Influence of Capacity Building programmes on Teachers Job Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State

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ABSTRACT

This study investigated the influence of capacity building programs on teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Three objectives, three research questions and three hypotheses were formulated to guild the study. The study adopted a descriptive survey research design. The population of the study consisted of 2042 principals and teachers (37 principals and 2005 teachers) in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Taro Yemen formula was used to obtain the sample size of 371 respondent. While stratified sampling techniques was adopted in selecting the sample for the study. The instrument used for data collection was a structure questionnaire designed to elicit responses from the research questions in a four point rating scale. The instrument was validated by three experts Cronbach Alpha was used to establish the reliability co-efficient of 0.70. Mean and standard deviation was used to answer the stated research questions while z-test analysis was used in testing the formulated hypotheses at 0.05 level of significance. The study reviewed that in-service training, workshop and training on ICT influences teachers job productivity in public senior secondary school in Port Harcourt Metropolis of Rivers State. The study therefore recommended that workshop should be organized at least once a year for capacity building of teachers. To enhance their instructional productivity.

Keywords: Capacity Building, In-service Training, Workshop

INTRODUCTION

Teachers are the hub of educational system in the world generally and particularly in Nigeria. Teachers are in the forefront of the battle for national development. Their roles in the development of manpower and in the achievement of national educational goals are outstanding. The National Policy on Education (NPE 2008:54), Stated that teacher's education shall be given major emphasis in all educational planning and development, the policy stipulated that the purpose of teacher education is to produce conscientious and efficient classroom teachers for all levels of educational system. For the goal and objectives of any educational system to be achieved, it will require training and retraining of staff (teachers) which may be achieved through capacity building programs. Egbo (2011), defined capacity building programmes as training needed by workers to enhance professional skills and improve attitude and behaviors to excel on the job. Capacity building is a formidable tool for developing teachers' knowledge jend skills in order to acquire ideas and skills to reinforce and to update on emerging issues. The 21st century thrives in knowledge-intensive-driven environment and skill acquisition economy that require teachers to be equipped with skills for

problem solving, self-sustenance and career progression pursuits in the work place and for students nurturing. For this to be achieved, teachers require extensive exposure on capacity building programs such as in-service training, workshops, seminars, conferences, refresher courses, symposia and so on. Capacity building programmes have influence on the quality of teaching a particular teacher gives to his or her students. It also empowers teachers with the necessary resources required in the act of teaching and learning. It is through this programmes that teachers are empowered in performing tasks of teaching effectively, produce quality outputs in teaching, solve problems and make informed choices in their work. Furthermore, building teachers' capacity will also make them to learn new emerging technologies and become capable of adding new and relevant knowledge for the benefits of the students they are teaching.

 Productivity in the word of Ayeni (2018), is the ability to do the right thing (effectiveness) and do things well or achieves the desired result without wasted effort (efficiency) in the organization. Productivity reduces wastages and brings about sustainable quality through capacity building and motivation to induce workers to achieve the organization objectives. It is generally accepted that productivity measure indicates the rate of growth in capabilities of organizations to accomplish their missions/goals and ensure quality service and products.

In the school system, productivity is a measure of how efficiently a giving set of resources is optimally utilized to achieve educational objectives. It is a continuous process, taking into consideration, the inputs, process and outputs phases of education Nwachukwu (2018), reported that teachers' productivity is the rate or extent to which teachers meet or achieve expected educational goals. Teachers are expected to demonstrate sound knowledge and technical know- how in the transmission of content knowledge, usage of instructional materials, class management, evaluation of learners and performance feedbacks to enable students acquire desirable knowledge, skills and values, and fulfill the educational goals.

A workshop is a type of interactive training section enriched with training packages and functions. Azikiwe (2006), Opined that workshop is a form of training and development organized for the purpose of improving teaching and learning conditions. Workshop builds a teacher confidence and affects the way lesson is conducted. Rolfe (2007), stated that the exposure of teachers to workshop training greatly influence lesson output. Frequently exposure of teachers to workshop training makes the teacher highly competent to evaluate his/her academic progress. Workshop is perceived as an effective tool in helping teachers to feel comfortable in integrating innovative skills into classroom. During the training, experts inspect and correct participant performance and output while short plenary or sub-group sessions are used for showing exceptional merit in anticipants output and for discussing common errors, problems and seeking solutions to solve them Orobor (2008). Workshop aims at drawing conclusions from the experiences of the participants (teachers). Apart from workshop, teachers also need the opportunity to participate in-service training.

