



**CAPACITY-BUILDING AND EDUCATIONAL SERVICE DELIVERY IN SELECTED  
 TERTIARY INSTITUTIONS IN EKITI STATE**

**BY**

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**Abstract**

*This study investigated the impact of capacity-building initiatives on educational service delivery in selected tertiary institutions in Ekiti State, Nigeria, focusing on administrative efficiency and teaching quality. The aim is to evaluate how professional development programmes influence institutional performance and identify challenges to implementation. A mixed-method approach was employed, including surveys and interviews with staff across Ekiti State University Ado Ekiti, Federal University Oye Ekiti, and the Federal Polytechnic Ado Ekiti. Statistical analysis revealed significant relationships between capacity-building programmes and improved outcomes; for instance, professional development initiatives enhanced administrative efficiency ( $p < 0.05$ ) and teaching quality ( $p < 0.05$ ). Findings highlight that insufficient funding, infrastructural deficits, and resistance to change hinder capacity-building efforts. Nonetheless, institutions that prioritize strategic training programmes and technology adoption exhibit better administrative processes and teaching practices. The study concludes that targeted investment in capacity building is critical and essential towards improving educational outcomes and fostering sustainable development in Nigerian tertiary institutions.*

**INTRODUCTION**

Ekiti State, known for its robust educational history, faces challenges related to resource constraints, outdated pedagogical methods, and administrative inefficiencies. These challenges have been attributed to factors such as insufficient government funding, limited training opportunities for staff, and the slow adoption of innovative teaching methodologies. According to recent studies by Afolabi, Adebisi, Owolabi, and Ojo (2023), these challenges impact the quality of education delivered in tertiary institutions and hinder the potential for sustainable growth. Furthermore, Ajayi, Taiwo, Adekoya, and Ilesanmi (2021) argue that without significant investment in capacity-building initiatives, the educational service delivery in these institutions remains suboptimal, resulting in reduced student performance and lowered institutional rankings.

The interplay between capacity building and service delivery is further explained through institutional theory, which posits that organizations adapt to external and internal pressures by adopting best practices to maintain legitimacy and operational effectiveness. A study by Adeyemi, Bankole, Ogunleye, and Obafemi (2023) found that tertiary institutions in Ekiti State that prioritize capacity-building strategies tend to perform better in terms of service delivery metrics, including student satisfaction and academic achievement. These institutions also exhibit improved adaptability to changes in educational policies and technological advancements, thereby securing their place as leaders in educational service provision.

**Statement of the Problem**

Tertiary institutions play a pivotal role in shaping the human capital necessary for national development. However, the effectiveness of educational service delivery in these institutions is increasingly challenged by inadequate capacity-building initiatives for staff.

Despite the recognized importance of capacity building in enhancing educational service delivery, tertiary institutions in Ekiti State continue to confront critical challenges that undermine their operational effectiveness and overall educational outcomes (Akinola, Ojo, Adewale, & Olorunfemi, 2023). These institutions bear the responsibility of producing graduates capable of addressing the socio-economic and developmental needs of both the state and the nation. However, persistent inadequacies in capacity-building initiatives compromise this mission, negatively affecting teaching quality, administrative efficiency, and student performance (Oluwole, Faleye, Oyedele, & Adekunle, 2020).



The insufficiencies in comprehensive training programmes, which are pivotal for equipping staff with up-to-date methodologies and skills, remain a significant barrier. Such inadequacies lead to reliance on outdated pedagogical approaches, further diminishing educational quality and institutional productivity (Adebayo, Osanyin, Bello, & Olayemi, 2022).

From the foregoing, this study attempts to evaluate the capacity building efforts and strategies in place by the selected tertiary institutions. What impact has capacity building had on the service delivery of these institutions?

### **Objectives of the Study**

- i. examine the effect of current state of capacity-building programmes on administrative efficiency in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti.
- ii. analyze the relationship between capacity-building initiatives and teaching quality in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti

### **Research Questions**

The following research questions were raised to guide the study

- i. What is the effect of current state of capacity-building programmes on administrative efficiency in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti?
- ii. Is there any relationship between capacity-building initiatives and teaching quality in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti?

