

**UNIVERSAL BASIC EDUCATION COMMISSION'S CAPACITY  
BUILDING PROGRAMMES AND PRIMARY SCHOOL TEACHER  
EFFECTIVENESS IN SOUTHWESTERN NIGERIA**

**BY**

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## ABSTRACT

Teacher Effectiveness (TE) is an important index of teacher quality. However, reports have shown that, teacher effectiveness is on the decline among primary school teachers in Southwestern Nigeria. Previous efforts largely focused on the professionalism of teaching and certification of primary school teacher with little emphasis on Capacity Building Programmes (CBPs) of 2009-2016 by Universal Basic Education Commission (UBEC). The study, therefore, was carried out to investigate the influence of UBEC CBPs (Training Content - TC, Favourableness of Environment - FE and Appropriateness of Resource Strategies - ARS) on TE (Lesson Preparation – LP, Classroom Management – CM, Teaching Method – TM, Subject Mastery - SM, Motivation of Pupils - MP, Use of Teaching Materials - UTM, Teacher-Pupil Interaction – TPI, Communication with Pupils - CP and Pupil Evaluation – PE) in public primary schools in southwestern Nigeria.

Socio-cognitive Learning Theory and Stufflebeam's Contextual Input Process and Product Evaluation model provided the framework, while the survey design of *ex-postfacto* type was adopted. The multi-stage sampling procedure was used. One senatorial district each from Oyo, Ogun and Ondo was selected randomly while the proportionate-to-size sampling technique was used to select 14 local government areas (Oyo – seven, Ogun - three and Ondo – four). One hundred and eleven primary schools (Oyo – 58, Ogun – 29 and Ondo – 23) were selected while primary school teachers were purposively selected based on their participation in capacity building programmes. Capacity Building Rating ( $r=0.98$ ), Classroom Observation Rating ( $r = 0.77$ ), LP ( $r = 0.94$ ), CM ( $r = 0.89$ ), TM ( $r = 0.92$ ), SM ( $r = 0.87$ ), MP ( $r = 0.86$ ), UTM ( $r = 0.78$ ), TPI ( $r = 0.87$ ), CP ( $r = 0.97$ ) and SP ( $r = 0.77$ ) scales were used. Data were analysed using descriptive statistics, Multiple regression and Analysis of Variance at 0.05 level of significance.

Participants' age was  $36.5 \pm 3.70$  years and 54.0% were female. The perception of teachers who participated in UBEC CBPs was high in TC ( $\bar{x} = 3.40$ ), FE ( $\bar{x} = 3.26$ ) and ARS ( $\bar{x} = 3.17$ ) as against the threshold of 2.50. Teachers who participated in the UBEC CBPs were favourably disposed to LP ( $\bar{x} = 3.55$ ), CM ( $\bar{x} = 3.69$ ), TM ( $\bar{x} = 3.71$ ), SM ( $\bar{x} = 3.71$ ), MP ( $\bar{x} = 3.76$ ), UTM ( $\bar{x} = 3.63$ ), TPI ( $\bar{x} = 3.69$ ) and PE ( $\bar{x} = 3.63$ ) against the yardstick of 3.00. The CBP significantly influenced LP ( $F_{(1;610)} = 81.69$ ), CM ( $F_{(1;610)} = 83.59$ ), TM ( $F_{(1;610)} = 65.62$ ), SM ( $F_{(1;610)} = 56.45$ ), UTM ( $F_{(1;610)} = 79.87$ ), TPI ( $F_{(1;610)} = 82.43$ ), CP ( $F_{(1;610)} = 38.23$ ) and MP ( $F_{(1;610)} = 67.39$ ). The TC, FE and ARS jointly predicted TE ( $R = 0.436$ ,  $F_{(3;608)} = 35.25$ ;  $\text{Adj } R^2 = 0.185$ ) and accounted for 18.5% of its variance. TC ( $\beta = 0.24$ ), FE ( $\beta = 0.14$ ) and ARS ( $\beta = 0.09$ ) relatively contributed to the TE. There were no significant differences in the effectiveness of teachers who participated in CBPs across the three states.

The Universal Basic Education Commission's capacity building programmes from 2009 to 2016 facilitated teacher effectiveness especially in southwestern Nigeria. The capacity building programmes should be sustained to further improve primary school teacher effectiveness.

**Key words:** Teaching effectiveness, Teacher capacity building programmes, Teacher certification

**Word count:** 488

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## **DEDICATION**

This project is dedicated to **the All in All, Beginning and the End, the LORD JESUS CHRIST** for HIS grace over to carry out this research work.

And

**To my late Father Pa. Joseph Adeyemo AKINTAYO**

## CERTIFICATION

I certify that this thesis was carried out by **Ajibola Isaac AKINTAYO** with **Matriculation Number (121617)** in the Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Nigeria under my supervision.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Teachers effectiveness in the teaching-learning process is a major prerequisite for quality education and this usually results in national development. Teachers perform nation building roles through effective implementation of curriculum in schools. The role of teachers will continue to change in line with the dynamism and demands of the national development. Teachers therefore need to be effective in their roles and the discharge of their duties especially with regards to meeting the challenges of national development.

According to Silverman (2009), teachers effectiveness is a process through which the teachers achieve the goal which they set for themselves in the course of teaching or which have been set for them by others (e.g. Federal and state ministries of education through the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB), and other government officials, school administrators). Teachers with high level of effectiveness are more likely expected to learn as well as making use of innovative strategies for impacting knowledge or teaching, apply management techniques that provide for students' autonomy, achieving set 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).

Thus, the question is 'What makes a teacher effective?' Thomas (2013) identified teacher's preparation, knowledge of subject matter, experience, classroom management, teaching method, communication, motivation of students, use of teaching materials, teacher-pupil interaction and professional qualification as measures of teacher effectiveness. In essence, the extent to which a teacher exhibits and demonstrates any of these measures in the discharge of his or her professional duties determines teacher effectiveness. In a situation where many of the teachers in a school score high in the different measures of teachers effectiveness, such a school would be highly effective.

However, it appears that most basic schools (1-6) cannot be referred to as effective schools in Nigeria due to their inability to record desirable achievement of educational objectives. More so, stated in the National Policy on Education (Federal Government of Nigeria, 2013:7), the basic education objectives are to: implant permanent literacy, numeracy as well as ability and capability to effectively communicate; child to develop ability to adapt to the environmental changes; lay sound scientific foundation, critical and reflective thinking; promote patriotism; instil social, moral norms and values in the child; fairness, understanding and national unity; and provide opportunities for the child to develop manipulative skills of life which, enabling the child to function effectively within the limits of the child's capacity in the society.

One of the indicators for measuring the achievement of goals in the basic 1 - 6 level of education among countries is an increase in the literacy rates. However, it appears the literacy rates have not been improving as projected and this is contrary to the expectations of Nigeria and the international community. Nigeria was unable to meet the target of the 2015 Millennium Development Goal (MDG) of literacy for all. The Alkali submission based on United Nations Educational, Scientific and Cultural Organization (UNESCO) survey report for 2015 reveals that about 65 million Nigerians are still illiterates. The report further shows that only 35 million Nigerians are literate. This supports the assessment of MDGs in 2013 which indicates that only six out of ten school-age children in Nigeria are in school. In the light of the foregoing, one can say that the MDGs have not been achieved as far as reduction of illiteracy rates is concerned. Furthermore, it is observed that some of the primary school leavers in Nigeria find it difficult to express themselves effectively in English language which is the official language and lingua franca in Nigeria.

In addition to the foregoing, pupils who passed out from public primary schools, find it difficult to effectively participate and contribute to development in the society (Adunola, 2011). Most of the children found on the streets constituting nuisance are largely products of a failed primary school system. Other common social vices among teenagers such as unwanted pregnancy, cultism, miscreants and gangsterism could be attributed to the failure of primary school education and the MDGs. If the rise in these social vices continues unabated, our society would soon become a den of social

miscreants. Basic education is the foundational level of education and the effectiveness of the teacher in the overall success of the system at such an important level of education cannot be undermined. Therefore, it is important to critically examine the roles of teachers and this informs the choice of this study.

Against this backdrop, primary school teachers would naturally come under close scrutiny in order to arrest this worrisome situation. In the first instance, teachers are custodians of knowledge and they implement the curriculum at classroom level. It is logical to argue that effectiveness in teaching is *asine qua non* to an effective school system. By implication, if primary school teachers are effective in the discharge of their duties, there will be a decrease in school dropout rates and school completion and success rates will be high. Therefore, it is very important to examine the different measures of teachers effectiveness.

Teachers effectiveness begins with lesson planning. A lesson plan is the instructor's road map to what students need to learn and how teaching will be done effectively. The teacher cannot effectively deliver the lesson without proper planning. The steps in lesson delivery are supposed to guide the teacher in the process of teaching. A successful lesson delivery is expected to address and integrate three key components which are objectives for student learning, teaching/learning activities, and strategies to check student understanding. Specifying the behavioural/instructional objectives for student learning will help the teacher to determine the kinds of teaching strategies to adopt. On the other hand, the teaching and learning activities will guide the teacher to know whether the learning objectives have been accomplished or not.

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, most teachers are largely unskilful in the usage of methods of teaching that will stimulate learners. Research evidence shows that the 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) citing Adepoju



(2006), 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 teachers do not choose appropriate methods of teaching to impart knowledge, especially in the primary schools because some of the teachers are not well trained. This perpetually may lead to failure in achieving goals of primary education in Nigeria.

Further still, the hallmark of an effective teacher is the ability to use instructional materials. These instructional materials consist of teaching materials that are indispensable in the teaching-learning process. According to Ibe (1998) cited by Gistarea (2013), instructional materials are the objects or a means of communication that store and distribute human knowledge or experience with information carrying devices such as computer, projectors, tape cassette, cell phone and chart. Similarly, it has been reported by the researchers that instructional materials are often not used in the process of teaching to improve students' knowledge, abilities, and skills (Agu, 2000). This observation is contrary to the comment in Great Soviet Encyclopedia, (2010: 332) that instructional materials are to be used to monitor the assimilation of information, and contribute to the overall development and upbringing of primary school pupils.

Besides, classroom management is also very important in the teaching-learning process. Therefore, classroom management is one of the indispensable determining factors of teachers' effectiveness. Possession of classroom management skills is central to effective lesson delivery. However, Ejiogu (2015) observed that possession of required classroom management skills is largely inadequate among teachers and when such skills are inadequate, effectiveness in teaching becomes an illusion.

In addition, primary school teachers are expected to motivate students in the class for effective learning. Pupils find learning of concepts more difficult and less stimulating or exciting when incorporation of important principles of motivation by teacher into their teaching. According to Rudhumbu (2014), one major particular reason most teachers fail to communicate concepts effectively is their inability to plan to motivate learners in their teaching. Corroborating this argument, Konesappillai (1995) cited by Rudhumbu (2014) explained that lack of skills by teachers to apply motivational approach or

techniques in teaching-learning process is the main reason some primary school pupils have negative attitudes to subjects like Mathematics and Elementary science. Therefore, Rudhumbu (2014) submitted that learning of Mathematics could become more meaningful and interesting to pupils if the teaching-learning process takes place with some form of motivational strategies that afford pupils the opportunities to demonstrate and being creative in solve several problems.

The teacher's communication skill during teaching-learning process is another measure of effectiveness in teaching. The life wire of an effective teaching-learning process is the ability to communicate and teachers at all levels must develop effective communication skills. Communication in the classroom is expected to be done in a straight-forward manner so as to be able to achieve the objectives stated for the class. Whenever teachers fail to communicate with their pupils properly, achievement of set objectives is likely to be impossible. Unfortunately, the most primary school teachers have been found not to be able to effectively communicate concepts to be learned to pupils (Okogu, 2011).

Also, competence in subject mastery is another indicator of teachers effectiveness. Competence in subject mastery involves a deep and well integrated disciplinary knowledge, pedagogical content knowledge, knowledge of recent developments in the subject and the ability to help pupils to associate concepts and principles to their everyday experiences. Subject mastery enables the teacher to apply his/her knowledge of the subject to help learners in different levels to understand core concepts and their applications (Egbo, 2011). Therefore, poor mastery of the subject matter on the part of the teacher will lead to ineffectiveness in the process of teaching. Teacher's subject mastery is reflected through the way he/she introduces the lesson and proceeds in delivering the lesson. Teacher's subject mastery facilitates accomplishment of the objectives of any level of education, particularly, in the primary school. This is because competence in subject mastery assures the realisation of the set objectives. (Jakku-Sihvonen, Tissari, and Uusiautti, 2009). If teachers do not master the subject matter, there is a possibility that some concepts or topics in the curriculum that the teacher considers difficult could be avoided or left untaught. This would eventually affect students' quality.

Literature has identified all the measures discussed so far as some of the skills that are central to teachers effectiveness. Therefore, it is important for teachers to acquire these skills to perform effectively. It is also expected that through in-service training of basic school teacher would improve on these measures. Silverman(2009)noted that there is little consistency in literature on the stability of teachers effectiveness over time. On the other hand,Moronkola, Adegbite and Moses (2004), Olatunbosun (2006), Adaka and Dabo (2009), Akingbade (2008) and Odeleye and Oshin (2011), submit that effectiveness may increase or decline over time. However, research has shown that rather than experiencing an increase in teacher effectiveness in the teaching-learning process, it appears that the reverse is the case.

The parents and government together with international organisations like UNESCO, UNICEF and EFA have continuously been complaining about teachers ineffectiveness. The international organisations keep on conducting research on the effectiveness and quality of teachers, especially in the basic schools because problems such as mass illiteracy, increased school dropout rates, poor quality of teaching/teachers and moral decadence have not been significantly tackled. The various international organisations therefore keep on sponsoring Basic Education in Nigeria and other developing countries in Africa to reduce the problem of illiteracy and moral decadence.

In view of the problems associated with teachers ineffectiveness and the negative effect it has on products from primary school education, the Universal Basic Education Commission (UBEC) through the Teacher Professional Development (TPD) programme embarked on regular capacity building training programme for teachers in public primary schools to improve teachers effectiveness. It is believed that if UBEC continues to train and equip the teachers with new innovations in the teaching-learning process, teachers will likely become more effective and better equipped in the discharge of their duties in school. This UBEC training programme is meant for basic 1 to 9 teachers as part of capacity building intervention programme.

The concept of capacity building has become significant in the education industry in most of the developed and emerging economies. Capacity building is the process by which employee and the entire organizations acquire, retain and improve the skills and

knowledge essential to do their jobs with competence. To some extent, a systematic process of focusing on capacity building in the UBE programme is an indication of disequilibrium in the education sector (Egbo, 2011). Appropriately, building of capacity should proactively and ideally, be an integral part of social institutions strengthening and providing enabling circumstances for premium performance by the teachers engaged in the UBE programme (Egbo, 2011).

The UBEC has the mandate of training and retraining teachers on regular basis and they have been doing this through the different capacity building programmes organised through the state offices all over the federation once in a year. Also, in recent years, new technologies have been introduced into the teaching-learning process and teachers therefore need to acquire appropriate skills to be able to cope with the current challenges in the work environment. To overcome these challenges, it is believed that the relevant skills needed could be acquired through participation in capacity building programmes. This informed the organisation of these programmes by UBEC. Some of the capacity building programmes being organised by UBEC on regular basis are cluster training, workshop, seminar, skill acquisition and on-the-job training.

Different capacity building programmes have been organised to impart different skills in teachers over the years. Some of these skills are in information communication technology, basic sciences and technology, social studies, teaching mathematics for optimal learning outcomes, measure of central tendency and data presentation, guidance and counselling, test and measurement. Teachers were also trained in other aspects such as phonics, the English language and key resources for basic education teachers. The trainings were basically to suggest effective ways of ensuring quality in the delivery of the contents. It was expected to stimulate the teachers to further bring their initiatives and experiences to bear in illustrating the various concepts, strategies and principles at the primary school level. UBEC organises capacity building programmes as a means of enhancing teachers effectiveness in the teaching-learning process on regular basis. The coverage of the training package always takes into cognizance different measures of teachers effectiveness (lesson plan, subject matter mastery, use of instructional materials, classroom management, motivational technique, method of teaching).

The UBEC, through the local government boards of education select teachers from different parts of the state for participation in the capacity building programmes. Participants are selected from all public primary schools in the states through the State Universal Basic Education (SUBEB) offices. The School Services Department of SUBEB is expected to ensure that a teacher is not selected twice for the same type of training. This is done through the local government school inspectors and the headmasters or headmistresses of schools. On certain occasions, selection of participants is done from the State office of UBEC (SUBEB) while at other times it is initiated by requesting headmasters of schools to nominate candidates for training. Merely allowing headmasters to nominate teachers for training will make capacity building go round all teachers in a school unlike the state office selection that is likely to exclude some teachers by error. Capacity building programmes such as cluster training and subject-based capacity building intervention programmes are organised on a regular basis to improve teachers effectiveness.

The essence of capacity building is to help teachers to grow, develop and become more effective in the teaching-learning process. The aforementioned indices (lesson preparation, knowledge of subject matter, experience, classroom management, teaching method, communication, motivation of students, use of instructional materials and teacher-pupil interaction) of teachers effectiveness are expected to improve through an effective capacity building programme. However, in spite of these capacity building programmes organised for teachers, teachers effectiveness appears not to have improved significantly. It is against this established fact that the study sought to investigate the influence of UBEC capacity building programme on teachers effectiveness in the teaching-learning process.

## **1.2 Statement of the Problem**

In recent times, basic education has been the major concern of the Federal Government of Nigeria, all the stakeholders in education as well as the international community. This concern stems apparently from the fact that the objectives of basic education, although covered in the basic education scheme are not being achieved. This is because graduates from this level of education perform below expectations especially in the areas of communication skill and moral virtue. There have been complaints on a

regular basis by international organizations, government, parents and guardians as well as other stakeholders concerning the levels of mass illiteracy, school dropout rates and moral decadence among children of primary school age in the country. The identified problems have largely been traced to teachers' ineffectiveness in the teaching-learning process. The problems have been found to have a chain effect on the rising school dropout rates. These dropouts become prone to social vices such as pick-pocketing, theft, and smoking of India-hemp, cultism, kidnapping, and suicide bombing. These bother on teacher effectiveness in basic school due to the assumption that effective school is a function of teacher effectiveness.

There are different opinions on the factors that are responsible for teachers' effectiveness. Many researchers have worked on variables such as capacity building and pupils' academic performance, administrative effectiveness, school effectiveness and teachers' advancement. However, there is a dearth of literature on capacity building and teachers' effectiveness. Hence, the study was set out to examine whether capacity building programme by UBEC has had an influence or improve teachers' effectiveness.

In a bid to reduce teachers' ineffectiveness in the primary school level of education, the Federal Government of Nigeria through the Universal Basic Education Commission launched capacity building programmes initiative as an intervention to improve and maintain standard and efficiency in the administration of basic education in the country. The capacity building programme is meant to enhance primary school teachers' ability in areas such as lesson plan, instructional method, use of instructional materials, classroom management, and teachers' motivational strategies among others. It is against this background that the study investigated the influence of UBEC capacity building programmes on the teachers' effectiveness in teaching-learning process in Southwestern Nigeria.

### **1.3 Purpose of the Study**

This study investigated the influence of teachers' capacity building programmes on teachers' effectiveness in the teaching-learning process in Southwestern Nigeria. Specifically, the study:

- a) What are the level of teacher effectiveness (lesson preparation, classroom management, teaching method,subject mastery, motivation of students, use of instructional materials, teacher-pupil interaction and evaluation of the student) in Southwestern Nigeria.
- b) investigated the influence of UBEC capacity building programmes on the preparation of lesson plans by primary school teachersin Southwestern Nigeria;
- c) examined the relevance of the content of the teachers' capacity building programmes to the effectiveness of teaching-learning processin Southwestern Nigeria;
- d) investigated the influence of UBEC capacity building programmes on teachers' ability to motivate learnersin Southwestern Nigeria;
- e) examined the influence of UBEC capacity building programmes on teachers' method of teachingin Southwestern Nigeria;
- f) investigated the influence of UBEC capacity building programme on teachers' ability to use instructional materialsin Southwestern Nigeria;
- g) examined methodology employedin the teaching-learning processin Southwestern Nigeria;
- h) investigated the influence of UBEC capacity building programmes on teachers-pupil interaction in Southwestern Nigeria;
- i) examinedthe influence of UBEC capacity building programmes on the way teacher motivatetheir students in the teaching-learning processin Southwestern Nigeria;
- j) investigated the influence of capacity building programmes on classroom managementin the teaching-learning processin Southwestern Nigeria.
- k) examined the influence of UBEC capacity building programmes on classroom managementin communication in teaching-learning processin Southwestern Nigeria.
- l) investigated the teachers perception of previous UBEC capacity building programmesin Southwestern Nigeria.

#### **1.4 Research Questions**

The following research questions guided the study.

- 1) i)What is the level of teachers effectiveness in the lesson preparationin the teaching-learning processin Southwestern Nigeria?

- ii) What is the level of teachers effectiveness in the classroom management in the teaching-learning process in Southwestern Nigeria?
  - iii) What is the level of teachers effectiveness in the teaching method in the teaching-learning process in Southwestern Nigeria?
  - iv) What is the level of teachers effectiveness in the subject mastery in the teaching-learning process in Southwestern Nigeria?
  - v) What is the level of teachers effectiveness in the motivation of students in the teaching-learning process in Southwestern Nigeria?
  - vi) What is the level of teachers effectiveness in the use of instructional materials or resources in the teaching-learning process in Southwestern Nigeria?
  - vii) What is the level of teachers effectiveness in the teacher-pupil interaction in the teaching-learning process in Southwestern Nigeria?
  - viii) What is the level of teachers effectiveness in the evaluation of the student in the teaching-learning process in Southwestern Nigeria?
- 2) What is the perception of teachers on the:
- a) training content?
  - b) favourableness of environment of the training centre?
  - c) appropriateness of resource strategies?

### **1.5 Hypotheses**

The following hypotheses were formulated and tested:

- Ho<sub>1</sub> Capacity building programmes has no significant influence on teachers effectiveness in lesson preparation in teaching-learning process in Southwestern Nigeria.
- Ho<sub>2</sub> Capacity building programmes has no significant influence on teacher effectiveness in classroom management in teaching-learning process in Southwestern Nigeria.
- Ho<sub>3</sub> Capacity building programmes has no significant influence on teacher effectiveness in teaching method in teaching-learning process in Southwestern Nigeria.
- Ho<sub>4</sub> Capacity building programmes has no significant influence on teacher effectiveness in subject mastery in the teaching-learning process in Southwestern Nigeria.



- Ho<sub>5</sub> Capacity building programmes has no significant influence on teacher effectiveness in use of teaching materials in teaching-learning process in Southwestern Nigeria.
- Ho<sub>6</sub> Capacity building programmes has no significant influence on teacher effectiveness in teacher-pupil interaction in teaching-learning process in Southwestern Nigeria.
- Ho<sub>7</sub> Capacity building programmes has no significant influence on teachers effectiveness in communication in teaching-learning process in Southwestern Nigeria.
- Ho<sub>8</sub> Capacity building programmes has no significant influence on teachers effectiveness in their ability to motivate learners in teaching-learning process in Southwestern Nigeria.
- Ho<sub>9</sub> Capacity building programmes indices (Appropriateness of Resource Strategies, Training Content, Favourableness of Environment) has no significant joint influence on teacher effectiveness in teaching-learning process in Southwestern Nigeria.
- Ho<sub>10</sub> Capacity building programmes indices (Appropriateness of Resource Strategies, Training Content, Favourableness of Environment) has no relative contribution to teacher effectiveness in teaching-learning process in Southwestern Nigeria.
- Ho<sub>11</sub> There is no significant difference between the effectiveness of teachers of Oyo, Ogun and Ondo States who have participated in UBEC Capacity Building Programmes in Southwestern Nigeria.

## **1.6 Significance of the Study**

The findings of the study are of significance to different stakeholders in the planning, administration and management of basic education in Nigeria. The findings from this study would become a veritable source of information to government, schools, teachers and Nigerians at large on the influence of UBEC capacity building programmes on teachers effectiveness in teaching-learning process. The findings of the study can afford teachers the opportunity of paying serious attention to the teaching-learning process and the best way to become effective in all effectiveness variables of teachers ((lesson preparation, classroom management, teaching method, subject mastery, motivation of

students, use of instructional materials, teacher-pupil interaction and evaluation of the student).

The study is significant to the planners of education especially at this foundational level. It would help the planners to include teachers' training in the annual schedule of activities for primary school teachers and ensure that the training and retraining of teachers receives paramount attention in order to enhance teachers effectiveness in the teaching-learning process.

Again, the findings of this study would enlighten school administrators on ways and methods of deploying the skills acquired by teachers during training programmes to enhance effective classroom teaching for maximum output. This study would inform administrator on the need to monitor the post training effectiveness of teachers.

Similarly, the study findings would help the teachers to be more conscious in the discharge of their duties and responsibilities. If teachers are aware that there would be an effective post-training monitoring exercise to ensure the implementation of the knowledge they have acquired at their duty posts, they would want to make necessary effort at putting into use skills acquired from the capacity building programme.

The findings are of benefit to the UBEC because the study would unveil the status of teachers effectiveness in teaching-learning process in public primary schools. This would provide UBEC with the opportunity to know whether the trainings offered have any influence on teachers effectiveness.

More so, the community would also benefit from the study findings. The results from the findings of the study would afford the masses the opportunity to know the importance of capacity building programmes in improving teachers effectiveness. Also, the community would know how well government has been trying to rescue the primary school system from the consequences of teachers ineffectiveness.

The non-governmental and international organisations sponsoring the basic education in Nigeria will not be left out from being benefits from the findings of the study. For

instance, organisations such as World Bank and UNICEF may draw weights from the findings of the study on how the trained teachers are doing. These organisations would in turn be encouraged to do more in the areas of funding, partnership or recommending improvement on the training modality.

### **1.7 Scope of the Study**

The study only covered public primary schools in three states (Ogun, Ondo and Oyo States) in Southwestern Nigeria. Primary education was the focus of the study because it is the foundation of all the levels of education. However, basic 7 – 9 was not part of the study.

The study investigated the influence of UBEC capacity building programmes (Universal Basic Education Commission regular workshop) on effectiveness in lesson preparation, classroom management, teaching method, subject mastery competencies, evaluation of student, in use of teaching materials, teacher-pupil interaction and ability to motivate learners

### **1.8 Operational Definition of Terms**

To facilitate understanding of this study, the following terms used are defined operationally:

**Universal Basic Education Commission (UBEC):** This is a Federal Government's Agency, which is saddled with the responsibility of coordinating all aspects of UBE programmes and ensures effective implementation of these programmes.

**UBEC Capacity Programme:** This is an appropriate continuous teacher professional development programmes, which is in-service training being organised in all the States of the federation including Federal Capital Territory. These in-service training programmes are workshop, cluster schools model and skill acquisition.

