

## ***Sustaining Teacher's Productivity through Capacity Building of Public Secondary School Teachers in Oyo Metropolis***

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### **Abstract**

*The study investigated productivity of public secondary school teachers in Oyo metropolis through capacity building programmes. The design of the study was descriptive survey. The population comprises all secondary school teachers in Oyo metropolis; 100 teachers were randomly selected from the secondary schools sampled for the study and data were collected through structured questionnaire. The work was guided by two research hypotheses. Analysis of data was done using Pearson Product Moment Correlation statistics. The findings of the study revealed that capacity building plays important role in the development, effectiveness and productivity of public secondary school teachers in Oyo metropolis. In consideration of these findings, it was recommended that government and school management should regularly provide capacity building programmes to the teachers in order to enhance their productivity.*

**Keywords:** capacity, building, teacher, productivity, secondary, school

### **Introduction**

Teaching is a versatile field that requires, at all times, the correct identification of teaching method, self-development and training. This responsibility makes it imperative that teachers should be an embodiment of constant search for updated knowledge in various fields of life, including latest information, skills and training with an acceptable standard of general studies of which ICT is paramount. Improving teacher education programmes is a worldwide concern, with special focus on developing countries, since no education or country can rise above the quality of its teachers (Adeosun, 2018).

The goal of teacher education in Nigeria includes, among others, “the encouragement of the spirit of enquiry and creativity in teachers, and providing them with the intellectual and professional background that will be adequate for their assignments and also make them adaptable to changing situations”. The National Policy on Education (FRN, 2013) stated that teacher education shall continue to take cognizance of changes in the methods and curriculum and teachers should be regularly exposed to innovations in their

profession. By the policy's stipulations therefore, the professional training of teachers is two-fold: pre-service and in-service trainings. To implement this, certain institutions are charged with the responsibility to provide professional training for teachers.

Training and development has become the most important factor in the organizational world today, because it increases the efficiency and the effectiveness of employees. Ogunbamerun (2012) affirmed that training in form of capacity building enhances teachers' instructional planning, teaching techniques and evaluation skills, which also improves productivity in secondary schools. As a matter of fact, training sessions are designed to enhance the professional knowledge, skills, and attitudes of teachers to improve teaching. Training and development are important part of teacher preparation programmes, especially for those aspects of teaching that are more skilled-like in their conception. There are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences (Rahman & Al-Zoubi, 2011). The accelerating rate of change within education is forcing schools to accept the need for improved efforts in staff training and development. Staff development should be part of a planned programme which is also part of a healthy school organisation (Isaac, 2006).

According to Raja, Furqan and Khan (2011), teachers are at the heart of providing quality education to students. They facilitate students' learning and ensure that they thrive academically so that they fulfill their potential and find meaningful careers. The goal of in-service professional development is to improve the knowledge, skills, and commitments of teachers so that they are more effective in planning lessons, using variety of effective approaches in their teaching, and monitoring students' learning as well as in undertaking other school and community responsibilities.

Good teaching is an instruction that leads to effective learning, which in turn leads to thorough and lasting acquisition of knowledge and skills (Hervie & Winful, 2018). Olaniyan and Ojo (2008) argued that knowledge from training and retraining helps teachers to improve their skills, knowledge and understanding they needed to perform and function effectively and efficiently in schools.

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

In the school system, productivity is a measure of how efficiently a given set of resources is optimally utilized to achieve educational objectives. It is a continuous process, taking into consideration, the input, process and output phases of education (Ayeni, 2018). 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 feedback to enable students acquire desirable knowledge, skills and values, and fulfil the educational goals. However, the need for teachers' capacity building cannot be over-emphasized because of its immense contribution and far reaching positive implications on the quality of teaching-learning process. It is a vital tool for achieving and sustaining quality education. This underscores the relevance of teachers' capacity building since no education system can rise above the quality of teachers, who translate the curriculum to reality in institutions of learning (Ayeni, 2020).

### **Statement of the problem**

Generally, workers are expected to do well in their jobs, but the need for enabling environment is not being given the priority it deserves. The situation is even worse in teaching profession where the society feels that teachers are owed nothing. The ways teachers teach have direct impact on the learning outcomes. Therefore, it is important that teachers should be encouraged to train and retrain after employment for the achievement of quality academic performance. Trainings and retraining which government authorities and school managers are supposed to offer are not given due consideration. This has led to lack of morale and inability to adapt to changes and innovations in the educational system. This study therefore investigated teacher's productivity and capacity building of public secondary school teachers in Oyo metropolis.

