

# Challenges of Human Capacity Development in Colleges of Education in Nigeria: A Study of Federal College of Education (Technical), Potiskum, Yobe State.

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**Abstract:-** This paper attempts to identify and explain the challenges facing teacher capacity building and effective teaching and learning with particular reference to the colleges of education in Nigerian context where the teacher education system is facing unprecedented challenges. The study used a survey design where simple random sampling technique was used to select a sample of 100 lecturers of Federal Colleges of Education (T), Potiskum. The instrument for data collection was a questionnaire titled “Challenges of Human Capacity Development Questionnaire (CHCDQ)”. The instrument was a 4-point Likert scale. Cronbach alpha reliability method was used to ascertain the reliability of the instrument and a reliability coefficient of 0.80 was obtained. Data collected were analyzed using descriptive statistics – means, standard deviations, frequencies and percentages. Results of the study revealed that inadequate funding, corruption/examination malpractice, lack of effective monitoring/supervision of teaching and learning, lack of committed teachers, students’ poor attitude towards learning, inadequate facilities and certificate racketeering were identified as the constraints to human capacity development in colleges of education. Based on these findings, it was recommended among other things that the government should adequately fund colleges of education in Nigeria to enhance quality human capacity building and lecturers should be given adequate incentives to motivate them to be committed to the training of students for quality outputs.

**Keywords:** Challenges, Human Capacity, Development, colleges of education, Teacher Education.

## I. INTRODUCTION

The concept of capacity building has become a buzz word in education reform discourse internationally both in developed and emerging economies. To a certain extent, a systematic focus on capacity building within a given social sector in most societies is an indication of disequilibrium within that particular sector even though capacity building should, ideally and proactively, be an integral part of strengthening social institutions and providing enabling conditions for premium performance by the individuals within the sector (Egbo, 2011).

The Wikipedia Encyclopedia (2011) states that human capacity building refers to strengthening the skills, knowledge, competencies, and abilities in individual to survive, adapt and thrive in the fast changing world. Human capacity building efforts in tertiary institutions involve teaching and training of students. These provide the students with new skills, knowledge and attitudes for grappling with their jobs on graduation. In relating human capacity building to organizational manpower or human resource development,

Nwankwo (2013) refers to the scenario as the effective tool for management of people at work in an organization, giving them leverage opportunities of being more productive and have job satisfaction.

The instrument through which the educational curriculum is to be executed or implemented is the teacher. The Nigerian teacher plays significant responsibilities and roles in the development of a functional and relevant educational system. The quality of the teacher and his inputs into the development of the instructional system will influence the learners and graduates produced at all levels of our educational system. The teacher can provide the much needed quality control devices in our educational system at all levels and therefore, he/she can best be described as a manager, a motivator, the captain/pilot, interactive agent, as a manager, and above all the chief executive officer and managing director of the Nigerian educational system (Ojukwu, 2012).

Crucially, for capacity building to be effective, it must respond to the growth and development needs of the

individual as well as those of the relevant institutions. For all practical purposes, building teacher capacity is, ultimately, engendering development, growth and excellence within an education system.

Teachers are expected to be in constant touch with current trends in knowledge to be able to effectively and positively affect students' learning. Obanya (2010) and Ojukwu (2009) in their study report that for effective teaching and learning to take place in our colleges of education, there should be among other things, occasional supervision and continuing pedagogical improvement opportunities throughout a lecturer's career in the system.

In Nigeria, Colleges of Education are meant to improve teacher preparation. Colleges of Education are concerned with the production of professional teachers who are equipped with skills and methodologies of teaching in our primary and junior secondary levels of education in Nigeria. Virtually all stakeholders in education agree that as micro-level practitioners teachers represent a centripetal force in most educational systems. There is also a consensus that their performance is inextricably linked to educational outcomes for both learners and the system alike. This paper explores a crucial but, sometimes neglected area of educational discourse- building teacher capacity for successful teaching and learning in the context of the 21st century, with special reference to Nigeria. Adjudged from the above consideration, the general feeling is that colleges of education are failing us in the production of quality teachers.

