



## **Influence of Capacity Building on Utilization of Instructional Materials, Teaching Pedagogy and Lesson Planning among Secondary School Teachers in South-West, Nigeria**

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### **Abstract**

*The study examined the Influence of Capacity Building on utilization of Instructional Materials, Teaching Pedagogy and Lesson Planning among Secondary School Teachers in South-West, Nigeria. The study had 3 objectives among which were to; determine of the Influence of Capacity Building on Teachers' Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria, examine the influence of Capacity Building Training on Teachers' Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria. Three research questions and three hypotheses were asked and formulated respectively, which are in line with objectives. The study adopted a descriptive survey research design with a population of 76,360 comprising 2,686 Principals, 72,055 Teachers, and 1,619 Officials of Ministries of Education and a sample of 383. Descriptive statistics (frequency and mean) were used to answer the research questions, while One-Way Analysis of Variance (ANOVA) was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed, that Capacity building on teachers' ability to use instructional materials positively influenced teaching and learning in secondary schools ( $P=0.134$ ). Capacity building on teachers' methods of teaching influenced instructional practices in secondary schools ( $P=0.317$ ) and Capacity building on lesson preparation by teachers enhanced teachers' planning and organization of lessons ( $P=0.257$ ). The study concluded that capacity building significantly enhanced teachers' performance in public secondary schools in the South-West Zone, Nigeria. The study recommended among others that Teachers should be trained to apply diverse teaching methods to enhance students' learning outcomes and classroom engagement. School administrators should ensure teachers are supported in lesson preparation, including planning, sequencing and use of relevant resources. Keywords: Capacity Building, Teaching, Learning, Teaching and Learning, Teaching Contents.*

### **Introduction**

In recent time, there is no doubt that qualified and committed teachers are prerequisite for successful and excellent education. Teachers perform nation-building roles through effective implantation of curriculum in schools. The role of teachers will continue to increase in tandem with the current developments in the world of education because education is a social phenomenon that is dynamic often subjected to changes and innovations in the society (Omar, Khuan, Kamaruzaman, Marinah and Jamal, 2011). In order to achieve this laudable objective, capacity building for teachers is crucial for improving teaching and learning outcomes in secondary schools in Nigeria. Studies have shown that teachers who undergo capacity building programmes are equipped with modern teaching techniques and positively influencing students' academic performance at long-run. Teachers therefore need to be effective in the performance of their role especially in meeting with national development. However, there is a dire need for building teachers' capacity to improve teachers' performance. Teachers must strive towards excellence and provide their students with the tools to succeed, which is an essential component of their growth and development as professionals. The government, parents and all the stakeholders need to take radical steps to reverse the culture of students' failure. Therefore, to improve teachers' skills, knowledgebase and competencies, it involves simultaneously providing the appropriate training or re-training of teachers,



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provision of the necessary resources, materials and infrastructure that will foster sustainable teacher commitment to 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 and English Language in both Junior and Senior Secondary Schools in Nigeria which is not only frustrating to the students and the parents alone, both equally affecting the society at large in terms of inadequate manpower in the nation's economy, politics and educational sector. More also, with the national policy statement above, the poor achievement of the students cannot enable the government to achieve its' objectives on Education. Meanwhile the students' poor performance was tagged to teachers' attitude toward their jobs in terms of poor attendance to lessons, absence from duty, inadequate delivery of lessons, un-care attitude of students in their academic work, lack of updating their knowledge to learn new skills and ideas (Adebule, 2014). In spite of government commitment in (financial, manpower, school facilities, infrastructures, ICT facilities and teachers training) there seems no any remarkable improvement in students' accomplishment in term of academic performance. The continuous changes in the school curriculum made it imperative for the teachers to be well prepared for these changes and challenges. This is where the researcher's belief that teachers' capacity building could be the most important ingredient that can be used to improve students' academic performance. If teachers are exposed regularly to training like on personality coupled with discipline which may influence students' academic performance by emulating their teacher, teaching methodology which can enhance better teaching delivery that may bring credible results by the students and training on teaching methods. for teachers which may improve effective teaching and learning process. Subject mastery competence of teacher is another indicator of teacher's effectiveness. Here, the teacher draws on deep and well-integrated disciplinary knowledge; draws on well-developed Pedagogical Content Knowledge; has knowledge of recent developments in the field; helps pupils associate concepts and principles to their everyday experiences; and, is able to apply his/her subject matter knowledge to help learners of different levels understand core concepts and their applications (Egbo, 2011). Therefore, poor subject matter mastery by any teacher indicates ineffectiveness on the part of the teacher. Teacher's subject mastery is reflected through the way he/she introduces the lesson and proceeds in delivering the lesson.

