



Capacity Building, Principals' job Performance and Teachers' job performance in Public Secondary schools in Federal Capital Territory, Abuja, Nigeria

Oweikpodor Vera Gbaeprekmo¹, Nwangwa Julian Enwerim², Olofinkua Vincent Kayode³

¹⁻²Delta State University, Abraka, Delta State, Nigeria

³St Augustine College of Education

Corresponding Author: Oweikpodor Vera Gbaeprekmo

oweikpodor.vera@delsu.edu.ng

ARTICLE INFO

Keywords: Capacity Building, Teachers' Job Performance, Principals' Job Performance

Received : 27 October

Revised : 27 November

Accepted: 26 December

©2024 Gbaeprekm, Enwerim, Kayode : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The study examined how capacity building affected the work performance of PBECD (Post-Basic Education and Career Development) principals and teachers in the Federal Capital Territory of Abuja, Nigeria. For this investigation, a descriptive survey research design was utilized. Principals and teachers at public Post-Basic Education and Career Development (PBECD) schools in the Federal Capital Territory (FCT) of Abuja, Nigeria, made up the study's population. 120 teachers and 36 principals make up the study's sample size. Purposive and random sampling strategies were employed in the research. For this study, a structured questionnaire was the tool used to collect data. At the University of Abuja, specialists from the Department of Educational Management verified the instruments. To ascertain the reliability coefficient, the test-retest approach was employed. In FCT, the study found a positive correlation between capacity building, the work performance of principals, and the work performance of teachers in PBECD. Building capacity supports PBECD teachers' job performance and facilitates efficient school administration. The study suggests that in order to support an efficient capacity building program for school principals and teachers in the PBECD program, the government should enhance funding for PBECD in the Federal Capital Territory.

INTRODUCTION

The school principal is the head of the Post-Basic Education and Career Development (PBECD) in Nigeria. In order to achieve the goals of the school, the principal is tasked with managing the human and material resources. The school principal' position and function in the secondary school system cannot be underestimated because of their crucial roles in the organization of school resources.

The Principals' job performance refers to the degree of execution of official responsibilities in the school towards realization of school goals. Principals' job performance is the level and effort put into the management of the schools. The Principals' job performance according to Yemi (2018) is the extent of tasks executed by the school head at a given time. The Principals' job performance depends on the teachers' job performance in the schools.

Being at the heart of education, teachers encounter numerous challenges, complexities, and evolving circumstances, necessitating them to stay updated with contemporary knowledge and abilities to improve their teaching proficiency (as per Kabadayi, 2016). 2. Ogunode (2023) defined teacher job performance as the fulfillment of designated tasks and responsibilities within the school setting. Essentially, teacher job performance signifies the extent to which teachers effectively carry out their assigned duties in schools (Ogunode, Olowonefa & Ayoko 2023). In other words, teacher job performance refers to the completion of teaching assignments and tasks in educational institutions (Josiah, Audu and Ogunode, 2023). Teacher job performance can be measured as the degree to which teachers successfully accomplish their assigned duties and responsibilities in schools (Ogunode 2023). 3. According to Uko et al. (2015), teacher job performance signifies the extent of commitment teachers demonstrate towards effective pedagogical implementation, as well as their sincerity and academic excellence in executing academic activities. Alternatively, teacher work performance can be seen as the capacity of teachers to display a positive attitude towards their work by being dedicated and committed to their teaching responsibilities and making strenuous efforts to achieve school objectives (Akporehe et al. 2023). Teacher job performance was also defined by Bassey, Agbade, and Ogunode (2023) and Ogunode and Josiah (2023) as the degree to which teachers have achieved the goals of teaching in the schools. The degree to which a teacher can carry out their designated duties in a classroom setting is known as their job performance. Since the school system is impacted by the teachers' success or failure, their work performance is crucial to the institution. Teachers' competence, which can be enhanced by professional development, is their capacity to manage particular learning activities in the classroom. According to the European Commission (2012), it can be further described as the intricate fusion of values, attitudes, and knowledge that results in productive classroom behavior.

It has been determined that capacity building programs are important components of educational institutions, leading to their roles as key factors influencing the professional development of teachers and principals. In addition to acquiring pedagogical and content knowledge, principals'

involvement in the programs increases the efficacy of capacity building in the schools. Expanding the capacity. According to the United Nations Environment Programme (2006), capacity building is the process of creating the abilities, relationships, and values that will empower individuals, organizations, and groups to achieve their developmental objectives and perform better. In developing societies, it usually refers to improving the knowledge, abilities, and capacities of individuals and groups in order to overcome the causes of their marginalization and suffering. The process of giving people the knowledge, abilities, and access to information, training, and skills necessary for efficient performance is known as human resource development (Wikipedia, 2011).

