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CAPACITY BUILDING PROGRAMMES AS CORRELATES OF TEACHERS' INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

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ABSTRACT

This research investigated capacity building programmes as correlates of teachers' instructional delivery in secondary schools in Benue State, Nigeria. The study was guided by three research questions. This study adopted a correlation survey research design. The population of the study consisted of one thousand six hundred and fifty (1,650) teachers in the one hundred and nineteen (119) public secondary schools in Benue State. Multistage sampling technique was used in selecting the respondents. The sample for this study consisted of four hundred and twenty (420) respondents comprising of principals and teachers from the three Senatorial Districts of Benue State. The instruments for data collection were self-designed questionnaire titled "Capacity Building Programmes Questionnaire (CBPQ) and Teachers'' Instructional Delivery Questionnaire (TIDQ)". The Cronbach alpha reliability statistical method was used to compute the internal consistency of the instrument. The reliability coefficient of 0.94 was obtained from the trial test. Pearson Product Moment correlation were used to answer the research questions. The study found that there was significant positive correlation between in-service training, workshops and seminars as well as conferences on the instructional delivery of secondary school teachers in Benue State, Nigeria. It recommended that the government of Benue State create a capacity building programme friendly atmosphere that will enhance regular attendance to workshops, seminars, conferences and open and distant learning programmes for teachers. There should be continuous permission for teachers to go on in-service training programmes like open and distant learning, workshops, seminars, conferences. Adequate resources should be made available by the Ministry of Education for staff capacity building programmes.

Keywords: Capacity, Building, Teachers, Instructional, Delivery

Introduction

Education is seen as the means by which any civilization reproduces itself, or even as a means of improving citizen preparedness to blend in and make their share of contributions to the growth of the society. Since education promotes national advancement, it is a valuable tool in the hands of every

succeeding administration. Every government takes the difficult responsibility of ensuring that society values, culture, skills, and information are passed down from one generation to the next very seriously since it involves so many moving parts (Okwori, 2010). Educational resources are essential to improving both the efficiency of the teaching-learning process and the overall operation of the secondary education system. The body of research in this field has shown that the degree to which educational resources are not only made available but also effectively used by the school plays a major role in determining the quality of teaching and learning (quality delivery).

Nigerian society depends on educational institutions to produce people who fit in and make significant contributions to environmental progress. The legal obligation to prepare students for postsecondary education comes from the secondary education regulation. When human resources are accessible and used effectively, this can be made achievable. The workforce in an institution is made up of its human resources. Over the last ten years, observations have been made that teachers in Nigeria are not carrying out their duties, both teaching and non-teaching, in an effective manner. This is demonstrated by the subpar work that some secondary school students produce. It is impossible to declare that this goal has been successfully achieved given the quality of students who take matriculation examinations and end up failing most of them. This suggests that they are not sufficiently ready for this task, demonstrating that the teachers have not been able to carry out their duties in an honourable manner. It is possible that the inadequate nature of capacity building contributed to the instructors' inability to meet these objectives. After all, exposure to capacity building techniques is one of the key components in moving people and organizations from where they are to where they ought to be.

The WHO (2014) sees capacity building as the development and strengthening of human and institutional resources. It is acknowledged that the process needs to go beyond the public sector, as it is also influenced by entities in the private sector including commercial enterprises and non-governmental organizations. Capacity building has long been seen as a necessary component for accomplishing development goals (UNDP, 2009). The phenomenon is based on the idea that investing in human capital allows people to gain the skills they need to thrive and play autonomous roles in the development and renewal of their communities. The development issue for Nigerian educational institutions, notwithstanding the progress made in constructing programmes, is to convert policy declarations and sustainable development goals into initiatives that specify pertinent actions and budget allocations. According to Philbin in Akwegwu et al. (2013), capacity building is the process of enhancing the knowledge, skills, aptitudes, systems, and resources that people, groups, and communities require in order to endure, adapt, and prosper in a world that is changing quickly. It focuses on understanding the obstacles that inhibit people, institutions, governments,

international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

Capacity building has three different dimensions namely; building awareness, building analytical capacity and building decision-making capacity building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, Seminars and conferences. The practice will create awareness about a particular activity, topic or method so as to enable beneficiaries apply them in performing assigned tasks. The link between teacher capacity building and instructional effectiveness is emphasized by Ejekwu (2022), who highlights the positive impact of professional development activities on a teacher's ability for success in the classroom. The centrality of teacher performance in influencing student success is articulated by Burgess (2019), setting the stage for exploring the relationship between teacher capacity building and student outcomes.

