

## **Participation in Capacity Building and school factors as correlates of Public Primary School Teachers Productivity in Ondo State, Nigeria**

**Dr (Mrs) Olumoyo Aderonke Esther**

Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti.

DOI: <https://doi.org/10.37745/bjmas.2022.0120>

Published March 6 2023

---

**Citation:** Olumoyo A.E. (2023) Participation in Capacity Building and school factors as correlates of Public Primary School Teachers Productivity in Ondo State, Nigeria, *British Journal of Multidisciplinary and Advanced Studies: Education, Learning, Training & Development* 4(2),1-8

---

**ABSTRACT:** *The study examined capacity building and school factors as correlates of teacher productivity in public primary schools in Ondo State, Nigeria. The study investigated the relationship between participation in capacity building and Teacher productivity. It also investigated the relationship between school factors such as infrastructural facilities, instructional supervision and teacher productivity. The descriptive research of the survey type was used in the study. The population consisted of all Headteachers and class teachers of public primary schools in Ondo State. The sample for the study was 50 Headteachers and 400 class teachers. The sampling Techniques used was proportional stratified, purposive, and simple random sampling Techniques. Two self-designed instruments were used to collect relevant data from the subjects. They are capacity building and school factors questionnaire (CBASFQ) and Teacher productivity questionnaire. (TPQ). The face and content validity of the instruments was ensured while repairability coefficient of 0.86 was obtained for CBASFQ and 0.82 For TPQ. The data collected was analysed using both descriptive and inferential statistics. All hypothesis raised were tested at 0.05 level of significance. The study revealed that the level of Teacher productivity in public primary schools in Ondo State was moderate. The study also revealed that level of Teacher participation in capacity building was moderate. The study found out that participation in capacity building significantly influence teachers productivity.it was revealed that there was a significant relationship between infrastructural facilities, instructional supervision and teacher productivity. Based on the findings, it was recommended that seminars, workshops, conferences should be organized regularly for teachers and Headteachers in order to keep them abreast of current pedagogical practices and improve their Productivity. It was also recommended that the government should ensure adequate provision of infrastructural facilities such as classrooms, computers, electricity, furniture and fittings instructional materials to enhance Teacher productivity. Seminars and conferences should be organized for school heads to improve their supervisory role.*

**KEYWORDS:** capacity building, teacher productivity, school factors, infrastructural facilities, instructional supervision.

---

## INTRODUCTION

In Nigeria, public discussions often focus on Education standard. It is generally believed that Education is the instrument for bringing about national development. Such development can be seen in the social, political and economic aspect of nation building. The low productivity of teachers appear to be attributed to teachers attitude to work, poor infrastructural facilities, non-marking of students' assignment due to overcrowded classrooms, low morale from parents, the head Teacher and the government among others. Encouraging the Teacher professional growth, Mycline (1999) opined that salary and wages were not the only important factors for personnel output increase. He mentioned the characteristics of a good job for increasing productivity of employee such as the interesting nature of job, minimal workload, sufficient help and facilities for performing the job. The state of the nation's primary school are of great concern to school administrators, Teacher, parents, government and all other interest group in the nation.

Education is a very big investment project which affect and is affected by every member of the society.it appears that government and the private individuals have devoted some amount of their resources to the growth of Education with a mind of getting returns. The parents expect their children of the world the government also expect that education should help to develop the nation socially, politically, economically and technologically.

Primary Education is referred to in the national policy on Education (2008) as the foundation upon which the rest of the Educational system is built. One of the objectives of primary Education in Nigeria is to inculcate in children permanent literacy and numeracy and the ability to interact and communicate effectively. However, the proper implementation of any curriculum depends on the quality of it's teachers and the need to regular update the knowledge of primary school teacher who are responsible for the implementation of the curriculum at this level is very important. In order to achieve the objectives of primary Education, the teacher must be well trained and re- trained through capacity building Programme.

Almost all stakeholders in education agree that primary school teacher are great force in the Educational system. Egbo (2011) observed that their performance is inextricably linked to Educational outcome for both learners and the system alike. The success of any school organization in achieving it's goals and objectives depends on the efficiency and effectiveness of it's administrator and Teacher. (Oguntoye, 2002). A Teacher is expected to be vigorous in doing his primary assignment which is teaching, also serious attention should be paid to the development of the teacher on the job as this will enable them to develop and move with time as the world itself is dynamic.

Qualified teachers are necessary for teaching in the primary schools. Unfortunately, there seems to be not enough teacher to handle the pupils. The teacher pupils ratio prescribed in the national policy on Education is 1:35 it seems this has been discarded. It is not uncommon to find a class with 70-100 pupils. There are also cases of multi-grade classes where classes are merged together to be taught by a single teacher. However Teacher cannot be blamed totally for inadequate quality of instructions. The idea of a Teacher handling 70 pupils or more seems to affect the efficiency of many teachers because Teacher population does not increase but rather it decreases due to retirement, death, and movement to other lucrative vocations. Ayeni(2010) asserted that the quality of teacher instruction has significant impact on student academic performance.