**Capacity Building:** This generally can be referred to as the process of acquiring skills and knowledge needed to perform effectively and efficiently. In this study therefore, it refers to the in-service training specially organised by UBEC through SUBEB for teachers on regular basis to re-energise their teaching ability and capability. It is meant to improve teachers effectiveness in the discharge of their professional duties as measured by the content of the training manual, training centre environment, resource persons and strategies of the resource persons.

**Training Content:** This generally refers to the ideas or pieces of information on a particular concept. In this study, it refers to ideas or pieces of information contained in

the training manual for in-service teachers, and the relevance of the information to the professional need of the teachers.

**Favourableness of Environment:** This generally refers to the surrounding of the centre where the training takes place. This generally refers to as speaker of a particular concept in formal gathering. In this study therefore, it is referred to as the consultants and the facilitators that will impact the necessary skills on the in-service teachers. It is used as such in this study.

**Teachers Effectiveness:** This refers to the capability of the teacher to produce a desired result and/or the ability to produce desired output, In this study, it refers to having the expected result in terms of teaching. It is measured in terms of those parameters needed to achieve the stated primary education objectives such as lesson preparation, classroom management, teaching method, subject mastery competence, motivation of student, use of instructional material, teacher-pupils interaction.

**Lesson Preparation:** This refers to the readiness of the teacher for the lesson. The preparation ranges from lesson plan, other teaching materials preparation to mention but a few. This will be measured by looking at how the teacher states objectives in measurable terms, logically presents lesson in steps and provides evidence of evaluation at the end of the lesson note.

**Classroom Management:** This is generally seen as the ability and capability of the teacher to control, manage and put the class in order during teaching-learning process. It has also been used as such in this study. It is measured in terms of how the teacher ensures that learners were engaged in relevant learning activities and organized or conducted lessons taking into account the individual differences in pupils' capability and how the teacher handles disruptive behaviours appropriately.

**Teaching Method:** Teaching method means the technique of teaching. In this study, teaching methods are seen as the relevant methods of teaching employed by the teacher. The teaching methods include; play away, inquiry, story-telling, concept mapping, games/simulation, guided discovery and role – play.

**Subject Mastery:** This refers to ways in which teachers are following the lesson step by step. The sequential order of the lesson is the major concern. It refers to the teachers'

knowledge and ability to teach the right contents of the lesson. This is measured by the way teacher starts the lesson, perception of other aspects of the topic to be taught and how the teacher uses facts not originally included in the lesson note to make the lesson more understandable.

**Teacher-Pupils Interaction:** It generally refers to process in which teacher relate with pupils both in the class and outside the class. This is to be measured by the way teacher actively solicited the ideas of pupils on content taught, related pupils' ideas to the content taught, discussed and corrects pupils' misconceptions and teacher invited questions from pupils.

**Motivation of Student:** Motivation is the means of encouraging someone to do something willingly without force. In this study, motivation of student refers to the method employed by the teacher to encourage pupils to learn. This is measured by clarity of language used and appropriate gestures.

**Instructional Materials:** These generally refer to the materials that can aid teaching-learning process. It is also seen as such in this study. Such materials are pictures, charts, and models to mention but a few. The instructional materials are considered in terms of appropriateness, relevance, quantity and quality. It is measured by evidence of improvisation and good use of instructional materials, appropriate and orderly use of the chalkboard and or whether the teacher produced and/or utilized improvised materials.

**Evaluation of Students:** This refers to the process by which teacher assess the understanding of pupils on the content taught. It is measured by: teacher marked class work after conclusion of the lesson, teacher invited questions from pupils and diligently attends to them and teacher checked the accuracy, correctness, depth and appropriateness of the content through question and answer techniques.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### **2.0 Introduction**

Related theoretical and empirical studies were reviewed under the following sub-headings:

2.1 Conceptual Framework

#### **2.2 Conceptual Review**

2.2.1 Capacity Building

2.2.2 Teachers effectiveness

#### **2.3 Empirical Review**

2.3.1 Capacity Building and Teachers effectiveness in Lesson Preparation

2.3.2 Capacity Building and Teachers effectiveness in Classroom management

2.3.3 Capacity Building and Teachers effectiveness in Teaching Method

2.3.10 Capacity Building and Teachers effectiveness in Subject Mastery Competencies

2.3.5 Capacity Building and Teachers effectiveness in Communication Effectiveness

2.3.6 Capacity Building and Teachers effectiveness in Student Motivational Strategy

2.3.7 Capacity Building and Teachers effectiveness in the Use of Teaching Materials

2.3.8 Capacity Building and Teachers effectiveness in Teacher-Pupil Interaction

2.3.8 Capacity Building and Teachers effectiveness in Evaluation of Students

2.4 Appraisal of Literature

2.5 Theoretical Framework

#### **2.1 Conceptual framework**

This research investigated the influence of UBEC capacity building programmes on teachers effectiveness in teaching-learning process in Nigeria. This training programme is expected to influence positively, teachers effectiveness in teaching-learning process. Considering two constructs from the topic, the variables considered are termed as TE which is teachers effectiveness while CBPs is capacity building programmes.

$$TE = f(l, 2c, 3t, s)$$

Where:

l = lesson preparation,

2c = classroom organisation, classroom management and communication,

3t = teaching methodology, teaching materials and teacher-pupil interaction, and

s = subject mastery competencies.

CBPs = f(c, fe, ars)

Where

c = content relevance,

fe = favourableness of the environment,

ars = appropriateness of resource strategies

Therefore TE= f(CBPs)

Furthermore, to improve TE, CBP must be improved. That is, government through UBEC must invest on capacity building to boost the skills of teachers. Such investment will in turn positively influence teachers effectiveness. Figure 2.1 shows the theoretical model establishing the influence of independent variables (UBEC capacity building programme) on the dependent variable (Teachers Effectiveness).



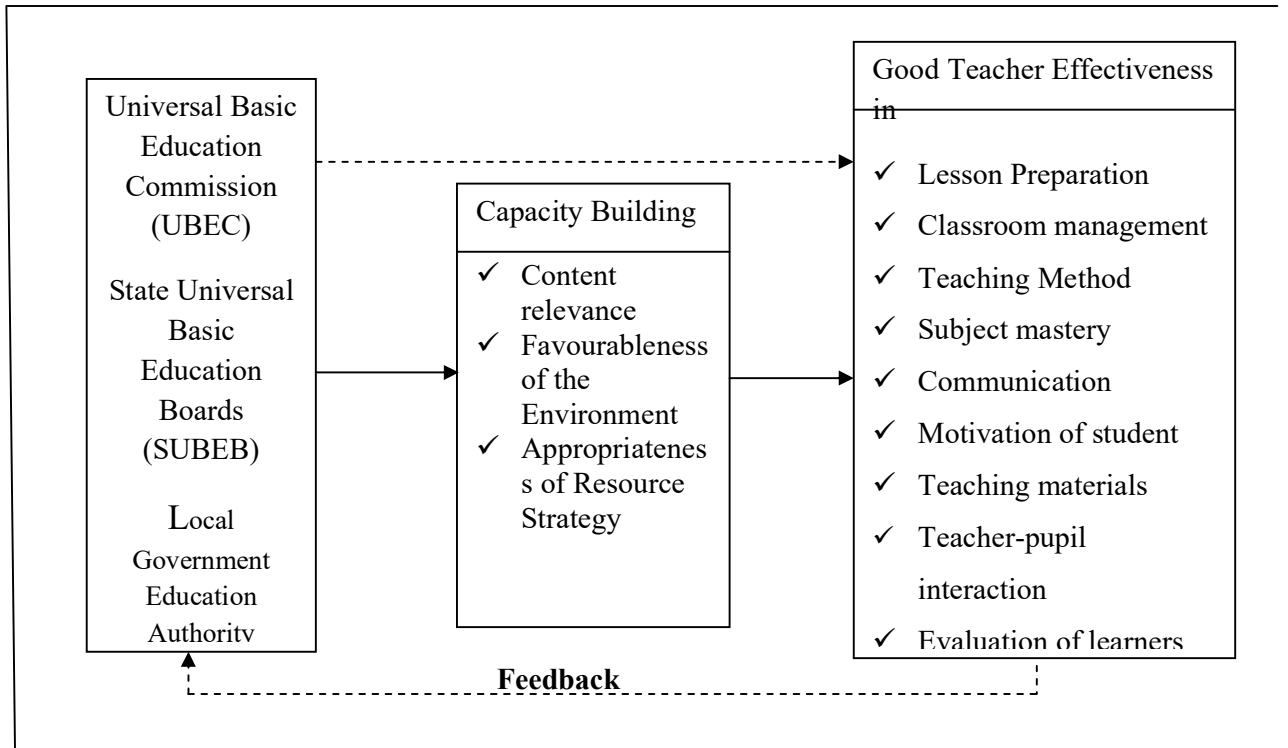


Figure 2.1: Conceptual Model for Capacity building and teachers effectiveness

Source: Researcher's concept

Figure 2.1 shows the interaction between the two major variables in the study. It is the opinion of the researcher that teachers effectiveness would be improved upon if a well structured capacity building programme is put in place by the stakeholders (UBEC, SUBEB and the LGEA).

As a well structured capacity building programme that would take care of the content (that will be relevant to skills needed for improvement), the resource persons (in terms of their competence and strategies employed) as well as the environment of the training centre in such a way that the good effectiveness of the teachers in the areas of lesson preparation, classroom organisation, teaching method, subject mastery competencies, communication, motivation of students, the use of teaching materials and teacher-pupil interaction would be guaranteed.

## **2.2 Conceptual Review**

### **2.2.1 Concept of Capacity Building (Teacher Professional Development)**

Capacity is “the ability to understand or do something” and building is “an increase in the amount of something over a period of time” (Gimba, 2012: 45). Building capacity of teacher in education systems is a process of conscious attempt at renovating, upgrading and acquiring skills, increase abilities and strategies that need consistent increase over time. This enable teachers to react appropriately to academic dynamisms including lesson delivery, teachers communication skills, provision of effective role model, improved conditions of service and most importantly, effective discipline, students’ control, quality of classroom assessment to determine the needs of the learners in the teaching-learning process. Capacity building such as skill acquisition, cluster training, workshop, to mention but a few

Further, capacity building programme or training is designed to train practitioners so that specific group of pupils present at a particular school would be able to benefit from the training. A well organized capacity building programme is expected to have great positive influence on the quality of teaching-learning process. The Federal Ministry of Education (2011) submitted that one of the major weaknesses of the teaching profession in Nigeria is that, teachers hardly found the opportunity to continue develop themselves professionally on the job once complete their initial training,. It further explained the importance of capacity building programmes organized for Primary School teachers in Nigeria as a means of providing primary school teachers with the opportunity to gain knowledge as well as methodological skills in the critical subjects such that, those who may not have studied them previously are able to update their professional ideas. Participants therefore, will learn from the manuals and from one another.

Writing on Repositioning Teaching and Teacher’s Education in Nigeria, Olatunbosun (2006) opined that all the untrained teachers should be trained through capacity building programmes. They further stressed that teachers at all levels should be allow to participate in at least one on-the-job capacity building programme in two years. Such capacity building programme will ensure continuous professional development training and growth. Ajayi (2004) observed that allowing teachers to be trained and re-trained

through capacity building programmes, will surely enhance:teacher effectiveness, high performance and maximum productivity.

Empirically, Olatunbosun (2006) examined and found that there is a positive relationship between the attendance and non-attendance of Chemistry teachers at capacity building programme. He further explained that the teachers' attendance at any capacity building programmes will brighten-up their ideas, skills and will also enable the teachers to know more about the recent developments in their subject areas. Teachers will equally be able to acquire more knowledge as well as latest pedagogy in teaching-learning and consequent upon this, the outcomes of learning of the students are most likely to be improved. Attendance of teachers at UBEC capacity building programmes brings them up-to-date knowledge and thus, move them closer to the knowledge frontiers in specialized subject area and this hopefully, will be evident in the performance of the pupils.

However, Majasan (1997) cited by Odeleye (2012) commented that, in-service training (capacity building programmes) or workshops had little or no effect on teaching effectiveness despite the twenty solid years of various capacity building programmes or workshop to improve the effectiveness of teachers in the classrooms. The situation still remains practically the same in Nigeria. This view seems to give the impression that capacity building or workshop training does not make any significant influence on the quality of our teachers in the classrooms. This by implication does not have any links with students' academic performance. This is a contrary view going by the submissions of the previous studies earlier reviewed.

However, the following capacity building indices are discussed.

### **1. Training Contents**

According to Olaniyan and Ojo (2008), teachers' development and training are meant to improve the trainee qualities, stating or formulation of objectives for different needs and ways of achieving it. The training objective is very significant in determining the designed and content of the training programmes. Contents of the training programmes in the country remain the same in UBEC capacity building programmes for the basic school teaches no matter the type of training involved. The training content is to

increase teacher efficiency, teachers' professional growth for smooth and more effective organization's operations.

Olaniyan and Ojo (2008) are of the opinion that training and development aim at developing competencies such as human, technical, managerial and conceptual for the furtherance of organization and individual growth. The process of training and development of teachers is a continuous exercise. The need to perform on job efficiently by the teachers, know how to lead pupils and others, for training and development, together with the desire to achieve organizations objectives of higher productivity, makes it absolutely compulsory (Olaniyan and Ojo, 2008).

In the country, many capacity building have been organised for teachers Basics 1-9.

Table 2.1 shows the number of teachers trained under the capacity building programme in the six states in Southwestern Nigeria between 2010 and 2016.

**Table 2.1: Teachers Trained in the Southwestern Nigeria by UBEC from 2010 to 2016**

States	2010	2011	2012	2013	2014	2015	2016	Total
Ekiti	4,160	4,210	3,501	4,200	800	2,500	800	29,171
Lagos	4,025	9,480	2,899	5,480	1,050	2,790	1,000	31,411
Ogun	4,595	2,950	3,938	2,850	950	3,500	900	23,585
Ondo	3,620	4,818	5,000	3,818	1,500	2,500	1,500	26,156
Osun	4,160	5,000	4,400	5,020	1,000	2,250	1,000	28,130
Oyo	4,160	5,065	3,200	4,065	1,650	2,502	1,650	26,940
<b>Total</b>	26,730	33,534	24,950	27,446	8,964	18,057	8,866	165,393

*Source: UBEC, Abuja (2016)*

UBEC has trained a good number of teachers selected from public primary schools in Southwestern Nigeria as shown in the Table 2.1. For instance, Ogun State trained a total of 4,595 teachers in 2010 which was the highest number of teachers trained that year while Ondo State trained 3,400 teachers which was the lowest number of teachers trained in the same year. In 2011, Lagos State topped the list with the training of 9,480

teachers. Other states in the zone trained more than 4,000 teachers, while only Ogun State trained less than 4,000 teachers. In 2012, Ondo State trained the highest number of teachers (5,000), while Lagos State trained only 2,899. Considering the number of teachers already trained, expectation is that teachers effectiveness in the teaching-learning process would have improved significantly.

Capacity building has significant influence on teacher, learner and on the success of educational reforms. The more professional knowledge teachers have, the higher the levels of student achievement (Chukwu, 2010). When the teacher attends professional development programmes, he/she is in the best position to exhibit the characteristics of effective teacher as highlighted:

- i. Implement educational reforms effectively
- ii. Develop team work
- iii. Act as mentor to new teachers, and
- iv. Perform all the tasks expected of the teacher as observed.

The scopes of the contents and duty that await the teachers are so enormous. In this regard, capacity building of teachers is paramount because it will go a long way to enhance teaching effectiveness. But the fact that some teachers did not receive enough training put them at a disadvantage of not having the knowledge of the breadth and width of their job. The content of training for teachers is derived from the ideas that federal government wants unfettered access to qualitative education to all children of school age from primary to junior secondary school (Mohammed,2011 in FGN/UBE, 2011). The contents of capacity building for primary school teachers cover all subjects (Mohammed, 2011).

## **2. Favourableness of Environment**

Enarmiroro (2009) submitted that instructional materials or teaching aids facilitate effective delivery in training and learning activities, which is resultant effect of effective teaching and improved teachers teaching effective performance. Aihievboloria (2005) ascertained that the capacity building programme has an essentially contribute to human programme, because it has human operatives, participants and products, hence, facilitators' effective performance which is a positive relationship with the teachers'

quality together with suitable materials. The importance of adequate materials for training is demonstrated clearly by using the method of resource persons continue to drift from one sponsor to another in search of better materials with most qualified facilitators (Enarmiroro, 2009).

As part of the programme to enhance the delivery capacity of the participants in the classroom, the Universal Basic Education Commission sponsors capacity building for them during the service period. The UBEC provides standardized training manual to facilitate effective training of teachers. The training manuals are based on all Teacher Education in Sub-Saharan Africa (TESSA) programme coordinated by Open University of the United Kingdom. The manuals emphasise the use of child-centered activity-based approach to teaching, which has been found to be effective in facilitating learning in young children. The manuals are found helpful in addressing the challenges in the classroom during the service as a handy resource material in their post service teaching career (Mohammed, 2011 in FGN/UBE, 2011).

Environment according to Ekemezie (2010), includes water, air, land, all plants and human beings or animals living there and the inter-relationships, which exist among these or everyone of them. In training setting, training venue environment refers to all the physical and non – physical conditions that surround the classroom and can affect the participants' learning either directly or indirectly. The training venue environment conditions, if not conducive, can interfere with effective teaching and learning. The facilitator is the manager of everything that takes place in the hall of training or classroom and should do everything within his reach to make sure that classroom environment is effectively managed in order to ensure effective delivery of concepts (Ekemezie, 2010).

The training venue or learning environment or climate such as the ventilation, lightening, physical, and aesthetic characteristics of the hall of training or classroom for capacity building tends to enhance attitude of the participants towards learning. In organising capacity building for teachers, it has been observed seriously that many of these capacity buildings organized in are still performing or functioning at a very low level standard because most of the training venues are characterized with the following as itemized by Olaleye (2009).

- a. non effective training pedagogy
- b. Inadequate facilities such as classroom space, furniture, equipment for training.
- c. Non-motivated facilitators.

He emphasized that any of the training venue that is characterized by the anomalies that stated above is not likely to expose to quality training for the participants (Olaleye, 2009). Some researchers, Okpala (2006), Ndukwe (2002) and Okebukola (2000) to mention but a few among others who listed the bad state of Nigeria learning environment.

As stated above, it is evident that most of the learning environment in Nigerian cannot be regarded as learners' friendly. Similarly, many of the training venue environments in Nigeria are not conducive. The development of appropriate knowledge, skills, interests and individual attitude can not be experienced in such deplorable environment.

The determinant of the environment of training venue is the resources availability which the facilitators and participants would make use of that which eventually influence attitude in teaching and learning. Un-conducive training venue environment such as hall, classroom creates serious threat to facilitators and participants (teachers) which may result in negative attitude towards training. The available facilities in the venue, if they are below approved standard could as well lead to quality reduction of training during capacity building and learning by participants resulting to poor performance of teachers, when they get to their places of primary assignment (Enarmiroro, 2009).

The environment of training venue affects facilitator and participants' performance. The facilities such as, seats, desks, white board or electronic board, typical teaching aids, to mention but a few are ingredients for effective teaching and learning at capacity building programmes (Olutola, 2000 cited in Enarmiroro, 2009). In the same vein, it was emphasized that a good education programme or policy will guarantee quality outputs, it must be serviced maximally with suitable training for teachers and encouraged teaching staff with adequate supplied of necessary facilities and equipment.

Competent resource persons can confidently deliver variety of content using effective teaching strategies and/or implement a custom project plan. For example, the design of a teachers effectiveness framework. As part of the programme to enhance the capacity of the participants in the classroom, the Universal Basic Education Commission sponsors capacity building workshop for consultants during the services period. The commission venture into serious business of selecting training institutions to facilitate the workshops using designed standardized training manuals (Mohammed, 2011 in FGN/UBE, 2011).

According to Olalere (2005), the facilitator's qualification determines his ability, capability and competence to discharge effectively. The competence of the professional teacher can only be sharpened by the mastery of the teaching skills, curriculum contents and dynamic globalization of the subject matter by the facilitators at the capacity building programme. Effective teaching shall relate learning tasks to the learners existing capacity and interests in order to nurture productive citizenry (Odeleye, Okunola and Akinnola, 2012). Odeleye and Oshin (2011) submitted that facilitators should be able to enhance some of these characteristics of a teacher that are capable of bringing about a reasonable improved learning outcome in students. They are:

- i. Knowledge of the teaching methods and subject matter
- ii. Teaching experience
- iii. Attitude towards the class and subject
- iv. Professional self – improvement.

### **3. Appropriateness Resource Strategies**

The following are some of the strategies that resource persons should use to impart knowledge at the capacity building centre:

**Coaching and Training:** The resource persons with the help of organisers will provide technical assistance that will be in form of coaching that is one-on-one customized support training. This is more of group learning and practice that tend to build knowledge and skills. They can easily provide necessary information through this strategy and the coach will ensure the alignment of the contents with the goals of the programme for teaching-learning process improvement.



**PeerLearning:** Grant makers are in the best or unique position to convene peer organizations to discuss issues on evaluation of capacity and practice. Peer organizations that often have much to learn from one another, and may be able to adopt and build off of each other's successful evaluation.

**Technology:** Technology tools such as databases, online survey software, data analysis packages, to mention but a few can be great assets to grantees. Technological tools are great—but they work best when they support a functional evaluation approach. In sum, technological tools are not a silver bullet to organizations getting started with evaluation. Effective use of evaluation tech tools comes after the development and testing of an evaluation approach.

Similarly, consultant's strategies should be suitable training strategies which teachers could use for teaching of different subjects in schools. The following methods are recommended as suitable, appropriate and effective for teaching of different subjects such as social studies, mathematics to mention but a few. According to Mezeobi (2002), they are the discussion method, inquiry method, problems solving method and question method. These strategies are embedded in most of the training organized for teachers in the primary schools. The essence is to be able to teach effectively the contents in the curriculum which requires the use of suitable teaching methods (Mezeobi, 2002).

Teaching-learning process in the country can be traced to the era of traditional education, during which knowledge about culture and customs were influenced. In those days, the teaching of custom and/or culture as well as vocational training were informal. It was done anytime and anywhere as the situation warranted. The advent of Western education in 1842 by the missionaries brought about a number of changes to the teaching. In the light of this, Western education, the teaching-learning process now takes place in an organised way. Organised teaching-learning process entails in-depth curriculum planning, teacher's teaching plan, among others before learning can take place. It is worth noting that the driver of the teaching-learning process is the teacher.

Government took over the control of schools by the introduction of education ordinances. The first ordinance that marked the beginning of education policy reform was the 1882 Education Ordinance This 1882 Education Ordinance was passed with the

view to introduce control and supervision into the educational efforts in British West African territories (Osokoya, 2010). The Ordinance provision can be summarised as follows:

1. The General Board of Education was constituted and vested with power to appoint and dissolve local Boards of Education at such places as they may consider desirable.
2. The power and duties of a local Board of Education was provided for in the constitution.
3. In the ordinance, schools were classified into (a) Schools owned and maintained by Government by using public fund and (b) assisted schools are schools established by private individual or organisation and aided from public funds.
4. Parents freedom as far as to what religious instruction of their children is concern;
5. The conditions of grants and aids to private schools-based control on managerial, children attendance and examination results in some specified subjects.
6. Grants for school buildings and or payment of teachers' salaries are provided
7. Appointment of an inspector on whom the salary commitment of \$400 per annum would be shared by the Gold Coast and Lagos in the Ratio of 2:1.
8. Special grants to industrial schools.
9. Grants to training college and institution for teachers (p. 88).
10. Government and assisted schools admitted pauper children into their schools.

Subsequently, Nigeria witnessed several other educational reforms. The reforms were precipitated by Nigerians who agitated for self- rule system of governance that eventually result to colonial rule by British that forced themselves on Nigeria that automatically change the system of our education that we operated with in 1954 from 8-6-2-3 system which means, 8 years of primary education, 6 years of secondary education, 2 years of higher school and 3 years spending in higher institution of learning to a new educational system of 6-5-2-3, that is, 6 years of primary, 5 years of secondary, 2 years of higher school certificate and 3 years of university education. Nigerians then were showing pertinent concern for education. It was perceived as a

patriotic struggle for the good of citizens of this great country to experience changed educational structure.

Educational reforms continued after independence and these led equally to the birth of first National Curriculum Conference, which came up in September 1969, held also in Lagos. The major participants at this national conference were desirous of Nigeria that witnessing a insignificant new course in her educational system since it was believed that all the systems being used in the country then, lacked scientific and technological development. The participants at the conference felt that the new system should empower the country educational system through scientific and technological development as against what was happening then. They criticised education system giving by colonial administrators lacking in vitality and relevance. In the light of this, the conference gave the recommendations that changed the system from 6-5-2-3 to 6-3-3-4 which they believed will move the country's education to a greater height. The 6-3-3-4 system entails 6-year primary, 3-year junior post primary, 3-year senior post primary and 4-year higher intuition of learning.

Problems manifested in this system when government attempted to implement without putting in place adequate planning. According to Adesina (1980) cited by Bello (2008), planning is the process of applying scientific, technological or rational procedures to the process of growth and development of education in order to ensure the educational system efficiency and effectiveness. This inadequate planning was first suffered at the lower education level, specifically primary education. Attempt to resolve the problem at the primary level of education gave birth to Free and compulsory Universal Primary Education was launched in 1976. Observably, the education policy in question after being implemented for a while metamorphosed into another programme. It was repackaged as Universal Basic Education (UBE) in 1999 under President Obasanjo's civilian administration.

The Nigeria's commitment to primary education was informed by the Education for All (EFA). This idea of EFA came into being due to the Jomtien World Conference on Education that was held from 5<sup>th</sup> to 9<sup>th</sup> March, 1990. In the light of the conference recommendations, there was an extension of basic education scope in Nigeria. This was

expanded from six years of primary schooling to include pre-primary, primary and the first three years level of secondary education. (Osokoya, 2010). This UBE programme was additionally reinforced by its launching in September 1999 by Chief Olusegun Obasanjo: the former President of the Federal Republic of Nigeria;. UBE programme was passed into law in 2004 as one of the approaches aimed at implementing the education components of the Millennium Development Goals (Odekunle and Okuwa, 2012).

The UBE programme is seen as a reform measure gearing towards rectifying the existing alterations in the basic education as a subsector of Nigeria's educational system. The major goal of UBE is to bring about positive changes by making the programme execution receptive to the needs of Nigerians and ensuring that individuals and communities were actively involved in the provision of basic education (FGN, 2004). The previous educational system of 6-3-3-4 was changed to 9-3-4 as a result of the introduction of UBE in 2004 which translated to 6 years in primary school, 3 years in junior secondary school making a total of nine years for basic education, 3 years in senior secondary school and 4 years in higher education. The curriculum was expanded to include literacy and numeracy, study of science, social norms and local community values through the introduction of civics and social studies. The study of moral and religious education, encouragement of aesthetic, creative and musical activities, health and physical education, the teaching of craft, domestic science and agriculture were not left out. Government also provided libraries for primary and junior secondary school children. In addition, science equipment is provided for primary schools while some teachers were specially trained to teach creative arts, crafts and music at the primary school level (Odekunle and Okuwa, 2012).

