

HUMAN CAPACITY BUILDING AND ACADEMIC STAFF EFFECTIVENESS IN OSUN STATE COLLEGES OF EDUCATION, NIGERIA

BY

Shittu, Afeez Adeshina, Sheu Omotosho Sulyman & Ajadi Bashir Ibrahim
Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University,
Ilorin, Nigeria.

Email: shisav4life2010@gmail.com

Abstract

This study investigated human capacity building and academic staff effectiveness in Osun State Colleges of education, Nigeria. The research adopted a descriptive survey of correlation type. Stratified random sampling technique was used to 250 out of 370 academic staff of Osun State College of Education, Ila and academic staff of Osun State college of education, Ilesha. Two hundred and fifty respondents were used as sample. A research questionnaire entitled: "Human Capacity Building Questionnaire" (HCBQ) and Academic Staff Effectiveness Proforma (ASEP) were used to obtain data on students' final year results from between 2008-2013 academic sessions. The instruments were validated by three experts in the Department of Educational Management. One main hypothesis and four operational hypotheses were formulated to guide the study. Inferential statistic of Pearson product moment correlation statistic was used to test the main hypothesis and operational research hypotheses at 0.05 level of significance. The major findings showed that there was significant relationship between human capacity building and academic staff effectiveness in Osun state colleges of education, Nigeria. The findings also revealed that, there was significant relationship between in-service training and academic staff effectiveness in Osun state colleges of education. A significant relationship existed between workshop and academic staff effectiveness in Osun state colleges of education. There was significant relationship between seminar and academic staff effectiveness in Osun state colleges of education. There was significant relationship between supervision and academic staff effectiveness in Osun state colleges of education. Based on the findings, it was recommended that, training and re-training of academic staff should be made compulsory for all lecturers. Through this, academic staff effectiveness will be enhanced through dissemination of innovative practical skills, quality of teaching and learning will be improved and lecturers' knowledge of subject matter will also improve. Human capacity building should be initiated with long-term goals in mind and it will streamline implementation and maximize initial impacts to engage with instructional staff whose teaching will be impacted by comprehensive innovations that involve changing structures and policies.

Keywords: Human Capacity Building, Academic Staff, Effectiveness

Introduction

Human capacity building in tertiary institutions is vital to national development. Hand tools, machines, instructional materials, and infrastructural facilities may be available in abundance but without the trained manpower that will manage these facilities, effective learning and staff academic effectiveness cannot take place in the school (Uoro, 2019). Virtually all stakeholders in education agree that at micro-level practitioners, teachers represent a centripetal force in most educational systems. There is also a consensus that their performance and effectiveness is inextricably linked to educational outcomes for both learners and the system itself. Human capacity building is central to sustain economic growth and development because human capital is the greatest asset of any organization. This explains why most developed and emerging economics focus on building human capital, as only those countries and enterprises that possess what it takes to be competitive will survive in the current global economy (Arong & Ogbadu, 2010).

According to Cranton (2014), the Nigerian economy has to be efficient and competitive in the new world order in which national frontiers no longer constitute barriers to human, material and capital flows. Capacity building has been defined in several ways. Generally, it entails the development of a workforce through the acquisition of technical and managerial efficiency and effectiveness in the overall performance of an organization (Delaney, 2012). Indeed, the

efficiency of a workforce can only be enhanced and sustained through continuous capacity building. It could also be defined as the internalization of the knowledge, skills and processes that enable the formulation, implementation, monitoring and evaluation of set goals in an efficient manner. Yet, it could be viewed as a series of activities, which an organization, enterprise or even a nation needs to undertake to provide for itself, on a continuous basis, as well as the regular supply of skilled manpower to meet its present and future needs.

