

## TEACHERS' CAPACITY BUILDING: A VERITABLE TOOL FOR STUDENTS' ACADEMIC ACHIEVEMENT IN NIGERIAN PUBLIC SECONDARY SCHOOLS

BY

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### Abstract

*The quality of instruction and student engagement in classrooms, workshops, labs, and other learning environments is crucial to the success of any educational institution. Because the beneficiaries, the students, will in turn have an indirect impact on the economy of the nation as a result of their learned skills and knowledge, teachers should place a high value on professional training, which includes both the skills and knowledge attained for personal and career development. All attempts to improve educational quality should continue to centre on teachers since they are crucial actors and catalysts for change. Teachers need opportunities for continuous self-improvement; both career-long and career-wide opportunities that will enable them to acquire the skills, knowledge, and techniques needed for quality on-the-job performance in order to develop a responsive and effective teacher capable of undertaking the foregoing. This paper examines teachers' capacity building as a veritable tool in gaining students' academic achievement in public secondary schools in Nigeria. Specifically, the paper reviews relevant work on the use of capacity building in education. Also, reviews on studies that have touched upon the trends of capacity building in effective teaching and learning, capacity building models and theories, capacity building and students' academic achievement and challenges standing against effective capacity building in Nigeria public secondary schools. The study suggested that government should own up to the provision appropriate training, necessary resources, materials and infrastructure that will foster sustainable teacher commitment to effective teaching and learning as well as ensure the successful implementation of the nation's educational policies at the micro-level of the system.*

**Keywords:** *Capacity building, Academic Achievement, Education, Public School*

### Introduction

The effectiveness of any particular educational system is in large part dependent on the quality of teaching and learning that occurs in classrooms, workshops, labs, and other places where education is delivered. Educators have a responsibility to their schools and communities to facilitate the integration of students with a wide range of socioeconomic backgrounds, to demonstrate sensitivity to issues of culture, language, and gender, to foster an environment of acceptance and unity, and to meet the needs of all students. Teachers have a responsibility to ensure their students are equipped for life in the digital world once they graduate from high school by teaching them to utilise new technologies and keeping up with quickly evolving areas of knowledge. Teachers are saddled with the responsibility of ensuring that students to become independent researchers and builders of their own educational settings while keeping communication lines open with the surrounding neighbourhood. This is why no country in the world can develop beyond the quality of its instructors; the calibre of the educators who shape their students' educational experiences is crucial (Loyalka, et. al 2019).

Generally, teachers are expected to do well in their jobs, but the need for enabling environment is not being given the priority it deserves. The situation is worse in teaching profession where the society feels that teachers are owed nothing. The ways teachers teach have direct impact on the learning outcomes. Therefore, it is important that teachers should be encouraged to train and retrain after employment for the achievement of quality academic performance. Trainings and retraining which government authorities and

school managers are supposed to offer are not given due consideration. This has led to lack of morale and inability to adapt to changes and innovations in the educational system. Most academics in the area of educational management have focused a great deal of emphasis on the widespread underachievement of students in elementary and secondary levels of basic education. This is in accordance with previous studies by Martinez et al. (2019) and Náchér et al. (2021) on the issue of students' academic performance which found that many variables affect students' academic performances; yet, teacher capacity development remains one of the most significant drivers of students' academic successes. According to Molinillo et al. (2018), teaching is an interactive process that benefits from the participation of both the student and the instructor. A teacher's proficiency in the classroom is a complex idea that involves many interrelated facets of teaching. There are however, several factors that contribute to a good educator, such as the instructor's ability to convey information clearly, familiarity with the material being taught, consistency in class attendance, competence as a teacher, and disposition toward the profession (Han, 2021). A teacher's effectiveness in the real world may be gauged indirectly via students' academic performance; thus, it is crucial that the aforementioned distinct criteria be assessed uniformly. It is important for instructors to adopt teaching strategies that are consistent with the subject matter being covered and the targeted learning goals in order to maximise the transfer of knowledge from themselves to their students. Teachers are expected to regularly assess their own knowledge, class attendance, teaching skills, and mindset in light of the fact that each student has unique learning needs and styles of responding to questions.