The UBE's mission statement is to serve as a prime energiser of national actualisation movement of the nation's education vision. The UBE is structured to incorporate the effort of all stakeholders in basic education. This is to harness the nation's creative energies ensuring that provision of education for all is the responsibilities of all citizens (UBEC Annual Report). Also, UBEC in its annual or yearly report of 2005 outlined the objectives of the UBE to include:

- i. Developing a strong consciousness in the entire citizenry of education as well as a strong commitment to its promotion vigorously;  
There should provision of compulsory UBE for every age children in Nigerian;
- ii. Enduring drastic reduction of drop-out incidence school system;
- iii. Catering for the learning needs of pupils and young people who have had to interrupt their schooling
- iv. The acquisition of suitable and appropriate skills involving literacy, manipulative, life, communicative and numeracy together with moral, civic and ethical values that are necessary for lifelong learning.

For instance, the government effort towards the UBE programme through UBEC to meet emerging pertinent needs of the basic education has led to serious involvement of government in professional development programme. The commission has been trying its best, training teachers of primary schools through organization of capacity building programmes. For instance within 2005 to 2009, 1,493,352 teachers were trained under the Teacher professional development programme (capacity building). Similarly, in 2014 and 2015, 2,500 teachers were trained in Oyo, Ogun, Osun, Ekiti, Ondo, Lagos using cluster method capacity building (UBEC, 2015).

### **2.2.2 Teachers effectiveness**

Teaching effectiveness can be simply defined as what it is that teachers know and do. It also refers to a set of behaviours incorporated into daily professional practices that make teachers effective. For these to happen, the following are involved: learning theory, a deep understanding of subject matter, student differences, effective classroom instructional strategies, knowing individual pupils, planning and assessment of student understanding and proficiency as well as learning outcomes proper. Also, include collaborate with colleagues, teacher's ability to reflect, and continue ongoing professional development (Barry, 2010).

According to National Teacher Institute Training Manual (2000) cited by Odeleye et al. (2012), the major function of the teacher is teaching in class and ensuring that students learn what has been planned for them. In carrying out the teaching responsibilities, teacher has the following roles to play: teaching in the class; organizing class work/activities; relating well with the students and being a role model. Teachers are

also one of the major role players of educational system in any country of the world. Ibukun (1988) in Odeleye et.al (2012) in a research carried out on teachers effectiveness as factor of academic goal achievement within and among primary school pupils in Nigeria reported that positive relationship was in existence between teachers effectiveness and pupils' standard and quality.

The long – term effects of poor quality teacher are better imagined than experienced. It is a well-known fact that no nation educational system can rise above the teachers' quality (FRN, 2004). A country where there are poor quality teachers will perpetually remain undeveloped and hence suffers the consequences of underdevelopment.

In a similar development, Olalere (2005) asserted that teacher's qualification, largely determines his competence, capability and ability to teach effectively. He also added that the teacher professional competence is sharpened by teaching skills, the mastery of the curriculum contents and dynamic globalization of the subject matter. Effective teaching by a resourceful and visionary teacher relating learning tasks to the existing learners' capacity and interests to nurture productive citizenry.

Similarly, Odeleye and Oshin (2011) identified some teacher's characteristics who is capable of bringing about great improvement of learning outcome in students. These are knowledge of the subject matter and methods of teaching; teaching experience; attitude towards the subject and class; professional self – improvement. It is glaringly clear that teacher occupies a sensitive position in achievement of educational goals of primary pupils and cut across in general. Therefore, his academic and professional qualifications, his teaching experience and attendance at seminars and workshops, his attitude towards the job and students are some factors among others which may affect teacher's effectiveness in teaching-learning process. Hence, upgrading the capacity and capability of primary school teachers, which is a sure means of qualitative education improvement in Nigeria (Egwu, 2009).

The teaching profession is a dynamic one, as knowledge itself is dynamic. However, this calls equally for dynamism on the part of teachers who are the knowledge

facilitators. The teacher should be kept in line with changing trends in the knowledge society to have influence decisively on the world of globalization and its new trends. By implication, it is expedient that teachers could be exposed to in-service training i.e capacity building as often as possible. Olatunbosun (2006) in his study on perceived in-service training and employed professional, submitted that a capacity building or workshop for employed paraprofessionals, professionals and other practitioners (teachers) is to acquire new knowledge, improved skills, better methods to mention but a few. for improving their skills toward more efficient, effective and competent means discharging their role in teaching-learning process.

## **2.3 Empirical Review**

The Universal Basic Education Commission has been organising capacity building for basic education with primary schools inclusive. Different capacity building has been organised by UBEC to build teachers' capacity in order to be more effective in the following:

### **2.3.1 Capacity Building and Teachers effectiveness in Lesson Preparation**

From the training manual for the primary school teachers published in 2011 by Federal Government of Nigeria, the following were suggested as ways of preparing lesson for teachers in primary schools.

#### **Importance of planning and lesson preparation**

The teachers are expected to consistently plan his/her lesson in order to have good lessons. Teachers are to concentrate on the following in the course of planning and preparing well for lesson:

- a) necessary skills pupils must learn progress;
- b) method teachers are going to explore to teach the concept in an understandable manner.
- c) how once judge knowledge that pupils have successfully learned at the end of lesson.

Therefore, planning can be seen as a process that aids one to deeply think and prepare help one pupils need to be able to properly respond in the class to teacher and content of the lesson. Therefore, for one pupils to learn well in the lessons, the following are needed;

- i. pupils' interest are significant for any value to have take place;
- ii. pupils must be very clear about the content of the lesson and achieve to achieve..

#### **Effective Lesson Planning**

Firstly, teachers need to consider the curriculum content to follow. Such teachers will start by breaking up content in the subjects to major topics; follow by sub-topics in a teachable lesson period. Teachers still need to take note that one topic may be break up to four teachable lesson periods while some but topics may be two period only. Teachers need to make use of the initiative and skill acquired to break these topics in the



curriculum teachable lessons that will interest once pupils. To do this, teacher must possess in-depth knowledge of the contents to teach and what to do. Learning objectives and outcomes will surely help the teachers.

In addition, it is compulsory to state learning objectives in all lessons. This is where teacher state what pupils should be exposed to, know, understand, be able to achieve at the end of the lesson. Stated behavioural objective in lesson plans should be in measurable terms that is revealing what teachers intend to achieve. Examples of lesson objective:

By the end of the lesson, the pupils should be able to...

- i. define plants
- ii. individually make their own clay plant pot.
- iii. recognize any parts of a particular plant.
- iv. comprehensively discuss how rocks are formed.
- v. enumerate the importance of money.

In the lesson plans, evaluation is very important since it shows the learning outcome. This provides answer to a question teachers are asking 'How do I know that I have successfully impacted needful skills, pupils have received the knowledge or achieve the objectives I stated for the lesson?' For example

- i. Are the plants well defined?
- ii. Have they made their pot well?
- iii. How well will I judge their understanding about the plant?
- iv. How can they explain rocks formation?
- v. How well they can enumerate the importance of money

### **Effective Lesson Preparation**

The preparation of lessons by the teacher concentrates much on steps to follow by teachers to be able to achieve the stated behavioural learning objectives. Teachers thinking of lesson preparation for once lessons in these three solid parts. They are:

- i. Introduction
- ii. The lesson presentation in steps
- iii. Conclusion and evaluation to check for learning outcome.

## **Introduction**

Teachers try to explain learning objectives at the beginning of a lesson in a way that the pupils will be able to understand what exactly is expected of them in the lesson. At the stage, pupils are being given privilege to share their previous knowledge relating to the concept at hand and getting them interested in the lesson.

## **The lesson presentation in steps**

Mainly, teacher explains the concepts, new ideas and develops content of the activities into steps that will facilitate the learning on the part of the pupils as well confirm and develop own learning. The pupils can explore brainstorming, group work, problem solving, and experimentation to deal with the content of the lesson. Whatever once chosen would be purposely targeted at the pupils to be able to achieve stated or original behavioural objectives effectively. Similarly, the prepared lesson content together with the available resources teachers will use and the manner at which teachers make use of limited space in the classroom will surely influence the success of the lesson would be. Adding substance to lesson is a germane aspect of planning and preparing of lesson.

## **Conclusion and evaluation to check for learning outcome**

This is the last stage of lesson part. Teachers must endeavour find out at the end the lesson to how much pupils have progressed by referring to the objectives of lesson. The lesson summarize by highlighting the lesson key points or issues. Also, teachers summarize what they have already done in the lesson as well as giving assignment that will lead them to next thing to do in the next period. Teachers give pupils time to share their mind set about the learning and with each other. These will help teachers what next to plan for Mohammed (2011).

Thomas (2013) was also of the opinion that when demanding an explanations for little or no achievement of primary education goals or behavioural objectives, adequate preparation of teacher needs to be considered together with the learning process, content, individual differences and environment rather than inadequacies of child. The question of what he says and does in the classroom to develop understanding? Introduction of new topics? The time to be spend to explain reason and relationship to information that

were have been imparted previously and enhance skills needed for learning development?

Empirically, the study carried out by Thomas (2013) on teacher preparation effects on students' academic performance in Biology practical of S.S.S. 2 using the survey research is relevant to this study while the sample is made up of 250 teachers' altogether and 50 teachers selected through stratified sampling per strata.

The following were the findings got from the study.

- a. There is an existence of huge students' academic achievement difference among these students who were taught by teachers from different pathways.
- b. The academic achievement of pupils taught by the teacher who graduated from the University or possessed B.Sc.(Ed) was significantly higher than those who were taught by the teacher who underwent their training in the College of Education and had NCE orientation. The reason for this higher achievement in teaching- learning process as revealed by the results of the test scores is due to the acquired experiences by the teachers during their preparation pathways. The questionnaire items responses showed that teachers believe that preparation pathways have significant effect on their classroom organization, management and content delivery.
- c. The teachers from the universities are better prepared or equipped than their counterparts from the Colleges of Education.
- d. Teachers' preparation play a huge role in understanding the place of evaluation in the teaching learning process and the knowledge of good evaluation techniques aids in teachers delivery.
- e. It is evident that the experience level of the teacher aids their delivery of lesson in the classroom, as suggested by the result obtained from the questionnaire items. It is believed that the longer any Biology teachers stay on the teaching job, the better their improvement as Biology practical's teachers, getting more acquainted with the specimen together with their features. They also get clearer understanding of the best teaching technique as well as evaluation techniques that will aid meaningful learning.

- f. Teacher preparation has huge effect on their understanding of teaching-learning process in terms of content mastery and delivery in Biology Practical.
- g. Teacher preparation is essential in the process of equipping teacher before he/she heads out to the class to teach learners. If teacher is not properly prepared to teach in the class, society at large will feel the effect of wrong teaching, as members of the community will exhibit that which teacher has taught as they will hold firm to ideas despite the negative effect. This is because that is what the teacher has taught. It sticks easily to heart of the learners and they will always exhibit the ideas behind what the teacher has taught.

### **2.3.2 Capacity Building and Teachers effectiveness in Classroom Organisation**

The review of the theoretical study of Heijnen-Maathuis (2014) on “Effective teaching and classroom management” shows the totality of child development in knowledge, skills and societal values. He submitted that to call a teacher an effective teacher, knowledge of solving behavioural problems in pupils’ classrooms where they are actively interested and involved must have been acquired. They must as well possess experience and appreciate *who* they are, *where* they are from and *what* their contributions will be and proper organisation of the classroom. Effective teachers, for them to comprehensively understand factors that are non-academic and may still influence pupils’ class behaviour, participation in learning, as a matter of importance have learned that they should know the background of their students.

More so, perception of teacher of classroom organisation depends largely on how the job interests the teacher and to what extent the teacher believes the children learning ability. Teaching quality are very much significantly influenced learning outcomes and behaviour that are aspects of education. A teacher being the leader of the class must be able to control many factors in the school that can influence motivation of students, educational classroom’s climate and students’ behaviour. Some factors that exist in schools are physical environment, pupils’ exciting comfort as well as communication value that exist between classroom teacher and pupils are very significant in pupils’ optimal learning. It is for these above reasons, that capacity building has been organised severally on how teacher can be re-equipped to enhance effective performance in classroom organisation and management.

He also opined that not all pupils can learn at the same speed, in the same way due to individual differences. An important goal of education is to educate the whole class of students in which teachers are the main player of roles in this process, taking cognisance of students' development are individually difference in terms of learning needs in each classroom setting. Schools authority and teachers may therefore need to in cognisance the extent to which educational policies, programme and practices can result to the labelling of pupils promotion or viewing fixed or limited learning capacities.

Heijnen-Maathuis (2014) also emphasised that to manage problems of students in the classroom setting requires in-depth knowledge of where major problems may likely come from, why, how, and when they arise. Some pupils may at time come to school with hunger and as well look tired. Also the incessant power supply might have hindered them not have been done their home-work or illiteracy of their parent that did not allow them get the assistance on their assignment at home. Teachers are saddle with responsibility of taking care of pupils individual difference, pupils from disadvantaged families, poor once, self sponsored pupils who may need to engage hawking business during and after school hours daily, different ethnic background, different religious background and language and disability pupils who have various learning difficulties. It is imperative as teacher to understand his/her pupil family and socio-economic background which *sine qua non* to understanding of the social and non-academic factors that influence effective organisation of learning and management of students or pupils behaviour. Supposing a teacher has not the in depth knowledge of a child background, such child may be exposed to risk of negative and meaningless school experiences and is not effectively ready with the instruction, responsive as well as classroom organisational techniques. Summarily, one cannot altered these factors directly but haven their understanding will surely enable teacher to place pupils learning ineffectiveness or misbehaviour and creating an encouraging environments for learning to increase rather than reduce.

Effective classroom managers and teachers would need to address pupils' needs: **what** they teach and **how** they teach. However, effective teachers are very concern for these differences and take serious actions to accommodate differences to make adequate

provision for each pupil with an encouraging learning experience. Generally, teaching is referred to a group activity while learning is individual. For instance, classroom seating arrangement are done by the teachers. The seating arrangement of children in a classroom setting which interaction can be enabled or disabled, as well as influence student attitudes and behaviour. Therefore, this kind of decision may sound unimportant, but it is important. Thus, it is important for teacher to decide who will sit where and during which activity they would sit there. This is because teachers have better understanding of the pupils' academic ability

Teacher should take cognisance of both social backgrounds and what happens inside the classroom. Teacher therefore, needs to kindly reflect on learning environment once successfully created for effective learning to take place and whether one engages all pupils or wards actively and meaningfully in the classroom activities. How students behave in the classroom is often a major reaction to factors that exist within the real of the school setting. It is imperative for teacher to investigate how once style of teaching or classroom organisation can influence different students' progress and behaviour in the class. Classroom organization involved allocating time periodically for teaching-learning interactions to take place and many problems management can be proffered solution to once improved organisation of classroom environment and timing of classroom activities in which they have been re-trained through capacity building.

Simmons (2010) also noted in that effective teaching in the 21st century requires more than a basic understanding of educational theory and classroom management. Teachers need to collaborate with other educators in the school to learn how to implement and appropriate new technology in the classroom and how to prepare students fully to enter the global economy. Therefore,

“he/she is faced with the task of effective classroom management, making content relevant to students daily lives, developing critical thinking in his/her students, working with new and evolving technologies to create meaningful and effective lessons, giving students understanding and importance, having students work in teams to ensure that all students receive an equal education regardless of what teachers have, and finally staying current on new

issues and developments in the field of teaching as well as content areas” (Adeosun, 2014).

Elsevier (2011) submission since part of the contents of the UBEC capacity building programme covered the teachers’ ability to organise and manage the classroom. For teacher to be effective in discharging his/her teaching-learning responsibility, his/her capability to manage and organise classroom activities must be high.

### **2.3.3 Capacity Building and Teachers effectiveness in Teaching Method**

Several capacity building have been organised by the UBEC to equip teachers with different teaching methods. Those teaching methods are discussed below as it were in the training manual for FGN/UBE/Federal Teachers’ Scheme capacity Building Workshop Manual (2011).

#### **1. Brainstorming and Mind Maps to Explore Ideas**

The brainstorming is generation of ideas by a group as soon as possible on a certain and specific issue or situation before deciding on the best idea out numerous idea(s) offers the best and reasonable solution. The member of the group would have to think of new ideas in order to be able to address the problem or issue facing with. The brainstorming helps pupils to:

- a. have better understanding of a new topic;
- b. have sense of belonging in any group activity that reaches agreement;
- c. generate different solution technique to problem;
- d. being expected by a new concept through a new idea

#### **Setting up a brainstorming session**

The following are the major ways of setting up brainstorming session in a class.

1. The following stated rules are made clear before the session begins:
  - a. All group members must compulsorily be involved.
  - b. Special or unique and innovative ideas are welcomed.
  - c. There is no criticism of anyone ideas or suggestions in the group.
  - d. Many ideas of different kind are needed.
  - e. All members must quickly work.
  - f. Brainstorming is a fast activity.

2. Teachers need to clearly identify issue or problem before starting a session which range from a simple to complex word for instance 'energy' and its meaning to the group". 'How development of our primary school environment be done?' In brainstorming, some issues such as word, problem or question are what the group must be responded to before set up a good brainstorm session. Questions can be different from groups to group depending on the size of the group. Groups are done based on gender, ability and capability as soon as possible.
3. There is need to make use of cardboard and bold inscription on it that that member of the group can see afar of no matter the numbers of pupils in the groups. The brainstorming ideas grouping need to be recorded properly as the session is progressing so that everyone in the group can know which has been said and add to or build on previously acquired ideas. It is important to record every idea

More so, mind mapping simply means representation method of major aspects of an essential topic. A mind map to some extent reduces great information to an understandable chart, diagram or picture that reveals patterns and relationships that exist between different parts of a particular topic that are very essential. Mind maps therefore are visual tools that facilitate designing pupils' skills structuring and organising pupils thinking of a particular topic or concept.

In addition, a mind map method is very useful when teacher want specifically to create ideas as its well structure to encourage once to think freely. When trying to proffer possible solution to certain problem, that teacher use mind map, which automatically helps mostly to comprehensively outline some key problem aspects itemized. How they relate with each other are as well importance. Practically make use of mind maps any time teacher need to encourage variety, symposium, discussion, experimental and thinking among class specifically, mind map could seriously help teacher to revise previous concept or work quickly with the class reasonable and in an organised manner.

## **2. Explaining and Demonstrating in Assisting Learning**

Explaining is a process of revealing the truth about a concept in view of giving understanding to one another while demonstration is seen as the technique of rendering



an assistance the process of explanation by making use of artefacts and other techniques to show something to pupils to be able to understand it better.

There is need for certain features in new concepts or ideas explanation. The following are four key features that assist in structuring and bringing sequence in the ideas explanation:

- a. Pasting of labels and names of the concept
- b. Explanation attributes two kinds. They are
  - i. 'Must have' features
  - ii. 'May have' features
- c. Given of examples: it important in the explanations method to give some illustrating examples that one's means.
- d. Finally, at the end, teachers need to have 'must have' rules that must apply to teachers' explanation.

Method of an explanation used in may help pupils understanding of an ideas:

- a) having unfamiliar and new concepts or ideas in high 'density' or 'volume';
- b) processes of how animals behave, things work for lesson and people;
- c) explaining how rain are cause and its effect
- d) relationships that exist between people, events and things: the major function of grandparents in a particular family.

To explain well, teacher has to better understand the concept better. For instance, if you do not have better understanding that a spider is not an insect, then how do you want your pupils to understand such.

### **Assisting learning by demonstrating**

The manner at which explanation is done is important as having good understanding of subject. Practical demonstration of a concept often assists pupil learning. However, mere giving of information is not enough. This can be properly done as follows:

- i. pupils must themselves try to examine the explanation of subject;
- ii. using diagrams, pictures, specimens, models and artefacts to show the meaning of things;

- iii. feedback on the pupils understanding of the vital concept are demanded for on what they have seen
- iv. all pupils to clearly see the teacher explanation.
- v. mostly effective and accurate are demonstrations method when it is necessary for pupils clearly see and understand what certain issue that is on-going, brief explanations and discussion occur.

### **Explaining is not one-way**

Students must fully be part of explanation by the teachers to avoid confusion in the teachers' explanations and demonstrations and students will in turn understand what the teachers are saying and doing in the class. The following points are to be considered:

- a. there are some misconceptions holding pupils back and must be illiterate;
- b. teachers must ask pupils questions to know their previous knowledge;
- c. asking students to give explanation to teacher as well one another current topic understanding
- d. demanding for explanation from pupils and preparing differently use words considering pupils difference for them to be able understand.
- e. small groups are in exchanging of the ideas and understanding the pupils have about the topic teacher is explaining or demonstrating.

### **3. Investigations usage in the Classroom Setting**

Some pupils in school are generally and naturally curious and they want to know everything. Teacher with good teaching method exploits this very germane human characteristic. Investigative approaches used in the classroom previous years have been given increasing attention. Pupils should be allowed to think about a topic or concept rather than giving pupils some information. The active technique is very more effective are promoted rather than saying something in passive on learning promotion that last long. The use of investigative strategy can be planned by teacher to promote active learning increasingly. Teacher might just simply ask pupils question' rather than 'telling' them what it is

In teaching of science concepts, investigations method have been well grounded which are achievable through experimentation. The same technique are also applicable to all

other subjects in school. In social sciences courses like geography or social studies, they were not set as task but asset as telling pupils about environmental problems? Pupils develop interest in mathematics or numeracy being a subject to work out real problems. You will surely find certain number of topics of different concept that can be taught in the Teacher Education in Sub-Saharan Africa modules (TESSA).

There are strategies in different type at the teachers' disposal for approaching investigations. Some of these investigative approaches are examined in detailed. The following basic steps are explained.

**a) Beginning**

Teachers can explore brainstorming method to initiate a discussion of concept or ideas in a topic. The important things here are to engage actively pupils in thinking about the issues being raised in a topic and establish most recent update or current knowledge about the issue. This method can be done by beginning from the whole class or groups and before extending it to the whole-class session.

**b) Planning your investigative approach**

Teacher have several methods at his her disposal to impart knowledge effectively. Local farmers with old people in the community can be interviewed by the teacher on 'how they grown their crops' or 'what things used to be like'. Thinking about the pedagogy to be used is very important by the pupils and why it must be used. Teacher help develop investigative skills in pupils through this personally.

**c) Choosing the focus**

If not properly handle, important ideas can be throw-up during brainstorming session. In brainstorming session, some concepts must have recorded on the board or chart of some. Teacher may even wish to teach something on the relationship of local environment and activity of human. The key area of investigation by the teachers should be focus on. One might take decision on investigation strategy to explain the local soil richer and more fertile'. In the brainstorming session, some pupils always complaining about the influence soil fertility decline.

#### **d) Carrying out and reporting the investigation**

School pupils will burst into real action of investigation per say. The form the investigation will take should depend more on the nature of investigation exercise. Before pupils do embark on this investigation, it is imperative for to institute method they will employ to the report back their findings. In a place where pupils are, asking older people in family and members of the village what was the village like 20 years ago. Pupils individually might have asked by their teachers some questions other members of the family can answer. The teacher might use verbal reporting to the whole class. The report could be presented form of chart, picture to mention but a few showing disparities and differences in the research results.

#### **e) Findings interpretation**

Data collected will be collated, recorded, analysed, interpret before the findings will be reported. It is very important here to note by the teacher that he/she should not dominate the pupils' discussion. Before teachers beginning to steer the pupils investigative activity pupils must voice their own ideas verbally or written forms. Perhaps, teacher can get the information on what his looking for through questioning, to the key interpretations.

### **4. Using Group Work in Classroom Teaching**

Group work is one of the effective methods of pupils' motivation to learn in the group. This can only be done by encouraging pupils to communicate, deeply think, exchange ideas and eventually result to decisions making.. Pupils can teach themselves and as well learn from one another in the group. This group work method can be explored:

- a. at the planning and starting up of a lesson
- b. to encourage pupils understanding when lesson is ongoing and share opinions and perceptions about a particular topic;
- c. to help pupils always to think deeply about outcome of their learning, having vivid understanding of their intension to achieve by the end of the lesson.

#### **Introducing the Group Work**

- a) There is also need to clearly offer an explanation on the task. The teacher may have it in written on the board. It is of great importance in class discussion because if they understand not what they need to understand in the

session. Before starting up group work, it is necessary to allow pupils to ask questions.

- b) The teacher provides the necessary explanation to proffer solution to problem or decision level reach, which is representing the most important part of pupils' personal and learning development. It is expedient to tell pupils what is expected in terms of pupils behaviour such as respecting each other, helping, listening, making reasonable decision and performed certain individual functions

### **Starting a Group Session**

The following certain number of measures must be taking before starting a group session,

- i. One can also divide the class into manageable size which but must not be too large so as to give room for members to contribute. Teacher might re arrange the pupils seating arrangement some groups both within and without
- ii. One needs to be clear about what one want to achieve from it. Objective stated must clear. For instance, by the time the session is moving towards the end, the participants should be able to describe rain formation and effect on our local land mass
- iii. Time to reach conclusion by the pupils must be well-planned giving room for interaction with students for logical conclusions.
- iv. One needs to decide ways by which the pupils are broke into groups. The teachers could otherwise make use of friendship in grouping, considering similar personality, different personality, similar ability groups, mixed ability groups.
- v. Individual must be given assignment in the group. The task or assignment given by the teacher involves recorder of what is said; organizer; spokesperson; peacekeeper; other people who have affinity with other groups.

It is imperative for the teacher needs to check as soon as possible how the groups are doing, let them struggle with difficulties for a while when managing the group. Answering them very quickly will make them rely on you rather than on themselves. It is of important noting that learning in any form requires everyone to attempt solving or tackling difficulty or unpalatable situation. Teacher therefore needs to expect a lot from

their pupils. Must as well let them know the confidence you have in them as you go round to check the groups.

### **5. Researching Technique in the Classroom**

Effective, good and reasonable teachers are likely finding out teaching pedagogy to be used to teach a particular class work in the best way. In other topics, the same method of discussions might still be extended. This is mostly an informal process; it is often necessary and universal to, for example, comprehensively discuss with other teachers the best way teaching of certain topic can take place. These questions need to be answered: boys' attendance is indifferently lower girls' attendance in school. In what ways on regular basis the information on their wards' progress be relating by parents or guardians be encouraged?

Teacher may use this researching method termed most often as action research facilitate great improvement in teaching and school. This becomes a detailed process supposing one adopt methods and approaches that are at the researchers disposal. Many books and publications now describe the 'action research' approach. Here researchers set out a very clear-cut strategy or approach in four stages.

