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IMPACT OF CAPACITY BUILDING ON TEACHERS' JOB PERFORMANCE AMONG PUBLIC PRIMARY SCHOOL TEACHERS IN BORNO STATE, NIGERIA

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ABSTRACT
This study examines the impact of capacity building programs on the job performance of public primary school teachers in Borno State, Nigeria. The research utilized pre-test and post-test data analysis to assess changes in job performance among teachers who participated in capacity building interventions compared to a control group. Additionally, the study investigated gender differences in job performance and identified challenges associated with capacity building initiatives. A structured questionnaires and teachers' job performance checklist were used to generate data in this study. Data collected were analyzed using descriptive statistics and independent sample t-tests. Results revealed that, there was significant improvement in job performance among teachers who underwent capacity building interventions compared to the control group. While there was a slight gender disparity in job performance, the capacity building program appeared to mitigate this difference, resulting in comparable performance levels between male and female teachers post-intervention. Challenges identified included issues related to participant selection, financial constraints, lack of interest among teachers, inadequate supervision, delays in stipend payments, and disruptions to teaching schedules. The study therefore recommended that, government should enhance the effectiveness of capacity building initiatives include targeted and needs-based training, sustainable funding mechanisms, promotion of teacher engagement, enhanced supervision and support, longitudinal impact assessment, and diversification of training modalities.

Keywords: Capacity Building; Programmes; Job Performance; Public Primary School; Teachers

Introduction
The effectives and success of any educational system is dependent on the quality of the teachers in the system and the training they acquired. This is because the level of efficiency of any organization is sustained by the people who work in such organizations (Ayeni, 2020; Exley & Kessler, 2022). It follows therefore that the acquisition of relevant skills and expertise is necessary for teachers to carry out their duties effectively. Nowadays, the need for improved academic performance of pupils has become a universal phenomenon and that such achievements depend on efficient and effective training of teachers. This high level interest, placed on capacity building of teachers, is based on the current realisation that teachers in any society are the most important assets and the bedrock of development in all sectors (Nwaeke & Obiekwe, 2017; Maulidyawati *et al.*, 2021). The concept Teachers' Capacity Building is related to the continuous improvement

process of an individual's career until retirement.

Chan *et al.*, (2021) defined capacity building as the process of strengthening the abilities of employees, organisations, and systems to perform their core duties and continue to improve and develop over time. According to Cortes *et al.*, (2018), Li and Wang (2021) capacity building is the ability to utilize diverse resources (financial, human, technological, and technical) and capacity to achieve organisational goals. Moynihan (2008) stated that capacity building is a series of activities such as; downsizing, auditing, planning, re-organization, process automations, recruitment and training used by an organization to create workable linkages between organisational operations and its effectiveness.

Capacity is the physical or intellectual ability or skills to do something and building is an increase in the ability or skills over a period of time (Osu-Okang, 2021). Building capacity of teachers in education, therefore, is the conscious and consistent attempt at upgrading, reinventing and acquiring additional skills, abilities and strategies over time. This is to enable teachers react appropriately to dynamics of academic including professional training, lesson delivery, effective use of instructional materials, teachers' communication skills, effective role modeling, effective discipline and pupils' control, and most importantly, quality of classroom assessment. These abilities and skills are expected to support teachers to determine the needs of their learners in the learning process (Gimba, 2010).

Chukwu (2006) explains capacity building as a development of the skills and knowledge needed by teachers in order to participate fully in the education sector. Professional development or capacity building is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Chukwu (2009) further asserts that capacity building is a life-long process and not a once in a lifetime thing. Primary school teachers need to be competent to meet the requirements of changing classroom practice. As agents of change, teachers can promote quality education and improve pupils' performance in primary schools. Equipping teachers with necessary teaching competencies will contribute to effective implementation of education reforms.

