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THE RELATIONSHIP BETWEEN CAPACITY BUILDING AND ACCOUNTABILITY IN NIGERIA PUBLIC SECTOR: AN EXAMINATION (A CASE STUDY OF SOKOTO STATE TEACHER'S SERVICE BOARD)

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CERTIFICATION

This research work has been carried in the Department of Public Administration in the Faculty of Management Sciences, Usmanu Danfodiyo University, Sokoto for the Award of Bachelor of Science (BS.c) Degree in Public Administration.

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DEDICATION

This research work is dedicated to Almighty Allah: To my loving and caring parent, Rtd, Yakubu Shiloguma Nigeria Police Force (NPF) and my beloved mother, Mallama Salamatu Yakubu and my lovely wife, Mallam Basira Alhassan.

May Allah in his infinite mercy reward them with Al-Jannatul Firdausi (Amin).

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CHAPTER ONE

1.1 BACKGROUND TO THE STUDY

The concept of 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 a 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 of premium performance by the individuals within the sector. Why should governments and other policy makers focus on capacity building? According to McDonnell and Elmore (1991, as cited in Delaney, 2002) 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.

Why advocate capacity building and what is the likely impact on teaching and learning and subsequently, the educational success of students in Nigeria, the problems within the teaching sector in Nigeria are by now quite well known even to cursory observers who have only a passing interest in education. Currently, there is a general perception that a significant number of Nigeria teachers are not equipped to deliver quality education for a number of interconnected reasons chief among them being training-related issues (policy, structural and curricular), infrastructural limitations and low morale.

Many agree that Nigerian education no longer offers to beneficiaries what is used to. The colossal level of student

failure in the country is a clear indication of the fact that there are significant problems within the system. Data from W.A.E.C and NECO examination results from the last several years show that less than 30% of the students who sat for these examinations received credit in mathematics and English Language, This means that students in Nigeria are not receiving the kind of education that will prepare them for life in a competitive 21st Century world that demands innovation, creativity, critical thinking skills, vision, adaptable and transferable skills. Increasing student achievement depends on teachers whose performance in turn, hinges on building their capacity. With regards to economic development, it should be emphasized that the quality of education as demonstrated

by the quality of teaching, facilities and curricula, matters in very important ways (Todaro and Smith, 2012).

1.2 STATEMENT OF THE RESEARCH PROBLEM

Unfortunately, despite extensive policy enactment and legislation, teacher education and the teaching profession remain problematic subsectors within the education system (Osuji, 2009; Udofot, 2005). Building teacher capacity in Nigeria should, therefore, include a re-conceptualization of the processes that are involved in teacher certification and ensure. The Nigerian school system is increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging. Some blame pupils for this apparent decline in quality of education and moral values. A thoughtful few think that they are due to the nature of

changes in all directions. Majority blame the teachers for the woes in our schools. They are not as devoted and dedicated to the cause of education as their predecessors (my emphasis). Teachers as a group blame parents and the children. They also blame government for unattractive condition of service and poor physical facilities in some parts of the educational system.

With regards to in-service practitioners, some teachers continue to adhere to the traditional pedagogical orientations that informed their training. The popular assertion that teachers generally teach the wave they were taught is not unfounded. Indeed, some teachers are reluctant to think outside the box preferring instead to see their role as one of simply transmitting the official knowledge that they were mandated to teach. Sometimes,

even those who want to adopt empowering strategies as routine practice are constrained by a lack of the pedagogical knowledge to do so.

1.3 RESEARCH QUESTIONS.

The general question is what is the relationship between capacity building and accountability in Sokoto State teacher's service board.

Subsidiary questions are:

1. To what extent does in -service practitioners affect teacher's board in the public sector?

2. How does lack of pedagogical knowledge influence the accountability of teacher's service board in the public sector?

3. To what proportion does lack of training affect teacher's service board Sokoto?

1.4 OBJECTIVES OF THE STUDY

The major objective is to examine the significant relationship between capacity building and accountability in teacher's service board.

The minor objectives include:

1. To examine the extent in which in-service practitioners affect teacher's service board

2. To examine the extent to which lack of pedagogical knowledge influence teacher's service board

3. To examine the extent to which lack of training affect teacher's service board.

1.5 HYPOTHESES OF THE STUDY

1. That in-service practitioners affect teacher's service board

2. There is a significant relationship between pedagogical knowledge and efficiency of teacher's service board

3. That lack of training affects teacher's service board

1.6 SIGNIFICANCE OF THE STUDY

This study will contribute to the body of knowledge; and will provide input for policy making on the subject matter. Also, it will serve as a reference material for students, scholars and other researchers. This research work will assist Sokoto state teacher's service board to determine the factors militating against effective capacity building and accountability in public sector.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

This research work assesses the relationship between capacity building and accountability in the public sector in Nigeria an examination. A case study of Sokoto state

teacher's service board. In carrying out this research, the researcher is faced with the limitations of time, space and the content of analysis of the research. It is limited by time because being an academic work; it must be completed at a stipulated period of time. It is also limited by space as it focuses on Sokoto state teacher service board as the case study and the findings may not be applicable to other organizations. It is limited in terms of content of analysis as it takes into consideration few variables i.e. capacity building and accountability. Other variables that may be influential to the study have been left out.

1.8 SCHEME OF CHAPTERS

This research work comprises of five chapters. Chapter one includes background to the study, statement of the research problem, research questions, objectives of

the study, hypotheses, significance of the study, scope and limitations and scheme of chapters. Chapter two tackles literature review (conceptual and theoretical works).Chapter three is the research methodology which comprises of introduction, research design, population, sample and sampling techniques and method of data collection, instrument and method of data analysis. Chapter four focuses on data presentation and analysis; which include introduction, interpretation of data, analysis of the interpretation and testing of hypotheses. And chapter live deals with summary, conclusion and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims at reviewing the literature on the relationship between capacity building and accountability in Nigerian public sector relevant issues have been highlighted and critically reviewed.