The goals education in Nigeria are to be pursued through: teaching, research, dissemination of existing and new information (put simply, publications), the pursuit of service to the community, and being a store house of knowledge. Human capacity building entails investment in human capital, institutions and practices necessary to enhance human skills, overhaul institutions and improve procedures and systems. This requires forecast of the manpower needs and other requirements of the economy over a period of time in respect of each industrial and occupational group, supported with policies and programmes that guarantee their sustainability. Capacity building thus enhances the ability of human resources and institutions to perform or produce. It can be likened to an industrial processing by which basic “ores and raw metals are converted into useful tools, through heating, molding, tempering, shaping and sharpening for some ultimate purposes”. In the same manner, human beings can be fashioned to lead useful and happy lives and contribute to societal goals, through education and training (Onwuka & Gladys, 2010). The issue of human capacity building in Nigerian colleges of education has been a burning one for some time, especially with regards to quality teaching, research, and service delivery. It has become an issue of grave concern because apart from the quality of graduates being turned out from these colleges, which are being speculated to be discriminated against in the international labour market, and also by many foreign colleges for those seeking higher degrees, majority of these colleges of education are not making any impact in the socio- economic and political development of a country like Nigeria that is yearning for development. Even though learning or teaching, and research take place in these colleges of education, the qualities are not assured.

In spite of the vast human and material resources available to Nigeria, the Nigerian government’s investment in education is abysmally very low when compared with UNESCO’s mandate to all governments of developing nation to invest as much as 26% of their annual budget on education sub sector. However, this relatively low investment resulting from low percentage of the nation’s budgetary allocation to the education sector must not be taken as an excuse for the deterioration in scholarship in Nigerian colleges of education which is widely acknowledged (Erinosho, 2016). Based on the aforementioned statement, this study therefore, investigated human capacity building and academic staff effectiveness in Osun State Colleges of Education, Nigeria. Colleges of education as a means and part of the development process of any society can hardly be contested; as important as colleges of education is, every nation provides education to every individual in order not to be ignorant and dependent (Kassam, 2018).

Human capacity building in Nigerian colleges shall be referred to as the overall process of training whereby the quality of the products is highly assured. In this regard, every academic staff of any Nigerian colleges of education was not successfully empowered through quality teaching, learning and experiences, to take control over his/her own life and the overall environment. Such in-service training would necessarily help any individual particularly the academic staff to think more clearly, and also be able to examine the possible alternative causes of actions or realities. Thus, drawing from the words of Kassam (2018), the graduate of any Nigerian tertiary institutions would be: one who is considerably playing his/her full roles in the economic development of the country; one who participates fully and meaningfully in the social, civil, political and cultural activities of the community; one who lives a self-fulfilling and optimal life style; one who is highly resistant to any form of oppression, exploitation and corruption; one who achieves his/her personal liberation and thus attain self actualizing goals and one who is empowered to address his/her present pressing problems. In Nigeria, these problems include, combating poverty, raising productivity level, minimizing incidents of electoral malpractices, corruption and cultism. Ndulu (2010) examined the negative impact of human capital flight on economic growth in Nigeria. The study reported that the challenge of human capital in Africa is not limited only to low level of education and training, but it also includes the current inability of the country to retain a large proportion of its skilled and professional personnel. Thus, Nigeria has been losing a significant proportion of her skilled and professional manpower in tertiary institutions. Therefore, the major problem of this study will be to investigate how, and/or the levels to which human capacity building and academic staff have aided the achievement of higher educational goals effectiveness in Nigerian colleges of education.

Literature Review

Concept of Human Capacity Building

Human capacity building means the art of educating individuals in order to bring out their talents, potentials and innate abilities for the service of the society. 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. While Etuk (2004) views human capacity building or manpower development as the process of educating and training people for productive employment role, Ushie (2004) describes it as a process which deals with the development of human competence, skills and attitude for meeting the demands of the nation occupationally, professionally, administratively and technically. Human capacity building is of great importance to any nation. In support of this fact, Alozie (2014) reiterates that a country which is unable to develop the skills and knowledge of her people and use them effectively in the national economy will be unable to develop anything else. Colleges of education are established to fulfill a statutory function of educating and training higher manpower to provide professional, technical and other socio-economic services for the development of the nation. It is against this understanding that the Federal Republic of Nigeria (2014) in its national policy on education states that, higher education provides the platform for preparing and producing young graduates, such as, engineers, doctors, architects, surveyors, accountants, lawyers, lecturers, and so on, as manpower needs in government, industry and other professions. The colleges of education are expected to produce graduates who are competent to meet the manpower demands in all sectors of the nation's economy to enhance effective implementation of national development programmes.