It has been observed that some teachers in Ondo State public primary schools no longer take teaching in an interesting manner, some teachers seem not to work with zeal, neither do they show concern over the progress report of their students in examination, they do they not want to spend extra time to attend to pupils and other co- curricular activities, keep records of pupils performance, use the best method to deliver their lessons, make use of good instructional materials and help their pupils in their personal and academic problems. Teachers inability to do this seems to depend largely on the leadership of the school.

The researcher is of the opinion that for Teacher to be productive on their job, they must have sound knowledge of their subject areas so as to be relevant and provide adequate facts for planning of lessons notes and effective lesson delivery. For a Teacher to be productive the problem of inadequate resources should be addressed because the availability, adequacy and utilization of both human and material resources are indeed very germane to the school system.

Teacher capacity building according to Egbo (2011) has to do with the allocation of and investment in resources physical, intellectual or human resources especially when other intervening variables have failed within a given institutional or social context. In order to meet the challenging demands of the teaching job occasioned by technological innovations, teachers must be willing to continually upgrade their content knowledge, skills and practices. There are so many approaches to teacher capacity building such as the cluster type workshop, mentoring and in service training Whichever approach one adopts for Teacher training, the important thing is for Teacher to be professional equipped. (Ayeni, 2010).

The importance of training and re- training to career enhancement and capacity building of Teacher for effectiveness and improvement in teaching and learning process cannot be over-emphasized. This is based on the fact that we live in a dynamic world, such that whatever knowledge and skills Teacher acquired in their pre service training years becomes obsolete so fast as new challenges and realities emerge through technology advancement as it affects every aspect of human life. Therefore, adequate training and re-training of teachers are very crucial.

Some teachers are good in the subject matter but not that good in the methodology of teaching this training in communication will help teacher to develop verbal skills, empathy and ability to be patient in listening. The success of any capacity building Programme cannot be assessed without instructional supervision. This is because supervision involves assessing the state of teaching and learning with the aim of improving educational standards. Supervision helps to improve the standard of teaching and learning by helping the teacher and their methods. It is observed that some teachers do not seem to implement any new thing learnt at the capacity building Programme which in turn could have negative effect on their Productivity because of lack of compliance. This problem of non-compliance could be solved through adequate supervision which is from the heads of department, Head teachers, officers of the ministry of Education and quality Education assurance agencies. However, the reasons for ineffectiveness in classroom despite the various capacity building Programme may be unfavorable classroom environment, overcrowded classrooms, lack of infrastructural facilities, non-marking of students assignment which comes out of too much workload and so on.

The school system like any other sector of the economy requires human and material resources which must be properly harnessed to achieve Educational goals and objectives. The infrastructural resources available in schools include school building, laboratory, information and communication technology (ICT) room, and other instructional materials seem to have great influence on teacher productivity. The researcher observed that infrastructural resources available for schools are grossly inadequate to meet the need of the increasing population in our public primary schools. For instance, school buildings are dilapidated, classrooms, textbooks, instructional materials and other facilities are completely inadequate. It was also observed that when textbooks are supplied to schools, they do not go round the population of the pupils which makes independent study difficult for the pupils. In order to raise the quality of Education, efficiency and productivity, better learning materials and resources are needed. It seems that effective teaching and learning depends on adequate infrastructural resources.

Generally, the effectiveness in the school system is perceived to be hinged on the willingness of the teacher to develop themselves professionally and to utilize the available resources judiciously. It appears that participation in capacity building and school factors such as infrastructural facilities and instructional supervision are some factors that contribute to teacher productivity. Where these factors are not favorable teacher productivity seems to be low. It is against this backdrop that the study investigates participation in capacity building and school factors as correlates of teacher Productivity in public primary schools in Ondo State.

The study investigated the relationship between participation in capacity building and Teacher productivity. It also investigated the relationship between school factors such as infrastructural facilities, instructional supervision in relation to teacher productivity. The following null hypothesis were formulated for the study.

1. Participation in capacity building will not significantly influence teachers' productivity
2. There is no significant relationship between infrastructural facilities and Teacher productivity.
3. There is no significant relationship between instructional supervision and teacher productivity.

## **METHODOLOGY**

This study adopted descriptive survey research. The population consisted of all the teachers in Ondo State public primary schools. The sample of the study was made up of 50 Headteachers and 400 teachers of public primary schools in Ondo State. Multi stage sampling Techniques was used for selecting the samples for the study. A self-designed questionnaire tagged capacity building and school factors questionnaire (CBASFQ) for teachers and Teacher productivity questionnaire (TPQ) for Headteachers was used to collect the necessary data. The instruments were validated by experts in Educational Management and Test and Measurements in Ekiti state university, Ado-Ekiti. The Test-re - test method was used to test the reliability of the instrument which reliability coefficient stood at 0.86 and 0.82 respectively. The data collected for the study were analyzed using T. Test and Pearson product moment correlation. The hypothesis raised were tested at 0.05 level of significance.

### **Testing of hypotheses:**

The hypotheses generated in the study were tested as follows:

Hypothesis 1: participation in capacity building will not significantly influence teacher productivity.

In order to test the hypothesis, scores relating to teacher capacity building and Teacher productivity were computed and analyzed using T.test at 0.05 level of significance.

