TEACHERS’ CAPACITY BUILDING PROGRAMMES FOR ENHANCED JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS’ IN AKWA IBOM STATE

Constance Aniefiok Ekpoafia  
Department of Educational Foundations,  
Akwa Ibom State College of Education, Afaha Nsit,  
Akwa Ibom State.

And

Nnamdie Udo Kierian  
Department of Mass Communication,  
Akwa Ibom State University, Obio Akpa Campus,  
Akwa Ibom State.

Abstract  
The importance of teachers’ capacity building is more obvious giving the growing complexity of the school environment, the rapid change in education sector and advancement in technology, among other things. Training and development helps to ensure that teachers possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. Despite the recognition of the importance of teachers’ capacity building programmes as expressed in many research works, seminar, publications etc. The experience of teachers training and development in the Nigeria education sector has been more of ruse and waste. The paper examines teachers’ capacity building programmes for enhanced job performance with a view to understand the challenges being faced. It makes appropriate recommendations on how to alleviate the situation for enhanced job performance.

Keywords: Teachers Capacity Building Programmes and Enhanced Job Performance.
Globally, educating the citizens of a nation remains the most vital strategy for the development of man and the society generally. Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The Principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Since education is an investment, there is a significant positive correlation between education and socio-economic productivity, and a mechanism for sustainability ensuring that quality human capital is produced for the development of any state is teacher education.

Teacher education according to Afe (1993) refers to the policies and practices designed to equip prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in the classroom, school and wider society.

To achieve a fundamental transformation of education and help students meet the higher performance set by the common core standards, the very culture of how teachers are supported must change. It will require coherent incentives and structures to attract, develop, and retain the best teaching talent in high schools serving students with the greatest needs. The challenge of preparing all students for the modern workplace rests on developing the collective capacity of the teaching profession to address the needs of all learners. Teaching conducted largely out of sight and hearing of other teachers must cease to be the norm. A new paradigm is needed to construct a consistent vision of quality teaching, one that is anchored in a system of performance assessments and leveraged through the design of clinically based pre-service programs, comprehensive induction, and collaborative professional learning (Smith and Ingersoll, 2004).

In schools, the idea of capacity is the main focus on the issue of school improvement, which can be referred to as an effective strategy to educational change that improves student outcomes as well as enhancing the school’s capacity for managing the development. On the part of the teaching force, capacity building for teachers is taken to be the process of developing the conditions that allow teachers participate in building and enhancing their innate training and skills. It as well, demands for the institution of conditions that will enable the teachers to continuously engage in the act of learning to strengthen their knowledge, skills, abilities, and aptitudes. Building teachers’ capacity entails having them undergoing vigorous training and retraining programmes that would enhance their proficiency in teaching

In schools also, some of the capacity building programmes for teachers encompass in-service training in forms of attendance to conferences both locally and internationally, attend
seminars, short and full time workshops, sabbatical leaves system, symposium, development-enhanced materials among others. On the other hand, capacity building can equally be in the category of research productivity; which means either creating knowledge or dissemination of the knowledge created.

These capacity building programmes have the influence on the quality of teaching a particular teacher gives to his or her students. It also empowers teachers with the necessary resources required in the act of teaching and learning. It is through these programmes that teachers are empowered in performing tasks of teaching effectively, produce quality outputs in teaching, solve problems, and make informed choices in their work. Furthermore, building teachers’ capacity will also make them to learn new things and become capable of adding new and relevant knowledge in their stock of knowledge for the benefit of the students they are teaching.

The goal of capacity building is continuous learning that begins in the pre-service programme. With capacity building programmes, there should be an increase in teachers’ efficiency. It will help to remedy deficiency in pre-service programme and help teachers keep up with split second changes that constantly occur in the education industry.