Capacity building entails investment in human capital, institutions and practices necessary to enhance human skills, overhaul institutions and improve procedures and systems. This requires forecast of the manpower needs and other requirements of the economy over a period of time in respect of each industrial and occupational group, supported with policies and programmes that guarantee their sustainability. Capacity building thus enhances the ability of human resources and institutions to perform or produce. It can be likened to an industrial processing by which basic "ores and raw metals are converted into useful tools, through heating, molding, tempering, shaping and sharpening for some ultimate purposes. Human capacity building has become a buzz word in education reform discourse internationally both in developed and emerging economies. However, despite its wide usage, it is an often misunderstood social construct. For conceptual clarity then, capacity building has to do with the allocation of, and investment in resources-physical, intellectual or human especially when other intervening variables have failed within a given institutional or social context. 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. According to McDonnell and Elmore (2011), the benefits of capacity building are consequential, "in the short term, [they accrue] to the specific individuals and institutions that are their recipients, but the ultimate beneficiaries are future members of society, whose interests cannot be clearly determined in the present". 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.

Human capacity building according to Ogbaunya and Usoro (2019), is a process of improvement that embraces all those activities that are geared towards the growth and improvement of skills, knowledge and attitude of personnel. An academic staff in colleges of education who is not currently in tune with modern trend is dangerous to the system. Staff development in terms of continuing education appears rather very poor, haphazard, politicized, and lack needed continuity. Dryaklor (2014) stated that staff need to be retrained two or six times in lifetime to keep abreast with changes in their profession. Maduwesi (2015) stated that the issue of human capacity building is perhaps the upper most concern of educational planners and administrators while Onwuka and Gladys (2010) define human capacity building as the process of attaining professionalism through acquisition of necessary knowledge, skills, and attitudes for competence and effective performance in the job.

Concept of Academic Staff Effectiveness

Effectiveness is related to attainment of stated objectives. It is a truism to assert that academic staff effectiveness can be said to be the ability of the staff to bring about achievement of educational objectives in the school system. Adebayo (2010) described that effective and efficient academic staff as a certain innate disposition which can take the forms of talent, aptitude, ability to sympathize, to empathize and also establish rapport with others, a helping spirit and imaginative decision making potential and in sum, a genial and charismatic personality. Effectiveness is used to describe the ability to bring the intended result. It involves the ability to adopt, utilize resources and achieve goals. Thus, effectiveness shows the relationship among purpose, efforts and accomplishment. The workshop model entails drawing participants out of their schools to a venue where they are exposed by experts to a core of information and skills. The workshop may be short-or long-term. The nature of skills and processes to be acquired also vary. The objectives of workshop are;

- (a) To improve the teachers' professional knowledge and skills;
- (b) To acquaint teachers with the most recent pedagogical techniques;
- (c) To work out common strategies and or handling some common instructional problems and issues; and
- (d) To provide a forum for the exchange of ideas among teachers, academic and management staff and specialist in the core subjects (Tahir, Umar and Buri, 2000).

Capacity Building through in-service training

Olude (2014) stated that in-service training as a veritable means of keeping teachers in Nigeria up-to-date in their areas, and as a lifelong education process for improvement of the teachers and the educational system. Fullan (2013) teachers and teacher educators do not know enough about subject matter, they don't know enough about how to teach, and they don't know enough about how to understand and influence the conditions around them. Teacher education from initial preparation to the end of the career- is not geared towards continuous learning. More still needs to be done in public and private school if in-service training is considered a fundamental right for teachers. Universal Basic Education Curriculum must begin with strengthening the capacity of existing teaching force through in-service training and retraining that will:

- (a) Disseminate innovative practical skills that will enhance the teachers' effectiveness and thereby enhance the quality of learning;
- (b) To update the teachers' knowledge of subject matter;
- (c) To contribute to the development of positive attitudes and self-concept by the teachers; and
- (d) To enable teachers make pupils perceive learning as an interesting, pleasant activity that promotes self-understanding, inquiry and critical thinking (Mohammed, 2016).