2.2 CONCEPT OF CAPACITY BUILDING

In the global context, capacity refers to the individuals and institutions' ability to make and implement decisions and performances functioning in effective, efficient and sustainable manner.

At the individual level, capacity building refers to the process of changing attitudes and behaviors imparting knowledge and development skills while maximizing the benefits of participation, knowledge exchange and

ownership. At the institutional levels it focus on the overall organization performance and functioning capabilities, as well as ability of an organization to adopt to change. It aims to develop the institution as a total system, including individual groups and the organization itself.

Traditionally, intervention at the systematic level were termed institutional strengthening. This reflected a concern with human resource development as well as assisting in the emergence and improvement of organizations. However, capacity development further emphasized the overall policy framework in which individuals and organization operate and interact with the external environment, as well as formal and informal relationship of institutions. Capacity is not the mere existence of potential but rather existing potentials must be harnessed and utilized to identify and

solve problem in order to be considered as capacity (UNDP 1991).

> *Capacity building agenda 21ˢᵗ definition (chapter 37, UNCED 1992) "specifically capacity building encompasses the country's human, scientific, technological, organizational, institutional and resources capacities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choice and modes of implementation among development options base on an understanding of environment potentials and limits and of need perceived by the people of the country concerned".*

Capacity Building: Has emerged from organization theory and development management other discipline such as sociology, political science and institutional economics have also influenced thinking in this area. Capacity building can

be understood generally as an endogenous process. Through which society changes its rules, institutions and standards of behavior, increase it level of social capital and enhances its ability to respond adopt and exert discipline on itself (World Bank, 2003).

Capacity development is a broad area that addresses development at different levels of society it deals with entities of different size and scope, and it deals with the different stages of the development process. In this policy brief the emphasis will be on institutional capacity building.

Capacity building seeks to improve the performance of work units, department on the whole organization. Organization at capacity building is a system-wide, planned effort to increase organizational performance through

purposeful reflection, planning, and action. In particular, capacity building looks in depth at where an organization stands in comparison to where it hopes to be in the future, and develop skills and resource to get there. Thus organizational capacity building is synonymously with organizational learning the ultimate goal of capacity building is to enable the organization to grow stronger in achieving its purpose and missions (Monrovia, California, World vision, 1999).

2.3 TYPES OF CAPACITY BUILDING

Capacity building in this aspect can be categorize into two (2) namely.

a. Organization capacity building

b. Institutional capacity development

i. Organizational capacity building may relate to almost any aspect of work, proved governance, leadership and strategy, administration (including human resources, financial management and legal matters) programmes development and implementation, fund raising and income generation, diversity, partnership and collaboration, evaluation, advocacy and policy change, marketing positioning planning etc. For individual capacity building, it relates to leadership, development, advocacy skills, training abilities, technical skills, organizing skills and other areas of personal and professional development (Linel, 2003)

ii. Institutional capacity development is considered as one of the main types of capacity building effort along with human capacity development. Both are closely Inter-

related and complement each others, institutional capacity development addresses capacity development beyond the provision of education and training of professionals. It aims to enhance the capacity of government, Business, non-governmental groups and communities to plan and manage cost efficiently effectively. It also aims to improve institutional arrangements for cost management, this implies to address capacity development on a long term strategic level. Concepts such as leadership, awareness and constituency development are part and parcel of institutional development "Nancy Barnes" and Abdul-Karim Assad, 2003.

2.4 THE ROLE OF TRAINING AND RESEARCH INSTITUTIONS IN CAPACITY DEVELOPMENT

Training and research institutions are veritable instruments for achieving the goals of capacity development. Educational institutions contribute to capacity development by improving all kinds of training leading to the acquisition of knowledge and technical and management skills. According to the World Bank (1998) local training and research institutions transit the skills required for managing development, by offering specialized training in fields, keeping in touch with the best internal practice and knowledge provides, developing need specific policy research and providing the intellectual input for reform.

The national centre for economic management and administration (NCEMA), for example was established as a response to the need to increase supply of trained local policy analysis and economic managers, particularly in the public sector capacity development through policy design and management, provision of some services to the general public, project execution and effective administration of government activities (Ojo, 1996).

The significance of research in capacity building hinges on its role in the advancement of knowledge and creation of improved ways of doing things. Specifically, research institutions contribute to capacity development through their outputs thus:

i. Policy research outputs enhance the capabilities of policy makers to formulate and manage public policies.

Research outputs serve as inputs in policy making process. Policy research also facilitates policy formulation and implementation. It does not only identify the need for policy but also provides analysis of the expected benefits and costs of the policy, as well as states options and makes practical, as opposed to general, recommendations for easy decisions and actions

ii. Research outputs, particularly in the form of published works, enhance the capacity of training institutions to produce high-level manpower

iii. Most importantly, outputs of scientific and technology research assist manufacturers to produce goods and services that improve the welfare of the people Community Capacity Building (CCB)

iv. Autonomous policy research institutions and research limit within tertiary institutions can enhance their own relevance by providing technical assistance and making their research funding available to policy unit and individual policy makers in the public services

v. Global Research capacity building Program (GDN's): Builds research capacity in the developing and transition world through participation in a structured set of unique GDN activities

   i. Mobilizes development knowledge to and from academic and non academic audiences through multi-pronged, customized outreach and dissemination plans

   ii. The Global Research capacity building program provide researchers in developing and transition

countries with up to six years of direct support for global, collaborative and across disciplinary research in development upon completion of the program, participating researchers of the program, association with GDN as Global Alumni.

2.5 ACCOUNTABILITY

The obligation of an individual or organization to account for its activities, accept responsibility for term, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property.