There are however, certain constraints which may likely hinder capacity building programmes for teachers. One cannot lose sight of the problems of financing these programmes. To embark on capacity building programmes for teachers is very cost intensive, and as a result of this, it may not be easy for government to engage in regular training programmes for teachers. Also, there may not be those facilities as resource persons to carry on these training programmes. These problems and others can constitute problems in implementing capacity building programmes for teachers in secondary schools in Akwa Ibom State.

It is therefore, important to realize that there are strong relationship between capacity building for teachers and their performance at work. It is through building the capacity of the teachers that they will be able to perform effectively in their teaching job. Capacity building training programmes is likely to make teachers who participated in them to be effective teachers, and help them to work for the improvement of the students so that they will be in position to achieve in their studies. Job satisfaction may result when teachers are being satisfied that their work is effectively being carried out and students are actively learning to achieve academic success in their studies.

However, despite the importance of capacity building for teacher can be, not much of it is explored in attempt to improve the performance of teachers in public secondary schools in Akwa Ibom State. The motivation for this study is anchored on the researcher’s desire to create awareness on new strategies upon which teacher capacity building can be
improved and sustained in Akwa Ibom State so that quality human development that is the aim of any quality education can be achieved.

For teachers to continue to perform their roles effectively there is a need to institute capacity building programmes for the teachers, otherwise the competency and effectiveness of the teachers will continue to decline in the schools’ system and there would be no productivity in their work. It is disheartening to notice that these programmes seem not to be implemented for teachers. The absence of these training programmes for teachers is likely to result to teachers operating with obsolete knowledge and skills as well as being ignorant of the changes and new trends going on in schools. The results may likely be that not only students’ learning could be hampered, which in turn may lead to poor academic achievement of the students, but the disciplinary tone of the schools and the production of qualified manpower for the State can also be affected.

In order to correct these ugly trend and make teachers master new trends in the system, renew knowledge and skills, they will be made to regularly attend seminars, conference, workshops and other in-service training activities such as sandwich programmes etc. These activities can be carried out through teacher capacity building that target improving their quality for improved productivity. Basically, this research is motivated by the researcher’s desire to raise new signposts upon which teacher capacity building can be developed or explored for enhancing productivity for the common and collective interest of all humanity.

**Review of Related Literature**

**Conceptual Framework**

**The Concept of Teachers’ Capacity Building**

The future survival of any organization whether public or private, significantly depends on the quality of its workforce. No organization performs or attains its goals and objectives without building the capacity of its workforce. It is therefore, a challenge to all organizational managers to staff their organizations with quality employees who are endowed with knowledge and skills to perform effectively. This may not happen when the capacity of those employees is not built through in-service training. Therefore, capacity building of employee should constitute organizational challenges of managers; bearing in mind that the manpower of any organization is her greatest asset, and continuous development of this very manpower is a very essence of the success of the organization.

In the educational system, teachers’ capacity building has to do with updating teacher competencies in the education system. The process is made up of the sum total of learning experiences throughout teachers’ career from initial training to retirement. These learning experiences ensure that the performance of teachers is high and...
contributes effectively in the accomplishment of educational goals. Scholars see this as a process of increasing teachers’ knowledge, skills and competencies for effective job performance. Jones and George (2006) argued that capacity building as it relates to human resource management in the organizations, ensures that organizational members possess the relevant knowledge and skills needed to deliver effectively in their jobs, as well as take up new challenges, and adapt to changing environments.

However, World Bank (2011) describes capability building as the process of empowering the actors the society through learning, training, knowledge acquisition, information sharing and innovation to promote transformational and sustainable change in the organisation, which in turn promotes the achievement of the set developmental goals. Capacity is “the ability to understand or do something” and building is “an increase in the amount of something over a period of time” (Hornby, in Cumbal 2012). Hence, building capacity of lecturers or staff in education process for instance, is the conscious attempt at promoting, rebuilding, and gathering skills, abilities and strategies that must be promoted regularly and encourage teachers to contribute adequately to academic dynamics, as well as acquire professional training, effective teaching strategy and materials, effective skills for teaching, serve as effective role model, effectively enforce discipline and control of the students, enhanced condition of services, and the ability to ascertain the readiness of the students in the learning process.

