

Teaching Staff Supervision and Capacity Building for Quality Secondary Education Delivery in Rivers State of Nigeria

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ABSTRACT

This study examine teaching staff supervision and capacity building for quality secondary education delivery in Rivers State of Nigeria. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design for the study was the descriptive survey, while the population was all the 512 public junior and senior secondary schools in Rivers state, with a corresponding principal population of 512, from where 205 were selected as sample, using the stratified random sampling technique. The participants of the study responded to a validated 19- item instrument titled ‘Teaching

Staff Supervision and Capacity Building for Quality Secondary Education Delivery Scale (TSSCBQSEDS), designed by the researchers, in the modified 4-point Likert scale model, with a reliability index of 0.95, obtained using the Cronbach alpha statistics. Mean scores and weighted mean scores were used in answering the research questions, while z.test statistics was used in testing the hypotheses, at 0.05 level of significance. The findings of the study show that teacher's supervision and capacity building activities enhance quality secondary education delivery and that there is a significant difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers enhances quality education delivery and no significant difference between the respondents on how teacher capacity building enhances quality education delivery: It was therefore recommended that school administrators should maintain the current tempo in educational supervision apart from continuously building the general capacities of the teachers to bring them in tune with current professional requirements.

KEYWORDS

Teaching Staff, Supervision, Capacity Building, Quality Education Delivery, Nigeria

INTRODUCTION

Globally, education systems are instrumentalities for introducing the young, needy and interested into the worthwhile knowledge, skills and values of the society, from one generation to another. This proposition implies that the school system is an agent of socialization. Apart from the school system, socialization takes place in many other social systems. These include the families, churches, mosques, age grades, clubs, among others. However, education in these other groups is largely informal and are handled by adults, church leaders, imams, group leaders, club leaders, among others. In the school system, education takes place in both formal and informal settings. While the formal aspects of it are handled by the teachers as students are made to internalize the contents of the formal curriculum, the informal aspects take place as they (students) are made to pass through the hidden curriculum, through their interactions with other members of the school system.

One key thing to note is that, in the school system, whether on the formal or informal aspects, there must be a leader, who should directs the affairs of the internalization processes. These leaders should show leadership by making sure that learners are introduced into the knowledge, skills and values of the society. These leaders in the education system are teachers.

Another very important issue to note is that, whatever the leaders of the internalization processes lead learners to learn and acquire should be of good quality and properly

deliver same to the clients of the school system. This should be the case at all levels of education i.e the basic, post basic and tertiary levels of education. This brings to the fore the concept of quality education delivery.

Quality education delivery is an educational construct that has three other constructs. The first is the issue of quality, which connects what is good, in order and is well done. The second component is that of quality education, which refers to the type of education that has what it takes in terms of input, processes and output, to address the problems and concerns of society. Thirdly, there is the construct of quality education delivery, which refers to the process and conditions necessary for the propagation and attainment of quality education.

For the teacher to succeed in delivering quality education, the teacher needs to be supervised by experienced teachers and also be made to undergo capacity building programmes to ensure quality presentation of lessons and be in tune with current professional requirements. This may be explained in the fact that, studies, such as those of Ekeh (2015) and Afangideh and Aleru (2013), have shown that there is a significant relation between professional development programmes like supervision and capacity building and quality education delivery in schools.

Based on the foregoing, the proceeding reviews will be on supervision and capacity building of teachers as instrumentalities for quality education delivery in schools..

OBJECTIVES OF THE STUDY

The aim of the study was to investigate into teaching staff supervision and capacity building for quality secondary education delivery in Rivers State of Nigeria. Specifically, the study sought to.

Ascertain how supervision of teachers classroom activities enhance quality education delivery in secondary schools in Rivers State of Nigeria.

Ascertain how capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria.

Research Questions

The following research questions were answered in the study:

- i. How does the supervision of teachers classroom activities enhance quality education delivery in secondary schools in Rivers State of Nigeria.
- ii. How do capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria.

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

- Ho1:** There is no significant difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers classroom activities enhances quality education delivery in secondary schools in Rivers State of Nigeria.
- Ho2:** There is no significant difference between the mean ratings of junior and senior secondary school principals on how capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria.

FRAMEWORK

Supervision of Classroom Activities and Quality Education Delivery

Supervision is an administrative strategy that has been in use in many areas of human endeavours. Supervision enjoys wide appeal and usage in fields like education, management, engineering, public administration, medical organizations, among numerous others. Conceptually, it is a little difficult to give the meaning of supervision, because of the interplay of a related concept. To put the matter in proper perspective, the researchers are referring to the concept of inspection. Though the concept of supervision has great relationships with inspection, they remain two different things, especially as they are used in the field of education, and therefore deserve different conceptualization.

