Correlation between Capacity Development of Teachers and Academic Performance of Students at Primary level

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Abstract

The trainings of the teachers are the basic and essential need of our education sector in Pakistan. Major objectives of the study were to investigate the relationship between the capacity building of teachers and academic achievement of students at primary level, and to identify the effects of capacity building of the teachers on the academic achievement of students, As the study was descriptive in nature therefore survey research design was chosen to achieve these objectives. Primary school teachers of district Multan were delimited for the study. The questionnaire which consisted of 30 statements were used as research tool after validation of the tool data were collected from 281 male and female PSTs selected through stratified random sampling technique. Statistical techniques: percentage, mean,
t-test and ANOVA were used to analyze the data. Pearson correlation coefficient were used to find out the relationship between the capacity building of teachers and academic achievement of students. Results revealed that capacity building has effects on the pedagogical skills of the teachers and has great impact on the personality and skills of teachers as well as academic performance of students Results showed that capacity building enhances the classroom management skills of the teacher and it has great impact on the academic achievements of students. Results of correlations depicted that there is significant difference between teacher's capacity building and students' academic achievement.
Keywords:capacity development, primary schools, pedagogy, classroom engagement, student's performance

Introduction
The Concept of Capacity Building
The concept of capacity building has become an important word in education reform discourse internationally both in developed and emerging economies (Egbo, 2011). Capacity is "the ability to understand or do something and "building is "an increase in the amount of something over a period of time.
There is no singular definition of capacity building, over the years according to UNESCD (2005), capacity building has moved from being a focus to concern individuals, individual training, the development of institutions and recently to complex systems philosophy when individuals' capacities are linked with those of institutions and systems at large. Recently capacity building definitions emphasized the continuing process of strengthening of abilities to perform core functions, solve problems, define and achieve objectives and understand and deal with developmental needs (UNESCO, 2005).

Chukwu (2009) in his opinion identified capacity building as skills/developments and knowledge needed by groups in order to participate fully in the labour market. Within the context of systemic reform, capacity is the ability of the education system to help all students meet more challenging standards.

In the context of education, capacity development refers to the resources required to convert rigorous expectations and rewards into successful teaching and excellent student performance (CPRE, 1998).

According to the United Nations Development Project (UNDP), capacity building is an ongoing, long-term process of development that involves a wide range of stakeholders, including academics, professionals, local government officials, NGOs, and ministries. It entails making use of a nation's institutional, organizational, scientific, technological, and human resource capacities. According to the INDP, building capacity occurs at the individual, institutional, and societal levels.

According to McDonnel and Elmore (1991) as cited in Delaney, (2002), the benefits of capacity are consequential, "in the short-term they accrue to the specific individuals and institutions that are recipients but the ultimate beneficiaries are future members of the society whose interest cannot clearly be determined in the present. Therefore capacity building in education is important for the attainment of educational objectives and its sustainable development

On this abnormality, Obanya (2007) stated that "culture oriented education policy should be a cycle process that does not draw sharp line demarcation between formulation and implementation. The situation should not be one in which the curriculum is formulated by the elite class for others to implement.

Gimba (2012) reported that there is no doubt that no educational system can rise above the quality of its teachers. This means that to achieve a functional education system, the teachers must be able to respond to educational changes to achieve such objectives. He noted also that the fear of change is very fundamental to human nature. In most cases, teachers have the tendency to resist change and insist on old practices.

Institutions Responsible for Capacity Building of Teachers in Nigeria Years back, capacity building of teachers was in-service training, consisting of short-term courses that would offer teachers new information on a particular aspect of his work (Chukwu 2009).

Currently, according to Egbo (2011) "there is a general perception that a significant number of Nigerian teachers are not equipped to deliver quality education for a number of interconnected reasons, among them being training-related, issues in policy, structural, curricular, infrastructural limitations and low morale.

Gaining an understanding of capacity building has become a fashionable term in educational institutions. It is a matter of discussion in both developed and developing nations worldwide, and although being widely accepted and used, almost all parties involved in education have misconceptions about the idea (Ebgo, 2011; Young, 2002).

Egbo (2011) describes teachers' capacity building in education as a diverse intensive activity outside the classroom, which teachers go through to refresh their knowledge, skills and attitude to meet up with the emerging challenges in educational system. Teacher capacity building means garnering of more experiences for professional growth.