#### **Stage 1: Research question definition**

Teachers take the problem or issues that you want to investigate or examine and formulate such in researchable questions form. For example, teachers might become worrisome that some female pupils appears having some problems doing homework in the class. This worry becomes a question that needs answer: 'Why do some female pupils have problems doing their schoolwork at home?'

#### **Stage 2: Deciding on methods to help answer the research question**

Teachers will have to think of strategy or methods exploring in find solution to problem that is frequent. This is an assumption that pupils have acquired reasonably good writing skills. The girls would have to be interviewed individually by the teacher. The teacher short items questionnaire for instance, with the girls on home work and the reasons why difficulties are being experienced. In some situations, one might visit homes purposely to interview the guardians or parents.

### **Stage 3: Carrying out the research and recording findings**

This is majorly your real research exercise. Here, the researchers embark on research by using observations, interviews or surveys technique. Sometimes, these are done by teachers as part of a course and have to write things in a formal way. This is a good idea written up the findings when you have successfully carried out the research. Even, if researchers are doing this for personal advantage, it is therefore important that findings are being note down.

### **Stage 4: Make changes**

One needs to deeply think of what it means and the implications of the collected data. Researchers reflect on the interpreted findings. If the girls' interview revealed that some of them are expected to take over at home the childcare and find doing homework a problem, for example, then one need to think about how you deal. Does one provide lunchtime opportunities for the girls to do their homework? Does one chart up the guardians to stress the importance of the girls' ability get their homework done?

## **6. Using Role Play/ Drama/Dialogue in the Classroom**

Both pupils, young once and adults could learn best when they are being engaged actively in the learning experience. Dialogue, drama and role-play are active strategies to know what your pupils know already. Pupils could build a wider, deeper understanding of the topic by given room for interaction with others and sharing their ideas,

The three strategies in this method allow pupils thinking skill to develop, work in contexts that allows them to talk about more sensitive issues. Also let them use their imagination and creativity to extend their acquired knowledge and to proffer solution to the problems. The teacher will have to carefully plan the lessons and think of how one introduces through the techniques. Teacher needs to think about whether one will deal with small groups or the whole class at once. This depends majorly on the size of the class and their ages. Therefore, how can somebody make use of these strategies in once classroom is a question that must be answered? All the three methods below have strengths that allow you to use them across a range of curriculum areas.

## **Dialogue**

They will not be able to extend as much as they could their own understanding except teachers encourage them to talk about their ideas and listen attentively to other people's viewpoints. Teachers most important part of role play in helping pupils to learn has to be helping them to think of what they know and not know or cannot do. Simple reading and answering of questions do not challenge their thinking where they have to apply the ideas to relevant situations. Compulsorily, they need to think of what they know already, why and how things fall, and what they could do to slow them down through discussion of what they are going to do. For instance, pupils will better understand the idea of gravity of falling of thing and it fall to the ground much better, supposing they have plan to investigate ways to slow down force of falling.

Teachers talking pupils in groups of four/five will definitely give them the opportunity to communicate their own ideas and listen attentively to other's ideas. In another way round, shy pupils might feel more confident when speaking, who normally do not participate in larger class discussions rather than in these smaller groups. So, one would be able to find out more about what they know and how they think. However, sometimes allow pupils to talk in pairs for some minutes on key issue in order to share their view with the larger class could be valuable. As a teacher, one needs to be aware of pupils' knowledge and interests together with the rate at which they learn so that teachers can tailor their teaching to meet pupils' needs. Teachers give pupils frequent and great opportunities to communicate their mind in group on different topics and make sure they are given enough time to do it.

## **Organized Drama**

The using of drama to teach in the classroom setting is such a very good technique arouse pupils interest in learning. Drama as a method of imparting knowledge is very important can be used in different ways. This provides great privilege for every member of the class to partake in the creativity that can be produced through drama in pupils. In drama, pupils can act at different level: one person as actor and others can act in other ways that will be according to their talents, personality, traits and skills or what they are good at. Thinking ability or faculty of pupils can be stimulating or improved through drama or story telling methods. The way pupils think of issues that involve power



struggles in history, relationships, issues about local environment and debates are encouraged by drama and telling story as well. Drama has an end product which role play did not have. The drama acted and produced can be played by other members of the class, at assembly ground to other pupils in the school, at PTA to their parents and other local community members.

This will motivate the pupils and as well give them something to work towards. It is very important to use both scripted, manufactured and improvised plays to explore their ideas surrounding issues they are discussing. Drama is seen as a good method or way to assess what your pupils understand about a particular topic. For instance, a class on what they understand about brain function using pretend telephones to show how messages go from the brain to the eyes, ears, nose, mouth, and hands, legs and back.

Teacher could use a scripted or online downloaded play and instructing pupils to write the play themselves supposing teacher decides to use drama in the classroom. Teachers could on their own improvise drama, work out what each partaker will say as they practise, acting or rehearsing out the drama. When teacher is setting up a drama to a lesson or series of lessons, as drama takes time to develop, these are the things you need to remember:

- a) Better, understand clearly why using drama to assist pupils to learn.
- b) Have drama outline at the back of his/her mind when offering suggestion to pupils when need arises to provide such support
- c) Clear guidance, instructions, explanations and directions are given about the drama purpose in lesson.
- d) Build in sufficient time for pupils to rehearse.
- e) The drama must be very relevant any topical issues in science, social science, arts, and citizenship
- f) At all time ready to give adequate support and ideas suggestion when they face any difficulty.
- g) Using lessons terminology to script the plays and the dialogue.
- h) Involve your pupils as much as you can in all the stages of the process and decision making.

- i) Pupils should be given opportunities to perform since this will boost their self-esteem, self-actualization and confidence in themselves.

### **Role play**

Role play simply put means pupils assigning an act and role as they think the person would act in such a situation. How to resolve conflict can be explored in the playground in one of your life skills acquisition or citizenship classes. Teacher can develop a scenario in which a similar incident occurred instead of using an incident that occurs in the class. While the story is being detached from the play venue, the issues are the same because it might be in a community or home setting,

Teacher may need to allow some groups to do their own work outside if the class is large or small in size compare to other stable classroom. Although, as they are working, teacher needs to be walking round, monitoring and given full support to them. The pupils should be aware of their responsibility to be sensitive and not disturb other pupils work in the classes. Teacher would have to be expecting this kind of feedback expecting from groups on how they feel and experiences. Some groups might prefer telling pupils would have learned from the action in the plays. Some pupils would be more willing and eager in the role-play compare to others.

Teacher could assign pupils to partake in a role play and given them enough time thinking on the little scene they are to develop. They may be asked to act without any planning time or time to rehearse. Teacher therefore needs to try the two approaches and see the benefits thereof. Teacher could group the pupils and requesting them assigning roles for themselves before giving them time to rehearse or practice how they might resolve the conflict. Teacher may have only a group performing in front of the rest class members or allowing all the members of the class to work in groups at once

### **7. Using New Technologies**

These are newly introduced information and communication technologies (ICTs) in the teaching learning process for maximum effectiveness. New technologies in educational contexts, also mean information and communication technologies offer vast potential for classroom use. In the recent time, new forms of ICTs are appearing in the field of

education, The experience of those with little ICTs knowledge is not always guide the way in which new forms of ICTs can be used effectively for learning always. Although, the availability of such technologies is limited in some developing countries in the world and in many African countries that situation is rapidly changing.

The teacher needs to carefully think on which of the ICT software or applications are most useful. ICTs allow the use of 'software' that can significantly help the learner, in a group or individually. Some software is better than others. The most effective technologies are not always the most expensive. Audio clips or radio transistor instruction, which has been in circulation for a long time, still remains highly effective. However, you can deliver it through using of mobile phones. I-Pad and computers as well as tape players and radios transistor.

Using new technologies approach instead of acting as a guide to how these technologies can be used are the key resource or method suggests to a teacher. These ten points that can help teacher establish a good approach to the potential of new technologies are suggested. The use of new technologies in teaching needs planning for like any other teaching and learning methods, Get advice about how different equipment and applications work. Teacher needs to better understand the potential of any specific form of ICT before incorporating such to our daily teaching. The training is usually linked to introduction of computers into schools. Computer is self explanatory because there plenty of 'self-help' systems on it. One can easily understand how these work. In acquiring basic skills, pupils may need some help. It is then important to establish good class routines and positive attitudes to the use of ICTs.

The presentation of pupils' work packages can be very good, but presentation is not the same as technologies for presentation through the use of word processing. It is important to remember the good learning process. The introduction of new technologies could help teacher speed up tedious processes and as well make learning more interesting. Science or mathematics investigations could move rapidly supposing most calculations are electronically carried out.

- a. It is important to create community awareness in use of new technologies. The most available resources for schools and teachers are likely to become for to provide useful support for the community.
- b. Learning opportunities can be transformed new technologies really. It is imperative as the teacher to think on how new technologies can really transform the learning experience in school. The use of simulations method in teaching of science will allows pupils to investigate things that impossible in the classroom experiment.
- c. Introduction of new forms of technology may have greater potential to be used in the context of African compared to other established technologies. For instance, cell or mobile, phones are now becoming like mini computers. The skills acquired and develop by pupils and teachers can be used in mobile technologies for teaching and learning. This should be otherwise kept under review.

## **8. Using Storytelling in the Classroom**

Stories help us make sense of our lives. Stories are very powerful medium, especially if they were told or written. Stories are entertaining, exciting, stimulating and can transport us out of our everyday life into fantasy worlds, but they can also be challenging. They can provide guidance about how we live our lives; they can stimulate our thinking about new ideas; they can help us explore our feelings and help us to think through problems in a context that is detached from reality and therefore less threatening. There are many traditional stories that have been passed down from generation to generation, which were told to us when we were young that explain some of the rules and values of the society that we were born into.

In the classroom teaching, telling stories have an indispensable role to play in imparting deferent concept in all curriculum areas. This can be appropriate in a number of ways which is according to the purposes. This method of stories telling in learning process can be used at the beginning, middle or end of lessons. However, the next part explores why, when and how one may use story telling in delivering lesson in the classroom setting to develop pupils' knowledge and understanding of phenomenon.

### **Starting up the lesson**

Story telling often used for setting the scene and interest stimulation in the lesson at this stage are, to provide a context for the most important part of the lesson and find out what pupils know already.

### **Middle of the lesson**

Using of stories telling at this stage affordpupils a context for the class work. They may analyse:

- a) the ideas present in the story you are telling;
- b) the characters reactions;
- c) the claims made in the story;
- d) the ideas brought about broad and deeper understanding of subject matter through telling of story;
- e) values in the story;
- f) the structure of the story.

### **End of the lesson**

Selection of suitable stories for pulling learning together at this stage are used often but rather become more difficult to do.

The stories that teacher needto tell can be gotten from elders, books, history, local community, in personal self and your pupils and important figure in the community. Teacher needs to consider major reason and aim and objectives together with message in selecting the story that once want to use. For instance, using of traditional tale of coming together of sun and moon in the sky to investigate the sun and moon in science lessons. This can be done for interest stimulation and truth exploration through using of story at the beginning lesson.

To afford pupils with pleasurable and relax experience in the class, teacher can used stories before leaving for their various homes. The stones provide support, comfort and entertainment as part of its several immense values in themselves.Stories also help teacher build self-esteem,confidence and in turn help pupils to learn greatly fromstory characters. However, mere reading or telling stories for pleasure cannot be

overemphasised. They are wealth of local, national and international true stories in Africa. One of the most important means of passing custom, values, culture and history in most societies throughout the whole world are telling of story.

Stories of different kind can be found in published books, local traditional tale by elders that have not been written down, once childhood story and that of pupils. The story published in a book could be collected, collated, organized and made into local book stories. It can even be written into books of stories in relation to a particular curriculum area. The teacher could at time manipulate or invent even write his and then turn to story to tell and read to pupils hearing in the class while teaching a particular related concept. Stories telling are not limited to any pupils' age bracket but teacher just need to select suitable one for his/her class. For the pupils who wants their stories telling as well ensuring that the story develop continue to exist, such teacher could extend this to setting up storytelling club for the interested pupils in school. Teacher using storytelling in the lessons is one way to involve the local community in the lesson since any renowned figure invited as storyteller to come in to tell a tale.

### **2.3.4 Capacity Building and Teachers effectiveness in Subject Mastery Competencies**

This aspect in lesson delivery is very important. The subject matter mastery is seen as the foundation upon which the teacher education is majorly based on. The subject matter mastery of lesson content by teacher determine greatly the quality of teaching-learning process (Shantz and Latham, 2012). They need this skills of subject matter mastering and must be able to comprehensively establish the interrelationships between different contents of the subjects dealing with. If teacher possess good knowledge of the mastery subject matter skills, such teachers will be able to plan and teach the lesson appropriately. This can be done by highlighting the major points of the lesson and as well as making clarification of some misconceptions of the knowledge. The teacher is expected to properly arrange the content of the lesson and effectively manipulate learning environment for effective teaching-learning process to take place. There is every tendency to effectively influence learning and contributes maximally to quality teaching-learning process. This therefore calls for competence on the part of teachers in subject matter mastery as well as real content delivery (Kamamia, Ngugi and Thinguri, 2014).

Fakeye (2012) in a research study carried out on the extent of 'qualification of teacher and subject mastery as prediction of students' achievement in English language among senior secondary students in Ibarapa Division of Oyo state. The study is empirically dealt with and adopted a descriptive survey research. Therefore, the target population of the study was senior secondary school students. Twenty (20) senior secondary schools were randomly selected from the total population. A total number of fifty (50) students from SSII were randomly sampled making a total of one thousand (1000). The English language teachers in the selected schools taking SSS II were also part of the study. The following were the results of the study:

1. There is a significant joint contributions of teachers' qualification and teachers' subject mastery variables to student's achievement in English.
2. There is significant relative contributions of teachers' knowledge of subject matter mastery to students' academic achievement in English language.
3. Teachers' teaching qualification and subject matter mastery could predict academic achievement of students in English language.

4. There is a significant relative contribution by teaching qualification of teachers to academic achievement of students in English language

It means teachers subject matter mastery knowledge is of significant to academic achievement of students as far as an effective teacher is concern.

Teachers having misconception or narrow knowledge of subject matter may result in imparting wrong knowledge or ideas to the learner, failure to guide learners in the right direction. Some times when learners encounter too difficult intellectual concepts, for learners to now comprehend would only take the teacher intervention to simplify and give alternatives responses. Teacher could only teach and explain the subject matter and make their learners conceive clearly understanding when possess mastery of subject matter skills. Majority of teachers have little or no skill of mastery of subject matter that will successfully influences their knowledge on what to teach, how effectively to teach the content (Kamamia, et al., 2014). Teacher at time face difficulties in mastering the subject matter and how it affect the learning quality of learners.

Kamamia, et al. (2014), teachers' training and re-training through well-organised capacity building workshop aids teachers' comprehension of a number of activities, skills and knowledge that can be used professionally to develop their teaching pedagogy. **According to** Bonner (2006) teacher's knowledge of teaching and of subject matter mastery competence and teacher training qualifications acquired largely determine the teacher effectiveness. Kamamia, et al. (2014) also submitted in his argument that subjecting teachers to training regularly enables them to fully prepare for teaching. This is because subject matter mastery is more than just the delivery of facts and information. The teachers generally aimed at teaching to assist students to develop their skills, knowledge, attitudes and values. Teacher could only help learners through the mastery of subject matter to learn and comprehensively understand the same subject matter.

Several studies consistently shown that teachers effectiveness are strongly related to students' achievement (Fakeye, 2012). These measures: content, training and development, experience, general intellectual skills are germane to teachers effectiveness. Similarly, this strongly shows that knowledge of subject matter mastery



competence is *sine-qua-nonto* teachers' qualification, classroom behaviour, teaching skills, teacher teaching experience, teacher-student relationship and teachers' altitude that are strong variables influencing students' academic achievement. Researchers, professional and analysts always argued that experienced assigned and qualified teacher joining to low performing students (Fakeye, 2012).

According to study by Kamamia, et al. (2014) titled "the extent to which the subject mastery enhances quality teaching to teaching practice (TP) teachers". The study is descriptive survey research study that is aimed at establishing the extent of subject matter mastery enhancing quality of teaching by TP student during assignment. A sample of 30% from a total population of 342 respondents were selected. The population was stratified into groups out of which samples were randomly selected. Semi-structured questionnaire was used to collect data for the study. From the findings, the research established that TP students make a great influence on the pupils when he/she is able to comprehensively interpret and apply the subject matter mastery knowledge acquired. The TP student teachers will be able to make a great contribution that will positively change learners' environment.

### **2.3.5 Capacity Building and Teachers effectiveness in Communication Effectiveness**

Communication in the classroom setting is very imperative for a teacher to be seen as an effective teacher. According to Oden (2004), communication is a system of interaction evolved by man to ensure interaction that will enable him to share his thoughts, ideas as well as exert control over a wide range of phenomena and human action. It was deduced that communication involves the sharing of information relevant to human activities, goals and aspirations, thus giving man a sense of purpose and direction. Through communication, learners are equally assigned responsibilities that will enable them to contribute maximally to class discussion and their own total well-being as well as that of the larger society. Communication is also implicitly concerned with the creation, transmission and utilization of information among its participants (Inyang, Oden and Esu, 2003).

In primary school setting, children are learning to acquire skills and ability to communicate effectively in the society. In the light of this, language is an indispensable in communication. Teachers must realize that it is not only through words that they can communicate with children, but also through other means (media), such as pictures, objects, audio and audio-visual resources. Olateju (2004) acknowledges the communicative function of media when she points out that the message communicated must be clearly understood by the recipient. Language is pre-eminent in human communication. The development of language starts from birth for any normal child, as he/she listens to utterances made by adult in the immediate environment and begins to build a language repertoire. In school, the teacher must therefore use the resources at his disposal to help the child learn with little effort. Denga (2002) asserted that knowledge of the developmental tasks associated with the individual's cognitive development would enhance his teaching effectiveness.

Isangedighi (2007) opined that in the classroom setting, just like in any other social setting, language serves as an essential tool for communication between the teacher and the pupils. To impact message effectively, which may come in form of knowledge, information, instruction, advice, orders, songs, poetry, among others; such messages must be meaningful to the learners. The teacher must devise ways of facilitating effective communication in the classroom.

Iyam, Oden and Ofem (2013) sees the opening-up and maintenance of communication lines throughout a school day as an arduous task, which the teacher must accomplish. Communication is a complex network, which may at time exist within the classroom setting. These include communication between the teacher and a child, a group in the class or the entire class. He may thus instruct, ask questions give advice or issue orders. The teacher will also need to communicate with the teacher and with each other in various ways and at different times. All these obviously involve sending messages, receiving and responding to them. Iyam, Oden and Ofem (2013) opined that the effectiveness with which classroom communication is achieved will be determined by the dexterity with which the teacher is able to mobilize the elements of communication to ensure the following: That the message he/she communicates is relevant and meaningful to learners. This can be done by using appropriate instructional methods and

materials suitable for the age of the learners which will arouse their interest. The teacher must also motivate the learners to suit the needs of the children; otherwise they may not understand the lesson. Activity based methods have been found to be particularly useful with children, while varieties of instructional materials could be used to arouse and sustain children's attention, thereby motivating learning among them.

Quadri (2008) points out that there are many different ways in which the teacher can make the learning experience more interesting and memorable for the learners. Iyam, Oden and Ofem (2013) advocates for variations in the choice of teaching methods to accommodate the different categories of learners found in the classroom. For young children activity based methods to be employed include demonstration, role playing, dramatization and questioning. All these activities entail the utilization of some or all the child's senses of perception such as sight, hearing, touch and taste. This method would help to cater for individual differences among learners.

According to a lecture note of College of Marin the barriers are discussed to communication effectiveness that serves as the first step of communication improvement style are recognized. The barriers are grouped into encoding and transmitting barriers. They are discussed as follow.

**Transmitting Barriers** are major things that hinder passing of message transmission which are may be referred to as noise. The noise as problem can make communication difficult and the problems it causes which include,:

1. **Conflicting of Messages.** The messages issue that result to perception conflict and eventually cause incomplete communication for the receiver. Supposing the encoder communicate with jargon or slang regularly with encoder who is residing in another country who is not used to communication with such expression will eventual result to mixed messages. In addition, conflicting messages might result if the reporter is not giving enough time to gather proper information, write, and submit requested report by a supervisor.

2. **Channel Barriers.** The choice of channel of communication is very important here. The communication might cease if the sender did not choose an appropriate communication channel. Communication of detailed instructions through telephone, for example, may be frustrated for both encoder and decoder. Discussing a problem using a computer support help technical line would be of help when sitting before a computer, which is against noting from the support staff, and later return to your station of the computer.
  
3. **Physical Disturbances.** This is the type of noise that are visible to all. Somebody transferring of information using noisy restaurant or faulty cell phone line can mar communication. Supposing message prepared to send via E-mail or posting of letter is not properly formatted, or in another way round it contains spelling and grammatical errors, the concentration on the message by the receiver will be encouraged. It means the letter or E-mail is sloppy and unprofessionally prepared.

**Encoding Barriers.** This means the process of selecting, applying and organizing message representative symbols that requires knowledge and needed skills. The interfere obstacles with classroom communication effectiveness are below listed.

1. **Insufficient of Basic Communication Skills.** If the sender of information is not having enough communication, the receiver of information may not understand. Thereceiver may likely not understand message sent by the sender, if sender did not choose the precise words or terms and grammatically arranging words correctly in sentence form.
  
2. **Lack of Sensitivity to Receiver:** The receiver plight must be taking into consideration when commutating by the sender. Occurrence of communication breakdown may be experienced when message sent is not adapted to its receiver. The sender must recognize the receiver's status, needs, language skills and knowledge of the subject since it will surely assists the sender successful message preparation.

3. **Information Overload:** Communicating with too many words by communicator may make the receiver not receiving any thing. There is every tendency that if receiver receives too much information through message may tend to put up a barrier that once may have interpretation difficulty. Picking of two to three important features instead of overwhelming the receiver with an avalanche of information rather selling an item with twenty-five terrific features.
4. **Emotional Interference:** The individual emotion may hinder someone ability to properly communicate. The receiver may be preoccupied with emotions to receive the intended message such person is hostile, angry, joyful, resentful, fearful and sorrowful. One may for instance have trouble listening to someone he/she dislike.
5. **Insufficient Knowledge of the Subject Matter of a Subject.** The receiver may likely receive an unclear or no message at all supposing the sender lacks specific information about something,. Shopping for computer item by an inexperienced may be a costly decision to him/her since some sales terms may be too complicated except it is being explain in a simple terms.

To avert these barriers that the teachers encounter in the classroom, Federal Government through UBEC organise capacity building programmes for teachers so that thing will be able to overcome such communication barriers in the classroom.

### **2.3.6 Capacity Building and Teachers effectiveness in Student Motivational Strategy**

Motivation as importance as it is, has been singled out by some scholars and educational psychologists as one out of many potent factors which have great influence on student learning in educational setting generally and higher education in particular. Motivating students still remains a critical challenge that many practitioners in primary, secondary and higher education face Machingambi (2013). The experience of researcher as a practitioner in higher education revealed that teaching the finer intricacies or points of their subject matter is not one of the major challenges encountered but in keeping constant motivation of pupils to forge ahead. The most

important effort necessary to achieve learning objectives is to gain increases in students' interest and improving through motivation (Harvey, 2001).

Pupils motivation in primary school is particularly and specifically problematic given that every class in at all educational levels comprise wide variety of pupils, each bringing with interests and different learning styles and life experiences which make every classroom special and unique (Donald, Lazarus, and Lolwana, 2001). The difference is compounded by absence of specific formula or recipe to keep all pupils motivated. Teaching experience in from lower to higher levels of education has shown that learners are by nature intrinsically passionate and focused on their studies. Others are enthusiastically looking up to instructors to guide them through. Motivating factors are critical issues that may differ from one student to another but the bottom line is that every individual student will need some form of motivation to generally execute their learning objective successfully (Machingambi, 2013).

The assertion by Wall (2003) that motivation represents the forces both acting on or within a person which cause learner specifically behaves in a goal-directed way. Furthermore, the concept motivation is construed as a stimulation of an action in an individual to take a course of action that will eventually lead to goal attainment or satisfaction of certain individual psychological needs. The motivation process is brought about by factors that activate the influence of direction and persistence of behaviour. A running thread that permeates all the conceptualisations given in the above, is that the role of motivation is to develop and intensify the desire in every member of the student body to work effectively and efficiently in his/her subjects by arousing and directing behavior towards certain ends. It is something that moves a person into action and continues him/her in the course of action enthusiastically (Robins, 2007).

Research has shown that basically, motivation exist in two types. There are extrinsic and intrinsic motivations as submitted by (Rudhumbu, 2014). Rudhumbu (2014) see extrinsic motivation as a type of motivation that results from being works herd by somebody in to achieve something reasonable such as receiving of praise, qualification, recognition or title. Intrinsic motivation in another way round was seen as motivation

that drives or urges that drive a person working hard. This may be as result of interestthe person has in the learning or that thing. Extrinsic motivation is referred to as motivation that resulted to motivated behaviour by some factors such as meeting obligations, passing tests or the need to impress other people, tangible rewards. In another way round, intrinsic motivation occurs when behaviour is stimulated or motivated by interest that is spontaneous or love and task enthusiasm.

Rudhumbu(2014) defined also extrinsic motivation as motivation occurring in person from being forced by the situation or another person to act in a particular way. Ryan and Deci (2000) in their own perception defined extrinsic motivation as forces that cause something to be done by somebody because it has a result differently. The motivation externally imposed by somebody includes reward and fear where somebody is being forced to work so as to avert being punished, obtain a certificate, get good marks, or lead the class he/she belong to. Extrinsicmotivation effectiveness in the classroom where it is being popular is questionable.According to Rudhumbu (2014)submission as it was shown in a study he carried out expectedsubstantial rewards as it is deferent from unexpected praise verbally or rewards. These have strongly influence negatively other types of motivation that include intrinsic motivation. The two motivation orientations namely intrinsic and extrinsic that there discussion stimulate or inhibit the desire to engage in behaviour (Krause, et al, 2003; Goldberg, 1994).

Dembo (1994) cited by Rudhumbu(2014)further the unlimitedidea of extrinsic motivation by saying that it is greatly based on the resolution of competing needs. The need needs to always avoid failure and achieve success instead. However, Farrant (1991) said motivation thatis externally imposed will helps learners to better perform if there is a good teacher-pupil relationship exists during lessons. Also, supposing punishment and rewards are made appropriate to the all ages and individual learnerscharacter. Mwamwenda (1996) supported this by positing that as a form of behaviour reinforcement rewards can only be motivational except two conditions explained nest are satisfied greatly.The reward given should be related to pupils maturity both in cognitive and chronological order. Knowledgeof results is quickly provided for most especially when good and fantastic outcomes are seen as associated to reward. The young children of this generation appreciate substantial rewards on like

the old people who cherish praise and recognition more meaningfully compared to tangible rewards.

