

Capacity Building and Teachers' Commitment to Duties in Public Secondary Schools in Calabar Municipality, Cross River State

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ABSTRACT

This study investigated the predictive relationship between capacity building and teachers' commitment to duties in public secondary schools in Calabar Municipality, Cross River State, Nigeria. Specifically, the study examined the influence of peer coaching, training on Information and Communication Technology (ICT), and mentoring on teachers' commitment to duties. A correlational survey design was adopted. The population comprised 766 teachers, from which 263 teachers were selected using a multistage sampling procedure, while 256 valid questionnaires were analysed. Data were collected using the Capacity Building Questionnaire (CBQ) and Teachers' Commitment to Duties Questionnaire (TCDQ), with reliability coefficients of 0.81 and 0.89, respectively. Data were analysed using simple linear regression. The findings revealed that peer coaching, ICT training, and mentoring significantly predicted teachers' commitment to duties, with ICT training showing the strongest predictive influence. The findings support Career Motivation Theory, which explains that professional development strengthens teachers' career identity and resilience; Path-Goal Theory, which emphasizes leadership support through capacity-building initiatives; and Commitment Theory, which posits that organizational support enhances employees' dedication to institutional goals. The study concluded that sustained investment in teachers' professional development is essential for improving commitment to duties and recommended institutionalizing structured capacity-building programmes across public secondary schools.

Keywords: Capacity building, peer coaching, ICT training, mentoring, teachers' commitment to duties, public secondary schools.

INTRODUCTION

All round the world, education is the most important ingredient in the recipe of socio-economic, cultural and environmental development. As such, the quality of secondary education depends to a large extent on teachers' commitment. Secondary education occupies a central figure in the Nigerian education that prepare students for the smooth transition to higher education. It is the level of education that determines the academic and vocational career of the students. It is on the basis of this understanding that the Federal Republic of Nigeria (FRN, 2014) articulates the broad aims of secondary education to include; preparation of student for useful living in the society and preparation for higher education. However, the aim of secondary education cannot be successfully achieved without committed teachers. This is why the issue of teachers' commitment in public secondary schools in Calabar Municipality has generated much interest among stakeholders in the education sector in Cross River State.

Teachers' commitment is the consciousness of teaching staff to fully bring in their capacities, skills, knowledge and resources in the pursuit of organizational set goals. Commitment to duties is the willingness of a teacher to promptly prepare, present and evaluate instructions, attend meetings, respond to issues of concern to the academic growth of students and the school in general. It is usually seen in their easy acceptance, involvement, and adherence to school norms, values, objectives and goals. As put by Onukwu, Tiebebedigha and Okojide (2020), the willingness to always teach, punctuality to class, promptness in marking and grading of scripts,

willingness and promptness to submit examination scores, willingness to accept students for supervision, counselling meeting attendance and attending to students' academic and social activities is considered as commitment. This implies that commitment is the conformity to professional ethics and norms guiding teaching and learning. Batugal (2019), asserted that teachers' job commitment depends upon the leadership style and role of the high school principal. This implies that commitment is a product of discipline, because once a teacher is committed, intrinsically motivated and regards teaching as his profession without regrets, he does what is right in the presence or absence of the school authority and with minimal supervision. Such a teacher must be able to communicate effectively, passionately and positively during the teaching and learning process.

Teachers are the hubs of every educational system, and the success of any educational programme rest upon them as they help in translating educational policies. Emphasizing the role of teachers, Thorker (2017) noted that education without a teacher is like a body structure without a soul, a skeleton without flesh and blood, a shadow without substance and that no nation can grow beyond the quality of her education. It is generally observed that there is poor attitude of teachers toward work in many public secondary schools in Calabar Municipality, Cross River State. Some of them are engaged in business rather than their professional responsibilities, some combine full-time post-graduate studies with their teaching jobs, while some teachers exhibit nonchalant attitude towards students' academic achievement and pay less attention to discipline. All these are indicators of lack of commitment among teachers (Akpan, 2013). It is observed that staff can only put in their best and be committed to their organizations when their capacities are fully developed.