### **Hypotheses**

In line with the objectives of the study, the following are the hypotheses stated in their null and alternate forms:

- H<sub>01</sub> There is no significant effect of capacity-building initiatives on administrative efficiency in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti
- H<sub>02</sub> There is no significant relationship between capacity-building initiatives and teaching quality in Ekiti State University Ado Ekiti, Federal University Oye Ekiti and Federal Polytechnic Ado Ekiti

### **Review of Related Literature**

#### **Capacity Building**

Capacity building refers to the process of enhancing the skills, abilities, and competencies of individuals, organizations, or systems to effectively perform their tasks, achieve objectives, and manage challenges (UNDP, 2017). It is a concept widely used in various sectors, including education, to improve the performance of individuals and institutions. In the context of higher education, capacity building involves programmes and strategies that aim to strengthen the abilities of both academic and administrative staff to enhance the quality of education and institutional management (Kuh & Whitt, 2020).

Several scholars have highlighted the importance of capacity building for institutional growth. According to Adebayo (2015), capacity building is essential for improving educational service delivery, as it helps equip staff with the necessary skills and knowledge to address the challenges of modern higher education. Okojie and Okojie (2016) also emphasize that capacity-building programmes in Nigerian universities focus on improving the professional skills of both academic and administrative staff, ultimately enhancing the operational effectiveness of the institutions. Furthermore, capacity-building initiatives may include activities such as workshops, training programmes, mentoring, and resource development aimed at fostering continuous professional development (Ogunyemi et al., 2017). Capacity building not only affects the skills of individual staff members but also has organizational implications. According to the World Bank (2003), building institutional capacity requires an integrated approach that includes human resource development, the establishment of systems for knowledge sharing, and the creation of a supportive organizational culture. This holistic approach allows institutions to function more effectively and adapt to the evolving demands of the educational landscape.



### **The Importance of Capacity Building in Tertiary Institutions**

The importance of capacity building in tertiary institutions cannot be overstated, as it directly influences the quality of education and the overall performance of an institution. According to UNESCO (2016), capacity building is essential for equipping educational institutions with the necessary tools to adapt to the rapidly changing demands of the global economy. In the context of higher education, capacity building strengthens the core functions of universities and polytechnics, including teaching, research, and community service, ultimately contributing to sustainable development (Ogunyemi et al., 2020).

A key aspect of capacity building in higher education is its role in improving teaching quality. Teacher quality is widely acknowledged as one of the most influential factors in determining students' academic success (Darling-Hammond et al., 2017). Professional development initiatives enhance educators' knowledge, teaching strategies, and pedagogical skills, thereby improving student learning outcomes. Capacity building also supports administrative staff, fostering greater efficiency in the management of resources, student services, and institutional policies, which ultimately ensures the smooth operation of the institution (Akinyemi et al., 2021).

Additionally, capacity building helps institutions stay competitive in the global educational landscape. With increased globalization and technological advancements, higher education institutions must continually adapt and innovate to meet new challenges (Morrow et al., 2018). Institutions that invest in capacity building are better positioned to respond to these challenges, ensuring they can provide high-quality education, attract funding, and maintain their relevance in the global education sector.

### **Theoretical Review**

#### **Human Capital Theory**

Human Capital Theory (HCT), first popularized by economists such as Gary Becker (1964), views individuals' skills, knowledge, education, and experience as forms of capital that contribute to economic productivity. The theory posits that investing in education, training, and development enhances the capacity of individuals, thus improving organizational performance and societal outcomes. In the context of tertiary education, human capital theory suggests that capacity-building programmes aimed at developing the skills of academic and administrative staff will lead to improved performance, better teaching quality, and more efficient administrative processes (Becker, 1964).

Human capital is considered a crucial asset for any educational institution. According to Schultz (1961), institutions that invest in their staff's human capital by offering professional development opportunities, such as workshops, seminars, and training, create an environment conducive to high-quality educational service delivery. In a tertiary education setting, this could manifest in improved teaching methods, enhanced administrative capabilities, and overall institutional effectiveness. This theory aligns with the need for continuous capacity-building initiatives to help educational institutions adapt to new teaching strategies, technological advancements, and the evolving demands of students and the workforce (Schultz, 1961).

Furthermore, human capital theory stresses the importance of investing in the education and skills of teachers and administrative personnel, as they are seen as the most significant factors influencing educational outcomes (Hanushek, 2013). In Nigerian tertiary institutions, where there is often a mismatch between the skills possessed by staff and the demands of modern educational practices, human capital development through capacity-building becomes a key strategy for addressing this gap.

