

# Teachers' Capacity Building And Productivity in Secondary Schools in Ondo North Senatorial District of Ondo State, Nigeria

**Ayeni, Adeolu Joshua**  
Department of Educational Management,  
Adekunle Ajasin University,  
P.M.B. 001,  
Akungba-Akoko, Ondo State, Nigeria

ayeniadeolu@yahoo.com

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## Abstract

The stakeholders in the education sector has been persistent in expressing concern about the dwindling quality of secondary education in Nigeria, which seems to be attributed to the perceived inadequacies in teachers' capacity building and productivity. This study therefore investigated the level of teachers' capacity building and determined its implication on teachers' productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. Descriptive research design of the survey type was adopted. The sample comprised 30 principals and 600 teachers randomly selected from 30 public secondary schools. Data were collected using two research instruments titled Teachers' Capacity Building Questionnaire (TCBQ) and Teachers' Productivity Questionnaire (TPQ). Two research questions were raised and one hypothesis was formulated. Research questions were analyzed using frequency count and percentage while the hypothesis was tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. Results revealed that there was a significant relationship between capacity building and teachers' productivity [ $r_{cal}=0.606, p<0.05$ ]; It was concluded that in spite of the inadequacies in capacity building, teachers maintained high level of productivity possibly due to their strong commitment to professional duties. However, teachers are still faced with the challenges of excess workloads, large class size and shortage of instructional materials. It is recommended that the State Government should employ adequate number of qualified teachers to ensure manageable workloads and improve classroom management; the State Ministry of Education and other relevant stakeholders in the education sector should provide adequate instructional materials and step up efforts in organizing periodic capacity training workshops and seminars based on the professional needs assessment to update teachers' knowledge and skills in instructional best practices to improve productivity in secondary schools.

**Keywords:** Capacity Building, Principal, Teacher, Productivity, Secondary School.

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## 1. INTRODUCTION

Teachers' capacity building is the process by which teachers acquire in-depth content knowledge, innovative pedagogical skills, professional ethics and experiences as they interact thoughtfully with professional experts and colleagues on the theories, techniques, practices and challenges involved in the implementation of curriculum and resource management in educational institutions. Capacity building programmes are usually organized for teachers at a designated training centre within or outside an educational institution depending on the nature of the training, time and work locations of the participants. Teachers' capacity building aimed at advancing teachers' knowledge and pedagogical skills for best practices and efficiency in instructional inputs and processes for better learning outcome in schools.

In Nigeria, teachers' capacity building at the secondary school level is organized in form of cluster training by The Federal and State Ministry of Education, The Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), the Teaching Service Commission, and Professional Bodies in education sector. The training also involved facilitators who are research experts selected from the consulting tertiary institutions 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, 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.

Teachers' capacity building cannot be over-emphasized because of its immense contribution and far reaching positive implication on the quality of teaching-learning process. It is a vital tool for achieving and sustaining quality education. This underscores the relevance of teachers' capacity building since no education system can rise above the quality of teachers who translate the curriculum to reality in institutions of learning.

However, it appears that school principals are much occupied with administrative duties which make them to give little attention to teachers' capacity building, while the government seems not to provide adequate training facilities and funds for teachers' participation in periodic seminars, workshops and conferences. This situation often create gaps in teachers' competence and inadequacies in the quality of instruction, which has perhaps been responsible for the low level of students' academic performance in the West African Senior School Certificate Examinations (WASSCE) conducted between 2016 and 2018 in Nigerian secondary schools which reflected 52.92% in 2016, 59.22% in 2017 and 49.98% in 2018 (Adenipekun, 2018).

Similarly, in Ondo State, the performance levels of students' who obtained five credits and above in subjects including English Language and Mathematics in WASSCE reflected the following percentages in 2015 (30.29%), 2016 (61.64%), 2017 (46.17%) and 47.20% recorded in 2018 (Ministry of Education, 2018). The students' academic performance in WASSCE which is often below 50% in Nigeria could be partly attributed to the perceived inadequacies in teachers' competence. This study therefore investigated the level of teachers' capacity building and determined its implication on productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria.

