

# Capacity Building Strategies for Teachers and Sustainable Development in Universities in Cross River State of Nigeria

Ekpiken, William E.

Department of Educational Administration and Planning,  
Faculty of Education, University of Calabar, Calabar.

---

## Abstract

This study investigated strategies for capacity building for teachers' and sustainable development in Universities in Cross River State in Nigeria. Three research questions were posed and three hypotheses were formulated for the study. The design for this study was descriptive survey. The population of this study consisted of all the lecturers in University of Calabar and Cross River University of Technology. A sample of 399 respondents was purposively selected for the study from University of Calabar and Cross River University of Technology (CRUTECH) out of a population of 1,330 lecturers. The research instrument used in this study was questionnaire titled "capacity building strategies for teachers Questionnaire (CBSTQ) developed by the researcher. Based on the findings, the researcher recommended among others that for human capacity development to succeed, teachers in higher education should be exposed to a continuous professional development and training programmes to enable them to be more productive and adapt to the changing world of teaching and research in the highly competitive and globalized economy. The study also recommended that efforts should be made to improve on the conditions of school buildings, where staff and students spend the majority of their educational experience in order to impact effectively on teaching and learning of those concerned.

---

**Keywords:** capacity building, strategies, teachers sustainable development in universities

---

## INTRODUCTION

Anybody, normal or physically challenged who is of school going age in an educative context where inclusive education is functional to have passed through the four walls of a school or experienced formal schooling, would agree that he or she must have been taught by either one teacher or the other, or that teachers, individually or collectively, have inspired, mentored, directed, guided, induced or facilitated his/her learning in school. It is no exaggeration to posit that 'the best work force, the best social beings and formidable team of leaders' (Esu, 2012, p.3) in all sectors of their economy were, and are still being produced by teachers through the process of formal schooling, invariably, the place of the teacher in any meaningful national development striving is indispensably inevitable.

In the context of professional teaching, teachers are to be professionally trained, socialized into rubies of the complex task of teaching and in fact equipped professionally with the requisite teaching competences that are desired for their teaching effectiveness. A teachers' professional training is a life-long endeavour.

The initial teacher professional preparation to get him or her prepared for teaching, and the teachers' continuous professional development to keep him or her abreast of

the current developments in the teaching profession is the concern of teacher education "a specialized area of education". Teacher education in Nigeria is not a one-shot affair in which all prospective teachers are keyed into the same programme. The teacher education curriculum varies according to the level in which a prospective teacher is to teach.

## CONCEPT OF CAPACITY BUILDING

Capacity development is a process of change, and hence it's about managing transformations, peoples' capacities and institutional capacity and a society's capacity change over time. A focus on what development policies and investments work best to strengthen the abilities networks, skills and knowledge base cannot be a one-off intervention (Millennium declaration, 2000).

Akpombo (2002), stressed the importance of training and development of human resources, that the university system worldwide is regarded as the citadel of knowledge, the fountain and foundation of intellectualism, the most ground for the intellectual incubation of leaders of tomorrow, and the greatest apparatus of socio-economic development in any country. A system which certifies only competent students in character and learning should have lecturers

who are equally well developed, trained and retrained academically and professionally.

Kulwart (2000) identified five significance of human resources development as follows;

1. That the vast reservoir of human talents could be harnessed to achieve industrial objective through developmental programmes.
2. Developmental programmes make human resources adapt to the changing technological improvements.
3. Development programmes which comprises planned development and training extends to every process of management to improve the role of a manager, his interactions with the group and his ability to get things done through the group.
4. Formal and informal development of people would be positive through well planned and executed development programme.
5. Human resources development approach involves policies which will be useful in providing satisfactory work, enhancing opportunities for career growth and in reducing the sense of frustration among human beings.

To Peretomode and Peremode (2005), human resources development are planned activities that focus on increasing and enlarging the capabilities of employees so that they can successfully have greater or assume higher position in the organizational hierarchy to better handle current responsibility. It is greatly acknowledged that quality education is crucial to national development.