The future survival of any organization significantly depends on the quality of its workforce. No organizations perform or attain it goals without building the capacity of its workforce. It is therefore a challenge to all   managers in organizations to staff there organization with quality employee who are endowed with knowledge and skills to perform effectively. In-service training can simply be defined as the relevant courses and activities in which a

serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession. Therefore it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. Osamwonyi, (2016). Through in-service training programmes, teachers learnt new methods, skills and techniques which impacted positively on their instructional practices Asiyai (2016). In-service training is the process of constant updating of teachers knowledge skill and interest in chosen field Nakpodia (2008), it is a means for continuous professional growth, which encourages technical assistance by teacher education. In survey of teachers who have benefited from in-service training programme Ogunrin (2011), reported that teachers generally believe that in-service programme are very useful to them in terms of professional development and productivity. It was discovered that in-service training is closely related to job commitment. It was observe that teachers who had low commitment to the teaching profession became highly committed after they were given opportunity to participate in in-service training. Furthermore, according to Robert (1991) in-service training can also be necessary in a period of educational stability. It would be required for teachers to utilize the opportunity to recalibrate and extend their professional development. One of the greatest revolutions is knowledge explosion which can be said to begin on a new scale in the 21st century. Azikwe (2008) maintains that in-service training is needed to intimate teachers with these new developments. It should be noted that training of teachers is very important in the life of a learner and general performance of the school. Student achievement is linked to numerous factors, Teachers quality is   one of the most important components of student success. If teachers do not have the tools they need to teach effectively, learners will suffer. To effectively teach, teachers need access to regular, well packaged designed effective quality in-service training. This training exposes teachers to be more committed and effective.

The exposure of teachers to attend in-service training programmes would prepare them for the complicated classroom and school management problems. Ama (2000), in supporting this view, maintained that in-service training enables employees to perform their tasks satisfactorily by mastering the special technology used by their enterprise which entails acquisition of knowledge and skills not only when the employee is new in the organization but also when other changes takes place.

The need for continuous training of teachers is premised on the fact that it increases learning rates, quality performance and supervision of subordinates, increased learning power, preparation for advancement, enhancement of self-respect, increased feeling of security and economic independence In support of this Kohl (2000), noted that teachers attend staff capacity development programmes . It is easy to burn out if you're not learning and teaching something new periodically.

To enhance teaching effectiveness, teachers should be exposed to in-service training such as ICT-training. This kind of training exposes teachers to   application of modern visual aids (instructional materials) in teaching subject areas. In this era of knowledge driven economy particularly computer and multimedia and ICT becomes pertinent that teachers be provided with such opportunity to update and improve their knowledge and skills.

ICT training is a form of building programme designed to support, enhance and optimize instructional delivery. To succeed in this era of sophisticated technologies, digital literacy is

as important as basic reading and writing. Therefore, this calls for a basic understanding of digital literacy. Paul Gilster (2017), argued that the concept digital literacy which is often perceived as the ability to read things online is more than just the breakdown of the two words involved. According to him digital literacy is the cognitive ability of a person to leverage modern technologies to access information and facilities. For instance, being able to use laptops for several academic Instructional purposes, makes a person digitally literate. American Libraries Association (2000), noted that to be digitally literate, one must know how to work with multimedia element such as videos, audios, graphics, texts and animation. You must be able to create, collaborate and share digital content as it makes learning more interactive and appealing. According to Wey-Amaewhule, Omoregbe (2021), multimedia engages the students, help students to be more involved and retain more information from the lesson, helps students to learn from course contents made available through video. Researches have shown   that ICT can improve students learning and better teaching methods. A report made by the national institute of multimedia Education in Japan (2015), proved that an increase in students exposure to educational ICT through curriculum integration has a significant and positive impacts on students achievements in terms of knowledge and practical skills in subject areas.