It is expected that the findings of the study would create more awareness and serve as reference point to the government, educational planners, policy makers, school administrators (principals), school based management committee, and researchers to identify the areas that needed improvement in teachers' instructional tasks and therefore organize seminars/workshops to update teachers' knowledge and skills in instructional tasks performance to achieve educational goals and improve students' academic performance in secondary schools.

## **2. TEACHERS' CAPACITY BUILDING AND PRODUCTIVITY**

The United Nations Development Programme: UNDP (2007) defines capacity building/capacity development as the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time. The UNDP identified five steps that are involved in capacity building policy analysis and programming process as follows: engage stakeholders on capacity building, assess capacity assets and needs, formulate a capacity building response, implement a capacity building response, and evaluate capacity building process to improve productivity.

The school system being a formal organization also requires effective capacity building programme to keep teachers abreast of the latest trends in digital technology, research process, innovative teaching, networking instructional tasks performance, interactive communication strategies, knowledge dissemination process, skills development, resource coordination and sustainable improvement in productivity in secondary schools. Barth (1990) stated that nothing in a school has more impact on students in terms of skills development, self-competence and classroom behaviour than personal and professional growth of the teacher. In similar vein, Okorie (1999) argued that regardless of a teacher's pre-service training, there is need to constantly renew, upgrade and update the teacher's knowledge, skill and capabilities so as to keep pace with the rapidly changing society. Obike (2007) added that one should not be satisfied that one is a trained teacher; in order to excel in the teaching profession, one must continue to update one's knowledge and skills so as to cope with the problems and innovation in education. Obike (2007) further argued that teacher development is necessary because many teachers appear to be professionally trained but occupationally incompetent.

The effectiveness of an educational system depends on the quality of the teaching staff and where qualified and competent people are given the appropriate training, quality will result. Teachers' quality encompasses both paper qualification, job competence and an up-to-date knowledge of the principles and practice of education. In Nigeria, it is aptly stated in Section 5, sub-section 92(b) of the National Policy on Education, that "The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education" (NCE) at the basic education level (Federal Republic of Nigeria,

2013). However, it could not be disputed that there are still incompetent teachers in those subjects they are said to have been specialized in many secondary schools in Nigeria (Mohammed, 2001). In view of this, there is apparently the need to reappraise from time to time teacher education and training, as entrenched in the National Policy on Education, no education system can rise above the quality of its teachers (Federal Republic of Nigeria, 2013),

Achuonye (2007) stated that no matter how well organized an education system and how well equipped a school, not much will be realized in the absence of adequately trained and motivated teachers. The study by Oluwakemi (2011) revealed that teachers needed to acquire more knowledge through in-service training such as seminars, conferences and regular workshops in order to improve their competences and productivity.

It need be mentioned that every step taken to train teachers to enhance their productivity must take into cognizance the five-point value objectives/goals of teacher education, as enshrined in Section 5, sub-section 93(a-e) of the National Policy on Education (Federal Republic of Nigeria, 2013). The five goals of teacher education are to:

- a. Produce highly motivated, conscious and efficient classroom teachers for all levels of the educational system;
- b. further encourage the spirit of enquiry and creativity in teachers;
- c. help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- d. provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
- e. enhance teachers' commitment to the teaching profession;

In furtherance of the above goals, section 5, sub-section 97(b) of the National Policy on Education, 6<sup>th</sup> edition, 2013 stipulates that "In-service training shall be an integral part of continuing teacher education, and it is mandatory that all school proprietors provide in-service education for teachers". It is therefore expected that government being the proprietor of public schools will provide appropriate stimulation for teachers' capacity building so as to improve their knowledge and skills for best practices in the performance of their tasks for the maximum benefits of the students, while the school principals are expected to ensure proper deployment of teachers based on their area of specializations, and continuously mentor, monitor, supervise and evaluate teachers' performance in order to improve their skills and experiences for better performance, and achieve educational goals and improve productivity in secondary schools.

