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3. Articles should be double spaced typing in Ms Word format using 12 font size
4. Each submission should not exceed 7000 words or 14 typed pages including author(s) information, tables, graphs and references
5. References are to comply with the latest APA format as at the time of submission
6. Authors are entitled to a complementary copy of journal issue where their article appeared on publication.

Teacher Education and Sustainable Capacity Building For Teachers in Nigeria- Implications for Adult and Non Formal Education

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Abstract

This study investigated teacher education and sustainable capacity building for teachers in public senior secondary schools in Kwara State. The purpose of this study are to examine the relationship between instructional skill, pedagogical skill and sustainable capacity building for teachers in Nigeria. To achieve the purpose of this study, two hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed instrument titled "Teacher Education and Sustainable Capacity Building of Teachers Questionnaire" (TESCBTQ) was used to collect data for the study. The population of this study comprised all 310 principals and 6894 teachers in public senior secondary schools in Kwara State. Sample of 175 principals and 364 teachers were selected for the study with the use of Research Advisor (2006) table of determine sample size of a known population. The data collected were analyzed using t-test statistics at 0.05 level of significance. The findings show that there is no significant difference between the mean scores of principals and teachers on the relationship between instructional skill, pedagogical skill and sustainable capacity building for teachers. It was concluded that instructional and pedagogical skills displayed by teachers in public senior secondary schools developed them professionally for sustainable capacity building. It was recommended that government should continue to ensure that teacher education effectively improve teachers on instructional skills by developing them to work independently, understanding teaching materials in a more in-depth way, exploring alternative methods of problem solving, helping to be instructional expertise as well as provide professional development for teachers. Furthermore, government should continue to ensure that teacher education improve capacity building of teachers in terms of pedagogical skill by helping them to understand the actual subject matter, develop classroom management skill, improves on the development and implementation of lesson plan, as well as development in the

area of lesson plan for sustainable capacity building in public senior secondary schools.

Keyword: teacher education, capacity building, sustainable development, Nigeria.

Introduction

Education for sustainable capacity building is a learning process and principle that is concerned with all types of learning to provide quality education in order to foster sustainable human development. Teacher education refers to the pre-service and in-service programmes which focus on continuing teacher career development. Teacher education can also be seen as a continuous process beginning with a phase of pre-training and continuing throughout regular sustained periods of in-service training. Teacher education improving the entire educational background of the trainee teachers, increasing their knowledge, pedagogical skills (understanding subject matter) and instructional skills (development of practical skills and competences (Parraton, 2007). Teacher education serve as a major agents that brings changes into education by transforming and shaping the knowledge, skill and modify the behaviour of people and future generations for sustainable development. The following institutions acclaimed to give professional training for teachers in Nigeria, National Teacher's Institute (NTI) established to upgrade Grade 11 teachers, National Commission for Colleges of Education (NCCE) established for prescribing minimum standards for colleges of education in training teachers for primary school level, Institute of Education (IOE) established in universities for the training of teachers for secondary school level. Capacity building is the professional growth of teachers in order to gain increase in teaching experience. Pedagogical skill is the knowledge about the process and practice of different methods of teaching and learning. The theoretical framework of this study was based on theory Z by Ouchi William (2009) which examined that employees require high degree of support in the form of securing facilities for development of multiple skills through training and job rotation. Also that a worker has well developed sense of dedication, moral obligation and self-discipline. Theory Z places more reliance on the attitude, responsibilities of the workers and moderately specialized careers. This theory can be applicable to teacher education system in that teacher education provides the teachers with multiple or different types of teaching methods or skills through training and appropriate discipline towards the realization of educational goals and objectives. Thompson (2015) investigated capacity building for the productivity of public secondary school teachers in Ebonyi State. The descriptive design was used for the study. A questionnaire tagged Capacity Building for Productivity of Public

Secondary School Teachers Questionnaire (CBPPSSTQ) was used to collect data for the study. The data collected was analyzed using Z- test statistical analyzes. The finding shows that capacity building plays a crucial role in the effectiveness of public secondary school teachers in Ebonyi State. The study is germane to this study in that it investigated capacity building for teachers productivity. However, the study left a lot of gaps in that it did not look into teacher education for sustainable capacity of teachers, also the study did not carry out in Kwara State.

