

# **CAPACITY DEVELOPMENT AND FACILITATORS’ INSTRUCTIONAL DELIVERY IN NATIONAL OPEN UNIVERSITIES IN SOUTH-WEST GEOPOLITICAL ZONE IN NIGERIA.**

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**Keywords:**

*Capacity  
Development,  
Facilitators’  
Instructional  
Delivery, Students’  
Assessment Skill,  
Time Management  
Skill*

**Abstract:** *This study examined capacity development and facilitators’ instructional delivery in National Open Universities in South-West geopolitical zone in Nigeria. Two objectives, two research questions and two null hypotheses guided the study. The study adopted a correlational research design. The population of this study was 64 consisting of 25 administrators and 39 facilitators from the Nineteen (19) learning centres in South-West Geopolitical zone of the National Open University in Nigeria. The entire population was used as the sample which infers census. Two research instruments titled “Capacity Development Questionnaire” and “Facilitators’ Instructional Delivery Questionnaire” were used for data collection. The instruments were validated by three experts; one from the Department of Educational Management and two from Measurement and Evaluation. The reliability was tested with Cronbach Alpha method which gave reliability indexes of 0.82, 0.84 and 0.86 respectively. The instruments were administered by the researcher and two trained research assistants via online. Pearson Product Moment Correlation was used to answer the research questions while the hypotheses were tested using t-test analysis at 0.05 level of significance. Results revealed that there is a significant relationship between capacity development in students’ assessment skill and facilitators’ instructional delivery in National Open University in Nigeria; there is a significant relationship between capacity development in time management skill and facilitators’ instructional delivery in National Open University in Nigeria. The study concluded that capacity development in students’ assessment and time management skills significantly influence facilitators’ instructional delivery in National Open University in Nigeria. Hence, it was recommended among others that school administrators should offer seminars on time management techniques, prioritization, and productivity strategies for facilitators, including practical exercises to help facilitators manage their workload and balance teaching responsibilities with other tasks.*

## **Introduction**

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Education enhances human capacity development and also the bedrock for every development that takes place in the society. Human capacity building through education is the only viable solution to solve the problem of low productivity and unskillfulness. Individuals as well as institutions and organizations capacity need to be built and boosted to enhance creativity, high productivity and financial independence (Ajewole, 2014; Ekpo, 2016).

Capacity development encompasses Human Resource Development (HRD) as an essential part of development. It is based on the concept that education and training lie at the heart of development efforts and without HRD most development interventions will be ineffective. It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change (Abdul, 2022). Groot and Paul (2020) defined capacity development as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructure and processes that are locally meaningful. Hence, human capacity building can be described as a deliberate effort by Government and people to provide the right number of workers at the right area of need and at the right time in an economy.

Human beings become productive resource or human capital only when they are able and, in a position, to contribute meaningfully to productive economic activities. They have to be

trained to become agents of production and economic activities. Without training they remain passive, potential and inactive to factors of production, consequently, human development has been seen as the ultimate concern of all types of development economic, social, cultural and political. Ajeyalemi (2022) study stated that the higher the quality of the teacher in knowledge and skills, the higher the quality teaching and education expected. Likewise, the higher the quality of education offered in the system, the higher the quality of national development expected. Thus, without quality teachers, not much of national development may be expected. For the quality of the teacher to be maintained, the teacher must update herself always -in order to remain relevant at all times. That is lecturers must be prepared to face new challenges as they occur in the system. According to Mohammed (2016) research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the subject matter they teach and the teaching skills they learned in the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world driven by information and communication technology (ICT) such that whatever knowledge and skills teachers acquired in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environments.

Education enriches and boosts the development of human capabilities. This can be seen as a variety of programmes designed by the management to help improve staff performance.

Although, some school systems make distinction between teachers training, staff development and human capacity development (National Professional Development Inclusion, 2008). Woodruff cited in Kwenim (2013) believed that an organization that want to strengthen its relationship with its employees should invest in the development of its workers. Effective instructional delivery means that the teacher will build on existing knowledge, differentiate instruction, and incorporate technology into lessons. The primary goal of instructional delivery is to ensure that educators have the skills and knowledge necessary to provide students with effective instruction. The central objective of the instructional delivery standard, is determining a teacher's proficiency in effective delivery of content knowledge. Providing students with a meaningful and relevant lesson is advantageous for their learning. Accessing background knowledge, and drawing experiences from both real life, and other subject areas, helps students to conceptualize new topics.

