

## **Capacity Development and Teachers' Productivity in Public Secondary Schools in Akoko South West Local Government Area of Ondo State**

**Dr. Odunayo, Henry Adewale**

Adeniran Ogunsanya College of Education  
Oto-Ijanikin, Lagos State, Nigeria

**Dr. Oyetakin Akinrotimi Iyiomo**

Department of Educational Management  
Faculty of Education  
Adekunle Ajasin University  
Akungba-Akoko, Ondo State, Nigeria

**Dr. Mrs. Odunayo, Mabel Olufunmilayo**

Provost  
Topmost College of Education  
Ipaja, Lagos State, Nigeria

### **Abstract**

---

*This study examined capacity development and teachers' productivity in public secondary schools in Akoko South West Local Government Area of Ondo State. The objectives of this research work were to examine if capacity development programmes enhance teachers' productivity. Four research questions were raised while four research hypotheses were formulated to guide the study. The research design used was a descriptive survey. The population of the study consisted of all public secondary school principals and teachers in the area of study. The sample of the study was 126 respondents. Simple random sampling technique was used to select 20 teachers and 6 principals from the selected school. The research instruments used for this study were two self-structured questionnaires titled "Capacity Development Questionnaire (CDQ) and Teachers' Productivity Questionnaire (TPQ)" which were used to collect data. The instrument was validated and the reliability with the  $r$  scores of 0.75 and 0.83 respectively. Descriptive statistics was used to answer the research questions, while the research hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance. Findings showed that there was a significant relationship between capacity development and teachers' productivity in public secondary schools ( $r\text{-cal } 0.874 > r\text{-tab } 0.178$ ). Also, there was a significant relationship between capacity development and teachers' attitude to work ( $r\text{-cal } 0.831 > r\text{-tab } 0.178$ ). It was also revealed that there was a significant relationship between capacity development and lesson preparation ( $r\text{-cal } 0.590 > r\text{-tab } 0.178$ ). Finally, there was a significant relationship between capacity development and students discipline ( $r\text{-cal } 0.822 > r\text{-tab } 0.178$ ). Based on the findings, it was recommended that there is need to promote capacity development of teachers through intensive and regular seminars/workshops based on needs assessment in secondary schools.*

---

**Keywords:** Capacity building, teachers' productivity, academic performance, subject matter, secondary school.

## **Introduction**

In view of the need for immediate demand for new position of teachers' productivity (lesson preparation, proper use of instructional materials, mastery of subject matter, class control and disciplinary ability of the teachers, monitoring of students' work, teachers' attitude to work and extra-curricular activities) in secondary schools, government propel out strategies that will respond to the overhauling challenges in the system mostly in teacher capacity building and development. Therefore, to improve teachers' skills, knowledgebase and competencies, it involves providing continuous and appropriate training or re-training of teachers through seminar, workshop, symposia and conference, provision of necessary resources, materials that will foster sustainable teachers' commitment and attitude towards effective teaching and learning as well as ensure the successful implementation of the nation's educational policies.

Poor academic performance has been observed in core subjects such as Mathematics, Physics, Chemistry and English Language in secondary schools in Ondo State due to inadequate teachers' capacity building programmes which is not only frustrating but equally affecting the society at large in terms of shortfall in human resources that will manage different sector of nations' economy including education sector. Secondary education is seen as basis towards achieving higher knowledge in tertiary institutions. It is an investment in individual (manpower) as well as an instrument that can be used to achieve amore rapid sustainable economic, social, political, technological, scientific and cultural development in the country.

Therefore, previous development in education for many years has been centered on building teachers' capacity through student and teacher assessments, training workshops and teacher observation programmes (Hargreaves and Fink, 2006).

Capacity development or capacity building has different meanings and interpretations depending on who uses it and in what context it is used. It is generally accepted that capacity building as a concept is closely related to education, training and human resource development. This conventional concept has changed in recent years towards a broader and more holistic view, covering both institutional and country specific initiatives (Williamson, Rajabifard, & Feeney, 2003). Groot and Molen (2000) defined capacity building as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. This is a broader approach while still focusing mainly on education, training and human resource development. Therefore, based on this definition, capacity development for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of productivity standards of the organization. Capacity development on an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills through training and re-training. Additionally, it requires the conditions that will allow individuals to engage in the process of learning and adapting to change (Abdul, 2002).

