

IMPACT OF CAPACITY BUILDING ON TEACHERS' MOTIVATION AND COMMUNICATION SKILLS IN PUBLIC SECONDARY SCHOOLS IN SOUTH-WEST ZONE, NIGERIA

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Abstract

The study examined the Impact of Capacity Building on Teachers' Motivation and Communication skills in Public Secondary Schools in South-West Zone, Nigeria. The study had 2 objectives among which were to; determine the Impact of Capacity Building on Teachers' motivation in Public Secondary Schools in South-west Zone, Nigeria; and examine the Impact of Capacity Building on Teachers' Communication in Public Secondary Schools in South-west Zone, Nigeria. Two research questions and two hypotheses were formulated to guide the study and are in line with the 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. Structured questionnaire designed was used elicit responses from the respondent. 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 enhanced teachers' motivation ($P = 0.221$) and as well performance in communication skills in public secondary schools ($P=0.472$) The study concluded that capacity building significantly enhanced teachers' motivation and communication in public secondary schools in the South-West Zone, Nigeria. The study recommended among others that Government should always train and retrain the teachers as motivational and communication strategies to enhance teachers' performance, thereby improved student participation and engagement in public secondary schools in South-West Zone, Nigeria. Keywords: Capacity Building, Teachers' Effectiveness, Motivation, Communication.

Keywords: Capacity Building, Teachers' Motivation, Communication Skills

Introduction

Capacity building is a crucial aspect of teacher development, aimed at enhancing teachers' skills and competencies to improve student outcomes. In Nigeria, public secondary schools especially in the South-West Zone, face challenges such as inadequate resources, high student-teacher ratios, and varying teacher motivation levels. These and other challenges perceived by stakeholders in education are of great concerns and indeed worrisome among educators and other stakeholders. One of the prerequisites for successful and excellent education is qualified and committed teachers. Teachers perform nation-building roles through effective implementation 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 various capacity building programmes are equipped with modern teaching techniques and positively impacting

students' academic performance at long-run (Ogunbakin, Ogunbakin & Oshinyadi, 2016). Teachers therefore need to be effective in the performance of their role especially in meeting with national development. Therefore, there is a dire need for building teachers' capacity to improve teachers' motivation and their communication skills if learning outcomes must be achieved. In line with the Teachers Registration Council of Nigeria (TRCN), 2004, Code of Conduct for Teachers, "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". Hence, the government, parents and all the stakeholders need to take radical steps to reverse the culture of students' failure which has been persistence in recent times in the secondary schools. In order to bridge these identified gaps, there is need to improve teachers' skills, knowledge base and competencies, by providing appropriate trainings and re-training of teachers and educators.

In spite of government huge commitment on secondary education, (financial, manpower, school facilities, infrastructures, ICT facilities and teachers training) there seems to be no remarkable improvement on teachers' performance in term of learning delivery /academic performance due to poor teachers' motivation and communication skills in secondary schools. This is why the researcher believed that teachers' capacity building could be one of the most important ingredients that can be used to improve teachers' performance in the delivery of their professional duties thereby improve students' academic performance. Hence, Ogunbakin, Ogunbakin & Oshinyadi, (2016) argued that teacher training on pedagogy, motivation, and classroom management directly improves teaching delivery and student results

Teacher's communication skill during the teaching-learning is another measure of teacher effectiveness. The life wire of the process of teaching-learning is effective communication and teachers of public secondary schools have to take this seriously. Communication in the classroom should be done in a simple way in order to achieve objectives stated for the class. Whenever teachers fail to communicate with their pupils properly, achievement of objectives is likely to be impossible (National Commission for Colleges of Education [NCCE], n.d.; Akinpelu, 1981). Unfortunately, the primary school teachers do not communicate the concepts to their pupils with a simple language (Okogu, 2011).

Similarly, the secondary school teachers are expected to be motivated for classroom activities to be effective. When teachers are unable to incorporate psychological principles of motivation into their teaching, students find learning of concepts more difficult and not stimulating. This submission is echoed by Rudhumbu (2014), when he argued that one major reason why teachers fail to effectively communicate the concepts is their inability to plan for motivational strategies in their teaching which seems to be as a result of insufficient skills to do so. Corroborating this argument, Rudhumbu (2014) found that lack of skill by teachers to use motivational techniques in the teaching - learning process is a major reason why students of secondary schools dislike some subjects such as mathematics and science subjects. Therefore, Rudhumbu (2014), submitted that learning of mathematics could be made more interesting and meaningful if teaching - learning takes place with somewhat motivational strategies which afford students the opportunities to demonstrate their creativity in solving problems.

