

## EFFECTS OF TEACHERS' CAPACITY BUILDING ON STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN PUBLIC SENIOR SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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### Abstract

This study examines the effects of teachers' capacity building on students' academic performance in Economics in public senior secondary schools. Teachers' capacity building is the process by which teachers acquire or enhance their professional knowledge, skills, and attitudes through formal and informal learning opportunities that improve their effectiveness in the classroom. This includes activities such as workshops, in-service training, seminar and conferences, mentoring, and collaborative learning. Three research questions and two research hypotheses guided the study. The study employed descriptive survey research designs. The study employed descriptive survey research designs. The simple random sampling technique was used in selecting a sample size of 80 Economics teachers. The research instrument used for the data collection in this study was self-structured questionnaire titled "Teachers' Capacity Building Questionnaire (TCBQ)". The data collected was analysed using descriptive and Pearson's Product Moment Correlation Coefficient to determine the relationship between teachers' capacity building and students' academic performance in Economics. The level of significance was set at 0.05, and a p-value less than 0.05 was considered statistically significant. Based on these findings, the study revealed that there was significant relationship between teachers' capacity building and students' academic performance in Economics in public senior secondary schools. This implies that the higher teacher participation is associated with better student academic performance; teachers' participation in workshops and training directly influences how well students perform in Economics examinations; and teachers' participation in capacity building activities helps to address diverse learning needs in Economics classes. The study recommended that Workshops, seminars, conferences, mentoring and coaching, should be organized for teachers in their different schools regularly. The study also recommended that government should compel all the teachers to at least attend capacity building training twice in a year to determine their promotion.

**Keywords: Teachers' Capacity Building, Students' Academic Performance in Economics.**

### Introduction

Education plays a vital role in shaping the human capital required for economic growth and national development. It is universally acknowledged as an essential tool in the process of national development to empower people with the knowledge, skills, values and attitude to improve their quality of life, enhance productivity, and capacity to learn new skills that may enable them to participate more fully in the development process. Therefore, education is essential to human development because it is considered as human right. The success and development of every educational system as in any organization depends on the quality of its

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human and materials resources. These factors appear to be the most important because without it all other factors are inept (Ekpiken, 2015).

Teachers' capacity building is the process by which teachers acquire or enhance their professional knowledge, skills, and attitudes through formal and informal learning opportunities that improve their effectiveness in the classroom. This includes activities such as workshops, in-service training, mentoring, and collaborative learning. Capacity building enables teachers to respond to educational challenges, adopt innovative pedagogical strategies, and ultimately improve student learning outcomes. Teachers' capacity building can also refer to professional development efforts that are systematic, intentional, and focused on improving classroom practice and student achievement." He emphasizes that effective capacity building must be sustained over time and closely linked to the content teachers teach, thereby leading to meaningful changes in instructional practice and student outcomes.

In Nigeria, Economics is a core subject in senior secondary schools, equipping students with knowledge of economic principles and preparing them for tertiary education and real-world decision-making. However, the declining performance of students in Economics at the West African Senior School Certificate Examination (WASSCE) has raised concerns among educators, policymakers, and stakeholders (WAEC, 2023). One fundamental factor affecting students' performance is the competence and professional growth of teachers. Teacher effectiveness is widely recognized as one of the most important school-related factors affecting student achievement (OECD, 2018). While qualifications and experience are important, teachers must continuously update their instructional knowledge and pedagogical practices to remain effective. This process of continuous improvement is referred to as teachers' capacity building, which involves professional development activities such as workshops, seminars, conferences, mentoring, peer collaboration, and training on emerging technologies and curriculum innovations.

Teachers who engage in regular capacity-building initiatives are better equipped to implement learner-centered approaches, apply modern teaching aids, and assess students more effectively. Professional development enhances teachers' instructional practices, which in turn leads to improved student performance. Capacity building enables teachers to simplify abstract concepts, apply real-world examples, and use interactive teaching strategies that foster critical thinking and retention among students (Okoye & Okezie, 2016). Moreover, capacity building contributes to teachers' professional confidence, motivation, and job satisfaction. Many public school teachers in Nigeria lack regular access to such development opportunities, often due to inadequate funding, poor planning, or lack of institutional support (Owoeye & Yara, 2011). This professional gap can negatively impact students' academic outcomes, especially in complex subjects like Economics that require both theoretical understanding and practical application.

