



Teachers Capacity Building Skills and Students Learning Outcomes in Junior Public Secondary Schools in Rivers State

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Abstract

The study investigated the relationship between capacity building for teachers and students' learning outcomes in Junior Public Secondary Schools in Rivers State. Four research questions were raised to guide the conduct of the study and three null hypotheses were tested at 0.05 level of significance using Pearson's Product Moment Correlation Coefficient. The study adopted a descriptive and a correlational research designs. The sample for the study consisted of 250 teachers purposively drawn from a population of 2500 Junior Public Secondary School teachers who have attended capacity building programmes. Teachers' Capacity Building Questionnaire (TCBQ) and Students' Learning Outcomes Questionnaire (SLOQ) were the two research instruments used to elicit information from the respondents. The major findings of the study were that: teachers' capacity building on curriculum development has a strong positive relationship with the students learning outcomes; teachers' capacity building on information and communication technology (ICT), has a strong positive relationship with the students learning outcomes, and teachers' capacity building in students' assessment has a strong positive relationship with the students' learning outcomes. The study concluded that teachers' capacity building in curriculum development, information and communication technology and teachers' capacity building on students' assessment will enhance teachers' competencies in teaching which will translate into students' achievement in learning in junior public secondary schools in Rivers State. Based on the findings, the paper recommended that: there should be capacity building for teachers on curriculum development on annual basis, and teachers' capacity building should always include a module that treats students' assessments and use of information and communication technology (ICT).

Keywords: Teachers, Capacity building, Students, Learning Outcomes, Junior Secondary Schools.

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INTRODUCTION

Education holds the key to modernization and national development can only be feasible in the presence of education. Education empowers individuals with knowledge, skills, and attitude to improve their quality of life, enhance productivity and capacity to learn new skills that may enable them to participate meaningfully in the development process (Adebayo & Sagaya, 2015). As such, education is critical to human development, just as UNESCO (2004) considers it a human right. Also, Egbuchunam (2001) sees education as a companion which no misfortune can depress, no crime can destroy, no enemy can alienate and no despotism can enslave. The teacher is the nucleus of education, meaning that the teacher plays a major role in teaching and learning.

This in line with Egbo (2011) observation that teachers as micro-level practitioners represent a centripetal force in most education system. Teachers performance is linked to educational outcomes for both students and the system alike (Egbo, 2011). Teachers' job of teaching as Vikoo (2003) noted is one of the most important jobs in the world. It is also the most difficult, but most rewarding when it is well carried out. The complex nature of human behaviour makes teaching difficult because once the behavior is established, it becomes hard to modify and difficult to change especially if the teacher is not equipped to effect the change Learning as defined by Vikoo (2003) is a process through which behavior is initiated, modified or changed, with the aid of previous experience and practice. Learning is said to occur when a learner uses the content of his memory to respond to a learning situation (stimulus or stimuli which a teacher is part of) such that his performance, changes from a time being presented with the learning situation to a time after being in it (Gbamanja, 1991). Learning therefore has to do with change in the behavior patterns of the students. The factors that influence change, the nature of the process of change and consequently the outcomes are so many that careful distinction have to be made before a learning inference could be For a teacher to effectively articulate these learning outcomes into his instruction and deliver the desired change in the behavior of his students his ability in teaching must be properly founded and sustained through capacity building. This is because the knowledge needed to change the behavior of the learner within a given environment in order to make genuine contribution to the overall development of the environment is only achievable through the role of the teacher. Teachers therefore are the hub of any educational system and no school can be better than her teachers (Ukeje, 1986 cited in Nwogu, 2006). Just as the national policy on education (FRN, 2014) recognizes that no education system may rise above the quality of its teachers.

Capacity building according to Fullan, Hill and Crevola (2006) is any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of student learning. Teachers' capacity building as could be seen, is important for students' learning outcome. This is why Elmore (1991) cited in Egbo (2011) stated that no external accountability scheme (teaching program) can be successful in the absence of internal accountability, in fact, the later is none other than capacity building with a focus on results. As technological innovations and educational reforms are continuously adopted in order to speed up the growth and development of the nation, the teacher knowledge if not updated through capacity building will become staled. A situation where teachers' capacity building is not given an attention, can result in a technical discrepancy between the teachers instruction and the outcome of (global demand) students learning because the teachers will be unable to perform to meet the new trend. This explains why Yamoah (2014) stated that teachers' capacity needs to be built because in as much as they may have accumulated significant knowledge, skills, and attitude/ value through

formal schooling and experience, as change accelerate, those knowledge, skills and abilities gained in previous learning gradually become obsolete.