Adebayo (2011) in his study revealed a great relationship between secondary school staff capacity building and their productivity. Hence, variables such as classroom management technique, teaching methodology, teachers' personality and staff discipline can be used to build the teacher capacity.

Ajeyalemi (2002) found that the higher the quality of the teacher in knowledge and skills, the higher the quality of teaching and education expected. Likewise, the higher the quality of education offered in the system, the higher the quality of national development expected. Thus, without quality teachers, not much of national may be expected. For the quality of the teacher to be maintained, the teacher must update herself always in order to remain relevant at all times. That is teachers must be prepared to face new challenges as they occur in the system. Capacity building forums exposes teachers to variety of professional development opportunities that includes; seminars, workshop, conference, curriculum support and study groups and mentoring and induction programs (Jaquith, Dan, Wei, & Darling-Hammond, 2010). In addition, professional development brings in the expertise from outside the school enabling teachers to work collaboratively with peers, get opportunities for mentoring and coaching focusing on the classroom, and involves teachers in the choice of areas to develop and activities to undertake (Walter & Briggs, 2012). This evidence shows that capacity development makes a difference in teacher teaching skills, increases learning quality in the classroom assisting students who could otherwise be at risk hence enhancing students' learning (Cooter, 2003; OECD, 2009).

### ***Building Teacher's Knowledge and Skills to enhance Teachers Productivity***

Researchers have made contributions with regard to the importance of teachers' pedagogical and content knowledge in teachers' productivity. Stoop (2011) has shown that effective and efficient teachers have comprehensive pedagogical and content knowledge of subject matter and the learning process that influences teachers' productivity. In mathematics for instance, factors that have consistently been established to exert a positive influence on student gains include teacher mastery of subject matter, lesson preparation and presentation, student level of discipline, regularity in school, proper use of instructional material and the pedagogical training on how to teach mathematics (High tower, Delgado, Lloyd, Wittenstein, Sellers& Swanson 2011).

Building teacher capacity imply investing in human capital to enable teachers teach effectively (Kasten&McDavis2015). Improving students' performance will enhance the acquisition of skills in cognitive, psychomotor and affective domains which are critical for intellectual and social development. Nigeria aims to provide quality basic education to all students at all levels (early childhood care and education, primary education and secondary education) in order to meet the provisions provided in the constitution on education and aspirations of Nigerians as stipulated in the National Policy on Education which is the current roadmap for development (FRN, 2004). The policy statements bestow responsibility to the nation and requires government to provide quality education as a basic human right for enhanced access, retention, equity and quality education for students resulting in an improved quality of life.

### ***Statement of the Problem***

Education is a basic and fundamental right means of social mobility and socioeconomic development. Despite various efforts by key educational stakeholders to improve teacher's capacity through provision of resources for school improvement, the trend of teachers' productivity in secondary schools in Ondo State is inconsistent and remains poor (Akinola, 2008).

Hence, questions have been raised on teachers' competence and whether teachers are putting enough efforts to ensure excellent performance in academic achievement in secondary schools, lesson preparation, proper use of instructional materials, mastery of subject matter, class control and disciplinary ability of the teachers, monitoring of students' work, teachers' attitude to work and extra-curricular activities. Other areas of assessing teachers' productivity include effective leadership and effective supervision. This is of great concern among the education stakeholders and the society about the realization of secondary education objectives due to doubt that there have been steady decline incapacity building programmes and teachers productivity which have affect student performance and quality secondary education objectives in Akoko South West Local Government Area of Ondo State.

### ***Purpose of Study***

The purpose of the study is to examine the relationship between the capacity development and teachers' productivity in public secondary schools in Akoko South West Local Government Area of Ondo State. Specifically, the objectives of this study are:

1. to examine if capacity development programmes enhance teachers' productivity.
2. to examine capacity development strategies used by principal to train teachers.
3. to find out teachers' accessibility to capacity building programmes.
4. To investigate if teachers build their capacities as individuals.