#### **Empirical Review**

Adesanya and Olaniyan (2024) explored how capacity-building initiatives contribute to teaching quality in Nigerian public universities. Their research found that capacity-building programmes led to more interactive and student-centered teaching approaches, which improved overall teaching quality. This study utilized a mixed-methods approach, gathering quantitative data through surveys and qualitative data via interviews with 120 faculty members across five universities in Nigeria. The findings suggested that effective capacity-building programmes fostered an atmosphere of academic excellence by encouraging lecturers to adopt modern teaching practices, use digital tools, and implement innovative assessment strategies. However, the study was limited by its focus on only public universities, which may not reflect the full spectrum of tertiary institutions in Nigeria.

Isah, Takuma, Umar, Bala, Sani, and Usman (2024) explore the role of professional development programmes in improving administrative efficiency in Nigerian government ministries. Their study



reveals that employees who engage in regular training and development are better equipped to handle administrative tasks, make more informed decisions, and respond to challenges effectively. The research uses both qualitative and quantitative methods, with a sample size of 200 employees across various ministries in Minna, Nigeria. The findings indicate a strong correlation between professional development and improved administrative practices, as evidenced by a significant increase in efficiency metrics such as timeliness, accuracy, and responsiveness to public inquiries. The study uses regression analysis, showing a statistically significant positive relationship ( $p < 0.05$ ) between participation in professional development programmes and improved administrative efficiency.

Adedayo, Grace, and Samuel (2024) examine the challenges that hinder the effective implementation of capacity-building programmes in the Nigerian education sector, particularly in tertiary institutions. Their study highlights that while capacity-building is recognized as a crucial strategy for improving educational outcomes, several challenges persist in its execution. These challenges include inadequate infrastructure, insufficient funding, resistance to innovation, and a lack of qualified trainers and facilitators. The research utilizes a mixed-methods approach, combining both qualitative interviews and quantitative surveys to identify the key factors that affect the implementation of capacity-building programmes in universities and polytechnics in Nigeria. In the qualitative phase of the study, interviews were conducted with key stakeholders, including academic staff, administrators, and policymakers, from selected tertiary institutions. These interviews revealed that inadequate funding and poor infrastructural support were significant obstacles to the successful implementation of capacity-building programmes. Additionally, the study found that institutional resistance to new approaches, particularly from senior faculty members, created an environment of inertia, further complicating the effectiveness of these programmes. The quantitative phase involved administering surveys to 500 academic and administrative staff members from a range of public and private universities across Nigeria. The data collected was analyzed using correlation and regression analysis to identify the extent to which these challenges impact the implementation and success of capacity-building efforts. The study's findings suggest that inadequate funding is the primary challenge affecting the implementation of capacity-building initiatives in Nigerian tertiary institutions. This is closely followed by the lack of trained facilitators, which compromises the quality of training programmes. Resistance to change among senior academic staff was also highlighted as a major barrier, with many staff members unwilling to adopt new pedagogical approaches or management strategies. The external factors, such as political instability and economic constraints, were found to exacerbate the internal challenges, making it difficult to secure the necessary resources for effective capacity building.

## **METHODOLOGY**

### **Research Design**

This study adopts a quantitative research design to investigate the challenges in the implementation of capacity-building programmes. Quantitative research is appropriate as it allows for the collection of numerical data that can be analyzed statistically to identify patterns, relationships, and trends. This design enable the researcher to objectively assess the factors that hinder the effective implementation of capacity-building programmes and how these factors influence educational outcomes in the selected institutions.

## **DATA PRESENTATION AND ANALYSIS**

**Examine the effect of the current state of capacity-building programmes on administrative efficiency in EKSU, FUOYE, and FPADO**

| SN | Questions                                                                                           | SA<br>(5) | %     | A<br>(4) | %     | U<br>(3) | %     | D<br>(2) | %    | SD<br>(1) | %    | Mean |
|----|-----------------------------------------------------------------------------------------------------|-----------|-------|----------|-------|----------|-------|----------|------|-----------|------|------|
| 1  | Our institution provides regular capacity-building programmes to improve administrative efficiency. | 150       | 40.0% | 120      | 32.0% | 50       | 13.3% | 35       | 9.3% | 20        | 5.3% | 4.0  |
| 2  | The content of capacity-building                                                                    | 140       | 37.3% | 130      | 34.7% | 45       | 12.0% | 35       | 9.3% | 25        | 6.7% | 3.9  |