### **1.1. Purpose of the Study**

The aim of the study is to find out the challenges of human capacity development in federal college of education (T), Potiskum, Yobe State of Nigeria. Specifically, the study examined

- i. The challenges of human capacity development in colleges of education.
- ii. The strategies for improving human capacity development in colleges of education.

### **2. Theoretical Framework:**

Human capital theory as developed by Barney (1991) is associated with the resource-based view of the firm. This study adopted human capital theory. The theory view people as assets and stresses that investment by organization in people will generate worthwhile returns. The theory therefore underpins the philosophies of human resource management and human capital management (Armstrong, 2006). This proposes that sustainable competitive advantage is attained when the firm has human resource pool that cannot be imitated or substituted by its rivals. Therefore, training and

developing people are a means of attracting and retaining human capital as getting better return from these investments. These returns are expected to be improvement in performance, increase productivity, flexibility and the capacity to innovate that which should result from enlarging the skill base and increasing knowledge and competence. Nwakwo (2013) further suggests that: The general message is persuasive; skills, knowledge and competence are key factors in determining whether organization and nation will prosper. Therefore this theory suit the study because it emphasized that organizations or institutions etc, should focus on increasing the capacity of individuals or workers through entrepreneur skills for the sustenance and development of any nation.

### **2.1. Rationale for Advocating Teacher Capacity Building**

The problems within the teaching sector in Nigeria are by now quite well known even to cursory observers who have only a passing interest in education. Currently, 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 chief among them being training-related issues (policy, structural and curricular), infrastructural limitations and low morale.

As economists and educational experts have argued, the output of education is a durable capital asset the possession of which increases the overall quality of life in most societies. Increasing student achievement depends on teachers whose performance in turn, hinges on building their capacity. With regards to economic development, it should be emphasized that the quality of education as demonstrated by the quality of teaching, facilities and curricula, matters in very important ways (Todaro and Smith, 2012).

Across much of the developed world, there is a renewed emphasis on the quality of teachers and teacher education. Indeed, no can nation build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teacher training programmes since teachers remain the pillars of the system (Etuk, 2014). A government may promulgate macro-level policies however, until they are interpreted and delivered to students at the micro-level, they remain just that- words and ideas on paper (Anyiche , 2012). Disregarding the professional needs of teachers is, in effect, inimical to the progress of Nigeria's educational system. In developed countries, significant resources are committed to capacity building as a critical aspect of developing the best possible system. For instance, even though education is a provincial affair in Canada, the various provincial governments make concerted efforts to support teachers in their work including enacting policies and legislation that mandate continuous professional learning for

teachers. So important is teacher professional growth that there are designated professional development days in schools' calendars during the course of an academic year in most provinces.

### ***2.3. Areas of Strategic Intervention in building Teacher capacity***

According to Egbo (2011), in building teacher capacity, the focus should be on several but, in particular, the following broad areas: policy, training, and pedagogy, infrastructure development and, teacher welfare and empowerment as discussed below;

#### ***A. Policy, Training, and Pedagogy***

A targeted focus on teacher education should be the nexus of current education reform endeavours in Nigeria. The government itself is cognizant of the importance of the availability of qualified and effective teachers if the nation is to achieve its national development objectives as well as meet its commitments to such international initiatives as Education for All (EFA) and the Millennium Development Goals (MDGs). For example, as a recognition of the importance of appropriate teacher training in developing a viable education system, the National Policy on Education (2004, revised) stipulates that all teachers in educational institutions should be professionally trained based on clearly specified goals and objectives. Also, one of the stated education sector goals in the federal government's previous socio-economic development framework- the National Economic Empowerment and Development Strategy (NEEDS), was to: Enhance the efficiency, resourcefulness, and competence of teachers and other educational personnel through training, capacity building [my emphasis], and motivation... Ensure that 80 percent of primary school teachers acquire the minimum teaching qualification (the National Certificate in Education)... Ensure that 90 percent of secondary school teachers obtain professional qualifications (B.Ed., PGDE), (NEEDS Document 2004, p.35).

