

National Capacity Building Strategy in Learning and Teaching Imperative for Sustainable Development of Nigeria Educational System

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Abstract

This paper discusses the issue of National Capacity Building Strategy in Learning and teaching in Nigerian Schools. The focus is on secondary school education system. The paper recognises quality education as one of the most widely used and spoken of concept in Nigeria. However, in Nigeria today, there is mounting concern about the state of schooling at all levels. It is in line with this that the paper looks at various strategies which can build up capacity for teachers as the major stakeholders in education. Four questions raised were answered as to the capacity strategies such as training and re-training of teachers, improvement for self development and for improvement in teaching. The use of inspectorate division from the Ministry of Education to supervise teaching and learning in the school. The need to utilise Information Communication and Technology in teaching and learning in the schools, imperative for sustainable development of the nation's educational system. The need for curricula innovation reform to meet the societal needs in this 21st century, these are also discussed. Conclusion and recommendation were made. This includes, increase in financial allocation to education sector so as to provide necessary infrastructure for teaching and learning. Regular re-training of teachers to meet the demands on them in terms of adaptability to modern trend of teaching. Provision of Information Communication and Technology tools for teaching and learning in all schools in Nigeria.

Keywords: capacity building, inspectorate division, supervision, re-training of teachers, teaching and learning

INTRODUCTION

Education plays vital roles in the development of every nation. It is the bedrock of societal development, hence every society strives to invest huge resources in education in order to enhance socio-political, economic and technological advancement that will put it on a pedestal to compete favourably in the global Arena (Ajayi 2011). The quality of education of a country is crucial to its development as it forms the basis for human capital development and facilitates socio-economic empowerment of the citizenry.

Babalola (2011) noted that the world today is characterised by post industrial knowledge, digital and technological resolutions, universal declarations, appearance of powerful scientific policy documents, emergence of neo-liberal policies in form of globalisation and democratisation and changing structures of employment and labour market. All these propel industrial development in the global arena. The revolutionary dynamics worldwide now as X-rayed by Babalola (2011) are anchored on quality education (Ajayi, 2014) noted. In realisation of the fact that education is a veritable tool for achieving the objectives

as a nation, the Federal Republic of Nigeria stipulated in her National Policy on

Education (2004, P3) that education is to bring about the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for individual to live and contribute the development of the society. Education is rightly recognised as 'an instrument per excellence' for affecting national development. For Education to contribute effectively to the development of any nation the citizen must have access to quality education. Quality in the sense of preparing the recipients for technical and vocational competence that will make the individual child to be self reliant. The quality of output of education of a nation depends on the quality of teachers/instructors, facilities/equipment quality books, computers/ICT, resource centers and funds.

Recognising this, the Federal government mandated each state government to set standard for the establishment of schools. Among the conditions prescribed are teacher/student ratio of 1:40 and 1:20 for practical work in technical and vocational education. A teacher qualification of not less than the Nigeria

Certificate in Education (N.C.E.) for junior Secondary Schools and Bachelors Degree for the Senior Secondary Schools. Well equipped laboratories for science subjects et cetera. The extent of the level of compliance remains a major question that requires a clear and empirical answer.

The importance of the quality of teachers in qualitative education is well documented in research. Olaleye (2011) noted. For instance in teachers' quality and student achievement, it was found that teachers characteristics such as certification and degree in the field to be taught are very significant and positively correlated with student outcomes. Teachers can be seen as the prime mover in the development of optimum conditions for learning. They control many of the qualities that make a good climate for learning within the classroom. It has however been observed that for over a decades in Nigeria, especially in the secondary education, parents, the media and the international communities that graduates in Nigerian schools are of poor quality. Poor performance of students in West Africa Examination and National Examination Councils, were recorded over the years.

The National Economic Empowerment Strategy (NEEDS) (2004) aptly describes the appalling state of education in the country. The delivery of education in terms of teaching and learning has suffered from years of neglect, compounded by inadequate attention policy frameworks within the sector. Inadequate funding, lack of conducive physical facilities, poor curricula that could not meet the challenges for sustainable development of the Nation in this 21st Century.

It has since become an undisputable fact that education is the most potent instrument for national development anywhere in the world and in whatever political system. Yet in some of the developing polities where neo-colonisation has dominated the general trend of development, cognisance is not usually taken of the salient fact that well trained teachers are indispensable for maintaining the standard of education. The apathy displayed by teachers to the teaching profession, lack of opportunities for professional growth, lack of self confidence have relegated teachers to background (Obanya 2004). This has grossly affected teacher's performance on the job and consequently student achievement.