Capacity is the ability of individuals, groups, institutions and organisations to diagnose and proffer solutions to problems being encountered in a most coordinated and sustainable manner. Stephen (2017), posited that capacity is the knowledge, skills, and abilities, which the principal uses to effectively perform their job. He further added that it is the established habit of doing things, which includes personal attributes, for example; motives, commitment and values, relevant knowledge and skills to accomplish a task or goal in an effective or professional manner. Capacity building is enhancing abilities, relationships and values which will enable organizations, groups and individuals to enhance their performance towards objectives attainment. It also refers to strengthening the talents, noesis and skills of individual teachers to minimize unproductivity. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that permits them to perform effectively.

Philbin in Akwegwu, Nwi-ue and Etudor-Eyo (2013) defined the concept of capacity building as a process of developing and strengthening the talents, instincts, abilities, processes and resources that individuals, organisations and communities got to survive, adapt and thrive within the fast-changing world. It focuses on understanding the obstacles that inhibit people, institutions, governments, international organisations and non-governmental organisations from realizing their developmental goals while enhancing the skills which will allow them to realize measurable and sustainable results. Korantwi-Barimah and Schultz (2017), found that building the capacity of educational staff must be considered as a strategic priority in the cause of improving the standard of teaching and research output among academic staff. Capacity building is measured through: Peer-coaching, training on Information and Communication Technology (ICT) and mentorship

Peer coaching also referred to as "*reciprocal coaching*" is a form of capacity development strategies where staff learn from, and support, other staff for effective instructional delivery. Nelolicky (2016), averred that teacher recognize benefits from peer coaching, including how to serve as an empowering experience due to the non-hierarchical relationship which exist between peers. This implies that teachers' horizontal relationships through peer coaching can help strengthens their commitment towards their duties.

Training on information and communication technology is a continuous process of improving teachers' ICT skills, gaining knowledge, clarifying attitude through structured and planned education by which the productivity and performance of the employees can be enhanced towards organizational productivity, effectiveness and efficiency. Ogbu and Osanaiye (2017), posited that organization needs training to drive innovation and shift from conservative application of knowledge to more progressive styles leading to increased productivity and performance in terms of organizational output. To this end, when teachers feel confidence with the use of

Information and Communication Technology (ICT), their level of commitment will increase and productivity enhanced.

Mentorship is a developmental relationship that involves more experience and knowledgeable teachers and a less experienced one. It is a capacity building strategy that facilitates the growth and development of a less experienced teachers in teaching profession. Gal (2017), opined that without mentors or instructional coaches, teachers would flounder in every decision they make, from how to use a copier to how to develop strong formative and summative assessment.

It appears to the researcher that some secondary school teachers stand shoulder to shoulder with those that are more experience than them in teaching profession. They prefer to work independently and this is transferred to their methods of teaching. The ability of the teachers to see mentoring as a potent force needed for organizational reform would likely influence their level of commitments to duties. In view of the above discuss, the study is poised to determine the relationship between capacity building and teachers' commitment to duties in public secondary schools in Calabar Municipality of Cross River State.

Statement of the Problem

Commitment to duties among secondary school teachers in Calabar Municipality has been critically low. This could be seen in the aspect of teachers' absenteeism, indiscipline behaviour, laissez faire attitude, engagement in outside business transactions during school hours, not going to teach the students and lateness to work etc. On the other hand, students tend to exhibit poor attitudes towards studies through: loitering, truancy, lack of punctuality to school and hawking during school hours. All these may be attributed to lack of capacity building programmes like: peer coaching, training on ICT, and mentoring. Furthermore, it was observed that teachers sometimes were not consulted by higher authorities during policy formulation and implementation at school. This has resulted in teachers not identifying themselves with the school goals and objectives due to lack of training and development which could inhibit effective teachers' commitment to duties. The trend of weak relationship observed between the students, teachers and school administrators may be attributed to the insensitivity of school authorities to teachers and students' needs and this could hinder teachers' commitment to duties.

All these have prompted the contemplation to ask whether lack of capacity building could lead to teachers not being committed to duties as observed in public secondary schools in Calabar Municipality. These incidents and others have created the expectation gap, thus the need for the study. Therefore, the fundamental problem of this study is poor teaching in public secondary schools in Calabar Municipality, Cross River State.

Purpose of the Study.