The success and development of every educational system as in any organization depends the quality of its human and material resources. Of all these factors, the human resources appear to be the most important because without it, all other factors are inept. Human capacity development hinges **absolutely** on the educational system and of course teachers are the pivot of the education system. **Teachers** being at the centre of teaching and learning process need to be adequately prepared and exposed to a continuous professional development and training programmes to enable them be more productive and adapt to the changing world of teaching and the highly competitive and globalized economy. Human resources development is the frame work for helping and developing employees to develop their personnel and organizational skills, knowledge, abilities and the work attitude that will elicit sustainable development.

### **Teacher Education**

Teacher education is the education process through which all teachers in the nation are professionally trained to qualify for the training task as well as keep abreast of changes or innovations in teaching consequent upon technological developments that are impacting on teaching and learning. The two complimentary components of teacher education were alluded by Abimbola (2004, p. 49) when he averred that "all teachers should not consider themselves finished products upon graduation (after professional training and certification –pre-service teacher education). They must continually update their knowledge (skills and competencies) within their discipline during this era of scientific and technological advancement or era of information and communication technology that is impacting on all facets of teaching and learning.

### **Teaching and Learning**

The primary and ultimate goals of teaching and learning involves transfer and the acquisition of skills and knowledge which provide for the individual learner, the ability to function within the world of work or in the society in general. Every organization has a set of goals which it strives to achieve. The school therefore is not an exception. The goals of the school as an organization comes under the word "teaching and learning" a motive the teacher and students pursue by interacting with materials and their physical environments.

Environmental factors affects teaching and learning in Nigeria. Environment means different things that we come across, handle and observe around us. They include the various amenities that are around us in our homes, schools and the community where we are located. The environment moulds our lives, determines what we learn and how we learn it and also helps in shaping our behaviour. In the process of education, a child is influenced by the home which is the child's first window to the outside world, peer group members, relatives, the culture of his/her immediate society and most especially by his/her school environment. School environment has variously been described as one important factor that affects the school system greatly. Berry (2002), observed that there is a clear relationship between environmental quality of schools and educational performance. Findings from his study show that facility management system determines environmental quality in schools, the quality of school environment shapes attitudes of students, teachers and behaviour and behaviour affects performance. This pre-supposes that physical discomfort can be the cause of indiscipline, which cannot aid teaching and learning in anyway.

Teaching is any interpersonal influence aimed at changing the ways in which other persons will behave. It is the process of providing learning experiences which entails mental and physical involvement. According to Okorie (1986), it involves more than pushing in as many facts into the brain of the child without taking note whether the child is ready or mature for it. Bidwell (1993) defined teaching as a series of interaction between someone in the role of teacher and someone in the role of a learner with the explicit goal of changing the learners' cognitive or affective state. One of the key terms here is the concept of interaction, assimilation and reaction. In the process of interaction, what is exchanged is information, and the information is assimilated. For this process to be concrete (Aderounmu, 1984) stated that, the concept of participation is required.

This means that the teacher is inseparable from the learners. This is because the process of teaching has meaning only when this interaction between these people takes place. Clark and Starr (1986) stated that, teaching is an attempt to help someone acquire or change some skill, attitude knowledge, ideal or appreciation. It is a purposeful and a goal oriented activity. The goal of teaching is to produce learning.

Learning is conceptualized in terms of behavioural change and Bidwell (1993) defined it as a relatively enduring change in behaviour that is a function of prior behaviour. The changes in behaviour are usually described as intended outcomes. They are the expectations of the teacher after the process of interaction with the learners. It must not be imagined that this interaction produces only the intended outcomes, of course unanticipated consequences may follow and unexpected barriers to goal attainment may arise.

Learning is a positive change in behaviour which comes as a result of an encounter with some of experiences. According to Unachukwu (1990), it is the process by which learners acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. Farrent (1981) opine that, learning is a change in human disposition which persists over a period of time and which is not simply ascribed to the process of growth. Gague (1997) added that, the change must have more than monetary permanence and it must be capable of being retained over some period of time. Learning must be distinguishable from the kind of change that is attributed to growth. It is the activity of the child and the teacher and it is sustaining changes occurring in behaviour as a result of experience.