### ***Research Questions***

The following research questions are raised to guide the study:

1. does capacity development programe senhance teachers' productivity?
2. what are the capacity building strategies used by principal to develop teachers' competence?
3. do teachers' have access to capacity development programmes?
4. do teachers strive to build their capacities as individuals?

### ***Research Hypotheses***

The following null hypotheses were formulated to guide the study:

**Ho<sub>1</sub>:** there is no significant relationship between capacity development and teachers' productivity in public secondary schools in Akoko South-west Local Government Area.

**Ho<sub>2</sub>:** there is no significant relationship between capacity development and students' discipline.

**Ho<sub>3</sub>:** there is no significant relationship between capacity development and teachers' attitude to work.

**Ho<sub>4</sub>:** there is no significant relationship between capacity development and lesson preparation.

### **Research Design**

The descriptive survey research was used for this study. It aimed at finding out the relationship between Capacity development and teachers' productivity in Akoko South-West Local Government Area of Ondo State.

### **Population of the Study**

The population of this study comprises of all public secondary school principals and teachers in Akoko South-West Local Government Area of Ondo State.

### **Sample and Sampling Techniques**

The sample of this study consists of 6 principals and 120 teachers in the area of study. There are 18 public secondary schools in Akoko South West Local Government Area where six schools were randomly selected by the researcher. 20 teachers were also randomly selected and the principal of the six schools also served as samples.

### **Research Instrument**

The research instruments for this study are two questionnaires titled: Capacity Development Questionnaire (CDQ) and Teachers' Productivity Questionnaire (TPQ). The instruments were divided into two sections. Section A dealt with personal data of the respondent (Age, Sex, Education qualification etc.) while section B contained items on capacity development and teachers' productivity respectively. The research instruments utilized a 4 point Likert scale classified as: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

### **Validity of the Instruments**

In order to determine the validity of the instruments, critical evaluation of the items in the questionnaire was carried out by the researcher and two experts in the Department of Educational Management, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State for proper assessment and modification.

### **Reliability of the Instruments**

The reliability of the instruments was determined through the use of test-retest method. The co-efficient of reliability of (CDQ and TPQ) were determined by using Pearson Moment Correlation Coefficient. The r scores were 0.75 and 0.83 respectively. The instruments were then judged to be reliable.

### **Answering of Research Questions**

**Research Question One:** Does capacity development programmes enhance teachers' productivity?

**Table 1**  
**Capacity Development Programmes and Teachers' Productivity**

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
1	Teachers perform better after being introduced to capacity building programmes	51	42.5	56	46.7	11	9.2	2	1.7	3.3
2	Retraining of teachers improve teaching techniques	41	34.2	64	53.3	12	10.0	3	2.5	3.2
3	Knowledge gained from symposia promotes lesson presentation	48	40.0	55	45.8	14	11.7	3	2.5	3.2
4	Seminar improves proper use of instructional materials	41	34.2	52	43.3	17	14.2	10	8.3	3.0
<b>Grand mean</b>										<b>3.2</b>

Source: Fieldwork, 2019

Table 1 revealed that 107(89.2%) of the respondents agreed that teachers perform better after being introduced to capacity building programmes while 13(10.9%) disagreed. The table reveals that 105(87.5%) of the respondents agreed that retraining of teachers improve teaching techniques while 15(12.5%) disagreed. The above table thus revealed that the mean of 3.2 showed that capacity development enhances teachers' productivity such as improvement in teaching techniques and proper use of instructional materials.

**Research Question Two:** What are the capacity building strategies used by principal to develop teachers' competence?

**Table 2**  
**Capacity Building Strategies used by Principal to develop Teachers' Competence**

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
1	Teachers attend seminars periodically	34	28.3	43	35.8	34	28.3	9	7.5	3.7
2	Principal invites resource person to school for seminars	27	22.5	44	36.7	44	36.7	5	4.2	2.8
3	Principal recommends teachers for conference periodically	38	31.7	53	44.2	22	18.3	6	5.0	3.0
4	Principal provides support services such as instructional supervision	33	27.5	60	50.0	20	16.7	7	5.8	3.0
<b>Grand Mean</b>										<b>3.1</b>

Source: Fieldwork, 2019

Table 2 above showed that 77(64.1%) of the respondents agreed that teachers attend seminars periodically while 43(35.8%) of the respondents disagreed. The table further revealed that 93(77%) of the respondents agreed that principals provides support services such as instructional supervision. While 27(22.5%) disagreed. The summary of the result on table 2 above revealed that an acceptable mean of 3.1 showed that principals uses capacity building strategies such seminars, invitation of resource person, recommendation of periodic conference for teachers and provision instructional supervision to develop teachers' competence.