Afolakemi and David (2007) investigated the quality of the teaching personnel on students' academic performance in Nigeria. The result showed that the higher the quality of teaching personnel, the better the school academic performance of students. It is positive if the school continues to retain good and competent teaching personnel, but negative if incompetent personnel are allowed to teach the students. The findings also showed that teachers' competence contributes to effective teaching-learning process and lead to long term success of secondary schools' administration and accomplishment of educational goals.

Ogunbamerun (2012) investigated the professional and technical competences needed by teachers in junior secondary school in Ondo State, Nigeria. Findings showed that teachers needed more capacity building for improvement in instructional planning, effective teaching and learning process, and evaluation skills to facilitate the achievement of the educational goals. In a study conducted by Ezeugbor (2017) on the application of total quality management principles for continuous improvement of secondary schools in Anambra State. The study revealed among others, that principals provided the opportunity for teachers to acquire on the job training principles that enhanced continuous improvement in secondary schools in Anambra State. However, the study further revealed that teachers are not sponsored for conferences in their area of specializations. This could dampen teachers' morale and impede productivity in secondary schools.

In a study by Jepketer, Kombo and Kyalo (2015) on the relationship between teachers' capacity building and students' performance in Nandi County, Kenya, it was found that majority of the teachers are well-trained and qualified in teaching but in some instances where teachers needed refresher-training courses to improve on their teaching performance, a few number of teachers get opportunity

for capacity development which is tailored in most cases to mathematics and science subjects leaving out other critical subjects. It was further revealed that 68% of teachers who attended capacity building programmes in Kenya felt that seminars, workshops and conferences assisted them to acquire extra teaching skills in their teaching subjects. Despite the strategy adopted for teachers' capacity development in Kenya, students still performed poorly in some public secondary schools, which implied low productivity of teachers. This was partly attributed to shortage of teachers, inadequate textbooks and other learning equipment among others.

Productivity is the ability to do the right thing (effectiveness) and do something well or achieves the desired result without wasted effort (efficiency) in the organization (Ayeni, 2018). Productivity reduces wastages and brings about sustainable quality through capacity building and motivation to induce workers to realize the organization's objectives. It is generally accepted that productivity measure indicates the rate of growth in capabilities of respective organizations to accomplish their mission/goals and ensure quality service and products. Nwachukwu (2006) viewed productivity as the relationship between output of goods and service, and resource inputs (human and material) which are utilized in the production of goods and services.

In the school system, productivity is a measure of how efficiently a given set of resources is optimally utilized to achieve educational objectives. It is a continuous process, taking into consideration, the input, process and output phases of education (Ayeni, 2018). Teachers' productivity is the rate or extent to which teachers meet or achieve expected educational goals. Teachers are expected to demonstrate sound knowledge and technical know-how in the transmission of content-knowledge, usage of instructional materials, class management, evaluation of learners and performance feedback to enable students acquire desirable knowledge, skills and values, and fulfil the educational goals.

### **3. STATEMENT OF THE PROBLEM**

Teachers' capacity building has an important influence on teachers' productivity and play crucial role in the attainment of educational goals. Teachers are responsible for translating educational policies and curriculum into action during teaching-learning process. Teachers are therefore expected to be effective in the discharge of their duties and this depends largely on their capacity building. However, there are still noticeable gap in teachers' competence which has perhaps been attributed to the perceived inadequacies in capacity building in Nigerian public secondary schools.

The implication of teachers' capacity building on teachers' productivity is worth investigating when one looks at the multiplicity of roles performed by teachers. There has been general outcry by the stakeholders that the standard of education in public secondary schools is below expectation. In most cases teachers are blamed for the poor academic performance in schools, alleging that they are not as dedicated to the cause of education as expected while teachers as a group blamed parents and students for the decline in quality of education. Teachers also blamed the government for unattractive condition of service which capacity building is inclusive.