 The integration of multimedia in classroom teaching has brought education into one step higher from the traditional teaching or better known as chalk and talk teaching method to a more interactive and interesting teaching and learning process. Students are motivated when they incorporate multimedia elements into classrooms; it makes the lesson more interactive and appealing. For teachers to integrate multi-media elements to classroom it will require training and retraining of teachers which may be achieved through ICT training (Wey-Amaewhule & Ikogi, 2021).

Statement of the Problem

The persistence noticeable gap in teachers competence and prolong pitiable state of teachers job performance leading to poor academic achievements in senior secondary schools in port Harcourt has perhaps been attributed to inadequacy in organizing capacity building programmes by the stakeholder and school administrators. In other to encourage staff (teachers) to attend training related to their job to enable them to be effective on their instructional delivery. The stakeholders and school administrator seems to spend more of their official hours to the detriments of capacity building. It is in the light of this unpleasant situation that this study seeks to investigate the influence of capacity building programmes on teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Purpose of the Study

The purpose of the study was to investigate the influence of capacity building programmes on teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

The study specifically addresses the following:

1. To investigate the extent to which workshop as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
2. To ascertain the extent to which in-service training as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
3. To determine the extent to which ICT training as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Research questions
The following research questions guided the study:
1. To what extent does workshop as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State?
2. To what extent does in-service training as capacity building programme influence teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State?
3. To what extent does ICT training as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State?

Hypothesis
The following hypotheses were formulated and tested at 0.05 level of significance to guild the study:
1. There is no significance difference in the mean responses of principals and teachers on the extent to which workshops as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
2. There is no significance difference in the mean responses of principals and teachers on the extent to which in-service training as capacity building programme influence teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
3. There is no significance difference in the mean responses of principals and teachers on the extent to which ICT as capacity building programme influence teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Methodology
This study adopted a descriptive survey research design. The population of the study comprised of 2042 principals and teachers in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The Taro Yemen formula was used to obtain the sample size of 371 respondent consisting 37 principals and 334 teachers, while the stratified

sampling technique was adopted in selecting the sample for the study. The instrument for the study was a self-developed questionnaire titled "Influence of Capacity Building Programs on Teachers Job Productivity" (CBPTJP) in public senior secondary schools. The instrument was divided into two sections (section A and B). Section A contains the demographic data of the respondents, while section B contains a four points rating scale of Very High Extent 4 points, High Extent 3 points, Low Extent 2 points and Very Low Extent 1 point. The instrument was face and content validated by three experts in the Department of Educational Management, measurements and evaluations. Cronbach Alpha statistics was used to determine and obtain reliability indexes of 0.86, 0.76 and 0.84. Mean and standard deviation were used to answer the research questions while Z-test statistics was used to test the hypotheses of 0.05 level of significance. In terms of decision mean items below 2.50 are rated to a low extent while mean items between 2.50 above is rated to a high extent. The null hypothesis was rejected and the alternate hypotheses accepted when the computed value was greater than the critical value = 1.96 at the significance level of 0.05. On the contrary, the null hypothesis was also accepted and the alternate hypotheses rejected when the computed value is less than the critical table value of + 1.96.

Research Question 1: To what extent does workshop as capacity building programme influence teachers productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State?

Table 1: Mean Ratings of Principals and Teachers on the Extent to which Workshop as Capacity Building Programme Influence Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

S/N	Questionnaire Items	Principals N = 37		Remarks	Teachers N = 334		Remarks
		$\overline{X}$	SD		$\overline{X}$	SD	
1	Workshops exposes teachers to new ways of delivering instructions	2.50	.938	HE	2.56	0.789	HE
2	Through workshop teachers learn proper use of instructional materials to improve where necessary.	2.82	.668	HE	2.72	0.648	HE
3	Workshops enables teachers to be more cognitive, reflective, exploratory and articulate when handling students.	2.59	.677	HE	2.55	0.646	HE
4	Workshop help teachers to learn how to plan their lesson which enable them perform better in the class	2.85	.420	HE	2.79	0.490	HE
	Grand Mean & SD	2.69	0.67		2.65	0.61	

The result on table 1 revealed that all the questionnaire items 1, 2, 3 and 4 had grand mean scores of 2.69 and 2.65 for both principals and teachers. This infers that to a high extent workshop as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Research Question 2: To what extent does in-service training as capacity building programme influences teachers productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State?