It is possible to understand the idea of capacity building as the process of increasing an individual's, group's, or organization's capability. In order for people, groups, or organizations to survive and be able to overcome the challenges of changes that occur quickly and unexpectedly, capacity building can also be understood as an effort to strengthen the capacity of individuals, groups, or organizations as reflected through the development of skills, skills, talents, and talents as well as the mastery of competencies.

Within the Nigerian educational system, it has been noted that test results earned by students either during or after the learning process are used as benchmarks to assess their academic success.Swinton (2008) looked examined the connection between kids' academic achievement and teacher capacity building (workshop). The study's target population consisted of Georgian schools in the United States. Their research's conclusions demonstrated a strong (high) correlation between academic achievement and teacher workshop training. They came to the conclusion that there is a relationship between student academic achievement and teacher preparation.

Fullan (2007) asserts that a focus on high-quality instruction is necessary to enhance a school's capacity for continuous learning. A teacher's aptitude, attitude, and knowledge are key factors in deciding how well a school's reform initiatives work.

York (1967, p. 353) states that a teacher ought to be a mentor rather than an enforcer, an artist rather than a mechanic, a scholar and a philosopher rather than a fact collector and repeated. Each of these issues demonstrates how important teacher preparation is. Teachers bear the obligation for ensuring that students learn.

According to Grindle (2000: 70), capacity development is an endeavor aimed at creating a range of tactics to enhance efficacy, efficiency, and responsive performance—specifically, efficiency in terms of the amount of time and resources required to accomplish a goal.While responsiveness refers to how to balance capacity and need for that aim, adapun efficacy is the business appropriateness carried out in order to achieve the intended outcome.

Ajeyalemi (2014) opined that the higher the quality of the teacher in knowledge and skills, the higher the quality teaching and education expected. Likewise, the higher the quality of education offered in the system, the higher the quality of national development expected. Thus without quality teachers, not muchnational development may be expected. For the quality of the teacher to be maintained, the teacher must update herself always -in order to always remain relevant. That is teachers must be prepared to face new challenges as they occur in the system**.**

Building teacher and student capacity to perform academically Globally, empirical research has been conducted, and it is clear that good instruction is necessary to improve students' academic achievement. According to Darling-Hammond (2012), there is empirical data indicating that industrialized nations are more concerned with the academic success of their kids. Yakavets, Frost, and Khoroshash (2017) conducted a study in Kazakhstan, a country in central Asia, to investigate the capacity-building strategies used by the principals.

Literature Review

Training is a powerful force that affects everyone's mental, physical, spiritual, ethical, deep, social, and financial development. It also has a direct impact on people's ways of living, both positively and negatively impacting any given development (Anees, 2005). The distinction between education and preparation emerged. While instruction's goals are more broad and enhance individual contrasts, preparation aims to limit singular contrasts by having increasingly explicit goals. This suggests that when people are taught, their differences become more apparent, and when they are prepared, those differences become less apparent (Rao and Rao, 2005).

Capacity building

Anfara and Mertens (2012) looked into the several complicated aspects that affect teachers' growth and identified five common factors from their literature review: leadership, professional communities, program coherence, knowledge about teachers' skills, and this knowledge. According to Newmann (2001), teacher development not only improves instructors' skills but also contributes to improving the school's environment, which benefits students as well.

Capacity building related to school change

According to Fullan (1985), it is essential to comprehend the elements that lead to change, as well as the process of bringing about change and making use of the skills learned along the way. The process of changing education is multifaceted and affects many factors.

According to Fullan (2007), there are three categories of elements that are identified as having an impact on implementation:
1. Characteristics of change (requires clarification)
2. Local elements (principal and instructor)
3. External elements (the government, professional development for teachers, etc.)

Teacher training and student's performance

Jackson and Davis (2000) looked into the theory that a teacher with professional training will perform more effectively and produce better results. It is also a reality that, while teacher expertise undoubtedly plays a significant part in influencing how children behave in the classroom, environmental, economic, and cultural factors also play a significant impact. According to Paauwe (2004), these elements are crucial for achieving higher performance and exam scores. A qualified teacher will examine each of these elements and use them in their instruction.

