TEACHER CAPACITY BUILDING AND THE FUTURE OF CURRICULUM IMPLEMENTATION IN NIGERIA: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATION

Augustina Nkonyenum Okonkwo
Department of Educational Foundations, University of Delta, Agbor, Delta State, Nigeria. augustina.okonkwo@unidel.edu.ng

Abstract

The role of teachers' capacity building in curriculum implementation cannot be over-emphasized due to innovation and technological developments. Therefore, to keep teachers up-to-date with current findings, there is a need for teachers' capacity building. This paper, therefore, examines the need for capacity building, the roles of teachers in capacity building, how one can implement capacity building, how capacity building can facilitate curriculum implementation, and strategic levels of capacity building that will enhance future curriculum implementation in Nigeria. The paper further examined the implications of capacity building in curriculum development and its implications for education administration. From my findings from some schools visited, I discovered that some teachers have never attended any capacity workshop for over ten years of their engagement in the teaching job. The paper recommends that all head teachers and teachers' educational management, ICT, in schools, need technical training of curriculum specialists. The National Union of Teachers in Nigeria and other institutions should perform their institutional and legal mandates to ensure adequate school curriculum implementation.

Introduction

Building the capacity of teachers who implement the school curriculum has become crucial because having clear standards and strong incentives for teachers alone are insufficient for effective curriculum implementation. Teaching must change, and educational policies and reforms must be translated into practice. The teaching staff is the educational system's most valuable resource. As a result, there is a pressing need for schools, instructors, and students to alter how they impart knowledge and acquire it fundamentally.

The ability of people, groups, or systems to carry out their tasks successfully, effectively, and sustainably is called capacity. As a result, capacity development refers to how people, groups, organizations, institutions, and society improve their capacity to carry out fundamental tasks, address issues, and define and realize goals. There is no accepted definition of capacity building in general. The definition of capacity building focuses on enhancing one's capacity to carry out fundamental tasks, solve issues, set and accomplish goals, and comprehend and address developmental requirements (UNESCO, 2005). Building capacity involves distributing and deploying material, intellectual, or human resources, mainly when other mitigating factors have fallen short in a particular institutional or social battle. According to Chukwu (2009), developing a group's capacity entails giving them the information, abilities, and skills they need to engage in their key responsibilities and areas of expertise fully.

The main objective of capacity building is to improve stakeholders' capacities to assess and deal with pressing issues connected to policy decisions and various development possibilities. It is a conceptual approach to development that focuses on understanding the barriers that prevent individuals, governments, non-governmental organizations, and global organizations from

realizing their developmental goals while enhancing the capacities that will enable them to produce quantifiable and long-lasting results. (UNDP, 2009). It entails utilizing a nation's institutional, human, scientific, technical, organizational, and resource strengths. According to INDP, social, institutional, and individual levels are all involved in capacity building.

Capacity building is a method to strengthen professional staff members' individual and collective ability to enhance student learning consistently. "The process of assisting an individual or group to gain insights, knowledge, and experiences needed to solve problems and... design holistic curriculum content relevant to students' development in cognitive, affective, moral/ethical, aesthetic, and physical dimensions" is how capacity building is defined in this context. It might also be described as enhancing the knowledge, talents, procedures, and resources that communities and organizations need to survive, adapt, and prosper in a world that is changing quickly.

Many assistance programs now significantly emphasise capacity building in the context of international development. Instead of relying on outside aid, these initiatives seek to increase developing nations' capacity to govern their development. Training and education initiatives, institutional improvements, and providing technical help and resources are a few examples of capacity-building initiatives. American International Development Agency (USAID). (2011).

The development of human resources inside organizations is another definition of capacity building. This might entail giving staff members chances for training and development, honing their leadership abilities, and fostering a culture of ongoing learning and progress, among other things. Worldwide Labor Organization (ILO). (2014).

Overall, capacity building is crucial for attaining sustainable development, both at the human and organizational levels. It entails the development of abilities, resources, and skills that let people and organizations accomplish their objectives successfully and sustainably.

