

Influence of Teachers' Capacity Building on Students' Academic Performance in Rivers State, Nigeria

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Abstract

Teachers are the life wire of any nation. Therefore, their quality determines the quality of education given to students as no nation can rise above the quality of her teachers. Capacity building for teachers enhances teachers' effectiveness thereby affecting the students' academic performance. The study investigated the influence of teacher's capacity building on students' academic performance in Rivers State of Nigeria. The study is a descriptive survey in nature. Two research questions and one null hypothesis guided the study were developed. The population of the study consisted of 125 public senior secondary schools in Rivers State South-East and 2,650 teachers. A sample size of 25 schools and 638 teachers representing 20% was drawn using stratified sampling technique. The instrument for data collection was a questionnaire titled influence of teachers' capacity building on students' academic performance questionnaire (ITCBSAPQ). The test re-test method which involved 50 teachers outside the study sample was used to ascertain the reliability of the instrument and the reliability estimate gave a result of 0.89. Mean and standard deviation was used to answer the research questions while the Z – test was used to test hypothesis. The findings revealed that teachers' capacity building enhances teachers' effectiveness which has significant effect on students' academic performance. It was recommended among others that teachers should regularly be sent on refresher courses, workshops, conferences to update themselves on curriculum innovations.

Keywords: Influence, Teacher, Capacity Building, Students, Academic Performance

INTRODUCTION

The success and development of every educational system as in any organization depends on the quality of its human and materials resources. These factors appear to be the most important because without it all other factors are inept (Ekpiken, 2015). Human capacity development (HCD) hinges absolutely on the educational system, teachers of course are the pivot of the education system. Teachers being at the centre of teaching and learning process need to be adequately prepared and exposed to a continuous professional development and training programme to enable them be more productive and adapt in the changing world of teaching and the highly competitive globalised economy. HCD is the framework for helping and developing employees in order to enhance their personnel and organizational skills, knowledge, abilities and the work attitude that will elicit sustainable development, Education is universally acknowledged as an essential tool in the process of national development to empower people with the knowledge, skills, value and attitude to improve their quality of life, enhance productivity and capacity to learn new skills that would enable an individual to participate more fully in the development process. In light of the above, education is essential to human right (Aduke and Amudalatu, 2016). These scholars observed that over the past five decades, the Nigeria government has expressed commitment to the issue of eradicating illiteracy

through universalisation of basic education. Universal Basic Education (UBE) scheme is a reform aimed at addressing inequality and quality in educational opportunity at basic level for every school age children nationwide. Specifically, the scheme was introduced by the Federal Government of Nigeria in order to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education.

Education from junior to senior secondary school level is the bedrock and the foundation towards higher knowledge in tertiary institutions in Nigeria. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development of the country. The National Policy on Education (2004) stipulates that secondary education is an instrument for National development that fosters the worth and development of the individual for further education and general development of the society. Furthermore, it ensures equality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities.

In Nigeria, a lot of educational reforms and policies have been put in place by the federal government. Additionally, there has been a lot of curriculum innovations and changes, all in order to meet up with the millennium development goals (MDGS), national

development and sustainable development goals. In spite of these policy innovations and education which is a vehicle for national development, various efforts by teachers' to improve the trend on students' performance remains poor. The continued poor students' performance is of great concern to the education policy makers, teachers, parents and the society at large (Egbo, 2011). Arong and Ogbadu (2010), Aduke and Amudalatu (2016) observed that the Nigerian school system is increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging. While some blame students for this apparent decline in quality of education and moral values. Others think they are due to the nature of changes in all directions. Majority blame the teachers' for the woes in our schools. They are not devoted and dedicated to the cause of education as their predecessors. Teachers as a group also allocate parts of the blame on the parents and the children. Similarly, some section of the stakeholders blames government for unattractive condition of service, capacity building and poor physical facilities in some parts of the education system. However, there is a dire need for building teachers' capacity in order to improve teacher performance. Teachers must strive toward excellence and provide their students' the tools to succeed which is an essential component of their growth and development as professionals.

