

Capacity Building Programmes and Task Performance by Teachers in Public Secondary Schools in Delta State

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ABSTRACT

The study examined the impact of capacity building programmes and task performance by teachers in public secondary schools in Delta State with correctional study of ex-post-facto research design. The study's population consisted of 452 principals from 452 public secondary schools in Delta State. This research study incorporates a sample of 225 school principals. The sampling method employed was stratified, with 80 principals chosen from Delta North, 90 from Delta Central, and 55 from Delta South. The "teachers' task delivery questionnaire" (TTDQ) and the "capacity building questionnaire" (CBQ) were the two research instruments used in this study. Respondents were free to agree or disagree with any statement on the questionnaire on a continuum in varying degrees ranging from; strongly agree (4 points) to strongly disagree (1 point). Through experts screening, the face and content validity of the instruments was ascertained. Cronbach Alpha was used to assess the dependability of the study instrument with ten principals and twenty teachers from Delta State who were not part of the research locations. This resulted in an alpha reliability value of 0.87 for the Capacity Building Questionnaire and 0.86 for the Teachers' Task Delivery Questionnaire. The researcher individually visited the 225 sampled secondary schools to administer the instrument alongside instructed, five study assistants. At the end of the administration, the questionnaires were collected and 223 properly filled, yielding a 99.69 percent return rate. The acquired data was analyzed using mean, standard deviation for research 1 and 2 while Pearson Product Moment Correlation Statistics (PPMCS) of determination for research questions 3, 4, and 5. The 3 hypotheses were tested using Pearson Product Moment Correlation Statistics (PPMCS)

and was analysed using the Statistical Package for Social Sciences (SPSS) version 23 computer tool at the 0.5 level of significance. The major findings are; public secondary schools provide three types of capacity building programs: orientation in-service, conference/seminar, and mentorship. Teachers' task delivery elements include good subject matter knowledge, quality lesson preparation and delivery, punctuality to school/class, effective use of questioning methods, quality class management, quality record keeping and retrieval, and good evaluation among others and there was a substantial beneficial association between capacity building programmes (orientation in-service, conference/seminar, and mentorship) and task delivery by teachers in Delta State's public secondary schools. Based on the findings and conclusions, the recommendation is educational authorities should develop capacity-building programs that are tailored to the specific requirements of individual teachers, schools, and communities, ensuring that they are relevant, engaging, and address the unique issues that teachers confront among others.

KEYWORDS: Capacity building, task delivery, mentorship, seminar, and conference

I. INTRODUCTION

The process of developing the strengthening the working skills and knowledge of workers is known as capacity building. It is aimed at improvement of instincts, abilities, capabilities, and commitment of employees. Capacity development is given to individuals by organization to facilitate productivity. Capacity building and capacity development have often been used interchangeable but all referred to the same concept of what will make the employee to be committed, efficient and effective to survive, adapt

and make use of the fast changing working situations in the world.

Capacity building according to Anho (2018), is known as the provision, human and infrastructural human requirements that would make an individual or groups become what they are supposed to be for the achievement of the set goals in a nation or society and for individuals there is provided knowledge and skills for use to make life worthwhile which can be obtained through right training and development.

In relation to this, one realizes the importance of capacity building of teachers since it involves aspect of enhancing teacher capacity in social, learning, technology-based among others. Capacity in the context of developing teachers' capacities involves the enhancement of the teachers' ability for better performance, efficient delivery of knowledge as well as training of the teachers' personal and professional abilities.

In a broad sense, capacity building may, therefore, embrace formal types of vocationally oriented education, post-secondary, tertiary education leading to qualification or credential relevant to employment acquisition or retention. Pre- service or in-service programmes may also be under the capacity building category. These programmes may be field based, or office based, group or individual depending on the need of the participants. It is therefore possible for persons to undertake capacity building individually or the human resource department of an organization may offer such programs. The process skills which can be built on the job and at the same time referred to as leadership skills and or task skills. 9 Some examples for process skills are effectiveness skills, team functioning skills, and systems critical thinking skills. Capacity building techniques might comprise of a solitary in-service training technique to a more structured method going through a whole semester of academic work taking a sequence of services from various capacity building providers to comprise of diversification in the philosophy or content or the format of learning sessions quite considerably. As a result of this, the following research questions are important in the study: The following research questions are relevant to the study: How can the capacity building techniques including orientation, seminar, in-service training, coaching and mentoring enhance teachers' task delivery in secondary schools?