The Junior Secondary Education is the foundation towards the senior secondary education and pre-vocational training. According to the National policy on Education (FRN 2014), it should be an investment as well as an instrument that can be used to achieve an economic, social, political, technological, scientific and cultural development in the country. The above national objectives however cannot be achieved in the absence of teacher's capacity building. This means that there is need for the teachers' capacity building. Improving on the teachers skills, knowledge base and competencies, involves but not limited to simultaneously providing the appropriate of training or re-training of teachers, through seminars, workshop, creating learning communities provision of necessary materials and infrastructure that will foster sustainable teacher commitment to effective teaching and learning.

Statement of the Problem

Teachers play a key role in the achievement of educational goals as well as ensuring the preserving of the life span of education system (Morgan, 1996). The Nigerian government has always acknowledged the important role teachers play towards the successful delivery of any educational process. Education in turn has been recognized as the key to social and economic development of any nation (Federal Ministry of Education working group 2009 cited in Osuji 2014). This may account for the call made by this group for the training and retraining of teachers. For teachers to be effective, they must be products of well-designed quality education programmes, otherwise, the nine years of free and compulsory education provided by the Universal Basic Education Act which junior secondary school is a part of could amount to nine years of mere attendance (Ejie, 2009). However, Rivers State universal Basic Education Board (2017) annual census report revealed that the Local governments with the greatest number of unqualified teachers, recorded the highest percentage of repeats in the 2016/17 Junior secondary school certificate examination. This is no doubt a worrisome development. It is on this backdrop, that the study sought to determine the relationship between teachers' capacity building and students learning outcomes in the junior secondary schools in Rivers state.

Purpose of the Study

The purpose of the study was to examine the relationship between teachers' capacity building skills and students learning outcomes in junior public secondary schools in Rivers state .The specific objectives of the study were:

- Determine teachers' capacity building skills utilized in Junior Public Secondary Schools in Rivers State.
- Ascertain the relationship between teachers' capacity building skills on curriculum development and students learning outcomes in Junior Public Secondary Schools in Rivers State.
- Determine the relationship between teachers' capacity building skills on information and communication technology (ICT) and students learning outcomes in Junior Public Secondary Schools in Rivers State.

- Determine how teachers' capacity building skills in students' assessment relates to students learning outcomes in Junior Public Secondary Schools in Rivers State.

Research Questions

The following research questions guided the conduct of the study:

- What are the teachers' capacity building skills utilized in Junior Public Secondary Schools in Rivers State?
- What is the relationship between teachers' capacity building skills in curriculum development and students learning outcomes in Junior Public Secondary Schools in Rivers State?
- What is the relationship between the teachers' capacity building skills on information and communication technology (ICT) and students learning outcomes in Junior Public Secondary Schools in Rivers State?
- What is the relationship between teachers' capacity building on students assessment and students learning outcomes in Junior Public Secondary Schools in Rivers State?

Hypotheses

- H₀₁: There is no significant relationship between the teachers' capacity building skills in curriculum development and students' learning outcomes in Junior Public Secondary Schools in Rivers State.
- H₀₂: There is no significant relationship between teachers' capacity building on information and communication technology and students learning outcomes in Junior Public Secondary Schools in Rivers State.
- H₀₃: There is no significant relationship between the teachers' capacity building in students' assessment and students learning outcomes in Junior Public Secondary Schools in Rivers State.