The primary purpose of this study is to determine the extent to which capacity building predict teachers' commitment to duties in public secondary schools in Calabar Municipality. The specific objective of this study are to:

- i. determine the extent to which peer coaching predict teachers' commitment to duties in Public secondary schools in Calabar Municipality.
- ii. determine the extent to which training on ICT predict teachers' commitment to duties in Public Secondary Schools in Calabar Municipality.
- iii. determine the extent to which mentoring predict teachers' commitment to duties in Public Secondary Schools in Calabar Municipality.

Research Question

The following research questions were raised to guide the study.

- i. To what extent does peer coaching predict teachers' commitment to duties in Calabar Municipality?

- ii. To what extent does training on ICT predict teachers' commitment to duties in Calabar Municipality?
- iii. To what extent does mentoring predict teachers' commitment to duties in Calabar Municipality?

Research Hypotheses

The following null hypotheses were formulated to guide this study and will be tested at 0.05 level of significance:

H₀: Capacity building does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality.

H₀₁: Peer coaching does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality.

H₀₂: Training on ICT does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality.

H₀₃: Mentorship does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality.

Theoretical Framework

Career Motivation Theory (London, 1983)

London's Career Motivation Theory (1983) explains how individuals' career-related attitudes and behaviours influence their commitment, growth, and long-term performance. The theory identifies three interrelated dimensions of career motivation: career identity, career insight, and career resilience. Career identity reflects the extent to which individuals perceive their profession as central to their self-concept. Career insight refers to an individual's ability to understand personal strengths, career opportunities, and realistic career goals, while career resilience denotes the capacity to adapt, remain committed, and overcome workplace challenges.

The theory suggests that employees who possess strong career identity, clear career insight, and high resilience are more likely to seek professional development opportunities and sustain high levels of job performance despite organizational constraints. Within the educational sector, teachers with high career motivation are expected to embrace capacity-building programmes that enhance their professional competence, adaptability, and effectiveness. The relevance of this theory to the present study lies in its explanation that capacity-building initiatives strengthen teachers' professional identity, career awareness, and resilience, thereby improving their commitment and overall job performance.

Path–Goal Theory (House, 1971)

Path–Goal Theory, developed by Robert House (1971), proposes that effective leaders motivate subordinates by clarifying work expectations, removing obstacles to performance, and providing the support required to achieve organizational goals. The theory identifies four leadership behaviours: directive, supportive, participative, and achievement-oriented leadership. The effectiveness of each leadership style depends on the characteristics of followers and the prevailing work environment. According to the theory, leaders enhance employee motivation and performance when they provide clear guidance, facilitate task accomplishment, and create favourable working conditions. Consequently, organizational success depends largely on leadership behaviours that promote employee competence and goal attainment.

The theory is relevant to this study because school administrators who provide adequate leadership support through capacity-building programmes are more likely to improve teachers' competencies, motivation, and job performance.

Commitment Theory (Selznick, 1952)

Selznick's Commitment Theory (1952) argues that organizational effectiveness depends on employees' commitment to institutional goals, values, and responsibilities. The theory maintains that organizational structures, institutional values, and social relationships influence employees' willingness to contribute meaningfully toward organizational objectives. Commitment encourages compliance with organizational policies, strengthens teamwork, and enhances productivity. The theory further suggests that employees who are professionally committed are more willing to accept organizational changes, participate in developmental programmes, and maintain high performance standards. Conversely, weak organizational commitment may reduce productivity and hinder the achievement of institutional goals. This theory is applicable to the present study because effective capacity-building programmes are expected to strengthen teachers' professional commitment, improve organizational loyalty, and enhance job performance in secondary schools.

LITERATURE REVIEW

Capacity building is widely regarded as a continuous process of enhancing employees' knowledge, skills and competencies to improve individual and organizational performance. In education, it involves systematic professional development initiatives that equip teachers with the pedagogical, technological and professional competencies required to respond to changing educational demands and improve instructional effectiveness (UNDP, 2009; CIDA, 2013). Nwabueze and Nwokedi (2016) described capacity building as a lifelong investment in human resources that begins from employment and continues throughout a teacher's career, while Madumere-Obike, Ukala and Nwabueze (2015) argued that sustained professional development enhances teachers' productivity, service delivery and overall educational quality. Consequently, capacity building has become an indispensable strategy for strengthening teachers' effectiveness and improving institutional performance.

