

AVAILABILITY AND CONSTRAINTS OF CAPACITY BUILDING PROGRAMMES FOR TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN ABIA STATE, NIGERIA.

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Abstract

This study examine the availability and constraints of capacity building programmes for teachers' productivity in secondary schools in Abia State. Two research questions and two hypotheses guided the study. The population of the study consisted of 3,529 teachers in the 223 public secondary schools in Abia State. A sample of 765 respondents (51 principals and 714 teachers) was drawn through the stratified random sampling technique. This represented 22% and 20% of the principals and teachers respectively. A questionnaire titled, "Availability and Constraints of Capacity Building Programmes for Teachers Productivity Questionnaire (ACCBTPQ)" was used for data collection. The instrument was properly validated by research experts and the reliability test was carried out using test retest method and Pearson's Product Moment Correlation Coefficient which yielded an 'r' index of 0.83. Data collected were analyzed with mean, standard deviation and rank order to answer the research questions and z-test was used to test the hypotheses at 0.05 level of significance. The study revealed that the capacity building programmes available for teachers productivity in secondary schools in Abia State are in-service training and mentoring while the constraints to capacity building programmes for teachers productivity are lack of incentives for teachers participation; high cost of registration; poor publicity; lack of interest; poor organization of capacity building programmes and lack of time for active participation in capacity building programmes. Based on these findings conclusion was drawn and the following recommendation among others was made: Government should enhance the organisation of capacity building programmes and the participation of teachers in such programmes through adequate funding and prompt payment of teachers salaries as well as the provision of necessary incentives to teachers.

Keywords: Capacity Building Programme, Productivity, Constraints and Availability.

Introduction

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Teachers are very important people in

every society. They are positioned to transform the entire society through their outputs which returns to the society. According to Akinpelu (1999), a good teacher is marked out by the excellent way in which he or she perform all activities. A competent and productive teacher is one that devices methods, approaches,

techniques or strategies to suit particular needs.

Consequently, Corey (2003) opined that a productive teacher must have broad general education, understand the role of the school in the society, as well as understand the basic principles of teaching and learning processes. A good school teacher must demonstrate effective techniques of instructions and possess personal characteristics which will enable him or her to succeed in the classroom. The updating of teachers knowledge and skills is carried out through capacity building.

Capacity building involves efforts towards improving and individuals level of knowledge, skills and attitudes required in carrying out specified roles or given tasks. The survival of every nation of the world strictly depends on the capacity development of its teachers to ensure there is enhanced productivity and reliable outcome. Therefore, teachers have to be resourceful and creative building programmes available for teachers is very necessary. Availability of capacity building programmes for secondary school teachers is an indication that secondary education regulatory bodies are aware of the relevance of capacity building programmes in updating the skills and knowledge of the teachers; and at the same time has given teachers the opportunities to improve themselves.

Productivity of teachers relates to their increased ability in rendering better services, through improved instructional delivery, enhanced self and student discipline, better academic performance of students and high graduation rate of the students. The teachers need to be properly equipped with information and skills to enable them achieve all these. Adequate training through organization of workshops, seminars, conferences, in-service training, mentorship etc. provides

the teachers with necessary knowledge, skills and information.

The provision of capacity building programmes for teachers' productivity is hindered by some factors (constraints). These factors make it difficult for various capacity building programmes to be organized as often as possible and for teachers to participate in them. This gives room for mediocre and ineffectiveness due to poor knowledge, poor information and inadequate skill. Government and secondary education regulatory agencies are required to deal head long with these constraints in order to ensure quality secondary education delivery in Abia State.

Secondary school is the next level of schooling after primary school. It is divided into junior and senior secondary schools. Secondary school is very important in the process of human capital development. It offers diversified curriculum for the differences in talents and provides middle level manpower to our economy. It also prepares its graduates for tertiary education. The teachers teaching at this level needs proper training and adequate skills to enhance their service delivery. Due to the strategic position of this level of education and the enormous responsibility placed on the teachers teaching at this level, it is necessary to organize capacity building programmes for the teachers from time to time and every hindrance impeding the provision of capacity building programmes and teachers' participation in these programmes should be eliminated.