Teachers' capacity building refers to activities that improve teachers' professional knowledge and instructional skills. These include in-service training, curriculum development programs, technology integration workshops, and educational leadership training. Potter and Brough (2020) define teachers' capacity building as the process by which individuals and organizations acquire, improve, and retain the skills, knowledge, tools, and other resources needed to do their jobs competently. According to Kumari (2022), teachers' capacity building is a structured process of continuous professional learning that equips teachers with relevant pedagogical skills, curriculum knowledge, and reflective practices to enhance student engagement and achievement.

Student performance is very important in any education system since it provides opportunities for young people to reach their full potentials, build their future necessary for achieving national aspirations of social, economic and political development. Students' academic performance in Economics is influenced by various factors including instructional methods, availability of resources, and teacher quality (Okoye & Okezie, 2016). Effective teaching methods, especially those adapted through training and development, significantly enhance comprehension and retention of Economics concepts.

Teachers' capacity building is central to improving student academic outcomes, particularly in subjects such as Economics that require both conceptual understanding and real-world application. Capacity building encompasses structured professional development activities including workshops, in-service training, seminars, peer collaboration, and mentoring that enhance teachers' pedagogical content knowledge, instructional techniques, and assessment strategies. Studies have shown a positive correlation between teachers' professional growth and student achievement in Economics. A study by Owoeye and Yara (2011) found that students taught by well-trained and regularly supported teachers performed significantly better than those taught by teachers with limited access to training opportunities. Similarly, Timperley et al. (2007) argue that capacity building fosters reflective practice, enabling teachers to adapt their instruction to meet diverse student needs, thereby improving learning outcomes.

Capacity building initiatives vary widely in form and impact, but certain types of activities have been consistently shown to have a significant influence on both teaching effectiveness and students' academic performance. These include: In-Service training and workshops: In-service training programs are among the most common and impactful professional development initiatives. They offer opportunities for teachers to update their subject knowledge, improve pedagogical skills, and learn current trends in curriculum delivery. Regular participation in these programs has been linked to improved classroom practices and student outcomes (Desimone & Garet, 2015). Seminars and Conferences: are on recent trends, research, or innovations in Economics education. It is useful for knowledge exchange and professional networking. Collaboration and Professional Learning Communities: Collaborative learning among teachers, enhances reflective practice, knowledge sharing, and collective problem-solving. This type of capacity building fosters a culture of continuous improvement and leads to more consistent instructional practices that positively affect student performance. Mentoring and Coaching: Mentorship programs and instructional coaching provide individualized, job-embedded professional development. These approaches are especially effective for novice teachers or those undergoing pedagogical shifts, as they offer immediate feedback and support tailored to specific instructional needs (Kraft, Blazar, & Hogan, 2018). Curriculum-Based Training and Content-Specific Professional Development: When professional development is focused on subject-matter content, it leads to deeper conceptual understanding and more effective teaching strategies. Use of Technology and Digital Training: Incorporating digital literacy and technology-focused training helps teachers improve their instructional delivery using modern tools, especially for subjects like Economics that can benefit from data visualization, simulations, and online content. This type of capacity building enhances both teacher engagement and student learning (OECD, 2020).

## **Statement of the Problem**

The persistent decline in students' academic performance in Economics at the senior secondary school level in Nigeria has become a pressing concern for educators, parents, and policymakers. Reports from the West African Examinations Council (WAEC, 2023) consistently indicate that a significant proportion of students fail to achieve credit-level passes in Economics, thereby limiting their chances for tertiary education and future career opportunities in business and social sciences. Several factors have been identified as contributing to this poor performance, with teacher quality being among the most critical.

Teachers are central to the educational process, and their effectiveness is strongly influenced by ongoing professional development. Unfortunately, many Economics teachers in public secondary schools lack access to meaningful capacity-building programs such as in-service training, subject-specific workshops, and instructional innovation seminars. In many cases, even when such opportunities exist, they are irregular, poorly organized, or disconnected from classroom realities. As a result, teachers may rely on outdated teaching methods, have limited knowledge of current economic trends, and struggle to engage students effectively in the learning process. The study has highlighted the general importance of teacher professional development, there is limited empirical evidence specifically examining how teachers' capacity building affects students' academic outcomes in Economics in public secondary schools in Nigeria. This gap makes it difficult for school administrators and policymakers to design targeted interventions aimed at improving teaching and learning in the subject. Therefore, this study seeks to address this gap by investigating the extent to which teachers' capacity building influences students' academic performance in Economics. The problem this study addresses is the unclear relationship between teacher professional development and student achievement in Economics, and the need for evidence-based strategies to enhance instructional quality in public senior secondary schools.

