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**CAPACITY BUILDING PROGRAMMES AND PRIMARY SCHOOL TEACHER
EFFECTIVENESS IN METHOD OF TEACHING IN SOUTHWESTERN
NIGERIA**

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Abstract

Primary education in Nigeria faces a lot of challenges especially in appropriating proper method of teaching. It appears teachers are not skilful enough in the usage of teaching methodology that will motivate learners. Research evidence showed that the major problem in the nursery and primary schools is the poor methods used by the teachers to impart knowledge. This study aimed at finding out the influence of capacity building programme on teacher effectiveness in method of teaching. The study raised a major research question and formulated one hypothesis. The study adopted descriptive survey design. The study population covered all teachers in the public primary schools in Southwestern Nigeria. A sample of 610 participants was made through multistage sampling technique. Two validated instruments titled four Point Likert Scale (Questionnaire), (0.78) and Teacher Observation Checklist {TOC}, (0.82) were used for data collection while descriptive statistics and linear regression were used for data analysis at 0.05 level of significance. The results revealed a weighted average mean of 3.71 which showed that most of the teachers observed were effective in the method of teaching employed during teaching-learning process while capacity building has influence on teacher effectiveness in teaching delivery/pedagogy and was significant at $[F(1,610)=65.621, p<0.05]$. The study recommended that government should put in more effort in building primary school teachers capacity, given that primary education is the foundation of all other levels.

Keywords: Capacity building, Teacher effectiveness, Teaching method

Introduction

Teacher effectiveness in the teaching-learning process is a major prerequisite for quality education. Teachers perform nation building roles through effective implementation of curriculum in schools. The role of teachers will continue to increase in tandem with the dynamism of social phenomenon. Teachers therefore need to be effective in the performance of their role especially in meeting the challenges of national development.

Teacher effectiveness is a process through which teachers achieve the goal which they set for themselves or which have been set for them by others (e.g. ministries of education, legislators and other government officials, school administrators). Teachers with high level effectiveness are more likely to learn and use innovative strategies for teaching, apply management techniques that provide for students' autonomy, set attainable goals, persist in the face of students' failure, willingly offer special assistance to low achieving students, and design instruction that develops students' self-perceptions of their academic skills (Silverman, 2009).

Thomas (2013) identified teacher teaching method as a major measure of teacher's effectiveness. In essence, the extent at which teachers exhibit and demonstrate teaching method in the discharge of their professional duties determines their effectiveness in the teaching-learning process. If majority of teachers in a school score high in this measure (that is, measure of teacher's effectiveness), the school would be highly effective.

Teacher effectiveness can also be measured by the choice of methodology employed in the process of instruction. Adunola (2011) described this as the teacher stepping out from the realm of personal experience into the world of the learners by using effective modes of instruction that would enhance the achievement of stated behavioural objectives. However, it appears most teachers are largely unskilful in the usage of methods of teaching that will stimulate learners. Research evidence shows that many of the problems in the nursery and primary school levels in Nigeria are mostly caused by poor methodology in classroom teaching. For instance, Adunola (2011) revealed the difficulties pre-teens or kindergarten pupils (usually nursery and primary level) encounter when instruction is only through the verbal approach. The study explained that many teachers do not choose

appropriate methods of teaching to impart knowledge, especially in the primary schools because some of these teachers are not well trained. This perpetually may lead to failure in achieving goals of primary education in Nigeria.

Teaching effectiveness is vast and a large portion of the literature has focused on effectiveness or perceived effectiveness, of interactive teaching strategies. These strategies can range from appropriate use of media and electronic resources (Serva and Fuller, 2004) to homework assignments (Bolin, Khramtsova, and Saarnio, 2005) and quizzes (Crone, 2001) to demonstrations (Zaitsev, 2010) and group projects (Kreiner, 2009).

One of the indicators for measuring the achievement of goals for this level of education is reduction in the illiteracy level in the country and it appears the literacy level is not improving. This is in contrary to the expectation of Nigeria and international community. It is doubtful if Nigeria was able to meet the target of the 2015 Millennium Development Goal of literacy for all. In fact, some of the so-called primary school leavers find it difficult to express themselves effectively in official language of the country (Nigeria). This is manifested in primary school leavers' inability to communicate effectively. These are the results of teachers' ineffectiveness which ranges from poor method of teaching, poor class control, to mention but a few.