It is on this premise that the researcher decided to investigate the availability and constraints of capacity building programmes for teachers' productivity in Abia State, Nigeria.

Statement of the Problem

The absence of constant training and retraining of teachers has led to reduction

in teachers' productivity. Some teachers in secondary schools in Abia State operate with obsolete or out dated knowledge, especially the science teachers. Acquiring new skills that ought to help them in their professional development has become a problem in the system. Is it that capacity building programmes for teachers' productivity are not available or the teachers do not want to participate in capacity building programmes. These are the issues that motivated the researcher. Therefore, the problem of this study is to investigate the availability and constraints of capacity building programmes for teachers' productivity in Abia State, Nigeria.

Aim and Objectives of the Study

This study aimed at investigating the availability and constraints of capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria. Specifically, the objectives of the study are to:

1. identify the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria.
2. examine the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria?
2. What are the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria?

Hypotheses

The following research questions were tested at 0.05 significant level.

1. There is no significant difference between the mean scores of principals and teachers on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria.
2. There is no significant difference between the mean scores of principals and teachers on the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria.

Literature Review

Theoretical Framework

This study is anchored on the human capital theory propounded by Adam Smith in 1776. Human capital theory (HCT) entails that people invest in themselves in order to enhance their productivity. The HCT theorists argued that educated populace is a productive population. It emphasizes how education increases productivity and efficiency of workers by increasing the level of cognitive stock of economic productive human capacity which is the product of innate abilities and investment in human beings. HCT is of the notion that individuals acquire skills and knowledge to increase their value in the labour market.

This theory is relevant to this study because according to FRN (2014), no education system can rise above the quality of the teachers who operate it. The teacher therefore, must be encouraged to acquire professional competencies to meet the needs of the society for national growth and development. This implies that when the capacity of a teacher is built upon, it enables the teacher to effectively manipulate the physical and non-physical resources to achieve set educational goals.

Conceptual Framework

Capacity building is seen from different dimensions by different scholars. It is perceived as the conceptual step or strategy towards development and goal achievement in every organization with special focus on impediments that inhibit organizations and individuals from actualizing their objectives while improving the abilities that will enable them realize measurable sustainable results (Azikiwe, 2008). Human beings become productive resource when they are able and in a position to contribute meaningfully to productive economic activities (Anyanwu, 2008). Without being resourceful and creative, they would remain passive, unvibrant and inactive as other factors of production.

Teacher's capacity building is geared towards the improvement of teachers' skills through education. Ferg (2005) viewed education as the process of individual development in which abilities of a person is brought out and practiced so that he becomes capable of useful behaviour. Education deals with the development, training and retraining of human beings to improve every area of their endeavour. Denga (2001) posited that quality retraining programmes prepare the teacher for entrepreneurship. It also helps them to take leading roles in solving problems already existing in their areas of study. Basically, capacity building programmes enable the teacher to become abreast of development trends in the education sector.

Ofoegbu (2011) identified the following types of capacity building programmes: in-service training, workshops, seminars, conferences, mentoring, computer skill for teachers (ICT), supervision, communication skills, classroom management. Isiozor (2014) defined in-service training as a process of staff development for the purpose of improving the performance of an

incumbent holding a position with assigned job responsibilities. A conference on education is a meeting of professionals where they discuss on a particular topic of interest in education and its objective is to facilitate career growth (Asiabaka & Emenalo, 2011). According to Asagba (2014) experts and experienced personnel in different specialized fields are organized to teach staff during seminars/conferences on how to do the job for higher output to be achieved.

