

IMPACTS OF CAPACITY BUILDING ON TEACHERS' JOB PERFORMANCE IN BASIC SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT

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Abstract

This study examined the impacts of capacity building on teachers' job performance in basic schools in Ilorin West Local government, Kwara State. The study adopted descriptive research design of survey type. The population of comprised all the 2,321 teachers in the 45 public lower basic schools in the area. Random sampling technique was used to select 15 schools which represented 33.3%. Proportionate sampling technique was used to select 246 teachers out of the 682 in the sampled schools. Impacts of Capacity Building on Teachers' Job Performance Questionnaire was used to collect data for the study. The instrument was validated, subjected to reliability test through the use of Cronbach's Alpha and yielded reliability coefficient of 0.73. Mean and standard deviation, t-test and analysis of variance were used to analyze the data. The study found that there was a significant impact of capacity building on teachers' job performance in basic schools in Ilorin West Local government, Kwara State. It was recommended that Kwara State government should be more committed to building the capacity of teachers via periodic and constant programmes such as workshops, conferences, seminars, lectures, and sponsorship for further studies, so as to enhance effective job performance of teachers.

Keywords: Teachers. Perception, Capacity Building, Job Performance

Introduction

The role of knowledge conveyance or learning facilitation, among other things, which teachers perform, makes them the most important factor in education system. For teachers to be supported to effectively perform their duties persistently, there is need to ensure that they are exposed to different capacity programmes like conferences, seminars, lectures, symposia, workshops and in-service training. The reason is that it is via their participation in different capacity programmes that the knowledge, skills, techniques, and other wherewithal needed to be professionally active as teachers could be acquired. According to Ali et al. (2024), capacity building is the conscious and persistent attempt aimed at reinventing, upgrading, and gaining more strategies, knowledge, and skills over time. This is meant for assisting teachers

to effectively react to the dynamics of academic in lesson presentation, classroom management, use of instructional materials, role modeling, among others. Maxwell (2024) saw capacity building as the act of improving and reinforcing the knowledge, skills, capabilities and resources of personnel in order to effectively actualize the organizational goals. It encapsulates activities targeted at employees' performance. Obiye (2019) defined capacity building as the practice by which people in organizations are assisted to improve in knowledge, skills, and usage of equipment, tools and other resources required to perform their job effectively. Smyth (2022) believed that capacity building encompasses the advancement and strengthening of the capabilities, competencies, and resources needed for effective problem-solving and decision-making in organizations.

Teachers are employed in educational institutions to perform roles which would facilitate goal achievement. Anku (2017) explained job performance as an act of carrying out or accomplishing or a given assignment or task. It could also depict the capability of teachers to skillfully exhibit the right behaviour towards the achievement of school goals and objectives. Emengini et al. (2020) maintained that in educational institutions, job performance of teachers encompasses lesson preparation for lessons to be presented, evaluation of students, giving students note and conveyance of knowledge to students. Yakubu et al. (2020) posited that the measures of teachers' job performance include lesson delivery, keeping of students' records, student evaluation, classroom management, preparation of lesson plans and lesson notes, and engaging students in extracurricular activities. Griffin (2012) believed that job performance is a way of carrying out a given task. In educational enterprises, job performance refers to the tasks carried out by teachers, for the purpose of achieving the daily school and classroom objectives and the overall school schools.

According to Constance and Nnamdi (2019), in educational institutions, the capacity building programmes that could enhance teachers' job performance include in-service training such as conferences, seminars, symposia, workshops, among others. Ali et al. (2024) asserted believed the success of any level of educational system is determined by the by the quality of teachers while the quality of teachers is premised on the quality of capacity building. Hence, adequate and period capacity building is necessary for teachers, so as to gain relevant skills and knowledge that would make his her job performance more effective. Constance and Nnamdi (2019) maintained that capacity building of teachers is very important, because it is via the capacity building that job performance of teachers is enhanced while the school enjoys high productivity. Obiye (2019) observed that capacity of teachers is very key in the educational system because they are the pillars which holds its success. Teachers need to be taken through different capacity building programmes to make them more productive and continually suitable in the changing world of teaching.