Teachers' task delivering

Teachers' task delivering relates to the processes of teaching, teaching policies, educational objectives and such learning processes

as they involve the achievement of the objectives. These are; good selection, preparation, and implementation of classroom management that overrides irrelevant resources, proper selection, and utilization of suitable teaching methodology in delivering lessons and having the right Interactions – opportunity that allows students making use of the feedback mechanism.

Teacher task delivering involves and a low measure of how committed and efficient a teacher is on the job. It directs focus on how a teacher is performing envisaged roles and responsibilities, duties, and timings Anho (2020). Teachers' job commitment encompassing having knowledge, skills, attitude, recognition and strategic thinking which in essence presupposes, conscious and intentional decision making involving teachers' pedagogy with high acceptance and involvement. This was explained further to comprise of subject matter knowledge, pedagogical content knowledge, curriculum knowledge, teaching experience and performing obligations to students.

Hence, the main principle on which any kind of capacity building, including that in the educational sector where the greatest emphasis has been placed, is to know how to keep its employees (teachers) relevant, fresh and diverse to remain useful in their functions in today's complex and ever-evolving environment characterized by a constant process of socio-economic, political, scientific and technological transformations and globalization. This has led to the passing of blames from the ministry of education to school administrators (principals) they are not efficient in their administration hence there is perceived low teachers' task delivering. In the part of the administrators (principals), they are shifting the blame to the ministry of education that they are not providing all the funds, opportunities, and human resources needed to enhance teachers' capacity in improving the ability to deliver on their task. Teachers should be properly trained and develop regularly to be in a position to perform what is expected of them as teachers but they can only do this when the motivating of opportunity and situation is provided, based on this background, this study intends to study capacity building and teachers task delivery in public secondary schools Delta State.

In their analysis of teachers' pedagogical output which is the same as teachers' staff delivery or performance, Anho (2020) describe it as comprising all the effects made by teachers to

attain the intended educational results for students. These incorporate:

- The degree to which teachers participate in various school activities directed towards the achievement of the institutions, aims and objectives;
- Establishing well-defined, measurable and realistic behavioural lesson objectives
- Improving the preparation and timely utilization of teaching materials
- Effectively delivering lessons
- Carrying out proper assessment and grading of student work and assignments
- Sustaining an orderly classroom environment
- Nurturing a favourable classroom atmosphere and enforcing discipline
- Actively engaging in extracurricular activities
- Cultivating positive relationships with students, peers and school administration
- Successfully accomplishing curriculum objectives within prescribed timeframes
- Employing effective questioning methods
- Promoting and valuing feedback from students
- Providing individualized attention to students as necessary
- Employing current and appropriate teaching approaches
- Ensuring the achievement of curriculum objectives with high quality
- Implementing appropriate evaluation procedures at the start, middle and of each lesson

Research Questions

The following research questions were raised to guide the study.

1. What are the types of capacity-building programmes in public secondary schools in Delta State?
2. What are the elements of teachers' task delivering?
3. What is the relationship between capacity building programme and teacher's task delivery in Public secondary schools in Delta State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between the types of capacity building and teacher's task delivery in Public secondary schools in Delta State.

2. There is no significant relationship between the elements of teachers' task delivery and teachers' task delivery.
3. There is no significant relationship between capacity building programmes and teachers' task delivery in Public secondary schools in Delta State.