In a similar vein, Aduke and Amudalatu (2016) asserted that students' poor academic performance in schools, educators, government, parents and researchers demand immediate radical and transformative changes to reverse the trend of students' failure. This is because with the national policy statement on education, the poor achievement of the students' cannot enable the government to achieve its objective. Students' poor performance has been tagged to teacher attitude towards their jobs in terms of poor attendance to lessons, un-care attitude of students' in academic work, lack of updating their knowledge to learn new skills and ideas (Adebule, 2004 and Egbo, 2011). Capacity building perhaps may be available avenue that could be adopted to assist the teachers to reduce the above deficiencies among teachers. It is based on this back drop that the study investigated the influence of teachers' capacity building on students' Academic performance in Rivers State South-East.

Statement of Problem

Despite the importance placed on education at the junior and senior secondary in the national policy on education with all the reforms, curriculum changes and various efforts by key educational stakeholders to improve students' academic performance, the trend on students' performance continues to be low. In Nigeria, there has been massive student academic failure especially in core subjects such as

mathematics and English language and also in the sciences. Student poor performance has been tagged on teachers' attitude towards their job in terms of poor attendance to lessons, un-care attitude on students' academic work, lack of updating knowledge to learn new skills and ideas. There is a general perception that a significant number of Nigerian teachers' are not equipped to deliver quality education for a number of inter connected reasons mainly as training related issues (policy, structure and curricular), infrastructural limitation and low morale. Do Nigerian teachers' have the capacity to perform their roles and face the challenges of the 21st century educational system? What are the current state of the Nigerian teachers' in capacity building for educational reform and what are the implications of this for quality education, sustainability and in achieving Nigeria education goals.

Purpose of the Study

The purpose of the study is to determine the influence of teachers' capacity building on students' academic performance in Rivers State South-East.

Objectives

1. To determine the influence of capacity building on teachers' service delivery.
2. To investigate the influence of teachers' capacity building on students' academic performance.

Research Questions

The following research questions guided the study:
What influence does capacity building have on male and female teachers' service delivery in secondary schools in Rivers State South-East?

What influence does teachers' capacity building have on students' academic performance in secondary schools in Rivers State South-East?

Hypothesis

There is no significant difference between the mean values of male and female teachers' on the influence of teachers' capacity building on students' academic performance in Secondary Schools in Rivers State South-East.

Scope of the Study

The study was carried out to determine the influence of teachers' capacity building on Students' academic performance in Secondary Schools in Rivers State South-East. The zone consists of 125 public Secondary Schools with 2650 teachers as only 25 Schools were used.

LITERATURE REVIEW

Concept of Capacity Building

Aduke (2016) sees capacity building as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design,

development, management and maintenance of institutional and operational infrastructure and process that are locally meaningful. Egbo(2011) sees it as the ability to understand or do something and building as an increase in the amount of something over a period of time .Chukwu(2009) identified capacity building as skills, development and knowledge needed by groups in order to participate fully in the labour market. Capacity is the ability of individuals, organizations or systems to perform their functions effectively, efficiently and sustainably. Therefore capacity building is the process by which individuals, groups, organizations, institutions and societies increase their abilities to:

- a. Perform core functions, solve problems, define and achieve objectives.
- b. Understand and deal with their developmental needs in a broad context and in a sustainable manner (UNDP, 1998).

There is no singular definition of capacity building over the years according to UNCED (2005), cited in Osuji (2014) capacity building has moved from being a focus to concern individuals, individual training, the development of institutions and recently to complex systems philosophy when individuals capacities are linked with those of institutions and systems at large. Recently capacity building definitions emphasized the continuing process of strengthening of abilities to perform core functions, solve problems, define and achieve objectives and understand and deal with developmental needs (UNESCO, 2005). Capacity building has to do with the location of and investment resources, physical, intellectual or human especially when other intervening variables have failed within a given institution or society context. Within the context of systemic reform, capacity is the ability of the education system to help all students' meet more challenging standards, UNDP (1998) further defines capacity building as a long term continuing process of development that involves all stakeholders including ministries, local authorities, NGO'S, professionals, academics and more. It involves using a country's human, scientific, technological, organizational, institutional and resource capabilities. UNDP outlines that capacity building takes place at an individual level and the societal level. Delaney (2002) asserts that the benefits of capacity are consequential, in the short term they accrue to the specific individuals and institutions that are recipients but the ultimate beneficiaries are future members of the society whose interest cannot clearly be determined in the present. Capacity building in education refers to the wherewithal needed to translate high standards and incentive into effective instruction and strong standard performances (Osuji, 2014). Capacity building in education is important for the attainment of educational objectives and its sustainable development.