This is a process where teachers gather skills, ideas, attitudes or learning to promote the achievement of designed goals. It has to do with a systematic method of teaching specific and necessary skills. Training is the act of transferring and taking information for the purpose of solving identified problems. This means that training is conducted to solve a particular problem. Agbatutu (2011) see training as involving the development of abilities, skills and knowledge of the employee to carry out particular assignment to enhance productivity. Adeniji (2002) contend that training is a government or private educational program geared towards work situation of an institution. This is because there may be situations where an institution has the required quality and quantity of workforce, yet experience low productivity; hence the need for more training and development in the institution. Effective training can have significant impact on the whole life of the worker in an organization and enhance productivity in the organization. Arguing on the essential nature of training and retraining of university institution, Ajayi and Ekundayo (2010) perceived that training and re-training are highly needed in any institution, inasmuch as a lot of resources are being committed in that regard. For example, workers in a production department can as well acquire training on bookkeeping.
details as it relates to their work. Teachers can be sponsored on refresher courses, seminars, retreats and workshops to promote their skills. It exposes workers to recent developments in their fields. Training develops the capacity of the individual staff while the institution enjoys high productivity.

**Types of Teacher Capacity Building Programmes**

Stewart & Hart (2002) classify approaches to teacher development under three general categories; thus: traditional, informal and intermediate approaches.

The traditional approach refers to provisions made by the institution or the school system for improving the performances of school personnel from initial employment to retirement. Although staff development generally recognizes that it is possible for teachers to improve their effectiveness discussion activities. This approach is well suited to gathering routine information and gathering information relating to updating of existing book, updating teaching techniques and ideas relating to ones work.

Informal approaches involve the most innovative and provocative orientation to staff development in that they rely on exploration and discovery by teachers. Ferg (2005), in support of this, observed that informal approaches involve intense teacher’s commitment, and the activities are initiated by teachers. Informal approaches are predicted upon the assumption that by providing teachers with an encouraging environment equipped with relevant teaching materials, media books and devices coupled with the generous encouragement of the employers, teachers will interact with this encouraging environment and with one another through research and findings. This approach encourages teachers to plan and work together. Teachers go to one another for help and new ideas, thus strengthening their self-confidence and integrity.

Intermediate approaches are essentially supervisory systems of staff development that enter into intermediate relationship without formal intervention. Teachers are exposed to logically structured programmes or activities through lectures, demonstration and observation, followed by guided with teachers. The teachers capacity, needs and interests are paramount but sufficient planning and structure are introduced. He recommended that the other two approaches should be used in schools to supplement the intermediate approach.

Edwin (2010:12) outlined some common types of capacity building programmes are as follows;

- Short courses
- Evening programmes
- Sandwich programmes
- Teacher Development
- Approaches to Teacher Development
- Seminars
- Workshops
- Conferences and
Trainings which include in-service training.

**In-service Training**

Fagerlind and Saha (1997) defined in-service education as all activities engaged by the staff during their service, and designed to contribute effectively to improvement on the job. Workshops, symposia, and other types of in-service education are organized every year at the local, national, regional and international levels. Robert (1991) in his book, ‘the evaluation of in-service teacher training stated that the further training of teachers’ in-service work can be likened to a tonic or injection that helps to protect the dignity of a teacher. In his appreciation of in-service training education, Becker (1993) asserted that planned programme in-service educations are essentially too adequate. Furthermore, Robert (1991) opined that in-service training can also be necessary in a period of educational stability; it would be required for teachers to utilize the opportunity to recalibrate and extend their professional equipment as well as strengthen their own education as a people. One of the greatest revolutions of all time is knowledge explosion which can be said to begin on a new scale in the 21 century. Azikiwe (2008) maintains that in-service education programme are needed to intimate teacher with these new developments, new teaching techniques and organizational procedures such as the conceptual approach, inquiring teaching simulation, role playing, system approach, team teaching, the open plan and the use of a wide range of audio-materials. It is imperative that teachers above all others should be sensitize to the cultural modes that are in conflict with those of an early generation. It is thus a legitimate purpose of in-service education to enable teachers absorb an understanding of the new developments and their educational and cultural repercussions.

