

Capacity Building Practices In Secondary Schools: Implication For Teachers' Professional Development In Cross River State, Nigeria

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Abstract

This study investigated capacity building practices and its implication for teachers' professional development in secondary schools in Cross River State, Nigeria. It focuses on the level of provision of capacity building practices in respect to seminar, workshop, conferences, in-service training, ICT training, coaching/monitoring. Survey research design was adopted for the study. One research question and one hypothesis were isolated to guide direction to the study. Simple random sampling technique was used to draw two hundred schools for sample out of the population of two hundred and thirty four (234) schools in Cross River State. Data collection was done with the researchers constructed instrument called "Capacity Building Practices Questionnaire (CBPQ)". Data collected were subjected to statistical analysis with the use of descriptive statistics and population t-test. Results of the findings revealed that the most provided capacity building practices in secondary schools is coaching, monitoring following by workshop, ICT training, conferences, seminars and in-service training the last. The level of provision of capacity building practices in terms of seminar, workshop, conferences, in-service training, ICT training, coaching/mentoring is significantly low. It was recommended that school managers should provide more capacity building practices in secondary schools for teachers. When they are organized the management should motivate the teachers to attend by providing the finance for it.

Keywords: capacity building, practices, teachers' professional development, secondary schools

INTRODUCTION

Teachers in Nigeria have been observed in the past ten years as not discharging their teaching and non-teaching responsibilities effectively. This is evidenced on the poor quality of students produced at secondary level of education. Federal Republic of Nigeria (2008), stipulated in the National Policy of Education that one of the goals of this level of education is preparation for higher education. This goal cannot be said to have been effectively realized because the caliber of students who sit for matriculation exams and up failing mostly. This is an indication that they are not adequately prepared for this purpose which shows that the teachers have not been able to discharge their responsibility creditably. Perhaps the teachers' failure to achieve these goals might be attributed to poor nature of capacity building the are exposed to capacity building practices are essential ingredients in the process of changing individuals and organizations from where they are to where they should be and operate.

WHO (2014) sees capacity building as the "development and strengthening of human and institutional resources. It is acknowledged that the process needs to go beyond the public sector, as it is also influenced by entities in the private sector including

commercial enterprises and non-governmental organizations". In the same vein

Philbin in Akwegwu et al (2013 p.280) defines capacity building as a process of developing and strengthening the skills, instincts, abilities, processes and resources that individuals, organizations and communities need to survive, adopt and thrive in the fast changing world. It focuses on understanding the obstacles that inhibit people, institutions, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

United Nations Committee of Experts on Public Administration (2006) sees capacity building as "the ability to perform functions, solve problems and achieve objectives at three levels-individual, institutional and societal".

This study is investigating the provision of capacity building practices in secondary schools in respect to seminar, workshop, conferences, in-service training, and

information and communication technology, ICT training and coaching/mentoring. It also checks the level of such provision in terms of high or low. Scannel in Uchendu (2010p.9) defines professional development as the systematic maintenance, improvement and brooding of knowledge and skills and the development of personal qualities necessary for the execution of professional, managerial and technical duties throughout one's working life.

Therefore, effectively designed and organized capacity building practices such as seminars, workshops, conferences, in-service training, ICT training, coaching/mentoring have the tendency to result to teachers' professional development whereby teachers are exposed to new knowledge, techniques, experiences that are likely to add value to their teaching and non-teaching responsibility.

However, it can be rightly argued that the quality of professional development teachers' are exposed to, is a function of how rich capacity building practices they are exposed to. Teachers' profession development does not exist in a vacuum. In essence therefore, capacity building practices ought to enrich and undertaken in such a way that they bring out the best out of a teacher and also contribute to the attainment of the goals of secondary education. In essence therefore any blame apportioned on the teacher not leading up to expectation should be first channel to the nature of capacity building practices they are exposed to. Teachers are the major instrument in educating the future generation (children) who will in turn the national leaders of tomorrow. Teachers at any level are significant instrument for the national development. It is against the background that the study intends to find out the level of capacity building practices provision for teachers in secondary school and the most provided.

LITERATURE REVIEW

Capacity building in this context is a process of developing and strengthening teachers' skills, knowledge, attitude and abilities. Capacity building has three different dimensions namely; building awareness, building analytical capacity and building decision-making capacity building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, Seminars and conferences. The practice will create awareness about a particular activity, topic or method so as to enable beneficiaries apply them in performing assigned tasks. Darling-Hammond et al in Centre for Public Education (2014) conducted a research on types of professional development provided to teachers discovered the following percentages: workshop-91.5%, school visit-22%, coaching/mentors-45%, research 39.8% and peer

observation 63%. The result showed that workshop was the highest provided while school visit was the lowest. Akuegwu, Nwi-ue and Etukudor-Eyo (2013) investigated on lecturers' participation in capacity building programmes in South-South Nigeria: implications for sustainable development. The survey designed study focused on the extent of lecturers' participation in workshops, seminars, conferences, ICT training and mentoring aspect of capacity building programmes.