The ultimate objective of capacity building is to strengthen teachers' commitment to their professional responsibilities. Teachers' commitment reflects their willingness to devote time, effort and expertise towards achieving educational goals through effective teaching, continuous professional learning and adherence to professional ethics (Hornby, 2018). Cheng (2019) maintained that committed teachers demonstrate higher instructional effectiveness, greater willingness to adopt innovation and stronger engagement with students and school activities, all of which contribute to improved educational outcomes. Similarly, Mart (2013) emphasized that teachers who identify strongly with their schools and profession are more likely to sustain high levels of performance and organizational loyalty.

Among the various professional development strategies, peer coaching and ICT training have received considerable scholarly attention because of their direct influence on teachers' competence and instructional practice. Peer coaching promotes collaborative learning through classroom observation, reflective dialogue and constructive feedback, enabling teachers to refine instructional skills and solve professional challenges collectively (Robbins, 2015; Zepeda, 2017). Likewise, ICT training develops teachers' digital competencies for teaching, assessment, communication and professional collaboration, thereby enhancing instructional innovation and responsiveness to the demands of twenty-first-century education (Peterson, 2018; Murithi & Yoo, 2021). These strategies foster continuous learning and encourage teachers to adopt more effective instructional practices.

Mentoring complements these professional development strategies by providing structured guidance and support from experienced teachers to less experienced colleagues.

Effective mentoring facilitates the acquisition of pedagogical skills, classroom management competence, confidence and professional identity, thereby accelerating teachers' professional growth (Nolan, 2012; Ramma & Bholao, 2018). Peretomode (2017) further observed that mentoring extends beyond technical guidance to include continuous professional support that enhances teachers' competence and organizational commitment. Collectively, peer coaching, ICT training and mentoring represent complementary capacity-building strategies that strengthen teachers' professional competence and reinforce their commitment to duties, thereby improving instructional effectiveness and the achievement of educational objectives.

Empirical Review

Previous studies have consistently demonstrated the positive contribution of peer coaching to employee and teacher outcomes. For instance, Kalkavan and Katrinli (2014) reported that managerial coaching significantly improved role clarity, job satisfaction, career commitment, work performance, and organizational commitment among employees in the Turkish insurance industry. Similarly, Kim et al. (2016) found that managerial coaching enhanced organizational citizenship behaviour through intrinsic motivation and self-efficacy, although its direct influence on creativity and task performance was insignificant. Likewise, Nyfoudi (2017) established that coaching quality improved team performance through collective business knowledge and managers' learning orientation. Collectively, these studies suggest that peer coaching strengthens professional competence, collaboration, and organizational commitment. However, most were conducted outside the Nigerian educational context and focused primarily on organizational settings, thereby creating the need to examine its predictive influence on teachers' commitment to duties in public secondary schools.

Empirical evidence also indicates that ICT training enhances teachers' professional effectiveness and workplace commitment. Aziz (2018) reported that teachers held positive perceptions of ICT use despite limited access to digital resources, although ICT integration had not substantially transformed instructional practices. Similarly, Wolbe and Wubu (2018) found that ICT training, teachers' perceptions, institutional support, and access to ICT facilities significantly predicted instructional ICT use in Ethiopian secondary schools. In the Nigerian context, Tamburku et al. (2019) established that teachers' computer literacy significantly predicted job performance, emphasizing the importance of continuous digital capacity building. Although these studies provide evidence of the value of ICT competence, they largely examined ICT utilization and job performance rather than teachers' commitment to duties, thereby justifying the present investigation.

Research has equally highlighted the importance of mentoring in enhancing teachers' professional competence and effectiveness. Amoke (2018) found that formal mentoring significantly improved classroom management practices among secondary school teachers in Enugu State. Likewise, Ugwu and Nicolas (2015) reported positive relationships between mentoring, self-efficacy, organizational socialization, and job involvement among newly employed teachers in Rivers State. Similarly, Ekpoh and Ukot (2019) established that mentoring practices significantly enhanced lecturers' teaching effectiveness in universities in Cross River State. Despite the consistency of these findings, previous studies have primarily examined mentoring in relation to teaching effectiveness, classroom management, self-efficacy, and organizational socialization. Limited empirical attention has been given to the combined predictive influence of peer coaching, ICT training, and mentoring on teachers' commitment to duties within public secondary schools in Calabar Municipality. This gap provides the empirical justification for the present study.