Literary Webster Dictionary (2013), defines supervision as the action or process of watching and directing what someone does or how something is done or the action or process of supervising someone or something. These presentations suggest that supervision involves more than one person, which ideally, should be the supervisor and the supervisee. Quite differently, inspection is interested in quality control and therefore likes fault finding.

In the field of education, supervision is one of the functions of administration, concerned with guiding the day to day action of people, working in the organization, by stimulating, directing and co-ordinating their activities and creating a good working relationship, to ensure that they work towards the achievement of the goals of the organization (Madumere-Obike, 2004). The scholar furthers that, supervision is the process of providing an effective leadership that promotes the achievement of the aims and objectives of education. It is no wonder, Udeozo (2003) states that the aim of supervision is to stimulate, guide, oversee and appraise all factors that will lead to enhanced teachers quality and acceptable educational outcomes.

In the field of education, supervision plays two basic important functions. These are supervision of instruction and supervision of personnel. For Madumere-Obike (2004), supervision of instruction is defined as a way of helping teachers become self directed. The scholar, extolling Ukeje (1992) opinion that it is developing in them the necessary and positive attitudes, skills, and information that will make them be prepared

to willingly contribute to the solution of educational and instructional problems and provide a favourable setting for students' learning.

In the opinion of Ukeje, supervision of instruction can conveniently be seen as the aids or assistance which teachers need in terms of contents, methods, strategies, techniques, and information, to be able to do their works, well. However, supervision of personnel means mobilizing and motivating subordinate staff of the school, to enable them achieve the full realization of the goals and objectives of the school. In a different development, Ndidi (2003), notes that supervision is needed to extensively supervise teachers in Nigeria, where many of the practicing teachers are not professionally trained, due to the urgent need to produce teachers for the mass education programmes. It is also on record that supervision is made for processing and training of student teachers to enable them acquire the actual teaching-skills. These must have made Glickman (1990), to comment that behind every successful school is an effective supervision programme. Glickman's perception is in consonance with the theme of this study, which regards instructional supervision as one of the administrative techniques, that can be used in making a teacher to grow in the teaching profession and therefore contribute to the delivery of quality education which the society craves for.

In line with the foregoing proposition, supervision as a professional development instrument for teachers can only succeed in developing the teacher if the school administrator makes use of appropriate supervisory techniques (with their inbuilt benefits) in his school supervisory programmes. In tune with this, Nnabuo, Okorie, Nwideduh, and Uche (2006), identify these models of supervision to include classroom visitation, inter- school visitation, workshop, micro-teaching, team teaching and research-models. These models have also been corroborated by Ogunsajo (1983), as those which can help in developing the teacher for better performance in the school system.

In the interim, whether teacher supervision in group or individually can assist in teachers professional development for effective performance, as Dollansky (n.d) reports, it is a serious matter for academic investigation. This is what the review is prepared for, as the result is expected in the later part of the study.

Capacity Building Programmes and Quality Education Delivery

In contemporary society, the art and science of teaching has assumed dimensions unprecedented in human, scientific and technological history. These dimensions are experienced in the curricula contents, methods of delivery, teaching techniques, display of instructional resources, interactions with and between teachers and students and with colleagues and school administration, methods of communication and transfer of information, among numerous others. About a decade or two ago, the Nigerian secondary school teacher had nothing to do with teachings relating to AIDS education, but today, he or she has to do it, the teacher never had to use Information and Communication Technology (ICT) to relate with colleagues, students and school administration, the

teacher never needed the white board nor the opaque projector to present information to his/her students and other clients. Today, he or she has to do all of these, if he or she has to remain relevant in the system, without going into what may be referred to as professional extinction.

Quite unfortunately, these teachers, were not given trainings in their pre-service teacher education programmes to accommodate these new social, scientific and technological demands. Therefore, these teachers do not become irrelevant to themselves and the system, they need capacity building programmes, that should help to update their professional knowledge, skills, attitudes and values needed for the effective performance of the teaching job in this digital age.