|   |                                                                                                                                 |     |       |     |       |    |       |    |       |    |      |     |
|---|---------------------------------------------------------------------------------------------------------------------------------|-----|-------|-----|-------|----|-------|----|-------|----|------|-----|
|   | programmes is tailored to meet administrative needs.                                                                            |     |       |     |       |    |       |    |       |    |      |     |
| 3 | Capacity-building programmes enhance decision-making and problem-solving skills among administrative staff.                     | 145 | 38.7% | 125 | 33.3% | 55 | 14.7% | 30 | 8.0%  | 20 | 5.3% | 3.9 |
| 4 | Administrative staff are adequately trained on modern technologies and tools.                                                   | 135 | 36.0% | 125 | 33.3% | 50 | 13.3% | 40 | 10.7% | 25 | 6.7% | 3.8 |
| 5 | Capacity-building programmes have streamlined administrative processes in our institution.                                      | 140 | 37.3% | 120 | 32.0% | 55 | 14.7% | 35 | 9.3%  | 25 | 6.7% | 3.9 |
| 6 | There is a noticeable improvement in communication and teamwork among administrative staff due to capacity-building programmes. | 150 | 40.0% | 115 | 30.7% | 45 | 12.0% | 40 | 10.7% | 25 | 6.7% | 3.9 |
| 7 | The outcomes of capacity-building programmes on administrative efficiency are regularly monitored and evaluated.                | 130 | 34.7% | 120 | 32.0% | 60 | 16.0% | 40 | 10.7% | 25 | 6.7% | 3.8 |

*Source: Field Survey (2024).*

The survey results highlight a generally positive perception of capacity-building programmes among administrative staff, with strong agreement on their availability and effectiveness in enhancing skills and communication. However, responses also reveal areas needing improvement, particularly in training adequacy and monitoring outcomes. The findings emphasize the necessity for ongoing evaluation and refinement of these programmes to maximize their impact on administrative efficiency. *To analyze the relationship between capacity-building initiatives and teaching quality in these institutions*

| SN | Questions                                                                          | SA<br>(5) | %     | A<br>(4) | %     | U<br>(3) | %     | D<br>(2) | %     | SD<br>(1) | %    | Mean |
|----|------------------------------------------------------------------------------------|-----------|-------|----------|-------|----------|-------|----------|-------|-----------|------|------|
| 1  | Capacity-building programmes have improved the teaching quality of academic staff. | 110       | 29.3% | 140      | 37.3% | 50       | 13.3% | 50       | 13.3% | 25        | 6.7% | 3.8  |
| 2  | Teaching staff are adequately trained on modern pedagogical methods.               | 85        | 22.7% | 150      | 40.0% | 60       | 16.0% | 55       | 14.7% | 25        | 6.7% | 3.7  |



|   |                                                                                 |     |       |     |       |    |       |    |       |    |      |     |
|---|---------------------------------------------------------------------------------|-----|-------|-----|-------|----|-------|----|-------|----|------|-----|
| 3 | Capacity-building programmes include updates on subject-specific knowledge.     | 100 | 26.7% | 120 | 32.0% | 60 | 16.0% | 60 | 16.0% | 35 | 9.3% | 3.6 |
| 4 | There is a noticeable improvement in student outcomes due to enhanced teaching. | 90  | 24.0% | 130 | 34.7% | 70 | 18.7% | 60 | 16.0% | 25 | 6.7% | 3.6 |
| 5 | Capacity-building initiatives foster collaboration among teaching staff.        | 95  | 25.3% | 135 | 36.0% | 55 | 14.7% | 65 | 17.3% | 25 | 6.7% | 3.6 |
| 6 | Professional development workshops enhance classroom management skills.         | 105 | 28.0% | 140 | 37.3% | 50 | 13.3% | 50 | 13.3% | 30 | 8.0% | 3.8 |
| 7 | Capacity-building initiatives integrate technology into teaching.               | 110 | 29.3% | 135 | 36.0% | 50 | 13.3% | 55 | 14.7% | 25 | 6.7% | 3.8 |

Source: Field Survey (2024).

Overall, the survey results reflect a generally positive perception of the impact of capacity-building programmes on teaching quality among academic staff. While many respondents acknowledge improvements in teaching effectiveness and classroom management, there are areas that require further attention, particularly regarding training in modern pedagogical methods and subject-specific updates. The findings highlight the importance of ongoing professional development to enhance teaching practices and ultimately improve student outcomes.