In fact, in countries such as Singapore, every teacher is required to submit himself/herself to 300 hours of retraining every year, signaling that capacity training is an inevitable tool for the improvement of productivity. Bakare *et al.*, (2018) recommended that teachers should go for training programmes such as appropriate seminars, workshops, symposia and conferences among others, in order to build their capacity. Bakare *et al.*, (2018) recommendations stems from the facts that knowledge and methods of teaching become a rapidly obsolete. Therefore, for capacity building to be effective, it must be adjudged to respond appropriately to the growth and developmental needs of the individual as well as those of the relevant institutions. For all practical purposes, teacher capacity building is ultimately engendering development, growth, excellence and productivity within an education system.

In Nigeria, teachers' capacity building at the primary school level is being organized in a form of cluster training by the Federal and State Ministry of Education, the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB). The training also involved facilitators who are research experts selected from the consulting tertiary institutions (Colleges of Education) that provide professional expertise for the training programme in each of the 36 States and Abuja, the Federal capital territory. Participants interact professionally by cross-fertilizing ideas on theories, principles and practices relating to instructional planning, pedagogical styles, evaluation process, time management, class management, communication skills, record keeping and so on. Participants are expected to replicate the training by sharing knowledge, skills and experiences gained with their colleagues in their respective schools.

In Borno State, the cluster training is regularly being organized by Borno State Universal Basic Education Board in collaboration with Kashim Ibrahim College of Education consultancy unit in every three (3) months with the aim of training all primary school teachers on different pedagogical approach, instructional planning, evaluation process, time management, class management, record keeping and other important aspect that will facilitate teaching and learning process in the primary schools of all the twenty-seven local government areas of Borno State. Through the cluster training organized by the Borno State Universal Basic Education Board (SUBEB), teachers are professionally trained, socialized into rubies of the complex task of teaching and in fact equipped professionally with the necessary teaching competences that are desired for their teaching effectiveness.

Despite the effort made by government and other non-governmental organizations in improving teachers' capacity in Borno State on lesson preparedness, lesson delivery, communication skills and lesson evaluation through various programmes organized by SUBEB in collaboration with UNICEF and other partners such as Teaching at the Right Level (TaRL), Reading and Numeracy Activity (RANA), Kanuri Arithmetic and Numeracy Intervention (KARI), Early-Childhood Care and Development (ECD) and Teachers Training on Cambridge Education (TTCE), some of the teachers attend such trainings because of the allowances not paying attention to the programme thereby defeating the aim of the programmes. Some teachers (especially the male teachers) show up in the morning to sign attendance and disappear in the training venue. In most trainings, the number of female participants is more than the number of male participants. Some of the female teachers who manage the stay in the training venue will start complaining once it is 3'Oclock giving excuses that they have to go and cook for their husbands which also poses a great challenge to the capacity building programmes.

Statement of the Problem

Basic Education has continued to be the major concern of the Federal Government and all stakeholders including the International Community. However, it appears that Primary Education, which is one

of the levels covered by the Basic Education Scheme is not realizing the purpose for which it is meant to serve. The pupils' retention rate is not encouraging, School leavers that manage to graduate from this level of Education seem to perform below expectation in terms of communication competence and moral virtues.

In a bid to salvage the Primary School, from ineffectiveness, the Federal Government through the Universal Basic Education Commission lunched capacity building programme. The programme was meant to empower primary school teacher and improves their abilities in such areas as lesson preparedness, lesson delivery, communication skills as well as lesson evaluation. Despite these efforts by governments, primary school teachers, job performance does not seem to impact greatly on teaching and learning activities.

In Borno State for instance, the State Universal Basic Education Board (BOSUBEB) has continued to partner with Teacher Training Institutions and many Non-governmental Organisations (NGOs) to improve the quality of teaching and learning through various teachers training and capacity building workshops. The State Government invests huge human and material resources in order to improve teacher quality to ensure a solid education foundation at the primary school level. It is on record that in 2021, the State Government undertook a verification exercise of all primary school teachers in Borno State to ascertain their qualification and identify areas of on-the-job training needs of the teachers. According to the committee is report, only 5,439 teachers about 31.6% out of the 17,229 teachers in the 27 LGAs across the state were qualified to teach; 3,815 teachers about 22.1% were not qualified, and the rest 7,975 teachers about 47.3% needed further training.