The Importance of Teachers' Capacity Building

Capacity building in education is important both for the effective functioning of the educational system as well as the capacity building in other sectors of the economy. Most of the other sectors in the society rely upon a well-functioning national education system in order to develop and improve their own capacity. Capacity building has significant impact on the teacher-learners and on the success of educational reforms. Annah, Kombo and Kyalo (2015) assert that building teacher capacity enables teachers' to acquire teaching skills and knowledge, share teaching experiences and collaborate with peers, gain access to career opportunities for professional development and enhances teachers' to variety of professional development opportunities that includes: curriculum support and study groups and mentoring and induction programmes (Jaquith, Don, Wei and Darling-Hammond, 2010). Professional development of teachers' brings in the expertise from outside the school enabling teachers' to work collaboratively with peers, get opportunities for mentoring and coaching focusing on the classroom, and involves teachers' in the choice of areas to develop and activities to undertake (Walter and Briggs 2012).

This evidence according to Cooter (2003) and OECD (2009) indicated that professional development makes a difference in teacher teaching skills, increases learning quality in the classroom, assisting students' who could otherwise be at risk hence enhancing students' learning. Professional development therefore develops an individual's skills, knowledge, expertise and other characteristics as a teacher. Capacity building of teachers' is important for the improvement of classroom teaching says (Amir, Mohammed and Habibunrabi, 2016). It helps to raise a school to the apex of excellence. It increases the production and internal efficiency of teachers through improvement of their pedagogical skills and mastery over their subjects. It contributes to quality education by reducing institutional barriers to the overall development of students'. Teachers who are trained and committed are considered capable to benefit students' learning and development. In essence, capacity building of teachers have been recognized as one of the most critical factors for improving classroom teaching posits (Amir et.al, 2016). Therefore, the recruitment, supporting and retention of capable teachers' and their continuous professional development go a long way to improve classroom teaching. Capacity building of teachers cover a number of aspects including improvement of pedagogical skills of teachers' and mastery over their in-service training and orientation. The aim is to help them improve their classroom teaching for effective learning of students. Egbo (2011) posits that in building teacher capacity, the focus should be on policy, training and pedagogy, infrastructure development, teacher

welfare and empowerment. Osuji (2014) observed that most capacity strategies in education target and focus on the procedural knowledge and skills of teachers' and ignore the other aspects of the educational system that directly or indirectly impact on teachers' ability to teach. While many types of knowledge are vital to teacher's roles, other areas of capacity building such as infrastructure, welfare and empowerment, educational policy, building of organizational capacity and building of curriculum and instruction are also important.

Osuji, (2014) avers that currently a significant number of Nigerian teachers' are not equipped to deliver quality education for a number of interconnected reasons among them being training-related issues in policy, structural, curricular, infrastructural limitations and low morale. The colossal failure at all levels of students in the country institutions is a clear indication of the fact that there are significant problems within the educational system. This shows that students in Nigeria are not receiving the kind of education that will prepare them for life in a competitive 21st century that demands innovations, creativity, critical thinking skills, information communication technologies, vision, adaptable and transferable skills. Increasing students' achievements depend on teachers whose performance in turn hinges on building their capacity.

Capacity building has significant impact on the teachers, learners and on the success of educational reforms. The more professional knowledge the teacher has, the higher the level of activities he performs. For example:

- a. Control (e.g. governance, authority and oversight functions)
- b. Planning and design (organization of work area and strategies, equipment and resources to be used).
- c. Implementation (execution of the work plans)
- d. Evaluation (assessment of the work process and the outcomes).