In ethics and governance, accountability is answerability, blame worthiness, liability, and expectation of account-giving. As aspect of governance, it has been

central to discussions related to problems in the public sector, non-profit and private (corporate) and individual contexts. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decision, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explained and be answerable for resulting consequences.

In governance, accountability has expanded beyond the basic definition of "being called to account for one's actions". It is frequently described as an account-giving relation between individual e.g. "A is accountable to B when A is obligated to inform B about A's (past or future) actions and decisions, to justify them, and to suffer

punishment in the case of eventual misconduct". Accountability cannot exist without proper accounting practices; in other words. An absence of accounting means an absence of accountability (Bruce Stone & Joseph, 2005).

2.5 TYPES OF ACCOUNTABILITY

Stone, Dwivedi, and Jabbra (2005) list 8 types of accountability, namely moral, administrative, political, managerial, market, legal/judiciary, constituency relation, and professional. Leadership accountability cross cuts many of these distinctions.

2.6.1   Political Accountability

Is the accountability of government, civil servants, and politicians to public and legislative bodies such as a congress or a parliament

Recall elections can be use to revoke the office of an elected official. Generally, however, voters do not have any direct way of holding elected representative to account during the term for which they have been elected. Additionally, some officials and legislature may be appointed rather than elected constitution or statute, can empower a legislative body to hold their own members, the government, and government bodies to account. This can be through holding an internal or independent inquiry. Inquiries are usually held in response to all allegation of misconduct or corruption.

The powers, procedures and sanctions vary from country to country. The legislature may have the power to impeach the individual, remove them, or suspend them

from office for a period of time. The accused person might also decide to resign before trial.

In parliamentary systems, the government relies on the support or parliament, which gives parliament power to hold the government to account. For example, some parliaments can pass a vote of no confidence in the government.

2.6.2 Administrative Edit

Internal rules and norms as well as same independent commission are mechanisms to hold civil servants within the administration of government accountable. Within department or ministry, firstly, behavior is bound by rules and regulations; secondly, civil servant are subordinates in a hierarchy and accountable to superiors. Nonetheless,

there are independent "watchdog" units to scrutinize and hold departments accountable: legitimacy of these commissions is built upon their independence, as it avoids any conflicts of interest. The accountability is defined as an element which part of a unique responsibility and which represents an obligation of an actor to achieve the goal or to perform the procedure of tasks, and the justification that it is done to someone under threat of sanction.

2.6.3 Individuals Within Organization Edit

Because many different individuals in large organizations contributes in many ways to the decision and policies, it is difficult even in principle to identify who should be accountable for the result. This is what is known, following Thompson, (2014) as the problem of many hands. It creates a dilemma for accountability. If individual

are held accountable or responsible, individuals who could not have prevented, or they "take responsibility" in a symbolic ritual without suffering and consequences if only organizations are held accountable, then all individuals in the organization are equally blame worthy or all are excused various solution have been proposed. One is to broaden the criteria for individual responsibility so that individuals are held accountable for not anticipating failures in the organization. Another solutions, recently proposed by Thompson (2014) is to hold individuals accountable for the design of the organization, both respectively and prospectively.

2.6.4 Constituency Relation Edit

Within this perspective, a particular agency of the government is accountable if voices are heard from

agencies, groups or institutions outside the public sector representing citizen's interest from a particular constituency or field. Moreover, the government is obliged to empower members of agencies, with or appoint them into the public sector as a way to make the government representative and to ensure that voices from all constituencies are include in policy making.

2.7 IMPORTANT OF ACCOUNTABILITY IN PUBLIC SECTOR

The important of accountability in public sector however accountability play some important role in the public sectors, some of the importance of accountability in the public sector are as follows:

i. Accountability in business is critical, as the concept enhances the ethics of managers

ii. Being accountable means standing by decisions, actions and the overall well-being of project

iii. Accountability is also management process that ensure employees answer to their superior for their action that supervise behave responsibility as well as

iv. Accountability addresses both the organization's expectation of employee's expectation of the organization

v. Accountability employee helps to increase performance of business as a whole and to maintain a positive company culture, vision and ethics

vi. Accountability on a global scale, particularly in the case of NGOs, is complicated both fact that different

countries have varying legislative perspectives when it comes to accountability

2.8 ACCOUNTABILITY IN EDUCATION

Accountability is the assessment of responsibility for conducting activities in a certain way or producing specific results. A primary motivation for increased accountability is to improve the system or aspect of it. To have workable accountability system, there must be a desired goal (e.g., accomplice with legal requirements, progress toward the goal (e.g. indicator of meeting legal requirements; indicators of performance), criteria for determining when the measures show that the goal has or has not been met, and consequences for meeting or not meeting the goal. Each of these aspects of an accountability system can vary in a number ways.

Educational accountability targets either the processes or results of education. A desired goal is identified (e.g. compliance with the legal mandates of providing special educations, highly qualified teacher's improved student performance) and measures are identified for determining whether the goal is met (e.g. a checklist of indicators that the legal mandates have been met, a target of 90% correct for teachers taking a test of current knowledge and skills, a target of 60% of students performing at grade level by the end of each school year) criteria for determining whether the goal has been met can involve specific determinations of ways that the goal may and may not be met (e.g. deciding how many indicators in the checklist must be marked to be considered meeting the legal mandates, determining the specific content that does

or does not court for specific types of teachers determining how calculate the percentage of students performing at a proficient level, and how to define grade level performance).

Accountability occurs in many ways in education systems. One type of educational accountability is that in which the school is held responsible for the performance of its students: Another type of educational accountability is a system in which teachers or administrators are individually held responsible for the performance of their students.

Accountability systems in which schools or individual personnel are held responsible for aspect of the educational process are most often used as a ways to adjust the processes education.

Whether the school or individual teachers or administrators are held responsible, the educational accountability approach is termed system accountability.

