

## **CAPACITY BUILDING PROGRAMMES AND TEACHING EFFECTIVENESS OF ECONOMICS TEACHERS IN NIGERIAN SECONDARY SCHOOLS**

**By**

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### **Abstract**

The quality of Economics teaching in Nigerian secondary schools depends largely on the professional competence of teachers and their ability to adopt effective instructional strategies. Capacity building programmes have been identified as a vital mechanism for enhancing teachers' knowledge, skills, and pedagogical practices. This paper examines the role of capacity building programmes in improving the teaching of Economics in Nigerian secondary schools. Using a position paper approach, the study reviews existing literature, educational policies, and professional development practices to present an informed argument on the importance of continuous capacity building for Economics teachers. The paper argues that capacity building programmes enhance subject matter mastery, pedagogical skills, use of instructional materials, assessment techniques, and teacher motivation. Despite challenges such as inadequate funding, limited access to training opportunities, and poor implementation, the study concludes that well-structured and sustained capacity building programmes are essential for improving the quality of Economics education and students' learning outcomes in Nigerian secondary schools.

**Keywords:** Capacity building, Economics programme, Teachers

### **1.0 Introduction**

Capacity building programmes are essential for improving teachers' professional competence and enhancing the quality of instruction in secondary schools. In Nigeria, the effectiveness of

Economics teaching at the secondary school level depends largely on the knowledge, skills, and pedagogical competence of teachers. Economics as a subject requires not only mastery of content but also the ability to explain abstract concepts, relate theory to real-life economic issues, and employ appropriate teaching methods that promote critical thinking among students.

Despite the importance of Economics in national development and individual economic literacy, many secondary school Economics teachers in Nigeria face challenges such as limited access to professional development opportunities, outdated instructional strategies, and inadequate exposure to modern teaching resources. Capacity building programmes—such as workshops, seminars, in-service training, and continuous professional development—provide opportunities for teachers to update their subject knowledge, improve pedagogical skills, and adapt to emerging trends in education.

This study examines the role of capacity building programmes in enhancing the teaching effectiveness of Economics teachers in Nigerian secondary schools. It focuses on how structured professional development initiatives contribute to improved instructional practices, better classroom management, and enhanced student learning outcomes. The study also highlights the challenges associated with implementing capacity building programmes and their implications for educational planning and policy in Nigeria.

## **2.0 Conceptual Terms**

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

A capacity building programme refers to organized and systematic activities designed to enhance the knowledge, skills, competencies, and professional effectiveness of individuals or institutions. In the educational context, capacity building programmes are aimed at improving teachers' instructional abilities, subject mastery, pedagogical skills, classroom management, and adaptability to emerging trends in education. Such programmes include workshops, seminars, in-service training, conferences, mentoring, and continuous professional development initiatives (Ogunode, 2022; Musa, 2022)).

Capacity building programmes are indispensable for strengthening teachers' effectiveness in secondary schools. They enhance subject matter knowledge, improve pedagogical skills, promote the integration of instructional materials and technology, strengthen classroom management and assessment practices, and support teachers' professional growth. By enabling teachers to adapt to curriculum changes and educational reforms, capacity building programmes contribute

significantly to improved students' academic performance and overall educational quality. (Ogunode, 2025; Capacity building programmes are essential for maintaining teaching quality, especially in a rapidly changing educational environment influenced by technological advancement, curriculum reforms, and evolving learner needs. In Nigerian secondary schools, capacity building programmes help teachers update their instructional strategies, integrate modern teaching tools, and improve student learning outcomes. Effective capacity building also promotes professional growth, motivation, and commitment among teachers, thereby contributing to overall school effectiveness (Mark, 2019).

## 2.2 Concept of Economics Teacher

An Economics teacher is a professionally trained educator responsible for teaching Economics at the secondary school level. The teacher interprets and implements the Economics curriculum by explaining economic principles, theories, and concepts such as scarcity, choice, demand and supply, production, market structures, and economic development. An Economics teacher also helps students relate economic theories to real-life situations, fostering analytical thinking and problem-solving skills (Ogunode, 2020; Olayinka, 2016).