Purpose of the Study

This study investigated capacity building and teacher's task delivery in Public secondary schools in Delta State. Specifically, the study:

1. Found out the types of capacity building programmes in Public secondary schools in Delta State.
2. Evaluated the elements of teachers task delivery
3. Ascertained the relationship between capacity building and teacher's task delivery in secondary schools in Public secondary schools in Delta State.

II. REVIEW OF RELATED LITERATURE

Theoretical Framework

The theory chosen for the study is the constructivist theory which was proposed by Lev Vygotsky in the early 1931. Constructivism is one of the learning theories that posits that culture shapes learning process as well as knowledge fosters more learning. Vygotsky also was of the opinion that in the cultural development of the child, all the function that are observable on the societal level are first seen on the individual level before the individual level. The theory also avows that knowledge involves internalizing social activities as well as pointing out that mediation is critical for constructivism. Vygotsky, as postulated by his view on ZPD identified cognitive development as being characterized by ZPD and that learning occurred within the zone.

Developed by ZPD, the data proves that as the teachers' cognitive structures progress, it does so with the support of other people. The complexity of the theory is the fact that concepts such as orientation, seminar, in-service, mentoring, and coaching affect the teacher tasks delivery as mediators and facilitators of learning thus enhancing student learning and social interaction. The schools administrators should involve the teachers in seminars, orientations, in services, mentorship and coaching in order to assist the teacher to deliver their task effectively and also encourage the students in learning through practicing effective instruction and provision of

difficult challenges while applying the principles of cooperative learning approaches being Lui 2012, Technology 2013 and Education theory 2013. Teachers are therefore urged to enhance their skills and pedagogy for proper execution of their tasks and to continue with effective instructiveness in order to suit changing learners' requirements.

In the context of the study, the capacity building is one of the intervention strategies aimed at enhancing human and schools resources. The domain divided into two: teacher knowledge and skills construction, seminar, in-service and conference and resource person. This means that the teachers' cognitive structures evolve, and mature with or with the assistance of others. This means that orientation, seminar, in-service, mentoring, and coaching among other capacity building may affect the delivery of teacher tasks as mediators and facilitators in learning hence an improvement on students learning and their social interaction.

As rightly described by Osuji (2014), capacity building can therefore be defined as the assignment and enrichment of stock; physical, intellectual, human especially when all the other moderating factors have been established within a given institutional or social context. Moreover, according to him, capacity building was seen as skills/ developments and knowledge needed by groups in order to effectively participate in the labour market.

Ajibade, and Ayinla (2014) agreed that capacity building is a process of demonstrating intellectual and emotional gains through the provision of the tools through which people can develop in their careers. It is also related to series of activities which an enterprise pursue to enhance its managerial capabilities. Therefore, it is believed that capacity building will feature significantly at any time more discussion in relation to strategic human resources management. This emphasis on manpower and development is due to the realization of the fact that almost every section which in the past was neglected or may be given insignificant attention deserves attention in this context because to get the loyalty of the employee, his or her interests and desire to be involved in the organization of work requires commitment and dedication which is very essential in any organization irrespective of its size, they have to fight for.

Omole (2014) asserts that capacity building include offering learning and development, rendering training intervention and planning, executing as well as assessing training

programmes. That is why the need to enhance the performance of delivering task within an organization has become another universally acceptable phenomenon that requires efficient and effective capacity enhancement. As a result, in line with modern advancement across the world, it has become mandatory to develop human capital training. Therefore, the part played by capacity and development cannot be overemphasized any longer.

Statement of the Problem

Education stakeholders and scholars have been expressing themselves to the effect that the teachers, who are in charge of classroom management and assisting students to learn, have knowledge and gain competence in various disciplines are no longer as expected. From the rank of proper teaching to honesty, humility, fairness, integrity, punctuality, dedication and patriotism from the teachers it can be inferred that probably they are no longer committed with their tasks delivery and it is being speculated that this is linked to the capacity building which is not being provided regularly to them as other sectors of the national economy.