Statement of the Problem

The fact that some teachers in developing countries nowadays are untrained in which they are neither qualified nor trained for teaching profession (Parraton, Creed & Robinson, 2002). Also training and professional development of teachers needs to be integrated. However, the resources allocated to it are usually inadequate whereby on average, country spend less 26% proposed by UNESCO and these hindered the continuing professional development of teachers. These and many other related issues prompted the researcher as to investigate teacher education and sustainable capacity building for teachers in Kwara State, Nigeria.

Objectives of the study

The objectives of this study are to:

1. Examine the relationship between instructional skill and sustainable capacity building for teachers in public senior secondary schools in Kwara State.
2. Investigate the relationship between pedagogical skill and sustainable capacity building for teachers in public Senior Secondary Schools in Kwara State.

Research Questions

The following research questions were raised and answered in this study:

RQ₁: Is there any relationship between instructional skill and sustainable capacity building in Public Senior Secondary Schools in Kwara State?

RQ₂: How does pedagogical skill of public senior secondary school teachers bring about sustainable capacity building in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

H₀₁: There is no significant difference between the mean score of principals and teachers on the relationship between instructional skill and sustainable

capacity building for teachers in public senior secondary schools in Kwara State.

Ho₂: There is no significant difference between the mean score of principals and teachers on the relationship between pedagogical skills and sustainable capacity building for teachers in public senior secondary schools in Kwara State. .

Research Methodology

This study adopted descriptive research design. The population of this study comprised 310 principals and 6894 teachers currently serving in the year (2016) in Kwara State. Sample of 175 principals and 364 teachers were selected with the use of Research Advisor (2006) table for determining sample size of a known population. Stratified random sampling techniques was used to select 175 public senior secondary schools principals and 364 public senior secondary schools teachers. This was to ensure that all categories of head teachers and teachers were given equal chance of being selected.

The instrument titled "Teacher Education and Sustainable Capacity Building for Teachers Questionnaire" (TESCBTQ) was used to collect data for the study. The instrument had two sections; section A elicited personal information of principals and teachers, while section B elicited information concerning teacher education and sustainable capacity building of teachers. The 10 items in section B were arranged in two clusters. The principals and teachers responded to the items on a four (4) point Likert- type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean was given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participant. To ensure content validity of the instrument, draft copies of the instruments were given to two experts in educational management and two experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. . Also 40 corrected copies were further administered to principals and teachers who are part of the sampled to examine their understanding of the items and to seek their opinion about the appropriateness of the items' statement in terms of the wordings, instructions and understandability of the scales and questions in order to detect if there is any difficulties that may arise in filling the questionnaire. Therefore, some suggestion made were effected effectively before sending out the final copies. .

Instrument reliability was ensured by using Cronbach's alpha; the instrument reliability index was .74. The corrected questionnaires were distributed with the help of six (6) research assistants to the participants of sample schools in order to ensure high rate of returned. Effective administration of questionnaires was also aided by cooperation of

Research Question Two: How does pedagogical skill of public senior secondary schools teachers bring about sustainable capacity building in Kwara State? .

Table 2:

Mean and Standard Deviation of variables on Pedagogical Skill

Mean and Standard Deviation of variables on Pedagogical Skill						
S/N	Pedagogical skill	Principals		Teachers		Decision
		Responses		Responses		
		Mean	SD	Mean	SD	
1	Teacher education helps teacher to develop knowledge about the actual subject matter that is to be taught.	2.93	0.941	2.86	0.951	Agreed
2	Teacher education develops teacher classroom management skill.	3.04	0.922	2.85	0.941	Agreed
3	Teacher education helps teacher in the area of lesson plan development and implementation.	2.87	0.854	2.94	0.990	Agreed
4	Teacher education develop teacher in having knowledge of student evaluation.	2.88	0.991	2.86	1.013	Agreed
5	Teacher education teacher to understand how student construct knowledge and acquire skills.	2.97	0.954	2.99	0.916	Agreed
	Grand Mean	2.94	0.932	2.90	0.962	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree) Researchers' field work

Table 2 shows that, items with serial numbers 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50. Therefore, the respondents agreed that pedagogical skill of teachers bring about sustainable capacity building in Kwara State, Nigeria.