The recently released Senior School Certificate Examination (SSCE) results of May/June 2014 showed that only 529,425 representing (31.28%) of those who sat for the examination obtained credit possess in five subjects including Maths and English language (Daily

Trust). Adesulu (2014) noted that the recent statistics released by the two examination bodies show that the quality of teaching and learning in schools have continued to wane at an alarming rate.

This result when compared with that of 2012 and 2013, there appears to be a steady increase in the failure rate. While 649,156 candidates representing 38.18% obtained five credits with English language and Mathematics in 2013. It was 36.57% in 2012 in other word. 61% failed in 2012, about 63% in 2013 while about 69% failed in 2014.

In 2009, it was only 25.99% candidates who obtained credit passes in English language and Mathematics (Nwadike 2010) noted. This poor result was also reflected in National Examination Council (NECO). News Desk (2010) reported only 11% (126,500) candidates out of a total of 1,184,900 passed with five credits including English Language and Mathematics. This indicates an urgent attention is needed to the education system in the country. What could be identified for the rising failure is low quality of teacher earlier discussed, School Curricular, Poorly Trained Teachers, lack of Textbooks, Poor Teaching and Learning, lack of adequate Infrastructural Facilities just to mention a few. These identified reasons need National Capacity Building for Sustainable Development of Nigeria. This paper therefore aimed at discussing the strategies needed for building capacity in Teaching and Learning. This paper will be discussed under the following sub-headings.

- The teacher as educator
- Strategies for provision of adequate physical facilities in schools. (This would facilitate teaching and learning)
- Provision of quality books, teaching aids, library in schools.
- Capacity building for improved school curricular that would prepare the youths for the world of work for Entrepreneurship Education.
- Quality management of School that would involve capacity building for school inspectors for efficient monitoring of Teachers.
- Capacity building for school administrators or school managers for effective utilisation of school fund and school supervision.
- Capacity building in the use of (ICT) computers for teaching and learning in the school.

This will be discussed as follows:

The Teacher as Educator

Wilson (1973) defines the teacher as a person who helps another person to learn something more quickly and

easily than the learner could by himself. Teacher therefore is the one to introduce the learner into the formal world of learning. This requires the most comprehensive education and pedagogical training, the most effective communication skill, the most balanced temperaments, the largest variety of useful instructional materials and the equipment and the most conducive work or training environment to make the most important task of education effective.

In the National Policy on Education (2004), Teacher education and quality of teachers have been given special recognition. This is in relation to the fact that no education system can thrive without planning and developing the teachers who are to mend the minds of the young ones, children and youths. Teachers at all levels are very important in the overall development of any nation hence the quality of any educational system depends to a great extent on the quality of teachers. This is in terms of academic, professional qualification and experience as well as their level of competency. Unfortunately qualified teachers are grossly inadequate (Ogbuka 2000) noted.

At present the poor academic performance of students could partly be attributed to the poor quality of teachers in schools. The quality of teachers determines the tempo of the society and the quality of people educated for such a nation as (Fafunwa 1974) noted. Capacity building for teachers is imperative for effective teaching and learning in the classroom. The questions raised by this paper are:

1. What are the capacity building strategies needed for effective teaching in the school?
2. What are the capacity strategies needed for learning in the schools?
3. To what extent are teachers trained to meet 21st century challenges of teaching and learning?
4. To what level are teachers exposed to the use of Information Communication Technology for effective teaching in the schools? These research questions will be answered in the paper.

To answer question one,

In-Service Training

1. In-Service Training for Teachers is a process for continuous updating of teachers knowledge, skills and interests in their chosen field or profession. It is part of staff development programme which is organised for teachers. Adesina (1988) refers to it as human resources development programmes which are ways to improve the qualitative and quantitative contributions of human resources to the overall goals of the systems.

It is training and re-training capacity building for teachers that will help to acquire skills and competence for increased efficiency. It has been observed that several products of Colleges of Education in Nigeria were stunted academically and professionally. Hence these teachers need to be retrained for effective teaching and learning in the school.