Instructional delivery are methods, strategies, approaches or even techniques that a teacher employ to deliver his/her subject matter of a lesson to the learners. It can as well be regarded as a representation of a pattern in which a lesson is to be presented. The process of instructional delivery must be based on stated objectives of the lesson, it is based on this that when the process of instructional delivery is over, then the opportunity to determine if the aim of the lesson has been achieved or not comes, which is the evaluation act that will tell if the lesson met stated objectives. Instructional delivery has been seen as the process showing

every activity the teacher and the learner does in a classroom setting. So, every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the pupil's interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery. When a teacher consciously utilizes his training, knowledge, skills and value and relays it in order to change the behavioral position of the learner, he is carrying out instructional delivery. The essence of the use of different instructional delivery models is to enable the instructor (teacher) surmount the challenges on the organization and passage of the instruction to students who are assumed to have come from different backgrounds, therefore, possess different learning styles, pace and understanding the lessons based on their previous knowledge. From the foregoing, it is clear to us that one model of instruction will not be able to bring about an effective instructional delivery that can produce the kind of result desired from the learners. The nature of the subject will demand for the teacher to employ numerous models, methods, strategies, approaches or techniques to ensure that the learners learn indeed after every instruction.

Capacity Development refers to the total stock of knowledge, skills, competencies acquired as a result of developing human which can easily lead to the solving of personal and societal problems that can result to sustainable development or transformation. Specifically, capacity development is the empowerment of individuals or units within a system to strengthen their potentials so as to contribute their quotas immensely to the attainment of the

set goal or vision (Michelle, 2015). In the words of World Customs Organization (2011), capacity development is the activities which strengthen the knowledge, abilities, skills and behaviours of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way. The goals of capacity development are to tackle problem related to policy and methods of development (UNCED, 1992). Hence, Osuji (2022), noted that capacity development for facilitators should encompass students' assessment training and time management training.

Student assessment is an integral part of learning process (Singh, 2022). It involves collecting and comparing data on what students know and can do before and after instruction. Student assessment can be done differently, depending on the teachers' and students' goals and needs. Some examples of student assessment methods are tests, quizzes, portfolios, projects, presentations, and student self-assessment. Assessments help teachers improve their teaching methods, provide feedback to students, and monitor student progress. It is the bridge that connects teaching with learning. The most important function of any university, open or conventional is to work for the students and to satisfy their expectations. A sound assessment system can motivate students to achieve their learning objectives effectively.

Capacity development in time management is the process of organizing and planning how to divide time between different activities and priorities as facilitator. Get it right, and facilitators will end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high. The benefits of time management include better habits and greater productivity. Improved time management increases facilitators focus, builds

confidence, and allows you to plan your time more effectively (Stella, 2013).

**Statement of Problem**

Universities are faced with a lot of academic problems ranging from low productivity, ineffectiveness etc. These most times are traceable to staff incompetency in carrying out their assigned task or responsibilities. Academic staff training and provision of research grants therefore become inevitable, as it is the necessary tools for acquiring more skills, knowledge, experience etc. Trained academic staff are believed to be more capable of doing their job, Nigeria has arguably fallen behind its potential to significantly improve on its human development and achieve the millennium development goals. With a human development index of 0.439. The prevailing situation is due partly to challenges of governance and stewardship responsibility (Federal Government of Nigeria, 2020). Despite the commitment of the Nigerian government and university management to staff capacity development, the performance of facilitators suffers a downward trend. Hence, the need to examine capacity development for effective instructional delivery of facilitators of National Open Universities of Nigeria.

**Purpose of the Study**

The purpose of this study is to examine capacity development for effective instructional delivery in National Open University of Nigeria in South-West geopolitical zone. Specifically, the study sought to;

1. Ascertain the relationship between capacity development in students' assessment skill and facilitators' instructional delivery in National Open University in Nigeria.
2. Examine the relationship between capacity development in time management skills and facilitators' instructional delivery in National Open University in Nigeria.

**Research Questions**

The following research questions formulated guided the study.

1. What is the relationship between capacity development in students' assessment skill and facilitators' instructional delivery in National Open University in Nigeria?
2. What is the relationship between capacity development in time management skills and facilitators' job performance in National Open University in Nigeria?

### Hypotheses

H<sub>01</sub>: There is no significant relationship between capacity development in students' assessment skill and facilitators' instructional delivery in National Open University of Nigeria.

H<sub>02</sub>: There is no significant relationship between capacity development in time management skill and facilitators' instructional delivery in National Open University of Nigeria.

