

Regular Human Capacity Building Programme: A Tool for Quality Teachers' Productivity in Public Secondary Schools in Bayelsa State

Akosubo-Ogori, Ebimiere; Mattew, Ebhesil Josephine

Ph.D, Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island, Amassama, Nigeria

ABSTRACT

This study examined the type of human capacity building programmes available for teachers, how often teachers' developmental programmes are organized and teachers' perceived benefits of self-capacity development programmes. A descriptive research design was adopted with a total of 110 teachers from government-owned secondary schools in Kolokuma/Opokuma Local Government Area of Bayelsa State made up sample size. Three research questions and three hypotheses guided the study. The instrument used for data collection was 21-item structured close-ended questions tagged "Questionnaire on Human Capacity Building Programmes for Quality Teachers Productivity (QHCBPQTP) developed using the modified Likert scale format. Cronbach Alpha technique yielded an internal consistency of 0.92 for the instrument. Mean and standard deviation were used to analyze the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. The findings concluded that all teachers of government-owned public secondary schools in Kolokuma/Opokuma Local Government Area of Bayelsa State do not go through capacity building programmes for training and retraining via workshops, seminars etc to update their knowledge as they become obsolete using outdated methods of teaching and classroom management. The findings also revealed that teachers who go through self-capacity development programmes are not recognized thereby discouraging other teachers for developing themselves. It was therefore recommended that the government should regularly organize, workshops, seminars, conferences for teachers to update teachers' knowledge in human capacity/professional building/development programmes to enhance quality productivity.

KEYWORDS: Human capacity building, Professional Development, Quality, Teacher, Productivity, Secondary Schools

INTRODUCTION

The role education in the life of an individual cannot be over-emphasized. It is a veritable tool for better living. It provides the avenue that allows the individual to acquire knowledge and the inculcation of societal values, norms, morals, principles and skills in the lives of the students and present them to function as instruments for the social, political, technological and economic development of a nation. Education according to Edward (2008) is a process that develops a total man physically, socially, emotionally, intellectually and economically. This can only be possible through a well-equipped teacher through regular capacity building programmes for quality productivity.

According to the National Policy on Education (2014), education is an instrument "par excellence" that equips an individual with the right skills, knowledge, abilities, behaviour, competences, values and norms which enables the student function effectively in the society. The policy document also stressed the importance of teacher education because no educational system can be higher than the quality of the teacher. Therefore, quality and goal-oriented professional/capacity development programmes are

How to cite this paper: Akosubo-Ogori, Ebimiere | Mattew, Ebhesil Josephine "Regular Human Capacity Building Programme: A Tool for Quality Teachers' Productivity in Public Secondary Schools in Bayelsa State" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-1, December 2020, pp.13-18, URL: www.ijtsrd.com/papers/ijtsrd35810.pdf



Copyright © 2020 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



necessary. Furthermore, Kpolovie (2012) noted that education is the only agent of change for human and national development aimed at stability, security, unity and development. According to Anugwom (2009), education is a tool for imparting knowledge, skills and attitude that enables one's contribution to the advancement of the society. In essence, education is seen as the key to success and for individual and societal development.

Given the importance of education, the need for training and retraining of the teacher is paramount, especially through effective human capacity building. Human capacity building is the training, development, and equipping of human beings to perform effectively in a given task or chosen field of endeavour. Professional capacity building programme greatly benefit teachers, students and the society as its impact will be significant to the educational sector. Teachers' building programmes will help teachers' to improve; their pedagogical skills, exhibit high morale and motivation, high professionalism and enhances students' academic performance. Igwe (2002) opined that there are benefits in exposing teachers to training and retraining programmes as

including that it provides the opportunity to update obsolete knowledge. He noted that there is a great disparity between trained and retrained teachers in their output.

According to Agabi (2000), human capacity building refers to both the mental and physical abilities such as skills and knowledge which enhances productivity. This is seen as the relationship between the developments of the workers through training which enhances productivity for the attainment of set educational goals. In buttressing the importance of human capacity development of teachers' the importance of human capacity development Agabi (2002) identified some activities that can lead to human capacity development as; health facilities, formal education, non-formal education, career information and guidance and other related things that enhance both geographical and occupation.

