

## Analysis of Problems Militating Against Effective Capacity Building Programme in Basic Schools in Nigeria and Way Forward

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**Abstract:** *The paper discussed the problems militating against effective capacity building programme in Basic School in Nigeria. Primary and secondary data were used in the paper presentation. The data were sourced from print and online literatures. The paper looked at the concept of capacity building programme, it highlighted the importance of the capacity building programme for Basic school teacher and objectives of capacity building programme at the Basic schools. The paper also identified problems militating against effective capacity building programme in Basic School in Nigeria. It concluded that policies for effective teachers' capacity building programme should be put in place for teachers to enable them improve in their teaching skills and deliver quality teaching services in their various schools. A number of recommendations were suggested to ensure effective capacity building programme in the Basic school education in Nigeria.*

**Keywords:** *Basic School; Capacity Building Programmes; Teachers; Nigeria.*

### Introduction

The Universal Basic Education (UBE) programme is a ten year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance, poverty as well as stimulate and accelerate national development, political consciousness and national integration. Former president Olusegun Obasanjo flagged off the UBE programme on the 30th of September 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria is a strategy for the achievement of Education for all (EFA) and the education related Millennium Development Goals (MDGs). National policy on education FRN (2013) submits that Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. Universal Basic Education(UBE), with the following objectives:

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- the provision of compulsory, free and universal basic education for every Nigerian child of school age;
- reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;

- d. catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and e. ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

The implementation process of the programme has been ongoing since 1999 but progress was hampered by lack of an enabling law to execute certain aspects of the programme. What a big relief it was when the president signed the UBE Bill into law on the 26th of May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of Early Childhood Care Education (ECCE) as well as Primary and Junior Secondary Education (Christine & Joseph, 2014).

The UBE programme has laudable and specific objectives. These according to the Federal Republic of Nigeria (FRN, 1999) are to: to develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; to provide free, compulsory Universal Basic Education for every Nigerian child of school-going age; to reduce drastically, dropout rate from the formal school system through improved relevance and efficiency; to cater for dropouts and out-of-school children/adolescents, through the provision and promotion of basic education; to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for life-long learning; to ensure unfettered access to nine years of formal basic education; the provision of free, universal Basic Education (FUBE) for every Nigerian child of school going age; to reduce drastically the incidence of drop-out from the formal school system through improved, relevant, quality and efficient educational system and to ensure acquisition of appropriate levels of literacy numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (Christine & Joseph, 2014)..

The Act of UBE 2004 made provision for the teachers in the Universal Basic Schools to go for training and retraining with the aim of improving their capacity to deliver quality education. Also, The FRN National policy on Education (2013) stated that in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development. The policy further submitted that in-service training shall be an integral part of continuing teacher education. Capacity building is one of the core programmes of the universal basic education programme. It is integrated into the programme to ensure provision of constant training and retraining programme for teachers in the universal basic schools across the federation. It is imperative to examine the various challenges militating against effective capacity building programme of teachers in the Universal Basic Schools in Nigeria.

### **Methodology**

This paper analyzed problems militating against effective capacity building programme in Basic schools in Nigeria and specifically, to properly suggest on how it can be improved. Secondary data was sourced from both print and online publications such as articles, papers and reports. The sources of the data include CEON, Elsevier, Hindawi, IEEE, JSTOR, LearnTechlib, Nebraska, Springer and SAGE. Content Analysis was adopted for the paper. The data collected were organized, collected and analyzed from the relevant secondary sources. This study has chosen content analysis method because the paper is a position paper and the method will help in the selection of relevant content literatures related to it, as this will lead to overall development of the study centered on theoretical and conceptual exploration.

### **Concept of Capacity Building Programme**

United Nations Environment Programme (2006), viewed capacity-building programme as the act of building abilities, relationships and values that will enable organizations, groups and individuals improve their performances and achieve developmental objectives. Wikipedia, (2011) viewed it as strengthening the skills, competences and abilities of people and communities in developing societies so that 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 which will enable them to perform effectively.