Table 2:   Mean Ratings of Principals and Teachers on the Extent to which In-Service Training as Capacity Building Programme Influences Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

S/N	Questionnaire Items	Principals N = 37		Remarks	Teachers N = 334		Principals N = 37
		$\overline{X}$	SD		$\overline{X}$	SD	
5	In-service training enable teachers to overcome challenges in teaching and learning	3.01	.853	VHE	2.72	0.834	HE
6	In-service training enhance the performance of teachers when it is noticeably poor	2.70	.830	HE	2.99	0.811	HE
7	In-service training improves teachers performance professionally	2.52	1.151	HE	2.87	1.15	HE
8	In-service training enables teachers to plan their lesson properly	2.57	2.926	HE	3.01	3.4	VHE
	Grand Mean & SD	2.70	**1.44**		2.90	1.56	

Table 2 revealed that all the questionnaire items 5, 6, 7 and 8 had grand mean scores of 2.70 and 2.90 for both principals and teachers respectively. This infers that to a high extent in-service training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Research Question 3: To what extent does ICT training as capacity building programme influences teachers job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State?

Table 3:   Mean Ratings of Principals and Teachers on the Extent to which ICT Training as Capacity Building Programme Influences Teachers Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

S/N	Questionnaire Items	Principals N = 37		Remarks	Teachers N = 334		Principals N = 37
		$\overline{X}$	SD		$\overline{X}$	SD	
9	Training teachers in computer technological applications enable them use varieties of media in teaching.	2.55	.794	HE	2.62	0.816	HE
10	Sending teachers on ICT courses enable them deliver lesson electronically.	2.98	1.028	HE	2.87	0.985	HE
11	Providing teachers with grants for ICT training enable them communicate and share ideas with learners using digital technologies.	2.63	1.396	HE	2.79	1.35	HE
12	ICT training enhance teachers' knowledge on digital materials used in teaching and learning.	2.84	.912	HE	2.98	0.899	HE
	Grand Mean & SD	2.75	1.03		2.82	1.01	

Table 3 revealed that all the questionnaire items 9, 10, 11 and 12 had grand mean scores of 2.75 and 2.82 for both principals and teachers respectively. This infers that to a high extent ICT training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Hypotheses

H_{O1}:   There is no significant difference in the mean ratings of principals and teachers on the extent workshop as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Table 4: z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent to which Workshop as Capacity Building Programme Influences Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State

Respondents	N	$\bar{X}$	σ	Df	z-cal.	z-crit.	L.S	Decision
Principals	37	2.69	0.67					
				369	0.21	±1.96	0.05	Failed to reject
Teachers	334	2.65	0.61					

Table 4 shows a summary of mean, standard deviation and z-test of difference in the mean ratings of principals and teachers on the extent workshop as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The z-calculated stood at 0.21 while the z-critical value was ±1.96, using 369 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This infers that, there is no significant difference in the mean ratings of principals and teachers on the extent workshop as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

H$_{O2}$: There is no significant difference in the mean ratings of ratings of principals and teachers on the extent in-service training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Table 5: z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent to which In-Service Training as Capacity Building Programme Influences Teachers' Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Respondents	N	$\bar{X}$	σ	Df	z-cal	z-crit.	L.S	Decision
Principals	37	2.70	1.44					
				369	1.18	±1.96	0.05	Failed to reject
Teachers	334	2.71	1.56					

The result on Table 5 above shows a summary of mean, standard deviation and z-test of difference in the mean ratings of ratings of principals and teachers on the extent in-service training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The z-calculated stood at 1.18 while the z-critical value was ±1.96, using 369 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This infers that, there is no significant difference in the mean ratings of principals

and teachers on the extent in-service training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

H$_{O3}$:   There is no significant difference in the mean ratings of principals and teachers on the extent to which ICT training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Table 6:   z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent to which ICT Training as Capacity Building Programme Influence Teachers Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Respondents	N	$\bar{X}$	σ	Df	z-cal	z-crit.	L.S	Decision
Principals	37	2.75	1.03					
				369	0.34	±1.96	0.05	Failed to reject
Teachers	334	2.82	1.01					