Effective capacity building can boost teacher confidence, improve classroom communication, and ultimately enhance students' learning (Ogundiran & Olafare, 2023; Ogunbakin et al., 2016). This research aims to fill that gap. However, the effectiveness of capacity building

programs in boosting teacher motivation and communication skills which are essential components of quality teaching remains underexplored in South-West Zone, Nigeria.

Teacher motivation directly impacts classroom dynamics, student engagement, and academic achievement. Effective communication, on the other hand, enables teachers to convey complex ideas, address diverse learning needs, and build positive relationships with students (Adeyemi, 2011; Danielson, 2013). Despite their importance, many teachers in South-West Nigeria's public secondary schools face challenges such as inadequate resources, large class sizes, and limited opportunities for professional growth, which can erode motivation and hinder effective communication.

This study investigates the impact of capacity building on teachers' motivation and communication skills in public secondary schools in South-West Nigeria. By examining the relationship between capacity building and these critical teacher attributes, this research aims to inform policymakers, educators, and stakeholders on strategies to enhance teacher effectiveness and ultimately improve student outcomes in South-West Zone, Nigeria.

Statement of the Problem

In South-West Zone, Nigeria, public secondary schools grapple with challenges that undermine quality education as identified in the background to this study (poor and inadequate motivation, poor communication skill, inadequate infrastructure, limited resources, and high student-teacher ratios). Amidst these challenges, teachers' motivation and communication skills are crucial factors impacting student engagement and academic outcomes in public secondary schools. While capacity building programs aim to enhance teacher effectiveness, there's a dearth of empirical evidence on how these initiatives impact teachers' motivation and ability to communicate effectively in the classroom. This lack of understanding hampers efforts to design targeted interventions, potentially limiting the effectiveness of capacity building efforts and, by extension, student learning outcomes in the south-west zone, Nigeria.

Despite efforts to implement capacity building programs, there's limited understanding of how these initiatives impact teachers' motivation and ability to communicate effectively in the classroom. This study addresses this gap, exploring the Impact of Capacity Building on Teachers' Motivation and Communication Skills in Public Secondary Schools in South-West Zone, Nigeria.

Objectives of the Study

The specific objectives of the study are to:

1. Determine the Impact of Capacity Building on Teachers' Ability to Motivate in Public Secondary Schools in South-West Zone, Nigeria;
2. Examine the Impact of Capacity Building on Teachers' Communication skill in Public Secondary Schools in South-West Zone, Nigeria.

Research Questions

The following research questions are asked to guide the study:

1. How does Capacity Building Impact Teachers' Ability to Motivate in Public Secondary Schools in South-West Zone, Nigeria?

2. What is the Impact of Capacity Building on Teachers' Communication in Public Secondary Schools in South-West Zone, Nigeria?

Hypotheses

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

HO₁: There is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Ability to Motivate Learners in Public Secondary Schools in South-West Zone, Nigeria;

HO₂: There is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Communication skill in Public Secondary Schools in South-West Zone, Nigeria.

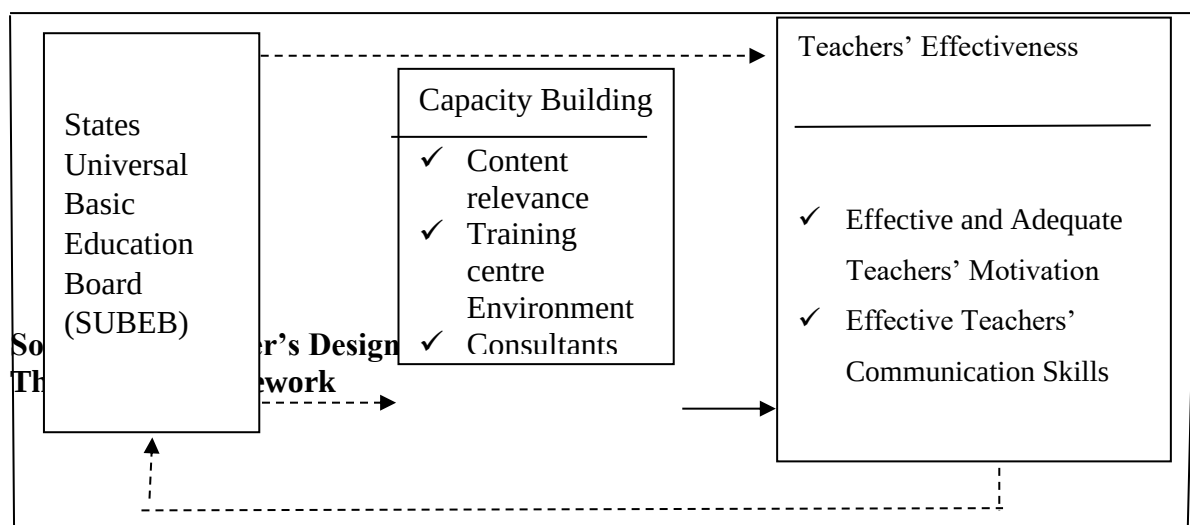
Literature Review

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 Impact of Capacity Building on Teachers' Ability to Motivate Students in Public Secondary Schools, Impact of Capacity Building on Teachers' Communication in Public Secondary Schools, Empirical Studies related to the present study were conducted and summarized.