Unfortunately, despite extensive policy enactment and legislation, teacher education and the teaching profession remain problematic subsectors within the education system (Nwazor, 2012; Etuk, 2014). Building teacher capacity in Nigeria should, therefore, include a re-conceptualization of the processes that are involved in teacher certification and licensure. Not only should the scope of the curriculum be broadened to reflect Nigeria's requirements for sustainable development, it should also be reflective of a complex global arena that is gradually trending towards a post-oil era. With regards to in-service practitioners, some teachers continue to

adhere to the traditional pedagogical orientations that informed their training. Sometimes, even those who want to adopt empowering strategies as routine practice are constrained by a lack of the pedagogical knowledge to do so. In effect, in-service and continuous professional development for teacher's programmers should be geared towards the following:

Using local materials to support teaching,

- i. Integrating technology across the curriculum;
- ii. Learner-centred approaches to teaching and learning (e.g. experiential and inquiry learning, critical pedagogy)
- iii. Teaching for sustainability and effective classroom management
- iv. Teaching for social justice
- v. Strategies for upholding the standards of the profession.

#### ***B. Availability of Twenty-first Century Infrastructure***

Building teacher capacity means that the government and policy makers must provide the necessary resources, materials and 'tools' that are required to teach effectively. It is impossible to deliver 21st Century education with 19th century tools. Similarly, it is unrealistic to promote teaching excellence in environments that predispose both teachers and learners to failure. While like everyone else teachers vary in their abilities and personal characteristics, the availability of the requisite infrastructure and materials, makes it more likely that a majority will succeed in their teaching and pedagogical practices (Egbo, 2011).

Both research and anecdotal evidence emphasize the fact that school environments that promote effective teaching and learning are those that are adequately equipped with educational materials and infrastructure. In Nigeria, many teachers teach in large classes that make individualized instruction at all levels of the system virtually impossible. Unfortunately, as research also tells us, large classes are inimical to effective teaching and learning. Theories and studies abound that underscore the fact that individuals vary in their approaches to learning.

The typical Nigerian classroom environments make teaching and learning challenging. Many schools lack ICTs, laboratories and collateral equipment. They also lack libraries which are critical to student success especially given the fact that a majority of the student population does not have access to reading materials at home. Given the prevailing learning conditions, it should not be surprising that graduates at all levels of the education system (from primary to tertiary levels) do not demonstrate commensurate knowledge, competency or proficiency.

### ***C. Teacher Welfare and Empowerment***

The provision of quality education transcends the curriculum and the teaching and learning process. It must also include collateral interventions. While this should not license teachers to professional lethargy and misconduct, research has shown that there is a correlation between teachers' perception that their basic needs for survival are being met and their tendency to act in professional and committed ways. In every education system, low morale and motivation often leads to poor teacher performance. Unfortunately, low morale among teachers in Nigeria is a common phenomenon as pointed out by Egbo (2011). Thus, effective capacity building means that all those who are charged with educating the nation's children and, subsequently implementing educational policies at the micro-level must be treated in ways that are commensurate with the principles of social justice. Their welfare (monetary and nonmonetary) must be accorded the importance it deserves.

## **RESEARCH METHODOLOGY**

### ***3.1 Research design***

The survey design was adopted for this study. This design was used because the study involved the use of representative sample from a population and the drawing of conclusion based on analysis of data.

### ***3.2 Population***

The study covered College of Education (T), Potiskum, in Yobe State. The population of the study covered all the 259 academic staff of the College of Education (T), Potiskum.

