriculum interpretation and teaching, and the students will perform well.

Research Question 3: What relationship exists between teachers' capacity building on information and communication technology and students' academic performance?

Table 4: Pearson Product Moment Correlation of relationship between teachers" capacity building on information and communication technology and students" academic performance

Variable	∑	Calculated r	Interpretation
Learning outcome	3685	0.88	a strong positive relationship exists
Info.& comm .Tech	3710		

Table 4 shows the relationship that exists between teachers" capacity building on information and communication technology and students' academic performance. The computed value of

correlation coefficient is 0.88, indicating that a strong relationship exists between teachers‟ capacity building on information and communication technology and students‟ academic performance. This means that as the teachers trained on use of information and communication technology for their job, they will teach better and the students will achieve more.

Research Question 4: What is the relationship between teachers‟ capacity building in students‟ assessment, and students‟ academic performance in Senior Public Secondary Schools in Ogun state?

Table 5: Pearson Product Moment Correlation for Relationship between teachers‟ capacity building on students' assessment and students' academic performance

Variable	∑	calculated r	Interpretation
Learning outcome	3800	0.75	a strong relationship existed
Student assessment	3700		

Table 5 shows the relationship between teachers‟ capacity building on students' assessment and students' academic performance. From table 4, it is cleared that the value of the correlation coefficient r is 0.75 indicating a positive relationship. This means that if the teachers' capacities are well founded on students' assessment, they will equip the students better to succeed in both internal and external examinations

Hypothesis 1: There is no significant relationship between the teachers' capacity building in curriculum development and the students' academic performance in Senior secondary schools in Ogun state

Table 6: Test of significant relationship between teachers' capacity building and on curriculum development and students' academic performance

Variable	N	∑	X(mean)	SD	cal r	Tab r	df	Decision
SAA	250	3680	14.72	2.36	0.87	0.44	248	Reject
CB on curr.		3650	14.89	5.39				hypothesis

SAA=Student academic achievement, CB on curr= capacity building on curriculum development

From table 6, the result of the test of hypothesis indicates that the calculated „r" value of 0.87 is greater than the tabulated, r' value of 0.44 at 0.05 level of significance. Hence the null hypothesis is rejected. This implies that the teachers' capacity building on curriculum and instruction enhance the students' academic performance.

Hypothesis 2: There is no significant relationship between the teachers" capacity building on information and communication technology and students' academic performance in senior secondary schools in Ogun state.

Table 7: Test of significant relationship between teachers' capacity building on information and communication technology and students' academic performance

Variable	N	X(mean)	SD	Cal r	Tab r	df	Decision
SAA	250	14.74	1.71	0.88	0.43	248	Reject
CB on ICT		14.88	2.59				hypothesis

SAA=student academic achievement, CB-ICT=capacity building in ICT

From table 7, the result of the test of hypothesis indicates that the calculated „r'value of 0.88 is greater than the tabulated „r' value of 0.44 at 0.05 level of significance. Hence the null hypothesis

is rejected. This shows that the teachers will teach the students better when they are trained to make use of ICT in their teaching.

Hypothesis 3: There is no significant relationship between the teachers' capacity building in students' assessment and students' academic performance in senior public secondary schools in Ogun state.

Table 8: Test of significant relationship between teachers' capacity building and students learning outcome

Variable	N	∑	X (mean)	SD	Cal r	Tab r	df	Decision
SAA	250	3850	14.10	4.02	0.75	0 46	248	Reject
CB on SA		3710	14.84	2.34				hypothesis

SAA= student academic achievement CB in SA=capacity building in student assessment.

From table 8, the result of the test of hypothesis indicates that the calculated, r' value of 0.75 is greater than the table, r' value of 0.439 at 0.05 level of significance. Therefore, the null hypothesis is rejected. This is evidence that teachers' knowledge in students' assessment facilitates students' academic performance.

Discussion of findings

Research question one seeks to find out teachers' capacity building skills utilized in public senior secondary schools in Ogun state. The result of the findings showed that there are various skills required by Ogun state public senior secondary school teachers for effective teaching and learning in the state. This finding is in line with Ngoka (2000) and Comfort (2010) who observed that workers (teachers) will be more productive if they have the opportunity of developing their skills while working in an organization, such skills include capacity building on curriculum development, student assessment, use of information and communication technology among

others. This implies that training the teachers in public senior secondary schools in Ogun state on the above skills will to a great extent make for effective teaching and better students' academic performance.

Respondents indicated that building teachers' capacity on curriculum development helps the teachers to gain mastery of the curriculum and instruction, thus making them able to articulate the global economic needs into their instruction to make for relevant students' academic performance. In consonant with this findings, Torado and Smith (2012) stated that with regards to economic development, it should be emphasized that the quality of education as demonstrated by the quality of teaching, facilities and curriculum matter in a very important way. Building teachers" capacities will equip them better to carry out their curriculum and instruction functions in such a way that the students will understand what they are taught.

The analysis of data in research question three indicated that a strong relationship exists between teacher capacity building on ICT and students' academic performance in Senior Public Secondary Schools in Ogun state. From the results, it was cleared that training teacher on the use of ICT in teaching will make for teachers' efficiency. This finding is in line with the assertion of Igwe and Ibara (2019) that large amount of budget spent on sending teachers on training and courses would be a waste if facilities and infrastructures needed for teachers' efficiency are not put in use.

Analysis of data in research question four showed that a strong relationship exists between teacher's capacity building in students' assessment and students' learning outcome in senior public secondary schools in Ogun state. The analyzed data showed that teachers good knowledge of students' assessment, offers the teachers the good teaching skills that keep them and student in line with learning objectives, makes for easy identification of learning gaps and also for successful instruction and learning .This finding is supported by the assertion made by William and Thomson

(2008) that building teachers capacity in assessment helps the teachers to acquire good assessment skill which enable them to use variety of evaluation techniques to enhance teaching and learning in the classroom.

Conclusion

Teachers' capacity building is all about helping to develop teachers' individual and collective knowledge and competencies. The areas of intervention in teachers' capacity building are but not limited to curriculum development, information and communication technology and student assessment. Building teachers' knowledge on curriculum development is a necessary tool for the achievement of education for all (EFA) and millennium development goal. Training teachers on ICT in schools enhances teachers' instruction and students' understanding of lessons. Furthermore, building their capacities on students' assessment has the potential of making them competent in identifying the appropriate areas to be assessed and how to rightly assess them. As teachers are indispensable in society, building their capacities will benefit them, the students, the parents, the education sector, and society in general.

Recommendations

Based on the findings of this study, the following recommendations were made:

There should be capacity building for senior public secondary school teachers on curriculum development on an annual basis. This should be made a matter of policy as teachers need to update their knowledge regularly to keep abreast with the changing world of academics.

1. Teachers should be on regular ICT training to make their job delivery easy. It is difficult for effective teaching and learning to take place in the absence of modern infrastructure.

Therefore, a good attention should be paid to this factor for the achievement of learning objectives.

2. Teachers knowledge of students assessment should be regularly updated to enable them bring up students who can compete favorably with their state counterparts in the face of global competitiveness.

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