### **Purpose of the study**

The purpose of the study was to determine the relationship between teacher's productivity and capacity building in public secondary schools in Oyo metropolis. The following specific objectives guided the study:

- i. To examine the relationship between teachers' productivity and capacity building in public secondary schools in Oyo metropolis.
- ii. To find out the relationship between teachers' in-service training and their job performance in public secondary schools in Oyo metropolis.

### **Hypotheses**

**Ho1:** There is no significant relationship between teachers' productivity and capacity building.

**Ho2:** There is no significant relationship between in-service training and teachers' job performance.

### **Methodology**

Descriptive survey design was employed for this study. This design is considered appropriate for the study because it entails collection of data systematically from a given sample to describe certain characteristics, features and fact of the entire population. The population consists of all teachers of public secondary schools in Oyo metropolis. The sample size of this study consisted of one hundred (100) teachers that were selected using

simple random sampling technique from five randomly selected secondary schools in Oyo metropolis. A structured questionnaire developed by the researchers titled "Sustaining Teacher's Productivity through Capacity Building" was used to elicit information from the respondents. The instrument was given to two experts for construct and content validation. The reliability of the instrument was through pilot study carried out at one of the secondary schools outside the sample size which yielded a split-half reliability coefficient of 0.88. The questionnaire was designed on four point rating scale which includes Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (DA).

The administration of the questionnaire was done by the researchers and a research assistant. The hypotheses formulated for this study were subjected to statistical testing for the purpose of either accepting or rejecting them. The hypotheses were tested with Pearson Product Moment Correlation statistical tool at .05 level of significance and 98 degree of freedom.

### Presentation of results

**Ho1:** There is no significant relationship between teachers' productivity and capacity building.

**Table 1:** Pearson Product Moment Correlation Analysis of the relationship between teachers' productivity and capacity building

Variables	N	Mean	SD	r-cal	r-critical
Teacher's productivity		78.6	27.34		
	100			0.99	0.195
Capacity building		17.6	27.64		

Table 1 indicated that the calculated r-value of 0.99 is greater than the r- critical value of 0.195 given at 98 degree of freedom. The null hypotheses is therefore rejected. This implies that capacity building enhances teachers' productivity and development.

**Ho2:** There is no significant relationship between in-service training and teachers' job performance.

**Table 2:** Pearson Product Moment Correlation Analysis of the relationship between in-service training and teachers' job performance

Variables	N	Mean	SD	r-cal	r-critical
In-service training		70.8	27.75		
	100			0.98	0.195
Capacity Building		24.6	27.81		

Table 2 indicated that calculated r-value of 0.98 is greater than the critical r-value of 0.195 at 98 degree of freedom and 0.05 level of significance. The null hypothesis is therefore rejected. This implies that there is significant relationship between in-service training and teachers' job performance.

### **Discussion of findings**

The result presented on the testing of the research hypothesis on table 1, shows that there is significant relationship between teachers' productivity and capacity building. It could be deduced from the finding that capacity building contributes to teachers' productivity in Oyo metropolis public secondary schools. According to Ogunbamerun (2012), capacity development enhances teachers' instructional planning, teaching techniques and evaluation skills, which also improves productivity in secondary schools. Also, Ayeni (2020) explains that teachers' capacity building has an important influence on teachers' productivity and plays crucial role in the attainment of educational goals. Teachers are for translating educational policies and curriculum into action during teaching-learning process. Teachers are therefore expected to be effective in the discharge of their duties and this depends largely on their capacity building. However, there are still noticeable gap in teachers' competence which has perhaps been attributed to the perceived inadequacies in capacity building in Nigerian public secondary schools.

The result also indicated that there is significant relationship between in-service training and teacher's job performance. Hence, Olaniyan and Ojo (2008) state that knowledge from training and retraining is the substance capability, skills, understanding and information needed by individuals to perform and function effectively in an organization.

### **Conclusion**

Based on the findings, it was concluded that capacity building, training and development programmes determine teachers' performance most especially in Oyo metropolis public secondary schools. Therefore, training and development like seminars, conferences have relationship with teachers' performance and productivity in public secondary schools in Oyo metropolis.

### **Recommendations**

Based on the findings of this research, the following recommendations were proffered:

- i. There should be consistent training, retraining, and development of teachers.
- ii. Proper recruitment and processes should be adhered to.
- iii. Public secondary school teachers should be made to be information and communication Technology compliant.
- iv. Government and school management should always conduct periodic induction programmes to help the teachers update their knowledge and records.
- v. Inexperienced teachers should always be subjected to constant training in order to expose them to new teaching skills.

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