### **Statement of the Problem**

Despite the government resources that are being committed to education, it is observed that the students still perform poorly. This is partly attributed to the lack of capacity building on the part of the teachers. The purpose of the study, therefore, is to assess the Impact of Capacity Building of Teachers on Teaching and Learning Process in Secondary Schools in South-West Zone, Nigeria. In recent time, statistics from available WAEC (2025) WAEC results show that students performed poorly as 38.32% (Five (5) including Mathematics and English Language) was recorded in the external examinations for 2025. Hence, the objectives of secondary education are far from been achieved. This unfortunate development has been a great concern amongst parents and the public who usually put the blame of poor performance and increasing incidence of students' drop out, indiscipline and bad behaviours, inability of teachers to use instructional materials effectively, inability to apply diverse methods of teaching, inadequate lesson plan, among others, as sources of the ugly incidence in the school. These problems result to poor academic climate and culture not conducive for effective teaching and learning process resulting in continuous poor performance of students in certification examinations, poor learning outcomes and products quality. Therefore, the declining in the quality of education in secondary schools rooted in inadequate teacher training, insufficient resources, and ineffective teaching methods, leading to poor students' performance and engagement in learning activities has been a major concern to all stakeholders in education sector in Nigeria. Research efforts have equally shown that the problem was caused by poor training and appointment of principals into Nigeria secondary schools. In a bid to salvage secondary schools from this ineffectiveness, Federal Government lunched capacity-building programme. The programme was meant to empower secondary school teachers and improve their ability in such areas as teachers' ability to use Instructional Materials, enhance Method of Teaching, Preparation of Lesson by Teachers, among others. It is against this background that the study is set out to investigate the extent of impact which teachers' capacity building programmes have on their effectiveness in teaching-learning process especially, in South-West, Nigeria.

### **Objectives of the Study**

The specific objectives of the study are to:

1. assess the Influence of Capacity Building Training on Teachers' Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria;



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2. examine the Influence of Capacity Building Training on Teachers’ Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria; and
3. find out the Influence of Capacity Building Training on Preparation of Lesson by Teachers in Public Secondary Schools in South-West Zone, Nigeria; and

### Research Questions

The following research questions are asked to guide the study:

1. What is the Influence of Capacity Building Training on Teachers’ Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria?
2. How does Capacity Building Training influence on Teachers’ Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria? and
3. What is the Influence of Capacity Building Training on Preparation of Lesson by Teachers in Public Secondary Schools in South-West Zone, Nigeria?

### Hypotheses

The following hypotheses are formulated and tested to guide the study:

- H<sub>01</sub>:** There is no significant Difference in the Opinions of Principals, Teachers and Officials of Ministry of Education on Influence of Capacity Building on Teachers’ Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria;
- H<sub>02</sub>:** There is no significant Difference in the Opinions of the Respondents on Influence of Capacity Building on Teachers’ Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria; and
- H<sub>03</sub>:** There is no significant Difference in the Opinions of the Respondents on Influence of Capacity Building on Preparation of Lesson by Teachers in Public Secondary Schools in South-West Zone, Nigeria