**Sandwich Programme**

In a study on the role of capacity building programmes on teacher’ competency Azikiwe (2008) notes that to be effective after graduation, teachers should always be learning and improving themselves. Every teacher must have an active mind and must keep it sharp by constant activities. These can be done through participation in sandwich courses, seminars, workshops, private studies, discussion with others on topics that exercise the intellect and by developing the habit of mental activity. Azikiwe further stresses that if teachers seize to learn their minds will become stagnant and this is the worst enemy of education. Commenting on the contribution of sandwich programmes for teachers, Denga (2001) posit that quality’ sandwich programmes prepares the teacher to function adequately by building up the necessary skills and techniques for mastery of the teaching subject. It also helps them to take leading roles in resolving problems’ already existing in their areas of study.
The modern day teacher needs abilities for critical thinking, problem solving, good time management and proper organization of information. Teachers need to address the problem of education and must be prepared in the broader range of complex skills necessary to pursue the nations quest for social and economic advancement. Teachers need to be exposed to the knowledge that is inclined to flexibility and adaptability in the effort to maintain relevance in a rapid changing world.

Akinpelu (1999) demonstrates that sandwich programmes provide teachers with the necessary skills to motivate the students. For a teacher to be productive he or she must be in a position to reinforce and motivate the students appropriately in academics. In a related study, Azikiwe (2008) concluded that sandwich programmes equally inculcate in the teacher the main qualities, which make the teacher successful. He identified these main qualities to include: physical energy, perseverance, responsibility, initiative, self-control, humor, loyalty and leadership.

Denga (2001) posit that sandwich programmes help the teachers to learn and broaden their intellectual horizon, enhance their self-esteem and confidence to enable them impact positively on all aspects of education. He therefore advises all teachers to attend capacity building workshops with zeal, commitment, diligence and open mindedness. Teachers should approach capacity building workshops with a large heart and open arms. This is to enable the teachers saturate themselves with valuable and unquantifiable experiences so that when they interact with the students and other colleagues. They will be in a better position to impact positively from the fountain of knowledge, attitudes and skills which are bound to flow from sandwich and seminars.

The federal government of Nigeria has revealed that education is the process of individual development in which the abilities of a person is brought out and practiced so that he becomes capable of usefulness or being subsistent (Osuji, 2009 & Udofot, 2005). Available programmes for teacher capacity which have been enacted by different policies are outlined by Agbatutu (2011) and they include:

- Sandwich programmes
- Seminars/workshops and conferences
- In-service training programmes
- Evening programmes
- Orientations and awareness campaign
- Study leave with pay and study leave without pay

All these are geared towards achieving improvement in teacher’s shoe by enhancing productivity in the educational system.

Conferences, Seminars and Workshops
These programmes are usually organized by and for the management
team and any other principal staff and officer of an organisation. Adeniji (2002) described conferences, seminars and workshops as special gatherings for the purpose of deliberating on special subject of interest and relevant to the growth the organisation. On these forum the management body an institution unveil new principles and ideas that are about to be introduced to the institution.

**Benefits of Teachers’ Capacity Building Programmes**

Capacity building initiative provides assistance to enable the teachers to be equipped with adequate skills for conflict resolutions and upholding good staff relations. Capacity is said to be the ability of individuals, organizations or societies to carry out their responsibilities, provide solutions to problems, design and actualize their aims. The concept of capacity building dwells on development of staff and organization’s ability. Organizations such as local community groups are essential establishers of capacity building initiatives, which sometimes do not have adequate capacity to maintain their own mission. Promoting institutional management structures, getting information technology, and networking are the essential for institutional capacity building. This suggest that continuous appraisal and consequential improvement of teachers training and development is the pillar to building a nation of strong and effective educational system.