Consequently, Suleman (2016) defined human capacity development as the strategy for helping employees/teachers' develop their individual and organizational/educational skills. She also noted that human capacity development entails such benefits like; employees'/teachers' training, employees'/teachers' career development, performance management and development coaching mentoring, succession planning, key employees' identification, tuition assistance and organizational development.

Relating the importance of human capacity development to productivity, Torado (2006) is of the view human capacity development must be efficient and competitive to measure up internationally. He noted that the problem facing Nigeria is the issue of human capacity development to enhance productivity in the economy. In education, human capacity building is majorly seen as professional development which is perceived by Peter-Ola (2008) as improving staff development while Ogundele(2001) sees it as maintenance, updating and enhancement of professional competency. Kolo (2008) proposed a **SMART** option to help build teachers' capacity for quality productivity which entails re(Skilling), re(Motivating); re(Activating); Retaining andre(Training).

Ronnerman (2003) noted that capacity building programmes for teachers' can be through the teachers, students and colleagues'. He went further to explain that encourages one other in their cognition, awareness and their commitment to their teaching and development, the students' are an important factor because of students' challenging questions and special needs and finally, colleagues' and peer influences teachers' capacity because they better their profession in learning communities, participating in collaboration, discussing and exchange of information. In relationship with Ronnerman's view, Nakpodia (2001) listed some professional capacity building programmes for quality teachers' productivity as; induction/orientation programmes, instructional supervision, workshops, conferences, seminars, part-time and sandwich programmes. Garuba (2006) also mention some capacity building programmes similar to Nakpodia's, which he captioned "School-Based", they include; teachers meeting; peer assistance and review; school workshops and seminars and mentoring. A lot of benefits can be accrued if teachers' capacity building is taken seriously and the following can be noticeable:

1. Improved pedagogy;
2. Innovativeness
3. Increased morale and motivation to teachers
4. Improved level students' performance/achievement and
5. Commitment to job, self-confidence and security.

Therefore, professional capacity building programmes is for quality assurance which enhances productivity.

Productivity is simply, increased output as against decreased input. Nakpodia (2011) noted that productivity is a measure via his input and the output on the job. Productivity is the quantitative relationship between what is produced (output) and the resources used in production (input)

Ossai (2016) is of the view that productivity can be achieved through an appraisal of the job done in arriving at the set goals and objectives to be attained. Also, Yusuf and Fashiku (2016) noted that teachers' productivity is the evaluation of the standard the teacher achieved towards the attainment of the educational goals and objectives. Factors that determine teachers' productivity are mastery of content, application of good teaching method, punctuality, commitment to work, students' discipline etc. Ferge (2005) in his contribute identified certain benefits of capacity building programmes which are:

1. Helping in correcting some deficiencies at the time of the teacher's employment,
2. Developing non-professional teachers to professionalize teachers,
3. Helping to update their knowledge/pedagogic and
4. Enabling professional teachers to be effective and productive.

Therefore, teachers' capacity development programmes for productivity are geared toward the academic achievement and productivity of the student. Secondary school education is the level of education that is the bridge between the primary and tertiary level of education. Students at this level of education are within the ages of 12- 18 years (FRN, 2004). It is a very important level of education which children receive after primary education before proceeding to the higher institution. As cited in NPE (2004), the secondary school has a broad goal of preparing the student for useful living to be able to function in their environment. This level of education takes care of the child in terms of the difference in talents, opportunities, technical and vocational skills necessary for different sectors of the society for economic development. The secondary school is broken into two parts where students are expected to spend 6 years; the junior secondary and senior secondary schools which are three (3) years each. The senior secondary school terminates at secondary three after the student must have written the senior secondary certificate examination (SSCE) via the West African Examination Council or NECO.

To this end, well trained and equipped teachers through properly planned capacity-building programmes will in no doubt produce sound and well-educated students. High productivity can be achieved when activities and resources in the educational process add value to the products (students). Increasing productivity in education is the ability to boost the quality of education and if the teachers are half-baked, the quality of education will be of low, which will automatically reflect on the quality of students produced.