### Scope of the Study

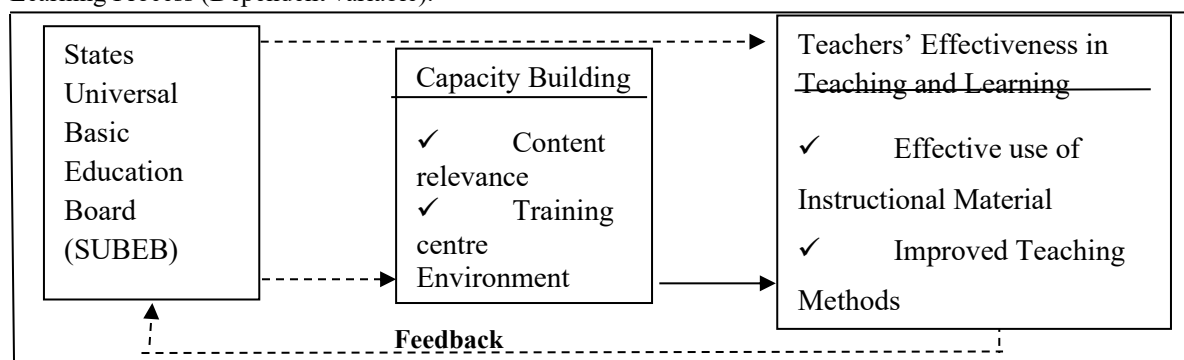
The study was delimited to Influence of capacity Building on Teaching and Learning in Secondary Schools in South -West Zone, Nigeria. The population of the study covered the entire Public Secondary Schools in South- West Zone, Nigeria using Teachers, Principals and Ministries of Education (MoE) Officials as respondents of the study. Stratified Sampling Techniques was used for the study. Public Secondary School is of interest to the researcher because most capacity building programmes by the Sate Universal Basic Education Board (SUBEB) are for the secondary school teachers.

### Literature Review

The study reviewed some related literatures and came up with a conceptual framework relevant to the study. Followed by Theoretical Framework related to the study. Other reviews include Influence of Capacity Building on Teachers’ Ability to Use Instructional Materials in Secondary Schools, Influence of Capacity Building Training on Teachers’ Method of Teaching in Secondary Schools, Influence of Capacity Building on Preparation of Lesson by Teachers in Secondary Schools. Empirical Studies related to the present study were conducted and summarised.

### Conceptual Framework of Capacity Building on Teachers Effectiveness in Teaching and Learning

This framework illustrates how capacity building influences teaching and learning through teachers’ effectiveness using some determinants. There are two constructs from the topic; Capacity Building (Independent variable) and Teaching and Learning Process (Dependent variable).





## Theoretical Framework

Two theories were adopted for the study. They are: Social Constructivist Theory by Lev Vygotsky (1896-1934) and Social Cognitive Learning Theory (Bandura, 1977-1986)

## Methodology

The research design used for this study is descriptive survey design, which is particularly effective for gathering data about people's opinion and perceptions, beliefs, and attitudes in a systematic manner (Creswell & Creswell, 2018) aimed at finding out the Influence of Capacity Building on Teaching and Learning in Secondary Schools in South-West Zone, Nigeria. In line with the objectives and hypotheses of this study, a descriptive survey study is chosen because it describes the respondents' perceptions on the variables that make up the organizational climate. Again, it can be used to elicit information about people's thought, feeling, attitudes and opinions. The population of this study has 76,360 comprising 2,686 Principals, 1,619 Officials of Ministry of Education and 72,055 Teachers in the South-West Zone, Nigeria. The states include: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. Table 1 provides a detailed breakdown of the population studied across six states in South-West, Nigeria. The population of the study was made up of all principals of public secondary schools, all teachers of the public secondary schools and all officials of the Ministry of Education (MoE) in the six states of South -West Zone, Nigeria. Ekiti State has 192 Principals, 7,286 Teachers, and 162 Officials of Ministry of Education (MoE), totalling 7,640 individuals. Lagos State has the highest number of Principals (688) and a significant number of Teachers (17,918), with 184 Officials of Ministry of Education (MoE), making a total of 18,790. Ogun State has 513 Principals, 11,942 Teachers, and 175 Officials of Ministry of Education (MoE), totalling 12,630. Ondo State has 308 Principals, 8,486 Teachers, and 462 Officials of Ministry of Education (MoE), making 9,256 while Osun State has 356 Principals, 6,360 Teachers, and 291 Officials of Ministry of Education (MoE), totaling 7,007 and Oyo State has 629 Principals, a significant number of Teachers 20,063, and 345 Officials of Ministry of Education (MoE), making 21,037.