Teachers' capacity building has been reported to have challenges, mostly from the planning to the implementation stage. For instance, reports have it that electronically operated technical equipment were supplied in workshops for schools in communities without providing the electrical power source. It is against this background that the study determined impact of capacity building on teachers' job performance in public Primary Schools in Borno State, Nigeria.

Research Questions

The following research questions were answered:

i. Is there significant difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria?
ii. Is there significant gender difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria?
iii. What are the challenges of capacity building among public primary school teachers in Borno State, Nigeria?

Hypotheses of the Study

The following hypotheses were tested at 0.05 level of significance:

H_{01}: There is no significant difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria,

H_{02}: There is no significant gender difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria,

H_{03}: There is no significant difference in challenges before and after capacity building among public primary school teachers in Borno State, Nigeria

Research Method

The research employed a mixed-methods approach, utilizing both survey research and a quasi-experimental design. The survey research design aimed to assess the current status of the phenomena under investigation, utilizing questionnaires to measure attitudes and behaviors of public primary school teachers in Borno State. The quasi-experimental design involved two groups (experimental and control) tested before and after capacity-building treatment. A pre-test assessed teachers' job performance, and a post-test was administered after a two-week training program for the experimental group, focusing on teaching methods, while the control group received no training.

The population of the study comprised 18,758 public primary school teachers in Borno State, distributed across four education zones. The sample included 320 teachers from 16 public primary schools, with a representation of 44.6% from Maiduguri Education Zone, 12.5% from Monguno Education Zone, 21.5% from Biu Education Zone, and 21.4% from Gwoza Education Zone. Simple random sampling techniques determined the sample size, with the experimental group receiving capacity-building training, and the control group receiving no training. Two research instruments were employed: the Teachers Perception Questionnaire (TPQ) and Teachers' Performance Checklist (TPC). The TPQ gathered demographic information and assessed teachers' perceptions of capacity building, while the TPC evaluated job performance. The instruments were pilot tested and the reliability coefficient was determined to be 0.807 which shows that, there is internal consistency among the items of the instrument.

Presentation of Results

Table 1: Impact of capacity building on job performance among public Primary School Teachers Borno State, Nigeria

Group	Pre-Test			Post-Test		
	Mean (%)	SD	Mean difference	Mean (%)	SD	Mean difference
Control	48.31	9.33	3.45	49.57	12.29	-25.08
Experimental	44.86	11.96		74.65	8.99	
TOTAL	**306**					

Table 4 gives the mean scores of the respondents in both pre-test and post-test of the experimental and control groups. The results revealed, the mean score of the respondents in pre-test are 48.31 and 44.86 for the control and experimental groups respectively. While the post-test results yielded mean of 74.65 for experimental and 49.57% for the control group. Therefore, the mean of the experimental group is higher

than the control group which indicated that, capacity building has impact on teachers' job performance among public primary school teachers.

Research Question Two: was there significant gender difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria?

Table 2: Impact of Capacity Building on Public Primary School Teachers' Job Performance by gender

Gender	N	Mean	SD	Mean Difference
Male	89	74.53	9.27	
				1.77
Female	99	72.76	8.78	

Table 2 presents the impact of capacity building on public primary school teachers' job performance categorized by gender. The mean job performance score for male teachers is 74.53 with a standard deviation of 9.27, while for female teachers, the mean is 72.76 with a standard deviation of 8.78. The mean difference between male and female teachers' job performance is 1.77, suggesting that, on average, male teachers exhibit a slightly higher job performance than their female counterparts. The standard deviations indicate the variability in job performance scores within each gender group. Overall, the table provides a snapshot of the gender-specific impact of capacity building on job performance, with males showing a slightly higher mean score.

Research Question Three What are the challenges of capacity building among public primary school teachers in Borno State, Nigeria?