## **Purpose of the Study**

The main purpose of this study is to examine the effects of teachers' capacity building on students' academic performance in Economics in public senior secondary schools. Specifically, the study aims to:

1. Determine the extent of Economics teachers' participation in professional development programs such as workshops, seminars, and in-service training.
2. Ascertain the relationship between teachers' capacity building and students' academic achievement in Economics.
3. Identify the types of teachers' capacity building that most significantly influence teaching effectiveness and student outcomes.

## **Research Questions**

- 1) To what extent do Economics teachers participate in capacity-building programs such as workshops, seminars, and in-service training?
- 2) What is the relationship between teachers' participation in capacity building programs and students' academic performance in Economics?
- 3) What types of teachers' capacity building are most commonly accessed by Economics teachers in public senior secondary schools?

## Hypotheses

**H<sub>01</sub>:** There is no significant relationship between teachers' participation in capacity building programs and students' academic performance in Economics in public senior secondary schools.

**H<sub>02</sub>:** There is no significant difference in the academic performance of students taught by teachers who regularly participate in professional development programs and those who do not.

## Methodology

This study provides a comprehensive overview of the methodology used to examine the effects of teachers' capacity building on students' academic performance in Economics in public senior secondary schools. A descriptive survey research design was used for this study. The purpose of descriptive research is to describe systematically the facts, qualities and characteristics of a given population. The target population of this study comprised Economics teachers in senior secondary schools within the selected study area. A simple random sampling technique was used to select twenty (20) senior secondary schools; and Eighty (80) Economics teachers were randomly selected in the schools. The research instrument used in this study was a self-structured questionnaire titled "Teachers' Capacity Building Questionnaire (TCBQ)" which consisted of two sections. The instruments were validated by experts in Measurement and Evaluation; and Economics education to ensure content and face validity. A pilot test was conducted, and the reliability of the questionnaire was established using Cronbach's Alpha of 0.80. The data collected for the research was analysed using simple percentages to answer research questions. The data collected was analysed using descriptive and Pearson's Product Moment Correlation Coefficient to determine the relationship between teachers' capacity building and students' academic performance in Economics. The level of significance was set at 0.05, and a p-value less than 0.05 was considered statistically significant.

## Results

**Research Question One:** To what extent does Economics teachers participate in capacity building programs such as workshops, seminars, and in-service training?

**Table 1: Teachers' Participation in Capacity Building Programs**

S/ N	Items	SA	A	D	SD	Total	Remark
1	I regularly attend workshops or seminars focused on improving my teaching of Economics.	37 46.3%	26 32.5%	10 12.5%	7 8.7%	80 100%	Agreed
2	Time, funding, or administrative support often limits my participation in capacity building activities.	28 35.0%	33 41.3%	17 21.3%	2 2.5%	80 100%	Agreed
3	I actively seek out professional development programs to improve my teaching practices.	31 38.8%	25 31.3%	15 18.8%	9 11.3%	80 100%	Agreed

4	My school provides me with opportunities for in-service training.	12 15.0%	21 26.3%	36 45.0%	11 13.7%	80 100%	Disagree
5	I have participated in formal capacity building program related to Economics.	26 32.5%	25 31.3%	20 25.0%	9 11.3%	80 100%	Agreed
<b>Grand Total</b>		<b>134 33.5%</b>	<b>130 32.5%</b>	<b>98 24.5%</b>	<b>38 9.5%</b>	<b>400 100%</b>	<b>Agreed</b>

**Source:** Authors' Computation, 2025

From table 1 above, analysis of items 1 to 5 shows that 264(66.0%) of the participants agreed that Economics teachers participate in capacity building programs such as workshops, seminars, and in-service training, and while 136(34.0%) disagreed with the statement.

**Research Question Two:** What is the relationship between teachers' participation in capacity building programs and students' academic performance in Economics?