METHODOLOGY

This study employed a correlational survey design to examine the relationship between capacity building and teachers' commitment to duties in public secondary schools in Calabar Municipality, Cross River State, Nigeria. The study population comprised 766 teachers and 10,217 students across the 18 public secondary schools in the municipality (Planning, Research and Statistics Department, Secondary Education Board, Calabar, 2023). A multistage sampling procedure was adopted. First, 11 schools were selected using proportionate sampling to ensure adequate representation of the study area. Thereafter, simple random sampling was used to select 263 teachers, while 789 students (three students assigned to each teacher) were selected to assess teachers' commitment to duties. The use of multiple respondents reduced common method bias and enhanced the objectivity of the measurement of the dependent variable.

Data were collected using two researcher-developed instruments: the Capacity Building Questionnaire (CBQ) and the Teachers' Commitment to Duties Questionnaire (TCDQ). The CBQ contained 15 items measuring peer coaching, ICT training, and mentoring, whereas the TCDQ comprised 20 items assessing teachers' commitment to duties. Responses were measured on a four-point Likert scale ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). Prior to the main study, the instruments were subjected to expert validation by specialists in Educational Management and Measurement and Evaluation to establish content validity. A pilot study involving

respondents outside the study area was conducted to assess internal consistency, yielding Cronbach's alpha coefficients of 0.81 for the CBQ and 0.89 for the TCDQ, indicating acceptable reliability.

Following approval from the relevant school authorities, the questionnaires were administered by the researcher with the assistance of two trained research assistants. Of the 263 questionnaires distributed to teachers, 256 were properly completed and returned, representing a response rate of 97.7%. Data were analysed using Simple Linear Regression in IBM SPSS (Version 21). The regression coefficient (R) was used to determine the strength of the relationship between the variables, while the coefficient of determination (R^2) estimated the proportion of variance in teachers' commitment explained by each capacity-building dimension. Statistical significance was evaluated at the 5% level, with hypotheses rejected where $p < .05$.

RESULTS AND DISCUSSION

Research Question 1

To what extent does peer coaching predict teachers' commitment to duties in public secondary schools in Calabar Municipality of Cross River State?

Table 1: Simple linear regression analysis of the extent to which peer coaching predicts teachers' commitment to duties in Calabar Municipality.

Variable	R	R Square	Extent of Prediction	Remark
Peer Coaching				
	.159	.025	2.5%	Weak
Teachers' commitment to duties				

Result in Table 1 shows the R for the strength of the relationship and R square for the determination of the extent to which peer coaching predict teachers' commitment to duties in Calabar Municipality. the R-value of .159 indicates a low extent of relationship between the two variables. The calculated R square of .025 which is the coefficient of determination indicates that only 2.5% of teachers' commitment to duties is predicted or determined by peer coaching. This means that the extent to which peer coaching predicts teacher' commitment to duties in Calabar Municipality is weak.

Research Question 2

To what extent does training on ICT predict teachers' commitment to duties in public secondary schools in Calabar Municipality of Cross River State?

Table 2: Simple linear regression analysis of the extent to which training on ICT predicts teachers' commitment to duties in Calabar Municipality. (N=256)

Variable	R	R Square	Extent of Prediction	Remark
Training on ICT				
	.785	.616	62%	High
Teachers' commitment to duties				

Result in Table 2 shows the R for the strength of the relationship and R square for the determination of the extent to which training on ICT predict teachers' commitment to duties in Calabar Municipality. the R-value of .785 indicates a high extent of relationship between the two variables. The calculated R square of .616 which is the coefficient of determination indicates that only 62% of teachers' commitment to duties is predicted or determined by training on ICT. This means that the extent to which peer coaching predicts teacher' commitment to duties in Calabar Municipality is high.

Research Question 3

To what extent does mentoring predict teachers' commitment to duties in public secondary schools in Calabar Municipality of Cross River State?

Table 3: Simple linear regression analysis of the extent to which mentoring predicts teachers' commitment to duties in Calabar Municipality. (N=256)

Variable	R	R Square	Extent of Prediction	Remark
Mentoring	.762	.580	58%	Moderate
Teachers' commitment to duties				

Result in table 3 shows the R for the strength of the relationship and R square for the determination of the extent to which mentoring predict teachers' commitment to duties in Calabar Municipality. the R-value of .762 indicates a moderate extent of relationship between the two variables. The calculated R square of .580 which is the coefficient of determination indicates that only 58% of teachers' commitment to duties is predicted or determined by mentoring. This means that the extent to which mentoring predicts teacher' commitment to duties in Calabar Municipality is moderate.