Building capacity occurs at the individual, institutional, and societal levels. On an individual basis, it requires setting up conditions that allow each participant to increase and enhance their existing skills and knowledge. Additionally, it advocates for the establishment of conditions that will allow individuals to engage in the process of learning and adapting to change. According to the United Nations Committee of Experts on Public Administration (2006), it is about helping established institutions develop sound policies, organizational structures and efficient management techniques. According to Philbin (1996), capacity building is the process of improving and strengthening the knowledge, instincts, skills, abilities, procedures and resources that people, organizations and communities need to exist, adapt and thrive in a world that is changing rapidly . The focus is on understanding the barriers that prevent individuals, organizations, governments, international organizations and non-governmental organizations from achieving their development goals, while strengthening the capabilities necessary to achieve quantifiable and lasting results. There are different opinions on the topic of the impact of capacity building on the performance of school principals and teachers in secondary schools. The purpose of this study is to determine whether capacity building affects the professional performance of teachers in Post-Basic Education and Career Development (PBECD) in the Federal Capital Territory of Abuja, Nigeria, as well as the professional performance of school principals.

Purpose of the study

This study aims to examine how capacity building affects the job performance of teachers and principals in the Federal Capital Territory of Abuja, Nigeria's Post-Basic Education and Career Development (PBECD). The particular goal is to.

1. Assess the impact of capacity building on principals; job performance in PBECD in FCT, Nigeria.
2. Ascertain the impact of capacity building on teachers' job performance in PBECD in FCT, Nigeria.

Hypotheses

The following theories were developed to direct the research:

H0: Capacity building and teachers' job performance in PBECD in the Federal Capital Territory (FCT), Abuja, Nigeria, do not significantly correlate.

H0: Capacity building and principals' work performance in PBECD in the Federal Capital Territory (FCT), Abuja, Nigeria, do not significantly correlate.

METHODOLOGY

This study's research design was a descriptive survey. The study's participants included all of the principals and instructors at the public Post-Basic Education and Career Development (PBECD) schools in the Federal Capital Territory (FCT), Abuja, Nigeria. The sample size of the study is 36 principals and 120 teachers. The study employed both purposive and random sampling techniques. For this study, a structured questionnaire was used to gather data. The instrument was titled capacity building on principal and teacher Questionnaire (CBPTQ). It was used to collect information from the respondents. The study's tool was a 4-point rating scale with four possible answers: strongly agree, agree, strongly disagree, and disagree. The instruments were verified by specialists from the University of Abuja's Department of Educational Management. The test-retest method was used to determine the reliability co-efficient. The co-efficient total 0.84 was obtained using cronbach alpha method. The research questions were answered using pearson (r) correlation statistics. While the hypotheses were tested at 0.05 using t-test significance of simple linear correlation statistics.

RESEARCH RESULT

Research Hypothesis One

H0: Capacity building and teachers' job performance in Post-Basic Education and Career Development (PBECD) in the Federal Capital Territory (FCT), Abuja, Nigeria, do not significantly correlate.

Table 1

V	N	Σ	R	a	df	t _{CA}	t _{tab}	Decision
X	156	17878	00.5	0.24	164	8.156	1.96	Rejected
Y	156	15878						

Table 1 presented the test of the relationship coefficient between capacity building and school principals' job performance. This study's research design was a descriptive. The t-calculated value of 8.156 is higher than the t-tabulated value of 1.96, and the degree of freedom is 154. The null hypothesis is rejected because the t-calculated value is higher than the t-tabulated value. This indicates that the job performance of school principals in the PBECD in FCT, Abuja, Nigeria survey and capacity building are significantly correlated.

Research Hypothesis Two

H0: Capacity building and principals' work performance in Post-Basic Education and Career Development (PBECD) in the Federal Capital Territory (FCT), Abuja, Nigeria, do not significantly correlate.

Table 2

V	N	Σ	r	a	df	t_{CA}	t_{tab}	Decision
X	156	17878	00.5	0.24	164	8.131	1.86	Rejected
Y	156	15878						

Table 2 presented the test of the relationship coefficient between capacity building and teachers' job performance. The t-calculated value of 8.131 is higher than the t-tabulated value of 1.86, and the degree of freedom is 154. The null hypothesis is rejected because the t-calculated value is higher than the t-tabulated value. As a result, it is determined that there is a significant correlation between the job performance of teachers in PBECD in the Federal Capital Territory (FCT), Abuja, Nigeria, and capacity building.

Findings

The study found that principals' performance in PBECD is enhanced by capacity building. The study claims that instructors' job performance has also increased as a result of the capacity building initiative for PBECD schools.

DISCUSSION

The study showed that capacity building aid principals' job performance in the in PBECD. Musa (2012) studied the influence of training on school administrators administrative' job performance and discovered that there is significant relationship between training and school administrators administrative job performance and he concluded that school principals should be provided with opportunities to attend various kind of training to acquire and update their skills for high productivity. Ojo (2017) submitted that workshop and seminar has helped to improve principal administrative job in school.