**Table 2: Relationship Between Teachers' Participation in Capacity Building Programs and Students' Academic Performance in Economics.**

S/ N	Items	SA	A	D	SD	Total	Remark
6	My participation in workshops and training directly influences how well my students perform in Economics examinations.	17 21.3%	29 36.3%	15 18.8%	19 23.7%	80 100%	Agreed
7	Capacity building activities help me address diverse learning needs in Economics classes, leading to better student outcomes.	18 22.5%	13 16.3%	24 30.0%	25 31.3%	80 100%	Disagree
8	There is a clear connection between continuous teacher development and improved student academic performance in Economics.	21 26.3%	25 31.3%	24 30.0%	10 12.5%	80 100%	Agreed
9	Students' academic performance in Economics improves when I apply knowledge gained from professional development programs.	27 33.7%	33 41.3%	16 20.0%	4 5.0%	80 100%	Agreed
10	I have noticed a significant improvement in students' engagement and understanding after	26 32.5%	35 43.7%	10 12.5%	9 11.3%	80 100%	Agreed

implementing strategies learned from training.						
<b>Grand Total</b>	<b>109</b>	<b>135</b>	<b>89</b>	<b>67</b>	<b>400</b>	<b>Agreed</b>
	<b>27.3%</b>	<b>33.7</b>	<b>22.3%</b>	<b>16.7</b>	<b>100</b>	
		<b>%</b>		<b>%</b>	<b>%</b>	

**Source:** Authors' Computation, 2025

From table 2 above, analysis of items 5 to 10 shows that 244(61.0%) of the participants agreed that there is relationship between teachers' participation in capacity building programs and students' academic performance in Economics and while 156(39.0%) disagreed with the statement.

**Research Question Three:** What types of capacity building activities are most commonly accessed by Economics teachers in public senior secondary schools?

**Table 3: Types of capacity building activities.**

S/ N	Items	SA	A	D	SD	Total	Remark
11	In-service training programs are regularly conducted in my school to enhance my teaching skills in Economics.	22 27.5%	34 42.5%	18 22.5%	6 7.5%	80 100%	Agreed
12	Workshops organized by education authorities or professional bodies.	29 36.3%	31 38.7%	15 18.8%	5 6.2%	80 100%	Agreed
13	Seminars and Conferences organized by education authorities.	30 37.5%	37 46.2%	10 12.5%	3 3.8%	80 100%	Agreed
14	Peer collaboration or professional learning communities for sharing teaching strategies.	17 21.2%	13 16.3%	36 45.0%	14 17.5%	80 100%	Disagree
15	Mentoring or coaching programs are available to support my professional development in Economics teaching.	18 22.5%	35 43.8%	22 27.5%	5 6.2%	80 100%	Agreed
	<b>Grand Total</b>	<b>116</b>	<b>150</b>	<b>101</b>	<b>33</b>	<b>400</b>	<b>Agreed</b>
		<b>29.0%</b>	<b>37.5</b>	<b>25.2%</b>	<b>8.3%</b>	<b>100</b>	
			<b>%</b>			<b>%</b>	

**Source:** Authors' Computation, 2025

From table 3 above, analysis of items 11 to 15 shows that 266(66.5%) of the participants agreed that the types of capacity building are accessed by Economics teachers in public senior secondary schools; and while 134(33.5%) disagreed.

## Testing of Hypotheses

**Hypothesis One:** There is no significant relationship between teachers' participation in capacity building programs and students' academic performance in Economics in public senior secondary schools.

**Table 4: Teachers' capacity building and students' academic performance in Economics.**

Variable	Mean	SD	N	r-cal	r-tab	Remarks
Teachers' capacity building	5.10	1.76	80	0.72	0.35	Ho1 rejected
Students' academic performance in Economics	4.05	0.35				

\*\* Significant,  $P < 0.05$

Analysis of table 4 above shows that r-cal (0.72) is greater than r-tab (0.35) at 0.05 level of significance. Based on this result, the null hypothesis which stated that "there is no significant relationship between teachers' capacity building programs and students' academic performance in Economics in public senior secondary schools" was rejected. Thus, there is significant positive relationship between teachers' capacity building programs and students' academic performance in Economics in public senior secondary schools. This implies that the higher teacher participation is associated with better student performance.

**Hypothesis Two:** There is no significant difference in the academic performance of students taught by teachers who regularly participate in professional development programs and those who do not.