Null Hypothesis One

Peer coaching does not significantly predict teachers' commitment to duties in public secondary schools

Table 4: Simple linear regression analysis for the prediction of peer coaching and teachers' commitment to duties in Calabar Municipality (N=256)

Source of Variation	Sum of square	df	Mean square	F-cal	Decision
					@ P<.05
Regression	445.148	1	445.148	6.581	*
Residual	17247.483	255	67.637		
Total	17692.630	256			

* Significant at .05

Table 4 contains the analysis to null hypothesis one, which states that; peer coaching does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality. Table 2 revealed the calculated F-value of 6.581 at a degree of freedom of 1. With this result, the null hypothesis one was rejected,

because based on the result in the table (< 0.05) shows that peer coaching significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.

Null Hypothesis Two

Training on ICT does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality.

Table 5. Simple linear regression analysis for the prediction of training on ICT and teachers' commitment to duties in Calabar Municipality. (N=256)

Source of Variation	Sum of square	df	Mean square	F-cal	Decision
					@ P<.05
Regression	10890.210	1	10890.210	408.238	*
Residual	6802.420	255	26.676		
Total	17692.630	256			

* Significant at .05

Table 5 contains the analysis to null hypothesis two, which states that; training on ICT does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality. Table 3 revealed the calculated F-value of 6.581 at a degree of freedom of 1. With this result, the null hypothesis was rejected, because based on the result in the table (< 0.05) shows that training on ICT significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.

Null Hypothesis Three

Mentoring does not significantly predict teachers' commitment to duties in public schools in Calabar Municipality.

Table 6 Simple linear regression analysis for the prediction of mentoring and teachers' commitment to duties in Calabar Municipality

Source of Variation	Sum of square	df	Mean square	F-cal	Decision
					@ P<.05
Regression	10261.881	1	10261.881	352.156	
Residual	7430.750	255	29.140		*
Total	17692.630	256			

* Significant at .05

Table 6 contains the analysis to null hypothesis three, which states that; mentoring does not significantly predict teachers' commitment to duties in public secondary schools in Calabar Municipality. Table 3 revealed the calculated F-value of 6.581 at a degree of freedom of 1. With this result, the null hypothesis was rejected, because based on the result in the table (< 0.05) shows that mentoring significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.

Findings of the Study

The findings of this study shows that:

- i. Peer coaching significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.
- ii. Training on ICT significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.
- iii. Mentoring significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality.

DISCUSSION OF FINDINGS

Peer Coaching and Teachers' Commitment to Duties

The findings of the study revealed that peer coaching significantly predicted teachers' commitment to duties in public secondary schools in Calabar Municipality. This suggests that collaborative learning among teachers enhances instructional competence, professional confidence, and commitment to organizational responsibilities. Through peer coaching, teachers exchange ideas, observe one another's instructional practices, provide constructive feedback, and jointly solve classroom challenges, thereby strengthening their commitment to effective service delivery.

This finding lends support to Career Motivation Theory (London, 1983), which posits that employees who continuously develop their professional knowledge and skills strengthen their career identity, resilience, and commitment to organizational goals. Peer coaching provides opportunities for continuous professional growth, enabling teachers to become more confident and committed to their instructional responsibilities. The finding also supports Commitment Theory (Selznick, 1952), which maintains that employees who experience supportive organizational relationships develop stronger attachment and loyalty to institutional goals. The collaborative environment created through peer coaching reinforces teachers' sense of belonging and responsibility towards the school.

The finding agrees with Kalkavan and Katrinli (2014), who reported that managerial coaching significantly improved employees' job satisfaction, organizational commitment, career commitment, and work performance. Similarly, Nyfoudi (2017) found that quality coaching enhanced team performance through improved collective knowledge and learning orientation. These findings demonstrate that coaching serves as an effective professional development strategy capable of strengthening teachers' commitment to duties.

Training on ICT and Teachers' Commitment to Duties

The study further established that training on Information and Communication Technology (ICT) significantly predicted teachers' commitment to duties. This indicates that teachers who receive regular ICT training become more competent, innovative, and confident in delivering instruction, thereby increasing their willingness to discharge their professional responsibilities effectively. ICT competence enables teachers to integrate digital resources into teaching, improve lesson preparation, enhance communication, and adapt to emerging educational demands.