Curriculum implementation

In a study on teachers' engagement, dedication, and innovativeness in curriculum creation and implementation in Nigeria, Oloruntegbe et al. (2010) found that the teaching staff's capability impacted how well the curriculum was implemented. Because they lacked necessary abilities like computer literacy and internet competencies connected with current teaching practices, the teachers employed antiquated methodologies and delivery tactics for their lessons. It was determined that most instructors lacked computer literacy and that their training in this area was subpar, marked by poor attendance and a shortage of computer and internet resources in the classrooms. They do not participate in training programs, mainly when only modest financing is provided. As a result, the teachers lack dedication and creativity, which impacts how the curriculum is implemented.

While Ellen (1996) acknowledges the value of textbooks, she also points out the necessity of having access to instructional resources. Wherever it is feasible, creating and maintaining school libraries and reading nooks in the classroom is essential to the academic program. According to UNCF (2000), Ellen is correct that textbooks play a crucial role in implementing the curriculum.

Educational Administration

Educational administration manages and directs educational institutions, such as schools, colleges, universities, and other educational organizations. It involves planning, organizing, coordinating, supervising, and evaluating educational programs and activities to ensure that they are effective, efficient, and meet the goals and objectives of the institution. Fred. C. Lunenburg and Allan.C.Omstein (2018)

Educational administration is a multidisciplinary field that draws on concepts and theories from various disciplines, including management, leadership, education, psychology, sociology, and law. Some key concepts in educational administration include:

* . Leadership: the ability to inspire and motivate others towards a common goal.
* . Management: planning, organizing, directing, and controlling resources to achieve organizational goals.
*. Organizational structure: the formal arrangement of organisational roles, responsibilities, and relationships.
*. Decision making: selecting the best course of action from among several alternatives.
*. Communication: the exchange of information and ideas among individuals or groups. Douglas .J. Flore (2017)

Benefits of Capacity building to Curriculum Implementation.

Capacity building in the context of curriculum implementation refers to developing the knowledge, skills and attitudes of teachers, administrators, and other stakeholders to deliver the curriculum effectively. There are several benefits of capacity building to curriculum implementation, including:

- Improved teacher effectiveness:
- Capacity-building programs can equip teachers with the necessary skills and knowledge to deliver the curriculum effectively. This can result in improved student learning outcomes and overall teacher effectiveness. Darling- Hammond, L.(2017)
- Enhanced Curriculum delivery:

Capacity building can help teachers understand the curriculum better and enable them to deliver it in a more meaningful and engaging way. This can lead to increased student motivation and engagement in the learning process. Fullan, M.(2007).

- Increased Stakeholder Engagement:

Capacity-building programs can help capacity administrators and other stakeholders engage in curriculum implementation. This can result in better support for teachers and improved student outcomes. Sallis, E & Jones, L. (2002).

- Adapting to changing needs:

Capacity-building programs can help teachers and administrators develop the skills and knowledge necessary to adapt to changing educational needs and trends. This can help ensure that the curriculum remains relevant and effective over time. Fullan, M, & Langworthy, M. (2014).

- Improved teacher retention:

Effective capacity-building programs can help improve teacher morale and job satisfaction by providing the necessary support and resources to implement the curriculum effectively. This can lead to improved teacher retention rates and a more stable teaching workforce. Ingersoll, R. M., & Strong, M. (2011).

Overall, capacity building is essential for effective curriculum implementation. By developing the knowledge, skills and attitudes of teachers, administrators, and other stakeholders, capacity building can help ensure that the curriculum is delivered effectively and that students receive a high-quality education.

State of capacity building to curriculum implementation in Nigeria:

Nigeria's capacity building and curriculum implementation have been ongoing challenges for many years. While there have been efforts to address these challenges, progress has been slow, and much work remains to be done.

One of Nigeria's challenges in capacity building is the lack of investment in education. Nigeria's education sector receives a relatively small portion of the national budget, which limits the resources available for training and professional development. Additionally, many teachers and administrators lack the training and resources to implement the curriculum effectively.

Curriculum implementation in Nigeria has also been a challenge. The country has a national curriculum, but implementation varies widely from state to state and even school to school. Many factors contribute to this variation, including resource differences, teacher training, and cultural factors.

The Nigerian government has launched several initiatives to address these challenges to improve capacity building and curriculum implementation. For example, the government has established a Universal Basic Education Commission (UBEC) to oversee and coordinate efforts to improve primary education in the country. The commission has implemented several programs to improve teacher training and professional development.