According to Philbin (1996), the concept of capacity building is a process of developing and strengthening the skills, instincts, abilities, processes and resources that individuals, organizations and communities need to survive, adapt and thrive in the fast changing world. It focuses on understanding the obstacles that inhibit people, institutions, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

Akuegwu1, Nwi-ue & Etudor-Eyo (2013) and United Nations Committee of Experts on Public Administration (2006) pointed out that capacity building takes place on an individual, institutional 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.

Akuegwu1, Nwi-ue & Etudor-Eyo (2013) and (Southwell, Gannaway, Orell, Charmers & Abraham, (2005) observed that on an institutional level, it involves aiding pre-existing institutions and supporting them in forming sound policies, organizational structures and effective method of management. At the societal level, it supports the establishment of a more interactive public administration that learns equally from its actions and from the feedback it receives from the population at large. It is more than a training programme. It is based on needs analysis and audits capability and potential. It requires the design of strategic interventions that employ and challenge the enhancement of strengths, exploit opportunities, confront constraints and supplement gaps and limitations.

Akuegwu1, Nwi-ue & Etudor-Eyo (2013) and United Nations Environment Programme, (2006) submitted that capacity building has three different dimensions namely: Building awareness, Building analytical capacity and Building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations are meant to create awareness about a particular activity, topic or method so as to enable beneficiaries apply them in performing assigned tasks. Building analytical capacity involves designing a capacity building programme using interactive style of presentation. It uses exercises, case studies, field visits and other elements of experiential learning, which promote critical thinking among the beneficiaries.

Building decision-making capacity has to do with laying emphasis on learning-by-doing as well as formal education. The beneficiaries are exposed to professionals to receive training on project completion. By so doing, the beneficiaries acquire learning-by-doing experiences. These have different targets: human capacities and institutional capacities. Each one involves different stakeholder groups and requires a different strategy. A lot of capacity building activities that is currently offered through workshops, seminars and conferences remain at an awareness raising level. It is the analytical and decision-making capacities that are needed to sustain a constant process of change. From the above, Capacity building programme is a systematic programme of planned knowledge and skills

development in an organization (schools) with the aim of promoting organizational (schools) and internal expertise for effective implementation of programmes and improved performance.

There are different types of capacity building programmes available to basic school teachers. According to (Osiesi, (2020) some of these programmes include;

1. Workshops/Courses (e.g. on subject matter or methods and/or other education-related topics);
2. Educational Seminars/Conferences (at which teachers and/or researchers present their research results and discuss educational problems);
3. Qualification programmes (e.g. degrees, HND, PGDE programmes etc.);
4. Teachers observation visits to other schools;
5. Participation in a network of teachers formed specifically for the purpose of professional development;
6. Individual or cooperative research on a topic of professional interest; and
7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement.

Capacity building programme is vital for teachers' development at the basic school level. (Osiesi, 2020) submitted that the development of teachers beyond their initial training (trainings obtained from colleges of education and universities) can serve a number of objectives, including: to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; to update individuals' knowledge of a subject in light of recent advances in the area; to help weaker teachers become more effective; to exchange information and expertise among teachers and others, e.g. academics, industrialists; to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; and to enable individuals to apply changes made to curricula or other aspects of teaching practice.

Also, Osiesi, (2020) listed the importance of teacher development especially for primary school teachers which are: (a) it enhances teachers' competence in carrying out their job effectively through knowledge and skills acquisition; (b) it reform teachers' behaviour through learning experiences; (c) it provides teachers with knowledge on how to perform current jobs (e) it updates teachers' knowledge on how to cope with educational reforms and curriculum changes (f) it increases teachers' confidence, motivation and commitment to work (g) it enhances teachers' responsibilities (h) it ensures satisfaction of staff

(i) it improves the quality of both the teaching and non-teaching staff as well as keep teachers up-to-date with ICT/Technologies at large.