Beyond classroom instruction, the Economics teacher plays a vital role in evaluating students' understanding, guiding academic development, and contributing to the overall educational goals of the school. In the contemporary Nigerian educational system, an effective Economics teacher is expected to continuously improve professional competence through capacity building programmes in order to adopt innovative teaching methods, respond to curriculum changes, and meet the learning needs of students (Ogunode, & Paiko, 2021; Ogunode, & Abubakar, 2020).

## 3.0 Methodology

This study adopts a **position paper methodology**, which focuses on critical analysis and reasoned argument based on existing knowledge rather than primary data collection. The position paper approach is appropriate for this study as it allows for an in-depth examination of the relevance of capacity building programmes to the teaching of Economics in Nigerian secondary schools. The study relies on secondary sources, including academic journals, policy documents, curriculum guidelines, government reports, and relevant educational literature. These sources were analyzed to identify the current state of capacity building initiatives for Economics teachers, their contributions to teaching effectiveness, and the challenges affecting their implementation. Through synthesis and evaluation of these materials, the paper presents a clear position advocating for continuous and systematic capacity building as a strategy for improving Economics instruction.

#### **4.0 Result and Discussion on How Capacity Building Programmes Aid the Teaching of Economics in Secondary Schools**

Capacity building programmes play a significant role in improving the quality of teaching and learning in secondary schools. In the teaching of Economics, where abstract concepts and real-life applications are central, continuous professional development of teachers is essential. Capacity building programmes equip Economics teachers with updated knowledge, modern pedagogical skills, and professional competence needed to deliver effective instruction.

##### **Enhancement of Subject Matter Knowledge**

Capacity building programmes help Economics teachers deepen their understanding of economic concepts, theories, and current economic issues. Through workshops and seminars, teachers are exposed to recent developments in Economics such as globalization, digital economy, inflation trends, and economic policies (Ogunode, & Jegede, 2020). Improved subject mastery enables teachers to explain complex topics clearly and confidently, thereby enhancing students' understanding. One of the most significant benefits of capacity building programmes is the enhancement of teachers' subject matter knowledge (Uko Umosen, & Caleb, 2015). Continuous training exposes teachers to recent developments, theories, and concepts in their subject areas. This is particularly important in subjects that are dynamic and constantly evolving. Improved subject mastery enables teachers to explain concepts clearly, answer students' questions confidently, and correct misconceptions effectively. Teachers with strong subject knowledge are also better equipped to relate classroom content to real-life situations, thereby making learning more meaningful and relevant (Philbin, 1996).

##### **Improvement of Teaching Methods and Pedagogical Skills**

Capacity building programmes improve teachers' pedagogical skills by introducing them to modern, learner-centered teaching methods. Through training, teachers learn how to use discussion, inquiry-based learning, problem-solving, collaborative learning, and project-based approaches (Okeke, & Eze, 2022). These methods encourage active student participation rather than passive learning. Improved pedagogical skills enable teachers to accommodate diverse learning styles, manage lesson time effectively, and create engaging classroom experiences that promote deeper understanding (Olatunji, 2020). Through capacity building programmes, Economics teachers learn innovative and learner-centered teaching strategies such as problem-based learning, inquiry methods, discussion techniques, and case study approaches. These methods

encourage active participation, critical thinking, and practical application of economic principles, making lessons more engaging and effective (Oluwatosin, & Peter 2023).

### **Integration of Instructional Materials and Technology**

Capacity building programmes train teachers on the effective use of instructional materials, including charts, graphs, economic data, digital tools, and multimedia resources. This enhances lesson presentation and helps students visualize abstract economic concepts such as demand curves, national income, and market equilibrium. With the rapid growth of educational technology (Ogunode, Kasimu, & Sambo, 2023), teachers need adequate training to integrate instructional materials and digital tools into teaching. Capacity building programmes provide opportunities for teachers to learn how to use textbooks, charts, models, audio-visual aids, computers, projectors, and online resources effectively. Technology integration enhances lesson delivery, supports visualization of abstract concepts, and improves students' interest and motivation. Teachers who are trained in instructional technology are more innovative and capable of enriching the teaching and learning process (Ogunode 2021).