In addition, the government has launched several initiatives to improve curriculum implementation. One of these initiatives is the Nigerian Educational Research and Development Council (NERDC), responsible for developing and reviewing the national curriculum. The council has also developed guidelines for curriculum implementation and assessment.

Despite these efforts, Nigeria's capacity building and curriculum implementation remain ongoing challenges. There is still much work to ensure that teachers and school administrators have the skills and resources to implement the curriculum and provide quality education to students effectively.

Improvement of the state of Capacity building Curriculum implementation in Nigeria.

Capacity building is a crucial aspect of development in any society, and the curriculum is an essential tool for achieving this goal. Several means can be employed in Nigeria to improve capacity-building curriculum implementation. Some of these means include:

- . Adequate Funding: The Nigerian government needs to invest more in the education sector, particularly in capacity building. Adequate funding will help provide the necessary resources and infrastructure for effective curriculum implementation.

- . Continuous Teacher Training: Teachers are the key drivers of the curriculum, and they need to be adequately trained and retrained to deliver on their mandate effectively. Continuous teacher training will improve their knowledge and skills, ultimately positively impacting the students.

- . Curriculum Review: The Nigerian government needs to regularly review the curriculum to align with current trends and the needs of society. The reviewed curriculum will help bridge the skills gap and meet the required standards.

- . Collaboration: Collaboration between the government, private sector, and educational institutions will help provide the necessary resources and expertise to implement the curriculum effectively. This collaboration will ensure that the curriculum is tailored to meet the needs of society.

- . Technology Integration: Integrating technology into the curriculum will help improve the teaching and learning process. Technology will give students access to information, enhancing their knowledge and skills.

The need for capacity building

Teachers must stay up with these worldwide experiences to better their pupils' learning outcomes due to changing classroom practices and a technologically evolving learning environment. As trends change, so does education. Teachers may increase their teaching abilities, skills, and knowledge of best practices by engaging in capacity building activities and utilising available professional development opportunities. Neglecting this essential requirement has hampered Nigeria's efforts to implement curriculum effectively. The national economic indexes of GDP, inflation, unemployment, foreign indebtedness, exports, etc., have reached their lowest attainable levels; industrial development has been at its lowest ebb. The economy declined by 0.36%, GDP shrank by 2.06%, and inflation decreased to 17.85%. Nigeria's Gross Domestic Product (GDP) decreased, per capita income reached an all-time low, and exchange rates with other significant currencies depreciated by more than 40%. There is a critical need for education training, especially for teachers, to raise the standard of education. The successful execution of the school curriculum depends heavily on the teachers.

Practical Steps in Capacity Building.
The following have been identified as necessary steps for effective capacity building:

1. Engage stakeholders in the building of capacity. All parties concerned must be encouraged to participate for a capacity-building process to be effective.
2. Analyze your resources and capacity needs.
3. Develop a capacity-building strategy.
4. Implement a capacity-building strategy.
5. Analyze the growth of capability.

Ways capacity building can facilitate curriculum implementation.
To assist curriculum implementation, a variety of skills are needed:

- understanding fundamental ideas (such as: frameworks; local curricula; flexibility; learner-centered approaches).
- recognizing the "cycle of curricular implementation".
- Monitoring and overseeing, including the following (for district employees, teachers, inspectors, principals, etc.):

- Assessment of teaching and learning; supervision; tracking and evaluating the execution of the curriculum.

. **Capacity building for curriculum implementation has three essential dimensions:**

- Enhancing knowledge and optimistic attitudes, creating novel teaching strategies and models, and enticing community involvement and resources.

- Institutions in Nigeria that are in charge of teacher capacity building

- In the past, in-service training for teachers consisted of brief courses providing fresh material on a specific component of their profession (Chukwu 2009). According to the Federal Government's 2004 Revised National Policy of Education, the following institutions are recognized for providing professional training:

- NTI, the National Teachers' Institute: a facility created to improve instructors of Grade II. Their special responsibility is to prepare instructors for the basic grades. They offer on-the-job training for instructors so that they can further their careers.

- The NCCE, or National Commission for Colleges of Education. This commission was created with the express intent of establishing minimal requirements for Nigerian institutes of education. They oversee the hiring of middle management for the educational system. For training teachers, universities established institutes of education. There aren't education institutes at every university. Teachers for the secondary school level are to be trained by them. They offer both pre-and in-service instruction. They create highly skilled labour.