### Methodology

The study adopted a correlational research design. The population of this study was 64 respondents consisting of 25 administrators and 39 facilitators from the 19 learning centres in South-West Geopolitical zone of the National Open University in Nigeria. The entire

**Table 1: Summary of Pearson Product Moment Correlation Coefficient on the relationship between capacity development in students' assessment skills and facilitators' instructional delivery in National Open University in Nigeria.**

		Capacity Development in Assessment	Facilitators' Level of Instructional Delivery	Correlation
Capacity Development in Students'N Assessment	Pearson Correlation	1		.693**
	Sig. (2-tailed)			.000
	N	352	352	High and Positive Relationship
Facilitators' Instructional Delivery	Pearson Correlation	.693**	1	
	Sig. (2-tailed)	.000		
	N	352	352	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, (2024)

population was used as the sample which infers census. Two research instruments titled: "Capacity Development Questionnaire (CDQ)" and "Facilitators' Instructional Delivery Questionnaire (FIDQ)" were used. The instruments were face and content validated by three experts; one from the Department of Educational Management and two from Measurement and Evaluation. The reliability was tested with Cronbach Alpha method which gave reliability indexes of 0.82, 0.84 and 0.86 respectively. The instruments were administered by the researcher and two trained research assistants via online. Pearson Product Moment Correlation was used to answer the research questions. The hypotheses were tested using t-test analysis with a critical t-value of  $\pm 1.96$  at 0.05 level of significance.

### Results

**Research Question 1:** What is the relationship between capacity Development in students' assessment skills and facilitators' instructional delivery in National Open University in Nigeria?

Table 1 for research question 1 showed the summary of Pearson Product Moment Correlation Coefficient on the relationship between capacity development in students’ assessment and facilitators’ instructional delivery in National Open Universities in Nigeria. The result on Table above revealed that responses to questionnaire items 1-7 for capacity development in students’ assessment and questionnaire items 1-7 for facilitators’ instructional delivery had correlation value of .693<sup>\*\*</sup>. This implies that there is a high and positive relationship between capacity development in students’ assessment and facilitators’ instructional delivery in National Open Universities in Nigeria.

**Research Question 2:** What is the relationship between capacity development in time management and facilitators’ instructional delivery in National Open University in Nigeria?

**Table 2: Summary of Pearson Product Moment Correlation Coefficient on the Relationship between Capacity development in time management and Facilitators’ instructional delivery in National Open Universities in Nigeria.**

		Capacity Development in Time Management	Facilitators’ Instructional Delivery	Level of Correlation
<b>Capacity Development in Time Management</b>	Pearson Correlation	1	.811 <sup>**</sup>	
	Sig. (2-tailed)		.000	
	N	352	352	High and Positive Relationship
<b>Facilitators’ Instructional Delivery</b>	Pearson Correlation	.811 <sup>**</sup>	1	
	Sig. (2-tailed)	.000		
	N	352	352	

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Survey, (2024)**

Table 2 for research question 2 showed the summary of Pearson Product Moment Correlation Coefficient on the relationship between capacity development in time management and facilitators’ instructional delivery in National Open Universities in Nigeria. The result on Table 2 above revealed that responses to questionnaire items 8-14 for capacity development in time management and questionnaire items 1-7 for facilitators’ instructional delivery had correlation value of .811<sup>\*\*</sup>. This implies that there is a high and positive relationship between capacity development in time management and facilitators’ instructional delivery in National Open Universities in Nigeria.

**Testing of Hypotheses**

H<sub>01</sub>: There is no significant relationship between capacity development in students’ assessment skills and facilitators’ instructional delivery in National Open University in Nigeria.

**Table 3: Summary of t-test analysis on no Significant Relationship between Capacity Development in Students’ Assessment and Facilitators’ Instructional Delivery in National Open Universities in Nigeria.**

Respondents	N	DF	r-value	t-cal	t-crit	LS	Decision
Capacity Development in Students’ Assessment	64	62	.693**	7.11	±1.96	0.05	H <sub>01</sub> Rejected Significant Relationship Exist
Facilitators’ Instructional Delivery	64						

**Source: Field Survey, (2024)**

Table 3 above showed a t-cal of 7.11 which was greater than the t-critical value of ±1.96 at 0.05 level of significance with a degree of freedom of 62. Since the t-calculated (7.11) was greater than the t-critical (±1.96), the null hypothesis was rejected and the alternative upheld which states that there is a significant relationship between capacity development in students’ assessment and facilitators’ instructional delivery in National Open Universities in Nigeria. This implies that there is a positive significant relationship between capacity development in students’ assessment and facilitators’ instructional delivery in National Open Universities in Nigeria.