### **Quality Teaching For Quality Learning**

The teachers' job is to teach, and teaching is an activity which can be carried on successfully or otherwise. The question of teaching arises when something can be done to help bring out learning by someone, and the teacher does not only bring out learning but accepts responsibility for failing to do so. The learner to provide the necessary motivation in the classroom through his ingenuity.

The success of every education process depends on the wisdom and knowledge of the teacher and on the teachers' sensitivity to the students. No education system can rise above the quality of the teachers. It is therefore necessary to consider the quality of teachers in every discussion concerning education.

This is imperative because:

- A qualified teacher is not necessarily a competent teacher.
- A competent teacher is not necessarily an efficient teacher.
- An efficient teacher is not necessarily an effective teacher.

A qualified teacher is one that has the minimum condition and certification for entry into the teaching profession. In Nigeria, the minimum condition is the possession of the Nigeria Certificate in Education (NCE). A competent teacher is one who has mastered the art of teaching, while an efficient teacher is one who can apply the art of teaching as instructed. An effective teacher is one who applies knowledge of the arts of teaching creativity and consequently in maximizes student learning (Obanya, 2012:13).

Socrates contended that the skillful teacher asks leading question to stimulate his students to ponder upon certain basic human concerns about life, truth, justice and beauty. Discussion sharpens the child's reasoning skills. A healthy classroom situation should involve the direction of factors of reading, listening, speaking, writing and reasoning.

### **STATEMENT OF THE PROBLEM**

The nations of the world have come to rely on the three-fold function of the university; this include teaching, research and community service as a means of advancement in knowledge, production of qualified workforce, social and economic transformation. Human resources in any organisation constitute the most important input, being the actual agents who accumulate wealth, use material resources, build social, economic and political ties for development. Capital and material resources are positive factors in production unless used by humans. Employees (lecturers) training and

development is aimed at raising the standard of skills possessed by an employee (a lecturer) with a view to expanding a whole man’s ability to fully use his capabilities and apply his knowledge and experience to old, novel and potential problems.

Some of the lecturers, including professors, associate professors and senior lecturers never received training in the principles and methods of teaching, since lecturing involves teaching. Some negative dispositions are noticeable, lack of interest in the job, poor teaching environment, high incidents of teaching ethical disciplinary cases, low lecturers morale, among others (Nwachukwu, 1989; Akpombo, 2000; Uchendu et al., 2003 and Anwo, 2012).

It is important to determine whether participation in training and development programmes of lecturers by status, influence the quality of their output in the universities in Cross River State. This research is therefore to answer questions such as the influences of lecturers’ participation in training and development; how funding affects lecturers’ learning outcomes by status such as capacity building mechanism on quality education.

**PURPOSE OF THE STUDY**

The purpose of the study is to investigate;

- How environmental factors affect teaching and learning in the education system.
- How funding affect learning outcomes in the areas of training and manpower development.
- How does quality research affect teaching and learning?

**RESEARCH QUESTIONS**

- To what extent does environmental factors affect teaching and learning?
- To what extent does funding affect learning outcomes in the areas of training and manpower development?
- To what extent does quality research affect teaching and learning?

**STATEMENT OF THE HYPOTHESES**

1. There is no significant influence of environmental factors on teaching and learning in the education system
2. There is no significant influence of funding on training and manpower development on learning outcomes.
3. There is no significant influence of quality research on teaching and learning.

**METHODOLOGY**

The research design adopted for the study was descriptive survey. The population of the study consisted of 1330 lectures from the two universities. The sample size was 30% selected from each of the institution. Simple random sampling technique was used in selecting 399 lectures from the two institutions. Questionnaire titled: capacity building strategies teachers questionnaire (CBSTQ) containing 18 items statements. The instrument was divided into two sections (A and B). Section A comprised personal information of the respondents such as gender, while section B comprised questionnaire items constructed based on the variables of the study. The four (4) point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) was used. A reliability index of 0.88 and 0.85 was obtained using Cronbach reliability estimate. Pearson Moment Correlation was used to analyze the data.

