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CAPACITY BUILDING OF TEACHERS AND TEACHING EFFECTIVENESS IN UNIVERSAL BASIC EDUCATION COMMISSION (UBEC) SCHOOLS IN BORNO STATE, NIGERIA

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Abstract

The study examined the role of teacher capacity building and teaching effectiveness in Universal Basic Education Commission (UBEC) schools in Borno state. The study has five research objectives, five research questions and two hypotheses. The study adopted a quasi-experimental design, the population of the study comprised of five hundred (500) teachers and two hundred and fifty (150) school administrators, fifty (50) education stake holders mapped from schools and education boards across the state. A purposive sampling of two hundred (200) teachers, thirty (30) school administrators and twenty (20) education stake holders were used as a sample of the study. This is a Fair representative of a population sampling in accordance to Krejcie and Morgan (1970). The instruments used for data collection were structured questionnaires and oral interviews and phone calls. A descriptive and inferential statistics were used for data analysis. The quality of education at the basic level is largely dependent on the competence, preparedness and instructional improvement of the teachers through capacity building trainings. However, the persistent challenges of poor curriculum implementation, inadequate teaching methods, weak subject mastery, insufficient professional development opportunities and low integration of innovative teaching strategies have continued to affect teaching

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effectiveness and learning in UBEC schools. This study anchored on conceptual and analytical approach using existing literature, policy documents and empirical studies to explore the relationship between teacher capacity building and teaching effectiveness in UBEC schools. The study found that continuous professional development, in-service training, workshops, mentoring, supervision, ICT integration and school-based support systems significantly improve teachers' ability to interpret and deliver effective teaching and learning across the basic education level. The paper concluded that capacity building remains a critical strategy for improving teaching effectiveness resulting in improved learner outcomes and the achievement of Universal Basic Education objectives in Nigeria. The study recommends that, there should be increased government funding for teachers professional development, institutionalized training programmes, curriculum-focused workshops, improved monitoring and supervision and the strengthening of collaboration among UBEC, SUBEB and local government education authorities (L.G.E.As)

Introduction

Education remains the foundation for national development, social transformation and economic growth. At the heart of every educational system is the teacher, whose competence and instructional practices determine the quality of learning outcomes. In Nigeria, the Universal Basic Education Commission (UBEC) was established to ensure equitable access to quality basic education for all children. The success of the Universal Basic Education (UBE) programme depends significantly on the ability of teachers to effectively teach in their respective classrooms.

In the context of UBEC schools, teachers are expected not only to teach but also to facilitate learning in a manner consistent with national educational goals. Despite policy efforts and reforms, many teachers in UBEC schools still face serious challenges in delivering curriculum content effectively. These challenges include inadequate training, outdated teaching methods, limited exposure to curriculum innovations, poor ICT skills, insufficient instructional resources and weak professional support systems and as a result, the intended goals of the curriculum are often not fully achieved, thereby affecting pupil's academic performance and overall educational development.

Therefore, capacity building of teachers has emerged as a vital mechanism for improving teacher effectiveness in effective teaching practices. Capacity building encompasses all organized efforts aimed at improving the professional knowledge, pedagogical skills, instructional competence and teaching effectiveness of the teachers. Such efforts include workshops, seminars, in-service training or teacher refresher training, mentoring,

coaching, conferences, peer learning and school-based professional development. (Kulloma, Alkali & Bunu, (2026)).

This study examines the concept of teacher capacity building and its relevance to teaching effectiveness of the teachers in UBEC schools in Borno state, Nigeria. It examines the conceptual framework, dimensions, challenges and strategies associated with teacher capacity development and stating its implications for improving the quality of basic education.

Concept of Capacity Building

Capacity building refers to the process of developing and strengthening the skills, knowledge, attitudes, competencies, and professional abilities of individuals and institutions to perform effectively and sustainably. In education, teacher capacity building involves all activities aimed at improving teachers' instructional competence, subject mastery, professional ethics, and classroom practices. Ogunode & Musa (2020) found that teacher training programs significantly improve instructional delivery and classroom management in Nigerian basic schools. In another study by Darling-Hammond et al. (2020) emphasized that sustained professional development enhances teacher effectiveness and student learning outcomes. According to educational scholars, no curriculum can be effectively implemented without qualified and professionally prepared teachers. Teachers are the interpreters of the curriculum and their level of competence determines the extent to which curriculum goals are achieved. BMC Public Health, (2024) found that capacity-building interventions significantly improve teachers' knowledge, skills and attitudes, which in turn enhance curriculum delivery and student outcomes.