REVIEW OF RELATED LITERATURE

The study is anchored on change theories of Action with results propounded by Michael Fullan, Hills and Crevola (2006.). The theory assumed that there are seven (7) premises that under –pin the use of change knowledge and these are:

- A focus on motivation;
- Capacity building with a focus on result;
- Learning in context;
- Changing context;
- A bias for reflective action;
- Tri-level engagement;
- Persistence and flexibility in staying on the course

A focus on motivation: improvement is possible if ones theory of action focuses on motivating people to put in their efforts individually and collectively in order to achieve results. Motivation

is the key action while the rest of the premises are all about accomplishing it .Motivation offers leverages to eventual successes .Any strategy which does not gain on motivation will fail within few years. The above theory recognized that moral purpose is a great potential motivator but has it that the moral purpose standing alone, cannot achieve motivation unless it is accompanied by other key aspects of motivation such as capacity resources, peer and leadership support and identity. Capacity building with focus on result: The assumption here is that nothing counts unless people develop new capacities, and new capacities are route to motivation (Fullan, Hills & Crevola, 2006).

Capacity building is all about helping to develop individual and collective knowledge and competencies, resources and motivation. These capacities are directed at getting results (raise the bar, close the gap = students learning outcome). Critics (Fullan, Hills & Crevola, 2006) held that most theories of change failed because they were weak on capacity building. Following this, Elmore (2004) therefore advised that no external accountability scheme can succeed in the absence of internal accountability (Capacity building) with a focus on result. Emphasis on accountability without focus on results produces negative pressure which does not bring about motivation. On the other hand, capacity building with focus on result brings about positive pressure which is accompanied by motivation and thus the desired results. Investing in capacity building therefore gives one the right to expect greater performance.

Learning in Context: Improvement comes as a result of one learning to do the right thing in the settings where one works (Fullan, 2006; Elmore, 2004). The theory of action behind learning in context is that development of systematic knowledge, that relates to large scale instructional improvement requires a change in the existing cultures which do not change overnight, they change by displacement of existing norms, structures and processes by others; the process of cultural change depends principally on modeling the new values and behavior that one expect to displace the present ones (Elmore, 2004).

Changing Context: Theories of action presumes that for there to be a success, the larger context in which one works, must be changed. In other words, the bigger context in which one works has to incorporate the other premises such as large infrastructure, promoting capacity building and motivation. This calls for a lateral capacity building in which schools districts will learn from each other. It is expected that lateral capacity building will result in knowledge flow and motivation that will make people identify with the large parts of the system.

A bias for reflective action: This premise states that shared vision and ownership is more an outcome of quality process than it is a precondition. Behavior changes to a certain extent before beliefs. Reeves (2006), opines that the size and prettiness of the planning document is inversely related to the amount and quality of action, and in turn to the impact on student learning. This means that we learn by thinking about what we are doing. Mintzberg (2004)emphasized same when he stated that programs designed to educate practicing managers in context has to be learned, not just by doing it but by being able to gain conceptual insight while doing it.

Tri-level engagement: There has to be connectivity between the school and community, district and state for there to be a change. According to Fullan (2005), if enough leaders across the same system engage in a permeable connectivity they change the system itself.

Persistence and Flexibility in staying on the course: The theories of action premises of focus on motivation, capacity building with a focus on results, learning in context, changing context, a bias for reflective action and tri-level engagement are complex to manage, therefore resilience and flexibility are needed to achieve success. This is because the theory is reflective

and inquiry based, and because it is cultivated in the minds and actions of the key players operating with a similar theory of action (the seven premises), plenty of self - correction and refinement are involved.

In relating the theory to the study, both the teachers and students need motivation to achieve success in teaching and learning respectively. It is not enough to establish the moral understanding that the teachers and students are in school to teach and learn, enough motivation in terms of capacity, resources, peer and leadership support and necessary facilities have to be put in place for proper instruction and learning to take place.

Conceptual Clarification

Capacity building has to do with allocation of, and investment in resources – physical, intellectual, human especially when other intervening variables have failed within a given institution or social context (Egbo, 2011). Afe (1995) defined teachers’ capacity building as that component of any educational system concerned with the education and training of teachers to acquire the necessary competencies and skill in teaching for improvement in the quality of teachers in the school system. For Osuji (2014), capacity building is the process by which individuals, groups, organizations, institutions and societies increase their abilities to perform core functions, solve problems, define and achieve objectives. This means that capacity building is no longer focusing on individual training alone because individuals’ capacities are in connection with those of institutions and society at large. No wonder Chukwu (2009) stated that capacity building is the skills/ developments and knowledge needed by groups in order to participate fully in the labour market. The Millenium declaration (2000) captured capacity development as a process of change; and managing transformations, peoples’ capacities and institutional capacity and a society’s capacity change over time. It further stated that a focus on what development policies and investments work best to strengthen networks, skills and knowledge base cannot be a one-off intervention. This means that capacity building should be enduring if a good result should be expected.