**Table 1: Population of the Study**

S/N	No of State in South-West Zone	No of Principals	No of Teachers	No of official of MoE	Total
1	EKITI	192	7,286	162	<b>7,640</b>
2	LAGOS	688	17,918	184	<b>18,790</b>
3	OGUN	513	11,942	175	<b>12,630</b>
4	ONDO	308	8,486	462	<b>9,256</b>
5	OSUN	356	6,360	291	<b>7,007</b>
6	OYO	629	20,063	345	<b>21,037</b>
	<b>Grand Total</b>	<b>2,686</b>	<b>72,055</b>	<b>1619</b>	<b>76,360</b>

Source: State Ministries of Education – South-West Zone, Nigeria, (2025)

Table 1 showed the number of respondents (Principals, Teachers and Ministries of Education (MoE) Officials) across the six states in the South – West Zone, Nigeria.

## Sample and Sampling Techniques

The sample size for the study was 383 as recommended by Research Advisor Table (2006) comprising 260 teachers, 90 Principals and 33 officials of the Ministries of Education in the Zone distributed by using proportionate sampling. The stratified sampling technique was used to sample 3 states out of the 6 states in South-West Zone. The states are: Ogun, Ekiti and Osun state. This sample size provided the representation of the entire Zone used. The basis for stratification was geographic, characteristics of the population, age and year of teaching, etc. Table 2 describes sample of the study. Three (3) states out of the six (6) states were selected as the sample for the study. The state selected are Ekiti State with total respondents of 113, Ogun State with the highest respondents of 160 and Osun State with the total respondents of 110. The research sample was based on the research advisor table of 2006. Hence, the total sample for the study was 383 and it comprised of principals (90), Teachers (260) and Ministry of Education (MoE) Officials (33) across the sampled states in South – West Zone, Nigeria.



**Table 2: Sample of the Study**

S/N	States in South-West	Principals in each State	Teachers in each State	No of official of MoE	Total
1	EKITI	40	65	8	<b>113</b>
2	OGUN	30	120	10	<b>160</b>
3	OSUN	20	75	15	<b>110</b>
	<b>Grand Total</b>	<b>90</b>	<b>260</b>	<b>33</b>	<b>383</b>

**Source: Field work (2025)**

Table 2 showed the number of respondents (Principals, Teachers and Ministries of Education (MoE) Officials) for the selected sample size (Ekiti, Ogun and Osun) within South – West Zone, Nigeria. The instrument used for collecting data for this study was a structured questionnaire designed by the researcher. Opinions of Respondents were obtained using 5-point Likert scale as 5 = Strongly Agree, 4 = Agree, 3= Undecided, 2 = Disagree and 1 = strongly Disagree respectively. Test- re - test method of two weeks interval was observed on the respondents in ascertaining the reliability of the instrument. The reliability index stood at 0.812 at 0.05 level of significance and data collected were analysed using frequency and mean for research questions while hypotheses was tested using one-way analysis of variance (ANOVA) respectively.

### Presentation of Result

**Research Question One:** What is the Influence of Capacity Building Training on Teachers’ Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria?