### ***3.3 Sample and Sampling technique***

Simple random sampling technique was used to select 20 lecturers each from 5 schools in the College of Education (T), Potiskum namely; School of Education, School of Technical Education, School of Vocational Education, School of Science Education and School of Business Education. This gave a total sample size of 100 respondents. The simple random sampling technique was adopted to ensure that each subject had equal and independent chance of being selected.

### ***3.4 Research instrument***

The instrument for data collection was a questionnaire developed by the researchers and was titled "Challenges of Human Capacity Development Questionnaire (CHCDQ)" for lecturers in colleges of education. The instrument was face-validated by an expert in educational research. The response

of the research instrument was weighted on a four point Likert scale of strongly agree(4), Agree(3), Disagree(2) and Strongly disagree(1). To determine the reliability of the instrument, it was pilot tested by administering it to 50 lecturers who were not part of the selected sample. The Cronbach alpha reliability method was used to ascertain the reliability of the instrument and a reliability coefficient of 0.80 was obtained. This value was high enough for the instrument to be considered reliable.

### ***3.5 Method of data collection***

The instrument was administered to the respondents in their various Schools. Copies of the questionnaire were filled and returned on the spot. All the 100 copies of the questionnaire were retrieved and found valid for analysis

### ***3.6 Data analysis***

Descriptive statistics (means, standard deviations, frequencies and percentages) were used for data analysis. An item with a mean rating of 2.50 was regarded as significant, while a mean rating of less than 2.50 was regarded as not significant.

## **4. RESULTS**

### ***4.1 Challenges of human capacity development in colleges of education***

The lecturers' perception to the challenges of human capacity development in colleges of education is presented in Table I. The data in Table I show that the grand mean of 2.93 is greater than the accepted mean of 2.50 indicating that the items on Table I have been accepted by the respondents as the challenges of human capacity development in colleges of education. However, item-by-item analysis reveals that all the items 1-9 have mean scores greater than the accepted mean of 2.50. The table also reveals that the greatest challenge of human capacity development in colleges of education is inadequate funding with a mean score of 3.67 and it is ranked first, followed by corruption/examination malpractice with a mean score of 3.30. Lack of effective monitoring/supervision of teaching and learning is ranked third position with a mean score of 3.01, while lack of committed teachers is ranked 4th position with a mean score of 2.93. The ranking of the challenges follows in that order with the least being admission procedure which is ranked 9th position with a mean score of 2.54.

### ***4.2 The effective strategies for improving human capacity development in colleges of education***

**Table 1: Lecturers' Perception of the Challenges of Human Capacity Development in Colleges of Education**

Items	$\bar{X}$	SD	Decision
1. Inadequate funding	3.67	0.90	Agreed
2. Corruption/Examination malpractice	3.30	0.93	Agreed
3. Lack of effective monitoring/supervision of teaching and learning	3.01	0.98	Agreed
4. Lack of committed teachers	2.93	1.20	Agreed
5. Students poor attitude Towards learning	2.89	1.19	Agreed
6. Inadequate facilities for Effective teaching/learning	2.77	1.26	Agreed
7. Certificate racketeering	2.62	1.44	Agreed
8. Teacher's recruitment procedure	2.61	1.57	Agreed
9. Admission procedure	2.54	1.37	Agreed
<b>Grand Mean</b>	<b>2.93</b>	<b>1.29</b>	<b>Agreed</b>

Table 2: The effective strategies for improving human capacity development in colleges of education

Table 2 shows the effective strategies for improving human capacity development in colleges of education. The data in table 2 are presented in a descending order, that is, from the highest to the least. Table 3 shows that 28(28%) respondents identify adequate funding of colleges of education as a major strategy for improving human capacity development in colleges of education. Fifteen respondents representing 15% identify stiffer penalties for staff and students who aid and abet examination malpractice, certificate racketeering, and fake admission practices, while 43(8.60%) respondents submit the provision of adequate and quality infrastructural, instructional and research facilities as another strategy for improving human capacity development in the colleges of education.