In-Service training could be in form of workshops, conferences, seminars, demonstration lessons and refresher courses. They give teachers opportunities to be abreast with new ideas in teaching, knowledge, concepts and skills on educational issues and practices, when they are in contact with other educators. They shared knowledge and skills. Principals, Ministry of Education officials, State Government, Local and Federal officials should endeavour to sponsor teachers to undergo these training programmes, participate in Seminars and Workshops where new knowledge and ideas are disseminated.

Professional conferences can be organised for secondary school teachers. This will help to improve their knowledge and skills in teaching. Teachers can also join professional Associations and present papers for the journal of the associations. In this way teachers will be abreast of time and contribute meaningfully to National Development.

Naturally, the Federal Government has tried to organise training and retraining programmes for Universal Basic Education teachers. The re-training programme should cut across all the entire system of education including the secondary school teachers and university teachers.

Another strategy for National Capacity building for teaching and learning is supervision of schools by the Inspectorate division of the Ministry of Education.

2. Supervision of Teachers by School's Inspectors

Supervision of Teachers is a way of improving teaching and learning in the school to assist teachers in classroom management. Olele (1995) noted that Supervision makes the incompetent teachers confident and competent. Educational system can be said to be reliable in terms of the quality of teaching, the teachers are able to deliver to the pupils. Supervision therefore is one of the broad tasks of educational administrators to maintain and promote the effectiveness of learning and teaching by working directly with teachers (Udoh and Akpan 1990). Supervisory strategies for improving instruction are:-

- The pre-visit conference
- Classroom observation of teachers
- The Post visit conference

- Collegial/Supervision
- Workshop Technique
- Micro-Teaching Technique

Classroom supervision is a technique whereby the supervisor visits the school in order to observe the quality and quantity of instruction that is taking place. The supervisor focuses on planning and preparing of lesson plan. He observes the teacher in action while teaching and therefore makes recommendation that would facilitate professional competence in teaching.

Collegial Supervision is another strategy whereby teachers are involved in supervision of each other. The strategy may be used to reduce stress and tension among teachers. The strategy will also assist teachers to learn more because nobody can claim to be master of all.

Workshop Technique:- This method involves organising various educational workshops for the purpose of teaching and learning conditions. During the workshops, new discoveries are put into consideration by the facilitators and the teachers are encouraged to update themselves with the new discoveries. The new discoveries might be used for sustainable development of the nation's educational system.

Micro-Teaching Techniques is a method whereby the teachers partake in actual teaching using the colleagues rather than using the pupils for the exercise. The strategy helps to identify the weakness and strength of the teachers involved. Micro teaching technique has become one of the recommendation means by which supervisor helps new professionally weak teachers to improve their teaching skills. Supervision therefore is an important component of quality control strategy in education that would ensure the maintenance of high standard in the Nation educational system.

Capacity Building for Teachers in the use of Information and Communication Technology (ICT) in Teaching and Learning

Effective teaching is paramount when we consider teaching and learning as the acquisition of knowledge and skills to enable one become a more useful member of the society. Teaching embraces forms of process behaviour and activities which do not succumb to explanation by a single theory (Olorundare 2006). Teaching therefore is a dynamic process in education. In the classroom situation, Information Communication technology (ICT) has been noted as indispensable tools for effective teaching and learning. The use of ICT in classroom situation sees the teachers as facilitators rather than dispenser of knowledge. It is therefore necessary to embrace the use of ICT in teaching and learning so as to avoid being eliminated from the global village of internet and intranet. ICT are tools that are necessary in all educational institutions that is, from

primary, secondary and tertiary institutions. The tools comprise electronic devices such as computer (hard and software) networking, telephone, video, multi-media, the internet services, television, satellite discs, photocopy, CD-Rom, Fax machines and so on. In the classroom situation utilisation of ICT tools for teaching and learning is imperative. Nwankwudo, Oguejiefor and Nwankwo (2006) noted that ICT provides students and teachers with practical and functional knowledge of the computer. Classroom teachers are expected to adequately equip themselves with professional skills in ICT.