The importance of in-service education for teachers cannot be overemphasized. To teach is a life long process of learning. We already concluded that the quality of much of the pre-service education is poor. Opportunities for continuous in knowledge every day, facts are changing and the teacher has to be kept abreast of developments in knowledge in his/her subject area as well as in the methods of teaching. Thus, continuous professional development to update the teacher in both content and methods of teaching is crucial for the school system to keep good teachers and sustain quality education. In-service programmes in the forms of seminars, workshops and conferences should be seen as a priority so as to offer teachers opportunities to refresh their knowledge and skills after the initial pre-service education. Fadina (2014) suggested that more on-the-job and in-service training should be provided to raise the standard of teachers in Nigeria. Mkpa (2010) suggested innovations in the in-service programmes in Nigeria to include:

- i. Mentoring:** This is strategy in which highly experienced teachers in a school are assigned a number of less-experienced ones to serve as their mentors or professional guides. This is like the Peer In-Service Approach (PISA) which is a self-help in-service approach that drastically reduces the cost of financing training

programmes for teachers within local government areas. Thus, the expertise of good/experienced teachers is utilized to up-date other teachers in neighboring schools in the same area (UNESCO, 2017).

- ii. **Peer-Tutoring:** A colleague approaches the other to obtain or seek professional assistance or guide on any aspect of his/her discipline where he/she is defective. In this way, the area of professional competence of each colleague benefits the other eventually leading to each member of staff growing academically and professionally.
- iii. **Subject Lead-Teacher Approach:** A Senior Teacher of the same subject leads the other teachers, overseeing all curricular programmes associated with that subject.
- iv. **Cluster Lead-Teachers Approach:** Teachers in selected schools in a Local Government Area (five or less schools) come together to share experiences in certain subjects. A very good teacher in a particular subject lead the others. This cluster enhances mutual assistance among them, hence self improvement without necessarily going to any training institution.

Capacity Building through Supervision

Supervision is an important of school administration which is focused to ensure that each individual teacher is performing the duties for which he or she is employed to do. According to Ijaiya (1999), supervision is seen as process concerned with growth and development of both human (i.e. teachers, students and other school personnel) and material resources within the school for the ultimate benefit of the learner, teachers and the society. Adesina (1980) expressed that supervision serves as the nervous system of an organization because it is one of the basic requirement in administration that concerns with the tactic of efficient and proper management. Actual supervision involves getting guidance to members of the school system so that they can be self directing and function effectively with minimum supervision. Ogunsaju (2015) enumerated that supervision is to improve the effectiveness of teacher so that he can contribute maximally to the attainment of system goals. Other reasons according to him are;

- (a) To know the performance of the teacher recruited to teach in the school system;
- (b) To determine whether a teacher should be transferred, promoted, retained or dismissed;
- (c) To improve the incompetent teacher;
- (d) To discover special abilities possessed by teachers in the school;
- (e) To provide for staff development;
- (f) To determine the effectiveness of classroom management by the teacher;
- (g) To know the direction of the school; and
- (h) To assess the tone of the school and identify its most urgent needs.

Akpofure (2019) submitted that supervisors should always remember that their ultimate goal should be to enable the educational system fulfill its stated aims and objectives within the national system. The interaction between the supervisor and the teacher should be real so that professional efficiency and better academic performance by students can be achieved. Buremoh (2015) has maintained that if proper supervision is done, lazy teachers and those who do not have the skills would be easily detected. Also, supervision may help those to improve instruction, ensure educational policies and laws to be properly enforced. Teachers can also learn to isolate and analyze their own problems and the result of all these is that the performance of students may improve.

