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Impact of Capacity Building on Universal Basic Education (UBE) Teachers' Job Performance in Jalingo Education Zone, Taraba State, Nigeria

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Abstract

This study investigated the impact of capacity building on Universal Basic Education (UBE) teachers' job performance in Jalingo Education Zone, Taraba State, Nigeria. The study adopted a descriptive survey design. The population of the study was three thousand three hundred and fifty one (3,351) UBE teachers in Jalingo Education Zone. A sample of five hundred and thirty six (536) teachers was randomly selected using clustered sampling. The instrument used for data collection was researchers-developed questionnaire titled "Capacity Building and Teachers' Job Performance Questionnaire (CBTJPQ). The instrument was validated by three experts from Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was determined using Cronbach's Alpha method with reliability coefficient of 0.87. Data collected was analyzed using Mean and Standard deviation in answering the research questions. While, all hypotheses were tested using Chi-square at 0.05 level of significance. Findings revealed that capacity building has significant impact on UBE teachers' proficiency in Information Communication Technology (χ^2 = 77.033, df = 535, p = .000). It was also found that capacity building has significant impact on UBE teachers' proficiency in Information Communication Technology. Finding further revealed that capacity building has significant impact on UBE teachers' statutory record keeping. Based on the findings of the study, it was concluded that capacity building has significant positive impact on UBE teachers' job performance in Jalingo Education Zone. It was recommended among

others that Government should regularly provide capacity building programmes like seminars, symposia, workshop etc in order to enhance the performance UBE teachers.

Key Words: Capacity Building, Universal Basic Education (UBE), Teachers' Job Performance, Impact, Teachers

Introduction

Background

The Federal Government of Nigeria launched the Universal Basic Education (UBE) in September 1999 for the purpose of achieving compulsory, free and universal basic education. It was also Nigeria's response to the achievement of Education for All (EFA) and Millennium Development Goals (MDGs). The UBE programme, as a policy reform measure, is aimed at rectifying distortions in basic education delivery in the country as well as catering for basic education in the formal and non-formal sectors. The UBE is aimed at enabling all children in the Nigerian society to participate in the free 9 years of schooling from primary one to junior secondary school (JSS) three classes (Ejere, 2011). The UBE is thus intended to be universal and compulsory. It is worthy to note that Nigeria is one of the 164 countries that signed the 2000 Dakar framework of Action to ensure Education for All (EFA) by the year 2015. However, for the achievement of this noble objective, the capacity and job efficiency of teachers are necessary.

Teachers remained the significant resources in education system at all levels; this is because the strength of an educational system largely depends upon the quality and quantity of its teachers (Usman, 2016). Furthermore, no educational goal can ever be achieved without adequately trained and motivated teachers. Consequently, for UBE objectives to be achieved; there is need for teacher training and retraining so as build their capacities to address the ever increasing challenges in our basic education school system.

The need for capacity-building and quality improvement of secondary school teachers has long been recognized. It is important for the improvement of classroom teaching. Training and capacity building of teachers make important contributions to raise a school to the apex of excellence. It increases the productivity and internal efficiency of teachers through improvement of their pedagogical skills and mastery over their subjects. It contributes to quality education by reducing institutional barriers to the overall development of students. Teachers, who are trained and committed, are considered capable to benefit students' learning and development. In fact, Capacity-Building of teachers has been recognized as one of the most critical factors for improving classroom teaching. Thus, the recruitment, training and retention of capable teachers and their continuous professional development go a long way to improving classroom teaching. This is supported by the views of Ayeni (2020) that teachers' capacity building is aimed at advancing teachers' knowledge

and pedagogical skills for best practices and efficiency in instructional inputs and processes for better learning outcomes in schools.

When teachers are professionally developed, they are more committed and satisfied on the job. Egboka (2018) expressed that professional development affords teachers the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully. Teachers' professional development is promoted through seminars, conferences, workshops, professional courses, orientation, and in-service training which promote the exchange of ideas and expertise to equip teachers for better performance. Similar to this, Abdulrahaman (2015) pointed out that staff professional development practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction. Organizing in-service training for teachers will equip them with the current trend and methods in the teaching profession. Onyali and Akinfolarin (2017) highlighted the benefits of staff training to include; updating teachers on changes in the field of education, improving their classroom management and teaching skills, enhancing their positive attitude to work as well as motivating them for better performance for school improvement.

It is in the realisation of the importance of capacity building to teachers' job performance that the Taraba State Universal Basic Education Board (TSUBEB) in collaboration with relevant stakeholders organise professional training and retraining for teachers through workshops on statutory record keeping, lesson planning, lesson delivery, improvisation of instructional materials, use information and communication technology etc. However, despite the series of capacity building workshops organised for teachers in Taraba State, it is not known whether or not such workshops have impact on teachers' job performance.