Student-Teacher Relationships

Positive relationships between teachers and students regularly have a positive impact on both the academic performance and character of the pupils. According to Birch and Ladd (1996 and 1998), there is a correlation between the student-teacher association and the student's intellectual presentation, as well as an impact on the students' future approaches to academic achievement.

According to Miller's (2000) research, the student-teacher association played a major role in reducing the likelihood of negative outcomes, such as dropping out of school. It may come as no surprise that high-achieving educational institutions strive for professors who are capable and

conscientious.

Teacher relationship

One of the qualities that students will undoubtedly notice in a teacher is their ability to interrupt. It should be officially referred to as "nurturing pedagogy" or as the capacity to create understandings.

It may be portrayed as a blend of compassionate assistance and elevated standards. The characteristics of the student teacher connection were described as "Emotions based encounters that arise out of teachers' on-going associations with their understudies" by Pianta (1999). In 2006, Strahan and Layell conducted research on the significance of a strong and consistent relationship with students as a prerequisite for achieving a student's goals.

A recommendation endorsed by Silins and Harvey (1995), Ewan (2002) presents the defense with ease, explaining that "Effective educators possess all the characteristics of being the people who

Student expression in connections

Perhaps the most persuasive argument made by students is the STA's overall significance. Unfortunately, there are very few exams that leverage the student's feelings to raise important issues.In response to the question, "What Should Middle School Teachers Know About Middle School Students?" Doda and Knowles (2008) proposed Approximately 2,700 North American central school kids sincerely stated in their response that they wanted "sound and compensating relations with their teachers as well as friends." In general, "compassion, respect, personalization, fellowship, and friendship" characterized these exchanges.

Creating success in classrooms

Student achievement in study halls has been shown to be significantly influenced by the relationships between students and teachers. Pianta (1994) confirms that student-teacher relationships have a significant impact on students' academic success. According to Lee's (2007) research, a student's educational punishment may be increased by the sense of certainty that the teacher and the student share. Noddings (1988 and 1992) proposed that students concentrate on their studies and then work harder for lecturers they like and see as also having a high regard for their knowledge. According to Lyubomirsky, King, and Diener (2005), "a variety of successful outcomes, as well as practices resembling achievement" According to Hamre and Pianta (2001), the nature of teacher-student relationships is a deeper identification of behavior than academic results.

Rational of the study

This study aims to explore the relationship between students' academic achievement and instructors' professional development, also known as capacity development. The underlying assumption behind this investigation is that teachers have a crucial influence on the learning experiences and achievements of their pupils. As educators engage in workshops, professional

development opportunities, and training to improve their abilities and pedagogical approaches, it is critical to comprehend how these endeavors yield observable advantages for learners. This research attempts to shed light on the efficacy of funding teacher training programs by analyzing the relationship between student academic achievement and teacher capacity development.

Objectives of the Study

The following lists the research study's objectives:

1. To look into the connection between primary school pupils' academic success and the development of instructors' capacity.

2. To determine how teacher capacity building affects primary school pupils' academic performance.

Research Questions

1. Is there a connection between primary school children' academic success and the development of instructors' capacity?
2. What effect does teacher capacity building have on students' academic performance?

Research Methodology

Research Design

A survey research design was used in the study. Relevant, appropriate, and meaningful data were acquired for the study to help comprehend primary school teachers' perceptions of the influence of capacity building on students' academic progress.

Study Population

The teachers at public schools that have opted for capacity building are included in the study population. 3368 male and female primary school teachers from Multan's primary schools are included in the study.

Sampling technique

The sample from the study population was chosen using the stratified random sampling technique. Farr, B. M., Salgado et all (2003).

Sample

281 primary school teachers made up the sample in this study, which included 3,368 primary school teachers.

Research tool

Owing to the research tool's shortcomings, the researcher created a new one on his own that complies with local standards and fulfills the requirements of the community's cultural and educational milieu. This study tool included items with a 5-point Likert scale that were gradable in relation to the students' academic achievement and capacity building.

Data collection

Data were gathered from the chosen sample of teachers using a questionnaire. The study tool that was created by the researcher was used to gather data. The questionnaire contains topics pertaining to teacher capacity building that were dispersed among primary school teachers working in public schools.