**Research Question Three:** Do teachers have access to capacity development programmes?

**Table 3**  
**Teachers' Accessibility to Capacity Building Programmes**

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
1	I was supported financially by government during in-service training	32	26.7	42	35.0	28	23.3	18	15.0	2.7
2	I was given ICT facilities during in-service training	34	28.3	39	32.5	40	33.3	7	5.8	2.8
3	I am given opportunity for in-service training within the last three years	30	25.0	41	34.2	39	32.5	10	8.2	2.8
4	I have access to capacity building programmes any time the need arises	31	25.8	44	36.7	30	25.0	15	12.5	2.8
<b>Grand mean</b>										<b>2.8</b>

Source: Fieldwork, 2019

The table revealed that majority 74(61.7%) of the respondents agreed that teachers were supported financially during in-service training while 46(38.3%) of the respondents disagreed. The table also shows that 73(60.5%) agreed that teachers were given ICT facilities during in-service training while 47(39.1%) of the respondents disagreed.

The mean 2.8 in table 3 showed that teachers have access to capacity building programmes such that teachers were supported financially during in-service training and teachers have access to in-service training within the last three years.

**Research Question four:** Do teachers strive to build their capacities as individuals?

**Table 4**  
**Teachers Strive to Build their Capacities as Individuals**

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
1	I purchase relevant textbook for self update in my area of study	50	41.7	52	43.3	17	14.2	1	0.8	3.3
2	I aim at additional level of education to update my teaching method	37	30.8	65	54.2	17	14.2	1	0.8	3.2
3	I attend conferences without government financial support	45	37.5	50	41.7	20	16.7	5	4.2	3.1
4	I create time for personal study so as to update my teaching technique	50	41.7	46	38.3	17	14.2	7	5.8	3.2
<b>Grand mean</b>										<b>3.2</b>

Source: Fieldwork, 2019

The table showed that 102(85%) of the respondents agreed that teachers purchase textbooks for self-update in their area of study while 18(15%) of the respondents disagreed. The table also revealed that 96(80%) respondents agreed that teachers create time for personal study so as to update their teaching technique while 24(20%) of the respondents disagreed.

Table 4 above revealed that mean 3.2 showed that teachers strive to build their capacity as individuals such that teachers purchase relevant textbooks for self-update, teachers aim at additional level of education to update their teaching techniques and create time for personal study so as to update their teaching technique.

#### Testing of Research Hypotheses

**Ho<sub>1</sub>:** there is no significant relationship between capacity development and teachers' productivity in public secondary schools in Akoko South-west Local Government Area.

**Table 5**  
**Relationship between Capacity Development and Teachers' Productivity**

Variables	Mean	N	Df	r-cal	r-tab	P	Remark
Capacity Development	3.1	120					
			124	0.874	0.178	0.05	<i>Significant</i>
Teachers' Productivity	3.0	6					

The result on table 5 indicated that r-cal (0.874) is greater than r-tab (0.178) at 0.05 level of significance. This implies a significant relationship between capacity development and teachers' productivity in public secondary schools. Therefore, the null hypothesis of no relationship is rejected.

**Ho<sub>2</sub>:** there is no significant relationship between capacity development and teachers' attitude to work in public secondary schools in Akoko South-west Local Government Area.

**Table 6**  
**Relationship between Capacity Development and Teachers' Attitude to Work**

Variables	Mean	N	Df	r-cal	r-tab	P	Remark
Capacity Development	3.1	120					
			124	0.831	0.178	0.05	<i>Significant</i>
Teachers' Attitude to work	2.9	6					

The result on table 6 indicated that  $r$ -cal (0.831) is greater than  $r$ -tab (0.178) at 0.05 level of significance. This implies a significant relationship between capacity development and teachers' attitude to work in public secondary schools. Therefore, the null hypothesis of no relationship is rejected.