Several studies have established a connection between capacity building and teachers' job performance. Awodoyin (2020) investigated the impact of National Teachers Institute (NTI) Capacity Building Training Workshops on record keeping and public primary school teacher's job performance in Adamawa State, Nigeria and revealed that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State. Also, there is a significant impact of NTI capacity building training workshops on teachers Job performance in public primary schools in Adamawa State. In a related study, Omolola and Olasubomi (2022) investigated productivity of public secondary school teachers in Oyo metropolis through capacity building programmes. The findings of the study revealed that capacity building plays important role in the development, effectiveness and productivity of public secondary school teachers in Oyo metropolis. Amalu and Oyo-Ita (2023) conducted a study and investigated the contribution of Information Communication technology (ICT), in- service training to job performance public secondary schools teachers in Calabar Municipality of Cross River State, Nigeria. Finding revealed that there is a significant relationship between Information and Communication Technology (ICT) and in-service training and job performance of public secondary schools teachers.

Statement of the Problem

For Universal Basic Education Board to achieve its objectives there is need for continuous human resource management enhancement could lead to improve teachers' performance in the educational sector. In other to advance educationally, teachers should be effectively trained in other to achieve increased performance and this can only be achieved through examining the strategies for an effective capacity building of UBE teachers.

The Universal Basic Education Board has always acknowledged the important role teachers' capacity building plays towards the successful delivery of any educational process by organizing workshops and seminars for UBE teachers in the areas of ICT in education, pedagogical knowledge and school record keeping. However, it is not known whether or not such programmes translate into teachers' job performance. The thrust of this study therefore was to determine the impact of capacity building on Universal Basic Education (UBE) teachers' job performance.

Objectives of the Study

The main objective of this study was to investigate the impact of capacity building on Universal Basic Education (UBE) teachers' job performance in Jalingo Education Zone, Taraba state, Nigeria. Specifically, the study investigated:

1. the impact of capacity building on UBE teachers' proficiency in Information Communication Technology in Jalingo Education Zone.
2. the impact of capacity building training on UBE teachers' pedagogical knowledge in Jalingo Education Zone?
3. the impact of capacity building on UBE teachers' statutory record keeping in Jalingo Education Zone.

Research Questions

The following research questions guided the conduct of the study:

1. What is the impact of capacity building on UBE teachers' proficiency in information communication technology in Jalingo Education Zone?
2. What is the impact of capacity building on UBE teachers' pedagogical knowledge in Jalingo Education Zone?
3. What is the impact of capacity building on UBE teachers' statutory record keeping in Jalingo Education Zone?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. Capacity building has no significant impact on UBE teachers' proficiency in information communication technology in Jalingo Education Zone.
2. Capacity building has no significant impact on UBE teachers' pedagogical knowledge in Jalingo Education Zone.

3. Capacity building has no significant impact on teachers' statutory record keeping in Jalingo Education Zone.

Methodology

This study adopted descriptive survey research design. The population of the study was three thousand three hundred and fifty one (3,351) Universal Basic Education teachers in Jalingo Education Zone, Taraba State, Nigeria. The Education Zone is made up of Jalingo, Ardo-Kola and Lau Local Government Areas. A sample five hundred and thirty six (536) teachers was randomly selected from the population using clustered sampling. The sample was drawn in proportion to the population of teachers in each of LGAs in the Education Zone. The sample size was determined using Krejcie and Morgan (1970) probability sampling table. The study used a researcher-developed questionnaire as instrument for data collection. The questionnaire is titled "Capacity Building and Teachers' Job Performance Questionnaire (CBTJPQ). The questionnaire was structured on a four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with ratings of 4, 3, 2 and 1 respectively for positive item statement and reversed coding for negatively stated items. The validity of the questionnaire was established by three experts from the Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was determined using Cronbach's Alpha method with reliability coefficient 0.87, indicating that the questionnaire was reliable for data collection for the study. Data collected from the respondents were analyzed using descriptive statistics of Mean and Standard deviation in answering the research questions. Mean score within 2.50 and above were accepted and taken as agreement, while any mean score less than 2.50 were rejected and taken as disagreement. While, all the null hypotheses of the study were tested with Chi-square statistics at 0.05 level of significance.

Data Presentation, Result and Interpretation

Research Question 1: What is the impact of capacity building on UBE teachers' proficiency in information communication technology in Jalingo Education Zone?