**Table 5: Academic Performance of Students taught by teachers who regularly participate in professional development programs and those who do not.**

Variable	Mean	SD	N	r-cal	r-tab	Remarks
Students taught by teachers who regularly participate in professional development.	5.44	1.62	80	0.56	0.40	Ho2 rejected
Students taught by teachers who do not regularly participate.	4.73	0.86				

\*\* Significant,  $P < 0.05$

Analysis of table 5 above shows that r-cal (0.56) is greater than r-tab (0.40) at 0.05 level of significance. Based on this result, the null hypothesis which stated that "there is no significant difference in the academic performance of students taught by teachers who regularly participate in professional development programs and those who do not" was rejected. Thus, there is significant significant difference in performance between students taught by teachers who regularly participated in professional development and those who did not. This implies that



regular participation in professional development programs is associated with improved student academic performance in Economics.

### Discussion on Findings

The discussion of findings are discussed in relation to the research questions and hypotheses. The finding of research question one revealed that 264(66.0%) of the participants agreed that Economics teachers participate in capacity building programs such as workshops, seminars, and in-service training, and while 136(34.0%) disagreed with the statement. This means that teacher regularly attend workshops or seminars focused on improving teaching of Economics. This study aligned with Adeosun (2010) investigated the level of teacher participation in professional development programs in Lagos State and found that while many teachers were aware of capacity-building initiatives, actual participation was irregular due to funding and time constraints. The finding of research hypothesis one revealed that  $r\text{-cal}$  (0.72) is greater than  $r\text{-tab}$  (0.35) at 0.05 level of significance. Based on this result, the null hypothesis which stated that “there is no significant relationship between teachers’ capacity building programs and students’ academic performance in Economics in public senior secondary schools” was rejected. Thus, there is significant positive relationship between teachers’ capacity building programs and students’ academic performance in Economics in public senior secondary schools. This implies that the higher teacher participation is associated with better student performance.

The finding of research question two revealed that 244(61.0%) of the participants agreed that there is relationship between teachers’ participation in capacity building programs and students’ academic performance in Economics; and while 156(39.0%) disagreed with the statement. This means that teachers’ participation in workshops and training directly influences how well students perform in Economics examinations; teachers’ participation in capacity building activities helps to address diverse learning needs in Economics classes. The empirical support by Okoye and Okezie (2016) found a statistically significant relationship between teacher professional development and students’ performance in Economics. Schools with higher teacher participation in training had consistently better WAEC results. The finding of research hypothesis two revealed that  $r\text{-cal}$  (0.56) is greater than  $r\text{-tab}$  (0.40) at 0.05 level of significance. Based on this result, the null hypothesis which stated that “there is no significant difference in the academic performance of students taught by teachers who regularly participate in professional development programs and those who do not” was rejected. Thus, there is significant difference in performance between students taught by teachers who regularly participated in professional development and those who did not. This implies that regular participation in professional development programs is associated with improved student academic performance in Economics.

The finding of research question three revealed that 266(66.5%) of the participants agreed that the types of capacity building are accessed by Economics teachers in public senior secondary schools; and while 134(33.5%) disagreed. This implies that In-service training programs are regularly conducted to enhance teaching skills in Economics; and mentoring or coaching programs are available to support professional development in Economics teaching.

### Conclusion

This study examined the effects of teachers’ capacity building on students’ academic performance in Economics in public senior secondary schools in Lagos State, Nigeria.

Teachers' capacity building is the process by which teachers acquire or enhance their professional knowledge, skills, and attitudes through formal and informal learning opportunities that improve their effectiveness in the classroom such as workshops, in-service training, seminars and conferences, mentoring, and collaborative learning. Based on the findings, it was concluded that there is a significant relationship between teachers' capacity building and students' academic performance in Economics in public senior secondary schools. This implies that the higher teacher participation is associated with better student academic performance; teachers' participation in workshops and training directly influences how well students perform in Economics examinations; and teachers' participation in capacity building activities helps to address diverse learning needs in Economics classes.

### Recommendations

Based on the study's findings on the effects of teachers' capacity building on students' academic performance in Economics in public senior secondary schools in Lagos State, Nigeria. The following recommendations were made:

1. Workshops, seminars, conferences, mentoring and coaching, should be organized for teachers in their different schools regularly.
2. Training and re-training should be made compulsory for all teachers for innovative practical skills and quality teaching and learning to influence students' academic performance.
3. Government should compel all teachers to at least attend capacity building training twice in a year to determine their promotion.
4. Adequate funds should be provided for the ministries of education for teacher's capacity building.

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