The research question one relates to items 1 - 9 in section B of the questionnaire designed to gather respondents’ (principals, teachers and Ministries of Education officials) opinions on Teachers’ Ability to use Instructional Materials in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 3.

**Table 3: Opinions of Respondents on the Influence of Capacity Building on Teachers’ Ability to use Instructional Materials in Secondary Schools in South-West Zone, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
1	Through capacity building, the teacher makes effective use of the teaching and learning materials/media.	Teachers	120	90	28	14	8	4.15
		Principals	40	32	10	5	3	4.12
		MOE Officials	15	12	3	2	1	4.15
2	Through capacity building, instructional materials such as pictures, flash cards, posters, maps and charts are effectively used by the teachers in this school.	Teachers	110	100	26	16	8	4.11
		Principals	38	34	10	5	3	4.10
		MOE Officials	14	13	3	2	1	4.12
3	Through capacity building, visual materials provided are effectively used by the teachers in this school.	Teachers	108	98	28	18	8	4.08
		Principals	36	34	12	5	3	4.06
		MOE Officials	13	13	4	2	1	4.06
4	Through capacity building, Computer ICT facilities such as slide projectors, projector and over-head projectors provided for this school are effectively used by the teachers.	Teachers	100	90	30	26	14	3.91
		Principals	34	32	12	8	4	3.97
		MOE Officials	12	12	4	3	2	4.00



S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
5	Through capacity building, Library facilities provided are adequately used by the teachers in this school.	Teachers	105	92	30	22	11	3.91
		Principals	36	32	10	7	5	3.94
		MOE Officials	14	11	4	2	2	4.03
6	Through capacity building, Laboratory facilities provided are adequately used by the teachers in this school.	Teachers	98	90	34	26	12	3.91
		Principals	33	34	12	7	4	3.94
		MOE Officials	13	12	5	2	1	4.03
7	Through capacity building, Audio Visual materials provided are adequately used by the teachers in this school.	Teachers	102	94	32	22	10	3.98
		Principals	35	33	12	6	4	3.99
		MOE Officials	13	13	4	2	1	4.06
8	Through capacity building, chalkboard provided is adequately used by the teachers in this school.	Teachers	115	92	28	17	8	4.11
		Principals	38	34	10	5	3	4.10
		MOE Officials	14	13	3	2	1	4.12
9	Through capacity building, textbooks and other print materials provided are effectively used by the teachers in this school.	Teachers	118	90	26	18	8	4.12
		Principals	40	32	10	5	3	4.12
		MOE Officials	15	12	3	2	1	4.15
<b>Grand Mean</b>								<b>4.05</b>

**Source: Field work (2025)**

**Note:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

**Research Question Two:** How does Capacity Building Training Influence Teachers' Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria?

The research question one relates to items 1 - 9 in section C of the questionnaire designed to gather respondents' (principals, teachers and Ministries of Education officials) opinions on Teachers' Method of Teaching in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 4

**Table 4: Opinions of Respondents on the Influence of Capacity Building on Teachers' Method of Teaching in Secondary Schools in South-West Zone, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
10	Through capacity building, lecture method is effectively used for teaching and learning by the teachers in this school.	Teachers	110	88	32	20	10	4.03
		Principals	38	34	10	5	3	4.10
		MOE Officials	15	12	3	2	1	4.15
11	Through capacity building, demonstration method is effectively used for teaching and learning by the teachers in this school.	Teachers	108	90	34	18	10	4.03
		Principals	37	33	11	6	3	4.06
		MOE Officials	14	13	3	2	1	4.12
12	Through capacity building, discussion method is effectively used for teaching and learning by the teachers in this school.	Teachers	112	92	28	18	10	4.07
		Principals	36	34	12	5	3	4.06
		MOE Officials	14	13	3	2	1	4.12