In line with this study, Akpan and Ita (2015) examined "Teachers' Professional Development and Quality Universal Basic Education in Lagos State. The study was guided by three hypotheses, a correlation research design was adopted with 500 teachers that were randomly selected from primary and junior secondary schools. The finding concluded that teachers should be regularly trained and retrained for maximum productivity.

Bulawa (2012) investigated the implementation of the performance management system (PMS) in senior secondary schools in Botswana. The quantitative research design was adopted using a grounded theory approach. The population was 22 school heads, 18 deputy school heads, and 54 heads of houses, representing 22 secondary schools out of 27 public senior secondary schools. The investigation revealed that the performance management system will help schools to improve planning at all levels of education. He recommended that schools should be helped so that the performance management system can be practicalized in their local environment for better implementation of the reform.

Also, Fejoh and Faniran (2016) carried out a study on the impact of in-service training and staff development on worker's job performance and optimal productivity in public secondary schools in Osun state. He adopted an ex-post facto research design, while 3 research questions and 3 hypotheses guided the study. Four-point Likert scale instrument was used. The sample for the study was 134 using a simple random sample technique. The method of data analysis was Analysis of Variance (ANOVA) and multiple regression was used to test hypotheses at 0.05 level of significance. The study concluded that in-service training and staff development training has a significant effect on workers' optimal job productivity.

Statement of the Problem

The educational industry has gone through different phases of changes and innovations as stated in the National Policy documents from 1977, reversed in 1981, 1991, 2004, and 2014. As the world has become a global village with the outburst of technological know-how in all sectors especially in education, teachers' capacity development must follow the trend. It has been observed that most teachers' skills are obsolete as most teachers' do not know how to harness the many uses of the internet to become versatile in their field of profession. Hence, it is important to investigate the level of human capacity building programmes available for teachers to access to improve their knowledge and be productive, how often the programmes are organized and the perceived benefits of the programmes in Kolokuma/ Opokuma LGA of Bayelsa State.

Aim and Objectives of the Study

The study aims to examine the extent to which human capacity building development programmes are available for the enhancement of teachers' quality productivity in public secondary schools of Kolokuma/ Opokuma LGA of Bayelsa State. Specifically, this study seeks to achieve the following:

1. Examine the types of human/ professional capacity-building programmes available to teachers to enhance their productivity.

2. Ascertain how often human/ professional capacity building programmes and the benefits derived from the programme.
3. To find out the perceived benefits of self-professional/ human capacity programmes.

Research Questions

The following research questions guided the study:

1. What are the human capacity building programmes available for participation by teachers?
2. How often are human capacity development programmes organized and impact derived?
3. What are the perceived benefits of self-professional/ human capacity development programmes to teachers?

Hypotheses

The following hypotheses were formulated and tested:

1. There is no significant difference in the main rating of teachers in the upland and riverine areas on the types of professional/ human capacity development programmes available to teachers for quality productivity in public secondary schools in KOLGA, Bayelsa State.
2. There is no significant difference in the main rating of teachers in the upland and riverine areas on how often the programmes are organized in public secondary schools in KOLGA, Bayelsa State.
3. There is no significant difference in the main rating of teachers in the upland and riverine areas on the perceived benefit of self-professional/ human capacity development programmes in public secondary schools in KOLGA, Bayelsa State.

Methodology

Descriptive research design is adopted in this study. A descriptive research design as cited in Ololube (2009) aims at obtaining information about the existing phenomenon by eliciting information from the respondent about the subject matter. Emaikwu (2012) sees descriptive research design as the process of gathering data from a large population about the variable under study. The design is appropriate for this study because the researcher is only interested in eliciting information about the variables studied without manipulation of data gathered. The population of the study comprises of all the 321 teachers in the 11 public secondary schools in KOLGA in Bayelsa. A sample of 110 teachers was randomly selected from upland and riverine public secondary schools using a simple random sampling technique. A total of 65 teachers were selected from the upland schools because they are more in population and 45 from the riverine schools. The instrument for data collection was tagged, "Questionnaire on Human Capacity Building Programmes for Quality Teacher Productivity (QHCBPQTP)" which comprised a modified Likert 4-point scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). The instrument was validated by 3 experts in educational measurement and evaluation and corrections made were effected. The reliability was established using Cronbach Alpha Statistics and Reliability Coefficient of .92 was gotten which is relatively high. Mean and standard deviation was used to answer the research questions while z-test was used to test the hypothesis at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question One: What are the human capacity building programmes available for participation by teachers for quality productivity?