Table 1: Mean and Standard Deviations of Responses on the Impact of Capacity Building on UBE Teachers' Proficiency in Information Communication Technology (ICT)

Item	Item Statement	N	Mean	Std. Dev.	Decision
1	Teachers with better ICT knowledge are more effective in classroom management	536	3.64	0.61	Agreed
2	Teaching and learning becomes more easier when teachers use the ICT knowledge acquired during capacity building workshops	536	3.53	0.49	Agreed

Item	Item Statement	N	Mean	Std. Dev.	Decision
3	Students shows more interest in learning when ICT gadgets are employed in teaching	536	3.48	0.47	Agreed
4	Teaching and learning becomes interactive when teachers are ICT compliant	536	3.43	0.49	Agreed
5	Teachers' knowledge of ICT influences students' interest in learning.	536	3.48	0.54	Agreed
6	Skills acquired through ICT training make teachers to remain relevant and productive in the chosen profession	536	3.38	0.57	Agreed
7	Students performance improve when ICT facilities are used for teaching and learning	536	3.39	0.47	Agreed
	Grand Mean/Standard Deviation	**536**	**3.48**	**0.52**	**Agreed**

Table 1 shows Mean and Standard deviations of responses on the impact of Information and Communication Technology (ICT) training on UBE teachers' job performance. All the items have mean rating scales in the range of 2.50 to 4.00; this shows that respondents agreed that Information and Communication Technology (ICT) training has positive impact on UBE teachers' job performance. The cluster has a grand mean of 3.48 and a grand standard deviation of 0.52; this implies that capacity building training of teachers on ICT has positive impact on UBE teachers' job performance. The result also signifies that skills acquired through ICT training make teachers to remain relevant and productive and ICT knowledge leads to improvement in teachers' job performance.

Research Question 2: What is the impact of capacity building on UBE teachers' pedagogical knowledge in Jalingo Education Zone?

Table 2: Mean and Standard Deviations of Responses on the Impact of Capacity Building on UBE Teachers' Pedagogical Knowledge

Item	Item Statement	N	Mean	Std. Dev.	Decision
1	Knowledge acquired during workshops helps teachers improve their classroom management skills	536	3.55	0.48	Agreed
2	Knowledge acquired during workshops helps teachers recognize individual difference in learners	536	3.47	0.52	Agreed
3	Knowledge acquired during workshops helps teachers to improvise instructional materials	536	3.38	0.48	Agreed

Item	Item Statement	N	Mean	Std. Dev.	Decision
4	Workshops and trainings help teachers to improve their assessment skills	536	3.52	0.54	Agreed
5	Workshops and trainings help teachers ensure that teaching and learning activities becomes interactive and interesting	536	3.45	0.49	Agreed
6	Workshops and trainings help teachers to recognize the need for adoption of learner-centred teaching methods	536	3.36	0.53	Agreed
7	Workshops and trainings equip teachers with the latest knowledge on pedagogy	536	3.51	0.49	Agreed
	Grand Mean/Standard Deviation	**536**	**3.46**	**0.50**	**Agreed**

Table 2 shows Mean and Standard deviations of responses on the impact of capacity building on UBE teachers' pedagogical knowledge. All the items have mean rating scales in the range of 2.50 to 4.00; this shows that respondents agreed that capacity building training has positive impact on UBE teachers' pedagogical knowledge. The cluster has a grand mean of 3.46 and a grand standard deviation of 0.50; this implies that capacity building training has positive impact on UBE teachers' pedagogical knowledge. The result also signifies that capacity building training improves teachers' classroom management skills, assessment skills and improvisation of instructional materials.

Research Question 3: What is the impact of capacity building on UBE teachers' statutory record keeping in Jalingo Education Zone?

Table 3: Mean and Standard Deviations of Responses on the Impact of Capacity Building on UBE Teachers' Statutory Record Keeping

Item	Item Statement	N	Mean	Std. Dev.	Decision
1	Teachers provide accurate and up-to-date records of school activities when trained	536	3.23	0.45	Agreed
2	Capacity building workshops enhances teachers' record keeping proficiency	536	3.28	0.38	Agreed
3	Teachers apply knowledge and skills acquired during workshops and seminars in ensuring that all school records are properly kept and up to date	536	3.30	0.48	Agreed
4	Teachers are exposed to professional ways of keeping school records during workshops and seminars	536	3.37	0.68	Agreed

Item	Item Statement	N	Mean	Std. Dev.	Decision
5	Teachers that attend workshops and seminars on statutory record keeping are more proficient in record keeping than teachers who did not attend.	536	3.18	0.33	Agreed
6	Modern ways of storing, organizing and retrieving school records are necessary for teachers' job performance to improve	536	3.25	0.48	Agreed
7	Workshops and conferences provide teachers a forum to meet colleagues and discuss emerging challenges in record keeping so as to improve their job performance.	536	3.31	0.75	Agreed
	Grand Mean/Standard Deviation	**536**	**3.27**	**0.51**	**Agreed**

Table 3 shows Mean and Standard deviations of responses on the impact of capacity building on UBE teachers' statutory record keeping. All the items have mean rating scales in the range of 2.50 to 4.00; this shows that respondents agreed that capacity building training has positive impact on UBE teachers' statutory record keeping. The cluster has a grand mean of 3.27 and a grand standard deviation of 0.51; this implies that capacity building training has positive impact on UBE teachers' statutory record keeping.