The idea is that, capacity building programmes including orientation, seminar, in service training, coaching and mentoring may be the lone solution to the conspicuous lack of task churning of the teachers of secondary education. This is because, with capacity building in place, the teachers will be helped to grow and be knowledgeable, positive in working, handling more tasks for their personal and organizations, and delivering quality services. Capacity building programme can therefore enhance and transform the morale of the teachers, instill the aspect of ownership, minimize cases of teachers' absenteeism and high turnover rates, and highly promote effective management of human and other resources in the secondary institutions of learning. However, it is understood that capacity building is affected by government policy, lack of equipment/ infrastructure, cost of living, and technical ability of resource persons used, the interest of participants, and government provision of funds. The question one will then ask is that in the presence of these problems should teachers' capacity building be left as it is and if yes how would teachers' task delivery be handled? From the foregoing, the researcher is therefore interested in examining the relationship between capacity building and teachers task delivery in Public secondary schools in Delta State.

III. METHODOLOGY

This is a correctional study that used an ex-post-facto research design. The study's population consisted of 452 principals from 452 public secondary schools in Delta State (Ministry Basic and Secondary Education, Asaba, 2021). This research study incorporates a sample of 225 school principals, representing half of all principals, drawn from the three senatorial districts of Delta State. The sampling method employed was stratified, with 80 principals chosen from Delta North, 90 from Delta Central, and 55 from Delta South. The "teachers' task delivery questionnaire" (TTDQ) and the "capacity building questionnaire" (CBQ) were the two research instruments used in this study.

Respondents were free to agree or disagree with any statement on the questionnaire on a continuum in varying degrees ranging from; strongly agree – 4 points, agree – 3 points, disagree – 2 points and strongly disagree – 1 point. The face and content validity of the instruments was ascertained by experts evaluations according to its information coverage, language, question structure, and contribution to the research goals during a questionnaire vetting process. Some of the items were reframed, irrelevant ones were removed, and unclear ones were simplified.

Cronbach Alpha was used to assess the dependability of the study instrument. The tools were distributed to ten principals and twenty teachers from Delta State who were not part of the research locations. This resulted in an alpha reliability value of 0.87 for the Capacity Building Questionnaire and 0.86 for the Teachers' Task Delivery Questionnaire.

The researcher individually visited the 225 sampled secondary schools to administer the instrument and 223 questionnaires were collected, properly filled, i.e. a 99.69% return rate. The acquired data was analyzed using mean, standard deviation, for research questions 1 and 2 and Pearson Product Moment Correlation Statistics (PPMCS) of determination for research questions 3, 4 and 5 while the 3 hypotheses were tested using Pearson Product Moment Correlation Statistics (PPMCS), analysed using the Statistical Package for Social Sciences (SPSS) version 23 computer tool at the 0.5 level of significance.

Answering of Research Questions

Research Question 1

What are the available types of capacity building programmes in public secondary schools in Delta State?

Table 1: Mean and standard deviation analysis of available types of Capacity building in Public Secondary schools in Delta State

S/n	Available types of capacity building	N	Mean	Standard Deviation	Remark
		223			
1	Mentoring		2.50	1.17	Accepted
2	Orientation		3.02	1.11	Accepted
3	Conference/Seminar		2.68	1.17	Accepted
4	In-service		2.71	1.18	Accepted

Table 1 depicts the many types of capacity building initiatives offered in Delta State's public secondary schools as orientation (3.02), in-service (2.71), conference/seminar (2.68), and mentoring (2.50) above the set standard. Thus, the forms of

capacity building programmes in public secondary schools include orientation, in-service, conference/seminars, and mentorship.

Research Question 2: What are the indicators of teachers’ task delivery in Public Secondary schools in Delta State?