Conceptually, capacity generally refers to the number of things, people, that a container or space could hold (Vroom, 1982 as cited in Nnanna, 2011). Capacity building may therefore be seen as planned development of (increase in) knowledge, input rate, management skills, and other capabilities of an organization, through acquisition of incentives, technology and/or training. (BusinessDictionary.Com, 2013). Put in another way, reports that, capacity building is often referred to as the strengthening of the skills, competencies, and abilities of people and communities in developing countries, so that they can overcome the causes of their exclusion and suffering. The conceptualizations of capacity building presented so far, point to the fact that organizations and individuals need capacity building, if they must get out of present unfavourable conditions. This is in tandem with the position by Azikiwe (2008) that capacity building is planning for people to acquire, knowledge and advanced skills that are critical to individual empowerment, countries economic growth and their standard of living.

As it concerns the education system, and in agreement with the positions taken by scholars and organizations cited so far, capacity building is the ability of the education system to help students and other members of the school system to meet more challenging standards. This position is suggestive of the fact that if the capacity of the education system or any other system is insufficient for accomplishing a desired goal, capacity may be increased by improving the people or workers (e.g individual teachers). In this study, capacity building is focused on teachers and it is an aspect of teachers' professional development, whose importance, has to do with updating the knowledge, skills, and attitudes of teachers, in line with present requirements in the performance of their teaching and managerial activities.

The reader of this review may wonder why the researchers are taking this position, but when references are made to Carpenter (1989), Shulman (1996), and Wineberg (1988), (as cited in CPRE Policy Brief, 1995), the reader may be persuaded to agree that teachers need knowledge of the subject, curriculum, students and general and specific subject pedagogy in order to help students. Issues of this nature may therefore explain why most capacity building programmes strategies in education, today, target individual teachers. At the level of the individual, capacity building requires the development of

conditions that allow individual participants to build and enhance existing knowledge and skills, and therefore call for the establishment of conditions that will allow individuals to engage in the process of learning.

As have been established, capacity building is a professional development strategy, and possesses inbuilt relevance for quality service delivery, that has been proven by quite a number of scholars, commentators and researchers. The proceeding part of the review is therefore meant for such presentations and analysis.

According to Cole (2006), capacity building benefits the organization and workers, through the provision of skilled personnel for the organization, increased knowledge and experience for the employees, improvement of existing skills, improvement in productivity overall, ensuring greater commitment on the part of the staff and personal growth opportunities for staff. Studies by Anya (2000), Amadi (2007), and Iheme, (2004) (as cited in Nnanna, 2011), show that, capacity building programmes help to equip the teachers with higher ability for conflict resolution and maintenance of good staff relation. It is no wonder, Miller and Stunter (1998) (as cited in Nnanna, 2011), conclude that capacity building programmes help the teachers to ensure that the standards of education are enhanced, ensure that teachers provide quality education and enable teachers to impact on the school environment, the parents, other staff, the society and the students.

Also, Igwe (1996), observes that capacity building programmes like the Sandwich courses organized in Nigerian universities and Colleges of Education help teachers to acquire degrees and higher certificates. This must have influenced Ukeje (1999), who demonstrates that capacity building programmes provide teachers with the necessary skills to motivate the students. In yet another entry, Farrant (1990), concludes that capacity building programmes equally inculcate in teachers the main qualities, which make the teachers to be successful.

Apart from the presentations in the preceding section of the review, capacity building makes it that performance of menial duties are not degrading, apart from helping the teachers to continue to learn (Eyioha, 2003) (as cited in Ekeh, 2015), just as Eleazu (2001) (as cited in Nnanna, 2011) has it that, in as much as teaching is child centered, the capacity building programmes help the teachers to play vital roles in the much orchestrated child-centred education. For Castetter (2006), capacity building programmes help teachers to lean and broaden their intellectual horizon, and to enhance their self esteem and confidence, so that, they can impact positively on all aspects of education. These and others can therefore confirm the findings by Omukaogu (2008) (as reported in Nnanna, 2011), that teachers need capacity building to enable them handle innovations, such as, continuous assessment practices, nomadic education, life-long education and the fundamental basics of the Universal Basic Education and the Millennium Development Goals, apart from enabling the teachers to be abreast of developments in these areas to learn more and enrich their information base. Capacity building programmes for teachers, in the contribution by Afangideh and Aleru (2013),

should include activities that would give teachers, skills in power point presentation, team works skills, research skills, computer training skills, training in the use of the white board, classroom management skills, collaborative research strategies, special skills to handle smart students, public relation skills, internet usage skills, sign language skills and smart decision making skills.

Presentations made so far are more theoretical, apart from research reports which have also become obsolete. However, whether there is a point of association between capacity building programmes for teachers and quality education delivery is the reason why this literature has been prepared.