Mentoring according to Ohia (2013) is a professional relationship based on mutual trust between an experienced teacher (mentor) and a less experienced teacher (mentee). The essence is for the mentor to assist the mentee develop specific professional skills, knowledge and abilities that will enhance the professional and capacity building on information, communication technology (ICT). The use of ICT skill or knowledge is necessary for every individual who wants to impact to others mostly when it has to do with knowledge acquisition which occur through teaching and learning. According to Wasowei (2014) for any nation to boast of educational development, it should be able to boast of a viable and functional information and communication technology driven, education in secondary schools. ICT has become a very powerful instructional tool in our educational system and every resourceful teacher needs to acquire ICT skills.

Teachers also need communication skills. They are fundamental in teaching and learning process. According to Anyanwu (2008), when a teacher conceptualizes an idea and transfers the idea to students and the students in turn absorb and translate the ideas into knowledge and skills, communication has taken place. Classroom management is very important in the teaching and learning process. The teacher is seen as the classroom manager. His/her management

skills significantly influences the classroom climate and consequently, the outcome of teaching and learning activities. Classroom management and control are part of the essential duties of the teacher (Obasi, 2013). Young and inexperienced teachers require capacity building programmes on classroom management and control in order to enhance their professional growth and development.

Capacity building programmes for teachers' productivity is hindered by a number of factors emanating from education managers and the endemic corruption witnessed today in our country. Absence of regular capacity building programme is a perceived challenge. The inability of managers to include capacity building programmes as part of the school curriculum for the teachers is an essential challenge. Even when the programme is organized after a long while, funding it becomes a problem. Lack of incentives for the participation and inability of the organizers to provide participants with sensitive materials needed for the programme (Azikiwe, 2008). Other constraints according to Ofoegbu (2011) and Vita (2015) arise from lack of interest

on the part of some teachers in participating in capacity building programmes and high cost of registration for capacity building programmes.

Methodology

Descriptive survey research design was adopted and the population of the study consisted of 3, 529 teachers in the 223 public secondary schools in Abia State. A sample of 765 respondents (51 principals and 714 teachers) was drawn through the stratified random sampling technique. This represented 23% and 20% of the principals and teachers respectively. A questionnaire instrument titled, "Availability and Constraints of Capacity Building Programmes for Teachers' Productivity Questionnaire (ACCBTPQ)" was used for data collection. The instrument was properly validated and test retest method was used to ascertain the reliability through Pearson's Product Moment Correlation Coefficient which yielded an 'r' index of 0.83. Data collected were analyzed with mean, standard deviation and rank order to answer the research questions while z-test was used to test the hypotheses at 0.05 significant level.

Results

Research Question One: What are the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria?

Table 1: Mean ratings, standard deviation and rank order analysis on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State.

S/N	Types of Capacity Building Programmes	Principal N = 51		Teachers N = 714		Mean set $\frac{\bar{X}_1 + \bar{X}_2}{2}$	Rank Order	Decision
		\bar{X}_1	SD_1	\bar{X}_2	SD_2			
1.	In-service training	3.25	0.63	3.29	0.61	3.27	1 st	Agreed
2.	Workshops	1.64	0.75	1.56	0.73	1.60	7 th	Agreed
3.	Seminars	1.83	0.66	1.72	0.64	1.78	6 th	Agreed
4.	Conferences	1.50	0.72	1.47	0.70	1.49	8 th	Agreed
5.	Supervision	1.28	0.60	1.30	0.63	1.29	9 th	Disagreed
6.	ICT	1.92	0.58	1.69	0.56	1.81	5 th	Disagreed
7.	Mentoring	2.65	0.82	2.73	0.76	2.69	2 nd	Agreed
8.	Communication skills	2.20	0.79	2.14	0.75	2.17	4 th	Disagreed
9.	Classroom Management	2.38	0.70	2.35	0.68	2.37	3 rd	Disagreed
Aggregate mean and standard deviation		2.07	0.69	2.03	0.67			

Data on Table 1 showed the mean scores on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State. The principals and the teachers agreed on items number 1 and 7 with mean set scores of 3.27 and 2.69 and they ranked 1st and 2nd respectively in the rank order. Items 1 and 7 had mean scores that are greater than the criterion mean of 2.50. Contrarily, items number 2, 3, 4, 5, 6, 8 and 9 had mean scores that are less than

the criterion mean of 2.50, and they ranked 7th, 6th, 8th, 9th, 5th, 4th and 3rd respectively in the rank order. They were disagreed on by the principals and the teachers. This implies that these capacity building programmes are not available for teachers' productivity in secondary schools in Abia State. Therefore, the capacity building programmes available for teachers' productivity in secondary schools in Abia State are in-service training and mentoring.