Table I: Mean and Standard Deviation of respondents on the Availability of Professional Capacity Building Progress Available for Participation by Teachers

S/N	Items	Upland N=65		Riverine N =45		Mean Set	Decision Rule
		MEAN	SD	MEAN	SD	Mean ²	
1	Conferences	2.41	0.30	2.33	0.44	2.37	Disagreed
2	Workshops	2.45	1.07	2.32	0.37	2.39	Disagreed
3	Seminars	2.41	0.25	2.52	0.23	2.47	Disagreed
4	In-service/sandwich	2.48	1.07	2.29	0.35	2.39	Disagreed
5	Induction courses	2.44	0.28	2.38	0.96	2.41	Disagreed
Aggregate Mean = 2.50		2.43	0.59	2.37	0.47	2.40	Disagreed

Table I revealed that teachers in upland and riverine schools are of the view as they disagree on the availability of capacity building programmes for quality teacher productivity as the aggregate mean on the availability of conferences was 2.37, workshops was 2.39, seminars was 2.47 and in-service sandwich programmes and induction courses are 2.39 and 2.41 respectively. This is below the criterion mean.

Research Question Two: How often are human capacity development programmes organized and impact derived?

Table 2: Mean and Standard Deviation of teachers in upland and riverine area public secondary schools on how often capacity building programmes are organized for quality teachers’ productivity.

S/N	ITEMS	UPLAND N=65		RIVERINE N=45		MEAN SET	DECISION
		MEAN	SD	MEAN	SD	Mean ²	
1	Teachers are trained every term	1.28	0.62	1.44	0.61	1.39	Disagreed
2	Teachers are engaged in capacity building programmes every session.	2.24	0.53	1.64	0.33	1.94	Disagreed
3	Teachers are giving short course during long vacations.	2.48	1.07	2.29	0.35	2.39	Disagreed
4	Everythree years’ teachers go on study leave for capacity building/ development programme.	2.44	1.05	2.38	0.96	2.41	Disagreed
5	Every five years teachers are trained through conferences, symposiums, seminars, workshops etc	2.41	0.30	2.33	0.44	2.37	Disagreed
Aggregate Mean = 2.50		2.17	0.71	2.01	0.53	2.10	Disagreed

Table 2 showed that capacity building programmes are not organized termly as teachers in upland and riverine area schools disagree showing mean scores of 1.28 and 1.44 and standard deviation of 0.62 and 0.61 respectively. The responses of item 2,3,4 and 5 are negative with an aggregate mean score of 2.10 which is below the criterion mean of 2.50.

Research Question Three: What are the perceived benefits of self-professional/ human capacity development programmes?

Table 3: Mean and Standard Deviation of teachers' perception of the benefits of self-professional/capacity-building programmes

S/N		UPLAND N=65		RIVERINE N=45		MEAN SET	DECISION
		MEAN	SD	MEAN	SD	MEAN ²	
1	Self- professional capacity building promotes teachers’ career development	3.08	0.62	3.65	0.28	3.07	Agreed
2	Teachers’ capacity building improves students’ academic achievement	3.24	0.29	3.18	0.88	3.21	Agreed
3	Increased teachers’ wages	2.48	1.07	2.29	0.35	2.39	Disagreed
4	Improves teachers performance for quality productivity	3.11	0.25	3.00	0.42	3.06	Agreed
5	Teachers are not promoted upon self- career development	2.71	0.25	3.00	0.42	3.06	Agreed
Aggregate Mean = 2.50		2.97	0.34	2.42	0.50	2.87	Agreed

Table 3 above indicated that both teachers of upland and riverine area schools stands at the same position as all the items presented above were accepted since the mean values are above the criterion mean of 2.50. It means that teachers know the value of the capacity building programme.