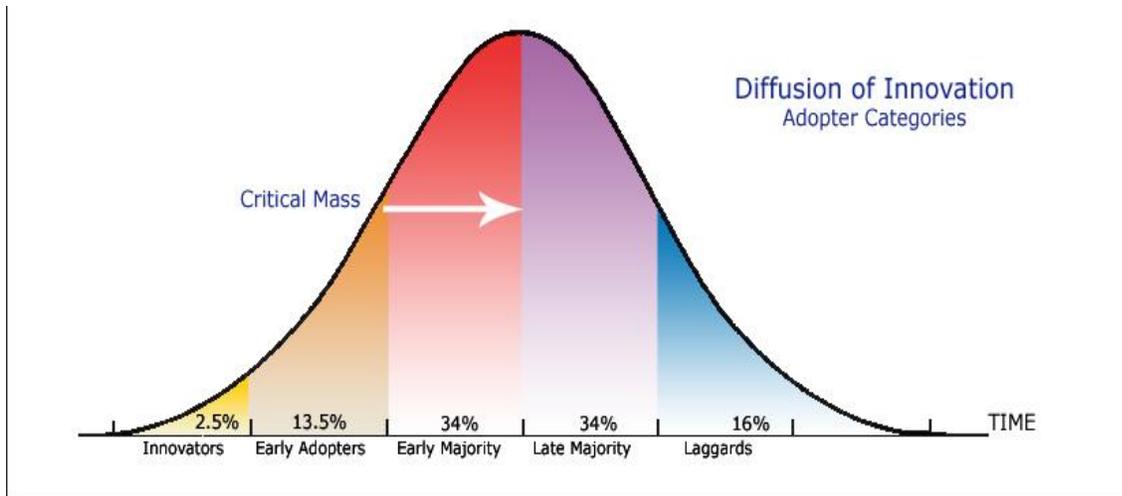
### **Theories of Capacity Building**

This section focuses on an examination of various different theories and models on capacity development that may be used to the task of providing an explanation for the idea of students' academic accomplishment in Nigerian public secondary schools. These theories include, among others, the Diffusion of Innovation Theory (DIT), the Transformational Learning Theory (TLT), and the Social Learning Theory (SLT).

#### **i. Diffusion of Innovation Theory**

The "Diffusion of Innovation" theory was promulgated by Rogers (1962). Diffusion of innovation theory investigates how and why people in a community adopt novel innovations. Diffusion of innovation is the phenomenon that occurs anytime a population adopts a fresh idea, product, practise, or philosophy (Budnyk, 2019). The dissemination process is a collaborative effort between the mainstream media and the interpersonal communication system. The notion of human capital is central to the theory. This hypothesis is an effort to describe the spread of new ideas and technologies in a society.

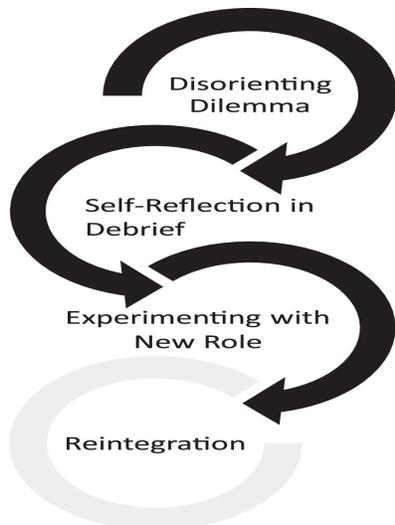
The theory explains how a concept spreads across society by going through a series of stages in which it is embraced by different groups and individuals. People who are willing to take risks and try new things are called "innovators," whereas early adopters are called "early majority" adopters and "late majority" adopters are called "late majority" users. Because they are so process-oriented and risk-averse, they are unable to innovate. Once a new technology has spread across a society to the point that it is indispensable, going about daily life (and the workplace) without it becomes difficult for the vast majority of people (Banerjee, et. al 2021). Therefore, this causes individuals to feel forced to start using it. To further understand this concept, please refer to the illustration below:



### i. Transformational Learning Theory

Jack Mezirow (1978) initially proposed the Transformative Learning Theory, which is based on the premise that one's personal experiences are crucial to the learning process. The theory hinges on this essential tenet. It suggests that the learner's own mental and emotional shifts occur because of the meaning they attribute to their experiences. When learning occurs at this level, the student may undergo a "paradigm shift" that influences their future encounters. Transformational learning, as proposed by Biasin (2018), may provide a theory of learning that is generalizable to adults alone, abstract and idealised, and grounded in the essential features of human communication. It is a theory that has its roots in development, but it is more accurate to say that learning is the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide one's future actions.

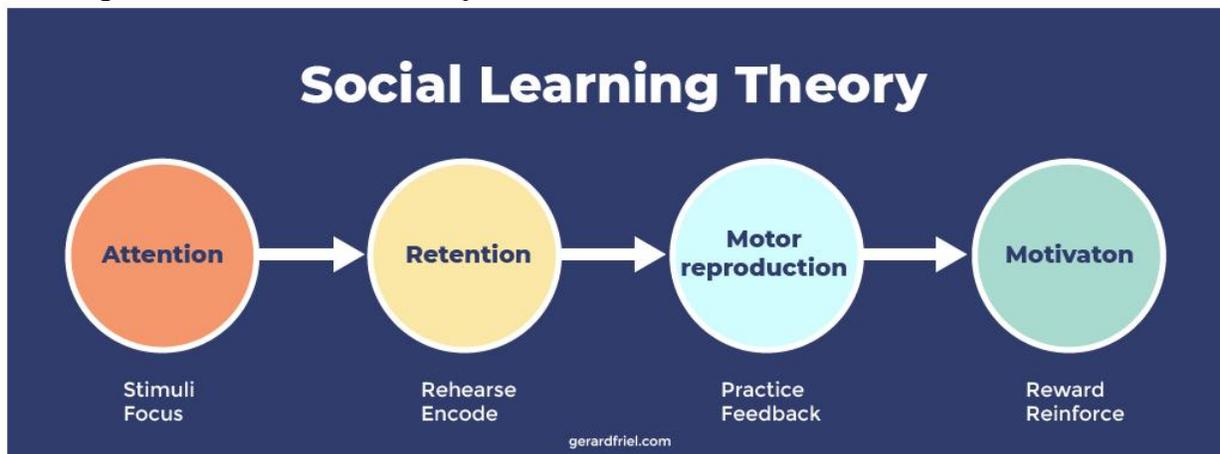
Mezirow (1978) stated that there are two main types of transformational learning: instrumental learning and communicative learning. The main goals of instrumental learning are task-oriented problem solving and study of cause and effect relationships. In order to acquire knowledge via conversation, it is essential that people be able to articulate their feelings, needs, and desires to one another. Both are necessary for learning to change one's life dramatically. Students need to be able to focus on other facets of their knowledge and notice new perspectives, both logical and emotional, before they can begin to challenge what they already know. Learning, however, is not restricted to the acquisition of factual knowledge; it also encompasses the exploration of the processes through which people construct their own sense of themselves and the world at large (Lynch & Sargent, 2020). To make room for new ideas and information, this kind of learning experience requires a radical transformation in how we see the world and how we think about the things we already know and believe. Educating in this way is seen by many as the best way to foster true freedom of thought and an ability to understand complex ideas, and this is shared by both students and teachers (Klein & Wikan, 2019). Knowledge of the many means by which students learn is crucial to their success in school, as shown by the findings of the transformational learning theory. Teachers and students alike may benefit from a deeper understanding of individuals' individual learning styles. Teachers who have a firmer understanding on how learning works are better equipped to maximise their efforts and create learning environments in which their pupils have a fighting chance of succeeding. We illustrate the theory in a graphical format using the following:



**ii. Social Learning Theory**

Albert Bandura first put out the social learning concept back in 1977. The concept emphasises the value of taking cues from the actions, thoughts, and feelings of others around you. The idea of social learning recognises the mutual influences of people's surroundings and their own minds on their development and actions. This theory states that people's social interactions have an impact on their learning and the behaviours of those around them. The authors of this theory think that human behaviour may be characterised in terms of a dynamic triangular relationship among thought, action, and surroundings.