Instructional delivery refers to the systematic and intentional process through which educators convey subject matter content to students in a manner that promotes effective learning (Canales, 2020). It encompasses various aspects of teaching, aiming to facilitate understanding, engagement, and mastery of the intended curriculum. The indicators of instructional delivery include pedagogical competence, lesson planning, learning materials' improvisation and mode of curricular delivery, and they all play a crucial role in evaluating the effectiveness and quality of teaching methods. Pedagogical competence is a key aspect, reflecting the teacher's proficiency in employing diverse instructional strategies and techniques that cater to the diverse learning needs of students (Emiliasari, 2018). Effective lesson planning is another indicator, representing the careful organization and sequencing of instructional content to optimize student comprehension and retention. Learning materials' improvisation involves the ability to adapt and create resources that enhance the learning experience, fostering a dynamic and interactive classroom environment (Kiambi and Waithaka, 2023). Furthermore, the way in which the curriculum is delivered evaluates the extent to which teachers match their teaching strategies with the established curriculum, guaranteeing that learning goals are fulfilled and encouraging an all-encompassing and captivating education for the students. When taken as a whole, these indicators support the comprehensive assessment of instructional delivery and its influence on teaching effectiveness.

The input, the process, the output, and the feedback are the four characteristic components of education, which is a production system like any other. The different resources that are added to the educational production process in order to ensure output are known as educational inputs. The goal of any production function is to generate quality output, which can only be achieved with sufficient educational resources, particularly human resources (Madumere-Obike and Afangideh, 2012).

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The result of the education production process is the high-quality delivery of educated people who are valuable to society and the economy in addition to being beneficial to themselves. Educational institutions provide resources that are intended to help students achieve their learning objectives. These resources can be used directly or indirectly to further the purposes of education. The best use of these resources will have a direct impact on how well this instructional product is delivered. The long-term quality of students will suffer if these resources are mismanaged in any other way as a result of negligence, a lack of oversight, or neglect (Inyiagu, 2009).

Lack of funding is the main institutional shortcoming that has plagued secondary schools in Benue State, Nigeria, in their efforts to increase student capacity. The way that institutions support teachers' attendance at conferences, seminars, workshops, and ICT training has been adversely impacted by this. Teachers' subpar instructional delivery is the result of this. Thus, inadequate finance leads to minimal involvement in capacity building initiatives, which may have a negative impact on the educational system overall. Understanding the relationship between teacher capacity building programmes and instructional delivery is becoming more and more relevant as the educational system undergoes changes. This paper investigated this relationship within the context of secondary schools in Benue State, Nigeria, contributing valuable insights to educational policies and practices.

Statement of the Problem

Building teachers' capacity has a significant impact on their output and is essential to achieving educational objectives. Throughout the teaching and learning process, teachers are in charge of putting curricula and educational policies into practice. Examining the impact of teacher capacity building on the efficient and effective delivery of educational services is worthwhile, especially considering the variety of responsibilities that teachers play in the classroom. Stakeholders have expressed widespread outrage over the poor standard of education, particularly in public secondary schools. Additionally, persistently performing poorly on publicly administered standardized tests, including those administered by the Joint Admissions and Matriculation Board (JAMB), the West African Examination Council (WAEC), and the National Examination Council (NECO), calls for apprehension, particularly with the recent introduction of Computer Based Test (CBT) in JAMB examination.

In order for secondary schools to successfully accomplish their aims and objectives, teachers must possess the necessary skills and strategies to enable them to deliver services in an efficient manner. Regular involvement in capacity building programmes, which are organized and provided by the government or other relevant entities, can improve their instructional skills. Programmes for increasing capacity include ICT training, coaching/mentoring, workshops, seminars, refresher courses, in-service training, and more. Regretfully, there are speculations that the government may not

have done enough to give Benue State's secondary school teachers access to some of these capacity building programmes.