Hypothesis One: Summary of z test analysis of the difference between the mean rating of urban and rural teachers on the availability of professional capacity building programmes for teachers’ participation.

S/N	Source	N	Mean	SD	DF	Zcal	Zcrit	Sigs	Decision
1.	Upland teachers	65	2.43	0.59	108	1.24	1.96	0.05	Accept
2.	Riverine teachers	45	2.37	0.47					

Table 4 above presented z-test calculation on the variables under study with 1.24 as the calculated z-test value which is below the critical z-test value of 1.96 at 0.05 significant level. Therefore, the null hypothesis is accepted showing there is no significant difference between the upland teachers and riverine teachers on responses on the availability of human capacity building programmes for teachers.

Hypothesis Two: There is no significant difference in the main rating of teachers in upland and riverine area schools on how often the programmes are organized in public schools in Kolga, Bayelsa State.

Table 5: Summary of z test analysis on how often human capacity building programmes are organized and impact derived.

S/N	Category	N	Mean	SD	DF	Zcal	Zcrit	Sigs	Decision
1	Upland Teachers	65	2.17	0.71	108	0.89	1.96	0.05	Accepted
2	Riverine Teachers	45	2.01	0.53					

Table 5 indicated that the value of z-cal was 0.89 while the value of z critical was 1.96 at the degree of freedom of 108. Therefore, there is no significant difference between the response of upland and riverine areas teachers on how often human capacity building programmes are organized and

Hypothesis Three: There is no significant difference mean rating of teachers in upland and riverine area on the perceived benefits of self-professional/human capacity development programmes in public secondary schools in Bayelsa State.

Table 6: Summary of z test analysis on teachers' perceived benefits on self-professional/human capacity building programme

S/N	Category	N	Mean	SD	DF	Zcal	Zcrit	Sigs	Decision
1	Upland Teachers	65	2.92	0.50	108	0.50	1.96	0.05	Accepted
2	Riverine Teachers	45	2.93	0.51					

Table 6 shows that the calculated z-value of 0.50 is lesser than the z-critical value of 1.96 at 108 degrees of freedom. This means the null hypothesis is accepted.

Discussion of Findings

The findings of this study revealed that teachers in the upland and riverine area public secondary schools in Bayelsa State are not given any of the different capacity programmes to update their knowledge and skills. The different types of capacity programmes like conferences, workshops, seminars, symposium etc are supposed to motivate teachers on their pedagogic and it is necessary as it is aimed to increase the productivity of teachers. Uwalaka (2008) is of the opinion that proper training and re-training programmes increase productivity.

The finding of this study also revealed that capacity building programmes are not available as the mean set of the teachers of the upland and riverine area public schools is 2.10 which is less than the criterion mean score 2.50. This implies that none of the capacity building programmes is organized every term, session or over three or five years.

Further findings of the study revealed that there is no significant difference in the perceived benefits of self-professional human capacity building programmes as teachers of both upland and riverine area public secondary schools agreed that self-professional capacity programme promotes teachers' career, improves students' academic achievement and quality of education.

These findings imply that continuous training and re-training of teachers through the various capacity-building programmes will go a long way in updating teachers in the use of modern facilities to aid teaching and learning

effectively and also enhance the quality of teachers' productivity in public secondary schools in Bayelsa State.

Conclusion

Based on the findings of this study, it was concluded that professional/capacity-building programmes such as which are of great relevance to quality productivity is not made available to teachers as teachers from upland and riverine public secondary schools all disagree of the available of the human capacity building programme and also self-capacity development programmes are not encourage because teachers are not rewarded, encouraged or motivated even when they engage in such programmes. Capacity building programme is a framework for the improvement of the teacher, student and the educational system as a whole. Therefore, professional / capacity-building programmes could be tied to quality and effective teachers of productivity.

Recommendation

Based on the finding and conclusion, the finding recommendations were made:

1. The Ministry of Education through the post-primary school's board should organize capacity development/building programmes for secondary school teachers to enhance quality productivity in public secondary schools in Bayelsa State.
2. The Bayelsa State Government should make budgetary allocation available for the training of teachers periodically to update and upgrade their skills, knowledge and ability for improved capacity.