Morris and Maisto(2002) viewed extrinsic motivation as drive that arises from external rewards or bribes usage which include money,praise, food,free time, or points toward an activity and in that they are eventually separated from the task and individual. Extrinsic motivation also refers to rewards that someone obtained from consequence of the activity but not from the activity itself.Morris and Maisto(2002) defined intrinsic motivation as arises from internal factors which is a resultant effect of rewards provided by an activity itself. Krause,Bochner, and Duchesne (2003), in their own definition, sees intrinsic motivation as motivation that arises from factors that are internalin nature such factors include curiosity of child's natural feeling, confidence,exigent and being satisfaction in task performance. This view is supported by Deci et al (2001) who in their argument submitted that intrinsic motivation is effective when compare with extrinsic motivation in learning and achievement promotion. This is because intrinsic motivation creates confidence and mastery feelings that are self-reinforced. The discussion above is in line with White (1959) assertion that task being performed and intrinsic motivation directly related together where a person feels instinctive pleasure. Rudhumbu(2014)made these serious observations his study on intrinsic motivation about the relationship that exists between intrinsic rewards andmotivation:

- a. procedures ofrewardingrequired higher task rather than lower task performance
- b. increased rewards perceived self-determination and also their effect on intrinsic motivation as depended on the performance set requirements

Using of intrinsic motivation in the classroom teaching is enhanced through theselisted means: curiosity,providing challenge, control and fantasy(Stipek, 2002).

- i. *Curiosity means* a feeling that is evoked by discrepant,new or unusual learner experiences where pupils have their curiosity aroused. Pupils become more interested in resolving the inconsistencies in such situation they may have observed (Stipek, 2002).



- ii. *Control* refers to pupils self-determination feeling and autonomy that resulted to performance motivation most especially when pupils perceive to be in control of their behaviour (Ryan and Deci, 2000).
- iii. *Fantasies* refer to the situation creation in the classroom that will eventually allow pupils to step out of real life and embark on comparisons
- iv. *Challenge* refers to difficulty that is at moderate level will allow pupils to experience sense of achievement, competence and mastery when they experience success The challenge level vary from pupils to pupils depending on their abilities.

### **2.3.7 Capacity Building and Teachers effectiveness in the Use of Teaching Materials**

Capacity building is an innovation and new informal process in education that is recently becoming widely popular, general and acceptable in most developing countries of the world including Nigeria. The concept of capacity building popularity suitability and acceptability that came from the fact that teachers are in need of it and it is being offered to the teachers (participants) as an on the job training opportunity. This is being done to upgrade and updating the teachers' academic knowledge, skills and professional knowledge Gistarea (2013). The rationale for capacity building is very important means of providing information on new things to the teachers that need new skills on their job in a formal way and training setting. Professional development training has been seen as an alternative form of formal education or training of teachers in which the teachers will learn new ideas at regular interval. The participants have limited time in the centre of training but learn more through materials that are well-structured and packaged for instructions. Teachers through this capacity building have been exposed to using of instructional materials to make their teaching effective.

More so, Gistarea (2013) still emphasised that teachers teaching primary pupils undergo capacity building and combine their training concept with some numbers of other related functions as a necessary means of enhancing teaching- learning process. Organising capacity building on the preparation and usage of instructional materials become more needful. This as well becomes more imperative to conceptualize teaching-learning process through extensive application and use of instructional materials. The teachers are being re-equipped with necessary skills to make proper use of relevant and

suitable instructional materials for both the enhancement of pupils' skills through maximum achievement lesson objective. The objective is stated to be achieved in the lesson. The issue above is seriously calling for commitment and devotion in the process of selection, planning, preparation and lesson delivery. However, a lesson could be marred through unavailability or improper appropriation or instructional materials utilization by the teacher. In the light of this, Gistarea (2013) submitted that utilization and usefulness of instructional materials in the lesson associated with teachers' significant role in order is to organise the procedure of lesson planning and presentation. Through this, the instructional materials are being made meaningful to the target pupils. The study as well highlighted the necessary instructional material procedures and strategy for utilization for the teachers to follow and also summarize them as preparing the environment, previewing the available materials.

According to Gistarea (2013), different people view instructional materials differently and instructional material can be viewed as an object of communication which involves process of storing and distributing knowledge or experience of human with the entirety of the available devices for carrying information needed. From this definition, one can deduce instructional material information carrying devices to communicate content to pupils through objects that represent the whole. It is as well very imperative to know that teaching materials can be both human and materials in nature. That is why this study includes the whole instructional material procedures that were also enumerated to; "the total of instructional material text package. Needed student's guide that in teaching to reach the highest achievement level of the stated lesson objectives of any kind. Also, curriculum with supporting processes and activities are needed to facilitate the lesson as designed. As noted so far, all instructional materials in lesson delivery or teaching-learning process comprise every means of information carriers that can facilitate, promote, enhance and encourage effectiveness in our learning.

Similarly, many researchers are of the opinion that appropriation of instructional materials in any teaching-learning process is instructionally aid and vital to an effective teacher (Nduanya, 1997, Lewis, 1994 and Gistarea, 2013). Summarily, the scholars agreed to this view at different points in time. Ryburn (1998) was of the opinion that learning mostly depends on motivation as well as effective use of instructional materials

in lesson. Considering the above submissions, Onyejemez (1991) in a study expatiates further that before learning can take place effectively, learners must have been duly involved in the lesson or teaching-learning process through effective appropriation of suitable and proper use of instructional materials that are in various forms in teaching. In addition, proper usage of resources will give the pupils an enabling opportunity to observe, experience, touch and skilfully manipulate things and also experiment with some things in lesson with suitable concrete objects through process and asks relevant questions and providing suitable solutions to those asked questions in the course of lesson delivery.

## **Types of Instructional Materials in Teaching-Learning Process**

Theoretically, Gistarea (2013) examined the types of instructional materials useful in teaching are indispensable that are generally available in many books in the world. These instructional materials are very significant in solving many problems pupils are facing in the modern education today. Maximum utilization of instructional materials can be enhanced by organizing combined utilization of human and materials resources, equipment to achieve the desired goals through usefulness of other teaching instructional materials such as teaching media and educational media. Therefore, in an attempt to offer expected solution to these asked problems call for the use of suitable instructional materials.

Therefore, teaching-learning process instructional materials could be grouped into the following types as enumerated by Gistarea (2013):

2. Materials such as printed materials, slide, graphic materials, overhead transparency.
3. Software filmstrips and tapes cassettes.
3. Electronics such as radio, computer education, multimedia.
4. Audio-visual materials e.g the television, films trips projection with sound tapes, video recording with motion pictures, films and multimedia.
5. Visual material such as picture, diagrams, real objects studies chart, books, journals, newspapers, magazines, pamphlets
6. Equipment such as black boards, chalkboard, flannel graph
7. Hardware e.g. projectors, video recorders, tape recorders, magnetic board
8. Audio materials – such as cartridge, radio, tape cassette and disc
9. Non-projected media include printed materials, journal, books, specimens and graphical materials.
10. The three-dimensional and Two-dimensional instructional materials in teaching-learning process

Pupil learning can only be enhanced by effective usage of instructional teaching materials in learning. Effective usage of instructional materials in during lesson at time arose the interest of pupils in the class activities. This general assertion people are using globally is also found relevant in this place “hear and forget, what I see as well remember, what I do and I deeply understand”. Cohen (1996) in his study submitted of

positive perception on the great instructional materials effect on teaching in primary schools in conjunction with the assertion above. Noted also that, to some extent, the possibility of primary school system achieving through audio, audio-visual usage for instance pictures, radio set and programmes show on television, tape recorder, chart and materials that have been specifically programmed for learning. He further stressed that availability of apparatus insufficient quality should be experienced must be available in. The following functions are performed by properly prepared instructional materials in teaching:

- i. promote skills acquisition as well reinforce longer retention;
- ii. provide great privileges for independent learning;
- iii. facilitate learners attention;
- iv. enhancing verbal message;
- v. provision of interaction directly for pupils with the physical and social environment reality.

Similarly, using of instructional resources or materials in teaching-learning could make make the teaching-learning process very easy. Nevertheless, to understand the indispensability of instructional materials in teaching-learning process, the reasons for using them were explained by Rhert, et al (2001). They are:

- a) process or techniques must be given visual aspects;
- b) gain, attract and hold the interest of the learner;
- c) have their attention focused on key points highlight;
- d) creation of influence;
- e) provide common experienced network to a reasonable number of pupils;
- f) reality stimulation;
- g) facilities deep understanding explained abstract.

More so, they include terms, words, diagram, maps, slide, flat pictures, films, objects and models. In the light of this, total issues or situation involves compactness of the teaching-learning process.

There are some general and very common to all nations of the world types of instructional materials in teaching-learning process. They are as follows:

- a. Chart

- b. Chalkboard
- c. Graphics
- d. Poster
- e. Real objects
- f. Audio visual materials
- g. Printed materials and books
- h. Models
- i. Overhead projector
- j. Visual materials

The instructional materials mean different things and have not enough concreteness in the realm of teaching-learning process. When teachers are designing instructional materials, some things must be considered. Also, the choice of type of instructional materials to be used in a particular content teaching depends largely on objectives to be achieved and what the teacher wants pupils to learn. There are some indispensable reasons in media creation of objects. They are listed as follows:

1. to facilitate largely condense information qualities e.g. diagram and textbook;
2. to facilitate media visual access e.g. picture, photo and diagrams;
3. to teach language content correctly;
4. to support the work of the teachers.
5. to generally promote pupils' mental activities.

Gistarea (2013) outlined the major roles performed by instructional materials in teaching-learning process learning promotion.

- i. It facilitates pupil's attention.
- ii. Facilitate maximum learning interest.
- iii. Provide basis for conceptual thinking.
- iv. Provides an opportunity for pupils to interact with social and physical environment
- v. To promote maximum acquisition and longer knowledge retention
- vi. Afford pupils with an individualized and independent learning opportunity
- vii. Offer pupils self-development of their skills, abilities, experience and capabilities.

In the light of the above point outlined, effective utilization of instructional materials in any teaching-learning process will tremendously promote pupils understanding .this speaks of the vitality of instructional materials in any teaching of concepts. The availability, accessibility and effective utilization of instructional or teaching materials lesson delivery should be up to date, appropriate, sensitising, free of bias,catching, bold enough to view afar of, not too expensive (easily acquired and easily obtainable. According to Nworgu (2003) who asserted that without usage of instructional materials in teaching, there could be no effective transmission of lesson contents or instruction.Using instructional materials in teaching effectivelyleads topupils having great understanding and retentive memory.

Gistarea (2013) also submitted that in stating different conceptsby the teachers in all subjects in the school system andat different levels show the instructional materials indispensability. The teachers'knowledge of instructional materials usability serves to concretize intangible concepts and ideas. Utilization of instructional materials at both pre-primary, primary, secondary and tertiary in teaching-learning process are very germane for the achievement of stated national goals and behavioural objectives.Using of instructional materials therefore make learning morereal, enticing, more interesting and make class activities more lively.However, teacher effectively utilized instructional or teaching materials in teaching and learning process will involves both the sense of sight,hearing and touch.The Chinese proverb concludes these that:

“What I hear – I forget easily  
what I do – I understand  
what I see – I remember quickly”

In the light of this submission, instructional materials usage in teaching-learning process ensuresmaximum learning effectiveness. This is because the pupilsare hearing, seeing and practicing what they have being taught. In addition, instructional materials use in teaching-learning processperform some very significant function in teaching-learning process were enumeratedas following:

- i. It assists the teachers by providing the necessary informationabout means of wilderingpupil horizon.

- ii. It affords the teachers great opportunity to provide their pupils with meaningful sources of information.
- iii. It make teachers to become experts usage of learning or instructional resources in the classroom.
- iv. It provides the teachers with needful methods of divulging pupils of very wide learning activities.
- v. It allows pupils in a group or class to share equally the same teaching experience.

Adeogun (2001) in the same manner, in availability of instructional materials attributed to non-achievement of educational objective in teaching-learning process. It is also suggested that stakeholders in basic education must collectively ensure instructional materials availability for teaching-learning process effectiveness. This should be as well be extended to teacher training institutions. The assumption that instructional materials in teaching are *sine qua non* to effective impartation of instruction. More so, of instructional materials availability in teaching is of significant for effective learning process.

Indeed, the instructional materials importance in teaching-learning process is to give clear explanation. Usage of instructional materials in teaching-learning process similarly help boost the educational managers morale whose duty is to facilitate the realization of required educational objectives in schools. It is as well observed that instructional materials availability in teaching is a serious quality assurance indicator in education. He regretted that the nation's educational instructional levels to him are difficulties associated with the provision of these resources.

### **2.3.8 Capacity Building and Teacher Effectiveness in Teacher-Pupil Interaction**

To enhance teacher effectiveness in teaching-learning process, there is need for improvement in teacher-pupil interaction. In the light of this, in the contents of capacity building workshop, they always emphasised quality teacher-pupil interaction that will enhance achievement of educational goals. According to Heijnen-Maathuis (2014) in an article titled: Classroom management and effective teaching is about the whole child school development of their skills, knowledge, and human values.



He submitted in his discussions that focus generally on respect once teacher by the pupils is a necessary tool for effective learning. The respecting of once teachers should be done often and often. However, the respect should be done in two ways: as pupils are respecting their so also teachers must respect them as well. The way and manner teachers and pupils relating and interacting will determine the kind of respect that will exist among them. Possibly, if pupils are being ridicule or having negative experiences in the classroom among their peers constantly will affect their learning experiences. More so hearing that you are slow, dumb or disruptive “repeatedly will as well influence the learning. Teacher telling pupils negative messages and other means that the pupils are valued or respected which always result to boredom and pupils giving up being felled up of such classroom and may decide to stay away absenting from the classroom learning activity.

He further emphasised that research on teacher-student relationship and interaction reveal that teachers behaviour towards pupils differently in the class. This is based on teachers’ perception of level of understanding and learning ability. Pupils labelled as “low-achievers” at time and get less privileges to participate in the classroom activity. The teachers and other pupils in the class treat those pupils tagged as disruptive pupils when they are exhibiting their behaviour such. To be an effective and successful teacher, such teacher should endeavour to monitor speaking ability, pupils’ class activity and performance. Teachers should observe pupils’ responses and finding out how they have been imparting and influencing them and how pupils are following. Teaching take place when pupils are adequately participate in all the class activity, which is not only textbook reading or dictation. Teachers, therefore, rely on various reaction from their pupils. ‘Eyes on’ behaviour means pupils in the class are paying serious attention. The squirming behaviour also means they are bored. Pupils nodding head affirmatively mean they are really following and understanding the teachers’ teaching while puzzled looks by the pupil means confusion.

Teachers, however, need to reflect on their expectations and assumptions by asking pupils questions as an evaluation to get feedback on the lesson taught and all other classroom activities. Teachers also learn from pupils as they are learning from them. That is why teachers need to know what make them effective before their pupils as

matter of importance. This kind of teachers' characteristics often have to do with ability of teachers to effectively relate with individual pupils in a positive manner, giving them accorded respect, always having interesting lessons experience and dynamic, providing necessary encouragement and develop self believe skills as well as their own abilities. The indispensable influencing factors in the classroom are teacher-student positive interactions and conducive classroom climate.

Heijnen-Maathuis also affirmed that for caring teachers, the student as an individual is as essential as the pupils. The teachers who care always know and understand their pupils in all manner. These kind of teachers model fairness and understanding. Pupils always mentioned these kind of qualities in the course of assessing good and effective teachers. Teachers listening to and taking into account pupils communication, relating learning to earlier experience, having a good sense of humour, encouraging pupils adequately learn in different ways, being knowledgeable about their subject, encouraging pupils to take full responsibility of their own learning situation, creating serene learning environments that actively involve pupils and an excitement to learn stimulation are additional qualities being displayed in everyday teachers' social interactions with their pupils. In this regard, teachers must check pupils homework regularly to cover the curriculum. Also testing and grading of pupils may be minor aspects of real education.

### **2.3.9 Capacity Building and Teacher Effectiveness in Evaluation of Students**

Evaluating of students in the class refers to collecting relevant information to know if the objectives stated have been achieved. Evaluations of students help determine the strengths and weaknesses of the just concluded class, what was done in the class and are provide useful guide to plans for the next class. One method of evaluating the progress of the class activity is to encourage teachers to make use of questioning strategies in the classrooms. Questioning is particularly valuable because it provides teachers with the opportunity and evidence they need to that will support their effort in hard work in teaching-learning process and also provides information on what they needs to have change. There are ways for teachers to present their discovery to pupils about the changes in the classroom evaluation exercise they made, the value of questioning of students after the lesson will be of great benefit.

Crooks (1998:445), reviewed a study: the impact of classroom evaluation practices on students, he noted and submitted “the choice of evaluation approaches seems to be particularly potent in its effect” which suggest that “here is something approaching law of learning behavior for students: such that the quickest way to change student learning is to change the evaluation using assessment system.” Stiggins (1999) has popularly broadcast the use of the term “assessment literacy”. This is such a way of defining the particular kinds of assessment skills, which the teachers need. He further noted that many teachers did not have this opportunity earlier that the time of building their capacity rather than the time of their training in the higher institutions of learning. It was stated that evaluation skills should be required for teachers to demonstrate competence in assessment for them to earn a teaching license. Shepard (2000) viewed the need for a new classroom assessment skills which is based on emerging research and discipline-based standards documents.

#### **2.4 Appraisal of Literature**

A number of studies had been carried out involving capacity building in schools. For instance, Mokhele and Jita (2008) found out in a study carried out on capacity building for teaching and learning in environmental education using simple random sampling technique to select 1500 respondents, found out that capacity building has little or no influence on teaching and learning of environmental education. Egbo (2011) submitted that teacher underperformance cannot be corrected by building teacher capacity that is not critical to successful teaching and learning but it should be the starting point for reconstituting the education system. He later identified three context-responsive areas of strategic intervention vis à vis teacher capacity building.

Odeleye et al (2012) in the study carried out on the effect of MDGs/NTI capacity building workshops for primary school teachers on pupils’ academic performance in Ibadan South-West Local Government area of Oyo State, Nigeria found out that a significant difference exists in the pupils’academic performance taught by the participated teachers in the MDGs/NTI capacity building workshops and together with pupils taught by teachers who did not participate in the workshops. Duze (2012) submitted that the principals and teachers need to continuously learn and develop

themselves to fulfil effectively and efficiently their stated roles in schools. This will be specifically beneficial to students, professional teachers, school administrators, and other stakeholders in Education.

From previous studies carried out, much has not done on the influence of building capacity on teacher effectiveness. It has not been established that capacity building has influence on teacher effectiveness in teaching-learning process. This gap is what this study intends to fill.

## **2.5 Theoretical Framework**

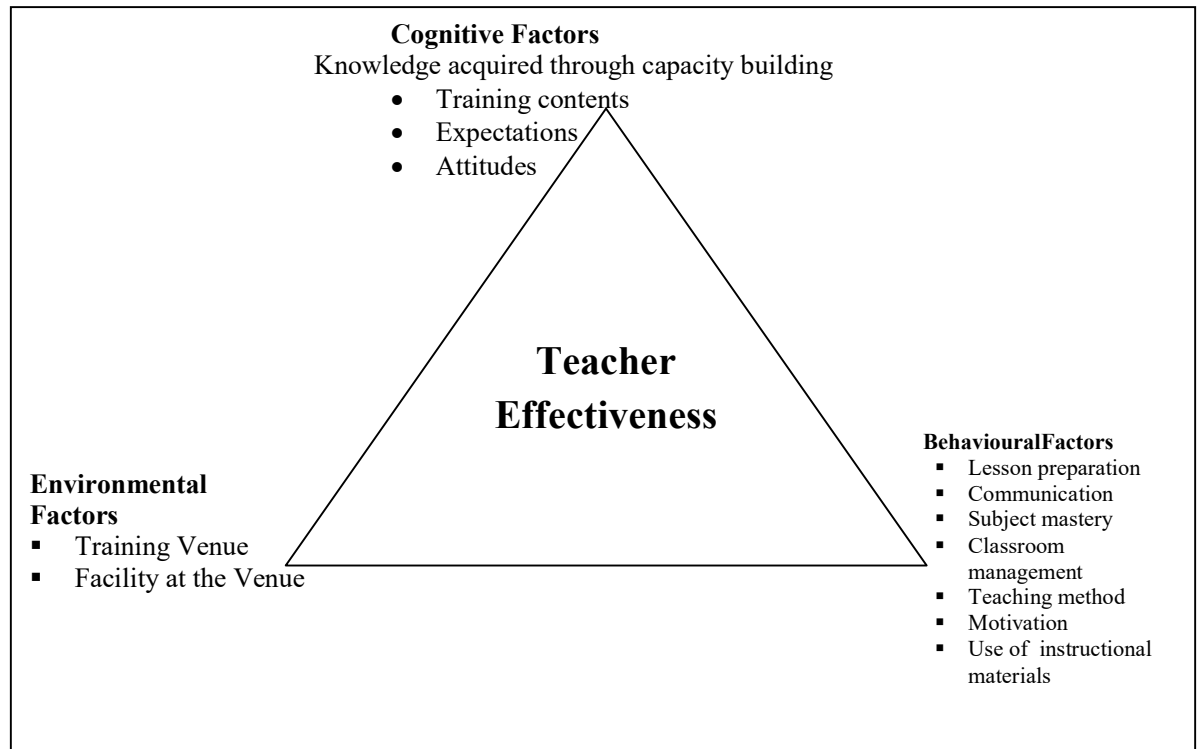
This study focuses on teacher effectiveness in primary schools in Nigeria. In this context, the social cognitive theory is considered useful in explaining teacher effectiveness. In addition to this theory, the CIPP model was used as an evaluative theory for capacity building programme.

### **2.5.1 Social Cognitive Learning Theory**

In this study, people were viewed as self-organizing, proactive, self-reflecting and self-regulating rather than reactive organisms. The teachers effectiveness is viewed as outcome of a dynamic interplay of personal, behavioural and environmental influences from this theoretical perspective. Individual characteristics are also part of what to be considered in teachers effectiveness. They were shepherd by environmental forces or driven by concealed inner impulses. The outcomes of people interpretation of their own behaviour that in turn informs and alters their environments and the personal factors they possess which inform and alter subsequent people's behaviour. The foundation of Bandura's (1986) conception of *reciprocal determinism* is as follows; (a) personal factors in the form of affect, cognition, and biological events, (b) behaviour and (c) environmental influences, which create interactions that, result in *triadic reciprocity*. Bandura later altered the label of his theory that changed it from social learning to social "cognitive" both to distance it from prevalent social learning theories of the day and to emphasize that cognition which plays a critical role in people's capability to construct reality, encode information, self-regulate, and perform behaviours.

The reciprocal nature of the determinants of human functioning in social cognitive theory makes it possible for therapeutic and counselling efforts to be directed at

personal, environmental or behavioural factors. Strategies for increasing wellbeing can be aimed at improving emotional, cognitive or motivational processes, increasing behavioural competencies or altering the social conditions under which people live and work. In school for example, teachers have the challenge of improving the academic learning and confidence of the students in their charge. Using social cognitive theory as a framework, teachers can effectively perform the teaching and other works that can improve their students' emotional states and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behaviour) and alter the school and classroom structures that may work to undermine student success (environmental factors).



*Figure 2.2 Determinants of Teachers effectiveness*

*Source: Adapted from [recapp.etr.org](http://recapp.etr.org) (2009)*

The theory shows the effect of personality characteristics of teachers on their performance in teaching, effective teaching characteristics, and teaching efficacy. This is explained in Bandura’s social cognitive theory (1977, 1986) where personal beliefs are concerned with the conviction that one can successfully execute the behaviour required to produce the desired outcomes such as teachers effectiveness in teaching-learning process. Changes in teachers’ effort and achievement are attributed to the way they conceptualize themselves (Gorrell, 1990).

Personality plays a role in the way teachers are rated on their teaching performance and their being effective in teaching. The behaviour exhibited by the teacher in the classroom which is attributed to good teaching, coincides with certain personal characteristics such as being friendly, warm, appreciative, kind, inspiring, and approachable (Young and Shaw, 1999). Certain personality characteristics such as skilful in lesson preparation, classroom organisation skills, ability to use good and appropriate teaching method, subject mastery competencies, good communication

skills, good motivation of students, use of teaching materials and wholesome teacher-pupil interaction allow teacher to be effective and to be rated highly by students (Young and Shaw, 1999; Szeto, 1995).

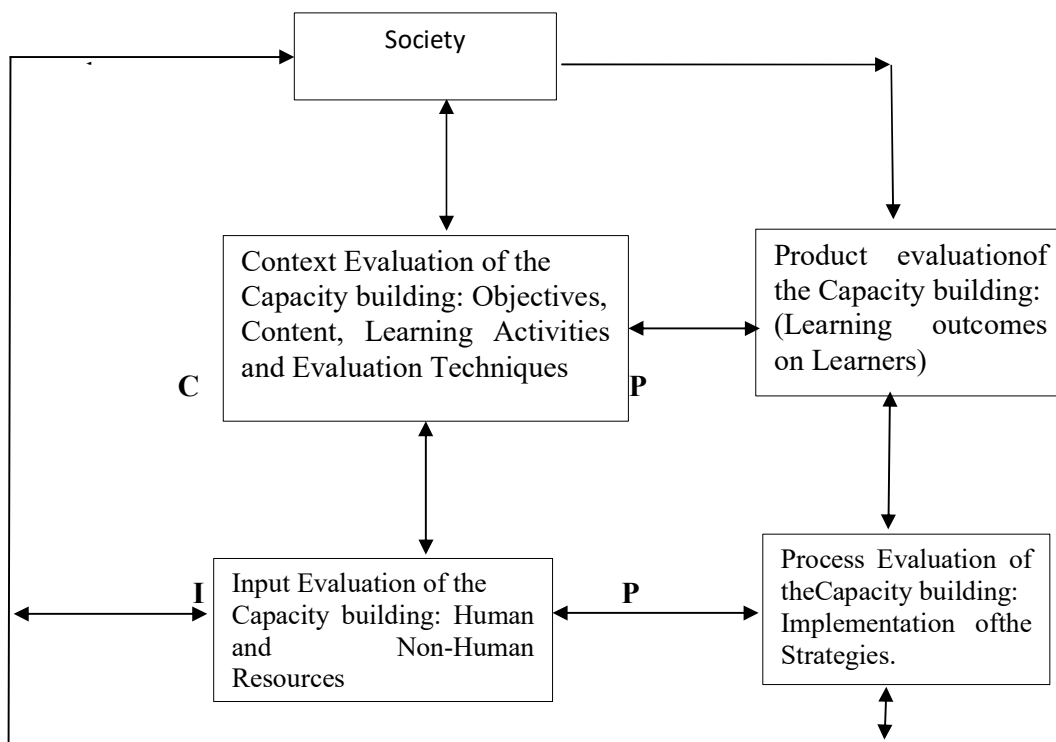
The effect of learner-centeredness used by teachers on effectiveness, performance and effective teaching characteristics are also tested in social cognitive theory. These connections are anchored on the social cognitive theory (Bandura, 1977, 1986) where the teachers' belief of their behaviour (self-efficacy) lead to certain outcomes (teaching performance and teaching effectiveness). The influence of learner centered practices on teaching efficacy is explained in the outcome expectancy model of Bandura (1977) where teachers believe that the environment can be controlled and their abilities bring about positive change in student. Learner-centered approach is suitable in the model because it consistently design with the current views of motivation, learning and individual differences where teachers can best create an ideal learning environment by supporting the learning context (McCombs, 1997). The social cognitive theory, if successfully applied to teaching, explains that teachers making use of authentic and student-directed activities technique such as learner-centered method develop the conviction to be successful thus perform well (Sariscsany, 2005). The use of a learner-centered approach by the teacher in teaching enables once to be more effective, efficient and as well perform better (Yeung and Watkins, 2000).