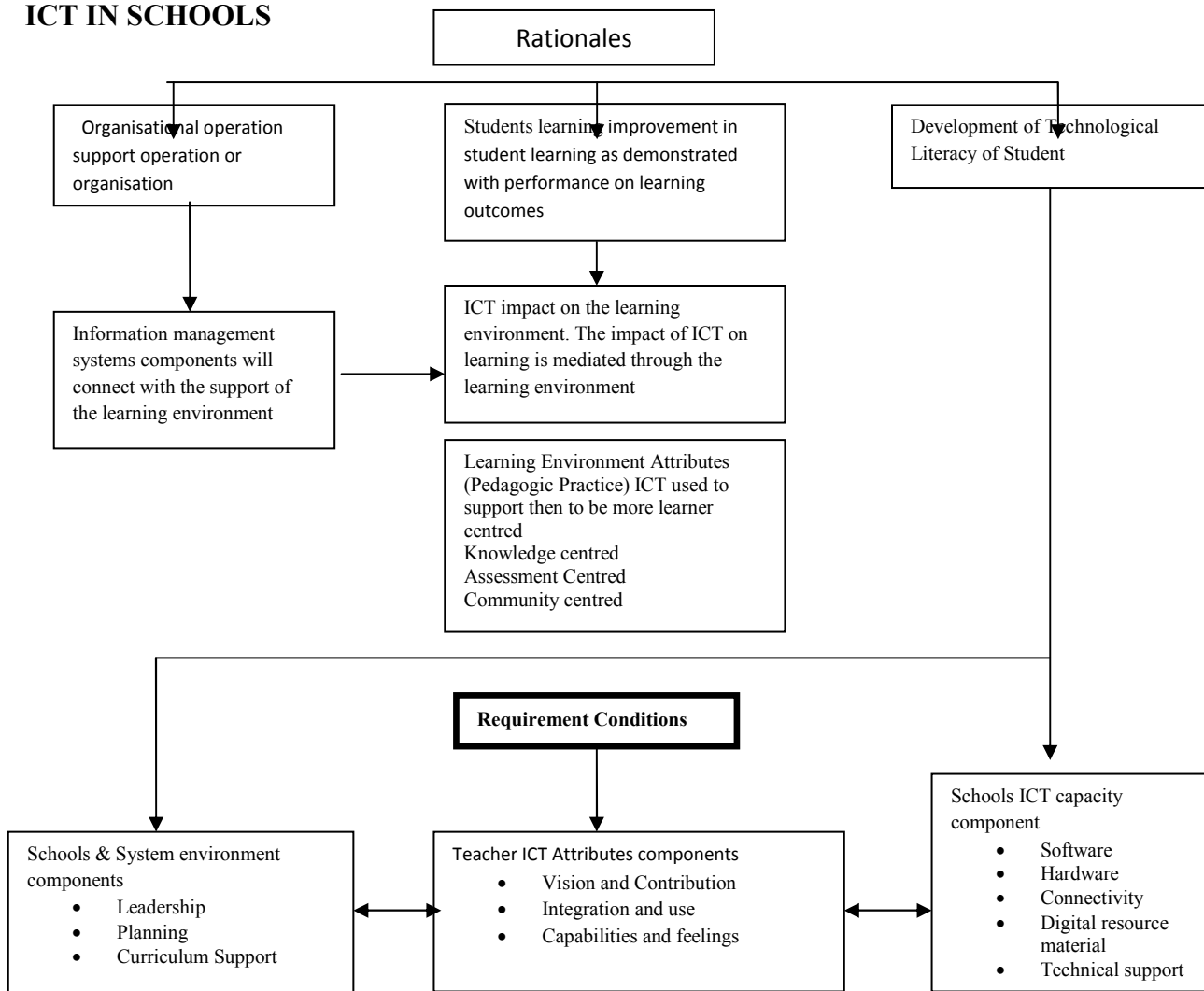
A Schematic representation of the relationship between the uses of ICT in schools is provided in the following diagram.

The diagram highlighted the rationale behind the use of ICT in schools with much emphasis on teaching and learning process. The need for teachers and students to be computer literate through integration and the use of computer is shown. The need to provide schools with technical staff and computer tools is also highlighted. This will improve teaching and learning in the schools system. Other areas of ICT utilisation include evaluation of learning outcomes and classroom management. ICT facilities could be used to prepare lesson plan, write students' reports, store data, collect and analyse students' achievements, recent research findings in any particular subject area could be easily obtained through the internet and e-learning. This does not only bring about improvement in what is taught in the classroom but also encourage personal and professional advancement.