3. Workshops, seminar, symposium, conferences, part-time, sandwich programmes, teachers' meeting, peer assistance and review etc should be organized every session for quality productivity
4. Teachers' should be encouraged to develop themselves by way of sponsorship through scholarship.
5. Teachers' should be encouraged to develop themselves through study leave with pay.
6. Teachers' should be encouraged to develop themselves by increased wages and promotion after upgrading their status.

References

- [1] Agabi, O. G. (2000). *Finance and economy of public education*. Port Harcourt: International Centre for Educational Services.
- [2] Agabi (2002)
- [3] Akpan, C. P & Ita, A. A. (2015). Teacher professional development and quality of universal basic education in Lagos State, Nigeria. *Global Journal of Arts, Humanities and Social Sciences*, 3(9): 65-76.
- [4] Anugwon, E. E. (2009). Women education and work in Nigeria. *Educational Research and Review Journal* 4(4) 127-134.
- [5] Bulawa, P. (2012). Implementation of the performance management system (PMS) in senior secondary schools in Botswana: an investigation of senior management teams' expected benefits of PMS. *European Journal of Educational Research*. 1(4) 321-337.
- [6] Edward, W. (2009). *Education in practice*. London: Erana Brothers.
- [7] Emaikwu, S. O. (2014). *Foundation of research methods and statistics*. Markurdi: Selfers Academic Press Limited.
- [8] Federal Republic of Nigeria (2004). *National policy on education*. (4th edition), Lagos: NERDC
- [9] Ferge, I. (2005). *The determinants of attrition among public school teachers*. Tallahassee: Florida State University.
- [10] Fejoh, J. & Faniran V. L. (2016). Impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. *Journal of Education, and Practice*. 7(33) 183-189.
- [11] Garuba, A. (2006). Continuing professional development environment for teachers: Models, institutions and concerns. *Nigerian Journal of professional Teachers: an international Journal of Teachers' Registration Council of Nigeria*. 1(4), 147-153.
- [12] Igwe (2002)
- [13] Kolo, I. A. (2006). The professionalization of teaching in Nigeria: Dividends, challenges and way forward. *Nigerian Journal of Professional Teachers*. 1 (4), 135-147.
- [14] Kpolovie, J. P. (2012). *Educational reforms without evaluation design: Nigeria at risk*. Owerri: Springfield Publishers Limited.
- [15] Nakpodia, E. D. (2001). The role of educational administration in the promotion of in-service teacher education primary school teachers in Nigeria. *A Journal on Current Issues in Educational Management in Nigeria*. Isibor: Benin City: *Nigerian Association of Educational Administration Planning Publishers*.
- [16] Nakpodia, E. D. (2011). Work environment and productivity among primary school teachers in Nigeria. *International Multi-Disciplinary Journal*. 5(5), 367-381.
- [17] Ogundele, A. (2001). Staff development for improved school management. *A Journal on Current Issues in Educational Management in Nigeria*. Isibor: Benin City: *Nigerian Association of Educational Administration Planning Publishers*.
- [18] Ossai, V. O. (2016). Relevance of peace education in school productivity in S. O. Oluwuo & J. D. Asodike (Eds). *Managing schools for productivity: emerging perspectives*. Port Harcourt: Pearl.
- [19] Peter-Ola, K. (2008). Continuing professional development (CPD) of academic staff: University Policy Capacity Building. Retrieved April 9th, 2017 from <http://www.nou.edu.ng/noun.acde>.
- [20] Suleman, A. S. (2016) Human capital management and operational efficiency. *GOUNI. Journal of Management and Social Sciences* 4(2), 216-224.
- [21] Torado, M. P. (2006). *Economic growth*. England: Pearson Educational.
- [22] Yusuf, A. A. and Fashiku, C. O. (2016). Professional development programme: a veritable tool for improving teachers' productivity in North Central Zone public junior secondary schools, Nigeria. *Journal of Science and Education Policy (JSEP)*. 10(1), 39-42.