Annah et al. (2015) posited that building capacity of teachers affords them the opportunity to gain more knowledge and teaching skills, give information on teaching experiences and partner with colleagues and have opportunities for career advancement. Amir et al. (2016) opined that teachers are globally regarded as one of the most sensitive factors for enhancing classroom teaching. Hence, there is need to persistently build their capacity so as to update their knowledge. Obiye (2019) stated that capacity building is the channel for assisting and developing teachers in order to improve their abilities, skills, knowledge, and the work attitude that facilitate sustainable development in schools. Ololube (2013) opined that capacity building consists of various components such as education, technical assistance, training and institutional expansion, so as to empower and enhance the capacity of teachers. The findings of the study revealed by Friday (2018) revealed that there was no significant

difference in opinions of the teachers on the influence of capacity building on teachers' productivity in secondary schools in Nigeria State based on gender. The findings of the study conducted by Olanrewaju (2019) revealed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. Samson (2020) also found in his study that there was no statistically significant difference in the opinions of teachers on the effect of capacity building on teachers' job performance in Sokoto West Senatorial District, Sokoto State, Nigeria based on qualifications. The findings of the study carried out by Alaba (2020) found that there was no significant difference in opinions of teachers on the impact of capacity building on teachers' job performance in secondary schools in Agege Local Government, Lagos State, Nigeria based on qualification.

Statement of the Problem

Job performance of some teachers in public lower basic schools in Ilorin West Local Government seems not encouraging, based on the personal observation of the researchers and information gathered from some head teachers and members of the public. Some teachers do not have active skills to effectively prepare detailed and comprehensive lesson plan that could properly guide their lessons. Classroom management of some of them is not effective to properly put the process and teaching and learning in order while the ability of some to utilize or improvise instructional materials to enhance effective learning is low. Not only that, lesson presentation of some teachers is not professionally conducted. All these might not support effective actualization of the goals of basic education and could be as a result of inadequate or poor provision of capacity building programme for teachers.

Some studies related to this present study had been conducted. Monday (2019) conducted a study on the impact of capacity building on teachers' job performance in secondary schools in Ijumu Local Government, Kogi State. Olanrewaju (2019) studied the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. Samson (2020) examined the effect of capacity building on teachers' job performance in Sokoto West Senatorial District, Sokoto State, Nigeria. However, none of the studies mentioned focused on the impacts of capacity building on teachers' job performance in basic schools in Ilorin West Local Government, Kwara State; hence, this was the academic lacuna filled by this study.

Objectives of the Study

The focused on:

- i. examining the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State;
- ii. determining the difference in the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State based on qualification; and
- iii. investigating the difference in the teachers' perception on the impacts of capacity building on their teachers' job performance in basic schools in Ilorin West Local Government, Kwara State based on gender.

Research Question

- i. What is the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State?

Research Hypotheses

The following research hypotheses were formulated.

Hypothesis one: There is no significant difference in the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State based on qualification.

Hypothesis two: There is no significant difference in the teachers' perception on the impacts of capacity building on their job perception in basic schools in Ilorin West Local Government, Kwara State based on gender.

Methodology

The study adopted the descriptive research design of survey type. All the 2,321 teachers in the 45 public lower basic in Ilorin West Local Government, Kwara State. Random sampling technique was used to select 15 out of the 45 schools in the area which represented 33.3 per cent. Proportionate sampling technique was used to select 246 teachers out of the 682 teachers in the sampled schools, using Krejcie and Morgan (1970) table for sample size determination. An instrument designed by the researchers and captioned: "Impacts of capacity Building on Teachers' Job performance Questionnaire (ICBTJPQ) was used to elicit information from the respondents. The instrument which had 10 items was rated using Likert-scale of Strongly Agree adjudged 4. Agree assigned 3, Disagree given 3 and Strongly Disagree rated 1. Validation process of the instrument was carried out by three experts in the field of Educational Management. Thirty copies of the instrument were administered to 30 teachers selected from outside the schools used for the study, in the local government area. Cronbach's Alpha was utilized to analyze the gathered data and reliability coefficient of 0.83 was realized. This confirmed the reliability of the instrument. Mean and Standard deviation were utilized to answer research question, Analysis of Variance was utilized to test hypothesis one, while t-test was used to test hypothesis two. To determine the decision rule on the items, it was indicated that any mean score found below 2.50 was adjudged Disagree while from 2.50 and above was considered Disagree. Out of the 246 copies of the questionnaire distributed, Out of the 246 questionnaires distributed, 237 were properly filled and found usable for data analysis.