This study defines Capacity Building of Teachers as continuous professional development aimed at improving teachers' knowledge of subject matter, knowledge methodology, knowledge of learners and their skills and instructional competencies. Teacher capacity building is not limited to formal training alone, it also includes mentoring, peer collaboration, classroom observation, coaching, reflective practice, educational research and practical exposure to innovative teaching methods. It is a continuous and dynamic process that equips teachers with the necessary tools to respond to changing educational needs and curriculum expectations. It can be In-service training provides teachers with opportunities to update their knowledge and teaching skills while remaining in active service. Such training may focus on curriculum reforms, classroom strategies, assessment methods or specific subject areas. Workshops and seminars expose teachers to current educational trends, innovations, and practical teaching techniques. These programmes enable teachers to share experiences, learn new strategies and improve their professional competence. Participation in educational conferences and professional meetings broadens teachers' perspectives and exposes them to contemporary issues in curriculum

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implementation and school improvement. Mentoring involves guidance and support provided by experienced teachers or school leaders to less experienced teachers. Coaching helps teachers improve specific instructional practices through observation, feedback and reflection. School-based professional development includes activities such as lesson study, peer observation, collaborative planning and demonstration teaching and internal workshops conducted within the school environment. ICT training equips teachers with digital literacy skills and enables them to use technology in planning, teaching, assessment and communication in their classrooms. In the modern classroom, ICT competence is increasingly important for effective teaching and learning processes.

Importance of Teacher Capacity Building in UBEC Schools

Teacher capacity building is central to the achievement of curriculum objectives. It helps teachers in ensuring their quality and effectiveness. It helps understanding the curriculum content and structure. In a study by UNESCO (2021) reported that capacity building is essential for achieving quality education, especially in developing countries. Several studies have shown a positive relationship between teacher professional development and student academic achievement. Teachers who receive regular training are more likely to use interactive methods, provide meaningful feedback and create engaging learning environments. This, in turn, improves pupils' comprehension, retention, participation and performance.

In UBEC schools, where foundational literacy, numeracy and life skills are prioritised, teacher capacity building is especially important. Pupils at the basic education level require competent and effective teachers who can simplify concepts, motivate learners and address diversity of learning needs. It is essentials for the teachers, as it helps them to improve subject matter knowledge. Aina & Adedoja (2021) found that teachers' mastery of subject matter directly affects students' academic performance.

Despite its importance, several challenges affect teacher capacity building in UBEC schools in Nigeria. These include:

- Insufficient funding limits the organization of regular training programmes, workshops, and professional development activities for teachers. (BMC Public Health, 2024) found that capacity-building interventions significantly improve teachers' knowledge, skills and attitudes, which in turn enhance curriculum delivery and student outcomes.
- Many teachers do not have consistent access to capacity building programmes, especially those in rural and underserved areas.
- In some cases, teachers attend training programmes without adequate follow-up to ensure practical application of the acquired knowledge in the classroom.

- The effectiveness of capacity building programmes is often affected by the use of poorly prepared or unqualified trainers. UNESCO (2025) reported that poor curriculum implementation across countries is largely due to inadequate teacher training, reinforcing the need for structured capacity building
- Some teachers are reluctant to adopt new teaching strategies or innovations, especially when they are accustomed to traditional methods.
- Even when teachers are trained, lack of textbooks, teaching aids, ICT tools and classroom facilities may hinder effective implementation. OECD (2021) stressed that modern curricula should integrate digital literacy and critical thinking skills
- Large class sizes in some UBEC schools make it difficult for teachers to apply modern learner-centered instructional approaches.
- Inadequate instructional supervision and limited professional support from school administrators and education authorities reduce the impact of teacher capacity building.