**Ho<sub>3</sub>:** there is no significant relationship between capacity development and lesson preparation in public secondary schools in Akoko South-west Local Government Area.

**Table 7**  
**Relationship between Capacity Development and Lesson Preparation**

Variables	Mean	N	Df	r-cal	r-tab	P	Remark
Capacity Development	3.1	120					
			124	0.590	0.178	0.05	<i>Significant</i>
Lesson Preparation	3.3	6					

The result on table 7 indicated that  $r$ -cal. (0.590) is greater than  $r$ -tab. (0.178) at 0.05 level of significance. This implies a significant relationship between capacity development and lesson preparation in public secondary schools. Therefore, the null hypothesis of no relationship is rejected.

**Ho<sub>4</sub>:** there is no significant relationship between capacity development and students' discipline in public secondary schools in Akoko South-west Local Government Area.

**Table 8**  
**Relationship between Capacity Development and Students' Discipline**

Variables	Mean	N	Df	r-cal	r-tab	P	Remark
Capacity Development	3.1	120					
			124	0.822	0.178	0.05	<i>Significant</i>
Students' Discipline	2.9	6					

The result on table 8 indicated that  $r$ -cal (0.822) is greater than  $r$ -tab (0.178) at 0.05 level of significance. This implies a significant relationship between capacity development and lesson preparation in public secondary school students. Therefore, the null hypothesis of no relationship is rejected.

### **Discussion of Findings**

Hypothesis one which states that there is no significant relationship between capacity development and teachers' productivity was rejected. This implies that accessibility to capacity building programmes enhance teachers' productivity. This is supported by Adebayo (2011) in his study which revealed a great relationship between secondary schoolteachers' capacity building and their productivity.

Hypotheses two which states that there is no significant relationship between capacity development and teachers' attitude to work was rejected. The finding implies that there is a significant relationship between capacity development and teachers' attitude to work. This process will increase the attitude to work and competencies of teachers to successfully cope with teaching and learning task in public secondary schools (Ebireri, 2007).

Hypotheses three which states that there is no significant relationship between capacity development and lesson preparation was rejected. The result of the findings showed that there is a significant relationship between capacity development and lesson preparation. This is corroborated with study carried out by Mohammed (2006), opined that capacity development has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the subject matter they teach and the teaching skills they learned in the pre-service (NCE, B.Ed.) courses they attended. Ibukun (2004) also expressed that teachers should go for training programmes through appropriate seminars, workshops, symposia, conferences, this he said is because of the rapid obsolete of knowledge and method of teaching.

Hypotheses four which also states that there is no significant relationship between capacity development and students' discipline was rejected, the result of the findings implies that students obey the set rules and regulations and also resume to school early and every day which connote that there exists significant relationship between capacity development and students' discipline. This is supported by the findings of Scarlett (2015) which stated that discipline guides students' behaviour or sets limits to help them learn to take care of themselves, other people and the world around them. School systems set rules, and if students break these rules they are subject to discipline. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term 'discipline' is applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms and school traditions (Scarlett, 2015).

### **Conclusion**

The following conclusions were drawn based on the above major findings:

Teachers' productivity remains one of the main outcomes of education in any education system. It could be described as the outcome of duties and task performed by a teacher at a particular period in the school system in achieving desired educational goals and objectives. The conclusion that emerged in this study is that; most teachers get the opportunities and have access to capacity development programmes as this also have positive impact on teachers' attitude to work, students discipline and lesson preparation in public secondary schools.

### **Recommendations**

Based on the findings of the study;

1. The need to improve capacity development of teachers through intensive and regular seminars/workshops to improve their knowledge, pedagogical skills and competence in view to enhancing the quality of teaching and learning processes in secondary schools.
2. The disciplinary ability of teachers which create a safe learning environment for teaching should be encouraged in order to promote efficient and effective teaching learning process.
3. Principles should adopt different method or strategies to improve or develop teachers' competence in order to promote teachers' knowledge in lesson preparation. Teachers should be encouraged towards individual capacity development.