Results shows that t calculated (4.63) is greater than t. Tab (1.96) at 0.05 level of significance. This implies that participation in capacity building Programme significantly influence teacher productivity. Thus the null hypothesis is therefore rejected.

Hypothesis 2. There is no significant relationship between infrastructural facilities and Teacher productivity.

The results show that r- calculated (0.122) is greater than r- tab (0.088) at 0.05 level of significance. This means that there is a significant relationship between infrastructural facilities and Teacher productivity, thus the null hypothesis is rejected.

Hypothesis 3: There is no significant relationship between instructional supervision and teacher productivity.

The results show that  $r$ -calculated (0.094) is greater than  $r$ -tab (0.088) at 0.05 level of significance this implies that there is a significant relationship between instructional supervision and teacher productivity. Thus, the null hypothesis is rejected.

## **DISCUSSION**

The study revealed that the level of Teacher participation in capacity building in Ondo State public primary schools was relatively moderate during the period of the study; perhaps this is as a result of the fact that Ondo State government intensified her effort on training of teachers to improve the learning outcome of the pupils. The study found out participation in capacity building Programme significantly influence teachers productivity. The reason for this outcome might be due to the fact that the level of Teacher participation in capacity building Programme in Ondo State was relatively moderate there enhancing Teacher productivity. It could be inferred from the above that where Teacher participation in capacity building is low, Teacher productivity will be low, and where Teacher participation in capacity building is high teacher productivity will be high.. The finding is in agreement with with Adebayo & Sagaya (2015), which reported that there is a significant relationship between capacity building and pupils Academic performance. Ayeni (2010), also stated that the quality of Teacher instruction has significant impact on student academic performance.

It was revealed from the study that there was a significant relationship between infrastructural facilities and Teacher productivity it could be inferred from the above that the adequacy and utilization of these facilities would enhance Teacher productivity. The findings was supported by Ajayi (2014) that there was significant relationship between school facilities and Teacher productivity. It showed that where the facilities available are poor teacher productivity would be poor. Campbell (1999) affirmed that adequate provision of infrastructural facilities and proper maintenance would foster Teacher productivity.

The study further revealed that there was a significant relationship between instructional supervision and teacher productivity. Ajayi and Adeosun (2004) reported that the observed Teacher ineffectiveness have been attributed to so many factors such as lack of motivation, poor funding, poor leadership, class size, inadequate facilities, low staff morale, inadequate supervision and so on. Hence where the supervision is not adequate Teacher productivity seems to be low. Ejima(2012) opined that effective monitoring and supervision of such Programme could be a step in the right direction.

## **CONCLUSION**

Based on the findings of the study, the following conclusions were made; Teacher participation in capacity building has a lot of influence on Teacher productivity, when Teachers participate in

capacity building Programme they perform better. School factors examined in the study such as infrastructural facilities and instructional supervision also influence teachers productivity therefore none should be neglected.

The following recommendations were made based on the findings of the study.

1. The government and other Education stakeholders i.e NGOs, philanthropists, school Headteachers should improve the level of Teacher productivity by organizing capacity building Programme such as Seminars, workshop, conferences, mentoring among others to improve their Productivity.
2. School administrators should encourage the Teacher Academic and professional growth in other to improve their Productivity.
3. School administrators should do a follow up inspection of the trained teachers to assess their level of compliance in relation with capacity building attended.
4. There should be provision of infrastructural facilities such as ICT facilities, electricity, furniture and fittings, classrooms and other instructional materials by the government and their agencies to improve the productivity of Primary School Teachers.
5. Instructional supervision should be improved upon by both internal and external supervisors of Education in order to solve the problems of non-compliance to directives concerning curriculum interpretation and implementation.

## REFERENCES

- Adebayo, F.A& Sagaya A.A(2015). Teacher capacity building and Students Academic performance among Public Junior Secondary schools in Kwara state. *British Journal of Education, Society and Behavioral Science*, 12(3):1-10
- Ajayi, I.A& Adeosun, O.V(2004). Class size and Productivity in Primary Schools in Ekiti state (Ado Local Government). *Journal of Education social research* 2(1)178 (2012)
- Ayeni, A.J(2010) Teacher Instructional Task Performance and Principals Supervisory Roles as Correlates of Quality Assurance in Secondary schools in Ondo State. Unpublished Doctorate Dissertation Obafemi Awolowo university. Ile- Ife.
- Egbo, B. (2011). Teacher capacity building and effective Teaching and learning: a seamless connection. "Mediterranean Journal of Social Science Vol 2(5) October 2011.
- Ejima, S.O(2012). Teacher professional development in the 21st Century Nigeria. *Global Voice of Educators* 1(1) June 2012, 1-6
- Federal Republic of Nigeria, (2008). National policy on Education, NERDC, Abuja.
- Mylne, J.(1999). Professional and de-professionalization in Education World yearbook of Education. New York: Jacob Can Nichols pub.co
- Oguntoye,A.O(1983) Input -Output Analysis in Nigeria Secondary school system. Lagos Educational review. *Journal of Studies in Education* 2(1) 99-107.