Strategies for Enhancing Teacher Capacity Building in UBEC Schools

To improve teaching effectiveness in UBEC schools, the following strategies needs to be put in place

- Professional development should not be occasional but embedded within the school system.
- Training programmes should be aligned with curriculum objectives, subject-specific content and classroom realities. Teachers need practical guidance on how to interpret and improve pedagogical skills
- Schools should promote peer learning, mentoring, collaborative lesson planning and internal capacity building mechanisms.
- Government and educational agencies should allocate adequate funds specifically for teacher professional development and curriculum implementation.
- Training programmes should be followed by classroom observation, mentoring, supervision and evaluation to ensure that acquired skills are applied in practice.
- Teachers should be trained and supported to integrate ICT into curriculum delivery in order to improve classroom engagement and access to educational resources.
- Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB) and Local Government Education Authories (LGEAs), teacher training institutions, NGOs and development partners

should collaborate to design and implement sustainable teacher capacity building programmes for quality education.

- Teachers should be motivated through recognition, career progression opportunities, promotion and supportive working conditions to encourage active participation in professional development.

Concept of Teaching Effectiveness

Teaching Effectiveness refers to the extend to which teachers successfully facilitate student learning by applying appropriate pedagogical knowledge, skills, instructional strategics, classroom managmemnt assessment techniques and positive inter-personal relationship. Effective teaching enhance learners academic achievement, motivation, critical thinking and overall educational development. practical implementation of the curriculum contents through teaching and learning activities in the classroom. It involves the translation of curriculum objectives, themes and learning experiences into actual classroom instruction. Teaching effectiveness requires proper lesson planning, selection of relevant teaching methods, use of instructional materials, assessment of learning and adaptation to learner differences. According to König et al. (2024) who reviewed three decades of research on teacher education effectiveness. The review established that high-quality teacher education and continuous professional development significantly improve teachers' instructional competence, classroom practices, and overall teaching effectiveness. The authors recommended sustained investment in teacher professional development to improve educational outcomes.

Teaching effective is considered effective when learners understand what is taught, actively participate in the learning process and demonstrate expected competencies. The teacher therefore serves as the central agent in transforming curriculum documents into meaningful learning experiences.

This study defines teaching effectiveness as the activities and process involved in the practical implementation of the structured body of knowledge, skills and values designed for learners. This focuses on how teachers interpret and implement curriculum content in classrooms. The study also defines Teaching effectiveness as the extent to which teachers successfully facilitate students' learning by applying appropriate pedagogical knowledge, instructional strategies, classroom management skills, assessment techniques and positive interpersonal relationships. Effective teaching enhances learners' academic achievement, motivation, critical thinking and overall educational development.

Universal Basic Education Commission (UBEC)

The Universal Basic Education Commission (UBEC) is a federal agency in Nigeria established to coordinate the implementation of the Universal Basic Education

programme. UBEC focuses on ensuring access, equity, quality, and sustainability in basic education. Federal Ministry of Education (2019) highlights UBEC's role in improving access, equity and quality of education. UNICEF (2022) acknowledges UBEC's interventions in increasing school enrollment and retention.

It works in collaboration with State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) to support school infrastructure, teacher development, curriculum implementation, and learner achievement. The Universal Basic Education Commission (UBEC) is Nigeria's agency responsible for implementing basic education policies. It functions as an institutional framework variable supporting teacher capacity and teaching effectiveness. It is a national body driving basic education implementation in Nigeria.

Basic Education

Basic education includes primary and junior secondary education aimed at foundational learning. Basic education refers to the foundational level of education, typically covering early childhood, primary and junior secondary education. It is the six (6) years of primary school, three (3) years of junior secondary school and Early Child Care Development Education for under 6s children. Tahir & Conchrane, (2025) and Universal Basic Education Commission defines Basic Education in their studies on conflict affecting basic education as the nine (9) years of compulsory basic schooling.

Statement of the Problem

Due to the inadequacy of capacity building of teachers that helps them in their professional development that ensures the effective curriculum interpretation, lesson planning, classroom engagement, assessment techniques and the use of learner-centered instructional strategies, the realization of the goal of the Universal Basic Education programme in Nigeria to promote cognitive, affective and psychomotor development among learners has been hindered, which curriculum is designed to achieved. Many teachers struggle with curriculum interpretation, lesson planning, classroom engagement, assessment techniques and the use of learner-centered instructional strategies.