These findings revealed that university lecturers participate mostly in conferences than any other capacity building programmes. Also the lecturers' participation in capacity building programs is significantly low which means that university lecturers have low participation in capacity building programmes. They also discovered that there is no significant difference between male and female lecturers' participation in capacity building programmes. It was recommended that enabling environment should be provided whereby university teachers are encouraged to participate fully in capacity building programmes.

To meet developmental challenges, capacity building practices must be provided for teachers in different ways and capacities. Uchendu, (2011) conducted a research on capacity building programmes and secondary school teachers' work performance in Cross River State. It was a descriptive survey design. The result revealed that there is a significant relationship between capacity building programmes in respect to (in-service training, in-house training) and teachers' work performance. This means that the more teachers are exposed to capacity building performance the better their job performance. Centre for Public Education (2013) on teaching the teachers stated that professional development in an era of accountability requires a fundamental change in a teachers' practice that leads to increase in students' learning in the classroom.

United Nation Environment Programme (2006) opined that a wide range of approaches is available to build capacities including training, formal education, capacity building projects, networking and others. A training workshop usually can go as far as building human capacities at an awareness raising level. If specifically designed, training may also succeed in building analytical capacity.

Many work had been done on capacity building in and outside Nigeria but non had investigated exactly the level of provision of capacity building practices for secondary school teachers in terms of seminar, workshop, conferences, in-service training, ICT training, coaching/mentoring in Cross River State.

STATEMENT OF THE PROBLEM

The problem of students’ continuous poor performance in public standardized examination such as West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB) calls for concern, especially with the recent introduction of Computer Based Test (CBT) in JAMB examination in particular. Most students and parents complain that teachers hardly prepare students for examinations right from on set of their admissions using modern instructional techniques. Most teachers have remains with the old knowledge which they acquired several years before current improved changes in institutional methods and facilities.

For instance, in many countries of the world today, classroom teaching, laboratory and other practices lessons are facilitated through the use of Information and Communication Technology (ICT). It is sad to note that Cross River State in particular, most teachers in the secondary schools are not computer compliant. It is in recognition of the import of teachers’ professional development that Cross River State government compulsorily provided teachers with computer loans, organized retraining programmes for teachers by National Teachers Institute (NTI). Thereafter computer skill acquisition training was organized for them to enhance modern teaching capacity. In spite of all these efforts, so many teachers still remain traditional in their teaching approach. Since most of them can hardly operate computers. This situation unfortunately, continues to impact negatively on students’ academic achievement especially for those whose parents cannot afford extra lessons for their children.

Teachers’ professional development is organized when lapses are observed among workers like insufficient skills to do the work, changing nature of job, introduction of new technologies and other great challenges on the job. It is incumbent upon these issues that the researcher wonders what are the capacity building practices that have been provided for teachers’ in secondary schools and the most provided.

RESEARCH QUESTION

1. Which of the capacity building practices with regards to coaching/mentoring, seminar, workshop, conferences, in-service training, ICT training is most provided in secondary schools for teachers.

STATEMENT OF HYPOTHESIS

The level at which capacity building practices in terms of seminar, workshop, conferences, in-service training,

ICT training, coaching/mentoring are provided in secondary schools is not significantly low.

METHODOLOGY

The area of this study is Cross River State of Nigeria. It comprises the 18 Local Government Areas. Calabar is the capital of Cross River State and it has two hundred and thirty four (234) secondary schools and two universities. The state is located at South-South geo-political zone of Nigeria. The study adopted survey research design. A sample of two hundred (200) schools were selected from the population of two hundred and thirty four (234) schools using simple random sampling technique. The researchers constructed instrument titled Capacity Building Practices and Teachers’ Professional Development Questionnaire (CBPTPDQ) was used to collect data. It contained sections A and Section B.

Section A was made up of 4 demographic variables, while section B arranged on a four point rating scale had 36 items, 6 of which measured each of the 6 variables isolated for the study. In all, the instrument contained 40 items. The instrument was face validated by experts in measurement and evaluation department, while the trial test was conducted by administering 30 copies of the instrument to 30 schools in secondary schools not used for the study. The scores obtained were analyzed using Cronbach Alpha Method. The results gave rise to a reliability coefficient which ranged from 0.72 to 84. With these figures, it was confirmed that the instrument was reliable enough in achieving the objectives set for the study. The administration of the instrument was handled personally by the researcher and with the help of research assistants, a measure which ensured that the sampled subjects completed the questionnaire correctly. By this a hundred percent return rate was achieved for the instruments. The data collected were analyzed statistically using mean rating and population t-test (test of one sample mean) summary of the results were presented in the tables.

RESULTS

Research Question

Which of the capacity building practices is the most provided in secondary schools for teachers? Mean rating statistical technique was used to analyze the data collected. Summaries of the result were presented in table 1.