This theory is significant to this study since it shows the interaction of these elements of both capacity building and teacher classroom behaviour to determine teachers effectiveness. For teachers to be effective in their classroom roles, the necessary skills are provided by the resource persons through capacity building. This is very possible in a conducive environment with the use of suitable strategies and adequate training materials. After being trained and imparted with the necessary skills on good lesson preparation, choosing suitable method, mastery of subject matter, communication, motivation of students, use of teaching materials and teacher-pupil interaction, it is expected that teachers effectiveness will be improved. This will in turn influence the environment both at school and society at large.

## 2.5.2 Evaluation Theory - The CIPP Model

The Contextual Input Process and Product model is a comprehensive framework that is meant to guide formative and summative evaluation of projects, personnel, programmes, products, institutions and systems. The model is configured for use in internal evaluation conducted by project teams or individual service providers, including scholars and contracted or mandated external evaluations.

The model's intent is therefore to supply evaluation users such as government officials, policy boards, foundation presidents and staff members, project staff, school administrators, resource persons, military leaders, city planners, teachers, curriculum specialists and counsellors –with timely, valid information that is of use in identifying an appropriate area for development; activity plans, formulating sound goals and budgets. Also, successfully carrying out work plans; repeat or expand an effort; periodically deciding whether and how to and meeting a funder's accountability requirements. The CIPP model as well provides for conducting retrospective, summative evaluations of capacity building influence on teachers effectiveness to serve a broad range of stakeholders.





**Figure 2.3:** Adaptation of CIPP Evaluation Model-CACIPPEM

Source: Adapted from Alade (2006) in a study titled: Evaluation of Technical Education Curriculum in Colleges of Education in Southwestern Nigeria.

Figure 2.3, the CIPP model shows the relationship and the interaction which exist among the four components of the model – context Society (C), Input (I), Process (P), and Product (P). In its adapted form, CACIPPEM is a flow model which consists of four quadrants of activities beginning with context, proceeding through input to process, and finally the product. The capacity building evaluation of UBEC should start with stakeholders' perception or rating of the capacity building programme term of its relevance (r), adequacy (a), suitability (s), and any other criteria (x) in the light of the society (context evaluation). Stakeholders' perception (as to the suitability of any capacity building contents to improve teachers effectiveness) is a good indication of the status of the education (Alade, 2006).

Input evaluation follows, then, the researcher should evaluate the human and non-human resources that are being employed in implementing the contents or new innovation while process evaluation deals with the implementation activities of such as content or innovation in teaching e.g. methodology of teaching in primary schools. In product evaluation, the learning outcomes of the recipients of the capacity building contents is dealt with. The directions of the arrows in figure 2.3 shows that there is interaction between the component parts of the model (CIPP). The linkage makes the adapted a flowing effective model. The products from the capacity building contents of teachers effectiveness have a linkage with the society at the end. On the whole, each part of the model also has a direct linkage with the society that established the educational institution to meet a set goal. Inferring from the model (CACIPPEM) in figure 2.3, the variables of emphasis in the strategic application of the model are indicated in the table and identified in respect of capacity building contents of teachers effectiveness (Alade, 2006).

On a broad view therefore, a comprehensive evaluation and capacity building should cover both the process and product evaluation added to the context input evaluation in any detailed evaluative study. Since capacity building and teachers effectiveness studies

are the field of study concerned with the planning, designing, delivering, implementing and evaluating of programmes of instruction, any research work done using the strategic application of CACIPPEM presented in this research will not only provide a worthwhile empirical evidence on the component parts or elements of the primary education, it will also provide relevant information for the sake of facilitative decision making at the various stages of improving effectiveness in teaching-learning process. The research questions and hypotheses which may be identified in the evaluative undertaking under the guide of the model would no doubt be vividly answered through the application of the strategic approach to evaluation.

## CHAPTER THREE

### METHODOLOGY

#### **3.0 Introduction**

This chapter presents the procedure adopted in carrying out the study. They are discussed under the following subheadings:

- 1.1 Research Design
- 1.2 Variables in the Study
- 1.3 Study Population
- 1.4 Sample and Sampling Technique
- 1.5 Research Instrument
- 1.6 Validity of Instrument
- 1.7 Reliability of Instrument
- 1.8 Administration of Instrument
- 1.9 Method of Data Analysis

#### **3.1 Research Design**

This study adopted the *ex-post facto* research design. This was considered relevant for the study because it provided the strategy for describing the variables with regards to the existing conditions in the schools without manipulating any of the variables. The study obtained relevant data on the capacity building training programmes influence on teachers effectiveness in primary schools.

#### **3.2 Variables of the Study**

The variables in the study are:

- i. Independent Variable: The independent variable is capacity building, comprising five elements. These are the relevance of the content of the training manual, training materials/equipment, environment of the training, competence of the resource persons and strategies used by the resource persons.
- ii. Dependent Variable: The dependent variable is teachers effectiveness which was measured through lesson preparation, classroom management, teaching delivery, subject mastery competency, communication, motivation of students, use of teaching materials, teacher-pupil interaction and evaluation.

### 3.3 Study Population

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. The zone has 5,143 public primary schools with 86,249 teachers. Further analysis of the number of teachers shows that Ekiti State has 12,342 teachers in public primary schools, Lagos State (12,625), Ondo State (15,004), Osun State (9,236), Ogun State (14,950) and Oyo State (22,092) primary school teachers respectively (UBEC, 2016). The details of the population are as shown on Table 3.3.1.

**Table 3.3.1: Population for the Study**

S/N	States	No of LGAs	No of Primary Schools	No of Teachers in Primary Schools
1	Ekiti	16	838	12,342
2	Lagos	20	1,001	12,625
3	Ondo	18	1,341	15,004
4	Osun	30	1,391	9,236
5	Ogun	20	1,492	14,950
6	Oyo	33	2,260	22,092
	<b>Total</b>	<b>83</b>	<b>5,143</b>	<b>86,249</b>

**Source: UBEC 2016**

### 3.4 Sample and Sampling Technique

The total number of public primary schools sampled in this study was one hundred and fifteen (115) and six hundred and eleven (611) teachers. Multistage sampling procedure was adopted to select the sample for the study. At the first stage, three states were selected from the six states in the zone using purposive sampling technique. The three States were clustered into senatorial districts. Three senatorial districts (one from each state) were selected using simple random technique. Furthermore, the proportionate to size sampling technique was used to select seven local governments from Oyo State, three from Ogun and four from Ondo. A total of fifty-eight (58) primary schools were selected from Oyo State, twenty-nine (29) from Ogun and twenty-three (23) from Ondo State. Ten percent (10%) of teachers were also selected using proportional to size sampling technique in each case. The teachers were selected without recourse to whether they have attended a capacity building programme organised by UBEC or not. The

details of sampling procedure for each senatorial district are as shown on Tables 3.4.1 to 3.4.2

There are three senatorial districts in Oyo State out of which Oyo Central Senatorial District was selected. Table 3.4.1 shows the distribution of primary schools by local government areas in Oyo Central Senatorial District of Oyo State. In this senatorial district, there are thirteen (13) local government areas out of which seven (7) were selected using simple random sampling. In these seven (7) local government areas, 58 primary schools were selected from a total of 575. Additional sampling of 318 teachers was made from the total of 5,640 using proportionate to size sampling (PSS) method. In all, a total of 318 teachers were selected as sample from Oyo State.

Ogun State has three senatorial districts out of which Ogun West Senatorial District was selected. Table 3.4.1 also shows the distribution of primary schools by local government areas in Ogun West Senatorial District. In this senatorial district, there are five (5) local government areas out of which three (3) were selected using simple random sampling. In these three (3) local government areas, 29 primary schools were selected from a total of 128. A further sampling of 228 teachers was made out of the total of 2,278 using proportionate to size sampling method (PSS). In all, a total of 128 teachers were selected as sample from Ogun State.

There are three senatorial districts in Ondo State out of which Ondo Central Senatorial District was selected. Table 3.4.1 also contains the distribution of public primary schools by local government areas in the Ondo Central Senatorial District. In this senatorial district, there are five (5) local government areas out of which three (3) were selected using simple random sampling. In these three (3) local government areas, 23 primary schools were selected from a total of 219. A further sampling of 165 teachers out of a total of 2,888 using proportionate to size sampling (PSS) method was also done. In all, a total of 165 teachers were selected as sample from Ondo State.

**Table 3.4.1: Sample from Oyo, Ogun and Ondo States**

S/N	SENATORIAL DISTRICTS	LGAs	NO OF PRIMARY SCHOOLS	NO OF TEACHERS IN THE PRIMARY SCHOOLS	NO OF SCHOOL PRIMARY SCHOOLS SAMPLED	NO OF TEACHERS SAMPLED
1	OYO CENTRAL	Afijio	69	890	7	50
2		Atiba	70	930	7	52
3		Akinyele	123	982	12	55
4		Orire	118	780	12	44
5		Oyo East	43	697	4	39
6		Oyo West	45	693	5	39
7		Surulere	107	668	11	38
	SUB-TOTAL		<b>575</b>	<b>5,640</b>	<b>58</b>	<b>318</b>
1	OGUN WEST	Imeko Afon	68	654	7	37
2		Ipokia	88	626	9	35
3		Yewa North	126	998	13	56
	TOTAL		<b>282</b>	<b>2,278</b>	<b>29</b>	128
1	ONDO CENTRAL	Akure North	58	880	6	50
2		Ifedore/Igb araoke	55	827	6	47
3		Ondo West	106	1,181	11	67
	TOTAL		<b>219</b>	<b>2,888</b>	23	165

Table 3.4.2 shows the summary of the samples selected for the study. In Oyo State, the total number of public primary schools sampled is fifty-eight (58) with five hundred and sixty-four (**564**) teachers. In Ogun State, there are twenty-nine (29) public primary schools with two hundred and twenty-eighty (**228**) teachers and in Ondo State, there are twenty-three (**23**) public primary schools with two hundred and eighty-nine (**289**) teachers. The total number of public primary schools sampled in this study was one hundred and fifteen (**115**) and one thousand and eighty-one (**1,081**) teachers.

**Table 3.4.2: Summary of Sample for the Study**

S/N	States	No of LGAs	No of Primary Schools	No of Teachers in Primary Schools	No of Primary Schools Sampled	No Teachers Sampled
1	Oyo	7	575	5640	58	318
2	Ogun	3	282	2,278	29	128
3	Ondo	3	219	2,888	23	165
	<b>Total</b>	<b>13</b>	<b>1,125</b>	<b>10,806</b>	<b>115</b>	<b>611</b>

### 3.5 Research Instruments

Two different research instruments were used for data collection. These are a 4-point likert scale questionnaire and observation checklist. The instruments are as described below:

- 1) The first instrument is a 4-point scale, tagged Capacity Building Rating Scale (CBRS). This instrument was designed for the teachers in primary schools. The instrument contains information on all the indices for measuring the influence of capacity building programmes on primary school teachers effectiveness. The instrument contains nineteen (19) items. The items are relevant to the variables of interest in the study which are training content, environment of the training centre, competence of the resource person and strategies of the resource person. CBRS was filled by the teachers, who have attended capacity building in one way or the other.
- 2) The second instrument used was observation technique, with a checklist adopted from UBEC. It was tagged Classroom Observation Rating Scale (CORS). This observation checklist composed of demographic data of the teachers being

studied and it has fifty-five (55) items to elicit information on the teachers' effectiveness indices observed. These elements are:

**Lesson Preparation:** This section measured teachers' lesson delivery based on a five-item scale. The scale has a 5-point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent lesson delivery, while low scores indicate poor lesson delivery. Typical examples of the items are: "the lesson plan took into account Pupils' backgrounds such as learning difficulties, their needs or interests/misconceptions, growth of experimental skills and previous experience in relation to the topic", "the lesson plan was appropriate and realistic in the light of the lesson content and pupils' ability/skills/interests" among others.

**Classroom management:** This aspect measured classroom organisation and management based on a seven-item scale. The scale has a 5-point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of classroom organizational and management skills, while low score indicates poor demonstration of classroom organizational and management skills. Typical examples of the items are: "the teacher organized and conducted lesson taking into account the individual differences in pupils' capability", "The teacher ensures that learners were engaged in relevant learning activities" among others.

**Teaching methodology:** This aspect measured teaching methodology based on a four-item scale. The scale has a 5-rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of teaching methodological skills, while low score indicates poor demonstration of teaching methodological skills. Typical examples of the items are: "pupils were encouraged to ask and answer questions", "pupils meaningfully engaged in learning activities" among others.

**Subject mastery:** This aspect measured subject mastery competencies based on a fourteen-item scale which was divided into three sub-elements: introduction, content, and development. The scale has a 5-point rating scale with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of teaching methodological skills, while low score indicates poor demonstration of teaching methodological skills. Typical examples of the items are:



“introduction incorporated previous knowledge/skills/everyday experience and linked them to the new topic.”, “related to learners’ previous experience” among others.

**Communication:** This aspect measured communication based on a two-item scale. The scale has a 5- point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of communication skills, while low score indicates poor demonstration of communication skills. Typical examples of the items are: “Explained concepts clearly in appropriate simple and clear language.”, “Enthusiastic, maintained eye contact and appropriate gestures” among others.

**Motivation of student:** This aspect measured Motivation of student based on a four-item scale. The scale has a 5-point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of the skills Motivation of student, while low score indicates poor demonstration of the skills Motivation of student. Typical examples of the items are: “motivating participation without gender bias and distribution of tasks during activities”, “the teacher appears to be enjoying the teaching” among others.

**Use of teaching materials:** This session measured the use of teaching materials to teach based on a seven-item scale. The scale has a 5- point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent demonstration of the use of teaching materials, while low score indicates poor demonstration of the use of teaching materials. Typical examples of the items are: materials and demonstrations are appropriate for the purpose, Evidence of improvisation and good use of instructional materials” among others.

**Teacher-pupil interaction:** This session measured the interaction between teacher and pupil based on an eight-item scale. The scale has a 5- point rating scale response with scores ranging from 1 to 5. A high score on the scale indicates excellent teacher-pupil interaction in the teaching-learning process, while low score indicates poor teacher-pupil interaction in the teaching-learning process. Typical examples of the items are: “the teacher actively solicits the ideas of pupils on the content being taught”,

The researcher and research assistants assessed teachers using this checklist. The instrument, (CORS) was used to observe both teachers (those who have attended and those who have not attended capacity building) in the class to ascertain their level of effectiveness.

### **3.6 Validity of the Instruments**

Here, the accuracy and truth of the data and findings produced were ascertained. The instruments were subjected to pre-testing to establish its validity. The instrument is valid if the items on the questionnaire and checklist cover all the variables to be measured in the study. Relevant and accurate items (questions) were generated on all the elements for measuring the variables in the study. The instruments were given to the supervisor and other experts in the field of Educational Management for scrutiny. The researcher made corrections to the instruments in line with the recommendations of the supervisor and other experts in the field of Educational Management.

### **3.7 Reliability of the Instruments**

The reliability of the questionnaire and the checklist were determined through a pilot study. Five schools were sampled from a state not included in the study. Specifically, Osun State was chosen. The five schools were randomly selected from this state together with four teachers from each school making a total of 20 teachers. The two instruments, CBRS and CORS were administered to the teachers selected from the five schools.

The instruments were trial tested on the 20 teachers selected from Osun Central Senatorial District. The instruments (CBRS and CORS) administered were analysed using Cronbach alpha reliability formula. Reliability coefficient of 0.98 and 0.77 respectively were obtained for the two instruments.

### **3.8 Administration of Instrument**

The research instruments were administered through the assistant head teachers and heads of schools. Three trained research assistants were engaged in the study. The research assistants were degree holders while some have master degree in Education. The CBRS was administered to the teachers while the CORS was completed by either the researcher or the trained research assistants. This was done by observing the teacher

during the process of teaching. The teachers who had attended capacity building filled CBRS before the observing them with CORS while teachers who had not attended capacity building were only observed by CORS. A total of one thousand and eighty-one (1,081) instruments were administered and retrieved.

### 3.9 Method of Data Analysis

The data collected were analysed using appropriate statistical tools. These are descriptive and inferential statistics such as regression (linear regression). Descriptive statistics of frequency count with mean and standard deviation were used to analyse the research questions. Linear regression was used for hypotheses one to eight while ANOVA was used to analyse hypothesis nine and multiple regression for hypotheses 10 and 11. The hypotheses were tested at 0.05 level of significance. The decision level **(DL)**: 0.5-1.4 poor, 1.5-2.4 fair, 2.5-3.4 averagely good, 3.5-4.4 good and 4.5-5 Excellent

Note

Rating Scale for CBRS: poor =1, fair =2, averagely good = 3, good 4 and excellent =5

Therefore:

$$\text{Average DL} = 1+2+3+4+5 = 15$$

$$\text{Average DI} = 15/5 = 3$$

$$\text{Average DI} = 3$$

Similarly, the decision level **(DL)**: 0.5-1.4 poor, 1.5-2.4 fair, 2.5-3.4 good and 3.5-4.0 Excellent

Note

Rating Scale for CORS: poor =1, fair =2, good = 3 and excellent = 4

Therefore:

$$\text{Average DL} = 1+2+3+4 = 10$$

$$\text{Average DI} = 10/4 = 2.5$$

$$\text{Average DI} = 2.5$$

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents the results based on the research questions and hypotheses formulated.

#### **4.1 Analysis of Demographic Information of the Respondents**

This section presents the analysis of the demographic profile of respondents who participated in this study using descriptive statistics (frequency count and percentages).

**4.1.1 Sex, Age Distribution of Respondents by State and Respondents' Attendance of Capacity Building Programme**

S/N	State	Male Respondents	Female Respondents	Total Respondents
1	Oyo	146 (46%)	172 (54%)	318 (100%)
2	Ogun	60 (47%)	68 (53%)	128 (100%)
3	Ondo	74 (45%)	91 (55%)	165 (100%)
Age		Frequency	Percentage %	
21-30yrs		31	5.1	
31-40yrs		227	37.3	
41-50yrs		319	52.2	
51-60yrs		21	3.3	
No Indication		13	2.1	
Total		611	100	
Number of Time		Frequency	Percentage	
1		435	71.2	
2		106	17.3	
3		35	5.7	
4		24	3.9	
5		8	1.3	
6		3	.5	
Total		611	100.0	

Table 4.1.1 shows that 146 (46%) male and 172 (54%) female respondents from Oyo State, 60(47%) male and 68 (53%) female respondents from Ogun State and 74 (45%) male and 91 (55%) female respondents from Ondo State participated in this study.

Most of these teachers were between 41 and 50 years (52.2%), followed by those between 31 and 40 years (37.3%). Next were those between 21 and 30 years (5.1%) and

those from 51 to 60 years (3.3%), while (2.1%) failed to indicate their age. This implies that majority of the teachers used as respondents are mature individuals.

The table also shows the number of times respondents have attended capacity building programmes. Four hundred and thirty-five 435 (71.2%) respondents have attended capacity building training once while 106 (17.2%) respondents attended twice. Also, 35 (5.7%) respondents have gone for capacity building training three times, while 24 (3.9%) have attended four times. Only 8 (1.3%) and 3 (0.5%) respondents have attended five and six capacity building training programmes respectively.

## 4.2 Answers to Research Questions

**Research Question 1(i):** What is the level of teachers effectiveness in lesson preparation in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.1 Teachers Effectiveness in Lesson Preparation**

Teachers Effectiveness in Lesson Preparation	Teachers who have participated capacity building programmes		
	Mean	SD.	DL
Clarity of objectives of the lesson stated in clear and simple language	3.50	1.030	Good
Clarity/feasibility of stated objectives of the lesson in terms of what learners are expected to achieve	3.63	1.016	Good
Clarity/feasibility of objectives of the lesson achievable within the stipulated time	3.47	0.955	Good
The lesson plan took into account pupils' background such as learning difficulties and needs.	3.55	1.031	Good
The lesson plan was appropriate and realistic in the light of the lesson content and pupils' ability.	3.62	0.968	Good
Weighted Average	3.55		

**Decision Level(DL): 3.00**

Table 4.2.1 presents the analysis of research question 1i, that tested for the level of teacher effectiveness in lesson preparation. The answer to the research question was based on the observation of the teachers by the researcher. From the table 4.2.1, it was observed that the participated teachers in capacity building were rated good ( $\bar{x} = 3.50$ ) in stating lesson objectives in simple and clear language.

Table 4.2.1 reveals level of teachers effectiveness in lesson note preparation. The indices measurable terms were clarity of objectives in simple language, clarity of objective in terms of what learners are to achieve, stating objectives that are going to be achieved within stipulated terms, taking cognisance of pupils background such as learning difficulties and need and appropriateness of lesson in the light of the content and pupils ability.

The weighted means values revealed that the teachers that have undergone UBEC training were better, in their level of lesson preparation. The mean score was 3.55 (good). This is because the mean scores are greater than 3.00-decision level. It could be concluded that the training accounted for the better performance.



**Research Question 1(ii):** What is the level of teachers effectiveness in classroom management in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.2 Teachers Effectiveness in Classroom Management**

Teachers Effectiveness in Classroom Management	Teacher who have participated capacity building programmes		
	Mean	SD	DL
The teacher organised and conducted lesson taking into account the individual differences in pupils' capability	3.62	0.905	Very Good
The teacher ensured that learners were engaged in relevant learning activities	3.69	0.954	Good
The teacher handled disruptive behaviours appropriately	3.65	0.937	Good
Time was appropriately distributed in the lesson plan.	3.67	0.899	Good
Time was appropriately distributed in the execution of the lesson.	3.60	0.844	Good
In class control, teacher makes sure that learners were engaged in relevant learning activities	3.85	0.893	Good
The teacher controlled learners and carefully handled any disturbing behaviours.	3.77	0.863	Good
Weighted Average	3.69		

**Decision Level (DL):3.00**

Table 4.2.2 presents the analysis of research question 1(ii), that tested for the level of teachers effectiveness in classroom management. The answer to the research question was based on the observation of the teachers by the researcher. The measures of teachers effectiveness in classroom management took cognisance of individual differences in pupils' capabilities, engaging of learners in relevant learning activities, handling disruptive behaviour appropriately, distribution of time appropriately in the lesson plan and effective control of learners.

The weighted mean values of 3.69 (good) indicated that teachers that have been trained were found to be better, the training could be said to have accounted for this better performance. This is because the means scores are greater than 3.00-decision level.

**Research Question 1(iii):** What is the level of teachers effectiveness in teaching method in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.3 Teachers Effectiveness in Teaching Method**

Teachers Effectiveness in Teaching Method	Teachers who have participated capacity building programmes		
	Mean	S.D.	DL
The pupils are encouraged to ask and answer questions	3.65	0.860	Good
The teacher encouraged individual participation in group and class	3.75	0.899	Good
The pupils were meaningfully engaged in learning activities.	3.67	0.933	Good
The teacher planned the activities to arouse and sustain interest of pupils.	3.75	0.868	Good
Weighted Average	3.71		

**Decision Level (DL): 3.00**

Table 4.2.3 shows the analysis of research question 1(iii) that tested for the level of teachers effectiveness in teaching method. The answer to the research question was based on the observation of the teachers by the researcher. From the table, it was observed that the mean values of the statement 'pupils are encouraged to ask and answer questions' were 3.65 means good.

Also, on the item testing whether teacher planned the activities to arouse and sustain interest of pupils', the mean values of 3.75 got and rated good.

The indices measured were, encouraging pupils to ask and answer questions, encouraging participation of an individual in group and class activities and meaningfully engaging pupils in learning activities. The weighted mean values revealed that the teachers that have participated in UBEC training were better in teaching learning process. The meanscores were 3.71(good). This is because the means scores are greater than 3.00-decision level. It could be concluded that the training accounted for the better performance.

**Research Question 1(iv):** What is the level of teachers effectiveness in subject mastery in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.4 Teachers Effectiveness in Subject Mastery**

Teachers Effectiveness in Subject Mastery	Teachers who have participated capacity building programmes		
	Mean	S.D.	DL
The teacher help the learners to focus on content of the lesson	3.68	0.877	Good
Introduction incorporated previous knowledge/skills/everyday experience and linked them to the new topic	3.77	0.891	Good
Introduction was clear on what the teacher wanted the pupils to learn	3.74	0.938	Good
Introduction was stimulating enough to arouse the interest and curiosity of the pupils	3.75	0.932	Good
Contents were related to learners' previous experience.	3.74	0.914	Good
Contents were geared to level of learners.	3.73	0.965	Good
Teacher used a variety of teaching techniques in delivering the contents.	3.72	0.914	Good
The teacher mastered the content of the subject	3.81	0.969	Good
Lesson procedure encouraged pupils to express their prior experiences and explain their ideas related to the content	3.60	0.921	Good
Lesson encouraged pupils to give own hypotheses/prediction and help discuss how they differed from those held by others.	3.50	0.917	Good
Lesson encouraged pupils to give their own observations/results in the activity and discuss how they differed from those of others.	3.59	0.972	Good
Lesson facilitated growth of process skills such as observing, measuring, classification and calculation.	3.56	1.038	Good
The teacher dealt with pupils' questions, misconceptions and reinforced learning at each step.	3.56	1.007	Good
The lesson encouraged active participation of pupils in the main teaching steps	3.68	0.907	Good
Weighted Average	3.67		

**Decision Level (DL): 3.00**

Table 4.2.4 presents the analysis of research question 1(iv), that tested for the level of teachers' effectiveness in subject mastery. The answer to the research question was based on the observation of the teachers in the class. From the table, it was observed that 3.77 mean values of the statement: 'introduction incorporated previous knowledge/skills/everyday experience and linked them to the new topic' were rated as good in teaching learning process. Also, it was observed that the mean values of the statement: 'teacher mastered the content of the subject' were 3.81 rated as good for observed teachers which shows that many of the teachers were effective.

The table also reveals level of teachers' effectiveness in subject mastery. The indices measured in subject mastery were the teachers' competencies in terms of helping the learners to focus on the content of the lesson, introduction that incorporated previous knowledge/skills/everyday experience and were linked to the new topic, clarity of what the teacher wanted the pupils to learn. Stimulating enough to arouse the interest and curiosity of the pupils, relating contents to learners' previous experience, gearing contents toward the level of learners, using of variety of teaching techniques in delivering the contents, teacher mastery of content, encouraging pupils to express their prior experiences and explaining their ideas related to the content.