In many UBEC schools, teachers are often confronted with changing curriculum demands without adequate retraining or professional support. Some rely on obsolete teaching methods that do not meet the learning needs of contemporary pupils. Others lack the technological competence required to integrate ICT into teaching and learning. Inadequate exposure to professional development programmes has further limited teachers' effectiveness in achieving curriculum objectives.

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Consequently, poor curriculum content delivery has contributed to weak learner performance, low classroom participation, poor literacy and numeracy outcomes and reduced overall quality of basic education. Unless teachers are continuously empowered through relevant and sustainable capacity building programmes, the goals of UBEC may remain difficult to achieve. It is against this background, that this paper seeks to examine the role of teacher capacity building and teaching effectiveness within UBEC schools in Borno State, Nigeria. World Bank (2022) reported that teacher effectiveness is the most important school-based factor in student achievement.

Objectives of the Study

The objectives of the study are to:

e. Explain the concept of teacher capacity building and teaching effectiveness
f. Examine the importance of capacity building in enhancing teaching effectiveness
g. Identify major forms of capacity building available to teachers in UBEC schools
h. Analyze the challenges affecting teacher capacity building in teaching effectiveness
i. Propose strategies for strengthening teacher capacity building and teaching effectiveness in UBEC schools.

Research Questions

1. This paper is guided by the following research questions:
2. What is the meaning of teacher capacity building and teaching effectiveness?
3. How does capacity building influence effective teaching in UBEC schools?
4. What forms of capacity building are available to teachers in UBEC schools?
5. What challenges hinder effective teacher capacity building in UBEC schools?
6. What strategies can improve teacher capacity building for teaching effectiveness?

Research Hypotheses

- $H_{0:}$ Capacity building training has no significantly improves the teachers' curriculum content delivery.
- $H_{1:}$ Capacity building significantly improves the teachers' curriculum content delivery

Methodology

This study adopted a quasi-experimental design, the population of the study comprised of five hundred (500) teachers and two hundred and fifty (150) school administrators and fifty (50) education stake holders selected from schools and education boards across the state. A purposive sampling of two hundred (200) teachers, thirty (30) school

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administrators and twenty (20) education stakeholders specifically from Borno State Universal Basic Education Board (BOSUBEB) officials were used. The instruments used for data collection were structured questionnaires, oral interviews and phone calls. A descriptive and inferential statistics were used for data analysis. Data were obtained from secondary sources including textbooks, peer-reviewed journal articles, policy documents and recent international reports on teacher capacity building and teaching effectiveness.

Result

This result is derived from the descriptive and the inferential analysis of data collected from 200 teachers, thirty (30) school administrators and twenty 20 educational stakeholders specifically, from Borno State Universal Basic Education Board (BOSUBEB) using the questionnaires, interviews and phone calls. Data were analyzed using descriptive statistics (mean, frequency, percentage) and inferential statistics (t-test)

Table 1: Gender of the Teachers, stakeholders and administrators

Gender	Frequency	Percentage (%)
Male	140	56.0%
Female	110	44.0%
Total	250	100%

The above table indicates the gender distribution of the respondents showing the study a gender responsive.

Table 2: Years of Teaching Experience

Years of Experience	Frequency	Percentage (%)
0–5 years	60	24.0%
6–10 years	85	34.0%
11–15 years	65	26.0%
16 years & above	40	16.0%
Total	250	100%

The above table indicates that, the majority of the respondents are highly experience individuals with almost 75% having more than or above 6 years of experience of being teachers, education stakeholders and school administrators.

Table 3: Capacity Building interventions and UBEC Teachers

Variables	Mean	Decision
Training improves teaching skills	3.45	Agree
Workshops enhance teaching effectiveness	3.52	Agree
ICT training improves teaching effectiveness	3.60	Agree

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Variables	Mean	Decision
Continuous professional development is necessary	3.70	Agree
Overall Mean	3.57	Agree

As shown in the table above, the grand mean of 3.57 indicates that respondents agreed that capacity building significantly enhances teaching effectiveness and this aligned with the study by Dudley et al. (2019) who investigated the impact of lesson study as a professional development strategy and found that teachers who participated in collaborative lesson planning and reflection significantly improved their instructional practices, leading to enhanced student achievement. The study concluded that continuous professional development is essential for improving teaching effectiveness and educational quality.

