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# Capacity Building Programme in Schools

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**Abstract:** This study examined the importance of capacity-building programmes for teachers in schools. Secondary data were used in the paper. The secondary data were collected from print and online publications. Content analysis was employed for literature screamed in the paper. The paper concluded professional development, better student management, improvement in students' academic performance and practical knowledge are the benefits of capacity building for teachers. Poor funding, poor data management, corruption, favouritism, poor digitalization and national revenue shortfall identified barriers to effective capacity building in schools. Based of these findings, the paper recommends that government should increase the budgetary allocation of capacity building. This will support full implementation of capacity-building programmes in schools. Government should organized training for administrators of schools and staff of ministries on data management. This will help to improve data management on capacity building programmes in schools. Government should deploy information communication technologies facilities in the administration of capacity building programmes. Activities of capacity building programme should be digitalized.

**Keywords:** Capacity building, School

# INTRODUCTION

A school is a social institutions for implementation of teaching and learning and other extra-curriculum activities. A school is an institutions designed for impartation of knowledge. A school is a micro part of the society curve out for the purpose of teaching and learning. A school is a formal and non-formal institutions that brine together teachers, students and school administrators for the purpose of teaching and learning. A school is considered a second home for students, and teachers as a second set of parents (Ogunode, Edinoh, & Olatunde-Aiyedun, 2023).

The School is an organized social institutions meant for impartation of knowledge. The purpose or objective of the school is to provide a medium were instructors meet with learners to effect cane of behaviors. The School provide avenue for conducive teaching and learning to take place between the teachers, s and students. The Schools are designed to have service providers (school administrators, teachers and non-teaching staff) and services receiver (learners). The School stakeholders which include school administrators, teachers and non-teaching staff are providing services that demands tem to always upgrade their skills and knowledge (Ogunode, et al 2023).

The school is designed to operate with teachers. Teacher is described by NOUN (2012) as a professional, who imparts knowledge, learning experiences at his disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skills being imparted. Akindutire, & Ekundayo, (2012) cited Ajayi, (2004) who defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skills, values and attitudes to a group of learners. Atiga & Ogunode (2021) opined that teachers are the implementers of school curriculum. Their functions include to teach, prepare lesson note and lesson plan, to evaluate the students, sets exam questions and marks answer sheet. Their functions also include providing leadership in classes, perform academic services, relate with parents on feedback on students' progress and sometime carry students for excursion with school permission.

The teachers are very important factors in the management of educational institutions especially the secondary schools. The teachers' roles cannot be replaced in delivering of teaching programme. The job of the teacher required them to constant upgrade their knowledge and skills. The teachers need to be given regular training opportunities in order to stay at the top of their game. Capacity building is a special programme designed for teachers to help them upgrade their teaching skills.

## 2.0 Review of Literatures

Capacity building is a much broader concept that should be considered from a systemic perspective, which involves different clusters, as individuals, organizations, institution and society (Pierro, 2020). Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. An essential ingredient in capacity-building is transformation that is generated and sustained over time from within; transformation of this kind goes beyond performing tasks to changing mindsets and attitudes. Capacity is the ability to understand or do something and building is an increase in the amount of something over a period of time. Building capacity of teacher in education process therefore, is the conscious attempt at upgrading, renovating, and acquiring skills, abilities and strategies that must increase consistently over time and enable teachers react appropriately to academic dynamics including professional training, lesson delivery, effective use of instructional materials, teachers communication skills, provision of effective role model, effective discipline and students' control, improved conditions of

service and most importantly, quality of classroom assessment to determine the needs of his/her learners in the learning process (Gimba, 2010).

Chukwu (2009) stated that professional development or capacity building is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. He further asserts that it is a life-long process and not a once-in-a-lifetime thing. Capacity building develops the all-important "infrastructure" that supports and shapes charitable nonprofits into forces for good. Capacity building enables nonprofit organizations and their leaders to develop competencies and skills that can make them more effective and sustainable, thus increasing the potential for charitable nonprofits to enrich lives and solve society's most intractable problems. According to the definition of the United Nations Development Programme (UNDP): "In the global context, capacity refers to the ability of individuals and institutions to make and implement decisions and perform functions in an effective, efficient and sustainable manner.

At the **individual level**, capacity building refers to the process of changing attitudes and behaviours-imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership. Training programmes, business development activities, workshops for in-depth discussion of specific topics; conferences

At the **institutional level** it focuses on the overall organizational performance and functioning capabilities, as well as the ability of an organization to adapt to change. Development of internal policies, organizational and procedural restructuring

At the **systemic level** it emphasizes the overall policy framework in which individuals and organizations operate and interact with the external environment."