Implementation of these educational reforms and policies are left in the hands of teachers who must provide experience reform initiatives and how these experiences shape their capacity for improved teaching that leads to greater students' achievements (Mattos, 2011). Additionally, Chukwu (2009) posit that capacity building of teachers enable them to offer students the learning opportunities that will prepare them to meet with class standards in a given content area and successfully assume adult responsibilities for citizenship and work. It should also empower individual teacher and community of educators to make complex decisions, identify and solve problems to connect theory, practice and student outcomes. For the realisation of the millennium development goals of the 21st century and its programme, capacity building of teachers is paramount as none of the programme

will be successful without availability and capacity build of teachers in all level of the Nigeria educational system.

Teacher Education, Quality Teaching and Quality Learning

Niyozoo (2008) opined that within the context of the 21st century, there is a renewal emphasis on the quality of teachers and teacher education. Indeed, no nation can build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teaching and training programmers since teachers remain the pillars of the system. Teacher education is the education process through which all teachers in the nation are professionally trained to qualify for the training tasks as well as keep abreast of changes or innovations in teaching consequent upon technological developments that are impacting teaching and learning. The two complimentary components of teacher education were eluded by Abimbola (2004) when he averred that all teachers should not consider themselves finished products upon graduation (after professional, training and certification pre-service teacher education. They must continually update their knowledge (skill and competencies) within their discipline during this era of scientific and technological advancement or era of information and communication technology that is impacting on all facets of teaching and learning.

Ekpiken (2015) sees teaching as a series of interactions between someone in the role of a teacher and someone in the role of a learner with the explicit goal of changing the learners' cognitive or affective state. It is an attempt to help someone acquire or change some skill, attitude, knowledge, ideal or appreciation. It is a purposeful and a goal oriented activity. The goal of teaching is to produce learning. Learning is conceptualized in terms of behavioral change and Bidwell (1993) defined it as a relatively enduring change in behaviour that is a function of prior behaviour. The changes in behaviour are usually described as intended outcomes. There are the expectations of the teacher after the process of interaction with the learners. It must not be imagined that their interaction produces only the intended outcomes, of course unanticipated consequences may follow and unexpected barriers to goal attainment may arise.

The teachers' job is to teach and teaching is an activity which can be carried on successfully or otherwise. The question of teaching arises when someone can be done to help bring out learning by someone and the teacher does not only bring out learning but accepts responsibility for failing to do so for the learner to provide the necessary motivation in the classroom through his ingenuity (Ekpiken, 2015). The success of every education depends on the wisdom and knowledge of the teacher and on the teachers'

sensitivity to the students. No education system can rise above the quality of the teachers. This is imperative because: a qualified teacher is not necessarily a competent teacher; a competent teacher is not necessarily an efficient teacher; an efficient teacher is not necessarily an effective teacher (Obanya, 2012). A qualified teacher is one that has the minimum conditions and certification for entry into the teaching profession. In Nigeria, the minimum condition is the possession of the Nigeria certificate in Education (NCE). A competent teacher is one who has mastered the art of teaching, while an efficient teacher is one who can apply the art of teaching as instructed. An effective teacher is one who applies knowledge of the arts of teaching creativity and consequently maximizes student learning. Teaching changes with changing trends and teachers need to improve their teaching competencies, skills and knowledge of teaching practice by undertaking capacity development and taking advantage of available professional development opportunities.

Teacher preparation and Capacity Building

It is the academic programme for preparing teachers for professional education career both within and outside the classroom. Teacher preparation refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their task effectively in the classroom, school and wider community. Considering opinions of authorities in education, Obizue (2016) sees teacher preparation as the component of the educational system responsible for the training and education of teachers to acquire the competencies and skills needed for effective teaching.

Capacity building is the process by which individuals and organizations obtain, improve and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently which allows to perform at a greater capacity. Capacity building is about growth: growth of the Individual in knowledge, skills and experience (<https://www.google.com>). In building the capacity of teachers through preparing them for professional education is to enable them make choices and to transform those choices into desired actions and outcomes. It is expected to equip teachers with necessary academic and professional skill required for the effective performance of their duties.