Hypotheses Testing

The null hypotheses formulated to guide the study were tested using t-test statistical analysis at 0.05 significance level as follow:

H_{01} : There is no significant difference between the mean scores of principals and teachers on instructional skills and sustainable capacity building of teachers in public senior secondary schools in Kwara State.

Table 3:

Instructional Skills and Sustainable Capacity Building of Teachers in Public Senior Secondary Schools

Category	N	Mean	SD	Df	t-cal	t-crit	Decision
Principals	175	2.92	0.386	537	0.76	1.96	Ho ₁ Accepted
Teachers	364	2.94	0.429				

Table 3 indicated the t-test analysis between the mean scores of principal's and teacher's responses on instructional skill and sustainable capacity building of teachers in Kwara State. The t calculated value of 0.76 is less than t-critical value of 1.96. The null hypothesis is therefore, accepted. This means there is no significant difference in the responses of principals and teachers on instructional skill and sustainable capacity building of teachers in public senior secondary schools in Kwara State, Nigeria.

HO₂: There is no significant difference between the mean scores of principals and teachers on pedagogical skill and sustainable capacity building of teachers in public senior secondary schools in Kwara State.

Table 4:

Pedagogical Skill and Sustainable Capacity Building of Teachers in Public Senior Secondary

Category	N	Mean	SD	Df	t-cal	t-crit	Decision
Principals	175	2.90	0.424	537	0.98	1.96	Ho ₁ Accepted
Teachers	364	2.94	0.393				

Table 4 indicated the t-test analysis of difference between the mean scores of principal's and teacher's responses on pedagogical skill and sustainable capacity building of teachers in Kwara

State. The t-calculated value of 0.98 is less than t-critical value of 1.96. The null hypothesis which stated that there is no significant difference between the mean scores of principals and teachers on pedagogical skill and sustainable capacity building of teachers in public senior secondary schools in Kwara State, Nigeria is therefore, accepted.

Discussion of Findings

The result of question one in table 1 shows that principals and teachers agreed that instructional skill enhance sustainable capacity building of teachers in Kwara State. In such that teacher education effectively improve teachers on instructional skills by developing them to work independently, understanding teaching materials in a more in-depth way, exploring alternative methods of problem solving, helping to be instructional expertise as well as provide professional development for teachers. Furthermore, the finding of hypothesis one revealed that there is no significant difference between the mean scores of principals and teachers on instructional skill and sustainable capacity building of teachers in public senior secondary schools. These findings agreed with Ibukun (2009) that teacher's quality is a significant predictions of quality education.

The result of question two and hypothesis 2 in table 2 and 4 revealed that principals and teachers agreed that pedagogical skill of teachers bring about sustainable capacity building. In such that teacher education improve capacity building of teachers in terms of pedagogical skill by helping them to understand the actual subject matter, develop classroom management skill, improves on the development and implementation of lesson plan, as well as development in the area of lesson plan. The findings of hypothesis two revealed that there is significant difference between the mean scores of principals and teachers on pedagogical skill in public senior secondary schools in Kwara State. The findings conformed to Thompson (2005) that capacity building play a crucial role in the effectiveness of teachers.

Conclusion

The findings of this study revealed that teacher education effectively improve teachers on instructional and pedagogical skills which serve as a way of enhancing capacity building of teachers in public senior secondary schools.

Recommendations

The following recommendations are proffered;

1. Government should continue to ensure that teacher education effectively improve teachers on instructional skills by developing them to work independently,
2. understanding teaching materials in a more in-depth way, exploring alternative methods of problem solving, helping to be instructional expertise as well as provide professional development for teachers.

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3. Government should also continue to ensure that teacher education improve capacity building of teachers in terms of pedagogical skill by helping them to understand the actual subject matter, develop classroom management skill, improves on the development and implementation of lesson plan, as well as development in the area of lesson plan.

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