From the above definitions, teachers’ capacity building can be seen as a process for development of teachers’ skills and knowledge for coping with changing demands of the teaching job through regular exposure to professional update programmes. It can also be seen as a means of translating standards and incentives into effective teaching and learning. Learning is seen as a behavioral change. In the words of Bidwell (1993 cited in Unachukwu (1990) defined learning as a positive change in behavior which comes as a result of an encounter with some of experience; it is the process by which learners acquire and retain attitudes, knowledge, understanding, skills and capabilities outside inherited behavior patterns or physical growth. For Farrent (1981 cited in Ekpiken, 2015), learning is a lasting change in human behavior which cannot be attributed to growth. In addition, Gagne (1997 cited in Elmore, 2004) maintained that the change has to be capable of being retained for some period of time and that learning must be distinct from any other kind of change that emanates from growth. From the above definitions, learning could be said to be the change in the behaviour of the learner as a result of the interaction between the teacher and the learner. Changes in behavior is conceptualized as intended outcomes.

Learning outcomes support a clear understanding of educational outcomes to students, employers and the public at large. They create a transparency of what occurs in classroom in identifiable capacities for students. Learning outcomes remove the “black box’ of education by

clarifying exactly what skills will be gained (Hattie, 2009a). For students, they provide information about educational pathways by describing the key elements of a program or credential which enhances ability to make sound educational decisions (Banta & Blaich, 2010). Telling potential students what skills they will achieve upon graduation allows them to make informed choices about their educational options. Boudier (2003 cited in Young 2003) suggested that established learning outcomes can be instrumentals of transparent communication, providing students with a map of various credential options and where they may lead.

Hence, the literature suggests that learning outcomes demystify the processes and outcome of education to the benefit of the students program, institution, national government and international community. The logical end to this is that teachers capacity building will both improve educational quality and support national economies while learning outcomes clarify what is expected of graduates, ensuring programs provide the students the opportunity to gain skills and the measuring and demonstrating success of both students and programs (Allais et al., 2009).

METHODOLOGY

This study made use of descriptive and correlational research designs. The population of the study consisted of all the junior secondary school teachers who have been engaged in capacity building programmes in Rivers State, totaling two thousand five hundred (2500) teachers. The sample size for this study was made up of two hundred and seventy six (276) junior secondary school teachers which is eleven percent (11%) of the population of the study. The appropriateness of the above sample size is supported by Nwana (1981: 72) who lent support to one of the research workers practices that suggest that ...” If the population is a few thousands a ten percent (10%) will do, and if several thousand, a five (5%) percent or less sample will do.

The sample for the study was made up of two hundred and seventy six (276) junior secondary school teachers. The simple random sampling technique was applied in selecting sample for the study. In this regard, twelve (12) teachers were selected from Junior Secondary schools in each of the twenty three (23) local government areas in Rivers State. Hence a total of two hundred and seventy six junior secondary school teachers constituted the sample for the study. To gather data for the study, two questionnaires were designed and utilized by the researcher. The first questionnaire was titled “Teachers Capacity Building Questionnaire (TCBQ). Section A of this questionnaire was used to generate demographic information on the respondents, while section B was utilized to gather data on teachers’ capacity building programme. The second questionnaire was titled “Students Learning Outcomes Questionnaire (SLOQ). Section A of this questionnaire was also used to generate demographic information on the respondents, while section B was used to gather data on students learning outcomes. The section B of the two questionnaires were structured on a four – point likert type scale as follows:

Strongly Agree (SA)	=	4 points
Agree (A)	=	3 Points
Disagree (D)	=	2 points
Strongly Disagree (SD)	=	1 point

The instruments were subjected to close examination by experts in educational management. The reliability of the instruments were established using test–retest method. The instruments were

administered on twenty teachers who were not part of the study. The instruments were administered twice with an interval of two weeks between the first and second. The reliability coefficient (r) of the instruments were computed by correlating the scores from the two exercises using the Pearson Product Moment Correlation Coefficient (r). The result obtained showed that “ r ” for the Teachers Capacity Building Questionnaire (TCBQ) had reliability coefficient of 0.82 while student Learning Outcomes Questionnaire (SLOQ) had a reliability coefficient of 0.80 indicating that the instruments were reliable and adequate for the study.