Statement of Problem

Current thinking in school administration, as it concerns the administration of the teaching personnel is that teachers who are exposed to professional development programmes, like supervision and capacity building, can make valid contributions to the delivery of quality education. This thinking has influenced the extra emphasis on the need for development programmes for teachers.

However, it is quite surprising that, stakeholders in education, among them administrators, teachers, students, community people, government and significant others still complain that schools seem not to be succeeding in their determination to deliver quality education to clients of the school system, despite the renewed emphasis on supervision and capacity building for teachers. The researchers therefore felt the need for a study to determine whether supervision of teachers' classroom activities and capacity building programmes enhance quality secondary education delivery at the secondly level of education in the face of the complaints.

METHODOLOGY

The design for the study was the descriptive survey, while the population was all the 512 public junior and senior secondary schools in Rivers State of Nigeria. These schools have a corresponding number of 512 secondary school principals, from where 205 were selected as sample, using the stratified random sampling technique. This sample responded to a validated 19-item instrument christened 'Teaching Staff Supervision and Capacity Building for Quality Secondary Education Delivery Scale (TSSCBQSEDS), designed by the researchers, in the modified 4-point Likert scale model, with a reliability index of 0.95, obtained using the Cronbach alpha statistics. Mean scores and weighted mean scores were used in answering the research questions, while z.test statistics was used in testing the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

The results of the study were got from the answers to the research questions and the results to test of hypotheses. Thus;

Research Question 1: How does the supervision of teachers’ classroom activities enhance quality education delivery in secondary schools in Rivers State of Nigeria of Nigeria.

Table 1: Mean and Standard Deviation on the Responses of Junior and Senior Secondary School Principals on How the Supervision of Teachers’ Classroom Activities enhances Quality Education Delivery in Secondary Schools in Rivers State of Nigeria.

S/N	Supervision for Quality Education Delivery		SD ₁		SD ₂		Remarks
1	Supervision of teachers’ classroom activities provides opportunities for teachers to get new information on new curricular materials.	3.04	0.82	3.46	0.76	3.25	Agreed
2	Teachers who have access to supervision learn new methods of teaching.	2.87	0.79	3.38	0.82	3.13_	Agreed
3	Classroom supervision provides teachers with new teaching strategies.	2.85	0.79	3.30	0.70	3.08	Agreed
4	Teachers who are regularly supervised gain new techniques for presenting curriculum materials.	2.90	0.88	3.40	0.61	3.15	Agreed
5	Teachers who are given information during supervision are motivated to grow.	2.79	0.88	3.34	0.76	3.07	Agreed
6	Regular visits of supervisors to classrooms provide teachers with new sets of information for effective teaching.	2.87	0.78	3.34	3.34	3.11	Agreed
7	Teachers who attend workshops acquire new capabilities for teaching	2.76	0.85	3.18	0.82	2.97	Agreed
8	Micro teaching provides opportunities for teachers to evaluate themselves for better performances	2.90	0.84	3.45	0.62	3.18	Agreed
9	Team teaching affords teachers the opportunities to learn for themselves	2.54	0.90	3.29	0.84	2.92	Agreed
	Criterion	2.83	0.83	3.35	0.75	3.10	Agreed

Data on Table 1 show that all the items (1-9) had weighted mean scores above the criterion mean of 2.50 and were agreed on as how the supervision of teachers’ classroom activities enhances quality education delivery in secondary schools in Rivers State of Nigeria. In summary, with an aggregate weighted mean of 3.10, above the criterion mean of 2.50, junior and senior secondary school principals agreed that the supervision of teachers’ classroom activities enhances quality education delivery, by providing opportunities for teachers to get information on new curricular materials, helping teachers to learn new methods of teaching, providing teachers with new teaching strategies, by helping teachers to gain new techniques for presenting curriculum materials, by motivating teachers to grow, providing teachers with new sets of information for effective teaching, assisting teachers to acquire new capabilities

for teaching, providing teachers with opportunities to evaluate themselves for better performance, and affording teachers the opportunities to learn for themselves.

Research Question 2: How do capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria?

Table 2: Mean and Standard Deviation on the Responses of Junior and Senior Secondary School Principals on how Capacity Building Programmes for Teachers enhance Quality Education Delivery in Secondary Schools in Rivers State of Nigeria.