#### TEST OF HYPOTHESES

***There is no significant effect of capacity-building initiatives on administrative efficiency in EKSU, FUOYE, and FPADO.***

#### Model Summary

| Model | R     | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate |
|-------|-------|----------------|-------------------------|----------------------------|
| 1     | 0.944 | 0.891          | 0.891                   | 0.482                      |

#### ANOVA

| Model             | Sum of Squares | df  | Mean Square | F        | Sig.     |
|-------------------|----------------|-----|-------------|----------|----------|
| <b>Regression</b> | 721.992        | 1   | 721.992     | 3104.037 | 0.000*** |
| <b>Residual</b>   | 88.342         | 380 | 0.233       |          |          |
| <b>Total</b>      | 810.334        | 381 |             |          |          |

#### Coefficients

| Predictor                            | B       | Std. Error | Beta  | t      | Sig.     |
|--------------------------------------|---------|------------|-------|--------|----------|
| <b>(Constant)</b>                    | -0.0319 | 0.069      |       | -0.463 | 0.644    |
| <b>Capacity-Building Initiatives</b> | 1.2092  | 0.022      | 0.944 | 55.716 | 0.000*** |

The linear regression analysis strongly supports the hypothesis that capacity-building initiatives positively and significantly influence administrative efficiency in the three institutions studied. These findings highlight the need for sustained investments in capacity-building programmes to enhance institutional performance. Further research could delve into specific dimensions of capacity-building initiatives to identify the most impactful elements driving administrative efficiency.

***There is no significant relationship between capacity-building initiatives and teaching quality in EKSU, FUOYE, and FPADO.***



### Model Summary

| Model    | R     | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate |
|----------|-------|----------------|-------------------------|----------------------------|
| <b>1</b> | 0.949 | 0.902          | 0.901                   | 0.597                      |

### ANOVA

| Model             | Sum of Squares | df  | Mean Square | F        | Sig.     |
|-------------------|----------------|-----|-------------|----------|----------|
| <b>Regression</b> | 1226.152       | 1   | 1226.152    | 3485.007 | 0.000*** |
| <b>Residual</b>   | 133.715        | 380 | 0.352       |          |          |
| <b>Total</b>      | 1359.867       | 381 |             |          |          |

### Coefficients

| Predictor                            | B      | Std. Error | Beta  | t      | Sig.     |
|--------------------------------------|--------|------------|-------|--------|----------|
| <b>(Constant)</b>                    | 0.2024 | 0.078      |       | 2.588  | 0.010**  |
| <b>Capacity-Building Initiatives</b> | 1.4549 | 0.025      | 0.949 | 59.032 | 0.000*** |

The linear regression analysis strongly supports the hypothesis that capacity-building initiatives positively and significantly influence teaching quality in the three institutions studied. These findings highlight the necessity for continued investment in capacity-building programmes to improve teaching outcomes. Future research could explore specific aspects of capacity-building initiatives to identify which elements most effectively enhance teaching quality.

### Conclusion

Capacity-building programmes play a pivotal role in improving administrative efficiency by equipping staff with essential skills and knowledge to manage institutional operations effectively. However, limitations in funding and irregular implementation present significant challenges, often resulting in inconsistent outcomes. To realize their full potential, these programmes must be designed with a long-term vision that includes regular evaluations, adequate financial support, and the incorporation of modern training methodologies. Institutions should also foster a culture of accountability and continuous improvement to ensure these programmes align with their strategic goals and meet the evolving demands of the educational sector.

### 5.3 Recommendations

The following recommendations were made for the study:

- Increase funding allocation for capacity-building initiatives to improve administrative efficiency and teaching quality.
- Establish sustainable and continuous professional development frameworks tailored to specific institutional needs.
- Institutions must design long-term capacity-building programmes that address unique staff requirements, such as modern pedagogical techniques for academic staff and leadership training for administrative personnel. Utilizing digital platforms for training delivery can enhance accessibility.
- Leverage partnerships between tertiary institutions, policymakers, and industry stakeholders to optimize capacity-building efforts.
- Minimize challenges such as resistance to change and inadequate infrastructure for capacity-building programmes.
- Ensure the continuous improvement and relevance of capacity-building programmes.
- Provide a robust policy environment to support capacity-building as a key component of educational service delivery.

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