S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
13	Through capacity building, discovery guided inquiry method is effectively used for teaching and learning by the teachers in this school.	Teachers	100	96	32	20	12	3.97
		Principals	35	34	12	6	3	4.02
		MOE Officials	13	13	4	2	1	4.06
14	Through capacity building, laboratory activity method is effectively used for teaching and learning by the teachers in this school.	Teachers	98	92	34	24	12	3.92
		Principals	33	34	14	6	3	3.98
		MOE Officials	13	12	5	2	1	4.03
15	Through capacity building, project method is effectively used for teaching and learning by the teachers in this school.	Teachers	102	94	30	22	12	3.97
		Principals	36	32	12	7	3	4.01
		MOE Officials	13	13	4	2	1	4.06
16	Through capacity building, field trip/excursion method is effectively used for teaching and learning by the teachers in this school.	Teachers	95	90	36	26	13	3.88
		Principals	34	32	14	7	3	3.97
		MOE Officials	12	13	4	3	1	3.97
17	Through capacity building, individualized learning method is effectively used for teaching and learning by the teachers in this school.	Teachers	100	88	34	26	12	3.91
		Principals	35	32	13	7	3	3.99
		MOE Officials	13	12	5	2	1	4.03
18	Through capacity building, teachers use all the teaching methods for teaching and learning in this school.	Teachers	108	90	30	22	10	4.02
		Principals	37	33	12	5	3	4.07
		MOE Officials	14	13	3	2	1	4.12
<b>Grand Mean</b>								<b>4.03</b>

**Source: Field work (2025)**

**Note:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

**Research Question Three:** What is the Influence of Capacity Building Training on Teacher's Ability to motivate Learners in Secondary Schools in South-West Zone, Nigeria.

The research question one relates to items 1 - 9 in section D of the questionnaire designed to gather respondents' (principals, teachers and Ministries of Education officials) opinions on Teachers' Ability to motivate Learners in Public Secondary Schools in South – West, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 5

**Table 5: Opinions of Respondents on the Impact of Capacity Building on Teachers' Ability to motivate Learners in Secondary Schools in South West Zone, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
19	Through capacity building training, there is motivation of both genders' participation and distribution of tasks during class activities in this school.	Teachers	110	100	30	15	5	4.13
		Principals	38	35	10	5	2	4.13
		MOE Officials	15	14	3	1	0	4.30
20	Through capacity building training, students are encouraged to give their own observations/results in practical work and to discuss how they differed from those of others.	Teachers	105	102	28	15	10	4.07



S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
		Principals	37	34	12	5	2	4.10
		MOE Officials	14	14	4	1	0	4.24
21	Through capacity building training, students are encouraged to give their prior experiences and explain their ideas related to various subject content.	Teachers	108	98	32	12	10	4.08
		Principals	36	34	12	5	3	4.06
		MOE Officials	14	13	4	2	0	4.18
22	Through capacity building training, the teacher is sympathetic to the needs and problems of the learners in this school.	Teachers	115	95	25	15	10	4.12
		Principals	38	35	10	5	2	4.13
		MOE Officials	16	14	3	0	0	4.39
23	Through capacity building training, the teacher appears to be enjoying the teaching in this school.	Teachers	112	98	25	15	10	4.10
		Principals	37	34	12	5	2	4.10
		MOE Officials	15	14	3	1	0	4.30
24	Through capacity building training, the teacher learns how to exercise patience with his/her students.	Teachers	108	98	30	15	9	4.08
		Principals	36	34	12	5	3	4.06
		MOE Officials	14	14	3	2	0	4.21
25	Through capacity building training, teachers are encouraged to give their own predictions and discuss how they differed from those held by others.	Teachers	105	100	35	15	5	4.10
		Principals	36	34	12	5	3	4.06
		MOE Officials	14	13	4	2	0	4.18
26	Through capacity building training, individualised motivation is used for teaching and learning by the teachers in this school.	Teachers	110	98	30	15	7	4.11
		Principals	37	34	12	5	2	4.10
		MOE Officials	15	13	3	2	0	4.21
27	Through capacity building training, teachers use a series of motivation strategies for teaching and learning with the students in this school.	Teachers	112	100	28	12	8	4.14
		Principals	38	34	10	5	3	4.10
		MOE Officials	16	14	3	0	0	4.39
<b>Grand Mean</b>								<b>4.15</b>

**Source: Field work (2025)**

**Note:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

### Hypothesis Test Results

The data collected for this study were coded and analyzed using Analysis of Variance (ANOVA) at significant Alpha level of 0.05 as presented in Table 6 to 8.