Educational accountability may also hold individuals responsibility for their own performance for example, students may held responsible for their performance in school (such as through promotion tests or graduation examinations). Teachers may be held responsible for their performance on content and pedagogy through entry examinations or periodic test of knowledge and skills. (Gold Schmidt, Rosechewsks, Choi, Auty, Hebbler, Blank, & Williams, 2005).

Accountability-in-Education: Accountability-the idea of holding schools, districts, educators, and students

responsible for results has become the most recent watchword in education.

In more and more states and districts, policy makers are moving to reward achievement and punish failure in schools, in an effort to ensure that children are getting a good education and that tax dollars are not being wasted.

Accountability for student performance is one of the two or three if not the most prominent issues in policy at the state and local levels right now, "says Richard F. Elmore, professor at Harvard University's Graduate school of education (quality counts, 1999)".

The push for accountability has grown out of a common perception that states traditionally monitored the "inputs" in public education such as the number of

computers in the classroom but paid too little attention to performance. In the 1980s, the nation's governors proposed a kind of "house trade" the state would provide more flexibility in how schools operated, as well as more money for schools, if educators would agree to be held more accountable for student achievement.

The "New" accountability, enshrined in the federal law since the mid-1990 and a major emphasis of the no child left Behind Act of 2001, focuses on student performance, schools as the unit of improvement, and consequences for schools attached to student performance (Fuhrman, 1999). Each state is required, under No child left behind to submit an accountability plan to the U.S Department of education. By 2005, all 50 states and the district of Columbia had submitted and received approval for their individualized

plans, and are currently implementing these plans in their schools (Department of education, 2005).

As of the 2004-05 schools years, according to educational week's quality counts 2005 report, all 50 states and district of Columbia publish report cards on school performance, based largely on test scores, forty-five states and the district disaggregate student performance data on report cards, highlighted specifically how monitoring, low-income, special education, and English-language learners perform on state test.

Beginning with the 2003-04 school year, under the no child left behind act, all state are required to publicity rate schools on whether the school have made "adequate yearly progress" towards meeting performance targets. According to data collected by education weeks, at least 19,644

schools did not meet those performance targets for 2003-04.

But while all states now have some kind of rating systems in place for all of their schools, may do not assist all low-performance schools or hold all schools accountable for results by imposing consequences on persisting failing schools, or providing rewards to high-performing or improving schools for 2004-05 36 states assist all schools identified as low-performing (regardless of whether they receive federal title funds). Twenty-nine states have the legal authority to close, take over, replace staffs, or apply other penalties such as converting to charters any school they have identified as failing (quality counts 2005).

In practice, however the push for accountabilities has led to some unforeseen problem. A 2004 study by the

Thomas ford han foundation and accountability link, which evaluated accountability system in 30 state, gave states "mediocre" marks for the extent to which accountability system were based on solid academic standards and test that matched individual state standards (cross et al, 2004) furthermore, a "capacity gap" exists in states district, and schools low-performing schools are the least capable of turning themselves around. Mean while state may not have the resource to intervene in every school whose performance is not up to par (Elmore, 2002). With strict time line and mandate for improvement under the no child left behind Act, some education policy expert are concerned that state will have incentive to lower standards and expectations for students in order to meet personal goals (centre on education policy, 2003) state can not only

seeking to hold schools more accountable for result, increasingly they are also holding students accountable for individual performance. According to data collected for quality counts 2005, for the 2004-05 school year, study in 21 states from high school and eight states the student promotion to test scores.

Opponents of such practices are concerned about the validity and reliability of making high-stakes decisions that often are based on performance on single exams (Heubert and Hauser, 1998; Linn, 2000).

Critics also argue that the focus on high stakes testing will narrow and improvise the curriculum, encourage cheating, and fall most heavily on poor and minority students who traditionally have done least well on standardized exams. Opponents of such testing also

complain that states have rushed to hold student accountable before the states have put in place the curricular, instruction, teachers training, and other resources that would enable young people to meet the higher standards.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The chapter presents the methodology adopted in conducting the research. The chapter provides on outlines, that serve as useful guide to the researcher in an effort to generate and analyze data. It presents the research design, population of the study, sample and sampling techniques, source of data collection, instrument of data collection and method of testing hypotheses.

3.2 RESEARCH DESIGN

This is the specification of procedures for collecting the data necessary to help solve the problem at handle such that the difference between the cost of obtaining various levels of accuracy, and the expected value of

information associated with each level of accuracy is maximized.

The research design applied here is a survey research aimed at discovering the relationship between capacity building and accountability in public sector in Nigeria; an examination; Sokoto State teacher's service board as the case study. The choice of survey of research become necessary in order to make concrete analysis of the selected population based on which generalization will be drawn.

3.3   POPULATION OF THE STUDY

This simply means the aggregate of persons' from whom data to the study were collected. The population of this research work constitutes all staff at Sokoto State Teacher Service Board, been the organization under study.

It comprises all staff and management of Sokoto state Teachers service board they are: one hundred and eighteen (118) staff, (senior staff) (42) junior staff (76) skilled staff (80) and unskilled staff (38).

3.4 SAMPLE AND SAMPLING TECHNIQUES

According to Nwizu (2008), a sample is a truly representative subset of a population. Sampling arises in research because of the need to avoid bias and also because of neither time nor other resources would permit a complete census. In other words, it is a plan on how elements should be drawn from the entire population. The method used in this research work is the systematic random sampling techniques, the population size is 118 staff and 59 staff were systematically selected for assessment as sample to be assessed in systematic sample

selection, in the common practice for selecting a systematic sample, the population size is divided into K group of size n=N/K in each group. One unit is chosen from the first K groups and every kth unit following each is included in the sample, if r is the random numbered drawn from the first group, unit numbered r + uk, then u=(0,1....n-1) constitute the sample. For example to select a sample of 59 staff from the list of one hundred and eighteen (118) staff of Sokoto State Teacher Service board, the sample interval is 2 and the random integer is also 2 then the staff number 2,4,6,8,10,12,14,16,18,20 ..... 60 would be in the sample.