Items 1-10 of the section B of the research instrument was used to collect data on the challenges of capacity building. Data collected were analyzed using frequency counts and simple percentages and the summary of the analysis is presented in table 4.2 below:

Table 3: Challenges of Capacity Building among public primary school teachers in Borno State

S/N	ITEMS	RESPONSES					
		SA	A	DA	SD	Mean	Decision
1.	Selection of participants mostly encourages ethnicity instead of professional needs of teachers.	61 (19.93%)	108 (35.29%)	74 (24.18%)	63 (20.59%)	2.52	Agree
2.	There is lack of finance for outsourcing trainer of teachers.	33 (10.78%)	87 (28.43%)	156 (50.98%)	30 (9.80%)	2.38	Agree
3.	Some of the teachers are not interested in capacity building programs.	71 (23.20%)	144 (47.06%)	67 (21.90%)	24 (7.84%)	2.83	Agree
4.	Lack of supervision affects capacity building of primary school teachers.	102 (33.33%)	151 (49.35%)	42 (13.73%)	11 (3.59%)	3.09	Agree
5.	Delay in payment of stipends can affect capacity building of primary school teachers.	82 (26.80%)	139 (45.42%)	66 (21.57%)	19 (6.21%)	2.89	Agree
6.	Capacity building takes teachers away from their lessons.	44 (14.38%)	81 (26.47%)	122 (39.87%)	59 (19.28%)	2.34	Agree
7.	Monetary gains are main attractions of teachers.	98 (32.03%)	147 (48.04%)	39 (12.75%)	22 (7.19%)	3.02	Agree
8.	Capacity building (trainers) are sometimes not competent enough to be engaged.	56 (18.30%)	104 (33.99%)	85 (27.78%)	61 (19.93%)	2.48	Agree

Table 3 revealed that, 61(19.93%) of the respondents strongly agreed and 108(35.29%) agreed that selection of participants mostly encourages ethnicity instead of professional needs of teachers. 33(10.78%) strongly agreed, 87(28.43%) agreed, 156(50.98%) disagree while strongly disagreed that, there is lack of finance for outsourcing trainer of teachers. 71(23.20%) of the respondents strongly agreed, 144(47.06%) agreed, 67(21.90%) disagreed while 24(7.84%) strongly disagreed that some of the teachers were not interested in capacity building programs. 102(33.33%) of the respondents strongly agreed, 151(49.35%) agreed, 42(13.73%) disagreed while 11(3.59%) strongly disagreed that, lack of supervision affects capacity building of primary school teachers. 82(26.80%) of the respondents strongly agreed, 139(45.42%) agreed, 66(21.57%) disagreed while 19(6.21%) strongly disagreed that, delay in payment of stipends can affect capacity building of primary school teachers. 44(14.38%) of the respondents strongly agreed, 81(26.47%) agreed, 122(39.87%) disagreed and 59(19.28%) strongly disagreed that, capacity building takes teachers away from their lessons. 98(32.03%) of the respondents strongly agreed, 147(48.04%) agreed, 39(12.75%) disagreed while 22(7.19%) strongly disagreed that, monetary gains are main attractions of teachers and also 56(18.30%) strongly agreed, 104(33.99%) agreed, 85(27.78%) disagreed while 61(19.93%) strongly disagreed that, capacity building (trainers) were sometimes not competent enough to be engaged.

Hypothesis One: There is no significant difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria.

Table 4: Independent Sample T-Test on the Impact of Capacity Building on Public Primary Schools Teachers' job performance

	Pre-Test							
Group	**N**	**Mean**	**SD**	**df**	**t**	**Effect Size**	**p-value**	**Decision**
Control	118	48.31	12.69					
				304	0.387	0.0394	0.699	NS
Experimental	188	46.86	11.97					
Post-Test								
Control	118	49.57	12.29					
				304	20.57	0.805	0.000	S
Experimental	188	74.65	8.99					

NS=Not significant, S=Significant

Table 4 gives the summary of the Independent Sample T-test on the impact of capacity building on public primary school teachers' job performance. The pre-test results revealed no significant difference between the experimental and control group because the p-value of the pre-test (0.669) is greater than the level of significance while there is significant difference in the post test scores between the experimental and the control group in teachers' job performance with p-value (0.00) less than the level of significance (0.05). Also, in the pre-test, the effect size (Cohen's d) value of 0.0394 suggests that the mean difference between the control and experimental groups is relatively small when compared to the variability within the groups while in the post-test, the Cohen's value of 0.805 suggest that, the mean difference between the control and experimental groups is significantly high. Therefore, hypothesis one is rejected. Capacity building has positive impact on teachers' job performance.