Conceptual Framework of Capacity Building on Teachers' Motivation and Communication

This framework illustrates how capacity building impacts motivation and communication through teachers' effectiveness using the identified determinants. There are two constructs from the topic; Capacity Building (Independent variable) and Motivation and Communication (Dependent variables).

Conceptual Framework of Capacity Building on Teachers' Motivation and Communication for Teacher Effectiveness



Four theories were adopted for the study. They are: Abraham Maslow's Hierarchy of Needs Theory (1943) based on how Capacity building can meet teachers' esteem and self-actualization needs, thereby boosting motivation; Herzberg's Two-Factor Theory (1959) centered on Capacity building as a motivator and how its (e.g., growth, recognition) impacting job satisfaction; Self-Efficacy Theory (Bandura, 1977) which is on how Capacity building enhances teachers' efficacy beliefs, thereby impacting teachers' motivation and performance; and Communication Theory (Shannon-Weaver, 1949) that focused on how Effective capacity building can improve teachers' communication skills and clarity.

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). This is aimed at finding out the Impact of Capacity Building on Teacher Motivation and Communication skills in Public Secondary Schools in South-West Zone, Nigeria. The population of this study was 76,360 comprising 2,686 Principals, 1,619 Officials of Ministries 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 Ministries 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), totalling 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 showing the number of respondents (Principals, Teachers and Ministries of Education (MoE) Officials) across the six states in the South – West Zone, Nigeria.

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	7,640
2	LAGOS	688	17,918	184	18,790
3	OGUN	513	11,942	175	12,630
4	ONDO	308	8486	462	9,256
5	OSUN	356	6,360	291	7,007
6	OYO	629	20,063	345	21,037
	Grand Total	2,686	72,055	1619	76,360

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

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	113
2	OGUN	30	120	10	160
3	OSUN	20	75	15	110
	Grand Total	90	260	33	383

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.

Result and Analysis

Research Question One: What is the Impact of Capacity Building on Teacher's Ability to motivate Students in Public Secondary Schools in South-West Zone, Nigeria?

Table 3: Opinions of Respondents on the Impact of Capacity Building on Teachers' Ability to motivate Students in Public Secondary Schools in South West Zone, Nigeria

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
	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
2	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
		Principals	37	34	12	5	2	4.10
		MOE Officials	14	14	4	1	0	4.24
3	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
4	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
5	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
6	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

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
7	Through capacity building training, teachers are encouraged to give their own predictions and discuss how they differed from those held by others.	MOE Officials	14	14	3	2	0	4.21
		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
8	Through capacity building training, individualized 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
		Teachers	112	100	28	12	8	4.14
9	Through capacity building training, teachers use a series of motivation strategies for teaching and learning with the students in this school.	Principals	38	34	10	5	3	4.10
		MOE Officials	16	14	3	0	0	4.39
		Teachers	112	100	28	12	8	4.14
		Principals	38	34	10	5	3	4.10
Grand Mean								4.15

Source: Field work (2025)

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 Motivate Students in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 3.

Research Question Two: What is the influence of Capacity Building on Teachers' Communication in Public Secondary Schools in South - West Zone, Nigeria?

Table 4: Opinions of Respondents on the Impact of Capacity Building on Teachers' Communication in Public Secondary Schools in South-West Zone, Nigeria

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
10	Through capacity building, the principal shares better ideas with teachers in the 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
		Teachers	108	102	28	15	7	4.12
11	Through capacity building, the principal uses clear and concise words with teachers in the school.	Teachers	108	102	28	15	7	4.12