- NBTE, the National Board for Technical Education This Board establishes minimum requirements for the post-primary school level and coordinates the operations of Polytechnics and technical colleges.

- Building the ability of planners and managers at all levels of education within the system is the mission of the National Institute for Educational Planning and Administration (NIEPA). Its primary function is to increase the capability of these managers and planners and all other employees working in the education sector at all levels.

- Council for Research and Development in Education in Nigeria (NERDC): creates ECCE, elementary, and ISS curricula. Additionally, it increases instructors' abilities to use various prepared curricula effectively.

Other Professional Bodies Include the National Union of Teachers (NUT), a teacher trade union, particularly at primary school levels. It is not a professional organization. It sees the welfare of the members.

Recommendations

The following recommendations have been made. Thus:

- The technical education of curriculum experts is required. A unified vision, good attitudes, and dedication from all stakeholders are necessary for the dynamic and challenging process of curriculum reform to be successful. Therefore, building the professional skills required for the numerous facets of curricular modification is essential.

- The management of education, ICT, discipline, and human resources—all crucial to implementing the curriculum—are taught to all head teachers and teachers.

- The government has to set aside money for new classrooms, building renovations, a sufficient supply of textbooks and ICT in schools, posting more teaching personnel to schools, and providing more reading materials.

- Therefore, educational systems must continuously evaluate student achievement and the accuracy of textbooks and reading materials. The arrangement and sequencing of the contents, the degree of reading difficulty and student engagement, and other considerations should all be considered while developing a textbook. These will result in the successful implementation of the curriculum in schools.

- Textbooks and modern ICT are crucial components of the curriculum implementation process. As a result, reading materials and textbooks must be a consistent part of the teaching-learning process.

Conclusion

Implementing school curricula would be significantly impacted by improved capacity building, enabling instructors to handle curriculum implementation effectively. One of the most effective methods for keeping instructors' knowledge and abilities current in any educational institution is capacity building. In general, improving a teacher's ability benefits them and their pupils' performance in the classroom. A visit to various schools in Nigeria indicates that some instructors have been teaching for over ten years and have never attended a capacity workshop. This is unquestionably highly detrimental and would impact the calibre of their school-related outputs. These have the knock-on effect of producing low-quality graduates who cannot function effectively in the workplace or within society. When kids are not adequately prepared in school, they turn to cultism, criminal activity, and cheating on exams. Therefore, there is a critical need for instructors to update their skills through capacity development seminars continually. Teachers' capacity and working conditions define their quality in every community, and these factors directly affect any country's social, economic, and political growth. A range of activities for building capacity must be presented to those involved in curriculum implementation. Customized professional development plans should include training sessions, follow-up activities, and measures to increase school-based capability.

References

Adu, I. (2005). Nigeria education at crossroads which way out? In educational Peucope. A Publication of NAEND, Ogun and OYO States. http://www.sciepub.com/reference/234894

Ajayi, I.A. (2015). Enhancing Capacity building through curriculum Implementation in Nigeria. Journal of Education and Practices. 6(10), 1-8.

Amede, L. & Adetayo, A. A. (2021). Capacity Building: A Genuine Mechanism for Achieving Human Capital Development in Nigeria. *International Journal of Learning and Instruction (IJLI), Vol. 3 (1) April 2021.*

Amede L. (2016). Quality Education for Youth Development and Economic Transformation: Implication for Counselling, Academic Journal of Counselling and Educational Psychology, VOL.2, (1): 132-145. *Tai Solarin University of Education*.

Amede, L. & Okoh, J. I. (2016). Quality entrepreneurship education as precursor for youth empowerment, sustainable development and employment creation in Nigeria. Accepted paper for publication at Studies in *Education, Vol. 17, 2017.*

Amede, L. (2018). Quality Entrepreneurship Education as Panacea to Nigeria Recessed Economy, Delsu Journal of Education, Research and Development, Vol. 3 No. 1:68-76.

Douglas. J. Flore (2017)." Introduction to Educational Administration: Standards, Theories, and Practice"

Fred. C. Lunen bury &Allan. C. Omstein. (2018)." Educational Administration: Concepts and Practices"

International labour organization (ILO) (2014), building better workspaces: capacity building for labour administration.

United Nations development programme (UNDP), (2007) capacity development. A UNDP primer.

United States agency for international development (USAID), (2011), building: a review of the literature