3.5 SOURCES OF DATA COLLECTION

Data are define as research relevant information it is also known as facts or things used as basis for inference or reckoning. In this research work, two sources of data

collection would be in obtaining the relevant research information: they are the primary and secondary source of data collection.

Primary source of data collection used in this research are source of materials which contain direct account for phenomena or events field. The primary source of data collection adopted is the questionnaire, which is said to be a list of question sent to the respondents to complete and return to the research. The type of questionnaire used, comprises both open and close ended questions.

The second sources of data collection which is the secondary source of data collection, was derived from the use of document, both published and unpublished which include text books, articles, official reports and statistic and newspapers.

3.6 INSTRUMENT FOR DATA COLLECTION

Administration of the questionnaire, the questionnaire will be constructed based on the variables in the hypothesis (i.e independent and dependent variables) and designed in simple language using the close – ended style. It will be administered to the representative sample face-to-face

3.7 METHOD OF TESTING HYPOTHESES

Inferential statistical method involving chi-square will be used in testing the research hypotheses. The following represent the formula for calculating chi-square;

Step I: Calculate the expected frequency ($\sum$)

$$\sum = \frac{CT \; x \; RT}{GT} \; where;$$

$CT = Column\ total$

$RT = Row\ total$

$GT = Grant\ total$

Step II: Calculate the X²

$$X^2 = \sum \frac{(o - e)^2}{e}$$

$X^2 = chi - square$

$o = observed\ value$

$e = expected\ frequency$

Step III: Obtain degree of freedom (DF)

$Df = (c - 1)(R - 1)\ where;$

$C = Number\ of\ columns$

$R = Number\ of\ rows$

Step IV: Decide

$If\ CTV > CV\ reject\ the\ hypothesis$

$If\ CTV < accept\ the\ hypothesis$

CTV

$= Critical\ table\ value\ (obtain\ on\ the\ table\ under\ 0.05\ level\ of\ signifiance)$

$CV = calculated\ value\ (the\ value\ of\ X^2\ that\ was\ calculated)$

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 INTRODUCTION

This chapter is concerned about the presentation analysis and analysis of data gathered in the course of this research. For verily, easy understanding and simplicity, the presentation of data analysis of the surveyed data are broken down into personal data respondent and appraisal of respondents on its effectiveness.

Out of the sixty (60) questionnaire distributed to the staff of Sokoto State teachers service board and members of the general public, forty nine (49) were duly filled and returned constituting 82% of the total number of questionnaire administered eleven (11) of the total

questionnaire administered were not returned, amounting to 18% the analysis of data was therefore, based on the retrieved 49 questionnaire.

4.2   PRESENTATION OF THE DATA

The various responses to the questionnaire administered were collected and presented in a simple percentage table.

Table 4.1: Sex of the Respondents

Variable	Frequency	Percentage (%)
Male	35	71
Female	14	29
Total	49	100

Source: Field Survey, 2015

The above table shows that 35 respondents are male representing 71%, while 14 representing 29% are female.

Table 4.2: Age of Respondents

Variable	Frequency	Percentage (%)
18-29	13	26
29-39	15	31
40 and above	21	43
Total	49	100

Source: Field Survey, 2015

The responses indicate that out of the total respondents examined 13 representing 26% are between ages 18-28, 15 representing 31% feel between the age bracket 29-39, while representing 21 representing 43% respondents are between ages 40 and above. The table shows clearly that the bold of responses came from table

bodied who have acquired a great deal of knowledge and experience in the fields of specifically

Table 4.3 : Marital Status of the Respondents

Variable	Frequency	Percentage (%)
Married	33	67
Single	11	22
Widow	2	5
Divorced	3	6
Total	49	100

Source: Field Survey, 2015

The table shows that 33 of the respondents are married, 67% representing 11 of the respondent are single, 22% representing 2 of the respondent are widows while 5 representing 3 representing 6% the respondent are divorced. The conclusion is that there are more married

persons among the members of Sokoto State teachers service board.

Table 4.4: Educational Qualification

Variable	Frequency	Percentage (%)
OND/NCE	22	45
Bachelor degree/HND	16	33
Post graduate	9	18
Others	2	4
Total	49	100

Source: Field Survey, 2 015

The above table shows the educational level of respondents. It is evident that 22 are OND/NCE holders, mean while 45% representing 16 respondents are B.S.C/HND holders while 33% acquire more than first

degree while 9 representing 18% of the respondents and other 4 representing 2%.

Table 4.5: Does the management of Sokoto State teachers service board embark on their staff capacity development and accountability training?

Variable	Frequency	Percentage (%)
Yes	19	39
No	23	47
Undecided	7	14
Total	49	100

Source: Field Survey, 2015

The table shows that 19 representing 39% of the respondents are of the view that the board has done a lot in capacity building and accountability, 23 representing 47% of the respondent, say no while, 7 representing 14% of the respondent settle for undecided.

Table 4.6: Does staff capacity building have any impact on the teachers service board?

Variable	Frequency	Percentage (%)
Yes	18	37
No	30	61
Undecided	2	1
Total	49	100

Source: Field Survey, 2015

From the above table, 18 respondents representing 37% are of the view that yes staff capacity building have impact on the teachers service board, while 30 respondents representing 61% say no while 2 representing 1% of the respondent settle for undecided.

The finding above, means a vast majority of the respondents are of the view that the staff capacity building has impact in the Sokoto State teachers service board.

Table 4.7: Does lack of pedagogical knowledge influence teachers service boards?

Variable	Frequency	Percentage (%)
Yes	22	45
No	27	55
Undecided	-	-
Total	49	100

Source: Field Survey, 2015

The table shows that 22 respondents represent 45% are of the opinion that pedagogical knowledge influence teachers service board 27 representing 55% say no. Thus

we can conclude that the lack of pedagogical knowledge influence teachers service board.

