



TEACHER ADEQUACY AND CAPACITY BUILDING: IMPLICATION FOR EFFECTIVE TEACHING OF SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN EKITI STATE

Ogunbayo, Oluwasegun

Department of Social Science Education,
Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti
Ogunbayooluwasegun@bouesti.edu.ng +2348039444862

Abstract

This study examines the impact of teacher adequacy and capacity building on the effective teaching of Social Studies in secondary schools in Ekiti State, Nigeria. It highlights the significant roles of teacher adequacy and professional development in improving educational outcomes. Using a descriptive survey design, data were collected from 212 Social Studies teachers across 187 public secondary schools in Ekiti State. The study found that teacher adequacy significantly influences effective teaching, accounting for 31.3% of the variance in teaching effectiveness. Additionally, capacity building was found to positively influence teaching effectiveness, contributing 25.4%. The study emphasizes the need for sufficient, qualified teachers and continuous professional development, such as workshops and refresher courses, to enhance teaching quality and student performance in Social Studies. It concludes that addressing teacher shortages and investing in teacher capacity building are crucial for effective teaching of Social Studies in Nigeria secondary school.

Key Words: Teacher Adequacy; Capacity Building, Effective Teaching, Social Studies

Introduction

Globally, education has been considered the cornerstone of economic growth and fundamental human right for both national and international development. As such, Adebayo et al (2021) described education as fundamental human right that contributes to a healthier, prosperous, and environmentally sound nation, raises income levels, and improves living standards. In addition, Ngozi (2019) noted that secondary education in Nigeria is crucial for economic, social, political, technological, scientific, and cultural development. Reflecting on the National Policy on Education, lauded the role of secondary school education in fostering individual worth and ensuring equal educational opportunities for all Nigerian children, regardless of disabilities. However, despite the strategic position of secondary school in Nigeria educational landscape its effectiveness largely depends on the quality and adequacy of its teaching workforce. Therefore, in Nigeria and Ekiti state in particularly, the teaching Social Studies at the junior secondary school level plays a fundamental role in cultivate the mind of

students with appropriate orientation about the society, citizenship and national values.

To underscore its signification position in the global society, Crisolo et al (2021) conceptualized SocialStudies as a global discipline that integrates social sciences and humanities to promote civic competence. It includes disciplines like anthropology, archaeology, economics, history, law, philosophy, political science, psychology, religion, and sociology. The goal is to help young people make informed decisions for public welfare in a multicultural, democratic society, enhancing literacy and citizenship skills among learners (Crisolo et al. 2021).According to Oluwagbohunmi and Alonge (2023), Social Studies curriculum is flexible, allowing for the integration of new ideas and emerging knowledge areas. In addition, it content can change based on life experiences, making it relevant in the digital age. The discipline aims to foster a better understanding of human interactions with their environment and the effects of people's existence.

According to Sofadekan (2012), Social Studies



was introduced into the Nigerian curriculum of aimed at nurturing creativity, resourcefulness, education to enable learners to learn about responsibility, understanding, and patriotism themselves, societal problems, and about the among Nigerian children (National Policy on wider communities in which they live. Ajiboye Education, 2013).

(2018) view Social Studies as social education Oluwagbohunmi (2012) argued that effectively programme that provides students with essential implementing the Social Studies curriculum in knowledge, skills, attitudes, and actions for Nigeria should enable students to connect with fostering relationships and understanding their diverse environments, fostering their society. It focuses on cognitive development, development as informed citizens capable of functional skills, and positive attitudes to nurture contributing to national progress. Believing that responsible citizens, transmitting societal Social Studies can address social challenges in knowledge and scholarly disciplines to help developing countries like Nigeria, where young people effectively utilise this information. traditional norms are eroding, Oluwagbohunmi Oluwagbohunmi and Alonge (2023) maintained and Alonge (2023) emphasized that Social that Social studies was initially defined as a Studies empowers individuals to fulfill their problem-orientated discipline, focusing on social and civic responsibilities. In a nation understanding human interactions with their grappling with social issues and indiscipline, environment and survival issues. It is dynamic Social Studies play a vital role in fostering unity and multi-disciplinary, examining people's and combating societal vices, as these challenges interactions with themselves and their originate from people, are experienced by them, environments. and must ultimately be resolved through

Nigeria has a diverse cultural groups, with over collective efforts (Oluwagbohunmi, 2012; 400 languages and dialects, constituting political Oluwagbohunmi & Alonge, 2023).