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
12	Through capacity building, the principal selects proper channels to convey messages, that is, use the channel that is most appropriate for the situation.	Principals	37	35	10	5	3	4.10
		MOE Officials	14	14	3	2	0	4.15
		Teachers	105	100	30	15	10	4.08
		Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	110	98	30	12	10	4.10
13	Through capacity building, the teacher plans to sequence the lesson in an engaging and meaningful manner.	Principals	36	34	12	5	3	4.07
		MOE Officials	15	14	3	1	0	4.30
		Teachers	108	100	28	15	9	4.08
		Principals	36	34	12	5	3	4.07
		MOE Officials	15	14	3	1	0	4.30
		Teachers	112	96	28	14	10	4.12
14	Through capacity building, the principal uses multiple channel(s) of communication that work effectively with whom he/she wants to communicate.	Principals	37	34	12	5	2	4.10
		MOE Officials	15	14	3	1	0	4.30
		Teachers	105	100	30	15	10	4.08
		Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	108	98	30	15	9	4.10
15	Through capacity building, the principal uses face-to-face communication wherever necessary in this school.	Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	105	100	30	15	10	4.08
		Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	108	98	30	15	9	4.10
16	Through capacity building, the principal follows up important verbal discussions with a note wherever necessary in this school.	Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	105	100	30	15	10	4.08
		Principals	36	34	12	5	3	4.07
		MOE Officials	14	14	3	2	0	4.15
		Teachers	108	98	30	15	9	4.10
17	Through capacity building, the principal carefully cross-checks by reading through letters or memos that are ready for dispatch.	Principals	36	34	12	5	3	4.07
		MOE Officials	15	14	3	1	0	4.30
		Teachers	112	96	28	14	10	4.12
		Principals	37	34	12	5	2	4.10
		MOE Officials	15	14	3	1	0	4.30
		Teachers	105	100	30	15	10	4.08

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
18	Through capacity building, the principal develops effective communication skills, including listening skills with his/her teachers and students in this school.	Teachers	110	100	28	15	7	4.13
		Principals	37	35	10	5	3	4.10
		MOE Officials	16	14	3	0	0	4.39
	Grand Mean							4.13

Source: Field work (2025)

The research question two 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' Communication in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analysed using frequency and mean as summarized in Table 4

Hypothesis One: There is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Ability to Motivate Students in Public Secondary Schools in South-West Zone, Nigeria.

Table 5: One-way Analysis of Variance (ANOVA) on opinions of the Respondents on Impact of Capacity Building on Teachers' Ability to Motivate Students in Public Secondary Schools in South-West Zone, Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	0.345	2	0.142	0.575	0.221	Retained
Within Groups	23.912	383	0.271			
Total	24.257	385				

Source: Field Work (2025)

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 5.

The analysis of the result in Table 5 showed the opinions of principals, teachers, and officials of the Ministries of Education on the impact of capacity building on teachers' ability to motivate students in public secondary schools in the South-West Zone, Nigeria. The result revealed a p-value of 0.221, 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 impact of capacity building on teachers' ability to motivate students 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 Impact of Capacity Building on Teachers' Communication in Public Secondary Schools in South-West Zone, Nigeria.

Table 6: One-way Analysis of Variance (ANOVA) on the Opinions of Respondents on Impact of Capacity Building on Teachers' Communication in Public Secondary Schools in South-West Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	0.345	2	0.161	1.475	0.472	Retained
Within Groups	67.912	383	0.109			
Total	68.257	385				

Source: Field Work (2025)

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 6. The analysis of the result in Table 6 showed the opinions of principals, teachers, and officials of the Ministries of Education on the impact of capacity building on teachers' communication in public secondary schools in the South-West Zone, Nigeria. The result revealed a p-value of 0.472, 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 impact of capacity building on teachers' communication in the zone. Therefore, the null hypothesis (H_0) is retained.

Summary of Hypotheses Testing

In view of the findings on the respondents perceived opinions on the impact 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 7 provides summary of results based on hypotheses formulated and tested using Analysis of Variance (ANOVA).

Table 7: 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 impact of capacity building on teachers' ability to motivate in public secondary schools in South-West Zone, Nigeria	ANOVA	0.575	0.221	Retained
2	There is no significant difference in the opinions of Principals, Teachers, and MOE Officials on the impact of capacity building on teachers' communication in public secondary schools in South-West Zone, Nigeria	ANOVA	1.475	0.472	Retained

Source: Field work (2025)

Table 7 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 impact on teachers' ability to motivate and effectively communicate in public secondary schools in the South-West Zone, Nigeria.

Summary of Findings

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

1. Student Motivation: Teachers are able to motivate students positively through increased students' engagement and participation in learning activities in Public Secondary Schools in South-West Zone, Nigeria ($P = 0.221$); and
2. Improved Communication: There exist better interactions and collaboration between principals, teachers, and students through clear feedback channels established which impacted learning outcomes in Public Secondary Schools in South-West Zone, Nigeria ($P = 0.472$).

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 impact on teachers' motivation and communication skills in public secondary schools in South-West, Zone Nigeria.

Thus, it could be concluded that: Teachers should be adequately motivated for effective and enhanced teaching – learning and active contribution in the classroom; and that teachers and principals communicated effectively and thereby fostered active collaboration between themselves for enhanced effective school system.

Recommendations

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

1. Strategies to motivate teachers should continue to be incorporated into teacher training programs to improve their performance, participation and engagement in public secondary schools in South-West Zone, Nigeria; and
2. Capacity building programs should continue to include components on effective communication skills to strengthen interactions among teachers, principals and other stakeholders in public secondary schools in South-West Zone, Nigeria.

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