### **References**

- Abdul, A. A. (2002). *Relationship between human resources management practices and staff job performance in NPEC, Nigeria*. (Unpublished M.Ed. thesis) University of Ilorin, Ilorin.
- Adebayo, F. A. (2011). Higher education and human capacity building in Nigeria. *Journal of Educational Review*. 4(4),467-476.
- Ahluwalia, S.P. (2006). *Teacher attitude inventory (TAI)*. Agra: National Psychological Corporation.
- Ajeyalemi, D. (2002). *Capacity building in the sciences: Imperative for teacher education in Nigeria*. An Inaugural Lecture; delivered on November 6, at the University of Lagos. Lagos: University of Lagos Press.
- Ayeni, A. J., & Akinola, O. B. (2008). Influence of principals' leadership styles and motivation of teachers on quality assurance in secondary school: a case study of Ondo State. *Ife Journal of Theory and Research in Education Vol. II* (1&2), 162-170.
- Ayeni, A. J. (2010). *Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State*. (Unpublished doctoral dissertation). Obafemi Awolowo University Being lead paper presented at the 1<sup>st</sup> National conference of the faculty of education, University of Abuja.
- Cole, P. (2012). *Linking effective professional learning with effective teaching Practice*. Australian institute for teaching and school leadership, Melbourne
- Cooter, R.B. (2003). Teacher 'Capacity Building' helps urban children succeed in Reading. *The Reading Teacher*, 57(2), 198-205.
- Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education.



- Dungu, L. (2000). *Accommodation and job performance of primary school teachers in Rakaidistrict*. (Unpublished Masters Dissertation). Makerere University, Kampala, Uganda.
- Ebireri, O.R. (2007). Effective in service teacher training for Universal Basic Education. Scheme in Nigeria. *In Journal of issues in Technical Teacher Education*. Federal College of Education Technical Potiskum Vol. 4 (1), 1-4.
- Emetarom, V. G. (1992). *The retraining and utilization of educational administrators and planners in Nigeria*. In N. A. Nwagwu, (ed.), 122-128.
- Fafunwa, A. B. (1985). The purpose of teacher education in Nigeria, in Adaralegbe, A. (ed) *A Philosophy for Nigerian Education*. Ibadan: Heinemann Educational Books.
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC Press.
- Fullan, M. (1995). *Change forces: Probing the depths of educational reform*. London: Falmer Press.
- Groot, R., & Paul, M. (2000). *Workshop on capacity building in land administration for developing countries*. Final Report. The Netherlands.
- Hargreaves, A., & Fink, D. (2006). The ripple effects. *Educational leadership*, 63(8), 3-21.
- Harris, B. M. (1980). *Improving staff performance through in-service education*. Boston: Allyn and Bacon.
- High Tower M., Delgado R.C., Lloyd S.C., Wittenstein R., Sellers K., Swanson C.B. (2011). *Improving student learning by supporting quality teaching: Key Issues, Effective Strategies*.
- Ibukun, W. O. (2004). Management of secondary school education in Nigeria: Problems and challenges. In Fagbamiye E. O., Babalola J. B., Fabunmi M., Ajayi A. O., (Eds.); *Management of primary and secondary education in Nigeria*. Lagos: NAEAP and Codat Publication.
- IR Global Rankings Monthly Bulletin, (March, 2010). *Importance of Attending IR Workshops and Seminars*.
- Japan International Cooperation Agency, (2007). *Analysis from capacity development perspective: strengthening of mathematics and science in secondary education (SMASSE) Project in Kenya*. Case Study report on Capacity building.
- Jaquith, A., Dan, M., Wei, R.C., & Darling-Hammond, L. (2010). *Teacher professional learning in the United States: Case Studies of State Policies and Strategies*. Oxford OH. Learning Forward.
- Jeans, A.B. (1995). *Teacher education: An international research agenda*. World conference on teacher education. Uzmir: Dokuz job performance in NPEC, Nigeria. (Unpublished M.Ed. thesis). University of Ilorin; Ilorin.
- Jones, A., & Moreland, J. (2003). Considering pedagogical content knowledge in the context of research on teaching. An example from technology. *Waikato Journal of Education*, 24, 55-72.
- Kafu, P.A. (2011). Teacher education in Kenya: Emerging issues. *International Journal of Curriculum and Instruction*, 1 (1), 43-52.
- Kasten, K., & McDavis, R.J. (2015). *Building capacity for teaching and learning in Florida*.
- Kenya Education Management Institute, (2013). *KEMI: Home Pages*.
- Koki, S. (1997). *The role of teacher mentoring in education reform*. PREL Briefing Paper.
- Kreitner, R. & Kinicki, A. (2007). *Organization behavior*. Arizona: McGraw- Hill Ryerson.
- Lofthouse, R., Leat, D., & Towler, C. (2010). *Coaching for teaching & learning: A practical guide for schools*.
- Maicibi, N.A. (2003). *Pertinent issues in employees' management: human resource and educational management*. Kampala. Net Media Monitor Publishers.
- McBer, H. (2000). *Research into teacher effectiveness: a model of teacher effectiveness*. Research Report No. 216. United Kingdom: Department for Education and Employment.
- Mohammed, A. M. (2006). *Challenges of teacher education in the 21st century in Nigeria*. Being lead paper presented at the 1<sup>st</sup> National conference of the faculty of education, University of Abuja.
- National Centre for Education Statistics (1998). *Teacher quality: a report on the preparation and qualifications of public* Netherlands.
- Nwachukwu, C. (2007). *Management theory and practice*. Lagos: African First Publishers.
- O'Bannon, B. (2008). *"What is a Lesson Plan?"*. Innovative technology center. The University of Tennessee.
- OECD, (2009). *Creating effective teaching and learning environment*. Paris: OECD.
- Ongwel, A., Odhiambo, J.O., and Kibe, S. (2008). *Impact of SMASSE INSET on Students' capacity through improved teaching and learning in the classroom*.
- Olagboye, A. A. (1999). Principals/Vice-principals' attitude to training and selection criteria. *Journal of the National Institute for Educational Planning and Administration (NIEPA)* Ondo. Vol. 2(1), 88-98.