Table 2: Mean and standard deviation analysis of indicators of teachers’ task delivery in Public Secondary schools in Delta State

S/n	Items and statements	N = 223	Mean	Standard Deviation	Decision
1	Good knowledge of subject matter		2.50	1.17	Accepted
2	Punctuality to school/class		3.02	1.11	Accepted
3	Good lesson delivery/presentation		2.68	1.17	Accepted
4	Effective use of questioning methods		2.71	1.18	Accepted
5	Quality class management		3.01	1.07	Accepted
6	Quality record keeping and retrieval		2.98	0.96	Accepted
7	Good evaluation and reporting of students’ progress		2.72	1.42	Accepted
8	Effective use of e-learning and teaching		3.10	0.81	Accepted
9.	Appropriate choice of learning experiences base on students environment		2.65	1.17	Accepted
10.	Expected mentorship while teaching		2.60	1.20	Accepted
	Average mean score				

The table above is used to describe the aspects of teachers' task delivery in secondary schools in Delta State, with all of the items as parts of teachers' task delivery, as their mean scores all exceeding the criteria acceptance point of 2.5. These include good subject matter knowledge, punctuality to school/class, effective questioning methods, quality class management, quality record keeping and retrieval, good evaluation and reporting of students' progress, effective use of e-

learning and teaching, appropriate learning experiences based on students' environments, and expected mentorship while teaching, among others.

Research Question 3

What is the relationship between the available types of capacity building programmes and teacher's task delivery in Public secondary schools in Delta State?

Table 3: Correlation coefficient Analysis of relationship between the available types of Capacity Building Programmes and Teachers' Task Delivery in Public Secondary Schools

Variables	N	Mean	SD	R	R ²	R ² %	Decision
Available types of Capacity Building Program	223	67.62	11.80	0.653	0.43	43	Positive relationship
Teacher’s task delivery		69.37	12.66				

The statistics in table 3 reveal the correlation coefficient analysis of the relationship between the available types of capacity building programmes and teachers’ task delivery in public secondary schools, which are 67.62 and 69.37 respectively. Thus, there is a favorable association between available types of capacity building and task delivery by teachers in public secondary schools. The table also includes the r-value of 0.653 as the correlation coefficient (r) between available types of capacity building and teachers' job delivery in public secondary schools, while the r² value of 0.43 is the coefficient determination. It

also demonstrates that available types of capacity building contribute 43% of teacher task delivery in public secondary schools. As a result, there was a favorable association between available types of capacity building programmes and task delivery among instructors in Delta State's public secondary schools.

Research Question 4

What is the relationship between the indicators of teachers’ task delivery and teachers’ task delivery in Public Secondary schools in Delta State?

Table 4: Correlation coefficient Analysis of relationship between the indicators of teachers’ task delivery and teachers’ task delivery in Public Secondary schools in Delta State

Variables	N	Mean	SD	R	R ²	R ² %	Decision
Indicators of teachers’ task delivery	223	65.60	11.50	0.653	0.45	45	Positive relationship
Teacher’s task delivery		69.37	12.66				

The statistics in table 4 reveal the correlation coefficient analysis of the relationship between the indicators of teachers’ task delivery and teachers’ task delivery in public secondary schools, which are 67.62 and 69.37 respectively. Thus, there is a favorable association between the variables. The table also includes the r and r² values; the r-value of 0.653 is the correlation coefficient (r) between indicators of teachers’ task delivery and teachers’ task delivery in public

secondary schools, while the r² value of 0.45 is the coefficient determination. It also demonstrates that the indicators of teachers’ task delivery contribute 45% of teacher task delivery in public secondary schools. As a result, there was a favorable association between indicators of teachers’ task delivery and teachers’ task delivery among instructors in Delta State’s public secondary schools.

Research question 5: What is the relationship between capacity building programmes and teachers’ task delivery in public secondary schools in Delta State?

Table 5: Correlation coefficient Analysis of relationship between capacity building programmes and teachers’ task delivery in public secondary schools in Delta State

Variables	N	Mean	SD	R	R ²	R ² %	Decision
Capacity building programmes	223	63.45	10.30	0.653	0.50	50	Positive relationship
Teacher’s task delivery		69.37	12.66				

The statistics in table 5 reveal the correlation coefficient of relationship between capacity building programmes and teachers’ task delivery in public secondary schools, which are 63.45 and 69.37 respectively. Thus, there is a favorable association between capacity building programmes. The r-value of 0.653 is the correlation coefficient (r) between capacity building programmes and teachers’ task delivery in public secondary schools, while the r² value of 0.50 is the coefficient determination. It also demonstrates that capacity building programmes contribute 50% of

teacher task delivery in public secondary schools. As a result, there was a favorable association between capacity building programmes and teachers’ task delivery among instructors in Delta State’s public secondary schools.