problems due to their identification with their Despite the critical role of Social Studies in groups, states, and political parties. Recognizing fostering national cohesion and peace, secondary this diversity, inclusion of Social Studies in schools in Nigeria face significant challenges in Nigeria educational system bridge this gap in delivering effective Social Studies education. building a single nation, as outlined in the These challenges are primarily attributed to National Education Policy (Sofadekan, 2012). inadequate staffing and insufficient capacity- According to Ajiboye et al (2018), Social Studies building initiatives for teachers. Kaizer and was introduced in Nigeria amid educational Okoli (2021) define adequacy as the ability to challenges such as a crisis of confidence, meet expectations and demands in terms of both disconnect between school learning and societal quantity and quality. From this perspective, realities, and a perceived gap between theoretical adequacy depends on the ratio of learners to knowledge and practical application. There was qualified teachers. Similarly, Lidoro and Orodho (2014) describe teacher adequacy as the capacity also a misalignment between education and of available teachers to effectively manage a Nigerian society's developmental needs. As a given number of students, emphasizing the result, Social Studies is one of the core subjects in importance of dynamic equilibrium—where Nigeria educational system and mandatory for all teacher supply meets demand over time—rather students in primary school and junior secondary than static equilibrium, which addresses only school but conceptualize as civic education in specific periods. Mezieobi (2017) dissect the senior secondary school. understanding of teacher adequacy into quantity

The National Policy on Education in Nigeria and quality, stressing that teacher quantity refers education, which include fostering national to the number of teachers needed in Nigeria's consciousness, instilling values, enhancing educational institutions, while teacher quality understanding, and equipping individuals with measures their fitness and competence in skills for societal contribution. Ajiboye et al fulfilling job requirements, but adequate teacher (2018) categorizes these objectives into four key quantity doesn't always equate to good teacher areas: Citizen Education, Humanistic Education, quality. Thus, Nwogu, and Esobhawan (2014) Intellectual Education, and Value Education, all concluded that adequate quality teachers



significantly enhance the implementation of the UBE programme (including Social Studies) in Nigeria, ensuring better instruction delivery, varied teaching methodologies, childbearing tasks, better classroom management, and adequate teacher-student ratios.

In this context, Social Studies teacher adequacy is defined as having a sufficient number of qualified teachers, both in quantity and quality, to meet student needs and achieve the objectives of Social Studies education. While previous studies highlight the link between teacher adequacy and the effectiveness of Social Studies education, Lidoro and Orodho (2014) found that despite increased student enrolment in African schools due to free education policies, there remained an insufficient number of teachers. This shortage was caused by hiring freezes, retirements, natural attrition, and frequent transfers. Similarly, Adegoke and Mefun (2016) reported a lack of qualified teachers in Nigerian schools, with many educators lacking relevant qualifications, professional memberships, and adequate instructional resources.

The attendant effects of teachers inadequacy on teaching effectiveness and academic performance has been understudy in the literature. For instance, Musyoka et al (2018) investigates the impact of teacher adequacy on students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Kathiani Sub-County, Machakos County. The research involved 30 head teachers and 270 heads of departments from 30 schools. The findings showed a decline in KCSE performance from 4.2 in 2012 to 3.2 in 2016. Teacher inadequacy was attributed to the lack of immediate replacements after teacher transfers. The study recommends that the Kenyan School Council (TSC) should recruit and post enough teachers according to the curriculum-based establishment of schools and replace teachers immediately when they are transferred.

In a related study, Hazzan (2024), examined the impact of teacher availability (TAV) on student academic achievement (SAA) in public senior secondary schools in Southwest Nigeria. A total of 3,030 PSSS II students were surveyed, with 202 teachers and 101 heads of department. The results showed that teacher availability

significantly contributed to student academic achievement. The study suggests the need for education stakeholders to improve teacher availability in order to enhance student academic achievement. The study also recommended implementing strategies to reduce teacher absenteeism and increase teacher retention in schools.

In Tanzania, Sixbert and Onyango (2022) investigated the impact of teacher shortages on job performance in public secondary schools. The research used a mixed research approach and a descriptive case study, targeting 4 out of 36 schools. The study found that teacher shortages hinder job performance, leading to uncovered syllabuses, high stress levels, poor academic performance, and indiscipline among students. The study recommends that the government allocate funds for hiring teachers, especially in science subjects, and create an attractive working environment to motivate teachers, especially in peripheral areas.