The research instruments were personally administered by the researcher to the sampled teachers. The researcher was also assisted by some staff of junior secondary schools used in the study, in the distribution and retrieval of the instruments. However some teachers could not complete their questionnaires. This reduced the number of respondents from 276 to 250 with corresponding retrieval rates of 87.7%.

The data obtained from the field were collected, hand scored and entered on a raw data sheet for the purpose of analysis. The statistical tools of mean, standard deviation and Pearson Product Moment Correlation Coefficient were used. In order to determine the statistical significance of Pearson product moment correlation coefficient, a comparison of calculated “ r ” and critical values of “ r ” were obtained. Thus, the determination of the statistical significant of Pearson’s product moment correlation coefficient served the purpose of testing the three null hypotheses at 0.05 levels of significant.

RESULTS

To provide answers to the research questions, the Pearson Product Moment Correlation Coefficient was utilized. Correlation coefficient is a means of expressing relationship in a quantitative manner. The degree of relationship between two variables is expressed as a number that could range from -1 to +1. A perfect negative relationship between two variables is represented by a correlation value of -1. In such a situation, high scores on one variable are associated with low scores on the second variable and vice-versa. On the other hand, a perfect positive relationship between two variables is represented by a correlation value of +1 (Best and Khan 2007, cited in Osaat 2014). In such a situation, high scores on one variable are associated with high scores on the second variable and vice-versa.

Some guidelines have been suggested on how to interpret correlation coefficient (r). However, the guidelines advanced by Downie and Health (1974) cited in Osaat (2014) guided the interpretation of Pearson’s Product Moment Correlation Coefficient (r) in this study.

Table 1: Interpretation of Correlation Coefficient (r)

Values of r	Interpretation
0.80 and above	High
0.40 – 0.79	Moderate
0.39 and below	Low

Source: Downie and Health (1974) cited in Osaat (2014)

Research Question 1: What teachers’ capacity building skills are utilized in Junior Public Secondary schools in Rivers State?

Table 2: Mean and standard deviation of teachers' capacity building skills utilized in Junior Public Secondary School in Rivers State.

S/N	Skills	Total Score	\bar{X}	SD	Rank Order	Decision
1	Student personnel service	598	2.39	1.115	4 th	Reject
2	Students assessment	651	2.61	1.110	3 rd	Accept
3	Information and communication technology	668	2.72	0.500	2 nd	Accept
4.	Teacher – Parent Relations	580	2.32	1.500	6 th	Reject
5	Curriculum Development	698	2.79	1.118	1 st	Accept
6.	School facilities management	588	2.35	1.113	5 th	Reject.

From table 2, the following capacity building skills utilized in Junior Public Secondary Schools in Rivers State include: Curriculum development (2.79) with rank order of 1st; information and communication technology (2.72) ranked 2nd; Student assessment (2.61) ranked 3rd; Student personnel service (2.39) having the 4th position while school facilities management (2.35) and teachers – parents relations (2.32) ranked 5th and 6th respectively. The teachers capacity building skills on curriculum development, information and communication technology and students assessment were accepted and utilized for the study because their means ranked above 2.5 which was the benchmark for the four point likert type scale used for eliciting information from the respondents. While the teachers' capacity building skills on students personnel services, facilities management and teacher- Parent relations were left out as their means measured below 2.5 benchmark set for the study. The result showed that teachers' capacity needs to be built principally on curriculum development, use of information and communication technology and students assessment as these will go a long way to improving on students learning outcomes in Junior public Secondary Schools in Rivers State.