Purpose of the Study

The main purpose of this study was to investigate human capacity building and academic staff effectiveness in Osun State Colleges of education, Nigeria. Thus, the specific objectives were:

1. to examine the relationship between in-service training and academic staff effectiveness
2. to determine the relationship between workshop and academic staff effectiveness
3. to investigate the relationship between seminar and academic staff effectiveness
4. to establish the relationship between supervision and academic staff effectiveness

Research Questions

In the pursuit of this research and to realize the objectives of the study, the following research questions were raised to guide the study:

1. To what extent does human capacity building influence academic staff effectiveness in Osun State Colleges of education, Nigeria?
2. Does in-service training have impact on academic staff effectiveness in Osun State Colleges of education, Nigeria?
3. How often do academic staff attend workshop in Osun State Colleges of education, Nigeria?
4. Does seminar improve academic staff effectiveness in Osun State Colleges of education, Nigeria?
5. What is the level of supervision on academic staff effectiveness in Osun State Colleges of education, Nigeria?

Research Hypotheses

The hypotheses generated to guide the study were:

Main Hypothesis

H₀: There is no significant relationship between human capacity building and academic staff effectiveness in Osun State colleges of education, Nigeria.

Operational Hypotheses

- H₀₁:** There is no significant relationship between in-service training and academic staff effectiveness in Osun State colleges of education
- H₀₂:** There is no significant relationship between workshop and academic staff effectiveness in Osun State colleges of education
- H₀₃:** There is no significant relationship between seminar and academic staff effectiveness in Osun State colleges of education
- H₀₄:** There is no significant relationship between supervision and academic staff effectiveness in Osun State colleges of education

Methodology

The population of this study comprised the two public colleges of education in Osun State, Nigeria. Stratified random sampling technique was used to select 70(46%) out of 150 academic staff of Osun State college of education, Ila and 180(81%) out of 220 academic staff of Osun State college of education, Ilesha. Thus, the total number of the entire respondents that were selected was 250 out of 370 to represent 67% that served as sample. Human Capacity Building Questionnaire” (HCBQ) and Academic Staff Effectiveness Proforma (ASEP) was used to obtain data on students’ final year results from 2008-2013 academic sessions were used to collect data for this study from the respondents. The instrument was designed based on the indicators of the variable. The coefficient (r) of 0.68 was obtained in order to determine the reliability status of the research instrument. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation. The research hypotheses formulated were tested using inferential statistics of Pearson Product Moment Correlation statistic at 0.05 level of significance. Pearson Product Moment Correlation statistic was used in order to determine the relationship between the two variables.

Results

Research Question 1: To what extent does the level of human capacity building influences academic staff effectiveness in Osun state Colleges of education?

Table 1:

Level of Human Capacity Building on Academic Staff Effectiveness

Responses	Frequency	Percentage
Moderate	50	20.0
Low	10	4.0
High	190	76.0
Total	250	100.0

Table 1 shows the analysis of the responses given by the respondents to research question 1. Fifty of the total respondents representing 20% agreed to the fact that the level of human capacity building on academic staff effectiveness in Osun state Colleges of education was moderate, 10 of the total respondents representing 4% agreed that it was low while the remaining 190 representing 76% agreed that it was high. This implies that the level of human capacity building on academic staff was high and effective.

Research Question 2: Does in-service training have impact on academic staff effectiveness in Osun state Colleges of education?

Table2:

In-service Training and Academic Staff Effectiveness

Responses	Frequency	Percentage
Yes	185	74.0
No	65	26.0
Total	250	100.0

Table 2 shows the analysis of the responses given by the respondents to research question 2. One hundred and eighty five of the total respondents representing 74% agreed to the fact that, in-service training had impact on academic staff effectiveness in Osun state Colleges of education, while 65 of the total respondents representing 26% disagreed with that. This means that in-service training for academic staff will improve their effectiveness and performance.

Research Question 3: How often do academic staff attend workshop in Osun state Colleges of education?

Table3:

Attending of Workshop

Responses	Frequency	Percentage
Frequently	85	34.0
Seldomly	165	66.0
Total	250	100.0

Table 3 shows the analysis of the responses given by the respondents to research question 3. Eighty five of the total respondents representing 34% frequently attended workshop while 165 of the total respondents representing 66% seldomly attended workshop. This means that the number of academic staff attending workshop was low.

Research Question 4: Does seminar improve academic staff effectiveness in Osun state Colleges of education?