TABLE 1: Mean rating of Capacity Building Practicing for Teachers (N=200)

Variable	Mean	Standard Deviation	Rank
Seminar	15.28	3.31	5 th

Workshop	15.81	3.24	2 nd
Conferences	15.72	3.29	4 th
In-service training	15.21	3.24	6 th
ICT training	15.76	3.18	3 rd
Coaching/mentoring	15.96	3.32	1 st

The result presented in table 1 indicated that coaching/mentoring had the highest mean practices (x=15.96) followed by workshop (x=15.81), ICT training (x=15.76), conferences (x=15.72), seminar (x=15.28) and lastly in-service training (x=15.21). This means that the most available capacity building practices in secondary school for teachers is coaching/mentoring and the least is in-service training.

HYPOTHESIS

The level at which capacity building practices in terms of seminar, workshop, conferences, in-service training, ICT training, coaching/mentoring are provided in secondary schools is not significantly low. The only variable in this hypothesis is the provision of capacity building practices. Population t-test (test of one sample mean) was used in analyzing data collected. Summaries of the results are presented in table 2.

TABLE 2: Level of Provision of Capacity Building Practices in Secondary schools (N=200)

Variable	Expected Mean	Observed Mean	Standard Deviation	T
Seminar	15	15.28	3.31	83.42
Workshop	15	15.81	3.24	84.36
Conferences	15	15.72	3.29	85.34
In-service training	15	15.21	3.24	84.21
ICT training	15	15.76	3.18	85.22
Coaching/mentoring	15	15.96	3.32	86.46

Significant at 0.05, df=199, critical t-value=1.972

The results presented in table 2 revealed that the provision of capacity building practices in secondary schools is significantly low with respect to seminar (t=83.42, P<.05) workshop (t=84.36, p<.05), conferences (85.34, p<0.5), in-service training (85.22, p<0.5), ICT training (85.22, p<0.5) and coaching/mentoring (86.56, p<.05). The null hypothesis is by these results rejected because the obtained t-values are found to be higher than the critical t-value of 1.972 at 0.05 level of significance and 199 degree of freedom. The results in table 2 also indicated that the observed mean level of provision of capacity building practices is higher than the expected mean level of provision of capacity building practices of 15.00.

Statistical comparison of these observed mean values and the expected mean value of 15.00 using population t-test (test of one sample mean), positive t-values were obtained. This means that the provision of capacity building practices in secondary school for teachers is significantly low.

DISCUSSION OF FINDINGS

Results of the research question indicated that coaching/mentoring has the highest level of provision of capacity building practices followed by workshop, ICT training, conferences, seminar and lastly in-service training. This means that schools made provision for coaching/mentoring more than others. This means that school provides seminar, workshop, conferences, In-service training, ICT training, coaching/mentoring because they expose teachers to new techniques in teaching and learning thereby updating their knowledge and ability for better performance in the school system which improves students’ academic performance. This finding corroborated by the outcome of Uchendu (2010) that workshops, conferences help workers (teachers) to learn new skills, techniques, ideas, knowledge and experiences that will improve their professional development. This finding suggest that the provision of more capacity building practices can help to transit teachers from traditional approach of teaching to modern approach will help to achieve the organizational goals.

Johnson (2014) in his findings said that providing high quality professional development for teachers may be the most important thing schools can do to improve students’ learning. Results of hypothesis in table 2 disclosed that the level of capacity building practices in respect to seminar, workshop, conferences, in-service training, ICT training, coaching/mentoring provision in secondary schools is significantly low. This paves way for the rejection of the null hypothesis and the retention of the alternate hypothesis. A plausible explanation for this finding is that the provision of capacity building practice in secondary schools is not adequate for teachers to acquire new skills, ideas, knowledge, abilities, Experiences for the job in this fact changing world of technology. The result of this study agrees with Centre for Public Education (2014) that teachers’ that teach others should be trained in this era of accountability.

CONCLUSION

Based on the strength of the findings, it was concluded that coaching/mentoring is the most provided capacity building practices in secondary schools for teachers followed by seminar, workshop, conferences, in-service training, ICT training respectively. The level of capacity building practices in terms of coaching/monitoring, seminar, workshop, conferences, in-service training, ICT training provided is significantly low. In other words the provision is not adequate. The implication to teachers’ professional development is that when the provision is not sufficient to update teachers’ knowledge they will still be operating in the old traditional method of teaching and learning and it will

hamper the achievement of educational goals and objectives. Teachers are the major instrument in implementing the national policy of education but when they are not equipped with the knowledge, ideas, skills, abilities, experiences to move with this fast changing environment their job performance will be affected negatively. The provision of capacity building in secondary school is as important as the national development because they teachers are the instrument that prepares the future generation. Teachers should be exposed to different capacity building practices so that they can stand the test of time and their counterparts internationally.

RECOMMENDATIONS

1. School managers should give special attention to adequate provision of capacity building practices in respect to coaching/mentoring, seminar, workshop, conferences, in-service training, ICT training in secondary schools.
2. When they are organized the management should motivate the teachers to attend by providing the finance for it.

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