Specific and targeted capacity building initiatives needs to be undertaken at each single level. Advocacy initiatives, consultations, open dialogue, reforms.

Capacity building programmes have been adjudged to be critical factors in educational institutions, culminating in their positions as major determinants of Principals' and teachers' s' professional advancement. Apart from gaining pedagogical and content knowledge, principals' participation in the programmes enhances capacity building effectiveness in the schools. Capacity building. Capacity building, according to United Nations Environment Programme (2006), is building abilities, relationships and values that will enable organisations, groups and individuals to improve their performance and achieve their developmental objectives. It often refers to strengthening the skills, competences and abilities of people and communities in developing societies so they can overcome the causes of their exclusion and suffering. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively (Wikipedia, 2011).

Capacity building takes place on an individual level, institutional level and societal level. On an individual level, it requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the process of learning and adapting to change. On an institutional level, it involves aiding pre-existing institutions and supporting them in forming sound policies, organisational structures and effective method of management (United Nations Committee of Experts on Public

Administration 2006). Capacity building is a process of developing and strengthening the skills, instincts, abilities, processes and resources that individuals, organisations and communities need to survive, adapt and thrive in the fast changing world (Philbin 1996). From the above, capacity building is a program planned and designed to equips teachers with practical teaching methods and modern pedagogy strategies for smooth implementation of teaching programme in schools and to expose the teachers to various skills that will enable them to manage the classrooms effectively and efficiently to realize the objective of the lessons. Capacity building is an organized and well-conceived training programme designed to improve the teaching skills, classroom management skills, human relationship skills and upgrade the knowledge of the teachers for better execution of teaching and learning programme in the schools. Capacity building programme covers, teaching, classroom management, record keeping, data management, students-teacher relationship, teachers' parent relationship, reward and punishment, questions setting, administration and supervision.

### Benefits of Capacity Building for Teachers

There are many benefits of capacity building for teachers. Some of the benefits includes professional development, better student management, improvement in students' academic performance and practical knowledge.

### Professional development

Capacity building attendance by teachers help them to grow professionally. The continuous attendance of capacity build programme by teachers assist them to develop their capacity. When teachers attend training programs, it gives them the opportunity for continuous professional development – to learn new ways, methods, strategies, skills and tools. When teachers get upskilled they automatically feel confident, happy and motivated to achieve greater things with their students.

### Better student management

Capacity building provide the teachers opportunities to know, understand and analyze students effectively in classroom. This will help the teachers know how to teach their students. Constant capacity building programs help teachers to better understand and therefore, better manage their students in the classrooms.

### Improvement of students' academic performance

Effective capacity building program will not just improve teachers' knowledge but improve students' academic performance in the schools. A well-trained teacher with all relevant teaching skills will support academic growth of the students.

### Practical Knowledge

Capacity building will provide the teacher with theoretical and practical skills and knowledge to teach the students positively. Without this training, the teachers will not be in a position to provide proper guidance, and that will affect the foundation of the education being built.

According to WOB (2023) the following are the importance of capacity building programme for teachers;

### Effective Pedagogy:

Capacity building will equip teachers with effective pedagogical techniques and teaching strategies. This knowledge enables them to create engaging and meaningful learning experiences for students, ensuring better comprehension and retention of knowledge.

### Subject Mastery:

Teachers need a deep understanding of the subjects they teach. Proper Capacity building will ensures that educators have a strong grasp of the content, enabling them to convey complex concepts in a clear and understandable manner.

**Classroom Management:**

Effective classroom management is essential for maintaining a positive and productive learning environment. Capacity building will provides teachers with the skills to manage diverse classrooms, address behavioral challenges and maintain discipline.

**Differentiated Instruction:**

Capacity building will help teachers tailor their instruction to meet the diverse learning needs of students. They can adapt their teaching methods to accommodate various learning styles and abilities.

**Inclusive Education:**

Capacity building will equip teachers to provide inclusive education, ensuring that all students, including those with disabilities or special needs, have equal access to quality learning opportunities.

**Professional Development:**

Continuous training and professional development opportunities enable teachers to stay updated with the latest educational trends, research findings and innovative teaching practices.

**Student Engagement:**

Well-trained teachers can create engaging lessons that capture student's interest and motivation, fostering a love for learning and critical thinking skills.

**Parent-Teacher Collaboration:**

Capacity building will enhance a teacher's ability to communicate effectively with parents and involve them in their child's education. This collaboration promotes a supportive learning environment both at home and in school.