Over the years, The Federal government's intention has been to provide ICT facilities in schools (FRN 2004) but this has not been realised. Teachers are not adequately well exposed to the realities of ICT tools and skills that would assist them in teaching and learning. For instance, in Kwara State, only nine out of the 235 existing public secondary schools offer computer education up till JS3 (Alabi 2001). Before 2009 no public primary and secondary school in Nigeria had computer studies in their curriculum nor in schools timetable (Onuma 2007) opined. Only private schools offered this course for their students. The issue of utilisation of ICT by teachers should be of paramount importance to school administrators, State and Federal government if Nigeria is to attain educational growth in the Committees of Nations. More so management of Secondary education is becoming complex as a result of increases in student enrolment as well as the multiplicity of academic programmes which have made teaching and learning difficult for both teachers and students.

Hence capacity building in the use of ICT for effective teaching and learning is imperative

ICT IN SCHOOLS



Source: Adapted from Teachers ICT attributes (2002) Framework Newhouse, Trinidad & Clark

In a study carried out on utilisation of the ICT in one of the states in Nigerian by Olaleye and Oyebanji (2010). Findings showed that computer and all allied tools were not available in the schools and teachers do not have access to computer training. Hence 50.09% of them play avoidance technique. They are unwilling to change and this prevents full integration of ICT in their classroom. Capacity strategies that are therefore needed are mandatory training and retraining in ICT programmes. The trainings should be in form of workshops, conference and seminar. Adequate infrastructural facilities for ICT workshops should be provided in schools across the country. ICT instructional tools for teaching and learning should be made available for teachers. ICT instructors are needed to train teachers.

These instructors should be employed to train teachers during the organised workshops and Seminars. Adequate funding and investment in Information Communication Technology (ICT) are necessary for effective teaching and learning. There is need for effective computer based data collection and data analysis for educational planning in Nigeria (Omekwu 2003). Teaching and learning process need to be technologically updated. Hence capacity building is needed for ICT instructors in schools. Poor funding of schools, teachers resistance to change, poor power supply were some of the factors militating against the use of ICT equipment and facilities for effective teaching and learning in the schools. (Olaleye & Oyebanji) 2010

The facilities needed for ICT should be adequately provided for sustainable development of the country. Basically schools are re established to fulfil the educational goal of teaching. In order to achieve this goal, the three components of production human, finance and material resources must be present and harmoniously managed within the school system (Sahon 1998). No meaningful teaching and learning can take place without school facilities. School facilities are material resources that facilitate effective teaching and learning in schools. The quality and quantity of school facilities such as classrooms, offices, libraries, furniture, laboratories etc enhance the quality of teaching and learning as well as effective school management (Ojedele, 2003). Researchers have revealed that there is positive relationship between school facilities and school effectiveness (Olutola 1989). Educational facilities are vital tool for efficient and effective delivery of education programme spelt in the Curriculum (Jaiyeoba and Ademola 2003).

It is however sad to note that the school plant facilities in Nigeria are below standard. They are either not available, available not adequate, laboratories are poorly equipped for meaningful science practical'. Most classrooms are poorly built; chairs and desks are not available for students. In some states, students learn under dilapidated buildings. In this case, how can teaching and learning be effective?. Educational facilities are needed to develop cognitive areas of knowledge, abilities and skills that are necessary pre-requisites for academic achievement. For quality assurance in the education sector of the nation, a capacity building strategy needed include providing more facilities such as classrooms, libraries, laboratories, textbooks and furniture to accommodate the teeming population of students in schools. The available facilities should be well maintained. Minimum standards of school plant for individual or voluntarily agencies that wish to be involved in the business of education should be prescribed. This will ensure uniformity in quality of educational services and programmes provided. Private sector can be encouraged to provide these facilities for schools or institutions of learning. Parents and communities can also assist in the provisions of school plant facilities to facilitate teaching and learning in the school.

Funding

One of the most important problems facing Nigerian Secondary Schools is that of limited financial resources in the face of increasing responsibility and dwindling economy. The Federal Ministry of education (1998) in the National policy on education stated explicitly that education is an instrument per excellence for affecting

National Development. Education in Nigeria has not been properly funded and this leads to poor infrastructure development in the Universities, secondary and primary schools. The poor infrastructure makes the environment very hostile. The table below shows Federal Government budgetary allocations to education in 1999 to 2009.