Social learning relies on the following processes according to Kendal et al. (2018): (1) Attention, which includes modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement); (2) Retention, which includes symbolic coding, cognitive organisation, symbolic rehearsal, and motor rehearsal; and (3) Motor Reproduction, which includes motor imitation of the modelled behaviour. Attention, memory, and motivation are just few of the many areas that social learning theory encompasses, allowing it to go much beyond the boundaries of traditional cognitive and behavioural models. The following visual should aid with this explanation:



**Concept of Capacity Building in Education**

Regardless of whether the earliest civilizations or the modern day, it has always been impossible for nations to flourish without first figuring out how to recognise, nurture, and put to use the wide range of abilities within their population. According to Vykydal, Folta, and Nenadal (2020), the people of a state have a right to anticipate that any development process, no matter how simplified or extensive its scope, would assist to improve their quality of life and contribute to the progress of the country as a whole. This

expectation, according to Vykydal, Folta, and Nenadal (2020), must be realised for the development process to be effective. As a consequence, developing human resources in all fields, especially education, has come to prioritise helping people become more capable in their roles. This has led to a wide range of education-related capacity development initiatives, the overarching goal of which is to raise standards across the board. Capacity building is a social term that is often misunderstood despite its widespread application.

Mallidou et al. (2018) described capacity building to be the process of fostering the learning and application of information, skills, and attitudes that are useful in the creation of locally appropriate institutional and operational infrastructure and procedures. Capacity development, as defined by Ebikeseye and Puyate (2022), is the process of enhancing the knowledge, skills, and capacities of a person, group, organisational sector, or nation in order to bring about sustained and self-sustaining gains in productivity. This is a universal phenomenon, occurring in people, groups, and even whole nations. Its major goal is to help individuals develop skills that are more closely aligned with needs they have identified for themselves. The actions and activities that have been developed are what will help the participants improve their outputs at their workplaces and their knowledge, skills, and understanding. The term is also used to describe the process by which communities get access to the knowledge and training they need to participate effectively in the economy. The definitions offered thus far allow us to draw conclusions about the impact capacity development has on educational reforms, on the individual teacher, and on their pupils. When educators have their teaching abilities bolstered, they are better equipped to offer their students with experiences that will prepare them to meet international benchmarks in a certain subject area and to assume their adult duties as citizens and workers. Caena and Redecker (2019) argue that educator communities and their members benefit from capacity building because it helps them face challenges, identify and solve problems, and create linkages between theory, practise, and student outcomes.

In the word of Franz and Archibald (2018), capacity building may be used in the classroom in four distinct ways: human, organisational, structural, and material. Human potential includes both the cognitive capacity (such as knowledge and abilities) and the volitional ability (such as desire, patience, and tenacity) to bring about the required changes. A company's internal capabilities depend heavily on the level of interaction, cooperation, and communication among its employees. Among the elements of an organization's structural capacity are its rules, processes, and practises. This capability is independent of the people employed by the company. What an organisation requires in terms of money, supplies, and tools to carry out its goals and implement change is referred to as its "material capacity." It is well understood that the many approaches to capacity building are interconnected, and that success in one area depends on development in another. Succinctly, a given capacity-building initiative may prioritise one kind of ability over the others; but, for the organisation to "align and address" all four types of capacity, it must first determine its transformation goals (Tanucan & Uytico, 2021).