Table 4:

Seminar and Academic Staff Effectiveness

Responses	Frequency	Percentage
Yes	167	66.8
No	83	33.2
Total	250	100.0

Table 4 shows the analysis of the responses given by the respondents to research question 4. One hundred and sixty seven of the total respondents representing 66.8% agreed to the fact that seminar improved academic staff effectiveness in Osun state Colleges of education while 83 of the total respondents representing 33.2% disagreed with that. This means that attending seminar will improve academic staff effectiveness.

Research Question 5: What is the level of supervision on academic staff effectiveness in Osun state Colleges of education?

Table 5:

Level of Supervision on Academic Staff Effectiveness

Responses	Frequency	Percentage
Moderate	75	30.0
Low	95	38.0
High	80	32.0
Total	250	100.0

Table 5 shows the analysis of the responses given by the respondents to research question 5. Seventy five of the total respondents representing 30% agreed to the fact that level of supervision on academic staff effectiveness was moderate, 95 of the total respondents representing 38% agreed that it was low while the remaining 80 representing 32% agreed that it was high. This implies that level of supervision in those colleges was taken with levity.

Hypotheses Testing

H₀: There is no significant relationship between human capacity building and academic staff effectiveness in Osun state colleges of education

Table 6:

Human Capacity Building and Academic Staff Effectiveness

Variables	N	Mean	SD	df	Calculated	Critical	Decision
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				r-value	r-value		
Human Capacity Building	250	22.19	12.05	248	.418	.195	Ho Rejected
Academic Staff Effectiveness	250	42.78	13.45				

Table 6 shows that the calculated r-value of .418 is greater than the critical r-value of .195 at .05 level of significance for 248 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between human capacity building and academic staff effectiveness in Osun state colleges of education was rejected. Thus, a significant positive relationship existed between human capacity building and academic staff effectiveness. This implies that human capacity building will significantly influence academic staff effectiveness. This finding is in line with Usoro (2019) who stated that human capacity building is hand tools that promote effective learning and staff academic effectiveness in tertiary institutions. Human capacity building is central to sustain economic growth and staff development because human capital is the greatest asset of any organization in order to accomplish the set goals (Arong & Ogbadu, 2010). Capacity building enhances the ability of human resources and institutions to perform or produce effectively and efficiently.

Ho1: There is no significant relationship between in-service training and academic staff effectiveness in Osun state colleges of education

Table 7:

In-service Training and Academic Staff Effectiveness

Variables	N	Mean	SD	df	Calculated r-value	Critical r-value	Decision
In-service Training	250	15.22	7.04	248	.312	.195	Ho ₁ Rejected
Academic Staff Effectiveness	250	42.78	13.45				

As shown in Table 7, the calculated r-value of .312 is greater than the critical r-value of .195 at .05 level of significance for 248 degrees of freedom. The null hypothesis which states that there is no significant relationship between in-service training and academic staff effectiveness in Osun state colleges of education was rejected. Therefore, significant relationship exists between in-service training and academic staff effectiveness in Osun state colleges of education. This means that in-service training will have effective impact on the effectiveness of academic staff. This is in line with Kassam (2018) who stated that in-service training would necessarily help any individual particularly the academic staff to think more clearly, and also be able to examine the possible alternative causes of actions or realities in order to improve on their academic effectiveness. Ushie (2014) stated that in-service as a process which deals with the development of academic staff competence, skills and attitude for meeting the demands of the nation occupationally, professionally, administratively and technically.

Ho2: There is no significant relationship between workshops and academic staff effectiveness in Osun state colleges of education

Table 8:

Workshops and Academic Staff Effectiveness

Variables	N	Mean	SD	df	Calculated r-value	Critical r- value	Decision
Workshops	250	16.02	7.54				
				248	.320	.195	Ho ₂ Rejected
Academic Staff Effectiveness	250	42.78	13.45				

Table 8 shows that the calculated r-value of .320 is greater than the critical r- value of .195 at .05 level of significance for 248 degrees of freedom, the null hypothesis was rejected. This means that, there is significant relationship between workshops and academic staff effectiveness in Osun state colleges of education. That is, attending workshops by academic staff has positive impact on lesson delivery of the lecturers. Attending workshop significantly improves academic staff's professional knowledge, skills, pedagogical techniques and work out to handle some common instructional problems. Workshop facilities for creativity, hard work and discipline enhance the academic effectiveness of staff in schools. It provides a forum for the exchange of ideas among teachers, academic and management staff and specialist in the core subjects (Tahir, Umar & Buri, 2000).