Strategies for Teachers Capacity Building

Capacity building of teachers at all levels of education in Nigeria should be multidimensional and evolving broad and embracive since the United Nations conferences on Environment and Development (UNCED) recognized that the fundamental goals of capacity building is to evaluate and address crucial questions related to policy choices and different

options for development. In building teachers capacity, the strategy should embrace the UNCED's aspirations and focus on the educational goals and needs as essential in the National policy on Education (Chukwu, 2009, Egbo, 2011 and Education Europe, 2013). Osuji (2014) identified the following as the strategies for building teachers capacity:

1. Building capacity for educational policy, which should focus on (a) developing survival skills, becoming competent in basic skills and expanding teacher's instructional flexibility, (b) acquiring instructional expertise (c) contributing to the professional growths of their colleagues and exercising leadership and participating in decision making for effective implementation of educational policies.
2. Building teachers knowledge and skills
3. Curriculum and instruction (pedagogy). Capacity building on this should be geared towards
 - (a) Using local materials to support teaching
 - (b) Integrating technology across the curriculum
 - (c) Using learner centred approaches to teaching and learning (e.g) inquiring learning
 - (d) Teaching for sustainability in education
 - (e) Effective classroom management and assessment
 - (f) Teaching for social justice
 - (g) Strategies for upholding the standards of the profession
 - (h) Provision of customized technical and scientific training ground in real world experience and evidence based practice.
 - (i) Building teachers capacities on competence oriented education
 - (j) Offering of capacity workshops and training, technical assistance packages which will help the teachers to reform initiatives fully and successfully.
4. Provision of modern infrastructure
5. Building of organizational capacity
6. Building of teacher's capacity through welfare and empowerment.

Udofot (2005), Ikwuegbu, Njoku and Njoku (2017) assert that in every level of the education system, low morale and motivation often lead to poor teacher performance and invariably affects students' outcome. Nigerian teachers are the most traumatized and the most de-motivated. They are de-motivated right from the day they were recruited into the profession through their training to the period of deployment. Even when they retire from the service they are not paid their retirement entitlement. This phenomenon does not only affect the job performance but also the teachers psyche. Therefore teachers' capacity building should not only centre on knowledge and skills but also the teachers welfare in order to get the best from the teacher. Annah et al (2015) avers for knowledge and skills, organizing seminars, workshops and conferences and mentoring and coaching of teachers

and students through invitation of resources persons as strategies for capacity building.

Student Academic Performance

Student performance is very important in any education system since it provides opportunities for young people to reach their full potentials, build their future necessary for achieving national aspirations of social, economic and political development. Performance may be seen simply as the record of outcomes achieved while on an individual basis. It is a record of a person’s accomplishment (Aduke and Amudalatu, 2016). Aremu and Sokan (2003) noted that the appropriate yardstick for determining academic failure is whether a student performs below his or her potentials. It has been observed within the Nigerian school system that the yardstick to measure students’ academic performances are through the scores obtained by the learners during or after the process of learning.

Empirical evidence and synthesis of literature shows that the level of performance and goal realization of our schools are very low. Students’ performance in internal and external examinations has been very low and as such has been of concern to everyone (Aremu and Soken2003, Egbo, 2011, Annah et al, 2015, Osuji , 2014, Aduke and Amandalaku, 2016), Ikwuegbu et al, 2017). In furtherance to the above, Osuji (2014) assert that there are a number of factors contributing to poor performance by students both in local and national examination chief among training and retraining issues. Yara and Otieno (2010) explain that the cause of poor students’ performance especially in mathematics is due to poor planning by teachers, inadequate teaching and learning resources and teacher shortages. In addition, poor students’ performance has been blamed on inadequate human, material and financial resources which remain a hindrance to producing quality and competent teachers. The historical limitations where poorly trained teachers’ were appointed as teachers’ education administrators and graduates employed as teacher trainers were to blame for poor teacher preparation for secondary school. The appointment of poorly trained principals to head secondary schools through political influence was to blame for poor students’ performance (Kafu, 2011). As a result of the literature reviewed, this study investigated the impact of teachers’ capacity building on students’ academic performance in Rivers State South-East.