Table 1: Federal Government budgetary allocations to education in 1999 to 2009

Year	Allocation (%)
1999	11.12
2000	8.36
2001	7.08
2006	8.77
2008	10.02
2009	8.08

Sources: Abubakar S. and Muritala A.R. (2010) P. 257

The table shows how Nigerian’s allocation to education has been dwindling. The results of these poor allocations are poor quality education, poor teaching and learning, incessant strikes action by teachers union. This also explains why pupils and students in the school systems sit on bare floor and under dilapidated buildings to receive lessons and lectures. As the sector is not properly funded it cannot efficiently contribute to national development. This explains why Jega (1997) calls Nigerian funding of her educational sector. ‘Much ado but nothing’ no doubt, Teaching and learning are seriously affected. There is disregard for quality education in Nigeria Crisis of credibility appears to have bedevilled the academic qualifications obtained in Nigerian Universities today. For education to impact positively on national development, therefore, Government should be determined to make provision for effective funding of education. The Federal Government should endeavour to earmark 26% of the total budget for educational development as recommended by UNESCO.

Education should be a tripartite affairs and responsibility of Federal, State and Local Governments, Private sector should be made to contribute to the funding. Multinational Companies operating in Nigeria should set aside 5% of their profits to finance education and allied projects. In these ways teaching and learning will be effective and there will be growth and sustainable development in the country.

Curriculum Innovation

One of the ways of alleviating poverty in Nigeria is to rethink the education curricula to meet the demand of the 21st century. Nigeria is witnessing rapid changes in the use of technology especially in Information Communication and Technology (ICT). For Nigeria to

be mentioned in the committee of Nations, there is need to modify its educational system. The curriculum has two widely accepted types of definitions. It is seen as a content of education or as a process (i.e the dynamic of giving flesh to organisational, teaching and learning principles in education). In order words the curriculum deals with the real acts of ensuring that learning and teaching yield the desired benefits.

The secret of constructive, comprehensive and complete education is the curriculum. This includes the subjects taught, a functional curriculum that is of vocational bias, a curriculum designed to suit an indigenous system of education and our peculiar culture as a nation. A capacity needs to be built around the curriculum that would provide modern Nigeria primary, secondary school education the overall structure of courses or programmes that would blend theory and practical into a vibrant 9-3-4 system of education.

- Materials needed for the implementation of the curriculum especially instructional and training materials as well as methods must be creatively selected. Creative thought and action can be inculcated not only through the so-called 'practical subject's but also across disciplines. In this way, the curricula selected should be geared towards self sustenance, Entrepreneurship education where individual child will work and self dependent should be the goal of the educational system. This will reduce youth unemployment alleviate poverty and boost Nigeria economy for sustainable Segments of education such as capacity building for teachers to improve teaching and learning.
- Improvement in the provision of material resources for teaching and learning such as textbooks, classrooms, laboratories libraries.
- Capacity building in the utilisation of Information Communication and Technology for teaching and learning in schools.
- Curriculum innovations in education system to meet the needs of 21st century.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In summary, this paper highlighted the importance of quality education in National Development. The recent development in educational sector in Nigeria weakened the aspiration of education stakeholders especially parents and they have openly lamented the rot in the educational system. The poor performances of students in external examinations called for rethinking and actions on the system. The need for capacity buildings in all. All these are highlighted in this paper. The importance of highlighted points cannot be over-emphasised in education sector and for sustainable

development of Nigeria. For education is the bedrock of any nation.

Various ways of capacity building for effective teaching and learning in schools were also highlighted. These include;

- ❖ Training and retraining of teachers on continuous basis. Organising in-service training in form of workshop, conferences, seminars, refreshers course and supervision of teachers. To this end the following recommendations are made:
- ❖ Federal and State Government should appoint only professionals to supervisory positions in schools and to the inspectorate in the Ministries of Education. Proper monitoring and supervision of Teachers in teaching are necessary tools to quality and quantitative educational system in the country.
- ❖ The current set of teachers now in the primary and secondary schools need a pragmatic approach through regular training and retraining to meet new demands on them in terms of adaptability to modern trend of teaching.
- ❖ To this end teachers must be computer literate, they must be made to teach computer and through the computer improve teaching and learning.
- ❖ Federal and State government should increase expenditure on education especially in Information Communication and Technology (ICT). ICT tools should be provided for teachers and students in order to build capacity for teaching and learning in this 21st century.
- ❖ Professionally trained teachers should be employed and make teaching profession attractive by paying commensurate salaries and give other fringe benefits to teachers.
- ❖ Management and leadership in schools should set up school culture, values and standards in order to provide an all round training of teachers.
- ❖ Federal and State Ministries of Education should review school Curricular regularly and update them in order to make them relevant to current trends and needs of the nation.

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