National Policy on Education (2004) defines a teacher as someone who has received necessary professional training in education and can effectively transfer their expertise to pupils enrolled in a suitable curriculum. It is stated in the text that a teacher fits this description. Because of this, it is crucial to evaluate teachers' current levels of expertise with ICT, especially with respect to the use of contemporary computers for pedagogical and evaluative purposes. This is essential in order to strategically invest time, energy, and money into enhancing the teaching staff's ability. Teachers' capacity building is thought to have a higher impact on students' academic achievement since it allows educators to continuously retrain in the form of workshops to react to the growth and development demands of the individual as well as those of the relevant institutions. This is done to accommodate the demands of the different schools as well as the instructors themselves. O'Leary and Wood (2019) argued that a better education system may be achieved by investing in the professional growth of educators. In all significant areas, this is true.

### Stages of Capacity Building

Capacity building is a never-ending cycle of revolutionary change that centres on the administration of transitions. According to Warner and Wager (2019), capacity building includes everyone who has a hand in determining what actions to take, how those actions will be taken, where those actions will have an impact, who will manage the project, how services will be delivered, how results will be monitored, evaluated, disseminated, and reported, and who will benefit from the work done. When it comes to capacity building, one of the main foci is figuring out what kinds of policies and investments will have the most impact on boosting the skill sets, knowledge bases, and networks of those who are on the front lines of development (Capacity Development, 2014). DeCorby-Watson et al. (2018) outline the six steps involved in capacity building as: conducting a training need assessment; involving stakeholders in capacity development; assessing capacity needs and assets; developing a response to capacity building; putting that response into action; and finally, evaluating the effectiveness of the response.

Based on their research, Gu et al. (2021) identified four stages of capacity development: exploration, emerging implementation, full implementation, and sustainability. The following is a breakdown of these phases:

- i. **Exploration:** Now that the need for change has been established, the desired capacity has been defined, and the knowledge, skills, structures, and processes that will be required to achieve that capacity have been recognised by the key stakeholders. One of the most crucial steps at this stage is a review of the organization's present strengths and weaknesses. The expertise of employees, the size of the workforce, the availability of necessary technology, the state of physical and logical infrastructure, and any other factors at play should all factor into this assessment. The "capacity gap" is the difference between the current level of capability and the level of capability that is needed.
- ii. **Emerging Implementation:** This stage can be summarized in three steps: (1) Employees of the targeted organisation take part in activities; (2) they learn something new, upgrade their technical or physical infrastructure, add resources, or figure out how to utilise the ones they already have more effectively; and (3) they put what they have learned to use.
- iii. **Full Implementation:** Here, the newly acquired information and abilities are put to use, and existing procedures are fine-tuned in light of an analysis of the effects of the reforms implemented. In order to educate key participants about the impact and implications of the innovation, it may be useful to conduct evaluations of the actions that generate capacity at this juncture. It is likely that service providers may need to make adjustments to their approach, or that the focus of capacity-building efforts will need to be shifted, in order to bring about the desired improvements in their entirety at this time.
- iv. **Sustainability:** Utilization of the improved abilities and practises in a "pervasive and consistent" manner is required for this last level. In addition, the company proves that it has the capability and competence to conduct an analysis and make modifications to procedures in order to achieve continuous improvement and any necessary refining of an invention.

Furthermore, Strategic planning, financial management, information management, logistical systems, communication networks, and the creation and management of human resources are all examples of competencies that Herath and Chong (2021) say are important to an organization's effectiveness. Therefore, it is recommended to carry out interventions for capacity building while keeping all three in mind. While this may not always be possible depending on the business, it is nevertheless crucial to keep in mind all relevant factors while you plan and carry out your project. Ignoring one facet of sustainability in favour of another greatly reduces the chance of its continuing existence.