This result strongly supports Career Motivation Theory (London, 1983), which argues that opportunities for professional development increase employees' career competence, self-confidence, and commitment to organizational success. ICT training equips teachers with relevant digital competencies that improve their professional identity and motivation to perform effectively. The finding also corroborates Path-Goal Theory (House, 1971), which emphasizes that leaders improve employee performance by providing the necessary support and resources required to accomplish organizational goals. School administrators who organize regular

ICT training programmes remove barriers to effective teaching and create enabling conditions for improved teacher commitment.

The result is consistent with Tamburku, Kamba, Muhammad and Gwandu (2019), who found that teachers' computer literacy significantly predicted job performance in secondary schools. Likewise, Wolbe and Wubu (2018) reported that ICT training, institutional support, ICT facilities, and school policies significantly enhanced teachers' instructional use of technology. These studies reinforce the importance of continuous ICT capacity-building programmes in promoting teachers' professional commitment and effectiveness.

Mentoring and Teachers' Commitment to Duties

The findings also revealed that mentoring significantly predicted teachers' commitment to duties in public secondary schools. This implies that experienced teachers who provide professional guidance, counselling, encouragement, and instructional support positively influence the commitment of less experienced teachers. Mentoring facilitates the transfer of professional knowledge, improves classroom management skills, strengthens confidence, and promotes organizational socialization, thereby enhancing teachers' willingness to perform their responsibilities effectively.

The finding supports Commitment Theory (Selznick, 1952), which explains that employees become more committed when organizations create supportive environments that encourage participation, professional growth, and interpersonal relationships. Through mentoring, teachers develop stronger emotional attachment to their schools and become more willing to contribute towards achieving educational goals. The finding equally validates Path-Goal Theory (House, 1971), which proposes that leaders enhance employees' motivation by providing guidance, encouragement, and support necessary for task accomplishment. Mentoring represents one of the leadership support mechanisms through which experienced teachers assist their colleagues in overcoming professional challenges and improving performance. The finding is in tune with Ekpoh and Ukot (2019), who reported that mentoring practices significantly improved lecturers' teaching effectiveness in universities in Cross River State. Similarly, Ugwu and Nicholas (2015) found that mentoring positively influenced teachers' self-efficacy, organizational socialization, and job involvement among newly employed teachers. These findings indicate that structured mentoring programmes remain an effective capacity-building strategy for enhancing teachers' commitment, professional competence, and instructional effectiveness.

CONCLUSION

The study concluded that capacity building, as measured by peer coaching, ICT training, and mentoring, significantly predicts teachers' commitment to duties in public secondary schools in Calabar Municipality. The findings highlight the importance of sustained professional development initiatives that enhance teachers' competencies, motivation, and commitment to instructional responsibilities. Consequently, educational stakeholders should institutionalize these capacity-building strategies to improve teacher effectiveness and promote the attainment of educational goals.

RECOMMENDATION

Based on the findings of the study, the following are recommended:

- i. State Secondary Education Board should identify and intensify peer coaching as an important aspect of capacity building when formulating educational policies, in order to encourage team work among teachers for a successful classroom management and effective lesson delivery.
- ii. Principals should be sensitive to the knowledge society and thereby consider training on ICT as a means to organizational transformation.
- iii. Mentorship programme should be well organize towards integrating new teachers into the system to enhance teachers' effectiveness and their commitments.

- iv. Principals should adopt strategies of effective management of capacity building that could lead to or enhance teachers' commitment to duties.

Suggestion for Further Studies

The present study cannot be said to be exhaustive. Therefore, the researcher calls for further study on this topic.

- i. More comprehensive studies should be undertaken to include a larger population in order to ascertain whether or not the problem transcends the area of study under investigation.
- ii. Interested researchers should examine other capacity building strategies that may relate to teachers' commitment to duties in public secondary schools in Calabar Municipality.
- iii. The study was carried out in secondary schools; further studies could start from primary schools through secondary and tertiary institutions since they are still part of the system.
- iv. Since the study was conducted only in public secondary schools in Calabar Municipality of Cross River State, further studies could be carried out in both public and private schools in the study area.

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