Hypotheses Testing

Hypothesis One: Capacity building has no significant impact on UBE teachers' proficiency in Information Communication Technology in Jalingo Education Zone.

Table 4: Chi-square Test on Significance of the Impact of Capacity Building on UBE Teachers' Proficiency in Information Communication Technology

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	77.033	535	.000
Likelihood Ratio	92.921	535	.000
Linear-by-Linear Association	21.291	1	.000
N of Valid Cases	536		

Table 4 shows Chi-square test on the impact of capacity building on UBE teachers' proficiency in Information Communication Technology (χ^2 = 77.033, df = 535, p = .000). The result implies that there is a significant impact of capacity building on UBE teachers' proficiency in information communication technology. Therefore, the null hypothesis which states that capacity building has no significant impact on UBE teachers' proficiency in Information Communication Technology in Jalingo Education Zone is rejected.

Hypothesis Two: Capacity building has no significant impact on UBE teachers' pedagogical knowledge in Jalingo Education Zone.

Table 5: Chi-square Test on Significance of the Impact of Capacity Building on UBE Teachers' Pedagogical Knowledge

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	108.503	535	.000
Likelihood Ratio	119.771	535	.000
Linear-by-Linear Association	.338	1	.561
N of Valid Cases	536		

Table 5 shows Chi-square test on the impact of capacity building on UBE teachers' pedagogical knowledge (χ^2 = 108.503, df = 535, p = .000). The result implies that there is a significant impact of capacity building on UBE teachers' pedagogical knowledge. Therefore, the null hypothesis which states that capacity building has no significant impact on UBE teachers' pedagogical knowledge in Jalingo Education Zone is rejected.

Hypothesis Three: Capacity building has no significant impact on teachers' statutory record keeping in Jalingo Education Zone.

Table 6: Chi-square Test on Significance of the Impact of Capacity Building on UBE Teachers' Statutory Record Keeping

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	69.056	535	.000
Likelihood Ratio	93.569	535	.000
Linear-by-Linear Association	19.230	1	.000
N of Valid Cases	536		

Table 6 shows Chi-square test on the impact of capacity building on UBE teachers' statutory record keeping (χ^2 = 69.056, df = 535, p = .000). The result implies that there is a significant impact of capacity building on UBE teachers' statutory record keeping. Therefore, the null hypothesis which states that capacity building has no significant impact on UBE teachers' statutory record keeping in Jalingo Education Zone is rejected.

Discussion of findings

Finding revealed that capacity building has significant impact on UBE teachers' proficiency in Information Communication Technology (ICT) in Jalingo Education Zone. The finding is

in agreement with the findings of Amalu and Oyo-Ita (2023) whose study revealed that ICT is a significant predictor of teachers' job performance of public secondary school teachers in Calabar municipality of Cross River State, Nigeria. The finding agrees with Awodoyin (2020) whose study revealed that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State. The finding justifies the observation of Ayeni (2020) who observed that teachers' capacity building is aimed at advancing teachers' knowledge and pedagogical skills for best practices and efficiency in instructional inputs and processes for better learning outcomes in schools. It was also found that capacity building has significant impact on UBE teachers' pedagogical knowledge in Jalingo Education Zone. The finding is related to finding of Omolola and Olasubomi (2022) whose study revealed that capacity building plays important role in the development, effectiveness and productivity of public secondary school teachers in Oyo metropolis. The finding justifies the observation of Ayeni (2020) who observed that teachers' capacity building is aimed at advancing teachers' knowledge and pedagogical skills for best practices and efficiency in instructional inputs and processes for better learning outcomes in schools. Finding further revealed that capacity building has significant impact on UBE teachers' statutory record keeping. The finding is related to finding of Omolola and Olasubomi (2022) whose study revealed that capacity building plays important role in the development, effectiveness and productivity of public secondary school teachers in Oyo metropolis.

Conclusion

Based on the findings, the study concludes that capacity building has significant positive impact on UBE teachers' proficiency in information communication technology, pedagogical knowledge and statutory record keeping. All these have significant improvement on capacity building of teachers towards productivity, which will in the long run improves students' academic performance and understanding of subject contents for retention.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Universal Basic Board Commission (UBEC) should regularly provide capacity building programmes like seminars, symposia, workshops etc in order to enhance the performance of UBE teachers.
2. Schools should be adequately equipped with necessary ICT facilities so that teachers trained should put into practice the knowledge acquired from ICT trainings.
3. Government should develop well planned training programmes for UBE teachers to improve teachers' pedagogical knowledge and school record keeping.

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