Another factor that impact effective teaching Social Studies in secondary school is capacity building. According to Ugwoke (2011), capacity building involves upgrading and acquiring skills and strategies to enhance teachers' ability to respond to academic dynamics. This includes professional training, lesson delivery, effective communication, role modelling, discipline, improved service conditions, effective use of instructional materials and quality classroom assessments. Professional development is a lifelong process, achieved through increased experience and systematic examination of teaching. In his view, Maxwell (2024) described capacity building as systematic process of developing and strengthening the skills, knowledge, resources, and capabilities of individuals, organisations, or communities to achieve their goals and objectives. It involves activities aimed at addressing challenges, improving performance, and adapting to changing circumstances, ensuring effective goal achievement. Capacity building empowers individuals, groups, and organizations to enhance performance, sustainability, and impact. It involves developing competencies, capabilities, and resources for effective problem-solving and decision-making, addressing systemic issues, human resources, infrastructure,



and policies (Smyth, 2022). As submitted by Adebayo et al (2016), continuous learning and development are essential for teachers to effectively fulfil their roles and generate current knowledge. Teachers who stop learning after pre-service training may struggle to synthesise content with pedagogy and technology, leading to dull teaching and a lack of creativity. They may become "prisoners of their own experience," repeating their experiences without reflecting on current changes. Therefore, teaching Social Studies is a process of pedagogical reasoning and action, requiring teachers to grasp, probe, and comprehend ideas, develop strategic knowledge, and build wisdom of practice.

Empirically, Ngozi (2019) used a sample size of 25 schools and 638 teachers, to explore the impact of teacher capacity building on students' academic performance in Rivers State, Nigeria. It was found that teachers' capacity building significantly enhances teachers' effectiveness and affects students' academic performance. The study suggested the need for regular refresher courses, workshops, and conferences for teachers to stay updated on curriculum innovations. Also, in descriptive survey, Ogundiran and Olafare (2023) found a strong positive correlation between teachers' capacity building in curriculum development, ICT, and students' assessments on academic performance in public secondary schools in Ogun State. The mentioned the need to further capacity building for teachers in order to enhanced teaching competencies and improved students' learning achievement. In a sample of 448 teachers from 28 Junior Secondary school in Kwara State, Adebayo et al (2016) found a significant correlation between teacher capacity building, classroom management, teaching methodology, personality, and discipline on students' academic performance. Recommendations include regular evaluations by principals, and ongoing training for teachers to improve their skills in these areas.

Statement of the Problem

Despite the crucial role of Social Studies in fostering informed and responsible citizens, many schools struggle with a shortage of specialized and qualified teachers. This inadequacy results in overcrowded classrooms, reduced individual attention to students, and

ultimately, subpar learning outcomes. Moreover, the lack of ongoing professional development opportunities means that even existing teachers are often not equipped with the latest pedagogical techniques and resources necessary for engaging and effective teaching. Consequently, students are deprived of critical thinking skills and a comprehensive understanding of societal structures, historical events, and their implications. The persistent issue of teacher turnover further exacerbates the problem, disrupting the continuity of education and undermining the development of strong student-teacher relationships.

Without substantial investment in teacher adequacy and capacity-building, the quality of Social Studies education in Nigeria's secondary schools remains compromised, hindering the overall educational and civic development of students. This study aims to investigate the impact of teacher adequacy and capacity-building on the teaching and learning of Social Studies in Nigerian secondary schools, seeking to identify effective strategies to enhance educational outcomes and foster a more informed and active citizenry.

Research Questions

1. How effective is the teaching of Social Studies in secondary schools in Ekiti State?
2. How adequate is Social Studies' teacher in secondary schools in Ekiti State?
3. Is there provision for Social Studies' teacher training and development in secondary schools in Ekiti State?

3. Research Hypotheses

The following research questions were tested at 0.05 level of significance

1. Teachers' adequacy will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.
2. Teachers' capacity building will not significantly determine effective teaching of Social Studies in secondary schools in Ekiti State.