**PRESENTATION OF RESULTS**

In this section, each of the study hypothesis is re-stated and the result of data analysis carried out to test it is presented. Each hypothesis was tested at .05 level of significance.

**Hypothesis One**

There is no significant relationship between environmental factors and teaching and learning. The independent variable in this hypothesis is environmental factors while the dependent variable is teaching and learning. Pearson product moment correlation statistical technique was employed to test the hypothesis. The result is as presented in Table 1.

Table 1: Pearson product moment correlation coefficient analysis of the relationship between environmental factors and teaching and learning (N=399)

Variables	X	SD	r-value
Environmental factors (X)	29.00	1.63	0.96
Teaching and learning (Y)	27.46	2.56	

\*P<0.05, df= 397 critical r=0.196

The result in Table 1 shows that the calculated r-value of 0.96 was found to be higher than critical r-value of 0.196 needed for significance at 0.05 alpha level of significance with 397 degree of freedom. The null hypothesis that, there exists no significant relationship between environmental factors and teaching and learning was rejected. This means that environmental factors significantly enhanced teaching and learning.

**Hypothesis Two**

There is no significant relationship between funding and training and manpower development. The independent

variable in this hypothesis is funding while the dependent variable is training and manpower development. Pearson product moment correlation statistical technique was employed to test the hypothesis. The result is as presented in Table 2.

Table 2: Pearson product moment correlation coefficient analysis of the relationship between funding and training and manpower development (N=399)

Variables	X	SD	r-value
Funding (X)	27.19	2.96	0.282*
training and manpower development (Y)	26.83	2.67	

\*P<0.05, df= 397 critical r=0.196

It could be observed from Table 2 that the calculated r-value of 0.282 was found to be greater than critical r-value of 0.196 needed for significance at 0.05 alpha level of significance with 397 degree of freedom. This result implies that there exists a positive significant relationship between funding and training and manpower development. This means that funding increase, training and manpower development increases.

**Hypothesis Three**

There is no significant relationship between quality research and teaching and learning. The independent variable in this hypothesis is quality research while the dependent variable is teaching and learning. Pearson product moment correlation statistical technique was employed to test the hypothesis. The result is as presented in Table 3.

Table 3: Pearson product moment correlation coefficient analysis of the relationship between quality research and teaching and learning (N=399)

Variables	X	SD	r-value
Quality research (X)	27.07	3.24	0.55*
Teaching and learning (Y)	27.46	2.56	

\*P<0.05, df= 397 critical r=0.196

It could be observed from Table 3 that the calculated r-value of 0.55 was found to be greater than critical r-value of 0.196 needed for significance at 0.05 alpha level of significance with 397 degree of freedom. This result implies that there exists a positive significant relationship between quality research and teaching and learning in central senatorial district. This means that as Quality research increase teaching and learning increases.

**DISCUSSION OF FINDINGS**

This section is devoted to the discussion of findings of the hypotheses formulated to direct the study. The result

of the analysis revealed that capacity building strategies significantly relate to teachers with and teaching sustainable development. This finding is in line with view of Berry (2002) who observed that there is a clear relationship between environmental quality of schools and educational performance. Findings from his study show that facility management system determines environmental quality in schools, the quality of school environment shapes attitudes of students, teachers and behaviour and behaviour affects performance. This pre-supposes that physical discomfort can be the cause of indiscipline, which cannot aid teaching and learning in anyway. Teaching is any interpersonal influence aimed at changing the ways in which other persons will behave. It is the process of providing learning experiences which entails mental and physical involvement. Okorie (1986), also stated that it involves more than pushing in as many facts into the brain of the child without taking note whether the child is ready or mature for it. Farrent (1981) also opine that, learning is a change in human disposition which persists over a period of time and which is not simply ascribed to the process of growth. Gagne (1997) also added that, the change must have more than monetary permanence and it must be capable of being retained over some period of time. Learning must be distinguishable from the kind of change that is attributed to growth. It is the activity of the child and the teacher that is sustaining changes occurring in behaviour as a result of experience.