The weighted means revealed that teachers that have undergone UBEC training were better in the level of their subject mastery competencies. The means scores were 3.71 (good). This is because the means scores are greater than 3.00-decision level. It could be concluded that the training accounted for the effectiveness.

**Research Question 1(v):** What is the level of teachers effectiveness in motivation of students in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.5 Teachers Effectiveness in Motivation of Students**

Teachers Effectiveness in Motivation of Students	Teachers who have participated capacity building programmes		
	Mean	S.D.	DL
The teacher motivates both gender participation and distribution of tasks during class activities	3.67	0.891	Good
The teacher appears to be enjoying the teaching	3.83	0.926	Good
The teacher is sympathetic to the needs and the learners problems	3.75	0.895	Good
The teacher exercises patience with the learners.	3.77	0.905	Good
Weighted Average	3.76		

**Decision Level (DL): 3.00**

Table 4.2.5 shows the analysis of research question 1(v), that tested for the level of teachers effectiveness in motivation of students. The answer to the research question was based on the observation of teachers by the researcher. From the table, it was observed that the mean values (3.67) of the statement: 'the teacher motivates both gender participation and distribution of tasks during class activities' were rated good. The mean values of the statement which are 3.67 show that many of these teachers motivated both gender participation and distribution of tasks during class activities effectively.

The table also shows the observation of teachers on exercising patience with the learners, on this, 3.77 mean values were arrived at which means good in teaching learning process. The measures of teachers effectiveness in motivation of pupils considered took cognisance of gender participation and distribution of tasks during class activities, the teachers demonstration of passion towards teaching, the teacher was sympathetic to the needs and the learners problems and the teacher exercises patience and was firm with the learners.

The weighted average mean values indicated that teachers that have been trained were effective (3.76) in motivating the pupils. Through this effectiveness could be said to have been responsible for this effectiveness.



**Research Question 1(vi):** What is the level of teacher effectiveness in the use of instructional materials or teaching aids in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.6 Teachers Effectiveness in the Use of Instructional Materials**

Teachers Effectiveness in the Instructional Materials usage	Teachers who have participated capacity building programmes		
	Mean	S.D.	DL
The teacher made appropriate use of the materials.	3.66	0.924	Very Good
There is evidence of improvisation and good use of instructional materials by the teacher.	3.70	0.984	Very Good
The teacher made appropriate use of the chalkboard.	3.77	0.922	Good
The teacher made effective use of the teaching and learning materials/media	3.68	0.922	Good
The teacher utilised available materials in pupils' immediate environment.	3.52	0.900	Good
The teacher utilised modern materials.	3.62	0.898	Good
Pupils were able to use modern materials effectively.	3.49	1.013	Good
Weighted Average	3.63		

**Decision Level (DL): 3.00**

Table 4.2.6 shows the analysis of research question 1(vi) that tested for the level of teachers effectiveness in the use of teaching materials. The answers to the research questions were based on the observation of the teachers in their classes by the researcher. From the table, on the appropriateness of materials used by the teacher, it was observed that the mean value of 3.66 which means good was arrived at. The mean values of the statement which were more than the average decision level show that many of the materials used by the teachers were appropriate.

On the item testing whether pupils displaying ability to use modern materials effectively, teachers who have participated and not have participated capacity building training programme rated very good and good since the mean values of 3.49 and 3.01 respectively were discovered. The indices of measuring teachers effectiveness in the use of teaching materials, use of appropriate materials, improvising and making good use of instructional materials by the teacher and using of available materials in their immediate environment.

The weighted average mean values revealed that the teachers that have participated in UBEC training were better in their level of appropriating suitable teaching materials. The mean score was 3.63 (good). It could be concluded that the training accounted for the effective performance marginal difference.

**Research Question 1(vii):** What is the level of teachers effectiveness in teacher-pupils interaction in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.7 Teachers' effectiveness in Teacher-Pupil Interaction**

Teachers effectiveness in Teacher-Pupil Interaction	Teachers who have participated capacity building programmes		
	Mean	S.D.	DL
The teacher actively solicited the ideas of pupils on the content taught.	3.69	0.932	Good
The teacher related pupils' ideas to the contents taught.	3.69	0.880	Very Good
The teacher discussed and corrected pupils' misconceptions.	3.76	0.864	Good
The teacher supervised class work	3.81	0.921	Good
The teacher was attentive to the needs of pupils with low and high academic ability.	3.64	0.931	Good
The teacher kept eye contact on pupils to monitor their feelings.	3.57	0.952	Good
The teacher invited questions from pupils.	3.66	0.955	Good
The teacher interjected rightly and called to attention inattentive pupils	3.66	0.959	Good
Weighted Average	3.69		

**Decision Level (DL): 3.00**

Table 4.2.7 presents the analysis of research question 1(vii), that tested for the level of teachers' effectiveness in teacher-pupil interaction. The answer to the research question was based on the observation of teachers. From the table, it was observed that the teachers who have participated in any capacity building training programme were rated good since the mean values are 3.69. The mean values of the statement show that many of the teachers actively solicited the ideas of pupils on the content taught. The table also shows that the teachers were able to effectively interject and call inattentive pupils in the classes to pay attention since the mean value was 3.66, rated as good teachers.

The measures of teachers' effectiveness in teacher-pupil interaction considered were: cognisance of the teacher soliciting the ideas of pupils on content taught, teacher relating pupils' ideas to the content taught, discussing and correcting pupils' misconceptions, supervising of class work, being attentive to the needs of pupils with low and high academic ability, keeping eye contact on pupils to monitor their feelings, inviting questions from pupils, interjecting rightly and calling to attention the inattentive pupils.

The weighted average mean values indicated that teachers were good (3.69) better teachers. This is because the mean scores are greater than 3.00-decision level. The training could be said to have accounted for this effectiveness in teacher-pupils interaction.

**Research Question 1(viii):** What is the level of teachers effectiveness in evaluation of student in the teaching-learning process in Southwestern Nigeria?

**Table 4.2.8 Teachers effectiveness in Evaluation of Student**

Teachers effectiveness in Evaluation of Student	Teachers who have attended capacity building programmes		
	Mean	S.D.	DL
The teacher marked class work after conclusion of the lesson	3.67	1.034	Good
The teacher gave attention to the needs of pupils with low and high academic ability.	3.60	0.968	Good
The teacher assesses the understanding of pupils on the content taught.	3.64	0.919	Good
The teacher invited questions from pupils and diligently attend to them.	3.65	0.995	Good
The teacher checked the accuracy, correctness, depth and appropriateness of the content through question and answer techniques.	3.64	0.910	Good
Weighted Average	3.64		

**Decision Level (DL): 3.00**

Table 4.2.8 presents the analysis of research question 1(viii), that tested for the level of teachers' effectiveness in evaluation of student. The answer to the research question was based on the observation of the teachers by the researcher. From the table, it was observed that the mean value of 3.67 rated as good for teachers who have participated. The mean values of the statement are greater than 3.00 decision level.

On teacher checking the accuracy, correctness, depth and appropriateness of the content through question and answer techniques, the table shows that the teachers were rated good since the mean value of the statement is 3.64. This means that the UBEC trained teachers were effective since the mean value of the statement is more than 3.00 decision level.

The indices of measuring teachers' effectiveness in evaluation of lesson in terms of the marking of classwork after the conclusion of the lesson, giving attention to the needs of pupils with low and high academic ability, assessing the understanding of pupils on the content taught, inviting questions from pupils and diligently attending to them and the teacher checking the accuracy, correctness, depth and appropriateness of the content through question and answer techniques.

The weighted average mean value revealed that the teachers that have participated in UBEC training were effective in stating the statement: in their level of appropriating suitable teaching materials. The mean was 3.63 (good). It could be concluded that the training accounted for the teachers' effectiveness in teacher-pupils interaction.

**Research Question 2(i):** What is the perception of teachers on the relevance of the content of the training?

**Table 4.2.9: Perception of Teachers on the Relevance of the Content of the Training**

Item	Not Relevance	Fairly Relevance	Relevance	Highly Relevance	Mean	S.D	Remark
Workshop objectives were often well laid out	1 (0.2%)	32 (5.2%)	276 (45%)	302 (49.4%)	3.44	0.601	Good
Clarity of instruction at workshop	2 (0.3%)	42 (3.8%)	327 (53.5%)	240 (39.4%)	3.32	0.610	Good
The relevance of the content on the training manual	4 (0.7%)	53 (8.7%)	291 (47.6%)	263 (43.0%)	3.33	0.659	Good
Relevance to teaching and instruction	1 (0.2%)	42 (6.7%)	236 (38.6%)	332 (54.5%)	3.47	0.628	Good
Relevance to learning	2 (0.3%)	45 (7.4%)	243 (39.8%)	321 (52.5%)	3.45	0.644	Good
Weighted Average = 3.40							

**Decision Level (DL): 2.5**

Table 4.2.9 contains the perception of teachers that have attended capacity building training programme on the relevance of the training content. The results indicated that the objectives were often well laid (3.44; highly relevance), clarity of instruction (3.32; highly relevance), relevance of content of the training manual (3.33; highly relevance), relevance to teaching and instruction (3.47; highly relevance) and relevance to learning (3.45; highly relevance). The weighted average mean value of 3.40 showed that the relevance of the content of the training is very high. This suggests the reason why those exposed to the training were better than those not trained on lesson note preparation. That is, they were trained with relevant contents.



**Research Question 2(ii):** What is the perception of teachers on the favourableness of environment of the training centre?

**Table 4.2.10: Favourableness of Environment of the Training Centre**

Item	Poor	Fair	Good	Excellent	Mean	S.D	Remarks
Cross ventilation of training venue	17 2.8%	120 19.6%	292 47.8%	182 29.8%	3.05	0.777	Good
Availability of logistics at training venue	15 2.5%	118 19.4%	342 56.0%	136 22.2%	2.96	0.717	Good
Training facilities in the training venue	21 3.6%	145 23.6%	284 46.3%	161 26.5%	2.96	0.803	Good
Training venue space	22 3.6%	144 23.6%	283 46.3%	162 26.5	3.05	0.740	Good
Preparedness of the training venue	7 1.1%	43 7.0%	304 49.7%	255 41.7%	3.33	0.665	Good
Weighted Average = 3.26							

**Decision Level (DL): 2.5**

Table 4.2.10 contains the perception of teachers that have attended capacity building training programme on the environment of the training centre. The results indicated that the training venues were well ventilated (3.05; good), availability of proper planning, implementation and controlling the efficient and effective flow of materials, service and related information. (2.96; good), availability of training facilities at the venue (2.96; good) and Training venue was spacious (3.05; good). The weighted average mean value of 3.26 showed that the environment of the training centre is excellent. This shows the reason why those exposed to the training were better than those not trained since they were trained in a conducive environment.

**Research Question 2(iii):** What is the perception of teachers on the resource persons' strategies?

**Table 4.2.11: Perception of Teachers on the Appropriateness of Resource Strategies**

Item	Poor	Fair	Good	Excellent	Mean	S.D	Remarks
Suitability of Electronic materials (gadgets i.e projectors, etc) used	90 14.7%	118 19.3%	225 36.8%	178 29.1%	2.80	1.018	Good
Suitability of learner centred approach used	13 2.1%	89 14.6%	344 56.3%	165 27.0%	3.08	0.704	Good
Suitability of other ICTs gadgets used	70 11.5%	125 20.5%	253 41.4%	163 26.7%	3.83	0.950	Excellent
Suitability of Group discussion method used	9 1.5%	47 7.7%	291 47.6%	264 43.2%	2.83	0.950	Excellent
Suitability of one to certain number of participants method (Cluster Method) used	4 0.7%	103 16.9%	298 27.6%	205 33.8%	3.33	0.680	Good
Weighted Average = 3.17							

**Decision Level (DL): 2.5**

Table 4.2.11 contains the perception of teachers that have attended capacity building training programme on the resource persons' strategies. The results indicated that the use of electronic materials (gadgets i.e projectors, etc) (2.80; excellent), the use of learner centred approach (3.08; good), use of other ICTs gadgets (3.83; excellent), use of group discussion method (2.83; good) and use of certain number of participants method (Cluster Method) (3.33; good). The weighted average mean value of 3.17 showed that the resource persons' strategies are very good. This shows that those exposed to the training were better trained by professionals that used effective strategies to impart the necessary skills on teachers.

### 4.3 Testing of Hypotheses

H<sub>01</sub> Capacity building programmes has no significant influence on teachers effectiveness in lesson preparation in teaching-learning process in Southwestern Nigeria.

**Table 4.3.1 Linear Regression of Capacity Building Programmes Influence on Teachers effectiveness in Lesson Preparation**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.344 <sup>a</sup>	.119	.117	3.060		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	765.064	1	765.064	81.687	.000 <sup>b</sup>
	Residual	5685.067	610	9.366		
	Total	6450.131	611			
a. Dependent Variable: Lesson planning						
b. Predictors: (Constant), Cap_Var						

A simple linear regression analysis was computed to determine capacity building influence on teachers effectiveness in lesson preparation. The result reveals a *R Square* of 0.119. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers effectiveness in lesson preparation that could be explained by variation in capacity building. Thus, 11.9% of the variation in teachers effectiveness was influenced by differences in capacity building. It implies that the training has effect on the teachers in the area of lesson preparation because the 11.9% variation in teachers effectiveness is caused by the capacity building training programme. Further, the ANOVA summary reveals a p-value of 0.000. This implies that the capacity building influence on teachers effectiveness was significant [ $F_{(1,610)}=81.687, p<0.05$ ]. Thus, the hypothesis was rejected.

H<sub>02</sub> Capacity building programmes has no significant influence on teachers effectiveness in classroom management in teaching-learning process in Southwestern Nigeria.

**Table 4.3.2 Linear Regression of Capacity Building Programmes Influence on Teachers effectiveness in Classroom Management**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.348 <sup>a</sup>	.121	.120	4.063		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1380.244	1	1380.244	83.591	.003 <sup>b</sup>
	Residual	10022.741	610	16.512		
	Total	11402.985	611			
a. Dependent Variable: Classroommanagement						
b. Predictors: (Constant), Cap_Var						

A simple linear regression analysis was computed to determine the influence of capacity building on teachers effectiveness in classroom management. The result reveals a *R Square* of 0.121. The *R Square* is the coefficient of determination that states the proportion of the variance of teachers effectiveness in classroom management that could be explained by variation in capacity building. Thus, 12.1% of the variation in teachers effectiveness (classroom management) was influenced by differences in capacity building. It implies that the training has effect on the teachers in the area of classroom management because the 12.1% variation in teachers effectiveness is caused by the capacity building training programme. Further, the ANOVA summary reveals a p-value of 0.003. This implies that the capacity building programmes influence on teachers effectiveness in classroom management was significant [ $F_{(1,610)}=83.591$ ,  $p<0.05$ ]. Thus, the hypothesis was rejected.



H<sub>03</sub> Capacity building programmes has no significant influence on teachers effectiveness in teaching method in teaching-learning process in Southwestern Nigeria.

**Table 4.3.3 Linear Regression of Capacity Building Programmes Influence on Teachers effectiveness in Teaching Method**

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

A simple linear regression analysis was computed to determine the capacity building influence on teachers effectiveness in teaching method. The result reveals a *R Square* of 0.098. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers effectiveness in teaching method that could be explained by variation in capacity building. Thus, 9.8% of the variation in teachers effectiveness (teaching method) was influenced by differences in capacity building, suggesting that teachers who one way or the other attended capacity building programmes were effective. Further, the ANOVA summary reveals a p-value of 0.002. This implies that the capacity building has significant influence on teachers effectiveness in teaching method [ $F_{(1,610)}=65.621, p<0.05$ ]. Thus, the hypothesis was rejected.

H<sub>04</sub> Capacity building programmes has no significant influence on teachers effectiveness in subject mastery in teaching-learning process in Southwestern Nigeria.

**Table 4.3.4 Linear Regression of Capacity Building programmes Influence on Teachers effectiveness in Subject Mastery**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.292 <sup>a</sup>	.085	.084	7.632		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3287.572	1	3287.572	56.449	.004 <sup>b</sup>
	Residual	35176.919	610	58.240		
	Total	38464.490	611			
a. Dependent Variable: Subjectmastery						
b. Predictors: (Constant), Cap_Var						

The table shows the simple linear regression analysis computed to determine the influence of capacity building on teachers effectiveness in subject mastery. The result revealed a *R Square* of 0.085. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers effectiveness in subject mastery that could be explained by variation in capacity building programme. Thus, 8.5% of the variation in teachers effectiveness(subject mastery) was influenced by differences in capacity building. It implies that the training has effect on the teachers in the area of subject mastery because the 8.5% variation in teachers effectiveness is caused by the capacity building training programme. Further, the ANOVA summary reveals a p-value of 0.004. This implies that capacity building has significant influence on teachers effectiveness in subject mastery [ $F_{(1,610)}=56.449, p<0.05$ ]. Thus, the hypothesis was rejected.

H<sub>05</sub> Capacity building has no significant influence on teachers effectiveness in use of teaching materials in teaching-learning process in Southwestern Nigeria.

**Table 4.3.5 Linear Regression of Capacity Building Programme Influence on Teachers effectiveness in Use of Teaching Materials**

<b>Model Summary</b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.341 <sup>a</sup>	.116	.115	4.287		
a. Predictors: (Constant), Cap_Var						
<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1467.956	1	1467.956	79.870	.000 <sup>b</sup>
	Residual	11156.225	610	18.379		
	Total	12624.181	611			
a. Dependent Variable: UseofTeachingMaterials						
b. Predictors: (Constant), Cap_Var						

Table 4.3.5 presents the simple linear regression analysis computed to determine the capacity building influence on teachers effectiveness in the use of teaching materials. The result reveals a *R Square* of 0.116. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers effectiveness in use of teaching materials that could be explained by variation in capacity building programme. Thus, 11.6% of the variation in teachers effectiveness (use of teaching materials) was influenced by differences in capacity building. It implies that the training has effect on the teachers in the area of the use of teaching materials because the 11.6% variation in teachers effectiveness is caused by the capacity building training programme.. Further, the ANOVA summary reveals a p-value of 0.000. This implies that capacity building has significant influence on teachers effectiveness in the use of teaching materials [ $F_{(1,610)}=79.870, p<0.05$ ]. Thus, the hypothesis was rejected.

H<sub>06</sub> Capacity building programmes has no significant influence on teachers effectiveness in teacher pupil interaction in teaching-learning process in Southwestern Nigeria.

**Table 4.3.6 Linear Regression of Capacity Building Programmes Influence on Teachers effectiveness in Teacher Pupil Interaction**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.346 <sup>a</sup>	.120	.118	4.557		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1711.985	1	1711.985	82.434	.004 <sup>b</sup>
	Residual	12606.117	610	20.768		
	Total	14318.102	611			
a. Dependent Variable: TeacherPupilsInteraction						
b. Predictors: (Constant), Cap_Var						

Table 4.3.6 shows the simple linear regression analysis computed to determine the influence of capacity building on teacher effectiveness in teacher-pupils interaction. The result reveals a *R Square* of 0.120. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers' effectiveness in teacher-pupils interaction that could be explained by variation in capacity building programme. Thus, 12.0% of the variation in teacher effectiveness (teacher-pupils interaction) was influenced by differences in capacity building. It implies that the training has effect on the teachers in the area of their interaction with the pupils because the 12.0% variation in teacher effectiveness is caused by the capacity building training programme. Further, the ANOVA summary reveals a p-value of 0.004. This implies that capacity building has significant influence on teacher effectiveness in their interaction with the pupils [ $F_{(1,610)}=82.434, p<0.05$ ]. Therefore, the hypothesis was rejected.



H<sub>07</sub> Capacity building programmes has no significant influence on teacher effectiveness in communication in teaching-learning process in Southwestern Nigeria.

**Table 4.3.7 Linear Regression of Capacity Building Programmes Influence on Teacher effectiveness in Communication**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.243 <sup>a</sup>	.059	.058	1.310		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.592	1	65.592	38.227	.001 <sup>b</sup>
	Residual	1041.512	610	1.716		
	Total	1107.103	611			
a. Dependent Variable: Communication						
b. Predictors: (Constant), Cap_Var						

Table 4.3.7 presents the simple linear regression analysis computed to determine the capacity building influence on teacher effectiveness in communication. The result reveals a *R Square* of 0.059. The *R Square* was the coefficient of determination that states the proportion of the variance of teacher effectiveness in communication that could be explained by variation in capacity building programme. Thus, 5.9% of the variation in teacher effectiveness (communication) is influenced by differences in capacity building, meaning that the training has effect on the teachers in the way they communicated with the pupils because the 5.9% variation in teacher effectiveness is caused by the capacity building training programme. Further, the ANOVA summary reveals a p-value of 0.001. This implies that capacity building has significant influence on teachers' effectiveness in the way they communicated with the pupils [ $F_{(1,610)}=38.227, p<0.05$ ]. Consequently, the hypothesis was rejected.

H<sub>08</sub> Capacity building programmes has no significant influence on teacher effectiveness in their ability to motivate learners in teaching-learning process in Southwestern Nigeria.

**Table 4.3.8 Linear Regression of Capacity Building Programmes Influence on Teacher effectiveness in their ability to motivate learners**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.316 <sup>a</sup>	.100	.098	2.395		
a. Predictors: (Constant), Cap_Var						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	386.502	1	386.502	67.388	.002 <sup>b</sup>
	Residual	3481.439	610	5.735		
	Total	3867.941	611			
a. Dependent Variable: Motivation of Learners						
b. Predictors: (Constant), Cap_Var						

Table 4.3.8 presents the simple linear regression analysis computed to determine the of capacity building influence on teacher effectiveness in their ability to motivate learners. The result reveals a *R Square* of 0.100. The *R Square* was the coefficient of determination that states the proportion of the variance of teacher effectiveness in motivation of students that could be explained by variation in capacity building programme. Thus, 10.0% of the variation in teacher effectiveness (motivation of learners) was influenced by differences in capacity building, suggesting that the training has effect on the teachers in the way they motivated students in the class because the 10.0% variation in teacher effectiveness is caused by the capacity building training programme.. Further, the ANOVA summary reveals a p-value of 0.002. This implies that capacity building has significant influence on teacher effectiveness in their ability to motivate learners [ $F_{(1,610)}=67.388, p<0.05$ ]. Based on the given value, the hypothesis was rejected.

H<sub>09</sub> Capacity building programmes indices (TrainingContent, Favourableness of Environment and Appropriateness of ResourceStrategies) has no significant joint influence on teacher effectiveness in teaching-learning process in Southwestern Nigeria.

**Table 4.3.9 Capacity building programmes indices joint influence on teacher effectiveness in teaching-learning process in Southwestern Nigeria.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436 <sup>a</sup>	.190	.185	26.897

a. Predictors: (Constant), Appropriateness of Resource Strategies, Training Content, Favourableness of Environment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	101995.626	4	25498.906	35.246	.000 <sup>b</sup>
	Residual	434793.003	607	723.449		
	Total	536788.629	611			

a. Dependent Variable: Teacher effectiveness

b. Predictors: (Constant), Appropriateness of Resource Strategies, Training Content, Favourableness of Environment

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.199	10.106		10.707	.000
	Training Content	2.550	.643	.176	3.968	.000
	Favourableness of Environment	-1.029	.536	-.085	-1.919	.055
	Appropriateness of Resource Strategies	1.270	.478	.120	2.657	.008

a. Dependent Variable: Teacher effectiveness

Tables 4.3.9 Shows the result of the regression of the predictor variables (Training Content, Favourableness of Environment and Appropriateness of Resource Strategies), when combined, on the dependent variable (teachers effectiveness). The result shows significant outcome ( $F = 32.246, P < .05$ ). This implies that Strategies of the consultants, Training Content, Environment of the Training centre, Consultants or resource persons competences, when combined, had significant influence on the teachers effectiveness in teaching-learning process Southwestern Nigeria. Tables 4.3.9 further shows that the three predictor variables jointly influenced 43.6% of the variance in the dependent variable. Thus, there is significant joint influence of Strategies of the consultants, Training Content, Environment of the Training centre, Consultants or resource persons competences on teachers effectiveness in teaching-learning process in Southwestern Nigeria.

Ho<sub>10</sub> Capacity building programmes indices (Strategies of the consultants, Training Content, Favourableness of Environment) has no relative contribution to teacher effectiveness in teaching-learning process in Southwestern Nigeria.

**Table 4.3.10 Capacity building programmes indices relative contribution on teacher effectiveness in teaching-learning process in Southwestern Nigeria.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390 <sup>a</sup>	.152	.148	27.517

a. Predictors: (Constant), AppropriatenessofResourceStrategies, TrainingContent, FavourablenessofEnvironment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81529.038	3	27176.346	35.892	.000 <sup>b</sup>
	Residual	455062.572	601	757.176		
	Total	536591.610	604			

a. Dependent Variable: Teachereffectiveness

b. Predictors: (Constant), FavourablenessofEnvironment, TrainingContent, AppropriatenessofResourceStrategies

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	115.617	10.279		11.248	.000
	TrainingContent	3.487	.635	.240	5.489	.000
	Appropoatenessof ResourceStrategies	.988	.486	.093	2.033	.043
	FavourablenessofEnvironment	1.073	.371	.142	2.895	.004

a. Dependent Variable: Teachereffectiveness

From the Table 4.3.10, it is obvious that these variables relatively influenced the predictor variable: teacher effectiveness. Training content with this feature ( $\beta = 0.240$ ,  $t = 5.389$ ,  $p < 0.05$ ) is the most influential in the predictors variables. Followed by Teacher Favourableness of Environment with this feature ( $\beta = 0.142$ ,  $t = 2.895$ ,  $p < 0.05$ ) and Strategies of the consultants with this feature ( $\beta = 0.093$ ,  $t = 2.033$ ,  $p < 0.05$ ) This then implies that, the three factors that is: (Training content, Favourableness of environment and Strategies of the consultants) are the determinants of teacher effectiveness.



H<sub>011</sub> There is no significant difference between the effectiveness of teachers of Oyo, Ogun and Ondo States who have participated in UBEC Capacity Building Programmes in Southwestern Nigeria.

**Table 4.3.11: Difference between the Effectiveness of those Teachers who have participated in Capacity Building Programmes across the three states in Southwestern Nigeria.**

**ANOVA**

Teachereffectiveness

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1241.034	2	620.517	.702	.496
Within Groups	536583.375	607	883.992		
Total	537824.408	609			

Table 4.3.11 presents the analysis of hypothesis 11 testing for the difference between the effectiveness of teachers who participated in capacity building programmes across the three states. The table shows that there was no significant difference between the teachers of those who participated ( $F_{(2;609)} = 0.702$ ;  $P < 0.05$ ). Therefore, the hypothesis was accepted at 0.05 level of significance. The implication of this is that there were no differences in the effectiveness of teachers who participated in CBPs across the three states.