Despite the fact that there are previous empirical studies on capacity building programmes, there is no study to the best knowledge of the researcher that has investigated the relationship between capacity building programmes of teachers and service delivery in secondary schools in Benue State, Nigeria. The scarcity of research in this area limits the ability to formulate evidence-based policies and interventions that can maximize the impact of capacity building programmes of secondary school teachers. It is against this background that the study sought to investigate the relationship between capacity building programmes of teachers and instructional delivery in secondary schools in Benue State, Nigeria, in order to fill the empirical and knowledge gap.

Research Objectives

The main purpose of this study was to investigate capacity building programmes as correlates of teachers' instructional delivery in secondary schools in Benue State, Nigeria. Specifically, the objectives of this study were to:

i. examine the relationship between in-service training and teachers' instructional delivery in secondary schools in Benue State, Nigeria.
ii. investigate the relationship between workshops and seminars and teachers' instructional delivery in secondary schools.
iii. examine the relationship between conferences and teachers' instructional delivery in secondary schools.

Research Questions

The research was guided by the following research questions:

i. What is the relationship between in-service training and teachers' instructional delivery in secondary schools in Benue State, Nigeria?
ii. How do workshops and seminars relate with teachers' instructional delivery in secondary schools in Benue State?
iii. What is the relationship between conferences attendance and teachers' instructional delivery in secondary schools in Benue State?

Literature Review

Capacity Building Defined

The ability of individuals, administrations, or organizational units to carry out tasks successfully, economically, and sustainably is referred to as capability. Building capacity is an evidence-based process that makes people, organizations, and plans more capable of carrying out their primary tasks in a sustainable manner while also allowing them to develop and flourish over time. Building capacity is defined by the Department for International Development (2010) as improving an individual's, an organization's, or a scheme's ability to take on and effectively distribute high-quality research. Efforts to increase capacity might be planned to benefit individuals, organizations, geographic or interest-based

communities, or the non-profit subdivision as a whole.

According to the United Nations Committee of Experts on Public Administration (2006), capacity building occurs at three levels: individual, institutional, and societal. At the individual level, it entails creating the conditions necessary for participants to build upon and improve their current knowledge and skills; it also entails creating the conditions necessary for individuals to participate in the process of learning and change adaptation; and at the institutional level, it entails assisting already-existing institutions in forming sound policies, organizational structures, and effective management techniques. On a societal level, it encourages the development of a more engaged public administration that gains knowledge from both its own activities and the input it gets from the general public. It goes beyond just being a training course. It is predicated on an examination of potential and competence and needs analysis. Strategic interventions that challenge and leverage strengths, seize opportunities, face obstacles, and bridge gaps and restrictions must be designed (Southwell, Gannaway, Orell, Charmers, and Abraham, 2005).

Mestry and Grobler (2004) define capacity building as the process of providing people with the knowledge, skills, and access to information, training, and resources necessary to improve their ability to: (a) carry out essential tasks, solve issues, establish and meet goals; and (b) recognize and address their job performance requirements in an efficient and sustainable way. According to Lambert (2003), it centers on initiatives designed to raise people's knowledge, abilities, and attitudes so they can perform a certain task or job with proficiency. According to King and Newman (2001), capacity building is the process of enhancing human capacities (knowledge, skills, attitudes, potentials, and practice; KSAPP) through a variety of techniques (management development, organization development, career planning and development, among others) and scheduled, structured learning experiences. The ultimate goal is to increase employee productivity and more effectively and efficiently accomplish organizational goals. Within the framework of this research project, "capacity building" refers to actions (maneuvers and techniques) implemented to raise the degree of expertise, dispositions, and knowledge held by school principals in order to improve their proficiency in their roles as student personnel officers and to strengthen their ability to manage duties as the person in charge of everything that occurs in the school. The effective provision of student personnel services requires that the capacities of school principals in student personnel management must be constantly improved through access to capacity building opportunities.

Instructional Delivery

Instructional delivery means a teacher's personal approach to teaching based on his or her own professional identity helping to create a unique classroom culture. Instructional delivery combines the complexities of teaching with institutional expectations and student demand for quality instruction. Effective teachers prioritize the

material they address to ensure that it meets the course's learning objectives. Effective teachers focus on core topics and sequence information to cover basic material before introducing new topics (Paolini, 2015). Instructional delivery refers to the systematic and intentional process through which educators convey subject matter content to students in a manner that promotes effective learning (Canales, 2020). It encompasses various aspects of teaching, aiming to facilitate understanding, engagement, and mastery of the intended curriculum. The indicators of instructional delivery include pedagogical competence, lesson planning, learning materials' improvisation and mode of curricular delivery, and they all play a crucial role in evaluating the effectiveness and quality of teaching methods.