Table 4.8: Does in service affect the Sokoto State teachers service board?

Variable	Frequency	Percentage (%)
Yes	21	43
No	24	49
Undecided	4	8
Total	49	100

Source: Field Survey, 2015

Table 4.8 shows that 21 representing 43% of the respondents on the aggregate indicate that in service affect the Sokoto State teachers service board, while 24 representing 49% of the respondents indicate that in

service have no effect in teachers service board while 4 representing 8% settle for undecided.

Table 4.9: Does capacity building improved the working skills of employees in the Sokoto State teachers service board?

Variable	Frequency	Percentage (%)
Yes	19	39
No	28	57
Undecided	2	4
Total	49	100

Source: Field Survey, 2015

Table 4.9 above shows that capacity building improved the working skills of employees in the Sokoto State teachers service board, 19 representing 39% respond yes, while 28 representing 57% say no 2 representing 4% settle for undecided. The analysis shows that the capacity

building improved working skills of employees in Sokoto teachers service board.

Table 4.10 views of the respondents on the following is there and relationship between a capacity building of staff and accountability productivity?

Variable	Frequency	Percentage (%)
Yes	17	35
No	29	59
Undecided	3	6
Total	49	100

Source: Field Survey, 2015

The above table shows that there is a relationship between a capacity building of staff and accountability productivity 17 respondents representing 35% admit that there is relationship between capacity building and accountability productivity, while 29 respondents

representing 59% say no. While 3 representing 6% settle for undecided. A vast majority of the respondents agreed that there is a relationship between the capacity building and accountability productivity in Sokoto State teacher service board.

Table 4.11: Is the teachers service board adequately funded?

Variable	Frequency	Percentage (%)
Yes	26	53
No	23	47
Undecided	-	-
Total	49	100

Source: Field Survey, 2015

From the table above, 26 respondents representing 53% say yes the teachers service board was adequately

been funded, while 23 respondents representing 47%
answered no, that the Sokoto State teachers service board
was not adequately been funded.

Table 4.12: Are staff salaries paid regularly in Sokoto teachers service board?

Variable	Frequency	Percentage (%)
Yes	16	33
No	32	65
Undecided	1	2
Total	49	100

Source: Field Survey, 2015

On rating the staff salaries paid regularly, table 4.12
above shows that 16 of the respondents represent 33%,
while 32 of the respondent represent 65% rated them fair,
while 1 of the respondents represent 2% settle for

undecided. From the above analysis shows that majority of the respondent are of the view that the salaries staff of Sokoto State teachers service board are not paid regularly.

4.13: Are there any challenges to staff in capacity building and accountability in Sokoto State teacher service board?

Variable	Frequency	Percentage (%)
Yes	14	29
No	30	61
Undecided	5	10
Total	49	100

Source: Field Survey, 2015

The table 4.13 shows that 14 respondents representing 29% are of the opinion that, there are many capacity building and accountability challenges. While 30

respondents representing 61% of the table say no, while, 5 respondents represent 10% settle for undecided.

In effect is to see the relationship between capacity building and accountability with the notion that the former dependent on the letter. Base on this, the independent variables is "capacity building and accountability" while the dependent variable is Sokoto State teachers service board.

The chi-square (X²) is used to measure the discrepancies between the observed and the expected frequencies. The following formular will be adopted for the calculation.

$$X^2 = \frac{(o-e)^2}{e}$$

$Where\ O = The\ observed\ frequency\ of\ any\ value$

$E = The\ expected\ frequency\ of\ any\ value$

The X^2 value obtained from the above formular is compared with the value of X^2 table for a given significance level (OL) and number of degree of freedom (V).

$$Df = (rows - 1)(columns - 1)$$

Where rows and columns are from the original table of actual or observed frequency.

Decision Rule

Accept the null hypothesis (Ho) if X^2 calculated is less than X^2 tabulated and reject the alternative hypothesis (Hi). However, if X^2 calculated for greater than X^2 tabulated reject null hypothesis (Ho) and accept alternative hypothesis (Hi).

Test of Hypotheses

Testing of hypothesis is an aspect of statistic that enables one to make an inference about a group. The hypotheses formulated for this study in chapter one will be tested using the chi-square test (X^2) based on the data collected through the administration of questionnaires. The formula is:

$$X^2 = \sum \frac{(oi - \sum i)^2}{\sum i}$$

$Where\ X^2 = Chi - Square$

$Oi = Observed\ Frequency$

$\sum i = Expected\ frequencies$

Decision Rule: Accept Hi if X^2 calculated is greater than X^2 critical table value.

Reject Hi if X^2 calculated is less than X^2 critical

4.3.1 TESTING OF HYPOTHESIS ONE (I)

1. That in-service practitioner affect teachers service board

This hypothesis is tested based on the responses of table 4.8 of some table will be reproduced in table 4.14.

Table 4.14

Variable	Yes	No	Undecided	Total
Yes	21	-	-	21
No	-' 0	24	-	24
Undecided	-		4	4
Total	21	24	4	49

Source: Field Survey, 2015

Table 4.15: Contingency Table

Oi	$\sum i$	$(oi - \sum i)^2$	$(Oi - \sum i)^2$	$(Oi - \sum i)^2 / \sum i$
21	9	12	144	16
24	12	12	144	12
4	0.3	3.7	14	47
Total				75

Source: Field Survey, 2015

$X^2 Calculated = 75$

$Compute\ X^2 value$

$The\ formula: X^2 = \sum \dfrac{(oi - ei)}{ei}$

$$X^2 = \frac{(21 - 9)^2}{9} + \frac{(24 - 12)^2}{12} + \frac{(4 - 0.3)}{0.3}$$

$$X^2 = \frac{(12)^2}{16} + \frac{(12)^2}{12} + \frac{(3.7)^2}{0.3}$$

$$X^2 = \frac{144}{9} + \frac{144}{12} + \frac{14}{03}$$

$$X^2 = 16 + 12 + 47 = 75$$

$$X^2 = 75$$

$Degree\ of\ freedom\ is\ given\ as$

$(r - 1)(c - 1)$

$C = Number\ of\ columns$

$Df = (3 - 1)(3 - 1)$

$Df = (2)(2)$

$Df = 4$

Level of significance = 5% or 5/100=0.05 from the critical value of chi-square table X^2 critical value 9.488 at the degree freedom of 4. While, the X^2 calculated is 75.