There are many capacity building programme available for teachers at the Basic schools. According to Osiesi, (2020) some of the forms of Professional Development Programmes available to teachers in primary school include;

- a. Workshops/ courses (e.g. on subject matter or methods and/or other education-related topics);
- b. Educational Seminars/Conferences (at which teachers and/or researchers present their research results and discuss education problems);
- c. Qualification programmes (e.g. Degree, PGDE programmes etc.);
- d. Teachers observation visits to other schools;



- e. Participation in a network of teachers' forum formed specifically for the purpose of professional development;
- f. Individual or corporate research work on a topic of professional interest; and
- g. Mentoring and/or peer observation and coaching, as part of a formal school arrangement.

### **Problems Militating Against Effective Capacity Building Programme in Basic Schools in Nigeria**

In this paper, the following would be considered as problems militating against effective capacity building programme in Basic schools in Nigeria; Inadequate funding, Corruption, Lack of accurate data on teachers, Unstable policies, Political instability and Insecurity.

#### **Inadequate Funding**

Inadequate funding is one of the major problems preventing effective implementation of staff development programme for primary schools teachers in Nigeria. The inadequate funding of education in Nigeria is responsible for many problems affecting the educational development in the country. Staff development programme is one of the programmes that Nigerian government has shown less commitment to. (Ogunode, Adah, Audu & Pajo (2021). Ogunode, Jegede, Ajape (2021) concluded that inadequate funding is a problem preventing implementation of primary school education policies such as capacity building programme in Nigeria. Budgetary allocation for the administration and management of primary school is not adequate. The inadequate funding is the problem responsible for the slow development of basic school education in Nigeria. The poor capacity building programme at the primary school level is as a result of shortage of funds. Noun (2012) lamented that financial allocation to educational policy

(Capacity building) implementation by all tiers of government in Nigeria is inadequate, considering the school age population. While the allocation is considered being inadequate, there is also the problem of internal misallocation, misappropriation and outright corruption within the institutions and among the agencies responsible for the management and allocation of resources to schools and institutions at all levels of education. The major problem facing the administration and management of primary schools in Nigeria is the problem of inadequate funding (Osiesi 2020, Durosaro 2004, Adedeji, Okemakinde, and Sempebwa, 2008).

#### **Corruption**

Ogunode, Adah, Audu & Pajo (2021) observed that institutional corruption is another factor responsible for poor implementation of teachers' development programme at the basic schools across the federation. When there is corruption in the system, regardless of the amount being allocated, it will hardly suffice. Corruption can be described as a shameful or fraudulent behaviour involving someone in a position of power (Cambridge Dictionary, 2022). Funds allocated for implementation of teachers' development programme is usually being diverted by the officials, administrators and political officeholders in the same ministries, agencies and department of education in the country. Corruption practices have penetrated some ministries, agencies and departments of education in the country. This development is affecting the progress of education in the country because fraction of funds allocated for programmes like staff development, planning of education, consultancy services and other services are being diverted into private pockets. Ogunode & Stephen (2021) stated that poor capacity development programme of teachers in the primary school across the country is also caused by the high rate of administrative corruption in the system. Gift (2018a), submitted that in September 2018, Anum Iho, former chairman of the State Basic Education Board (SUBEB) – an offshoot of the Universal Basic Education Commission in the state, established to address the inequality in educational opportunity at the basic level and improving the quality of its provision, was sentenced to 12 years imprisonment for embezzling funds meant for the training of teachers in Benue State. Iho was

found guilty of misappropriating N91.5 million (€220,000), and of taking a bribe of N14.9 million (over €36,000).

### **Lack of accurate data**

There is problem of data collection and management on capacity building programme in the schools. Many schools do not have accurate data of the teachers that have undergone training and retraining programmes. The inability of these schools to provide such data is affecting effective administration of capacity building programme. In some schools, a particular group of teachers are usually being nominated for training continuously at the expense of others. Ogunode, Adah, Audu & Pajo (2021) observed that inadequate data/information on training needs of teachers in basic schools is another major problem affecting the implementation of teachers' development programme at the various basic schools across the country. There is no accurate information on subject teachers' training needs or training gaps for virtually all subjects being taught at various schools across the country. There is no accurate data and information on those who have been trained for decades across the local government, states and the federation as a whole.