**Hypothesis One:** There is no significant Difference in the Opinions of Principals, Teachers and Officials of Ministry of Education (MoE) on Influence of Capacity Building on Teachers' Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria

To test this hypothesis, items 1- 9 in section B of the questionnaire were used. Inferential statistics of Analysis of Variance (ANOVA) was used as presented in Table 6.

**Table 6: One-way Analysis of Variance (ANOVA) on the Opinions of Principals, Teachers and Officials of Ministry of Education on Influence of Capacity Building on Teachers' Ability to use Instructional Materials in Public Secondary Schools in South-West Zone, Nigeria**



	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Decision</b>
Between Groups	0.412	2	0.206	2.015	0.134	Retained
Within Groups	38.860	383	0.102			
<b>Total</b>	<b>39.272</b>	<b>385</b>				

**Source: Field Work (2025)**

The analysis of the result in Table 6 showed the opinions of principals, teachers, and officials of the Ministries of Education on the influence of capacity building on teachers' ability to use instructional materials in public secondary schools in the South-West Zone, Nigeria. The result revealed a p-value of 0.134, which is greater than the fixed probability level of 0.05. Thus, there is no significant difference in the opinions of principals, teachers, and MOE officials on the impact of capacity building training on teachers' use of instructional materials in the zone. Therefore, the null hypothesis ( $H_0$ ) is retained.

**Hypothesis Two:** There is no significant Difference in the Opinions of the Respondents on Influence of Capacity Building on Teachers' Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria;

To test this hypothesis, items 1- 9 in section C of the questionnaire were used. Inferential statistics of Analysis of Variance (ANOVA) was used as presented in Table 7.

**Table 7: One-way Analysis of Variance (ANOVA) on the Opinions of Respondents on Influence of Capacity Building Training on Teachers' Method of Teaching in Public Secondary Schools in South-West Zone, Nigeria**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Decision</b>
Between Groups	0.123	2	0.222	2.234	0.317	Retained
Within Groups	34.721	383	0.121			
<b>Total</b>	<b>34.844</b>	<b>385</b>				

**Source: Field Work (2025)**

The analysis of the result in Table 7 showed the opinions of principals, teachers, and officials of the Ministries of Education on the influence of capacity building on teachers' methods of teaching in public secondary schools in the South-West Zone, Nigeria. The result reveals a p-value of 0.317, which is greater than the fixed probability level of 0.05. This indicates that there is no significant difference in the opinions of the respondents on the impact of capacity building training on teachers' methods of teaching in the zone. Therefore, the null hypothesis ( $H_0$ ) is retained.

**Hypothesis Three:** There is no significant Difference in the Opinions of the Respondents on Influence of Capacity Building on Preparation of Lesson by Teachers in Public Secondary Schools in South-West Zone, Nigeria;

To test this hypothesis, items 1- 9 in section D of the questionnaire were used. Inferential statistics of Analysis of Variance (ANOVA) was used as presented in Table 8.