Pedagogical competence is a key aspect, reflecting the teacher's proficiency in employing diverse instructional strategies and techniques that cater to the diverse learning needs of students (Emiliasari, 2018). Developing teachers' ability to give education includes helping them to improvise lesson plans, which encourages ingenuity in instructors. Teachers who participate in capacity development programmes acquire the abilities to modify and produce additional resources that students find engaging. This flexibility is essential, particularly in a variety of learning environments (Li & Xu, 2020; Kiambi & Waithaka, 2023). In addition to enriching the learning experience, the ability of teachers to adapt and modify learning materials to meet the unique requirements of their students also considerably increases teacher effectiveness by fostering a dynamic and responsive learning environment.

Human Capital Theory

This study was theoretically anchored on the Human Capital Theory and the Theory of Optimal Capacity. The human capital theory was propounded by Gary Becker and Theodore Schultz in the 1950s and 1960s. Becker realised that the investments in workers was no different than investing in capital equipment, which happens to be another factor of production. Both are assets that yield income and other outputs. According to Becker (1964), investing in human capital entails all activities that influence future real income through the embedding of resources in people. Human capital investments are expenditures on education, training, health, information, and labour mobility. Becker differentiated between general and specific human capital stating that specific human capital is training or education that benefits only one company, while general human capital is the training or qualities that benefit the individual at any company.

Becker found that companies were more likely to pay for specific human capital while individuals paid for general human capital investments. Human capital includes any human quality or value that can improve economic output and productivity. Since these are intangible assets that cannot be separated from individual workers, quantifying them can be difficult. They, however, consistently lead to increased economic performance. Such human traits that constitute capital to an individual include

qualities like education, technical or on-the-job training, health, mental and emotional well-being, punctuality, problem-solving, people management and communication skill. According to the human capital theorists, the difference in the composition of these traits in individuals tells the difference in their stock of capital that defines their productivity, hence the economic and social value of such an individual. Coming from this proposition, the greater organisations possess individual (personnel) with great deposits of these traits, the better will such organisations perform, and vice versa.

The Human capital theory postulated that expenditure on training and education is costly and should be considered an investment since it is undertaken with a view to increasing personal development. An introduction by Becker (1964) is the basic notion of human capital and stated that the theory of human capital can be defined as skills acquisition, and that skills acquisition can be achieved through education and training. Education is the most important way to obtain human capital, and training is another important method to invest in human capital. This theory is related to this study because human resources (teachers) acquire knowledge which they transfer to students for the betterment of both the education and society at large. Therefore, the need to identify factors that can inhibit the utilization of this available resource becomes very vital. Education been the most important way to acquire human capital, there is therefore need for the training and proper utilization of secondary teachers in order for them to produce optimally. This justifies the relevance of the Human Capital Theory to the current study.

Theory of Optimal Capacity

The optimal capacity and capacity threshold theories were used to support this paper. The theories have been applied to explain the processes and methods for conducting comprehensive capacity building for organisational success (Abrams, 2002). The theory of optimal capacity is concerned with the levels and dimensions of capacity growth required to meet pre-determined development goals. It also raises questions about the capacity levels that should be established to achieve optimal efficacy and minimise crowding out, even within locally produced capacity (Babu and Sengupta, 2006). The capacity threshold is similar to optimal capacity. According to the capacity threshold idea, there will be a specific degree of capacity in each given society or organisation (Abrams, 2002). Thus, existing capacities need to be assessed to determine the gap between current levels of capacity and the zone of proximal development in order to determine the appropriate point of entry where capacity should be built; determining the threshold required for optimal performance; and sequencing capacity building programmes to avoid duplication of effort and the wastage of resources (Babu and Sengupta, 2006).