METHODOLOGY

The study employed a descriptive survey research design. The population of the study consisted of 125 public senior secondary schools in Rivers State South-East and 2,650 teachers. A sample size of 25 schools and 638 teachers representing 20% was drawn using stratified sampling technique. The instrument for data collection was titled “influence of

teachers’ capacity building on students’ academic performance questionnaire (TCBSAPQ). The instrument had 11 items. The instrument was measured using 4-point modified likert scale of strongly Agreed (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and strongly Disagree (SD) = 1 point. The instrument was validated by two experts from the department of Educational Foundation, measurement and Evaluation, University of Port Harcourt. Mean and standard deviation were used to answer the research questions whereas the Z - test was used to test the hypothesis.

DATA ANALYSIS AND FINDINGS

Research question 1: What influence does capacity building have on male and female teachers’ service delivery in Schools in Rivers State South-East?

Items	Influence of capacity building on teachers’ service delivery.	X ¹	SD ¹	X ²	SD ²	xx	Decision
1	Improves teachers’ knowledge of subject matter and teaching skills for effectiveness.	2.75	1.13	2.69	1.09	2.72	Agreed
2	Increases teachers’ classroom management and teaching methodology thereby making them productive and efficient	2.87	1.09	2.64	1.10	2.76	Agreed
3	Improves teachers’ curriculum and instructional (pedagogy) to reflect the present day global economy.	2.75	0.99	2.59	1.07	2.67	Agreed
4	Boost teachers’ capacity for educational policy thereby enabling teachers’ to change with the changing world to cope with the new challenges (that is being innovative).	2.79	1.18	2.81	1.06	2.80	Agreed
5	Motivates and boost teachers’ Morale and personality through welfare and empowerment thereby making them feel secure with their job.	2.79	1.12	2.88	1.02	2.84	Agreed
6	Build teachers’ organizational capacity and enhances staff discipline.	2.79	1.06	2.86	1.09	2.83	Agreed
	Aggregate mean	2.79	1.09	2.75	1.07	2.77	Agreed

The data on table 1 shows that all the mean items had weighted mean ratings above the criterion mean of 2.50 and an aggregate mean of 2.77. This therefore shows that capacity building of teachers has an influence on teachers’ service delivery.

Research Question 2: What influence does teachers’ capacity building have on students’ academic performance in secondary schools in Rivers State South-East?

Items	Influence of teachers capacity building on students’ academic performance	X ¹	SD ¹	X ²	SD ²	xx	Remarks
7.	Increases students motivation thereby improving their participation in mathematics, English and science subject due to teaching methodology	2.80	1.11	2.68	1.09	2.74	Agreed
8.	Enables learning to be student centred thereby making student self-reliant and dependent.	2.65	0.89	2.57	1.09	2.61	Agreed
9.	Enhances students discipline leads to the production of qualified workforce for social economic transformation	2.78	1.16	3.19	0.90	2.99	Agreed
10.	Improves student learning thereby enhancing good academic performance	2.61	1.12	2.55	1.11	2.58	Agreed
11.	Improves students’ performance in national and international examination.	2.74	1.12	2.38	1.11	2.56	disagreed
	Aggregate mean	2.72	1.05	2.67	1.08	2.70	Agreed

The data in table 2 revealed that only one item scored lower than the criterion mean of 2.50 which is item 11 with a mean score of 2.38 while others scored above the criterion mean. The aggregate mean scores of 2.72 and 2.70 are higher than the criterion mean of 2.50. This is an indication that capacity building of teachers has an influence on students’ academic performance in Rivers State South-East.

Hypothesis

There is no significant difference on the mean ratings of teachers on the influence of teachers’ capacity building on students’ academic performance in secondary schools in Rivers State South-East.

Subject	N	X	SD	DF	Z-Cal	Z-Crit	Result
Male Teachers	405	2.75	1.09	636	0.33	1.96	Not significant (Accept)
Female Teacher	233	2.78	1.07				

The rating in table 3 showed that the Z - calculated value of 0.33 is lesser than the Z – critical value of 1.96 at 636 degree of freedom. Since the Z – critical is greater than the Z – calculated, therefore there is no significant difference between the mean ratings of male and female teachers on the influence of teachers’ capacity building on students’ academic performance in secondary schools in Rivers State South-East.