In Nigeria, secondary school teachers are incapacitated by funds to attend periodic seminars, workshops and conferences to improve their competence in instructional tasks performance. It is also not uncommon that capacity training programmes organized by government's agencies on many occasions are unduly influenced by key government officials as few teachers/trainees are sometimes selected on the basis of personal relationship while ignoring the majority of the teachers. In most cases those who attended training programmes do not replicate the knowledge and skills gained in their respective schools. This is very inimical to efficiency because it often results in low level of performance. It is upon this backdrop, the study investigated the level of teachers' capacity building and the implication on teachers' productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria.

#### **3.1. Research Questions**

The following research questions were raised to guide the study:

1. What is the level of teachers' capacity building in secondary schools in Ondo North Senatorial District of Ondo State?
2. What is the level of teachers' productivity in secondary schools in Ondo North Senatorial District of Ondo State?

### 3.2. Research Hypothesis

The following hypothesis was formulated to guide the study:

Ho<sub>1</sub>: There is no significant relationship between capacity building and teachers' productivity in secondary schools in Ondo North Senatorial District.

## 4. RESEARCH METHOD

The study adopted the descriptive research design of the survey type. Multi-stage sampling technique was used to randomly select three (3) Local Government Areas out of the existing six (6) LGAs in Ondo North Senatorial District. Ten (10) secondary schools were randomly selected from each of the three (3) LGAs sampled for the study. Respondents comprised 600 teachers and 30 principals selected from 30 sampled secondary schools. Twenty (20) teachers were randomly selected from each of the 30 sampled secondary schools. All the 30 principals of the sampled schools were included in the study.

Two (2) research questions were raised and one (1) hypothesis was formulated to guide the study. Data were collected using self-structured questionnaires titled "Teachers; Capacity Building Questionnaire" (TCBQ) and Teachers' Productivity Questionnaire (TPQ). The research instruments were subjected to face and content validity. The research instruments had reliability coefficient of 0.85 and 0.97 for the TPQ completed by principals and TCBQ completed by teachers respectively. The research questions were answered using Frequency counts and Percentage. The Hypothesis was tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

The research instruments were administered on the respondents personally by the researcher and two research assistants were engaged to help in the administration of the questionnaires in the sampled schools. Respondents were requested to complete the questionnaires and return them to the researcher on the same day. The researcher clearly explained procedures for completing the questionnaire to the respondents. A total of 600 teachers' questionnaires and 30 principals' questionnaires were distributed and administered on the respondents in the three (3) LGAs sampled in Ondo North Senatorial District. Five hundred and eighty six (586) teachers' questionnaires representing 97.7% and 27 principals' questionnaires representing 90% were properly filled and retrieved successfully while 14 teachers' and 3 principals' did not return their questionnaires.

## 5. RESULTS

The results and discussions of data analyses are presented in order of the research questions and hypotheses as indicated in Tables 1- 3 and Figure 1 - 2. The research questions were analyzed descriptively using frequency counts and percentage while the hypothesis was tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The responses on strongly agreed and agreed were classified as agreed, while disagreed and strongly disagreed were classified as disagreed for easy description of data.