Training and Service Delivery in Secondary Schools

Enhancing an individual's current skills, knowledge, exposure, and talents is called training. This procedure aims to provide teachers with the necessary abilities by

exposing them to new ideas and developments in the field of education (Azaru, Syed, and Muhammad, 2013). According to Alhassan (2014), one of the main strategies used by school administrators to help their teachers grow is providing in-service training for principals. It is the principal's duty to provide management support practices in the areas of teacher training and retraining so that they can carry out their instructional delivery duties in a professional manner. The nation's educational system has frequently struggled with understaffing (Amoo, 2009). According to Amoo, there were significant discrepancies in the state's supply and demand for trained teachers. The study's results indicate that there was a 44% shortage of qualified teachers during the 1978-1980 session, a 56% shortage during the 1980-1981 session, and a 51% shortage during the 1981-1982 session. He contends that the state's planning for the quantity and quality of teachers needed to start offering free secondary education was flawed and insufficient. He emphasizes once more how things would get worse if efforts were not made to train teachers who are qualified.

According to Peretomode (2008), the factors that determine training include gaining more conceptual knowledge, skills, and competencies in both teaching and non-teaching areas; obtaining a high level of academic or professional qualifications in the hierarchy of the school or organization; keeping up with new developments in the educational system; obtaining job security; and keeping up with changes in the educational system. Various policies are introduced by the government at different intervals. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system. Positive correlations have been shown between employee performance and training. By enhancing employee performance through the development of knowledge, skills, abilities, competencies, and behavior, training benefits both the individual and the company. Businesses committed to making a profit for their owners (shareholders), offering consumers and beneficiaries excellent service, and investing in staff training (Evans and Lindsay, 2009).

Workshops and Service Delivery in Secondary Schools

Workshop (seminar) is a form of training and development organized for the purpose of improving teaching and learning conditions. workshop is a training device used in upgrading professional efficiency. Workshops bring administrators together for the purpose of learning new methods of problem solving skills through which skills will be employed for effective implementation of educational policies. In order for school administrators (principals) to effectively guide teachers in their various areas of specialization for teaching and

learning, they must also receive off-the-job training and development in the form of seminars. This will increase their professional commitment to their roles. (Ogbonnaya, 2011). According to Afshan, Sobia, Kamran, and Nasri (2012), workshop training is a type of systematic, planned activity that raises skill, knowledge, and competency levels that are essential for carrying out work efficiently.

For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. Training is a significant component of the HRM role that is especially important for the efficient use of HRM resources. Updating workers' knowledge through exposure to the most recent research in Science, Technology, and Education, as well as the Arts and Social Sciences, is a crucial strategy to improve their high performance and productivity. Training human resources in organizations is crucial for increased productivity, according to Harbau (2014), because investing in human capital is just as vital as improving the quality of the human component.

Research Methods

The study adopted a correlation survey research design to establish the relationship between capacity building programmes and teachers' instructional delivery in secondary schools. The population of the study consisted of one thousand six hundred and fifty (1,650) teachers in the one hundred and nineteen (119) public secondary schools in Benue State. Multistage sampling technique was used in selecting the respondents. The sample for this study consisted of four hundred and twenty (420) respondents comprising of principals and teachers from the three Senatorial Districts of Benue State. The instruments for data collection were self-designed questionnaire titled "Capacity Building Programmes Questionnaire (CBPQ) and Teachers'' Instructional Delivery Questionnaire (TIDQ)". The questionnaire was face validated by three research experts. Their criticisms, suggestions and modifications were incorporated into the relevant items that gave the instrument its final structure and content. The Cronbach alpha reliability statistical method was used to compute the internal consistency of the instrument. The reliability coefficient of 0.94 and 0.89 was obtained from the trial test. Pearson Product Moment correlation were used to answer the research questions.

Results and Discussion

Research Question One: What is the relationship between in-service training and teachers' instructional delivery in secondary schools in Benue State, Nigeria?

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Table 1: **Pearson Product Moment Correlation on the Relationship between In-Service Training and Instructional Delivery**

		In-Service Training	Instructional Delivery
In-Service Training	Pearson Correlation	1	.842**
	Sig. (2-tailed)		.000
	N	420	420
Instructional Delivery	Pearson Correlation	.842**	
	Sig. (2-tailed)	.000	
	N	420	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 showed the Pearson Moment Correlation of the relationship between in-service training of teachers and their instructional delivery in secondary schools. With r value of 0.842, the results indicated that there was very high positive correlation between in-service training and teachers' instructional delivery in secondary schools in Benue State. This implies that an increase in the independent variable (in-service training) leads to corresponding increase in the dependent variable (instructional delivery). This finding is in conformity with Amadi, Thomas and Ordu (2022) whose study found that training of human personnel helps in achieving better result, thereby reducing more labour force not needed in the educational system.