Methodology

This study utilized descriptive research design of the survey type. The sample for the study was made up of 212 Social Studies teachers drawn



from 187 public secondary schools located in three senatorial district in Ekiti State, using multistage sampling procedures. Effective teaching social studies questionnaire was used to gather data for the study. The items of the questionnaire were rated in a 4-point Likert scale, ranging from 4- Strongly agreed to 1 – Strongly Disagreed. The cut-off point to determine positive response in each of the items was 2.50i.e(

No.	Statement	SA	A	D	SD	Mean	SD
1	The teacher frequently uses interactive methods such as group discussions, role-playing, and debates to make social studies lessons engaging.	100	78	20	14	3.25	0.88
2	Real-life examples and case studies are regularly incorporated into lessons to help students connect with social studies topics.	110	70	15	17	3.29	0.91
3	The teacher demonstrates a thorough understanding of social studies topics and explains them clearly.	130	60	14	8	3.47	0.78
4	Instructional materials such as maps, charts, and videos are effectively used to enhance students' understanding of social studies concepts.	98	85	19	10	3.28	0.81
5	Students are encouraged to actively participate in lessons by asking questions and sharing their opinions on social studies topics.	120	72	15	5	3.45	0.73
6	The teacher effectively connects social studies lessons to current events and societal issues to make the subject more relevant.	100	80	16	16	3.25	0.89
7	Feedback on assignments and tests is provided promptly and is constructive in helping students improve their understanding of social studies.	120	74	10	8	3.44	0.75
8	The teacher uses a variety of assessment methods, such as quizzes, group projects, and oral presentations, to evaluate students' understanding.	100	70	25	17	3.19	0.93
9	The classroom environment is conducive to learning social studies, with sufficient resources and minimal distractions.	95	82	25	10	3.24	0.84
10	The teacher's approach to teaching motivates students to take an active interest in studying social studies.	110	76	18	8	3.36	0.79
Average mean						3.32	0.83

Table 1 shows social studies teaching effectiveness in secondary schools in Ekiti State..As indicated in the table, teachers were rated highest for their thorough understanding and clear explanation of social studies topics (Mean = 3.47, SD = 0.78), reflecting strong subject knowledge. Encouraging student participation (Mean = 3.45, SD = 0.73) and incorporating real-life examples (Mean = 3.29, SD = 0.91) were also rated favourably. However, moderate variability in standard deviations, particularly for using interactive methods (Mean = 3.25, SD = 0.88) and connecting lessons to current events (Mean = 3.25, SD = 0.89), reflects inconsistency in the application of these practices. On the average scale, the mean score value of 3.32 was above the cut-off mean of 2.5, indicating effective teaching practices.

Research Question 2:How adequate is Social Studies' teachers in secondary schools in Ekiti State?

Table 2: Mean Rating of Social Studies' Teacher Adequacy in Secondary Schools in Ekiti State

No.	Statement	SA	A	D	SD	Mean	SD
1	The number of qualified social studies teachers in the school is sufficient to meet the needs of all students.	12	30	80	90	1.83	0.87
2	The workload of social studies teachers is manageable, allowing them to prepare adequately for lessons.	14	25	85	88	1.83	0.88
3	The school administration recruits enough qualified teachers to ensure an optimal teacher-student ratio for social studies.	17	30	90	75	1.95	0.90
4	Social studies teachers have access to adequate teaching resources and support to deliver effective lessons.	11	28	78	95	1.79	0.86
5	The teacher-student ratio in social studies classrooms is conducive for effective teaching and learning.	13	25	96	78	1.87	0.85
Average Mean						1.85	0.87

Table 2 social studies teacher adequacy in secondary schools in Ekiti State. As shown in the table, the average mean value of 1.85 which less than the cut-off mean value of 2.50 shows significant challenges. Teachers reported inadequacies in the number of qualified teachers to meet student needs (Mean = 1.83, SD = 0.87) and the manageability of their workload for effective lesson preparation (Mean = 1.83, SD = 0.88). Recruitment efforts by school administrations were also rated poorly, with a slightly higher mean of 1.95 (SD = 0.90). Additionally, access to teaching resources and conducive teacher-student ratios were perceived as inadequate, with means of 1.79 (SD = 0.86) and 1.87 (SD = 0.85), respectively.

Research Question 3:Is there provision for Social Studies' teacher training and development in secondary schools in Ekiti State?

Table 3: Social Studies' teacher training and development in secondary schools in Ekiti State

No.	Statement	SA	A	D	SD	Mean	SD
1	The school provides regular training and workshops to improve the teaching skills of social studies teachers.	7	15	80	110	1.62	0.76
2	Social studies teachers are supported with opportunities to attend professional development programs outside the school.	7	20	85	100	1.69	0.78
3	Mentorship programs are available for social studies teachers to enhance their instructional practices.	10	20	87	95	1.74	0.81
4	The school allocates resources for social studies teachers to pursue advanced qualifications or certifications.	9	25	88	90	1.78	0.81
5	Social studies teachers are encouraged and supported to conduct research and share best practices in teaching.	9	20	78	105	1.68	0.81
Average mean						1.7	0.79