Research Question 2

What is the relationship between teacher's capacity building in curriculum development and student's learning outcomes in Junior Public Secondary Schools in Rivers State?

Table 3: Pearson Product Moment Correlation of Relationship between teacher's capacity building in curriculum development and Students' Learning Outcomes

Variable	Σ	Calculated r	Interpretation
Learning Outcomes	3680	0.870	Strong Positive Relationship Exists
Curriculum development	3650		

Table 2 shows the relationship between teachers' capacity building on curriculum and instruction, and students' learning outcomes. From table 2, it can be seen that the correlation coefficient (r) is 0.870, indicating a strong relationship according to Best and Khan(2007, cited in Osaat, 2014). In other words, as the teachers' capacities are built on curriculum development, they will improve in the curriculum interpretation and teaching, and the students will perform well.

Research Question 3

What relationship exists between teachers' capacity building on information and communication technology and students learning outcomes?

Table 4: Pearson Product Moment Correlation of relationship between teachers' capacity building on information and communication technology and students' learning outcomes

Variable	Σ	Calculated r	Interpretation
Learning Outcomes	3685	0.879	A strong positive relationship exists
Information and communication technology	3710		

Table 4 shows the relationship that exists between teachers' capacity building on information and communication technology and students learning outcomes. The computed value of correlation coefficient is 0.879, indicating that a strong relationship exists between teachers' capacity building on information and communication technology and students' learning outcomes. This means that as the teachers trained on use of information and communication technology for their job, they will teach better and the students will achieve more.

Research Question 4: What is the relationship between teachers' capacity building in students' assessment, and students' learning outcomes in Junior Public Secondary Schools in Rivers State?

Table 5: Pearson Product Moment Correlation for Relationship between teachers' capacity building on students' assessment and students learning outcomes

Variable	Σ	Calculated r	Interpretation
Learning Outcomes	3800	0.753	A strong relationship exists
Students' Assessment	3700		

Table 5 shows the relationship between teachers' capacity building on students' assessment and students' learning outcomes. From table 4, it is cleared that the value of the correlation coefficient r is 0.753 indicating a positive relationship. This means that if the teachers' capacities are well founded on students' assessment, they will equip the students better to succeed in both internal and external examinations

Hypothesis 1: There is no significant relationship between the teachers' capacity building in curriculum development and the students' learning outcomes in Junior Secondary Schools in Rivers State

Table 6: Test of significant relationship between teachers' capacity building and on curriculum development and students learning outcomes

Variables	N	Σ	\bar{X}	SD	Cal r	Tab r	DF	Decision
Students' Learning Outcome	250	3680	14.72	2.26	0.870	0.439	248	Reject Hypothesis
Teachers Capacity Building on Curriculum development		3650	14.89	5.39				

From table 6, the result of the test of hypothesis indicates that the calculated 'r' value of 0.870 is greater than the tabulated 'r' value of 0.439 at 0.05 level of significance. Hence the null hypothesis is rejected. This implies that the teachers' capacity building on curriculum and instruction enhances the students' learning outcomes

Hypothesis 2: There is no significant relationship between the teachers' capacity building on information and communication technology and students learning outcomes in junior secondary schools in Rivers State

Table 7: Test of significant relationship between teachers' capacity building on information and communication technology and students learning outcomes

Variables	N	Σ	\bar{X}	SD	Cal r	Tab r	DF	Decision
Students' Learning Outcome	250	3685	14.74	1.71	0.879	0.439	248	Reject Hypothesis
Capacity building on information and communication technology		3710	14.84	2.59				

From table 7, the result of the test of hypothesis indicates that the calculated 'r' value of 0.879 is greater than the tabulated 'r' value of 0.439 at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that the teachers will teach the students better when they are trained to make use of ICT in their teaching

Hypothesis 3: There is no significant relationship between the teachers' capacity building in students' assessment and students learning outcomes in junior public secondary schools in Rivers State.