### Trends of Teachers' Capacity Building in Teaching and Learning

One of the primary functions of a school is to educate and train its students. It is essential that schools have both high-quality curriculum and skilled instructors if they are to ensure the success of their pupils

and staff (Udvari-Solner & Thousand, 2018). In order to ensure that the teaching and learning processes are carried out properly, it is essential that the many diverse activities and resources that have been established in the schools be used to their utmost potential. From a human resources standpoint, teachers matter most for determining student accomplishment. That is why it is crucial to invest in teachers who are both qualified and committed to providing a first-rate learning environment for their students. Everyone, particularly educators, has a responsibility to invest in their own personal and professional development via continual participation in formal and informal learning opportunities. The good effects of improving teachers' skills extend far and wide, making it hard to stress their importance enough. Having access to this tool is crucial to getting and keeping a high-quality education (Gupta, et. al 2020). Because teachers are the ones who bring the curriculum to life in classrooms and other learning contexts, it is crucial that their skills be improved. But it seems that school administrators are swamped with administrative tasks, so they have little time to focus on developing teachers' skills and abilities. It also seems that instructors are not given enough opportunities or resources from the government to engage in regular training opportunities like seminars, workshops, or conferences. The West African Senior School Certificate Examinations (WASSCE) were given in Nigerian secondary schools between 2016 and 2020, with results reflecting 52.92% in 2016, 59.22% in 2017, 49.98% in 2018, and 65.2% in 2020. This situation frequently results in gaps in the competence of teachers and inadequacies in the quality of instruction. The following are the findings from these tests: The percentage of students that were successful on the test in 2016 was 52.92% (Cobbinah, Annan-Brew & Quansah, 2022).

In Nigeria, secondary school teachers are incapacitated by funds to attend periodic seminars, workshops and conferences to improve their competence in instructional tasks performance. It is also not uncommon that capacity training programmes organized by government's agencies on many occasions are unduly influenced by key government officials as few teachers/trainees are sometimes selected on the basis of personal relationship while ignoring the majority of the teachers. Owan, Nwannunu and Chijioko (2018) investigated the quality of the teaching personnel on students' academic performance in Nigeria. The result showed that the higher the quality of teaching personnel, the better the school academic performance of students. The findings also showed that teachers' competence contributes to effective teaching-learning process and lead to long term success of secondary schools' administration and accomplishment of educational goals.

Jepketer, Kombo and Kyalo (2015) examined the relationship between teachers' capacity building and students' performance in Nandi County, Kenya, and found that majority of the teachers are well-trained and qualified in teaching but in some instances where teachers needed refresher-training courses to improve on their teaching performance, a few number of teachers get opportunity for capacity development which is tailored in most cases to mathematics and science subjects leaving out other critical subjects. Tondeur et al. (2020) suggested that teachers who stop learning after they have finished their pre-service education are not doing their jobs to the best of their abilities. Inability to effectively synthesise material with pedagogy and technology limits their ability to create modern pedagogical-technological-content knowledge. They would stop being able to think beyond the box, leading to boring and uninspiring lessons. Nilsson and Karlsson (2019) claimed that teachers are more likely to resort to technical justifications and actions rather than introspective ones. To become "prisoners of one's own experience" is the worst-case situation for teachers. It is the failure to take stock of one's own education and training in light of new advancements and innovations in the field, resulting in a yearly cycle of the same technical practices. That is an issue since it might cause progress to halt. Adjustments to the curriculum to match the needs of the contemporary world have not helped these teachers produce students who are creative, critical, and ingenious.

### **Students' Academic Achievement**

The success of a school may be measured in part by its pupils' performance on standardised tests, both in and out of the classroom. Daffin Jr. and Jones (2018) agree, arguing that a comprehensive evaluation of a

school's effectiveness must take into account more than just test scores, grades, and graduation rates from high school to college. It must also determine whether or not its students have learned basic life skills. Daffin Jr. and Jones (2018), who stated that the performance should cover other areas like whether or not pupils have gained the survival skills, provide more evidence for this view. Despite this, there has been a surge in the practise of basing a teacher's effectiveness by the extent to which students succeed in academic assignments. People's academic achievements have traditionally been used to determine which institutions they would enrol in and, more importantly, which careers they would pursue. When students grow to the point where they can reach or surpass predetermined benchmarks, we say that their school is good. This is measured by looking at how well students do in school, both on an institutional and national basis. The public, those in charge of policymaking, educators, students, and even the ministry of education are all aware of the significance of students' high academic performance. Recently, it has become more important to improve the quality of information available about schools in order to boost academic standards (Kim, Raza and Seidman 2019).