Testing of Hypotheses

Hypothesis 1

There is no significant relationship between available types of capacity building programmes and teacher’s task delivery in Public secondary schools in Delta State.

Table 6: Pearson Product Moment Correlation Coefficient Analysis on significant relationship between available types of capacity building programmes and teacher’s task delivery in Public secondary schools

Variables	N	R	Sig. (2-tailed)	Decision
available types of Capacity Building Programmes	223	0.653	0.000	Ho ₁ Positive relationship
Teacher’s task delivery				

P<0.05

Table 6 reveals a significant link between available types of capacity building programmes and teacher task delivery, with a computed value of

r = 0.653 versus P(0.000) <0.05. Therefore, the null hypothesis was rejected. This suggests that there was a positive and substantial association between

available types of capacity building programmes and teacher task delivery in Delta State's public secondary schools.

Hypothesis 2

There is no significant relationship between the indicators of teachers' task delivery and teachers' task delivery in secondary school

Table 7: Pearson Product Moment Correlation Coefficient Analysis on significant relationship between the indicators of teachers' task delivery and teachers' task delivery in secondary school

Variables	N	R	Sig. (2-tailed)	Decision
Indicators of teachers' task delivery	223	0.561	0.000	Ho₂ Positive relationship
teacher's task delivery				

P<0.05

Table 7 indicates a significant link between aspects of teacher task delivery and teacher task delivery in public secondary schools, with a computed value of $r = 0.561$ vs $P(0.000) < 0.05$. Therefore, the null hypothesis was rejected. This demonstrated a positive and substantial association between aspects of teacher task delivery

and teacher task delivery in Delta State's public secondary schools.

Hypothesis 3

There is no significant relationship between capacity building programmes and instructors' task delivery in Public secondary schools in Delta State.

Table 8: Pearson Product Moment Correlation Coefficient Analysis on significant relationship between capacity building programmes and instructors' task delivery in Public secondary schools

Variables	N	R	Sig. (2-tailed)	Decision
Capacity building programmes	223	0.729	0.000	Ho₃ Positive relationship
Instructors' task delivery				

P<0.05

Table 8 reveals a significant link between capacity building programmes and instructors' task delivery in public secondary schools, with a computed value of $r = 0.729$ compared to $P(0.000) < 0.05$. Therefore, the null hypothesis was rejected. This suggests that there was a positive and substantial link between capacity building programmes and instructors' task delivery in Delta State's public secondary schools.

seminars, and mentoring that focus on increasing and expanding employees' capabilities so that they can successfully hold greater or higher positions in the organizational hierarchy to better handle current responsibilities.

The data reported in table 3 for research question 3 on the relationship between available types of capacity building programmes and teachers' task delivery in public secondary schools in Delta State indicated a positive similarity therefore to find out if the similarity was positive or not, hypothesis 1 was analyze on table 6 indicates a significant link between the available types of capacity building programmes and teachers task delivery in public secondary schools in Delta State with the computed $r = 0.653$ versus $p(0.000) < 0.05$. This discovering supports Omole (2014) inputs on capacity building programmes to include; rendering training, learning and mentorship to subordinates.