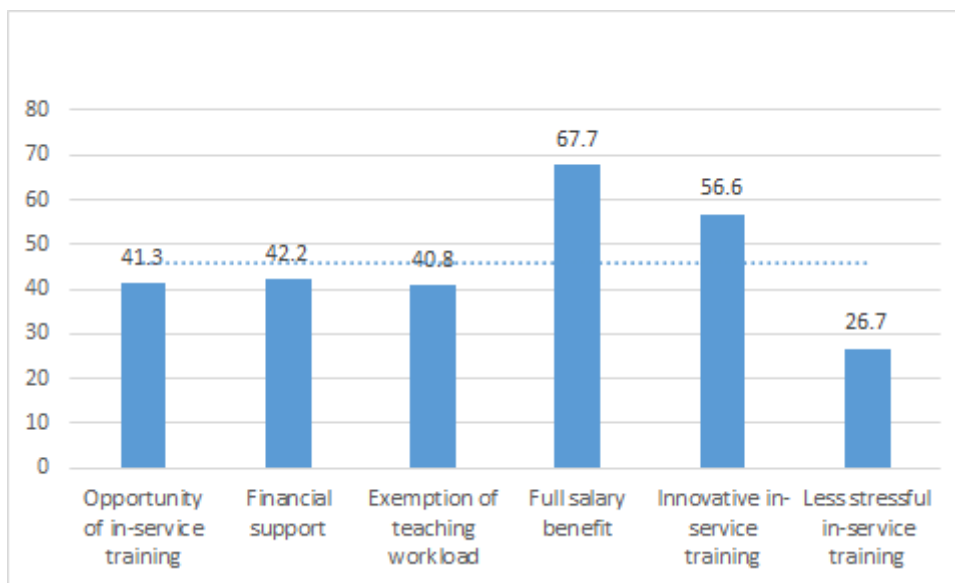
### 5.1. What is the Level of Teachers' Capacity Building in Secondary Schools?

The analysis of data presented on Table 1 and figure 1, showed the level of teachers' capacity building as reflected in the following percentage points: opportunity for in-service training (41.3%), financial support (42.2%), exempted from teaching workload during in-service training (40.8%), full salary benefit during in-service training (67.7%), innovative in-service training (56.6%) and less stressful in-service training (26.7%). These were reflected in the percentage points of strongly agreed and agreed responses combined. The summary of responses by percentage average showed that 45.9% of the teachers enjoyed opportunity of capacity building and a majority of the teachers (54.1%) did not enjoy the opportunity of capacity training in secondary schools in Ondo North Senatorial District of Ondo State.

**Table 1: Teachers' Capacity Building**

S/N	Items		SA	A	D	SD
1	Teachers are given opportunity of in-service training within the last 5 years.	Freq. %	120 20.5	122 20.8	150 25.6	194 33.1
2	Teachers are given financial support by the government during in-service training.	F %	99 16.9	148 25.3	166 28.3	173 29.5
3	Teachers are exempted from teaching workload during in-	F	74	165	166	181

	service training.	%	12.6	28.2	28.3	30.9
4	Teachers enjoyed full salary benefit during in-service training.	F	227	170	112	77
		%	38.7	29.0	19.1	13.1
5	Teachers found in-service training more innovative and impactful on their teaching skills.	F	138	194	118	136
		%	23.5	33.1	20.1	23.2
6	Teachers found the in-service training stressful and time consuming.	F	63	93	153	277
		%	10.8	15.9	26.1	47.3
<b>Percentage/Grand Mean</b>		<b>%</b>	<b>20.5</b>	<b>25.4</b>	<b>24.6</b>	<b>29.5</b>



**FIGURE 1:** Bar Graph on the Level of Teachers' Capacity Building.

**5. 2. What is the Level of Teachers' Productivity in Secondary Schools?**

The analysis of data presented on Table 2 and figure 2, indicated that when the percentage points of strongly agreed and agreed are combined, teachers' maintain high level of productivity in the following tasks: adhering strictly to the school time table (81.4%), preparation of lesson plan in line with the syllabus (85.1%), demonstration of sound knowledge of the subject matter (85.1%), prompt conduct of continuous assessment (77.7%), providing performance feedback (74.0%), keeping of accurate and adequate records (74.0%) and completion of the syllabus within the stipulated time (66.6%). However, the usage of instructional materials (40.7%) was relatively low, while classroom management (55.5%) and ensuring adequate participation of students (51.8%) were found to be at the average level of productivity in secondary schools in Ondo North Senatorial District.