**Educational Equity:**

Capacity building will ensure that teachers are equipped to address the unique needs of students from various backgrounds, narrowing educational disparities and promoting equity in education.

**Barriers to Capacity Building Programme in Schools**

There are many barriers to effective capacity building programme in schools. Some of these barriers include; poor funding, poor data management, corruption, favouristism, poor digitalization and shortfall in national revenue

**Poor funding**

The major issue in human resources development is shortage of funds. One of the most serious problems militating against sustainability of capacity building programme in most schools is that of dwindling level of public funding in the face of rising demands and hence rising cost of implementing the programme. This shortage of funds affects implementation of capacity building in most educational institutions. Effective capacity building cannot be achieved without adequate funding. The shortage of funds for the execution of capacity building has affected the development of the programmes. The important roles of capacity building programme in education calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of education industry through effective training programmes. The inability of the Nigerian government to fund the capacity building in school for staff has impact negatively on the performance of staff and sustainability of the programme. The funds required to provide capacity building for large number of teachers in both

basic and post-basic education is much and most and government is not willing to provide adequate budget for such programme because of fall in national revenue. Underfunding is a major problem in the implementation of capacity building programme (Ogunode, & Jegede, 2020).

### Poor data management

Poor data management has affected effective capacity building programme in schools. Most public institutions do not keep data properly and use them for planning and decision making. Data management is very important in the implementation of capacity building programme. Staff data are needed to plan and making decision on those that has benefited and those that have not benefited. Data is needed to know the exact training needs of teachers according to subjects and schools. Data is needed to allocate financial resources to the implementation of the programme. Most school don't keep record of teachers that have benefited from training and this pose a lot of challenges to capacity building programme in the schools. Muhammed (2016) stated that poor data management has hidden capacity building programme in educational institutions.

### Corruption

Corruption is another big problem that is a barrier to effective capacity building programme in schools. Corruption has penetrated the educational institutions in most developing countries. Funds allocated for implementation of capacity building programme in schools are been misused, mismanaged and appropriated. This actions has affected smooth implementation of capacity building in schools. Corruption in the capacity building are both perpetrated by both government official and the teachers. Some teachers will collect money for conferences and workshop but will not attend while some government officials will divert funds meant for capacity building programme into their personal account.

### Favouristism

Favouritism is another barrier to effective capacity building programme in schools. It is common to observe that school administrators select only people that are closer to them to attend conference and workshops. Teachers are not selected based on formal arrangement in schools but on preference treatment or personal relationship with the school administrators. The favouristim in the administration of capacity building programme in schools has created problem of selective selection in the system.

### Poor digitalization

Poor digitalization of capacity building programme in most developing countries has affected capacity building programme implementation. Most Countries and states especially the developing countries still depend on analogy method of administration and management and this affects efficiency and effectiveness of the institutions. This analogy approach of capacity building programme permits corruption, resources wastage and inefficiencies.

### Shortfall in National Revenue

National revenue shortage is another barrier to funding of capacity building programme in schools. When countries or states experiences short-fall in their national income or revenue it affects budgetary allocation to sector such as education and other. The fall in national revenue of countries have led to budgetary cut to programme like capacity building programme in schools. For instance, in Nigeria,

## MATERIALS AND METHODS

Secondary data was used in this paper. The data were collected from online and print literatures. Content analysis method was used to delimit the literatures collected to the topic content.

# RESULTS AND DISCUSSION

The paper discovered that professional development, better student management, improvement in students' academic performance and practical knowledge are the benefits of capacity building for teachers in schools. The paper also noted that poor funding, poor data management, corruption, favouristism, poor digitalization and shortfall in national revenue are barriers to effective capacity building in schools.

# CONCLUSION

This study discussed the import of capacity building programme for school teachers. The paper identified professional development, better student management, improvement in students' academic performance and practical knowledge as benefits of capacity building for school teachers. Poor funding, poor data management, corruption, favouristism, poor digitalization and shortfall in national revenue identified as barriers to effective capacity building in schools. Based on this findings, the paper recommends the followings:

1. Government should increase the budgetary allocation of capacity building. This will support full implementation of capacity building programme in schools.
2. Government should organized training for administrators of schools and staff of ministries on data management. This will help to improve data management on capacity building programme in schools.
3. Government should deploy information communication technologies facilities in the administration of capacity building programme. Activities of capacity building programme should be digitalized.
4. Government should direct school administrators to prepare comprehensive list of teachers for capacity building annually to avoid favouritism in the selection of participant.
5. Capacity building programme administration should be digitalized in all the ministries and schools to promote effectiveness and accountability in the programme.

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