Obanya (2012) also noted that the success of every education process depends on the wisdom and knowledge of the teacher and on the teachers’ sensitivity to the students. No education system can rise above the quality of the teachers. It is therefore necessary to consider the quality of teachers in every discussion concerning education. A qualified teacher is one that has the minimum condition and certification for entry into the teaching profession. In Nigeria, the minimum condition is the possession of the Nigeria Certificate in Education (NCE). A competent teacher is one who has mastered the art of teaching, while an efficient teacher is one who can apply the art of teaching as instructed. An effective teacher is one who applies knowledge of the arts of teaching creativity and consequently in maximizes student learning.

Akpombo (2002) also stressed the importance of training and development of human resources, that the university system worldwide is regarded as the citadel of knowledge, the fountain and foundation of intellectualism, the most ground for the intellectual incubation of leaders of tomorrow, and the greatest apparatus of socio-economic development in any country. A system which certifies only competent

students in character and learning should have lecturers who are equally well developed, trained and retrained academically and professionally.

Kulwart (2000) also stated that the vast reservoir of human talents could be harnessed to achieve industrial objective through developmental programmes. Developmental programmes make human resources adapt to the changing technological improvements. Development programmes which comprises planned development and training extends to every process of management to improve the role of a manager, his interactions with the group and his ability to get things done through the group. Formal and informal development of people would be positive through well planned and executed development programme. Human resources development approach involves policies which will be useful in providing satisfactory work, enhancing opportunities for career growth and in reducing the sense of frustration among human beings.

Peretomode and Peremode (2005) also noted that human resources development are planned activities that focus on increasing and enlarging the capabilities of employees so that they can successfully have greater or assume higher position in the organizational hierarchy to better handle current responsibility. It is greatly acknowledged that quality education is crucial to national development.

The success and development of every educational system as in any organization depends the quality of its human and material resources. Of all these factors, the human resources appear to be the most important because without it, all other factors are inept. Human capacity development hinges **absolutely** on the educational system and of course teachers are the pivot of the education system. **Teachers** being at the centre of teaching and learning process need to be adequately prepared and exposed to a continuous professional development and training programmes to enable them be more productive and adapt to the changing world of teaching and the highly competitive and globalized economy. Human resources development is the frame work for helping and developing employees to develop their personnel and organizational skills, knowledge, abilities and the work attitude that will elicit sustainable development.

Environmental factors affect teaching and learning in Nigeria. Environment means different things that we come across, handle and observe around us. They include the various amenities that are around us in our homes, schools and the community where we are located. The environment moulds our lives, determines

what we learn and how we learn it and also helps in shaping our behaviour. In the process of education, a child is influenced by the home which is the child's first window to the outside world, peer group members, relatives, the culture of his/her immediate society and most especially by his/her school environment. School environment has variously been described as one important factor that affects the school system greatly.

## CONCLUSION

Higher education impacts indebt knowledge and understanding so as to advance the students' new frontiers of knowledge in different works of life. It also helps students to develop the ability to question and seek truth and makes them competent to critique on contemporary issues. It also broadens the intellectual powers of the individual within a narrow specialization (subject domain) but also gives him or her a wider perspective of the world around. It can also be deduced that the quality of higher education in any nation determines the quality of capacity development of human resources, entrepreneurs and quality assurance in a country that elicit sustainable development globally. Thus, higher educational institutions provide an entrance ticket to the upper class of society and serve as the main innovators and disseminators of specialized or sophisticated knowledge required for the functioning in modern society.

Government, parents and stakeholders in education should ensure adequate provision of infrastructures and facilities to cater for the explosion in students' enrolment in our schools.