Akinpelu (1999) posit that it is imperative for continuous improvement of the teacher’s abilities and capabilities as no teacher can give what he or she does not possess. Akinpelu further observes that capacity building programmes like the sandwich courses organized by Nigerian universities and colleges of education have helped teachers to acquire higher degrees and certificates. These courses have respectively helped to raise the image of teachers. Through these programmes, the teachers can measure up with members of the other professions. Therefore, the entire effort to professionalize the teaching profession is being supported and enhanced through the various capacity building programmes in which the teachers are exposed.

According to Akinpelu (1999) capacity building programmes provide teachers with the necessary skills to motivate the students. For a teacher to be productive he or she must be in a position to reinforce and motivate the students appropriately in academic seminars. Also, Azikiwe (2008) concluded that capacity building programmes equally inculcate in the teacher the main qualities, which make the teacher successful. He identified these main qualities to include: physical energy, perseverance, responsibility, initiative, self control, humor, loyalty and leadership. Capacity building programmes exhibit responsibility both to the students, their parents, and
government and to the society in general is a necessary prerequisite.

In a study on the role of capacity building programmes on teacher’ competency Azikiwe (2008) note that to be effective after graduation, teachers should always be learning and improving themselves. Every teacher must have an active mind and must keep it sharp by constant activities. These can be done through participation in sandwich courses, seminars, workshops. Conferences, private studies, discussion with others on topics that exercise the intellect and by developing the habit of mental activity. Azikiwe further stresses that if teachers cease to learn their minds will become stagnant and this is the worst enemy of education.

Commenting on the importance of retraining programmes for teachers, Denga (2001) posit that quality retraining programmes prepares the teacher for entrepreneurship. The teacher needs abilities for critical thinking, problem solving, good management and proper organization of information. Teachers need to address the employment function of education and must be prepared in the broader range of complex skills necessary to pursue the nations quest for social and economic advancement. The teachers need to be exposed in order to remain relevant in a rapid changing world.

Onukaogu (2008) in a recent study on continuous assessment programmes in schools note that teachers need constant retraining programmes to enable them handle innovations such as continuous assessment practices, nomadic education, lifelong education and the fundamental basics of the millennium development goals. Capacity building programmes enable the teachers to be abreast of developments in these areas. to learnt more and enrich their information base.

Denga (2001) posit that these programmes help the teachers to learn and broaden their intellectual horizon, enhance their self esteem and confidence to enable them impact positively on all aspects of education. He therefore advises all teachers to attend capacity building workshops with zeal, commitment, diligence and open mindedness. Teachers should approach capacity building workshops with much interest hoping to benefit from it. With the knowledge gained, they will be in a better position to impact knowledge, positive attitudes, skills to the students’ and the community at large.

The need for teacher development cannot be over emphasized. Often when new scheme are launched in our education system, we seem to ignore a very important area of teacher education. Teacher development is an important aspect of a practicing teacher, it involves the teacher’s participation in short period refreshers course, in-service training, seminars, workshops, part-time evening programme, the development programme is needed in order to keep the practicing teacher abreast with new knowledge, ideas, concepts, values and
needs of the society, more also rapid trend in the wave of technological changes, is an added impetus to the need to retrain our teachers who are supposed to import these new values to the younger generation.

It is an immediate solution to the current acute shortage of qualified teachers for continuity in administrative leadership as well as keeping teachers abreast of social and educational changes. Oni (1995) posits that professional development principally promotes continuing professional education, which is a vital avenue for human resources development in teaching. He went on to add that it is the responsibility of the school administrator to encourage the teachers to achieve self-development as the ultimate benefactor of this development of the nation via the child learner. It is only through such programme that the problem of unqualified teachers’ in the nation can be rectified, especially in the Nigerian primary and junior secondary school system.