#### **4.4 Discussion of Findings**

##### **Capacity Building and Teacher effectiveness in Lesson Preparation**

Hypothesis 1 reveals the significant influence of capacity building on teacher's effectiveness in lesson preparation. The result reveals a *R Square* of 0.119. The *R Square* was the coefficient of determination that states the proportion of the variance of teacher effectiveness in lesson preparation that can be explained by variation in capacity building. Thus, 11.9% of the variation in teachers' effectiveness was influenced by differences in capacity building. The ANOVA summary reveals a p-value of 0.000. This implies that the influence of capacity building on teacher effectiveness was significant [ $F_{(1,607)}=81.687, p<0.05$ ]. Capacity building training programme significantly influenced teacher effectiveness in lesson preparation. This implies that teachers who have attended capacity building training programmes were more effective in lesson preparation in primary schools. The teachers stated the lesson objectives in simple and clear language using measurable verbs. The lesson planned was appropriate and realistic within the stipulated time. This finding corroborates the submission of Thomas (2013) in a study carried out on teacher preparation effects on students' academic achievements in SS2 Biology practical; that teacher who prepare well for the lesson will effectively deliver the lesson and make meaningful impact on pupils' life. Also, in the same vein, teachers' preparation is essential in the process of equipping teacher before he heads out to the class to teach learners.

##### **Capacity Building and Teacher effectiveness in Classroom Management**

Hypothesis 2 reveals that capacity building training programme significantly influenced teacher effectiveness in classroom management. The result revealed a *R Square* of 0.121. The *R Square* is the coefficient of determination that states the proportion of the variance of teacher effectiveness in classroom organization management that can be explained by variation in capacity building. Thus, 12.1% of the variation in teacher effectiveness (classroom management) is influenced by differences in capacity building. Therefore, teachers who have attended capacity building programmes are more effective. Further, the ANOVA summary reveals a p-value of 0.003 and [ $F_{(1,607)}=83.591, p<0.05$ ].

The teachers controlled the class professionally and time was appropriately distributed in the lesson planned and the execution of the lesson. Learners with disruptive behaviour were carefully handled and all the learners were engaged in relevant learning activities.

This result is in-line with that of Thomas (2013) that the teacher whose preparation is high have significant effect on their classroom management. Also, Elsevier (2011) submitted in a study carried out on “teaching and teacher education” that the contents of the UBEC capacity building programme covered the teachers’ ability to organise and manage the classroom. For any teacher to be effective in discharging teaching-learning responsibility, capability to manage and organise classroom activities must be high. Similarly, Simmons (2010) carried out a study on teacher skills for the 21<sup>st</sup> century” and noted that effective teaching in the 21st century requires more than a basic understanding of educational theory. Rather, it requires classroom management which the facilitators always emphasised in most of the teachers capacity building training programme.

### **Capacity Building and Teacher effectiveness in Teaching Method**

Hypothesis 3 reveals significant influence of capacity building training programme on teacher effectiveness in teaching method. The result reveals 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 have in one way or the other attended capacity building programmes were more effective. The ANOVA summary reveals a p-value of 0.002. This implies that the capacity building influence 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. Those that have attended capacity building do explore pupils-centred method in their teaching-learning process. This result is inline with Thomas (2013) on effects of teacher preparation on students’ academic achievements in SS2 Biology practical. He submitted that it was evident that the level of experience aided the teacher in classroom delivery/pedagogy. The teachers

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 some characteristics of a teacher that capable of bringing about an improved learning outcome in students were identified; it is possible as a result of good teaching methods.

### **Capacity Building and Teacher effectiveness in Subject Mastery**

Hypothesis 4 shows the simple linear regression analysis computed to determine the influence of capacity building on teacher effectiveness in subject mastery. Result of analysis shows that teachers who attended capacity building programmes were more effective in subject mastery. Since, the ANOVA summary reveals a p-value of 0.004. This implies that the influence of capacity building on teacher effectiveness in subject mastery competencies was significant [ $F_{(1,607)}=56.449, p<0.05$ ]. It means that capacity building training programmes substantially contributed to effectiveness of teachers in subject mastery. It was observed that teachers that have attended capacity building programmes were competent in subject mastery: appropriately introduced the lesson, related the new content to previous experience and the learners were encouraged to express their minds in the class. This result corroborated that of Odeleye and Oshin (2011) that teacher who possessed adequate knowledge of the subject matter were more effective in the classroom. This adequate knowledge of subject mastery was also acquired through effective capacity building. The finding also corroborates Odeleye (2012) finding on teacher effectiveness as a factor of academic goal achievement among primary school pupils in Nigeria. He reported that there was positive relationship between teacher effectiveness and pupils' standard and quality. That teachers' subject mastery was a *sine qua non* to teacher effectiveness and pupils' standard and quality.

### **Capacity Building and Teacher effectiveness in the use of Teaching Materials**

Hypothesis 5 is on significant influence of capacity building on teacher effectiveness in the use of teaching materials. The result reveals a *R Square* of 0.116. The *R Square* is the coefficient of determination that states the proportion of the variance of teacher effectiveness in use of teaching materials that could be explained by variation in capacity building programme. Therefore, teachers who had attended capacity building

programmes were more effective in the use of teaching materials. Since the ANOVA summary reveals a p-value of 0.000, this implies that the influence of capacity building on teacher effectiveness in use of teaching materials was significant [ $F_{(1,607)}=79.870$ ,  $p<0.05$ ]. The retrained teachers through capacity building demonstrated good use of improvised instructional materials. The use of available materials in pupils' immediate environment was also considered important by those teachers that had attended capacity building training programmes. The result was in-line with findings of Ibe (1998) cited by Gistarea (2013) in a study carried out on the instructional materials as a means of communication submitted that utilization of instructional materials in teaching-learning process associated with the function of the teacher is to arrange the procedure of the presentation and also plan to make the materials meaningful to the audience. He was of the opinion that well trained teachers who apply the acquired knowledge on the use of instructional material will impact the learners with the adequate skill.

#### **Capacity Building and Teachers' effectiveness in Teacher-Pupils Interaction**

Hypothesis 6 reveals significant influence of capacity building training programme on teachers' effectiveness in teacher-pupils interaction. Table 4.2.6 shows the simple linear regression analysis computed to determine the influence of capacity building on teachers' effectiveness in teacher-pupils interaction. The result reveals a *R Square* of 0.120. The *R Square* was the coefficient of determination that states the proportion of the variance of teachers' effectiveness in teacher-pupils interaction that can be explained by variation in capacity building programme. It depicts that teachers who had attended capacity building training programmes were more effective in their interaction with the pupils. Since the ANOVA summary reveals a p-value of 0.004. This implies that the influence of capacity building on teachers' effectiveness in their interaction with the pupils was significant [ $F_{(1,607)}=82.434$ ,  $p<0.05$ ]. The teachers who were effective interacted well with their pupils as a result of the capacity building training programmes they had attended in the past. Teacher related pupils ideas to the content being taught and being attentive to pupils needs either with low and high academic ability in order to impart knowledge effectively. This result agrees with Heijnen-Maathuis (2014) submission in an article titled: Effective teaching and classroom management is about whole child - and whole school development for knowledge, skills and human values. He affirmed that teachers who interacted with pupils well will see

their needs glaringly and cater for them accordingly. This means that positive teacher-student interactions and classroom climate must be important factors influencing how children perform in school.

### **Capacity Building and Teachers' effectiveness in communication**

Hypothesis 7 presents the significant influence of capacity building on teachers' effectiveness in communication. The result reveals a *R Square* of 0.059. Thus, 5.9% of the variation in teachers' effectiveness (communication) was influenced by differences in capacity building. Teachers who had attended capacity building programmes in the past were more effective in the way they communicate with the pupils. Further, the ANOVA summary reveals a p-value of 0.001. This implies that the influence of capacity building on teachers' effectiveness in the way they communicate with the pupils was significant [ $F_{(1,607)}=38.227, p<0.05$ ]. The teachers observed explained concepts with a clear and simple language. Also, they maintained eye contact and appropriate gestures with the pupils. This result corroborates Oden (2004) submission that well-trained teachers on how to effectively communicate would promote interaction that would enable teacher share his/her thoughts and ideas as well as exert control over a wide range of phenomena and human actions. Also, it supports Quadri (2008) view that through effective communication skill well-organised capacity building training programmes would be enhanced; teachers could make the learning experience more interesting and memorable for learners.

### **Capacity Building and Teachers' effectiveness in Motivation of Students**

Hypothesis 8 presents the simple linear regression analysis computed to determine the significant influence of capacity building on teachers' effectiveness in motivation of students. The result reveals a *R Square* of 0.100. Thus, 10.0% of the variation in teachers' effectiveness (motivation of students) was influenced by differences in capacity building. Teachers who had attended capacity building programmes in the past were more effective in the way they motivated students in the class. Further, the ANOVA summary reveals a p-value of 0.002. This implies that the influence of capacity building on teachers' effectiveness in the way they motivated their students in teaching-learning process was significant [ $F_{(1,607)}=67.388, p<0.05$ ]. This finding supports Machingambi's (2013) view in a study conducted titled "Teachers' Perceptions

on the Implementation of the Performance Management System in Zimbabwe” that effective motivational strategy make one student differ from another, this was germane to student’s execution of their learning goals successfully. It was also discovered that the teacher was sympathetic to the needs and problems of the learners; the teachers exercised patience and also being firm with the learners; in-line with Schultz and Schultz (2006) in a study carried out on “psychology and work today: an introduction to industrial and organisational psychology” submitted that the motivation forces would inspire a student in an academic organisation to identify his/her problems and needs with the desire and willingness to get these problems and needs met. Also, the students were able to realise their potentials to achieve own goals through the motivation strategy used by the teacher.

**Capacity Building Programmes Indices (Appropriateness of Resource Strategies, Training Content, Favourableness of Environment) Joint influence on Teacher Effectiveness**

Hypothesis 9 presents the multiple regression analysis computed to determine the significant influence joint influence of capacity building programmes indices on teachers’ effectiveness in teaching learning process. The result reveals that TrainingContent, Favourableness of Environment and Appropriateness of ResourceStrategies when combined on the dependent variable (teachers effectiveness) have significant joint outcome ( $F = 32.246, P < .05$ ). This implies that TrainingContent, Favourableness of Environment and Appropriateness of ResourceStrategies, when combined, on the dependent variable (teachers effectiveness), had significant joint influence on the teachers effectiveness in teaching-learning process Southwestern Nigeria.

**The difference between the effectiveness of teachers who have participated in capacity building programmes between Oyo, Ogun and Ondo.**

Table 4.2.11 presents the analysis of hypothesis 9 testing for the difference between the effectiveness of teachers who have participated in UBEC capacity building programmes between Oyo, Ogun and Ondo. The table shows that there was significant difference between the set of teachers between state i.e. those who have participated ( $F = 0.659; df = 2,609; P > 0.05$ ). ( $t = 18.100; df = 1071; P < 0.05$ ). The implication of this was that those teachers effectiveness of those who had participated in UBE-CBP between this

three states were different. The teachers who have participated have high level of competency of all the indices for measuring effectiveness in the class.

This result corroborates with Odeleye and Oshin (2011) that those teachers that had attended capacity building training programmes were capable of bringing about an improved learning outcome in students when compared to those that did not attend any capacity building. It also supports the submission of Enarmiroro (2009) that the quality of trained teacher at any typical capacity building programmes would be different from those that did not have the opportunity of attending such programmes. The finding also support Aihievboloria (2005) that the capacity building programme was an essentially human programme, because of its human operatives, participants and products, hence facilitators' performance would have positive relationship with the quality of teachers concomitant with suitable materials. Duze (2012) in a study carried out the on changing role of school leadership and teacher capacity building in teaching and learning submitted that good leadership contribute more to teachers effectiveness rather than building teachers capacity.

Quantitatively, the selection of participants for the capacity building programme was seriously faulty. The study discovered that several challenges emanated because of selection procedures. Teachers who have not participated in capacity building programmes submitted that the head teachers selected the old teachers who have participated before while new teachers were left out. Some teachers faulted the mode of selection because some of the head teachers were bias, given room for nepotism and making the selection by friendliness.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The study examined the influence of teachers' capacity building programmes on teachers' effectiveness. Specifically, the study considered some of the indices that teachers make use of in class activities daily such as lesson preparation, classroom management, teaching delivery, subject mastery competencies, communication, motivation of students, use of teaching materials, teacher-pupil interaction and evaluation in public primary school South-West Nigeria. The study also focused on the relevance of the content of the teachers' capacity building programmes to the effectiveness of the teaching-learning process. Six purposes were stated, two research questions were answered and nine hypotheses were tested at 0.05 level of significance. The theoretical model for the study was the Social Cognitive theory and CIPP evaluation model (Stufflebeam, 1960). Descriptive survey research design was adopted for the study and multi-stage sampling technique was used to select 1081 teachers out of 86,249 teachers in public primary schools in South-West Nigeria. Two instruments were employed for data collection.

From the two research questions raised, the study found that capacity building training programmes had high relationship with teachers' effectiveness. Similarly, the nine (9) hypotheses formulated, revealed that capacity building significantly influenced teachers' effectiveness in lesson preparation, classroom organisation, teaching delivery, subject mastery competencies, communication, motivation of students, use of teaching materials, teacher-pupil interaction and evaluation.

The study found out that capacity building indices have high influence on teachers' effectiveness. The teachers also rated the previous capacity building high in terms of relevance of the training contents, conduciveness of the training centre environment, competence of the resource persons and resource person strategies. The study discovered that capacity building training programmes significantly influenced teachers effectiveness in lesson preparation; capacity building training programme significantly influenced teachers effectiveness in classroom management; capacity building significantly influenced teachers effectiveness in teaching method; capacity building

significantly influenced teachers effectiveness in subject mastery; capacity building significantly influenced teachers effectiveness in use of teaching materials; capacity building significantly influenced teachers effectiveness in their interaction with the pupils; capacity building significantly influenced teachers effectiveness in the way they communicated with the pupils; capacity building significantly influenced teachers effectiveness in the way they motivated their students in teaching-learning process and there was no significant difference between teachers who participated in capacity building training across the three states. The study also showed that independent variables jointly influenced teachers effectiveness. Also, this study found out long impact assessment of UBEC-CBPs ranges from 2009-2016 on the teachers effectiveness in teaching learning process on like the commission impact assessment which is on current UBEC-CBPs.

## **5.2 Conclusion**

This study affirmed that the independent variables (capacity building programmes) contributed to teachers' effectiveness. The most potent factor was the relevance of training content, followed by competencies of the resource persons, environment of the training venue and strategies of the resource persons. This implies that a well-planned capacity building programmes will maximally contribute to the effectiveness of teachers in the teaching-learning process. Improving the effectiveness of teachers lies not only in the hands of the teachers alone but also in the hands of government especially in providing opportunities or platform for staff retraining or organising such training exercise on regular basis. This implies that the effectiveness of teachers in teaching-learning process depends on the additional skills acquired during retraining.

In conclusion, capacity building training programme (the relevance of the training content, training materials/equipment, environment of the training, competence of the consultant and strategy of the resource persons) significantly influenced teachers effectiveness in teaching-learning process (lesson preparation, classroom organisation, teaching delivery, subject mastery competencies, communication, motivation of students, use of teaching materials, teacher-pupil interaction and evaluation).



### **5.3 Recommendations**

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

- i. Government should put more effort in capacity building of primary school teachers considering the fact that primary is the foundation of all other levels of education.
- ii. Government through UBEC should devise improved methods of organising capacity building programme.
- iii. Government through UBEC should set up supervisory team that would regularly monitor the trained teachers.
- iv. Government should also support teachers with improvised instructional materials that would encourage them to dispense the acquired skills during training without any reservation.
- v. Teachers should endeavour to appropriate the skills embedded through capacity building in order to improve their mode of imparting knowledge.
- vi. The selection of participants for capacity building training programme should be free and fair to avoid uneven selection of teachers for the training. It was observed/noted that some teachers have attended capacity building programmes for more than four times, while some hadnot attended any, even once.
- vii. The school administrators should give room for the trained teachers to appropriate the acquired skills in order to make their schools effective through the demonstration of their effectiveness in teaching-learning process.
- viii. Capacity building training programmes should be held in a conducive environment that would encourage teaching-learning.
- ix. Capacity building training programmes should be extended to those teachers that have not been given the opportunity.

### **5.4 Limitations of the study**

The sample of this study consisted of only teachers in the primary schools from South-West Nigeria. The problem of double counting is another shortcoming since many teachers had attended capacity building more than two times as noted in this study. Other limitation to this study was the refusal of some teachers to be observed in the class, which prolonged the fieldwork. Some of the respondents were not willing to

cooperate. This was as a result of the fear of the respondents that the answers given may affect them negatively but with a lot persuasion from the researcher, they obliged to being observed. .

### **5.5 Suggestions for Further Studies**

The study examined the influence of capacity building on teachers' effectiveness in primary schools in South-West Nigeria. To further broaden the frontiers of knowledge, the following were suggested: A wider scope of variable should be considered because capacity building is not the only variable that can contribute to teachers' effectiveness in primary schools. The population covered should be increased to enhance the generalisation of the result. A similar study could be conducted in other geopolitical zone to cover other primary schools not involved in this study. Furthermore, similar researches should also be carried out in junior secondary schools since they are also part of universal basic education. This study did not consider teacher quality, individual ability rather than capacity building programme. Other research may include those variable in future study.

### **5.6 Contributions to knowledge**

The study contributed the following to the body of knowledge:

- i. It has been established that capacity building training programmes' variables are indispensable elements in teachers effectiveness.
- ii. The environment facilitated effective training programme either in schools or other designated centres.
- iii. It has been established that relevance of the training content, training materials/equipment, environment of the training, competence of the consultant and strategy of the resource persons contributed to teachers effectiveness in the teaching-learning process.
- iv. Development of theoretical framework on capacity building programmes and teachers effectiveness.
- v. The development of instruments for data collection on capacity building programmes and teachers effectiveness.
- vi. The development of conceptual model on capacity building training programme and relate with teachers' effectiveness.



### **5.7 Implications of the study**

In order to improve the effectiveness of teachers, there should be well-organised capacity building programme that will commensurate with the skills possessed by teachers. The retraining of teachers should be on regular basis and the selection of teacher should be fair. The UBEC should ensure follow up after training and create an enabling environment for the trained teachers to appropriate and share with other staff. The appropriation of acquired skills by teachers should be done in humility and with due protocol. If this is done, teachers' effectiveness will increase which will also influence the achievement of the primary education goals as stated in National Policy on Education. It will also boost the quality of the Nations' public primary school.

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**APPENDIX**

**UNIVERSITY OF IBADAN, IBADAN  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**Capacity Building Rating Scale (CBRS).**

Dear Respondent,

This questionnaire is to solicit responses from the respondents on previous capacity building you have participated in Southwestern Nigeria”. The purpose is purely for academic exercise and will be treated with high degree of confidentiality. Therefore, your co-operation in this regard is highly appreciated.

Name of school

.....

Class.....

...

Subject.....

...

Age of

Respondent.....

Gender: Male ( ) Female ( )

Have you participated in any UBEC capacity building programme? Yes ( ) No ( ). How many times?.....

Kindly rate the capacity building you have attended with this rating scale. The rating scale is presented from the highest (4) to the lowest (1). Assess this by placing a tick (√) in the appropriate column on the rating scale.

Rating scale:Excellent (4); Good (3); Fair (2); Poor (1).

S/N	Rating of Typical Capacity Building.	Poor	Fair	Good	Excellent
<b>A</b>	<b>Training Content</b>	1	2	3	4
1	Workshop objectives are often well laid out	1	2	3	4
2	Clarity of instruction at workshop	1	2	3	4
3	The relevance of the content on the training manual	1	2	3	4
4	Relevance to teaching and instruction	1	2	3	4
5	Relevance to learning	1	2	3	4
<b>B</b>	<b>Favourableness of Environment</b>	1	2	3	4
6	Cross ventilation of training venue	1	2	3	4
7	Availability of logistics at training venue	1	2	3	4
8	Training facilities in the training venue	1	2	3	4
9	Training venue space	1	2	3	4
10	Preparedness of the training venue	1	2	3	4
<b>D</b>	<b>Appropriateness of Resource Strategies</b>	1	2	3	4
11	Suitability of Electronic materials (gadgets i.e projectors, etc) used	1	2	3	4
12	Suitability of learner centred approach used	1	2	3	4
13	Suitability of other ICTs gadgets used	1	2	3	4
14	Suitability of Group discussion method used	1	2	3	4
15	Suitability of one to certain number of participants method (Cluster Method) used	1	2	3	4



**UNIVERSITY OF IBADAN, IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**Classroom Lesson Observation Rating Scale (CLORS)**

School: \_\_\_\_\_

State: \_\_\_\_\_ L.G.A. \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject: \_\_\_\_\_

Topic: \_\_\_\_\_ Sub-topic: \_\_\_\_\_

Assess the aspects of the lesson by placing a tick (√) in the appropriate column on the rating scale.

Rating scale: 1 (Poor); 2 (Fair); 3 (Averagely Good); 4 (Good); 5 (Excellent)

ASPECT		RATING SCALE				
<b>LESSON PREPARATION</b>						
1.	Clarity/feasibility of lesson objectives					
	a) Stated in simple and clear language.	1	2	3	4	5
	b) Stated in terms of what learners are expected to achieve	1	2	3	4	5
	c) Achievable within the stipulated time.	1	2	3	4	5
2	The lesson plan took into account Pupils' background such as learning difficulties, their needs/interests/misconceptions, growth of experimental skills and previous experience in relation to the topic.	1	2	3	4	5
3	The lesson plan was appropriate and realistic in the light of the lesson content and pupils' ability/skills/interests.	1	2	3	4	5
<b>CLASSROOM MANAGEMENT</b>						
1	a) The teacher organized and conducted lesson taking into account the individual differences in pupils' capability.	1	2	3	4	5
	b) The teacher ensures that learners were engaged in relevant learning activities..	1	2	3	4	5
	c) The teacher handled disruptive behaviours appropriately.	1	2	3	4	5
<b>CLASS MANGEMENT/CONTROL</b>						
1	<b>Distribution of time:</b> Time was appropriately distributed.					
	a) In the lesson plan.	1	2	3	4	5
	b) In the execution of the lesson.	1	2	3	4	5
2.	<b>Class controlled</b>					
	d) The teacher ensures that learners were engaged in relevant learning activities..	1	2	3	4	5
	e) The teacher handled disruptive behaviours in the learners appropriately.	1	2	3	4	5
<b>LESSON DELIVERY: TEACHING METHODOLOGY</b>						

<b>Pupils participation in teaching and learning activities</b>						
a)	Pupils encouraged asking and answering questions.	1	2	3	4	5
b)	The teacher encouraged individual participation in both group and class.	1	2	3	4	5
c)	Pupils were meaningfully engaged in learning activities.	1	2	3	4	5
d)	The teacher planned the activities to arouse and sustain interest of pupils.	1	2	3	4	5
<b>SUBJECT MASTERY</b>						
APPROPRIATENESS OF LESSON IN TERMS OF:						
1	<b>Introduction</b>					
	a) The teacher helps the learners to focus on content of the lesson.	1	2	3	4	5
	b) Introduction incorporated previous knowledge/skills/everyday experience and linked them to the new topic.	1	2	3	4	5
	c) Introduction was clear on what the teacher wanted the pupils to learn.	1	2	3	4	5
	d) Introduction was stimulating enough to arouse the interest and curiosity of the pupils	1	2	3	4	5
2	<b>Content</b>					
	a) Related to learners' previous experience.	1	2	3	4	5
	b) Geared to level of learners.	1	2	3	4	5
	c) Use of a variety of teaching techniques.	1	2	3	4	5
	d) Teacher mastered the content of the subject.	1	2	3	4	5
<b>Development</b>						
D1	Lesson procedure encouraged pupils to express their prior experiences and explain their ideas related to the content.	1	2	3	4	5
D2	Lesson encouraged pupils to give own hypotheses/prediction and helped to discuss how they differed from those held by others.	1	2	3	4	5
D3	Lesson encouraged pupils to give their own observations/results in the activity and to discuss how they differed from those of others.	1	2	3	4	5
D4	Lesson facilitated growth of process skills such as observing, measuring, classification, calculation, etc.	1	2	3	4	5
D5	The teacher dealt with pupils' questions, misconceptions and reinforced learning at each step.	1	2	3	4	5
D6	The lesson encouraged active participation of pupils in the main teaching steps	1	2	3	4	5
<b>Motivation of students</b>						
	a) The teacher motivates both gender participation and distribution of tasks during activities.	1	2	3	4	5
	a) The teacher appears to be enjoying the teaching.	1	2	3	4	5
	b) The teacher is sympathetic to the needs and problems of the learners.	1	2	3	4	5
	c) The teacher exercises patience with the learners.	1	2	3	4	5
<b>Use of instructional materials</b>						

	a) The teacher made appropriate use of the materials.	1	2	3	4	5
	b) There is evidence of improvisation and good use of instructional materials by the teacher.	1	2	3	4	5
	c) The teacher made appropriate use of the chalkboard.	1	2	3	4	5
	d) The teacher made effective use of the teaching and learning materials/media	1	2	3	4	5
	e) The teacher utilised available materials in pupils' immediate environment.	1	2	3	4	5
	f) The teacher utilised modern materials	1	2	3	4	5
	g) Pupils were able to use modern materials effectively	1	2	3	4	5
<b>Teacher-pupil interaction</b>						
	a) The teacher actively solicited the ideas of pupils on content taught.	1	2	3	4	5
	b) The teacher related pupils' ideas to the content taught.	1	2	3	4	5
	c) The teacher discussed and corrects pupils' misconceptions.	1	2	3	4	5
	d) The teacher supervised class work	1	2	3	4	5
	e) The teacher was attentive to the needs of both pupils with low and high academic ability.	1	2	3	4	5
	f) The teacher kept eye contact on pupils to monitor their feelings.	1	2	3	4	5
	g) The teacher invited questions from pupils.	1	2	3	4	5
	h) The teacher interjected rightly and called to attention inattentive pupils	1	2	3	4	5
<b>Evaluation of Learner</b>						
E1	The teacher marked class work after conclusion of the lesson	1	2	3	4	5
E2	The teacher gave attention to the needs of pupils with low and high academic ability.	1	2	3	4	5
E3	The teacher assesses the understanding of pupils on the content taught.	1	2	3	4	5
E4	The teacher invited questions from pupils and diligently attend to them.	1	2	3	4	5
E5	The teacher checked the accuracy, correctness, depth and appropriateness of the content through question and answer techniques.	1	2	3	4	5
<b>Communication</b>						
a)	Explained concepts clearly in appropriate simple and clear language.	1	2	3	4	5
b)	Enthusiastic, maintained eye contact and appropriate gestures.	1	2	3	4	5