## RECOMMENDATIONS

- Human capacity development hinges absolutely on the educational system, without it, all other factors are inept. This is why teachers in higher education should be exposed to a continuous professional development and training programmes to enable them to be more productive and adopt to the changing world of teaching and research in the highly competitive and globalised economy.
- Government should provide adequate teaching materials for effective teaching delivery in universities.
- University management should ensure proper supervision and motivation of academic staff for effective job performances in universities in Cross River State.
- University management should improve on academic staff management to promote the quality of the staff understanding their jobs' responsibility, improve the quality of lecturers through conferences/workshops and improved skills among

lecturers for quality teaching.

- Building deficiencies impair the quality of teaching and learning and contribute to health and safety problems of staff and students. Efforts should therefore be made to improve on the condition of school buildings, where staff and students spend the majority of their educational experience by these concerned.
- Adequate fund must be made available and must be expended appropriately. All stakeholders must be involved in funding education; parents, guardians, the society in general, the private sector and non-governmental agencies.
- It is critical to develop strategies to encourage cost sharing between government and stakeholders. Therefore, developing incentives to attract private sector participation in education and training as well as evolving strategies to sustain mutually beneficial school-community partnerships, are also necessary and important.
- Government should establish clear policies, laws and regulations to guide public-private partnership in educational funding. There is also the need for instituting effective means/strategies of keeping proper accountability of funds allocated.

## REFERENCES

Abimbola, I. O. (2014). Professional growth and development of teachers. In Abimbola, I. O., & Abolade, A. O. (eds) fundamental principles and practice of instruction: illorin-Tunde Babs Printers.

Aderounmu, W. O. (1984). A guide to the practice of teaching. Ibadan: Evans Brothers

Akpombo, C. O. (2002) The state of the nation and the struggle to cross. Precious threshold: Kaduna Garihi National Conference June 10.

Anho, J. E. (2012a). Human resources development and lecturers' productivity for quality assurance in Nigerian universities: Research in education. A Research Journal of the Institute of Education, Delta State University, Abraka, Nigeria, 18(1), 14-20

Berry. M. A. (2002). Healthy environment and enhanced educational performance. The case of Charles young elementary schools, Carpet and Rug Institutes.

Bidwell, C. E. (1993). The Social Psychology of Teaching. Chicago: Rand McNally Publishing Co.

Clark, L. H. & Starr, I. S. (1986). Secondary School Teaching Methods. New York: McMillan

Esu. A. E. O. (2012) The teacher and the nation. 54<sup>th</sup> Inaugural lecture of the University of Calabar, Calabar delivered on 17<sup>th</sup> October.

Farrant, J. S. (1981). Principles and Practice of Education. London: Longman Group

Gagne, R. M. (1997). The condition of Learning. New York: Rinehart Winston.

Kulwart, K. N. (2000). Human Resource Development in University Education. London: Brimbone University Press

Mezieobi, K. A., Mezieobi, K. C. (2014). Teacher education curriculum and teaching at tertiary level in Nigeria. In U. M. O. Ivomi (Ed) Curriculum and Teaching in Nigeria. Lagos: Foremost educational services, Ltd.

Millennium declaration (2000). Capacity development. Retrieved on 04/08/2013 from <http://www.un.org/millennium/declaration/are55e.htm>.

Obanya, P. A. (2012). Eight practical ways of moving education forward for sustainable development. A paper presented at the BRACED states education summit in Port-Harcourt. 15<sup>th</sup>-17<sup>th</sup> December.

Obanya, P. A. I. (2012). Eight practical ways of moving education forward for sustainable development. A paper presented at the BRACED states Education Summit in Port-Harcourt, December

Okey, Stella-Main (2014). Environmental factors in teaching and learning in Nigeria. In U. M. O. Ivomi (ed) curriculum and teaching in Nigeria.

Okorie, J. U. (1986). Fundamentals of Teaching Practice. Enugu: Fourth Dimension Publishing Co.

Peretemode, V. F., & Peremode, O. (2005). Human resource management: principles, practices and policies. Lagos: Onosomegbowho Ogbinaka Publishers Ltd.

Unachukwu, G. C. (1990). Essential concepts in methodology instruction. In G. C. Unachukwu (ed.) Methodology Instruction. Owerri: Totan Publishers Ltd