**TABLE 2:** Level of Teachers' Productivity

S/N	Items		SA	A	D	SD
1.	Teachers adhered strictly to the school time-table.	Freq.	12	10	3	2
		%	44.4	37.0	11.1	7.4
2.	Teachers prepare lesson plan in line with the syllabus.	F	12	11	2	2
		%	44.4	40.7	7.4	7.4
3.	Teachers make effective use of instructional materials during teaching-learning process.	F	5	6	9	7
		%	18.5	22.2	33.3	25.9
4.	Teachers demonstrate sound knowledge of the subject matter.	F	11	12	2	2
		%	40.7	44.4	7.4	7.4
5.	Teachers ensure adequate participation of students in learning activities.	F	6	8	6	7
		%	22.2	29.6	22.2	25.9
6.	Teachers are effective in classroom management.	F	5	10	6	6
		%	18.5	37.0	22.2	22.2
7.	Teachers conduct regular continuous assessment and mark tests/assignments promptly.	F	10	11	3	3
		%	37.0	40.7	11.1	11.1
8.	Teachers give performance feedback to students promptly.	F	8	12	4	3
		%	29.6	44.4	14.8	11.1

9.	Teachers’ keep accurate and adequate records of instructional activities.	F	9	11	3	4
		%	33.3	40.7	11.1	14.8
10.	Teachers complete the syllabus in their subjects within the stipulated time.	F	8	10	6	3
		%	29.6	37.0	22.2	11.1
<b>Percentage/Grand Mean</b>			<b>31.9</b>	<b>37.4</b>	<b>16.3</b>	<b>14.4</b>

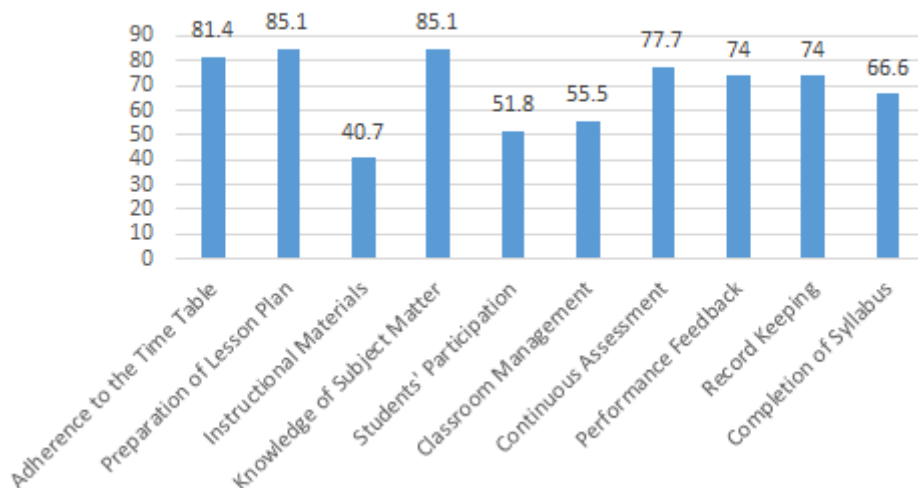


FIGURE 2: Level of Teachers’ Productivity.

### 5. 3. Relationship between Capacity Building and Teachers’ Productivity in Secondary Schools

The weighted average of data generated from 586 respondents on capacity building was correlated against teachers’ productivity in 27 public secondary schools as presented in table 3.

TABLE 3: Relationship between Capacity Building and Teachers’ Productivity.

Variables	N	Mean	SD	Df	r	Sig.
Capacity building	586	2.444	1.013			
Teachers’ productivity	27	2.701	1.003	611	0.606	0.001

***P < 0.05***

The result on table 3 indicated that r-cal (0.606) was greater than the critical-value (0.001) at  $p < 0.05$  was significant. Hence, the null hypothesis of no significant relationship was rejected. This implied that there is a significant relationship between capacity development and teachers’ productivity in secondary schools in Ondo North Senatorial District of Ondo State.

### 5.4. Discussions

The study examined the level of teachers’ capacity building and implication on productivity based on the indices of in-service training, financial support, exemption from teaching workload during in-service training, full salary benefit during in-service training, innovative in-service training and less stressful in-service training.