Research Question Two: How do workshops and seminars relate with teachers' instructional delivery in secondary schools in Benue State?

Table 2: **Pearson Product Moment Correlation on the Relationship between Workshops and Seminars and Instructional Delivery**

		Workshops/Conferences	Instructional Delivery
Workshops/Conferences	Pearson Correlation	1	.878**
	Sig. (2-tailed)		.000
	N	420	420
Instructional Delivery	Pearson Correlation	.878**	
	Sig. (2-tailed)	.000	
	N	420	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 showed the Pearson Moment Correlation of the relationship between teachers' attendance to workshops and conferences and instructional delivery in secondary schools. With r value of 0.878, the results indicated that there was very high positive correlation between teachers' attendance to workshops and conferences and instructional delivery in secondary schools in Benue State. The implication is that an increase in the independent variable (attendance to workshops and conferences) leads to corresponding increase in the dependent variable (instructional delivery). This finding corroborates with Imo, Edet and Nkama (2013) who found that teachers who participated in development programmes like workshop, distance learning programmes etc.

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were more effective in their job performance than those who do engage in such programmes. Relatedly, Maclean (2018) showed that teachers who participate in in-service training programmes, seminars, workshop and conferences have a strong positive and significant relationships between teachers' learning, teachers' growth, teachers' needs, teachers' collaboration and job performance in public secondary schools.

Research Question Three: What is the relationship between conferences attendance and teachers' instructional delivery in secondary schools in Benue State?

Table 3: **Pearson Product Moment Correlation on the Relationship between Teachers' Conference Attendance and Instructional Delivery**

		Conference Attendance	Instructional Delivery
Conference Attendance	Pearson Correlation	1	.878**
	Sig. (2-tailed)		.000
	N	420	420
Instructional Delivery	Pearson Correlation	.878**	
	Sig. (2-tailed)	.000	
	N	420	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed the Pearson Moment Correlation of the relationship between teachers' conference attendance and instructional delivery in secondary schools. With r value of 0.878, the results indicated that there was very high positive correlation between teachers' conference attendance and instructional delivery in secondary schools in Benue State. This implies that an increase in the independent variable (teachers' conference attendance) leads to a corresponding increase in the dependent variable (instructional delivery). This result corroborates with Ekpenyong, Okon and Imo (2016) whose research revealed that there exist a positive and relationship between the frequency of teachers' attendance at in-service training, seminars and workshops and students' academic performance in social studies. This corresponds with the current study and validates the importance of workshop in enhancing the service delivery of teachers in schools. The finding of this study is also in agreement with that of Allen (2015) who found that conference is concerned with the provision of professional assistance and guidance to teachers geared towards the achievement of effective teaching and learning in the school, stressing that the school administrator as a supervisor provides a professional attending guidance to teachers on the relevance of conference to teachers in order to improve their competencies for effective teaching process to enhance the learning, improved teachers productivity and growth of the students. conference leads to acquiring new knowledge that in-turn held their methods of teaching.

Conclusion

Based on the findings of the study, it has been established that there was significant positive

correlation between in-service training, workshops and seminars as well as conferences on the instructional delivery of secondary school teachers in Benue State, Nigeria. It can therefore, be concluded that secondary school teachers in Benue State should be given more capacity building programmes in order to enhance their instructional delivery.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. In order for teachers to be effective in delivering instruction, the government of Benue State must provide a welcoming environment for capacity development programmes. This will improve teachers' frequent attendance to workshops, seminars, conferences, and open and distance learning programmes.
2. There should be continuous permission for teachers to go on in-service training programmes like open and distant learning, workshops, seminars, conferences since their performance are enhanced through such training programmes.
3. Adequate resources should be made available by the Ministry of Education and other regulatory agencies for teachers' capacity building programmes such as workshops among others to encourage teachers' instructional delivery in Benue State.

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