The result on Table 6 showed a summary of mean, standard deviation and z-test of difference in the mean ratings of ratings of principals and teachers on the extent to which ICT training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The z-calculated was at 0.34 while the z-critical value was ±1.96, using 369 degree of freedom at 0.05   level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This infers that, there is no significant difference in the mean ratings of   principals and teachers on the extent ICT training as capacity building programme influence teachers' productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Discussion of Findings

Findings on research question 1 revealed that to a high extent workshop as capacity building program influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State with grand mean scores of 2.69 and 2.65, hypothesis 1 on table 4 revealed that there was no significant difference in the mean ratings of principals and teachers on the extent to which workshop as capacity building program influence teacher's job productivity in public senior secondary schools in port Harcourt metropolis Rivers of State. With z-calculated value of 0.21 which was less than the z-critical value of ± 1.96. The finding is in line with Akpan and Ita (2015) who noted that continues attendance to capacity building workshop are the most important source of quality output of teachers. The finding corroborate with Denga (2001) who emphasized that capacity building workshop help teachers to broaden their intellectual horizon. He therefore advises, all teachers to attend capacity building workshops with zeal, commitment and open mindedness, with the

knowledge gained, they will be able to impact positive attitude and knowledge to the students.

On research question 2. The findings revealed that to a high extent in-service training as capacity building programme   influence teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State. With grand mean score of 2.70 and 2.90. Hypothesis 2 on table 5 revealed that there was no significant difference in the mean ratings of principals and teachers on the extent to which in-service training as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt metropolis of Rivers State with z calculated value of 1.18 which was less than the z-critical value of $\pm$ 1.96. Finding is in line with the finding carried out by Yusuf *et al* (2017). Who found that teachers who had acquired in-service training are more equipped and had the intellectual capacity to impact adequate knowledge on their studied by the view of Ogunrin (2011) who reported that's teachers generally believe that in-service training prorgammes are very useful to them in term of professional development and productivity. The study recommended that government should encourage teachers to access capacity training within and outside the schools.

Findings on research question 3 revealed that to a high extent ICT training as capacity building programme influence teachers' job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State with grand mean score of 2.75 and 2.82. Hypothesis 3 on table 6 revealed that there was no significant difference in the mean rating of principals and teachers on the extent to which ICT as capacity building programme influence teachers job productivity in public senior secondary schools in Port Harcourt Metropolis of Rivers State with the z-calculated value of 0.34 which was less than the z-critical value of $\pm$ 1.96. The findings agree with a report made by national institute of multi-media Educational Japan (2015), who found that the increase exposure to educational ICT through curriculum integration has significant and positive impacts on students' achievement in terms of knowledge and practical skills in subjects' areas. Also the view of Thomas (2013), asserted that for teachers to integrate multimedia element to classroom it we require training and retraining of teachers which may be achieved through training on ICT. The study recommended that school administrators should ensure that teachers in secondary schools apply ICT in teaching process since it promote their job performance and instigate the interest of learners.

Conclusion

Based on the findings, it was concluded that capacity building programmes in terms of in-service training, workshops, training on ICT influence teachers job productivity. Teachers will be productive in their job when their capacity is built by regularly encouraging them to go for training using the various capacity building programs from these therefore, it is necessary for school administrators and shareholder to ensure the utilization of various building programmes for teachers to improve their teaching capabilities and overall work performance/productivity in the school. Hence, teachers job productivity depend significantly on these progammes which have been found as basis for improvement in the quality of teachers job productivity that will result in improved student academic achievement.

Recommendations

The following recommendations were made raised on the findings of the study:

1. Government should provide opportunity for   principals to attend workshops at least once a year both nationally and internationally for capacity development in order to keep them at per with their foreign counterparts.

2. Principles should organize in-service training, programmes for teachers to address unusual problems relating to instructional delivery in Senior Secondary Schools in Port Harcourt Metropolis of Rivers State.

3. School administrators should frequently organize training on ICT to update teachers knowledge on multi-media and other computer application packages for effective instructional delivery in Senior Secondary Schools in Port Harcourt, Rivers State.

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