Analyses of data presented on the level of teachers’ capacity building on Table one (1) indicated that 45.9% of the teachers enjoyed opportunity of capacity building and 67.7% enjoyed full salary benefit during in-service training while 56.6% found in-service training innovative. However, 54.1% of the teachers did not enjoy opportunity of capacity building. This implied that the level of teachers’ capacity development is below average in secondary schools in Ondo North Senatorial District of Ondo State. This finding corroborated the finding by Ezeugbor (2017) on secondary schools improvement in Anambra State, Nigeria, that lack of sponsorship of teachers for conferences in their areas of specializations dampened their morale and impeded productivity in secondary schools. The finding further agree with Jekpeter, Kombo and Kyalo (2015) who found that a few number of teachers get

opportunity for capacity development which is tailored in most cases to mathematics and science subjects leaving out other critical subjects, which contributed to low productivity as reflected in low quality education and poor academic performance of students in some public secondary schools in Nandi, Kenya.

The data presented on Table 2 indicated that teachers' maintain high level of productivity as reflected in strict adherence to the school time table (81.4%), preparation of lesson plan in line with the syllabus (85.1%), knowledge of the subject matter (85.1%), conducting continuous assessment (77.7%), performance feedback (74.0%), record-keeping (74.0%) and completion of the syllabus within stipulated time (66.6%). The findings are in agreement with Afolakemi and David (2007) who found that teachers' competence contributed to effective teaching-learning process and ensured long-term success of secondary schools' administration and accomplishment of educational goals.

The result of data presented on Table 2, also indicated that the usage of instructional materials (40.7%), classroom management (55.5%) and ensuring adequate participation of students (51.8%) were the least performed tasks. The viewpoints of teachers interviewed revealed that there are shortage of teachers in their subjects which imposed heavy workloads coupled with the large class sizes made classroom management stressful and thereby finding it difficult to complete the syllabus within the stipulated time in secondary schools. This finding is in agreement with Jepketer, Kombo and Kyalo (2015) who found that shortage of teachers, inadequate textbooks and other learning equipment among others contributed to poor academic performance of students in Nandi, Kenya.

The result presented on the testing of the research hypothesis on table 3 revealed that there was a significant relationship between teachers' capacity building and productivity. It could be deduced from the finding that, in spite of the inadequacies in capacity building, teachers still maintained high level of productivity in the performance of most of the instructional tasks. This might possibly be attributed to the strong commitment of teachers to professional ethics and duties. However, the inadequacies in capacity building might have contributed to the inadequate coverage of the syllabus in secondary schools. This finding confirm the assertion by Achuonye (2007) that no matter how well organized an education system and how well equipped a school, not much will be realized in the absence of adequately trained and motivated teachers. The finding also buttresses the importance of the finding by Ogunbamerun (2012) that improvement in capacity development enhances teachers' instructional planning, teaching techniques and evaluation skills, which also improves productivity in secondary schools.

## **6. CONCLUSION**

It could be concluded that, in spite of the inadequate capacity building, teachers maintained high level of productivity in the performance of instructional tasks, which might probably be attributed to their passion and commitment to professional ethics and duties. However, teachers are still faced with the challenges of heavy workloads, large class size, shortage of instructional materials and inadequate coverage of the syllabus, which tend to hamper teachers' productivity in secondary schools.

### **6.1. Recommendations**

Based on the findings of the study, the following recommendations are made;

1. Government should employ adequate number of qualified teachers to reduce teachers' workloads to manageable standard in order to ensure effective class management and adequate coverage of the syllabus in secondary schools.
2. Government should provide adequate opportunity for teachers to attend seminars, workshops and conferences at least once in a year to update their knowledge and skills in modern teaching techniques to ensure best practices in instructional tasks performance and improve productivity in secondary schools.
3. The State Ministry of Education should organize seminars/workshops to improve teachers' skills in the improvisation of instructional materials to stimulate interactive communication, adequate learners' interest and participation in the teaching-learning process for improved productivity in secondary schools.



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