Research Question Two: What are the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria?

Table 2: Mean ratings, standard deviation and rank order analysis on the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State.

S/N	Constraints to Capacity Building Programmes	Principal N = 51		Teachers N = 714		Mean set $\frac{\bar{X}_1 + \bar{X}_2}{2}$	Rank Order	Decision
		\bar{X}_1	SD_1	\bar{X}_2	SD_2			
1.	High cost of registration for capacity building programmes.	3.24	0.55	3.16	0.63	3.20	2 nd	Agreed
2.	Lack of interest on the part of some teachers in capacity building programmes.	2.98	0.58	3.08	0.74	3.03	4 th	Agreed
3.	Poor organization of capacity building programmes by government agencies/institutions.	2.73	0.68	2.69	0.64	2.71	5 th	Agreed
4.	Lack of time for active participation in capacity building programmes.	2.66	0.65	2.70	0.61	2.68	6 th	Agreed
5.	Poor publicity of capacity building programmes.	3.20	0.62	3.12	0.56	3.16	3 rd	Agreed
6.	Lack of incentives for teachers' participation in capacity building programmes.	3.48	0.50	3.45	0.48	3.47	1 st	Agreed
Aggregate mean and standard deviation		3.05	0.60	3.03	0.61			

Table 2 showed the constraints of capacity building programmes for teachers' productivity in secondary schools in Abia State. Items 1 to 6 had mean set scores that are greater than the criterion mean of 2.50, in the rank order of 1st to 6th. The aggregate mean of 3.05 and 3.03 for the principals and teachers respectively showed that they unanimously agreed on the items as the constraints of capacity building programmes for teachers' productivity in secondary schools in Abia State. Therefore, the constraints to

capacity building programmes for teachers' productivity in secondary schools in Abia State in their rank order are: lack of incentives for teachers' participation in capacity building programmes; high cost of registration for capacity building programmes; lack of interest on capacity building programmes by some teachers; poor organization of capacity building programmes by government agencies/institutions and lack of time for active participation in capacity building programmes.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of principals and teachers on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria.

Table 3: z-test of difference in mean and standard deviation scores of principals and teachers on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State, Nigeria.

Status	N	\bar{X}	SD	Df	z-cal	z-critical	Level of Decision sign.
Principals	51	2.07	0.69				
				763	0.67	± 1.96	0.05 Ho ₁ not significant Retained
Teachers	714	2.03	0.67				

Table 3 showed the z-test analysis of difference between the mean scores of principals and teachers on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State. The result indicated that the z-calculated value of 0.67 is less than the z-critical value of ± 1.96 at 763

degree of freedom and 0.05 alpha level. Hence, the null hypothesis was retained. Therefore, there is no significant difference between the mean scores of principals and teachers on the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State.

Ho₂: There is no significant difference between the mean scores of principals and teachers on the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria.

Table 4: z-test of difference in mean and standard deviation scores of principals and teachers on the constraints to capacity building programmes for teachers' productivity in secondary schools in Abia State, Nigeria.

Status	N	\bar{X}	SD	Df	z-cal	z-critical	Level of Decision sign.
Principals	51	3.05	0.60				
				763	0.37	± 1.96	0.05 Ho ₂ Retained
Teachers	714	3.03	0.61				

Table 4 showed the z-test analysis of difference between the mean scores of principals and teachers on the constraints to capacity building programmes available for teachers' productivity in secondary schools in Abia State. The result indicated that the z-calculated value of 0.37 is below the z-critical value of ± 1.96 at 763 degree of freedom and 0.05 alpha level. The null hypothesis was retained. The result implies that, there was no significant difference between the mean scores of principals and teachers on the constraints to capacity

building programmes for teachers' productivity in secondary schools in Abia State.