Ho₃: There is no significant relationship between seminar and academic staff effectiveness in Osun state colleges of education.

Table 9:

Seminar and Academic Staff Effectiveness

Variables	N	Mean	SD	df	Calculated r-value	Critical r- value	Decision
Seminar	250	9.55	5.45				
				248	.218	.195	Ho ₃ Rejected
Academic Staff Effectiveness	250	42.78	13.45				

As shown in Table 9, the calculated r-value of .218 is greater than the critical r- value of .195 at .05 level of significance for 248 degrees of freedom. Thus, the null hypothesis was rejected. Therefore, there is significant relationship between seminar and academic staff effectiveness in Osun state colleges of education. This implies that organizing seminars for academic staff by the school management will promote their effectiveness. This finding is in line with Iwuanyanwu (2000) who stated that attending and participating actively in seminars are tools used to improve the teaching and learning process of academic staff.

Ho4: There is no significant relationship between supervision and academic staff effectiveness in Osun state colleges of education.

Table10:

Supervision and Academic Staff Effectiveness

Variables	N	Mean	SD	df	Calculated r-value	Critical r- value	Decision
Supervision	250	9.98	5.50				
				248	.295	.195	Ho4 Rejected
Academic Staff Effectiveness	250	42.78	13.45				

As shown in Table 10, the calculated r-value of .295 is greater than the critical r- value of .195 at .05 level of significance for 248 degrees of freedom, the null hypothesis which states that there is no significant relationship between supervision and academic staff effectiveness in Osun state colleges of education was rejected. As a result of this, significant relationship exists between supervision and academic staff effectiveness. That is, supervision has positive impact on academic staff effectiveness. According to Ijaiya (1999), supervision is seen as process concerned with growth and development of both human (i.e. academic staff, students and other school personnel) and material resources within the school for the ultimate benefit of the learner, staff and the society. Mover (1998) believed that supervision involves activities which primarily and directly focused on teaching and improvement of the academic environment in order to promote effective learning, growth of students and academic staff. The finding is in line with Ogunsaju (2005) who stated that supervision is to improve the effectiveness of teacher so that he can contribute maximally to the attainment of system goals.

Conclusion

This study has shown that human capacity building has a positive and significant relationship with academic staff effectiveness in Osun state Colleges of education. This implies that human capacity building in terms of in-service training, workshop and seminar will go a long way in improving academic staff effectiveness as well as students' academic performance. It is obvious that human capacity building will improve the knowledge of lecturers in such a way that the present standard at any level of our educational system will be enhanced. It can assist in planning online teaching and learning effectiveness which will also improve students' academic performance.

Recommendations

The following recommendations were made to enhance human capacity building and to improve academic staff effectiveness in Osun state colleges of education

- (1) Training and re-training of academic staff should be made compulsory for all lecturers. Through this, academic staff effectiveness will be enhanced through dissemination of innovative practical skills, quality of teaching and learning will be improved and lecturers' knowledge of subject matter will also improve.
- (2) Equal opportunities should be given to all categories of lecturers to fully participate in the capacity building progress.
- (3) When academic staff have been trained and developed, they need to also be motivated so as to be able to apply the teaching and other relevant skills and competencies gained into teaching-learning process and classroom environment and thereby enhance better students' academic performance.

- (4) The idea of automatic promotion based on years of service should highly be discarded. Therefore, academic staff promotion should be tremendously based on number of workshops, seminars and conferences attended by staff and their job performance and other professional activities engaged in while in teaching service.
- (5) School management should ensure that supervision should be given effective priority in order to enhance both the administrative and instructional supervision.
- (6) Human capacity building should be initiated with long-term goals in mind and it will streamline implementation and maximize initial impacts to engage with instructional staff whose teaching will be impacted by comprehensive innovations that involve changing structures and policies.

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