**Table 8: One-way Analysis of Variance (ANOVA) on opinions of the Respondents on Influence of Capacity Building on Preparation of Lesson by Teachers in Public Secondary Schools in South-West Zone, Nigeria**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Decision</b>
Between Groups	0.287	2	0.144	1.364	0.257	Retained
Within Groups	40.094	383	0.106			
<b>Total</b>	<b>40.381</b>	<b>385</b>				

**Source: Field Work (2025)**

The analysis of the result in Table 8 showed the opinions of principals, teachers, and officials of the Ministries of Education on the influence of capacity building on teachers' lesson preparation in public secondary schools in the South-West Zone, Nigeria. The result reveals a p-value of 0.257, which is greater than the fixed probability level of 0.05. This indicated that there is no significant difference in the opinions of the respondents on the influence of capacity building training on teachers' lesson preparation in the zone. Therefore, the null hypothesis ( $H_0$ ) is retained.

**Summary of Hypothesis Result**

In view of the findings on the respondents' perceived opinions on the influence of capacity building on teachers' ability to perform various instructional and managerial tasks in public secondary schools in the South-West Zone of Nigeria, the following summary of the hypotheses testing was made:

Table 9 provides summary of results based on hypotheses formulated and tested using Analysis of Variance (ANOVA).



**Table 9: Summary of Hypotheses Testing**

S/N	Statements	Statistical Method Involved	F-cal	P.val	Remark
1	There is no significant difference in the opinions of Principals, Teachers, and MOE Officials on the influence of capacity building on teachers' ability to use instructional materials in public secondary schools in South-West Zone, Nigeria	ANOVA	2.015	0.134	Retained
2	There is no significant difference in the opinions of Principals, Teachers, and MOE Officials on the influence of capacity building on teachers' methods of teaching in public secondary schools in South-West Zone, Nigeria	ANOVA	2.234	0.317	Retained
3	There is no significant difference in the opinions of Principals, Teachers, and MOE Officials on the influence of capacity building on lesson preparation by teachers in public secondary schools in South-West Zone, Nigeria	ANOVA	1.364	0.257	Retained

**Source: Field work (2025)**

Table 9 showed the summary of hypotheses testing. All hypotheses tested were retained, indicating that there is no significant difference in the opinions of Principals, Teachers, and MOE Officials on the various aspects of capacity building. The mean scores of the respondents suggest that capacity building has a positive influence on teachers' ability to use instructional materials, teachers' methods of teaching and lesson preparation by teachers in public secondary schools in the South-West Zone, Nigeria.

**Summary of Findings**

Capacity Building significantly improved teacher performance in the following three areas:

1. Instructional Materials: effective utilization of instructional materials (teaching aids) positively influenced teaching and learning outcomes in secondary schools in South-West Zone, Nigeria (P = 0.134);
2. Teaching Methods: application of diverse method of teaching (lecture, demonstration, discussion, project-based) influenced instructional practices in Secondary Schools in South-West Zone, Nigeria (P = 0.317); and
3. Lesson Preparation: effective planning of lesson note through improved sequencing and identification of learning objectives influenced teachers' preparation of lesson in Secondary Schools in South-West Zone, Nigeria (P = 0.257).

**Conclusions**

Based on the findings of this study, it is concluded that capacity building significantly enhanced teachers' performance in public secondary schools in the South-West Zone, Nigeria. Capacity building has a positive influence on teaching and learning in secondary schools in South-West, Zone Nigeria. Thus, it could be concluded that: Teachers effectively utilized teaching aids and resources, thereby enhanced classroom engagement and learning outcomes; teachers applied diverse methods (e.g., lecture, demonstration, discussion) to improve student understanding; and teachers planned and organized lessons effectively, identified learning objectives and incorporated relevant resources.



## Recommendations

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

1. Educational authorities should continue to organize regular capacity building programs to equip teachers with more skills for effective use of instructional materials in public secondary schools in South-West Zone, Nigeria;
2. Teachers should continue to be trained to apply diverse teaching methods to enhance student learning outcomes and classroom engagement in public secondary schools in South-West Zone, Nigeria; and
3. School administrators should continue to ensure teachers are supported in lesson preparation, including planning, sequencing, and use of relevant resources in public secondary schools in South-West Zone, Nigeria.

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