### **Effective Classroom Management and Assessment Skills**

Capacity building programmes equip Economics teachers with skills in classroom organization, student motivation, and time management. Teachers also learn modern assessment techniques, including continuous assessment, formative evaluation, and data-driven feedback, which help monitor student progress and improve learning outcomes (Adeyemi, 2024). Capacity building programmes strengthen teachers' classroom management and assessment competencies. Training equips teachers with skills for maintaining discipline, organizing classroom activities, managing large or diverse classes, and creating a positive learning environment. Additionally, teachers gain knowledge of effective assessment techniques such as continuous assessment, formative and summative evaluation, test construction, marking schemes, and feedback mechanisms. Effective classroom management and assessment ensure that learning objectives are achieved and students' progress is accurately monitored. (Ogunode, 2023; Maxwell, 2024)).

### **Professional Growth and Teacher Motivation**

Participation in capacity building programmes boosts teachers' confidence, morale, and commitment to their profession. Exposure to new ideas and peer interaction encourages reflective teaching and continuous improvement, which positively impacts classroom performance. Capacity building programmes contribute significantly to teachers' professional growth and motivation.

Participation in training activities enhances teachers' self-confidence, job satisfaction, and sense of professional identity (Mark, 2019).. When teachers feel supported through professional development opportunities, they are more committed to their duties and more willing to adopt new ideas. Capacity building also creates opportunities for networking, collaboration, and sharing of best practices among teachers, which further strengthens professional development and morale (Ogunode, Edinoh, & Olatunde-Aiyedun, 2023).

### **Adaptation to Curriculum Changes and Educational Reforms**

Economics curricula are periodically reviewed to reflect national and global economic realities. Capacity building programmes prepare teachers to understand and implement new curriculum contents, assessment guidelines, and instructional standards effectively. Educational systems frequently undergo curriculum revisions and policy reforms. Capacity building programmes prepare teachers to effectively adapt to these changes. Training enables teachers to understand new curriculum objectives, content structures, assessment standards, and instructional expectations. Without adequate capacity building, curriculum reforms may fail at the implementation stage. Well-trained teachers, however, are better positioned to translate policy changes into effective classroom practice (Ogunode, 2022).

### **Improvement in Students' Academic Performance**

Well-trained Economics teachers are more capable of delivering quality instruction that meets students' learning needs. As a result, students demonstrate better comprehension, improved examination performance, and increased interest in Economics as a subject. The ultimate goal of capacity building programmes is the improvement of students' academic performance. (Nwarie, 2019) Teachers who possess strong subject knowledge, effective teaching skills, and appropriate assessment strategies are more likely to facilitate meaningful learning. Enhanced instructional quality leads to better student understanding, higher achievement, improved critical thinking skills, and positive learning attitudes. Thus, capacity building has a direct and indirect impact on students' academic success and overall educational outcomes (Ogunode, 2025).

### **4.1 Conclusion and Recommendations**

Capacity building programmes are essential for enhancing the teaching of Economics in secondary schools. By improving teachers' subject knowledge, pedagogical skills, use of instructional materials, and assessment practices, capacity building contributes to effective teaching and improved student learning outcomes.

Based on the findings and arguments presented in this paper, the following recommendations are made:

**Regular Professional Development:**

Government and educational authorities should organize regular capacity building programmes such as workshops, seminars, and in-service training for Economics teachers.

**2) Adequate Funding:**

Sufficient funds should be allocated to support capacity building initiatives and ensure teachers' participation without financial constraints.

**3) Curriculum-Oriented Training:**

Capacity building programmes should be aligned with the Economics curriculum and focus on both content mastery and modern pedagogical approaches.

**4) Integration of Technology:**

Training should include the use of digital tools and instructional technologies to enhance Economics teaching and learning.

**5) Monitoring and Evaluation:**

Educational authorities should monitor the implementation and impact of capacity building programmes to ensure effectiveness and sustainability.

**6) Incentives for Participation:**

Teachers should be motivated through incentives, recognition, and career advancement opportunities to actively participate in capacity building programmes.

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