The paper also indicated that teachers' job performance is improved because of capacity building programme of teachers in in Post-Basic Education and Career Development (PBECD) schools. Alabi (2002) further confirmed that teacher development programs are associated with the improvement of teaching-learning processes and teacher competency during classroom interactions, as well as the overall development of teachers in terms of perception, behavior, skills, attitudes, and knowledge as well as in the performance of their duties. Additionally, Etuk (2001) and Afolabi, Olorisade, and Oguntunde (2012) describe a strong correlation between high-quality

universal basic education and teacher in-service training. As a result, they stress the importance of in-service training and development programs for both new and experienced educators in order to improve the quality of universal basic education in Nigeria. Walton (2005) conducted research on the impact of workshops on teachers' job performance and found that they had a major impact on teachers' output. The researcher came to the conclusion that in order to increase productivity, teachers should have the chance to participate in workshops where they can learn and improve their skills.

CONCLUSIONS AND RECOMMENDATIONS

This study examines the effects of capacity building on the work performance of teachers and principals in the Federal Capital Territory of Abuja, Nigeria's Post-Basic Education and Career Development (PBECD). The specific goals are to determine the effect of capacity building on teachers' job performance in public Post-Basic Education and Career Development (PBECD) in the Federal Capital Territory (FCT) of Nigeria and to evaluate the effect of capacity building on principals' job performance in PBECD.

The study found a favorable relationship between capacity building and job performance of trainers in the Post-Basic Education and Career Development (PBECD) program of the FCT. Capacity building in PBECD promotes effective school management and improves teachers' work performance.

Given these results, the report recommends that the government increase financing for FCT's Post-Basic Education and Career Development (PBECD) program to help school principals and teachers implement effective capacity-building programs.

REFERENCES

- Afolabi, S. O. & Olorisade, O. G. & Oguntunde, D. A. (2012). Relationship between Universal Basic Education Training and Teachers Quality in Public Primary Schools in Nigeria. *International Journal of Social Science and Education*. 2(4), 578-586.
- Etuk, G. K. (2001). Quality Universal Basic Education (UBE) through improved school management and practice. *International Journal of Educational Administration, Planning and Research*. 1(1), 49-65.
- European Commission (2012). Supporting the teaching profession for better learning outcomes. Communication from the commission. European Commission.
- Kabadayi, A. (2016). A Suggested In-Service Training Model Based on Turkish Preschool Teachers' Conceptions for Sustainable Development. *Journal of Teacher Education for Sustainability*, v18 n1 p5-15.
- Ogunode N. J. (2023). Leadership Styles and School Effectiveness. *Excellencia: International Multi-Disciplinary Journal of Education*. 1(4), 102-114
- Ogunode, N., J., Ojochnemi, U., B & Ayoko, V., O (2023). Leadership Styles and School Effectiveness. *International Journal of Development and Public Policy*, 3 (11), 1-17
- Ogunode, N., J. & Josiah, H., F. (2023). Deployment of Instructional Materials in Basic Schools in Nigeria: Impact, Challenges and Implications for Decision Making By School Administrators. *International Journal of Inclusive and Sustainable Education*, 2(1), 118- 127.
- Ogunode N, J. (2021). Administration of Public Secondary Schools in Nigeria: Problems and Suggestions. *Central Asian Journal of social sciences and history* volume: 02 (02), 90- 102
- Olowonefa, G. S. & Ogunode, N. J. (2021) Quality assurance programme in public secondary schools in Nigeria: Problems and the way forward. *Middle European Scientific Bulletin* (19), 46-58.
- Philbin, A. (1996). *Capacity Building in Social Justice Organization*. New York: Ford Foundations.
- United Nations Committee of Experts on Public Administration (2006). *United Nations' Economic and Social Council: Delimitation of Basic Concepts and Terminologies in Government and Public Administration*. Retrieved from <http://unpanl.un-org/intradoc/groups/public/documents>.

United Nations Environment Programme (2006). Ways to Increase the Effectiveness of Capacity Building for Sustainable Development. Discussion Paper Presented at The Concurrent Session 18.1: The Marrakesh Action Plan and Follow Up. 1A1A Annual Conference, Stavanger, Norway.

Uko, E. S., Umosen, A. O., & Caleb, E. F. (2015). Administrators' resource management practices and teachers' job performance in secondary schools in Eket education zone of Akwa Ibom State, Nigeria. *International Journal of Innovative Education Research*, 3(2), 13-20.

Wikipedia (2011). Capacity Building. Retrieved from <http://www.en.wikipedia.org>.

Walton, D. (2005). *Effective Secondary Classroom Practice*. Washington D. C. Government Printing Press.