Staff development programme helps the teacher to satisfy adequately the students need in the area of academics, personal intellectual development. It is obvious, that the education of teachers or his development is in itself an investment to the nation. Therefore, Nigerian education cannot improve if the teachers especially at the primary school level are not well educated.

Challenges to the Implementation of Capacity Building Programmes
Formulation and execution of capacity building programmes can be the major tool for an organization’s growth, but managing and defeating the commonly faced problems is very important. These challenges are:

Lack of Adequate Infrastructure
It is the responsibility of the educational planners and the government to provide the required resources necessary for teachers’ capacity building programmes. However, the reverse is the case as there are little or no infrastructure available for sound teachers’ capacity building programmes. The available infrastructures are not in good state. When the required infrastructure and materials are made available, it will make it possible for majority of the teachers to succeed in pedagogical and teaching profession.

Lack of Teachers Remuneration
The availability of qualitative education exceeds the curriculum, which in turn affect teaching and learning process. Research has shown that if the welfare of teachers is basically taken care of, there is tendency that they will be more professional and committed in their job. However, low morale and motivation is usually responsible for poor performance of teachers. Unfortunately, low morale and motivation among Nigerian teachers is a common factor militating against the effective teaching as Udofot (2005) notes that:

Nigerian teachers are the most traumatized and the most de-motivated
in the world from the primary to the
tertiary level. They are de-motivated
right from the time they are 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 affects the
job performance of the Nigerian
teacher. If it is true that the teacher is
the key person in the education system
‘a hose training could mar or improve
the education results, it could he argued
that the much talked about qualitative
education in Nigeria now and in future
would be an illusion if the circumstances
of the Nigerian teacher are not
improved (p.109.)

Lack of Institutional development
Positioning capacity building
programmes with organizational
structures and culture is essential for
institutions to actualize their set
objective. Building people’s knowledge
and ability is of little importance if they
are not maintained by good institutional
frameworks.

The use of quarks
The use of quark consultants by
government has grossly affected the
quality of training given to teachers’. In
many instances, government prefers to
contract training programmes to party
loyalists rather than competent and
experienced specialists in the higher
institutions and consulting firms.

Lack of impact assessment
Institutions that are successful plan
capacity building programmes around
their organizational goals but there are
no elaborate monitoring and appraisal
framework to ensure a return on
investment.

Keeping up with Technological
Advancements
Improvement in information technology
which led to the development of smart
phones, tablet computers and other
devices is responsible for an on-going
debate on how these emerging
technologies can help organizations to
achieve their objectives. Before now,
people and organizations did not have
computer, while today millions of bank
consumers in Africa for example, have
now dived into mobile banking
bypassing the traditional modes of
service. In view of the changing times
brought about by advancement in ICT,
learners (students) are fast changing
their attitude to learning by adopting
modern gadgets such as laptops, I-
phones in acquiring relevant information
facilitated through the use of internet.
This places enormous task on the
teachers especially, those trained
through the traditional methods of “talk
chalk”. This in turn could lower
productivity if the teachers are not
braced up with modern technology. Can
technology promote effective capacity
building, and can capacity building
assist the organizations to derive value
from technology? The best capacity
building programmes achieves both.
Conclusion

Personnel in any organization remain the most valuable assets for growth and development. Training and retraining in form of seminars, workshops, sandwich etc are essential components of teachers’ capacity building. Teachers capacity building play a major role, if not decisive, role in promoting job performance and economic growth with equity; they benefit students, teachers, administrators and society at large.

Recommendations

Based on the findings of the study, the following recommendations are inter-alia made:

- Government should organize teachers’ capacity building programmes in form of seminars, conferences, workshops etc. at least thrice every year
- Government should improve teachers’ welfare package to assist them in providing for their capacity building programmes.
- Government should provide the necessary infrastructure needed in teaching.

References


Teachers’ Capacity Building Programmes for Enhanced Job Performance in Public Secondary Schools’ in Akwa Ibom State - Constance Aniefiok Ekpoafia and Nnamdie Udo Kierian