S/N	Supervision for Quality Education Delivery		SD ₁		SD ₂		Remarks
10	Capacity building programmes increase the knowledge of teachers for better teaching	3.05	0.88	3.54	0.52	3.30	Agreed
11	Capacity building programmes ensure improvements in teachers' existing teaching skills.	2.94	0.82	3.02	0.97	2.98	Agreed
12	Greater commitment of teachers is possible where the teachers are exposed to capacity building programmes.	3.08	0.87	3.39	0.71	3.24	Agreed
13	Teachers who are exposed to capacity building programmes can Impact positively on the environment.	3.11	0.76	3.12	0.90	3.12	Agreed
14	Teachers who have been exposed to capacity building programmes have high ability for resolving teaching issues	3.18	0.79	3.19	0.88	3.19	Agreed
15	Capacity building programmes make it possible for teachers to acquire higher certificates.	3.10	0.84	3.19	0.89	3.15	Agreed
16	Teachers who have been exposed to capacity building programmes acquire skills for motivating students.	3.03	0.85	3.34	0.73	3.14	Agreed
17	Capacity building programmes inculcate in teachers the qualities for successful teaching	3.02	0.92	3.26	0.83	3.14	Agreed
18	Teachers who have been exposed to capacity building play vital roles in child centred education	2.99	0.85	3.17	0.85	3.08	Agreed
19	Capacity building programmes give self-esteeming confidence to impact on all aspects of education.	3.00	0.96	3.17	0.98	3.08	Agreed
	Criterion	3.05	0.85	3.23	0.83	3.15	Agreed

Data on Table 2, show that all the items (10-19) had weighted mean scores above the criterion mean of 2.50, and were adjudged as how capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria. In summary, with an aggregate weighted mean score of 3.15, above the criterion mean of 2.50, junior and senior secondary school principals, agreed that, capacity building programmes for teachers enhance quality education delivery in secondary schools, by increasing the knowledge of teachers for better teaching, ensuring improvements in teachers' existing teaching skills, arousing greater commitment in teachers, making teachers to impact positively on the environment, making it possible for teachers to acquire higher ability for resolving teaching issues, making it possible for teachers to acquire higher certificates, making teachers to acquire skills for motivating students, inculcating in teachers the qualities for successful teaching, helping teachers

to play vital roles in child centred education, and giving teachers the self esteeming confidence to impact on all aspects of education.

Ho1: There is no significant difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers’ classroom activities enhances quality education delivery in secondary schools in Rivers State of Nigeria.

Table 3: Summary of z-test Analyses on the Difference between the Mean Ratings of Junior and Senior Secondary School Principals on How the Supervision of Teachers’ Classroom Activities enhances Quality Education Delivery in Secondary Schools in Rivers State of Nigeria.

Subject	N		SD	Cal.z.	z-crit	df	Result
Junior Secondary School Principals	94	2.83	0.83				Significant (reject)
Senior Secondary School Principals	101	3.35	0.75	4.73	1.96	193	

Data on Table 3, show summaries of subjects, means, standard deviations, and z-test of difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers’ classroom activities enhances quality education delivery in secondary schools in Rivers State of Nigeria. The z-test value, calculated and used in testing the hypothesis stood at 4.73, while the critical z-value stood at 1.96, using 193 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance, the calculated z-value of 4.73 is greater than the z-critical value of 1.96. Hence, there is a significant difference between the respondents. In the light of the above observation, the researchers rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers’ classroom activities enhances quality education delivery in secondary schools in Rivers State of Nigeria.

Ho2: There is no significant difference between the mean ratings of junior and senior secondary school principals on how capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State.

Table 4: Summary of z-test Analyses on the Difference between the Mean Ratings of Junior and Senior Secondary School Principals on how Capacity Building Programme for Teachers enhance Quality Education Delivery in Secondary Schools in Rivers State of Nigeria.

Subject	N		SD	Cal.z.	z-crit	df	Result
Junior Secondary School Principals	94	3.05	0.85				Significant (reject)
Senior Secondary School Principals	101	3.23	0.83	1.50	1.96	193	

Data on Table 4, show summaries of subjects, means, standard deviations and z-test of difference between the mean ratings of junior and senior secondary school principals on how capacity building programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria. The z-test value calculated and used in testing the hypothesis, stood at 1.50, while the critical z-value stood at 1.96, using 193 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 193 degrees of freedom, the calculated z-value of 1.50 is less than the critical z-value of 1.96. This shows that no significant difference exists between the respondents. Further to the above, the researchers were constrained to retain the null hypothesis that there is no significant difference between the mean ratings of junior and senior secondary school principals on how capacity building programmes for teachers, enhance quality education delivery in secondary schools in Rivers State of Nigeria.