For many, one's ability to do well in school is a proxy for their potential as a whole (Kotob & Abadi, 2019). It is the point at which a learner, teacher, or school has achieved their goals for the course. Education level is another term for this concept. Some people consider high school completion or college degree attainment to be indicators of academic achievement. Success is measured by how much a student has learned and improved as a result of their efforts in class; in other words, how much knowledge and ability has been transferred to the student. According to Changwong, Sukkamart, and Sisan (2018), academic success is measured by students' test scores since it reflects how much they learned and how successfully they applied what they learned in the classroom. Some of the factors that go into deciding this include one's personality, access to opportunities, motivation, educational background, and degree of training.

Therefore, academic achievement has a position of paramount importance in both the learning process and the sphere of education. Exams and ongoing assessments are common methods for measuring academic performance, but there is little agreement on how these outcomes should be assessed or which aspects of academic performance should be prioritised, such as whether a student's proficiency with procedural knowledge (such as skills) or declarative knowledge (such as facts) should be emphasised more. More students will choose to attend a school with a proven track record of academic excellence than one without.

### **Capacity Building and Students' Academic Achievement**

The school system is a formal organisation, so it requires an efficient capacity building programme to keep teachers abreast of developments in digital technology, research methodology, innovative pedagogy, the performance of networking instructional tasks, interactive communication strategies, the dissemination of knowledge, the cultivation of skills, the coordination of available resources, and the maintenance of sustained gains in secondary school productivity. According to Ayeni (2020), the personal and professional growth of a teacher has a higher impact on students' ability development, self-competence, and classroom behaviour than everything else in a school. This shows that teachers, notwithstanding their level of preparation before entering the profession, need ongoing professional development to keep up with the pace of social change. As civilization evolves at such a quick pace, this is essential. If he wants to succeed as a teacher, a certified educator must maintain his knowledge and skills current so that he can meet the difficulties that come with new developments in the field. Since many teachers seem to have just academic training but no practical experience, it follows that professional development for teachers is crucial.

A teacher's value extends beyond their academic credentials to include practical expertise and familiarity with current pedagogical theories and methods. Specifically, Section 5, subsection 92(b) of the National Policy on Education states, "The minimum qualification for entrance into the teaching profession should

be the Nigeria Certificate in Education" (NCE) at the basic education level in Nigeria. The National Policy for Education has this clause (Federal Republic of Nigeria, 2013). However, it is undeniable that many secondary schools in Nigeria continue to use teachers who lack the necessary credentials to train students in the subjects in which they claim to be experts. The National Policy on Education emphasises that the quality of a country's teaching personnel is the most crucial aspect in determining the success of a country's educational system. For this reason, it seems that reassessing the way instructors are educated and prepared should be done on a regular basis (Federal Republic of Nigeria, 2013).

The quality of a school's instruction depends not on how well it is organised or how fancy its facilities are, but on how well its teachers are prepared and how dedicated they are to their students (Semin, 2019). In order to improve their knowledge, skills, and general efficiency, teachers must take part in in-service training opportunities including seminars, conferences, and regular workshops. Therefore, it is anticipated that the government, as the owner of public schools, would offer sufficient stimulation for teachers' capacity development so that they may increase their knowledge and abilities for best practises in the execution of their responsibilities for the greatest benefit of the children. Furthermore, administrators are tasked with regularly mentoring, monitoring, and supervising their staff in order to guarantee that instructors are effectively deployed depending on their areas of expertise.