Decision Rule

If X^2 calculated is greater than X^2 critical value accept the alternative hypothesis, otherwise reject.

Decision

Since X^2 calculated (75) is greater than X^2 value (9.488) the researcher accept the alternative hypothesis, which implies that in-service practitioners affect teacher's service board.

4.3.2 TESTING OF HYPOTHESES TWO (II)

Hi: There is significant relationship between pedagogical knowledge and efficiency of teachers service board.

The hypothesis is tested based on the responses of table 4.7 and the responses of same will be reproduced in table 4.15.

Table 4.15

Variable	Yes	No	Undecided	Total
Yes	22	-	-	22
No	-	27	-	27
Undecided	-	-	-	-
Total	22	27	-	49

Source: Field Survey, 2015

Table 4.16: Contingency Table

Oi	$\sum i$	$(oi - \sum i)^2$	$(Oi - \sum i)^2$	$(Oi - \sum i)^2/\sum i$
22	9.87	12.1	146.89	14.7
27	14.8	12.12	146.89	9.87
Total				24.74

Source: Field Survey, 2015

$X^2 Calculated = 24.74$

$Compute\ X^2 value$

The formula: $X^2 = \sum \dfrac{(oi - ei)}{ei}$

$X^2 = \dfrac{(22 - 9.88)^2}{9.88} + \dfrac{(27 - 14.88)^2}{14.88}$

$X^2 = \dfrac{(12.12)^2}{9.88} + \dfrac{(12.12)^2}{14.88}$

$X^2 = 1.23 + 9.87$

$= 24.74$

Degree of freedom is given as

$(r - 1)(c - 1)$

$C = Number\ of\ columns$

$Df = (3 - 1)(3 - 1)$

$Df = (2)(2)$

$Df = 4$

Level of significance = 5% or 5/100=0.05 from the critical value of chi-square table X^2 critical value 9.488 at the degree freedom of 4. While, the X^2 calculated is 24.74.

Decision Rule

If X^2 calculated is greater than X^2 critical value accept the alternative hypothesis, otherwise reject.

Decision

Since X^2 calculated (24.74) is greater than X^2 critical value (9.488), the researcher, accept the alternative hypothesis, which implies that there is significance relationship between pedagogical knowledge and efficiency of teachers service board.

4.3.3 TESTING OF HYPOTHESIS THREE (III)

Hi: Does the management of Sokoto State teachers service board embark on their staff capacity development and accountability training.

The hypothesis is tested based in the responses of table 4.5 and same will be reproduced in table 4.17.

Table 4.17:

Variable	Yes	No	Undecided	Total
Yes	19	-	-	19
No	-	23	-	23
Undecided	-	-	7	7
Total	19	23	7	49

Source: Field Survey, 2015

Table 4.18: Contingency Table

Oi	$\sum i$	$(oi - \sum i)^2$	$(Oi - \sum i)^2$	$(Oi - \sum i)^2 / \sum i$
19	7.37	11.63	135.26	18.35
23	10.80	12.2	148.84	13.78
7	1	6	36	36
Total				68.13

Source: Field Survey, 2015

$X^2 Calculated = 68.13$

$Compute\ X^2 value$

$The\ formula: X^2 = \sum \dfrac{(oi - ei)}{ei}$

$$X^2 = \frac{(19 - 7.37)^2}{7.37} + \frac{(23 - 10.80)^2}{10.80} + \frac{(7 - 1)^2}{0}$$

$$X^2 = \frac{(11.63)^2}{7.37} + \frac{(12 - 2)^2}{10.80} + \frac{(6)^2}{1}$$

$$X^2 = \frac{(135.26^2}{7.37} + \frac{148.84^2}{10.80} + \frac{(36)^2}{1}$$

$$X^2 = 18.35 + 13.78 + 36$$

$$X^2 = 68.13$$

Degree of freedom is given as

$$(r-1)(c-1)$$

$$C = Number\ of\ columns$$

$$Df = (3-1)(3-1)$$

$$Df = (2)(2)$$

$$Df = 4$$

Level of significance = 5% or 5/100=0.05 from the critical value of chi-square table X^2 critical value 9.488 at the degree freedom of 4. While, the X^2 calculated is 68.13.

Decision Rule

If X^2 calculated value is greater than X^2 critical value, accept the alternative hypothesis (Hi) otherwise reject.

Decision

Since X^2 calculated (68.13) is greater than X^2 critical value (9.448) the researcher accept the alternative hypothesis, which implies that the management of Sokoto State teachers service board embark on their staff capacity development and accountability training.

4.4 DISCUSSION OF FINDINGS

From the first hypothesis tested, it was discovered that the calculated value is greater than the critical value. Therefore, the researcher accept the hypothesis which implies that in-service practitioners affects teacher's service board. In the second hypothesis tested from table 4.15, the researcher find out that the calculated value is greater than

the critical value. As such, the researcher accepts the hypothesis which implies that there is significant relationship between pedagogical knowledge and efficiency of teachers' service board. From the last hypothesis tested based on the findings of the researcher, it was discovered that the calculated figure is greater than the critical value therefore, the researcher accept the hypothesis which implies that the management of Sokoto State teacher's service board embarked on their staff capacity development and accountability training.