Supervision of Classroom Activities for Quality Education Delivery

The first finding of the study from answers to research questions is that supervision of teachers' classroom activities enhances quality education delivery in secondary schools, by providing opportunities for teachers to get information on new curricular materials, helping teachers to learn new methods of teaching, providing teachers with new teaching strategies, helping teachers to get new techniques for presenting new curriculum materials, motivating teachers to grow, providing teachers with new sets of information for effective teaching, assisting teachers to acquire new capabilities for teaching, providing teachers with opportunities to evaluate themselves for better performance and affording teachers the opportunities to learn for themselves.

Also, the corresponding third finding from hypothesis testing has it that there is a significant difference between the mean ratings of junior and senior secondary school principals on how the supervision of teachers' classroom activities enhances quality education delivery in secondary schools in Rivers State. These findings agree with Madumere-Obike (2004), Udeozo (2007), Ukeje (1992), Ndidi (2009), Glickman (1990), Nnabuo, Okorie, Nwideduh and Uche (2006), Ogunsaju (1983), and

Dollansky (nd) who have in their scholarly and empirical contributions, give credence to supervision as a teacher development programme that boosts quality service delivery in educational and other organizations. These positions may be influenced by the fact that quite very recently, the Quality Assurance Division of the Rivers State Ministry of Education stepped up school monitoring and supervision, and that principals of schools have been alive to their supervisory functions, as emphasized by the government. The implications of these are that school principals, teachers and students, apart from other stakeholders in education will be committed to their jobs and therefore improve the quality of teaching, learning and administration in schools.

Capacity Building Programmes for Quality Education Delivery

The second finding from answers to research question is that capacity building programmes for teachers enhance quality education delivery in secondary schools by increasing the knowledge of teachers for better teaching, ensuring improvements in teachers' existing teaching skills, arousing commitment in teachers, making teachers to impact positively on the environment, making it possible for teachers to acquire higher ability for resolving teaching issues, making it possible for teachers to acquire higher certificates, making teachers to acquire skills for motivating students, inculcating in teachers the qualities for successful teaching, helping teachers to play vital roles in child-centred education and giving teachers the self esteeming confidence to impact on all aspects of education.

Also, the corresponding fourth finding from hypothesis testing has it that there is no significant difference between the mean ratings of junior and senior secondary school principals on how capacity programmes for teachers enhance quality education delivery in secondary schools in Rivers State of Nigeria.

The first aspect of the finding agrees with Capenter (1989), Shulman (1996), and Wineberg (1989) as cited in CPRE Policy Brief (1995), Cole (2006), Anya (2000), Ndidi (2007), Iheme (2004), (In Nnanah, 2011), Miller and Striker (1998) (in Nnanah, 2011), (1996), Ukeje (1999), Farrant (1990), Enyioha (2013) (as cited in Ekeha, 2015), (Eleazu 2001) (In Nnanah, 2011), Casatelter (2006), Afangideh and Aleru (2013), and Onukaogwu (2008) (in Nnanah, 2011). A possible explanation for the direction of the finding may be in the fact that with the introduction of new courses, and changes in methods and techniques of teaching, methods of sending, receiving and retrieving information, most school systems have been involved in one capacity building programme or the other, in order to ensure the professional alertness of their teachers. This implies that school systems that do not wish to be living on borrowed times, should as a matter of immediacy mount capacity building programmes for teachers.

However, that the forth finding from hypothesis testing which runs parallel to the comments, findings and positions of the afore-mentioned authorities and researchers, establishes no significant difference between the respondents, does not invalidate the fact that capacity building programmes are professional development activities, that

can boost the quality of education delivery in schools. Despite this explanation, it is also expedient to note that, the result may be due to the rigourousness involved in the process of testing the hypothesis. This implies that capacity building programmes are vital tools for making the teaching service a success for the consumption of the society in general.

CONCLUSIONS

In the light of the findings of the study, it is concluded that the supervision of teacher's classroom activities and capacity building programmes are strong instrumentalities for quality secondary education delivery in Rivers State of Nigeria.

RECOMMENDATIONS

Based on the findings of the study, it is recommended as follows:

1. School administrators should ensure that they maintain the current tempo in educational supervision, in order to make sure that, teachers are ever alert to the demands of their jobs as dictated by the changes in society.
2. School administrators should continuously build the general capacities of their teachers, to enable them perform their functions in line with the dictates of the time.

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