### **Unstable Educational Policies**

Educational policies in Nigeria are constantly undergoing changes. These changes sometimes come as a result of transition in government which often affects educational activities such as capacity building. Ogunode, Adah, Audu & Pajo (2021) opined that unstable educational policies refer to a situation whereby educational programmes/operations are often changed without any justification but mostly as a result of political injunction. It is the continuous changes in the educational policies of a place either at federal, state or local government level that often results in poor performance, indiscipline, lack of interest on the job/low morale of teachers, infrastructural decay and a host of others. Unstable educational policies is one of the features of third world countries like Nigeria. An unstable educational policy is a problem preventing effective implementation of teachers' development programmes mostly, at the primary school level in Nigeria.

### **Political Instability**

Ogunode, Jegede, Ajape (2021) observed that political instability affects implementation of primary school education policies such as capacity building programme. Many policies designed and formulated for the development of primary school education in Nigeria is been frustrated by political instability. Ogunode, Jegede, Ajape (2021) and Noun (2012) submitted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of day. Sometimes, they are implemented but not fully. Many ended up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country. Noun (2012) also observed that different political parties with different visions and manifestos may not implement educational policies and plans in the same way. The situations when educational policies are not implemented or partially implemented cannot usher in educational development that could aid the realization of national aspirations.

### **Insecurity**

Insecurity in Nigeria has continue to be on the rise on daily basis especially in the North-East, North-west and South-Eastern parts of the country. As a result, the implementation of educational programmes such as capacity building programme in basic schools across the nation has been affected.

Without peace and security in a nation, there can hardly be any meaningful development that can be fully implemented. Ogunode, Jegede, Ajape (2021) lamented that insecurity in Nigeria is another big problem preventing the implementation of policies on primary school education in Nigeria. Many policies designed and formulated to develop the education sector in Nigeria is being frustrated by insecurity challenges. If care is not taken, the insecurity challenges which is now spreading like wild fire, might shut the entire educational institutions not only in the Northern part, but across the entire country (Ogunode, Ahaotu & Obi 2021 ;Ogunode & Ahaotu, 2021 and Onifade, Imhonopi & Urim 2013). Students, teachers and school administrators are afraid of going to school because of insecurity. Even parents are afraid of sending their children to school. Many girls have been kidnapped, killed, teachers killed, and school infrastructural facilities destroyed by insurgents in the states. There can hardly be any meaningful educational policy, programmes or plans that can be implemented in a state saddened with insecurity. UNICEF (2017) submitted that insurgency in north-eastern Nigeria has been especially damaging to the education system. Ogunode & Fatima (2021) concluded that disruption of school administration, learning loss due to school closure, low enrolment, retention and completion rate of Basic school programme, reduction in manpower, disruption in academic calendar of Basic school, killing of students, delay in development or progress of girl-child education as well as delay in development of Basic education were identified as the effects of insecurity on administration of Basic schools in Northern Nigeria.

### Conclusion and Recommendations

The Universal Basic Education (UBE) programme is a nine year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria in 1999 but its implementation commenced in 2004 after the Act of the programme was passed.

Capacity building was integrated into the programme with the aim of providing professional development to teachers across the country. The capacity building programme of the UBE is faced with problems of implementation. This paper identified some of the problems militating against the capacity building programme of Basic schools in Nigeria to include; inadequate funding, corruption, lack of accurate data on teachers, unstable educational policies, political instability and insecurity.

To address these problems, the federal government should increase the funding of capacity building programmes at the Basic school level. Anti-corruption agencies in the country should be directed to monitor all funds released for such programmes in order to forestall diversion of funds. The government should ensure that accurate data is being collected on all teachers. This will ensure sanity in the system as those who have benefitted from the capacity building programme will give room for others who have not, and this will also aid in effective planning of the programme. Government should see to it that there is stability in education policies which will encourage sustainable development in the sector and, they should also address all factors promoting insecurity in the Country so as to allow effective school administration across the nation.

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