In view of the problem confronting primary schools which could be traced to teachers' ineffectiveness, the Universal Basic Education Commission (UBEC) through the Teacher Professional Development programme embarked on regular capacity building training believing that through this, teachers will likely discharge their responsibilities effectively. Several capacity building programmes have been organised by the UBEC to equip teachers with different teaching methods. Those teaching methods as presented in the training manual for FGN/UBE/Federal Teachers' Scheme Capacity Building Workshop Manual (2011) are Mind Maps and Brainstorming to Explore Ideas, Using Group Work in Classroom Teaching, Using Investigations in the Classroom, Researching in the Classroom, Using Role Play/Dialogue/Drama in the Classroom, Using Storytelling in the Classroom and Using New Technologies. Atanda and Jaiyeoba (2010) submitted that the use of interactive whiteboards in learning activities

may include manipulating text and images; taking notes in digital ink; saving notes for review via e-mail, the web or print; viewing or using software at the front of a room without being locked behind a computer; creating digital lesson activities with templates and images; showing and writing notes over educational video clips.

The essence of capacity building is to help individual teachers grow, develop and become more effective in teaching-learning process. Teacher effectiveness is expected to improve through an effective capacity building programme that inculcates aforementioned methods of teaching. However, in spite of these capacity programmes organised for teachers, many seem not to have improved in their effectiveness. It is against this background that the study sought to investigate the influence of capacity building programme on teacher effectiveness in teaching-learning process especially as regards the teaching method in primary schools.

Research Question

A research question was raised to guide the study:

To what extent has the capacity building training programme influenced teacher effectiveness in the teaching method/pedagogy?

Hypothesis

An hypothesis was formulated and tested:

Ho₁: Capacity building has no significant influence on teacher effectiveness in teaching pedagogy.

Methodology

The study adopted descriptive survey research design. The researchers did not manipulate any of the variables under study. The study obtained relevant data useful and adequate for understanding the influence of capacity building training on teacher effectiveness in primary schools. The study population covered all teachers in the public primary schools in Southwestern Nigeria. This zone consists of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states with 5,143 public primary schools and 86,249 teachers. Multistage sampling procedure was adopted to select the sample for the study. Three States were selected and clustered into senatorial districts (Federal Constituency). Three senatorial districts with one per state were selected using simple

random technique. Furthermore, the proportionate to size sampling technique was used to select thirteen local governments from Oyo, Ogun and Ondo states. A total of 110 primary schools was selected from the three states while 610 teachers that have attended capacity building programmes were also selected using proportionate-to-size sampling techniques.

Two different research instruments were used for data collection. These are four Point Likert Scale tagged: Capacity Building Rating Scale (CBRS) with 0.78 reliability coefficient and Teacher Observation Checklist (TOC) with 0.82 reliability coefficient. CBRS elicited information on previous capacity building programmes being attended by the teachers while TOC was used to observe teachers in the class during teaching. The instruments were administered with the help of two research assistants. The data collected were analysed using descriptive and inferential statistics such as linear regression. The null hypothesis stated for the study was tested at 0.05 level of significance.

Results

Research Question: To what extent has the capacity building training programme influenced teacher effectiveness in teaching method/pedagogy?

Table 1: The extent at which Capacity Building Training Programme Influenced Teacher Effectiveness in Teaching Method/Pedagogy

Items	Poor	Fair	Good	Very Good	Excellent	Mean	S.D.
Pupils are encouraged to ask and answer questions	4 0.6%	53 8.7%	189 30.9%	274 44.9%	91 14.9%	3.65	0.860
Encouraged individual participation in group and class	4 0.6%	57 9.3%	149 24.4%	280 45.9%	121 19.8%	3.75	0.899
Pupils meaningfully engaged in	7 1.1%	65 10.7%	164 26.9%	263 42.9%	112 18.3%	3.67	0.933

learning activities.							
The activities planned to arouse and sustain interest.	2 0.3%	57 9.3%	142 23.3%	299 48.9%	111 18.1%	3.75	0.868
Pupils age always considered in selecting method	4 0.7%	63 10%	179 29%	264 43%	101 17%	3.85	0.850
Weighted Average = 3.71							

Table 1 showed the analysis of research question that tested the influence of capacity building training programme on teacher effectiveness in teaching pedagogy. The answer to the research question was based on the observation of teachers by the researchers. From the table, it was observed that 4 (0.6%) of the teachers were rated poor on encouraging pupils to ask and answer questions, 53 (8.7%) teachers were rated fair; 189 teachers which represented 30.9% were rated good; 278 teachers (44.9%) were rated very good, while 91 teachers (14.9%) were rated excellent. The mean value of the statement was 3.65 which shows that many of the teachers encouraged their pupils to ask and answer questions during the class. Also, on the encouragement of individual participation in group and class, 4 (0.6%) teachers were rated poor; 57 (9.3%) teachers were rated fair; 149 teachers (24.4%) were rated good; 280 teachers representing 45.9% were rated very good, while 121 teachers representing 19.8% were rated excellent. The mean value of the statement was 3.75. This implied that teachers always encouraged individual participation in group and class discussion, it was noted that out of the teachers under observation, 7 of them representing 1.1% were rated poor; 65 (10.7%) teachers were rated fair; 164 teachers (26.9%) were rated good; 263 teachers (42.9%) were rated very good, while 112 teachers representing 18.3% were rated excellent, (mean = 3.67). The teaching method employed by the teachers meaningfully engaged pupils learning activities, 2 of the sampled teachers (0.3%) were rated poor; 57 (9.3%) teachers were rated fair; 142 teachers (23.3%) were rated good, 299 teachers (48.9%) were rated very good, while 111 teachers

representing 18.1% were rated excellent, (mean = 3.75). It implies that teaching methodology of the teacher aroused and sustained pupils interest in teaching-learning process.