**Table 2: Lecturer's response of the strategies for improving Human Capacity Development in Colleges of Education.**

Strategies	Frequency	Percentage
1. Adequate funding of universities	28	28.0
2. Stiffer penalties to staff and students who aid and abet examination malpractice, certificate racketeering, falsification of credentials and fake admission practices.	15	15.0
3. Adequate and quality infrastructural, instructional and research facilities should be provided.	12	12.0
4. Team work should be encouraged among lecturers.	10	10.0
5. Quality service delivery should be ensured.	8	8.0
6. Compulsory ICT training for staff and students to enhance teaching and learning efficiency.	7	7.0
7. Rigorous screening for appointment of lecturers to ensure that qualified persons are appointed based on merit.	6	6.0
8. The government and management of universities should upgrade learning facilities to meet global standard and challenges.	5	5.0
9. Training of staff on emergent issues before introducing innovations so as to improve on the skills and competences of staff.	4	4.0
10. Provision of effective advisement and counseling services for students.	3	3.0
11. A committee for monitoring and supervision of teaching and learning should be instituted in each college of education.	2	2.0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field Survey, 2016

## 6. DISCUSSION OF FINDINGS

The study shows that respondents rate inadequate funding as the most serious challenge of human capacity development in colleges of education. This particular challenge is a major one because if sufficient finance is not provided adequate quantity and quality human and material resources cannot be procured for use in the development of human capacity needed for the economic development of the country. This finding is supported by the works of Obanya (2010) and Etuk (2014) who report that inadequate funding of colleges of education result in poor supply of training materials and infrastructures as well as paucity of quality of staff. The finding of this study also reveal that corruption/examination malpractice, lack of effective monitoring/supervision of teaching and learning, lack of committed teachers, students poor attitude towards learning, inadequate facilities for effective teaching/learning and certificate racketeering are

rated as other challenges of human capacity development in Nigeria. These findings are not surprising when the prevailing conditions in our colleges of education are considered. The academic programmes could be well structured, but the delivery method could be poor due to inadequate or lack of essential instructional facilities for effective teaching and learning (Egbo; Eziefula and Umezurke, 2014).

The study also suggested a number of strategies that can be adopted to enhance human capacity development in our colleges of education. The suggested strategies include adequate funding of colleges of education, stiffer penalties for teachers and students who aid and abet examination malpractice and provision of adequate and quality infrastructure, instructional and research facilities among others for the development of human capacity that will add value to the teaching profession.

### CONCLUSION

Education is regarded the world over as a very important tool for development. Through colleges of education, one is prepared to adapt to social, political, technological and economic challenges. Ensuring human capacity development of lecturers in the colleges of education will eliminate the identified challenges to effective teaching and learning. Failure to overcome these challenges can continue to make the colleges of education products of low quality.

In the light of the findings of this study, it could be concluded that the major challenge of human capacity building in our colleges of education is inadequate funding. Inadequate funding makes it difficult for colleges of education administrators to procure and provide needed facilities for quality human capacity development.

### Recommendations

It is therefore recommended that:

- Government should realize the importance of the role of colleges of education in human capacity building for sustainable national development and increase the funding of colleges of education substantially. The education funding bench mark stipulated by UNESCO which is that each developing nation must allocate not less than 26% of its annual budget to education sector should be fully implemented in Nigeria.
- Lecturers should be given adequate incentives to motivate them to put in more effort and be committed to the training of the students for quality outputs.

- Both the government and management of colleges of education should upgrade learning facilities to meet global standard for effective human capacity development.
- Teachers should be trained and retrained to update their professional status in order to effectively respond to the changing needs of new methods of teaching and learning
- Government should declare ICT capacity building and integration by staff of teacher education institutions a priority issue and invest funds for ICT training in institutions.

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