Data analysis

Data scoring was done once the data was gathered. The data were entered into a computer after scoring. The data was analyzed using the Statistical Package for Social Sciences (SPSS) software. The data was analyzed using both descriptive and inferential statistics, i.e., the Cronbach Alpha coefficient was employed to measure reliability. Results of the analysis were interpreted, and conclusions were drawn from the analysis. After that, the researcher came to a conclusion and offered suggestions in light of the data analysis and findings.

Statement wise analysis Table 1

Pedagogical skills	Mean	S.D
I am able to change my teaching approach to match student's abilities.	4.25	0.73
I apply innovative teaching techniques in classroom.	4.15	0.74
I have improved my instruction strategy.	4.35	0.72
I have improved my lesson planning.	4.15	0.82
I have learnt democratic teaching.	3.85	0.93
I have learnt innovative time management skills.	4.11	0.89
I have learnt more skills to control over students.	4.22	0.86
Class room management skills		
I find myself more confident in class.	4.25	0.58
I feel improvement in the better utilization of A.V aids for the better learning of students.	4.31	0.71
I am able to deliver lesson within specified time.	4.15	0.84
I am more skillful in classroom management.	4.11	0.88
I am able to create positive learning environment in the class.	4.25	0.75
I am able to assess my student's performance in more efficient way.	4.21	0.75
Personality development of teachers		
Enhance my intellectual ability.	4.21	0.67
Develop my mental approach.	4.21	0.67
Enhance my critical thinking ability.	4.07	0.89
Increase my leadership ability.	4.09	0.85

Improve my physical health. 3.880.99		
Academic performance of students		
achieve the learning outcomes 4.07	0.77	
increase students' knowledge about subject	4.20	0.86
Increase students' cognitive ability.	4.21	0.73
Improve students' communication skills.	4.24	0.76
Impact of capacity building on teachers' Instruction		
I have learnt the use of ICT in my instruction efficiently.	3.96	0.92
My morale has enhanced. 4.19	0.76	
I feel mentally prepare for teaching. 4.27	0.74	
I try to improve my personality traits. 4.14	0.88	
I am able to teach more skillfully. 4.18	0.80	
I feel convenient in teaching. 4.22	0.88	
I feel more confidence in my instruction. 4.20	0.74	
I have learnt more problem-solving techniques. 4.10	0.82	

Correlation between teacher's capacity building and student achievement
Table 2 Correlation between total score and student's achievement in the year of 2021, 2022 and 2023

	2021	2022	2023
N	281	281	281
Pearson Correlation (r)	0.930	0.943	0.974
Sig. (2-tailed)	.000	.000	.000

*Significance Level **P ≤ .05*

Table 2 depicts the teacher's capacity building and student's achievement in the year of 2021, 2022 and 2023. The value of "r" between the total score and students achievement in the year of 2021 is (0.930), year of 2022 is (0.943) and in the year of 2023 is (0.974), indicating significant positive correlation exists between teacher's capacity building and student's academic achievement.

4 Discussion

The purpose of the study was to determine how teacher capacity development and primary school student academic achievement relate to one another. The findings indicated that teacher capacity building has the greatest impact on kids' academic achievement. The training that educators receive determines the caliber of instruction. The significance of teacher capacity building was well recognized; it improves instructors' abilities and has a significant impact on both their performance and that of their students. Shah (2013) discovered through his research that teacher in-service training is a necessary component in raising teacher performance.

Conclusion

The following conclusions were made on the base of findings of the study:

The study's main goal was to find out how primary school kids' academic progress and instructors' capacity building relate to one another. It is determined that teacher professional development is a useful endeavor in the realm of education. The majority of the teachers in the study agreed, according to the results, that in-service training helps them become more confident in their ability to manage the classroom, assess student performance effectively, use A.V. aids to help students learn, and establish a positive learning environment in the classroom.

The majority of educators concurred that professional development has an impact on their ability to apply creative teaching techniques and adapt their instruction to the mindsets of their students.

Recommendations

Following are the recommendations/suggestions:

1. Capacity building of teachers must be compulsory at all level.
2. Trainings should be for all without any discrimination of gender.
3. There must be training sessions in summer vacation and teachers' participation must be compulsory.

Suggestions for the Future Research

The primary school level in the Multan District was the sole focus of this study. For a higher level, more research may be done in several areas. Since the study was descriptive in nature and a survey research design was used, researchers are free to use any other design in the future.

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