### **Drawbacks in Effective Capacity Building in Nigerian Public Schools**

There is a severe lack of trained educators in many of Nigeria's public secondary schools. This is due to the fact that school managers do not have a sufficient pool of skilled teachers from which to draw to staff the various classes offered (Maass, et. al 2019). As stated by Gurley (2018), the availability of teachers is crucial to the smooth operation of secondary school administration. This suggests that a secondary school's ability to achieve its educational objectives is significantly influenced by the calibre of its staff and the efficiency with which they do their duties. Many secondary schools have inadequate employees and continue to battle with a scarcity of subject teachers, thus many principals have to teach in addition to their administrative responsibilities. Secondary schools face a variety of difficulties, including a lack of qualified teachers, limited funds for upkeep and salaries, and parental meddling. Other issues include teachers and kids acting out of line and a general lack of cooperative assertiveness among staff members. The successful functioning of secondary schools is thus surrendered when school administrators fail to address the circumstances and challenges that have developed.

As a result, assuming that other factors that may affect the training stay the same, the large proportion of untrained teachers in secondary schools in Nigeria would have serious repercussions for the quality of education that kids would get in the end. Evidence that teachers are overburdened may be seen in the average class size of 40 students. As a consequence, kids often go unnoticed (Chew & Cerbin, 2021). In a similar vein, Ogunode (2022) claimed that corruption, a lack of a strategic plan on manpower development for educational institutions, a lack of motivation among teachers, and inadequate funding of secondary schools were all factors in Nigeria's shortage of professional teachers in the country's secondary schools. Some of the explanations are listed above. Some more factors are: As an additional point, Kioupi and Voulvoulis (2019) stated that a lack of leadership was perceived as a limitation to capacity development, which is widespread in many contexts and often observed in conjunction with corruption in unstable nations. According to Kioupi and Voulvoulis (2019), insufficient leadership is a major barrier to expanding organisational capabilities. Inadequacies in management and leadership are likely to contribute to the wide range of interconnected problems that stand in the way of effective, long-term capacity building. These restrictions manifest mostly as inefficient public sector administration such as high staff turnover; low morale; lack of a fit between staff skills and work assignment; weak vision; unrealistic time frames; political appointees who are typically not well qualified; resistance to meaningful change; lack of systematic performance evaluation and low correlation between real needs and training efforts.

Overall, it seems that there is little preparation for the trickling down of knowledge and skills across the educational system due to constraints imposed by organisations and ministries. Lack of planning for the trickle-down of knowledge and skills is indicative of this. This suggests that the impact of most capacity development projects is "localised" inside the units or individuals on whom they are focused. Limitations imposed by organisations and ministries often lead to inefficient organisational structures, which in turn lead to a lack of system-wide desire for change as well as the capacity to plan and design change, creating an environment unfavourable for the development of capacity at all levels of operation.

### Conclusion

Given the dynamic nature of today's knowledge and information, it is crucial that educators have access to training and development programmes tailored to their needs. With order to do their jobs effectively, educators must be conversant in and up-to-date on current best practises in the field. It is possible that this need might be satisfied in a thorough and effective way via the introduction of capacity development programmes for teachers working in public secondary schools. Teachers can better meet their students' needs and achieve their own goals in the classroom when they have the tools to do so. Research shows that improving educators' skills is crucial. This is because children will be better prepared to reach world-class standards in a given subject area and to effectively undertake adult responsibilities for citizenship and job if teachers' professional skills are enhanced.

### Suggestions

Based on the conclusion of the study, the study suggests as follows:

- i. To guarantee that national educational policies are effectively implemented at the system level, the government should be responsible for providing teachers with the training, resources, materials, and infrastructure needed to develop a lasting commitment to good teaching and learning.
- ii. The State Ministry of Education should provide seminars and workshops to better equip educators to improvise instructional materials that generate interactive communication, enough learner interest, and engagement in the teaching-learning process in secondary schools.
- iii. Motivation such as incentives and promotion should be attached to teachers' capacity building to promote participation and commitment
- iv. The school principal in collaboration with the school management committee should do a follow-up inspection of the trained teachers, do classroom visitation to assess the level of compliance in relation to the capacity building received.
- v. Parents Teachers Association should contribute in the area of capital development project, e.g. erection of classrooms, laboratories for effective teaching and motivation to perform better/to improve teachers' job performance.

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