DISCUSSION

The findings of the study on table 1 revealed that teachers’ capacity building has an influence on their service delivery. The study showed that capacity building of teachers improves teachers’ knowledge of subject matter and teaching skills for effectiveness; increases teachers’ classroom management and teaching methodology thereby making them productive and efficient; improves teachers’ curriculum and instructional (pedagogy) to reflect the present day global economy; boost teachers’ capacity for educational policy thereby enabling teachers’ to change with the changing world to cope with the new challenges (that is being innovative); motivates and boost teachers’ Morale and personality through welfare and empowerment thereby making them feel secure with their job and build teachers’ organizational capacity and enhances staff discipline.

This finding is in congruence with Egbo (2011), Osuji (2014) Ekpiken (2015), Annah, Kombo & Kyalo (2015) Amir, Mohammad & Hubibunabi (2016), Aduke and Amudalatu (2016), Ikwuegbu, Njoku and Njoku (2017) in which they held that capacity building is an inevitable tool to improve productivity. Additionally, they assert that capacity building enhances teacher teaching skills, increases learning quality in the classroom; increases the productivity and internal efficiency of teachers through improvement of their pedagogical skills and mastery over their subjects. It contributes to quality education by reducing institutional barriers to the overall development of students. Aduke et al (2016) and Ikwuegbu et al (2017) advocated that teachers continuous professional development has a positive influence on their performance because it enables the teachers to gain mastery of subject matter, knowledge and skills, teaching methodology, abreast with curriculum and instruction (pedagogy), be innovative and above all engender development, growth and excellence within an education system.

The findings on table 2 also revealed that teacher’s capacity building has influence on student’s academic performance. Aduke and Amudalatu (2016) observed that teacher quality such as qualification, educational background, experience, age, skills and

competences affect students' academic performance because teachers have the vital role to impart knowledge and skills to young children and improvement in education is best achieved through improving the quality of teachers. Also in agreement is Egbo (2011), Osuji (2014) Annah, kombo and Kyalo (2015) that regular capacity building of teachers on personality coupled with discipline influence students' academic performance through emulating their teachers', teaching methodology which can enhance better teaching delivery that may bring creditable results by the students and training on classroom management for teachers which may improve effective teaching and learning.

The finding also shows that positive teacher's attitudes are fundamental to effective teaching and most students are influenced by the attitude of their teachers. The finding is also in line with Aduke et al (2015) that performance does not mean success every time but rather a batting average. Perhaps there could be room for mistakes or failure on the part of the individual.

The findings of the study on table 3 also showed that there is no significant difference in the mean rating of teacher's on the influence of teachers' capacity building on students' academic performance. The finding is in line with Egbo (2011), Annah, Kombo and Kyalo (2015), Aduke and Amudalatu (2016), Ikwuegbu, Njoku and Njoku (2017) that continuous capacity foray improves teachers teaching skills in their subject areas, widens teachers' pedagogical experience and strengthens teacher teaching competences enabling them grow as a teacher professional. This may be because majority of the teachers were educated and qualified in teaching and thereby pursuing the same course. The teachers believe that building teacher's capacity equips them with skills enabling them to teach effectively.

CONCLUSION

No nation can build a strong and effective educational system without improvement of its teachers since teachers remain the pillars of the educational system. Teacher's goals and education goals are determined by students' performance. Students' performance remains one of the main outcomes of education in any educational system and depicts the achievement of the teacher and education goals. The study therefore concludes that teachers capacity building has a significant influence on teachers service delivery and secondly on students' academic performance.

RECOMMENDATIONS

Based on the findings of the study, the researcher therefore recommended that:

1. Teachers in Nigeria should be continuously exposed to trainings to enhance their teaching

skills, methodology, classroom management and general discipline.

2. Workshops, seminars, Conferences, mentoring and coaching, should be organized for teachers in their different schools regularly.
3. Welfare and empowerment of teachers should be made part of capacity building of teachers because a motivated teacher is a productive teacher.
4. Training and re-training should be made compulsory for all teachers for innovative practical skills and quality teaching and learning to influence students' academic performance.
5. Government should compel all the teachers to at least attend capacity building training twice in a year to determine their promotion.
6. Adequate funds should be provided for the ministries of education for teacher's capacity building.

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