Hypothesis Two: There is no significant gender difference in teachers' job performance before and after capacity building among public primary school teachers in Borno State, Nigeria.

Table 5: Independent Sample T-Test on the Impact of Capacity Building on Public Primary School Teachers' Job Performance by gender

Gender	**N**	**Mean**	**SD**	**df**	**t**	**p-value**	**Effect size**	**Decision**
Male	89	74.53	9.27					
				186	0.174	0.862	0.194	NS
Female	99	72.76	8.78					

Table 5 gives the summary of the Independent Sample t-test on the impact of capacity building on public primary school teachers' job performance by gender. The study revealed that, there was no significant difference in teachers' job performance by gender because the p-value (0.862) is greater than the level of significant (0.05). The effect size (Cohen's d) is approximately 0.194, indicating a small effect size. This suggests that the mean difference in job performance between male and female public primary school teachers is relatively small. Therefore, hypothesis two is accepted.

Hypothesis Three: There was no significant difference on challenges of capacity building before and after capacity building among Public Primary School Teachers in Borno State, Nigeria.

Table 6: Independent Sample T-Test on the Challenges of Capacity Building on Public Primary School Teachers

Pre-Test								
Group	**N**	**Mean**	**SD**	**df**	**t**	**p-value**	**Effect size**	**Decision**
Control	118	24.66	3.68	304	0.813	0.417	0.064	NS
Experimental	188	24.27	4.31					
Post-Test								
Control	118	24.51	4.43	304	-15.61	0.000	-1.036	S
Experimental	188	31.71	3.58					

Table 6 presents the pre-test and post-test results for the challenges of capacity building among public primary school teachers. In the pre-test, there was no statistically significant difference between the control and experimental groups (t = 0.813, p-value = 0.417) with a very small effect size (Cohen's d = 0.064). This suggests that before the intervention, both groups faced similar challenges. However, in the post-test, there was significant difference between the experimental and control group (t = -15.61, p-value= 0.001). The effect size in the post-test was large (d = -1.036). The negative effect size indicates that the experimental group, which underwent capacity building, experienced a reduction in challenges compared to the control group. This leads to the decision that the capacity building intervention was effective in addressing the challenges faced by public primary school teachers. Therefore, hypothesis three was rejected.

Conclusion

The findings of this study highlight the significant impact of capacity building programs on the job performance of public primary school teachers in Borno State, Nigeria. The analysis of pre-test and post-test data revealed a remarkable improvement in job performance scores among teachers who participated in the capacity building intervention compared to those in the control group. Additionally, while there was a slight gender disparity in job performance, the capacity building program seemed to have an equalizing effect, as no significant difference was observed between male and female teachers' job performance in the experimental group.

Furthermore, the study identified several challenges in implementing capacity building initiatives, including issues related to participant selection, financial constraints, lack of interest among teachers, inadequate supervision, delays in stipend payments, and disruptions to teaching schedules. These challenges highlight the need for comprehensive strategies to address not only the professional development of teachers but also the systemic barriers that hinder effective implementation.

Recommendations

Based on these findings, the following recommendations were made:

1. School managers should foster a culture of continuous professional development by encouraging active participation and interest among teachers in capacity building programs.
2. Borno State Government in collaboration with SUBEB should ensure that capacity building programs are designed to address the specific needs of teachers and schools.
3. Borno State Government should allocate sufficient financial resources to support the training of teachers, including the engagement of competent trainers and timely payment of stipends, to minimize disruptions and ensure the effectiveness of capacity building efforts.
4. SUBEB in collaboration with school managers should strengthen mechanisms for monitoring and supervision to provide guidance and support to teachers undergoing capacity building.

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