Results

Table 1

Teachers' Perception on the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State

S/N	Items	\bar{X}	SD	Decision
Capacity building:				
1.	helps to enhance the pedagogical skills of teachers	3.55	1.27	Agree
2.	assists in improving the knowledge of teachers in classroom management	3.23	1.19	Agree
3.	gives teachers the opportunity to acquire more knowledge in their areas of specialization	3.64	1.38	Agree
4.	affords teachers the latitude acquire knowledge to be more effective in the lesson delivery to students	3.42	1.33	Agree
5.	keeps teachers abreast of the usage of new technologies for enhancing effective teaching	2.96	.77	Agree
6.	enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching	3.01	1.11	Agree
7.	intensifies the confidence of teachers in the discharge of their duties	2.83	.65	Agree
8.	helps teachers to acquire more skills in the evaluation of students	3.22	1.20	Agree
9.	assists teachers to gain more knowledge in the preparation of lesson plan.	2.63	.51	Agree
10.	boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective	3.15	1.10	Agree

\bar{X} : 0.01-2.49 = Disagree; 2.50-4.00 = Agree

Table 1 showed the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State, Nigeria. As shown on the table, items 1 to 5 (helps to enhance the pedagogical skills of teachers, assists in improving the knowledge of teachers in classroom management, gives teachers the opportunity to acquire more knowledge in their areas of specialization, affords teachers the latitude acquire knowledge to be more effective in the lesson delivery to students and keeps teachers abreast of the usage of new technologies for enhancing effective teaching) had mean scores: 3.53, 3.23, 3.64, 3.42 and 2.96, and as such adjudged Agree. Also, items 6-10

(enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching, intensifies the confidence of teachers in the discharge of their duties, helps teachers to acquire more skills in the evaluation of students, assists teachers to gain more knowledge in the preparation of lesson plan and boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective) had mean scores: 3.01, 2.83, 3.22, 2.63 and 3.15; hence, considered Agree.

Table 2

ANOVA Analysis Showing the Difference in the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria Based on Qualification

Source	Sum of Squares	df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	14.226	3	.319			
Within Groups	20.172	234	.157	2.31	.067	Ho ₁ Accepted
Total	34.398	168				

Table 2 showed the cal. F-ratio (2.31) and the p-value (.067) that is greater than the level of significance (0.05). Hence, the null hypothesis one was accepted. This means that there was no significant difference in the teachers’ perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on Qualification.

Table 3

T-test Showing the Difference in the Teachers’ Perception on the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria Based on Gender

Gender	N	\bar{X}	SD	t-cal.	p-value	Decision
Male	95	3.27	1.12			
				2.46	.065	Ho ₂ Accepted
Female	142	3.05	.98			

Table 3 showed the calculated t-value (2.46), mean difference of 0.22 and the p-value (0.65) which is greater than the significance level (0.05). Hence, null hypothesis two was accepted. This depicts that there was no significant difference in the teachers’ perception in the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on gender.

Discussion

The findings of the study revealed that capacity building helps to enhance the pedagogical skills of teachers, assists in improving the knowledge of teachers in classroom management, gives teachers the opportunity to acquire more knowledge in their areas of specialization, affords teachers the latitude acquire knowledge to be more effective in the lesson delivery to students and keeps teachers abreast of the usage of new technologies for enhancing effective teaching, enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching, intensifies the confidence of teachers in the discharge of their duties, helps teachers to acquire more skills in the evaluation of students, assists teachers to gain more knowledge in the preparation of lesson plan and boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective). This finding supports the finding of Kolapo and Lamidi (2020) which revealed that capacity building helps teachers to acquire more knowledge on teaching methodologies, acquire more skills on the preparation, improvisation and utilisation of instructional resources, assists teachers to acquire higher certificate for career advancement and makes teachers to be more professional in instructional delivery. This finding corroborates the position of Monday (2019) that government needs to prioritize capacity building of teachers. The reason is that if capacity of teachers is periodically built, their job performance could be enhance, thereby boosting students' academic performance.

The study found that there was no significant difference in the teachers' perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on qualification. This finding corroborates the finding of Olanrewaju (2019) which showed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. This finding is in tandem with the finding of Samson (2020) which revealed that there was no statistically significant difference in the opinions of teachers on the effect of capacity building on teachers' job performance in secondary schools in Sokoto West Senatorial District, Sokoto State, Nigeria based on qualifications.

The finding of the study revealed that there was no significant difference in the teachers' perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on gender. This finding agrees with the finding of Olanrewaju (2019) which showed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State.

Conclusion

The study concluded that capacity building plays significant roles in enhancing effective job performance of teachers in basic schools in Ilorin West Local government, Kwara State. Also, teachers were not significantly different in their opinions on the impacts of capacity building on teachers' job performance based on gender and qualification.

Recommendations

The study recommended that:

- i. Kwara State government should be more committed to building the capacity of teachers via periodic and constant programmes such as workshops, conferences, seminars, lectures, and sponsorship for further studies, so as to enhance effective job performance of teachers; and
- ii. teachers should always show high level of dedication to whatever the capacity building programme organize for them, so as to adequately gain more knowledge, skills, and competencies that could aid their effective job performance.

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