The weighted average mean of the table was 3.71 which showed that most of the teachers observed were effective in the method of teaching employed during teaching-learning process. Pupils were encouraged to ask and answer questions and this encouraged individual participation in both group and class discussion. Pupils meaningfully engaged in learning activities as the activities were planned to arouse and sustain their interest.

The result depicted that the extent to which capacity building training programme was related to teacher effectiveness in teaching method/pedagogy was high.

Test of Hypothesis

H₀₁ Capacity building has no significant influence on teacher effectiveness in teaching delivery/pedagogy.

Table 2: Linear Regression showing Influence of Capacity Building on Teacher Effectiveness in Teaching Delivery/Pedagogy

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.312 ^a	.098	.096	2.432		
a. Predictors: (Constant), Cap_Var						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	388.072	1	388.072	65.621	.002 ^b
	Residual	3589.691	610	5.914		
	Total	3977.764	611			
a. Dependent Variable: Teaching delivery (teaching methodology)						
b. Predictors: (Constant), Cap_Var						

A simple linear regression analysis was computed to determine the influence of capacity building on teacher effectiveness in teaching delivery/pedagogy. The result revealed a *R Square* of 0.098. Further, the ANOVA summary revealed a p-value of 0.002. This implied that the

influence of capacity building on teacher effectiveness in teaching delivery/pedagogy was significant [$F(1,610)=65.621, p<0.05$]. Thus, the hypothesis was not accepted.

Discussion of Findings

The research question revealed that weighted average mean was 3.71 (table 1) which shows that most of the teachers observed were effective in the method of teaching employed during teaching-learning process. The result depicted that the extent to which capacity building training programme was related to teacher effectiveness in teaching method/pedagogy was high.

In the test of hypothesis, a significant influence of capacity building training programme on teacher effectiveness in teaching delivery/pedagogy was revealed. The result showed a *R Square* of 0.098. The *R Square* is the coefficient of determination that states the proportion of the variance of teacher effectiveness in teaching delivery/pedagogy that can be explained by variation in capacity building. Thus, 9.8% of the variation in teacher effectiveness (teaching delivery/pedagogy) is influenced by differences in capacity building. Therefore, teachers who attended capacity building programmes were effective. The ANOVA summary revealed a p-value of 0.002. This implied that the influence of capacity building on teacher effectiveness in teaching delivery/pedagogy was significant [$F(1,607)=65.621, p<0.05$]. The capacity building programme had great influence on the effectiveness of teacher on teaching delivery. These teachers explored pupils-centred method in their teaching-learning process. This result was in-line with Thomas (2013) on effects of teacher preparation on students' academic achievements in SS2 practical Biology. He submitted that it was evident that the level of experience of the teachers aided their classroom delivery/pedagogy. They also recorded clearer understanding of the best teaching technique as well as evaluation techniques that would aid meaningful learning. The result also corroborated the submission of Odeleye and Oshin (2011), that identified some characteristics of a teacher capable of bringing about an improved learning outcome in students, possible as a result of good teaching method. The result corroborated the findings of Hackathorna, Solomonb, Blankmeyerb, Tennialb and Garczynskib (2011) that each

teaching technique has its own unique benefits and is effective for various levels of learning.

Conclusion

With the enthusiasm to investigate the influence of capacity building training programmes on teacher effectiveness in teaching-learning process in Nigeria, it was noted that capacity building training programmes contributed to teacher effectiveness in teaching pedagogy. This implied that a well-planned capacity building training programme will maximally contribute to the effectiveness in teaching pedagogy. To improve the effectiveness of teachers does not lie only in the hands of the teachers alone but also in the hands of government to encourage them by providing opportunity for retraining or organising such training on regular basis. This implies that the effectiveness of teachers in teaching-learning process depends on the additional skills acquired during retraining. This is important because in the course of the study, a number of the teachers were found not to have attended any training programme.

Recommendations

Based on the findings of this study, the following were recommended for improved primary education:

Government should put in more effort in building primary school teachers capacity, given that primary education is the foundation of all other levels. Capacity building training programmes should be held in a conducive venue with serene environment that would encourage teaching-learning. Teachers are also enjoined to appropriate the skills learnt during capacity building in order to improve their mode of imparting knowledge.

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