H<sub>02</sub>: There is no significant relationship between capacity development in time management skills and facilitators’ instructional delivery in National Open University in Nigeria.

**Table 4: Summary of t-test analysis on no Significant Relationship between Capacity Development in Time Management and Facilitators’ Instructional Delivery in National Open Universities in Nigeria.**

Respondents	N	DF	r-value	t-calc	t-crit	LS	Decision
Capacity Development in Time Management	64	62	.8.11**	7.20	±1.96	0.05	H <sub>02</sub> Rejected Significant Relationship Exist
Facilitators’ Instructional Delivery	64						

**Source: Field Survey, (2024)**

Table 4 above showed a t-cal of 7.20 which was greater than the t-critical value of ±1.96 at 0.05 level of significance with a degree of freedom of 62. Since the t-calculated (7.20) was greater than the t-critical (±1.96), the null hypothesis was rejected and the alternative upheld which states that there is a significant relationship between capacity development in time management and facilitators’ instructional delivery in National Open Universities in

Nigeria. This implies that there is a positive significant relationship between capacity development in time management and facilitators' instructional delivery in National Open Universities in Nigeria.

### **Discussion of Findings**

Findings obtained on research question 1 on Table 1 indicated that there is a high and positive relationship between capacity development in students' assessment and facilitators' instructional delivery in National Open Universities in Nigeria with 'r' as .693\*\*. Hypothesis 1 on Table 3 showed there was a significant relationship between capacity development in students' assessment and facilitators' instructional delivery in National Open Universities in Nigeria with t-cal of 7.11 which was greater than the t-critical value of  $\pm 1.96$ . The finding is in agreement with Singh (2022), who asserted that student assessment is unarguably a crucial part of the educational landscape for both teachers and students alike. Conducting frequent assessments allows teachers to measure the effectiveness of their teaching. It helps them check how well their teaching methods work and ensure teaching aligns with the learning goals. They can analyze the assessment results and ask for student and teacher feedback. Furthermore, Wiggins and McTighe (2015), opined that in open and distance learning, the measurement of student learning through assessment is important because it provides useful feedback to both facilitators and students about the extent to which students are successfully inclining course learning objectives. Assessment enables instructors to determine the metrics of measurement for student understanding of and

proficiency in course learning objectives. They argue that assessment provides the evidence needed to document and validate that meaningful learning has occurred in the classroom.

The findings obtained on research question 2 on Table 2 indicated that there is a high and positive relationship between capacity development in time management and facilitators' instructional delivery in National Open Universities in Nigeria with 'r' as .811\*\*. Hypothesis 2 on Table 4 showed there was a significant relationship between capacity building development in time management and facilitators' instructional delivery in National Open Universities in Nigeria with t-cal of 7.20 which was greater than the t-critical value of  $\pm 1.96$ . The finding is in agreement with the view of James (2021) who stated that effective time management is the key to high performance levels as it not only affects the productivity of facilitators, but also helps to cope with stress, conflicts and pressure more efficiently. It also helps them maintain a healthy work-life balance and keeps them motivated. Time management training is one of the most effective tools to enhance the productivity of your team. He went further to argue that effective management of time will provide means by which employees accomplish their assigned tasks as expected. Supporting further, Shema (2016) explained that management of time does not only benefit an organization, but it reduces the level of stress and increases employee performance. Adejo (2019) adds that time management leads to orderliness and enables one to be more productive and fulfilled. This implies that proper management of time will help



individuals to sequentially achieve set objectives and contribute to organizational performance and growth. According to him, effective management of time in the organization requires that managers plan how to determine which tasks must be carried out, who is to perform such tasks, when and how such tasks must be completed. This provides means by which an organization achieves competitive advantage, growth and sustainability. Therefore, for time management to facilitate organizational operations, it is required that managers adopt necessary time management skills, principles and techniques that will help them to carry out their operations as required.

### **Conclusion**

Based on the results of the study, it was concluded that capacity development significantly influences Instructional delivery of facilitators in National Open University in South-West geopolitical zone of Nigeria.

### **Recommendations**

1. Facilitators should be trained regularly on students' assessment as this will enable them experience stress less work with students.
2. School administrators should offer seminars on time management techniques, prioritization, and productivity strategies for facilitators, including practical exercises to help facilitators manage their workload and balance teaching responsibilities with other tasks.

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