In a nutshell, the followings are the summary of the findings.

H_i: 75 > 9.488

H_2: 24.74 > 9.488

H_3: 68.13 < 9.488

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focus on the summary of all what this research work entails right from the inception of this research work to the end of it. It also concludes and offered recommendations.

5.1 INTRODUCTION

This research work focus on the relationship between capacity building and accountability in the public sector in Nigeria an examination. A Study of Sokoto State teachers service board, Sokoto State.

The work attempted to uncover the critical issues involved in capacity building and accountability the chapter one tries to give definition of some key concept, the

meaning of capacity building, problems associated with capacity building and accountability. The chapter two reviewed related literatures on capacity building, types of capacity building, the role of training and institutions in capacity development, accountability in the public sector and their important and accountability in education. The chapter three dealt with the methods, research design, population of the study, sample and sampling techniques, instruments and test of hypothesis while, chapter four analyze the data gathered and it takes into consideration the responses of employees of Sokoto State teachers service board through the questionnaires administer to them, it shows the table of respondents and how the hypothesis was tested base on the responses gathered from the employees of Sokoto State teachers service board.

5.2 CONCLUSION

Capacity building is a comprehensive approach which compasses the country's human, scientific, technological, organizational institutional and resource capacities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choice and modes of implementation among development options base on an understanding of environment potentials and limits and of need proclaimed by the people of the country concerned. The absence of capacity building and accountability has contributed to the high rate of public sector failure the adaptation of capacity building and accountability will make the public sector in Nigeria more effective, efficient and sustainable. This will change the Nigerian public sector and enables it to achieve

the national objective and remain very fundamental institution as "an instrument of public service delivery and development" (Kauzya, 2001:3) with regards to the findings, of this study the researcher finds out that Sokoto State teachers service board does not embark on their staff capacity building and accountability training. As indicated in the responses of the selected sample.

5.3 RECOMMENDATIONS

In fact, any research work carried out which does not benefits humanity is just more study or waste of resources. In view of research finding, the following recommendations are made in other to enhance the general effectiveness of the relationship between capacity building and accountability in public sector in Nigeria. An examination a study of Sokoto State teachers service board.

Based on the hypothesis tested, it was find out that in-service practitioners affect teachers service board. Therefore:

i.   Sokoto State teachers service board should make a forum to tackled in-service practitioners in other to enhance or promote the capacity building and accountability of the teachers service board

ii.   In line with the second hypothesis tested it was concluded that there is significant relationship between pedagogical knowledge and efficiency of teachers service. Henceforth, it will be recommended that Sokoto teacher service board should put more on pedagogical knowledge and efficiency, since there is significant relationship between them in other to enhance capacity building

and accountability of Sokoto State teacher service board

iii. It was find out that based on the third hypothesis tested that management of Sokoto State teachers service board embarked on their staff capacity development and accountability training in other words, it is recommended for Sokoto teachers service board should put1 more emphasis on their staff capacity building and accountability training in other to have effective and efficient service delivery in Sokoto State teachers service board.

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APPENDIX A

Department of Public Administration,

Faculty of Management Sciences,

Usmanu Danfodiyo University, Sokoto.

P.M.B 2346, Sokoto,

10th September, 2015.

Dear Respondent,

I am a final year student of the above named department undertaking a research on the topic: The Relationship between Capacity Building and Accountability in Public Sector in Nigeria an Examination; A Case Study of Sokoto State Teachers Services Board.

I solicit your assistance in completing this questionnaire all responses will be regarded confidential and will be used for the research purpose only.

Thanks for your cooperation.

Yours Faithfully,

Alhassan Yakubu

1011904046

APPENDIX B

QUESTIONNAIRE

SECTION A:

1. Personal Data

Tick appropriately in the box provided.

1. Sex: Male (   ) Female (   )

2. Age: 18-28 (   ) 29-39 (   ) 40 and above (   )

3. Marital Status: Married (   ) Single (   )

   Widow/widower (   ) Divorced (   )

4. Your educational level (qualification)

   a. First school leaving certificate   (   )

   b. WAEC/NECO/GCE or Equivalent   (   )

   c. NCE/OND or equivalent   (   )

   d. NHD/BSc.   (   )

   e. Post Graduate   (   )

5. Years of experience in Sokoto State teachers service board

   a. 1-10years   (   )

   b. 11-20years   (   )

   c. 21-30years   (   )

   d. 31-and above   (   )

   SECTION B

1. Does the management of Sokoto State teachers service board embark on their staff capacity development and accountability training?

   a. Yes   (   )

   b. No   (   )

   c. Undecided (   )

2. Does staff capacity building have any impact on the teachers service board?

a. Yes   ( )

b. No   ( )

c. Undecided   ( )

3. Is the teachers service board adequately funded?

a. Yes   ( )

b. No   ( )

c. Undecided   ( )

4. Is there any relationship between a capacity building of staff and accountability productivity?

a. Yes   ( )

b. No   ( )

c. Undecided   ( )

5. Does lack of pedagogical knowledge influence teachers service board?

a. Yes   ( )

b. No   ( )

c. Undecided   ( )

6. Does in service affect the Sokoto State teacher service board?

 a. Yes   ( )

 b. No   ( )

 c. Undecided   ( )

7. Does capacity building improve the working skills of employees in Sokoto State teachers service board?

 a. Yes   ( )

 b. No   ( )

 c. Undecided   ( )

8. Does capacity building and accountability relate in Sokoto State teachers service board?

 a. Yes   ( )

b. No   (   )

c. Undecided   (   )

9. Are staff salaries paid regularly in Sokoto state teachers service board?

a. Yes   (   )

b. No   (   )

c. Undecided   (   )

10. Are there any challenges to staff in capacity building and accountability in Sokoto state teachers service board?

a. Yes   (   )

b. No   (   )

c. Undecided   (   )