Discussion of Findings

The study examined the types of capacity building programmes available for teachers' productivity in secondary schools in Abia State. The result showed that in-service training and mentoring were the available capacity building programmes for teachers' productivity in secondary schools in Abia State.

Workshops, seminars, conferences, supervision, information and communication technology, communication skills and classroom management were not readily available for teachers' productivity in secondary schools in Abia State. This observation agrees with the findings of Abokwara (2010) who found out that teachers regularly participate in in-service education more than they participate in other types of capacity building programmes. This signifies that in-service training programmes are more readily available than other forms of capacity building programmes. Also supporting these findings is Ofoegbu (2011). In her study on continuing professional development programmes among secondary schools teachers in Aba Education Zone of Abia State. She found out that the types of continuing professional development programmes available for teachers include: in-service training, mentoring and study leave.

The study also revealed that the constraints of capacity building programmes for teachers' productivity in secondary schools in Abia State include: high cost of registration for capacity building programmes, lack of interest on the part of some teachers, poor organization of capacity building programmes, lack of time for active participation in capacity building programmes, poor publicity of capacity building programmes and lack of incentives for teachers' participation in capacity building programmes. These findings agree with the findings of Ofoegbu (2011) and Vita (2015).

Teacher's salaries are not always paid on time and it is very meager. It is hardly enough for the immediate basic needs of the family. Sometimes, teachers are owed six to nine months salaries or more. This makes it difficult for them to raise the money required for participation

in any capacity building programme. Promotions are not carried out on regular basis. Sometimes promotions are hardly implemented and all these dampen the morale of teachers. The irregularity in payment of salaries, promotions and payment of arrears of allowances make it difficult for teachers to be financially solvent for effective participation in capacity building programmes.

The poor funding of education has also made it difficult for government agencies such as Ministry of Education, Teaching Service Commission, Schools Management Board etc. to plan and fund capacity building programmes effectively without the recipients sharing in the direct cost of such programmes. Also, some schools are located in very difficult terrains. Teachers in such schools are often cut off from other schools because having access to them is a very big problem. This makes it difficult for teachers in such schools to participate in capacity building programmes.

Implications of the Study

The study showed that in-service training and mentoring were the available capacity building programmes for teachers' productivity in secondary schools in Abia State. There are not enough for efficient and effective development of the teachers. This is because the achievement of quality education which leads to the attainment of educational goals depends on the professional development of the competencies of the teachers. There is the need for teachers to continuously develop themselves so as to impact the right knowledge into their students. The fact that change is constant and knowledge is dynamic made it very needful for teachers to continuously engage themselves in capacity building programmes. It helps to keep them fit for their job. Government has a lot of roles to play in maintaining adequate standard of education through

proper funding of education, provision and sponsoring of teachers for capacity building programmes. This will encourage teachers participation in professional development programmes and equally enhance uniform standard of education in the state.

Conclusion

Capacity building programmes which are vital in the professional development of teachers are not adequately available to secondary school teachers in Abia State. It is very clear that the only way to deal with incompetence, inefficiency and ineffectiveness in the teaching profession is through the provision of capacity building programmes. Hence, it necessary for government to fund secondary education appropriately and provide enough money for the organization of capacity building programmes as well as other incentives to motivate and enhance teachers participation in capacity development programmes.

Recommendations

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

1. More capacity building programmes should be made available for teachers' productivity in secondary schools in Abia State through government agencies such as Secondary Education Management Board, Ministry of Education and Universal Basic Education Commission.
2. Government should enhance the organization of capacity building programmes and the participation of teachers in such programmes through adequate funding of capacity building programmes, prompt payment of teachers salaries and the provision of necessary incentives to teachers.

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