Table 8: Test of significant relationship between teachers capacity building and students Learning outcome

Variables	N	Σ	\bar{X}	SD	Cal r	Tab r	DF	Decision
Students' Learning Outcome	250	3800	14.10	4.02	0.753	0.439	248	Null Hypothesis Rejected
Capacity Building in Students' assessment		3700	14.80	2.24				

From table 8, the result of the test of hypothesis indicates that the calculated 'r' value of 0.753 is greater than the table 'r' value of 0.439 at 0.05 level of significance. Therefore, the null

hypothesis is rejected. This is evidence that teachers' knowledge in students' assessment facilitates students learning outcomes.

DISCUSSION

Teachers' Capacity Building Skill Needs

Research question one sought to find out teachers' capacity building skills utilized in Junior Public Secondary schools in Rivers State. The result of the findings showed that there are various skills required by Rivers State Junior public secondary school teachers for effective teaching and learning in the state. This finding is in line with Ngoka (2000) and Comfort (2010) who observed that workers (teachers) will be more productive if they have the opportunity of developing their skills while working in an organization, such skills include capacity building skill needs on curriculum development, student assessment, use of information and communication technology among others. This implies that training the teachers in Junior public secondary schools in Rivers State on the above skills will to a great extent make for effective teaching and better students learning outcomes.

Teachers' Capacity Building in Curriculum Development, and Students' Learning Outcomes in Junior Secondary Schools

In research question two, analysis of data showed that teachers' capacity building in curriculum is highly related to students learning outcomes in Junior Public Secondary Schools in Rivers State. Respondents indicated that building teachers' capacity on curriculum development helps the teachers to gain mastery of the curriculum and instruction, thus making them able to articulate the global economic needs into their instruction to make for relevant students learning outcomes. In consonant with this findings, Torado and Smith (2012) stated that with regards to economic development, it should be emphasized that the quality of education as demonstrated by the quality of teaching, facilities and curriculum matter in a very important way. Building teachers' capacities will equip them better to carry out their curriculum and instruction functions in such a way that the students will understand what they are taught.

Teachers' Capacity Building on information and communication technology and Students' Learning Outcomes

The analysis of data in research question three indicated that a strong relationship exists between teacher capacity building on ICT and students learning outcomes in Junior Public Secondary Schools in Rivers State. From the results, it was cleared that training teacher on the use of ICT in teaching will make for teachers' efficiency. This finding is in line with the assertion of Jusoff, Kareem, Bing and Awing (2011) that large amount of budget spent on sending teachers on training and courses would be a waste if facilities and infrastructures needed for teachers' efficiency are not put in use.

Teachers Capacity Building in Students Assessment and Students Learning Outcomes

Analysis of data in research question four showed that a strong relationship exists between teachers capacity building in students assessment and students' learning outcome in junior public secondary schools in Rivers state. The analyzed data showed that teachers good knowledge of students' assessment, offers the teachers the good teaching skills that keep them and student in line with learning objectives, makes for easy identification of learning gaps and also for successful instruction and learning .This finding is supported by the assertion made by William and Thomson (2008) that building teachers capacity in assessment helps the teachers to acquire good assessment skill which enable them to use variety of evaluation techniques to enhance teaching and learning in the classroom.

CONCLUSION

Teachers' capacity building is all about helping to develop teachers' individual and collective knowledge and competencies. The areas of intervention in teachers' capacity building are but not limited to curriculum development, information and communication technology and student assessment. Building teachers' knowledge on curriculum development is a necessary tool for the achievement of education for all (EFA) and millennium development goal. Training teachers on ICT in schools enhances teachers instruction and students understanding of lessons. Furthermore, building their capacities on students' assessment has the potentials of making them competent in identifying the appropriate areas to be assessed and how to rightly assess them. As teachers are indispensable in the society, building their capacities will benefit them, the students, the parents, the education sector and the society in general.

Recommendations

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

- There should be capacity building for junior public secondary school teachers on curriculum development on annual basis. This should be made a matter of policy as teachers need to update their knowledge regularly to keep abreast with the changing world of academics.
- Teachers should be on regular ICT training to make their job delivery easy. It is difficult for effective teaching and learning to take place in the absence of modern infrastructure. Therefore, a good attention should be paid to this factor for the achievement of learning objectives.
- Teachers knowledge of students assessment should be regularly updated to enable them bring up students who can compete favourably with their state counterparts in the face of global competitiveness.

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