Table 4: Factors or Challenges Affecting Teacher Effectiveness

Factors	Mean	Decision
Teacher qualification	3.50	Agree
Teaching experience	3.42	Agree
Availability of instructional materials	3.65	Agree
Government support (SUBEB)	3.55	Agree
Overall Mean	3.53	Agree

Result from the above table shows that, all the factors positively influence teacher effectiveness, as such Stakeholders from SUBEB emphasized, there is the need for continuous teacher training, improved funding for schools, monitoring and evaluation of teachers and the provision of instructional materials. Stakeholders strongly support capacity building as a key driver of educational quality and teaching effectiveness. The result of table aligned with the study by Anderson, Ozsezer-Kurnuc and Jain (2024) who conducted a systematic review of 45 empirical studies on teaching effectiveness. Their findings revealed that effective teaching is characterized by sound pedagogical knowledge, effective classroom management, appropriate instructional methods and continuous assessment of learners. The authors emphasized that teaching effectiveness should be evaluated using multiple indicators rather than relying on a single measure.

Table 5: t-test Analysis

Variable	Number	Mean	Std. Dev	t-value	p-value	Decision
Trained Teachers	130	3.65	0.45			
Untrained Teachers	120	3.20	0.50	5.21	0.000	Reject H_0

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There is a significant difference between trained and untrained teachers. Capacity building significantly improves teaching effectiveness. This aligned with the study of Adebayo and colleagues (2024) who examined the influence of teachers' professional development and attitudes toward the teaching profession on teaching effectiveness among primary school teachers in Ekiti State. The findings indicated that teachers who regularly participated in professional development programmes and maintained positive professional attitudes demonstrated significantly higher teaching effectiveness than their counterparts.

Discussion

The findings revealed that, capacity building significantly enhances teacher effectiveness and teaching effectiveness. Teachers who undergo training perform better than those who do not. Factors such as Teaching experience, qualification and instructional materials influence teaching quality. SUBEB plays a critical role in supporting teacher development. These findings align with previous studies that emphasize the importance of teacher training in improving educational outcomes as found in a study by BMC Public Health, 2024) found that capacity-building interventions significantly improve teachers' knowledge, skills and attitudes, which in turn enhance teaching effectiveness and student outcomes. In another studies by Ogunode & Musa (2020) found that teacher training programs significantly improve instructional delivery and classroom management in Nigerian basic schools. Darling-Hammond et al. (2020) emphasized that sustained professional development enhances teacher effectiveness and student learning outcomes

Conclusion

This study examined capacity building of teachers and teaching effectiveness in UBEC schools in Nigeria. It established that teacher capacity building is indispensable to effective implementation and quality basic education. Teachers require continuous professional development to improve their subject knowledge, pedagogical skills, classroom practices and teaching effectiveness as this study aligned with the study of König et al. (2024) who reviewed three decades of research on teacher education effectiveness, the review established that high-quality teacher education and continuous professional development significantly improve teachers' instructional competence, classroom practices, and overall teaching effectiveness. The authors recommended sustained investment in teacher professional development to improve educational outcomes.

The study further highlighted that although UBEC has made efforts to support teacher development, several challenges such as inadequate funding, irregular training, poor

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monitoring and weak support systems continue to hinder optimal outcomes. Strengthening teacher capacity building through sustained, practical and curriculum-focused interventions is therefore necessary for improving the teaching effectiveness thereby enhancing the quality of education in UBEC schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should increase funding for teacher capacity building programmes in UBEC schools. Teacher development should be made continuous, structured and compulsory
2. UBEC and SUBEB should organize regular capacity building workshops and seminars for teachers' effectiveness across all subject areas.
3. Continuous professional development should be institutionalized as a compulsory component of teacher service.
4. School-based mentoring and peer support systems should be strengthened to encourage collaborative learning among teachers.
5. Instructional supervision and classroom monitoring should be improved to ensure effective application of training outcomes.
6. Training opportunities should be equitably distributed to teachers in both urban and rural schools.
7. Teachers should be motivated through incentives, promotion and recognition for participating in professional development activities.
8. Partnerships with teacher education institutions and development partners should be encouraged to enhance the quality and sustainability of teacher capacity building programmes.

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