- Orodho, J.A. (2013). *Techniques of writing research proposal & reports in education and social sciences*. 2nd Edition. Nairobi: Kanezja HP Enterprises.
- Orodho, J.A. (2013). *Progress towards attainment of Education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya? Research on Humanities and social sciences* pages 54-67.
- Ouma, L. (2007). *Effect of motivational theory to the performance of primary school teachers in Kampala District*. (Unpublished Masters dissertation). Makerere University, Kampala, Uganda.
- Owoeye, N.O. (1999). *The Influence of job satisfaction on job performance of staff in the broadcasting service of Ekiti State and Ondo State Radio Corporation: (Unpublished M.Ed thesis)*. Ondo State University. Ado Ekiti, pp. 65-73.
- Scarlett. W. George (Feb 24, 2015). The SAGE encyclopedia of classroom management of *school teachers*. Washington D.C: U.S.
- Stone, H. T. (1982). *Understanding personnel management*. Japan: The Dryden Press.
- Stoop, G. (2011). *Evaluation indicators for school reviews*. Education Review Office, New Zealand.
- United Nations Committee of Experts on Public Administration, (2006). *Definition of basic concepts and terminologies in governance and public administration*. United Nations Economic and Social Council.
- UNESCO, (2004). *International Institute for Educational Planning*. Education for Sustainable Development. Paris: IIEP-UNESCO.
- Walter, C., & Briggs, J., (2012). *What professional development makes the most difference to teachers?* University of Oxford: Oxford University Press.
- Williamson, I. P., Rajabifard, A., & Feeney, M. (2003). *Diffusion for regional spatial data infrastructure*. PhD thesis, University of Melbourne, Australia.
- World Bank. (2014). *Assessing Aid: what works, what doesn't, and why*. Oxford: Oxford University Press.
- Yara, P.O., & Otieno, K.O. (2013). Teaching learning resources and academic performance in secondary schools in Bondo District of Kenya. *Asian Social Science Journal*, 6 (12), 126-132.