Discussion of Results

Available Types of Capacity Building Programme in Public Secondary Schools

The data reported in table 1 research question 1 suggested that the available categories of capacity development programs in public secondary schools include orientation, in-service, seminars, and mentoring. This demonstrates that orientation, in-service, seminars, and mentorship are capacity-building programs in schools. This finding is supported by Peretemode and Peremode (2005), that capacity building programme as any planned activities such as orientation, in-service,

Indicators of teachers' task delivery in public secondary schools in Delta State

Table 2 shows the results of the analysis of research question 2 on aspects of teachers' task delivery in public secondary schools in Delta State. All of the items were identified as indicators of teachers' task delivery in public secondary schools in Delta State. These include good subject matter knowledge, punctuality to school/class, effective questioning methods, quality class management, quality record keeping and retrieval, good evaluation and reporting of students' progress, effective use of e-learning and teaching, appropriate choice of learning experiences based on students' environments, and expected mentorship while teaching, among others.

Research question 4 analyze on table 4 demonstrates favourable association between the indicators of teachers' task delivery and teachers' task delivery in Public Secondary schools in Delta State. The hypothesis 2 evaluated on table 7 seeking, if there was a significant association between features of teachers' task delivery and teachers' task delivery in public secondary schools in Delta State, yielded a favorable result. This conclusion is consistent with Anho (2020) and Okorugbo et al. (2024), who discovered numerous indices of teachers' pedagogical output, also known as task delivery, that had a substantial association with teachers' productivity, also known as pedagogical output, task delivery, or performance.

Capacity Building Programmes and Teachers' Task Delivery in Public Secondary Schools, Delta State

Table 3 research question 3 shows that there is a positive and substantial association between capacity building programmes and teachers' task delivery in Delta State's public secondary schools. The data collected and examined clearly show that capacity building programmes improves school teachers' ability to manage classroom activities. Similarly, capacity building programmes is critical to improve teacher task delivery and student learning results. It provides classroom instructors with new teaching ideas, tools, and ways to enhance their classroom management abilities, lesson preparation, and instructional methodologies.

The statistics in table 8 in answer to hypothesis 3, reveals Pearson Product Correlation Coefficient Analysis result of high companionship between capacity building programmes and instructors' task delivery in Public secondary schools in Delta State. This conclusion is supported by Wakjissa (2010), who determined that there is a substantial correlation between head teachers'

capacity building and teacher task delivery. He stated that capacity development training in classroom assessment can help instructors identify acceptable areas to examine and how to assess them correctly. Again, William and Thomson (2008) believe that increasing teachers' assessment capacity helps them develop strong assessment abilities, allowing them to apply a range of evaluation strategies to improve teaching and learning in the classroom and task delivery.

Major Findings

The key deductions of this study, revealed by the examination of data obtained, are as follows:

1. Public secondary schools provide three types of capacity building programs: orientation in-service, conference/seminar, and mentorship.
2. Teachers' task delivery elements include good subject matter knowledge, punctuality to school/class, effective use of questioning methods, quality class management, quality record keeping and retrieval, good evaluation and reporting of students' progress, effective use of e-learning and teaching, appropriate choice of learning experiences based on students' environments, and expected mentorship while teaching, among other things.
3. There was a substantial beneficial association between capacity building and task delivery by teachers in Delta State's public secondary schools.

IV. CONCLUSION

According to the study's findings, educational capacity building programs such as in-services, orientation, seminars, and mentoring have a significant positive impact on teachers' task delivery in public secondary schools in Delta State because they provide a platform for professional growth, knowledge enhancement, and networking opportunities that enable teachers to perform their duties more effectively and efficiently.

Recommendations

Based on the findings and conclusions, the following solutions are proposed to assist improve the beneficial impacts of educational capacity development programs on teachers' task delivery.

1. Educational authorities should develop capacity-building programs that are tailored to the specific requirements of individual teachers, schools, and communities, ensuring that they are relevant, engaging, and address the unique issues that teachers confront.

2. Delta State's educational authority should prioritize capacity development efforts that address the individual needs and goals of teachers and schools. Regularly monitoring the effects of these activities will also help identify areas for improvement and sustainability.
3. The Ministry of Education should always arrange capacity development programmes for teachers, particularly newly employed teachers, to increase their knowledge and abilities for classroom management and job delivery.
4. School counsellors, principals, and administrators should assist in mentoring new teachers by establishing a culture of continual learning and growth.

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