Data contained in Table 3 shows teacher capacity building in secondary schools in Ekiti State. The

result indicated that with an average mean of 1.7, Social Studies teachers has limited opportunities for professional growth. Teachers rated the provision of regular training and workshops lowest (Mean = 1.62, SD = 0.76), highlighting a lack of structured in-service training. Opportunities for external professional development (Mean = 1.69, SD = 0.78) and mentorship programs (Mean = 1.74, SD = 0.81) were also perceived as inadequate. The allocation of resources for pursuing advanced qualifications (Mean = 1.78, SD = 0.81) received the highest rating but still indicates dissatisfaction. Support for conducting research and sharing best practices (Mean = 1.68, SD = 0.81) further underscores limited institutional encouragement.

Hypothesis One: Teachers' adequacy will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State

Table 1: Linear Regression of the influence of teachers' capacity building on effective teaching of Social Studies

Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std.Error	Beta		
(Constant)	26.742	3.229		8.283	.000
Teacher adequacy	2.666	0.272	0.560	9.791	.000

R = .560; R² = 0.313; AdjR² = 0.310; F = 95.872

Table 1 shows that teacher adequacy significantly influences the effective teaching of Social Studies ($\beta = 0.560$, $t = 9.791$, $p < .001$). The coefficient of determination shows that 31.3% of the variance in effective teaching ($R^2 = 0.313$), suggesting that teacher adequacy is a strong predictor. The F-statistic value of 95.872, and the corresponding p-value of 0.000, the hypothesis was significant at 0.05 level of significance. Hence, the null hypothesis will not be rejected.

Hypothesis Two: Teachers' capacity building will not significantly determine effective teaching of Social Studies in secondary schools in Ekiti State

Table 2: Linear Regression of the influence of teachers' capacity building on effective teaching of Social Studies

Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std.Error	Beta		
(Constant)	34.114	2.867		11.897	.000
Teachers capacity building	2.165	.256	.504	8.461	.000

R² = 0.254; AdjR² = 0.251; F = 71.593

Data contained in table 2 indicated that teachers' capacity building has a significant positive influence on the effective teaching of Social Studies ($\beta = 0.504$, $t = 8.461$, $p < .001$). The changes of 25.4% in effective teaching ($R^2 = 0.254$) could be attributed to teachers capacity building. Also, the F-statistic value of 71.593 and corresponding p-value of 0.000 which is less than 0.05 level of significance further supports the significance of the importance of capacity building in enhancing teaching effectiveness. Hence, the null hypothesis will not be rejected.

Discussion

Descriptively, the study showed that teachers in secondary schools in Ekiti State are highly rated for their thorough understanding of social studies topics, encouraging student participation, and incorporating real-life examples. Conversely, the result showed teachers inadequacies in qualified teachers, workload manageability, recruitment efforts, access to resources, and teacher-student ratios. In addition, showed limited professional growth opportunities for Social Studies teachers as regular training and workshops, external professional development opportunities and mentorship programs as well as allocation of resources for advanced qualifications and support for research and best practices were rated inadequate. The result align with Sixbert and Onyango (2022) who found that teacher shortages hinder job performance, leading to uncovered syllabuses, high stress levels, poor academic performance, and indiscipline among students. Musyoka et al (2018) also found that decline in students' academic performance could be attributed to shortage of teachers and lack of professional development.

The findings from the study revealed that teacher adequacy significantly influences the effective teaching of social studies, contributing up to 31.3%. This suggests that ensuring teachers are adequately trained and supported in teaching Social Studies can have a significant impact on student learning outcomes in the subject. In



tandem with this finding, Hazzan (2024) found that teacher availability significantly contributed to student academic achievement, suggesting the need for education stakeholders to improve it in order to teaching effectiveness. In corroboration, Sixbert and Onyango (2022) found that teacher shortages hinder job performance, leading to uncovered syllabuses, high stress levels, poor academic performance, and indiscipline among students. Thus, it becomes crucial for schools and educational institutions to prioritise professional development and resources for Social Studies teachers to improve overall instructional quality. Also, it was discovered in the study that teachers' capacity building has a significant positive influence on the effective teaching of Social Studies, contributing about 25.4%. In agreement with this finding, Ngozi (2019) found that teachers' capacity building significantly enhances teachers' effectiveness and affects students' academic performance, highlighting the need for regular refresher courses, workshops, and conferences for teachers to stay updated on curriculum innovations. In addition, Adebayo et al (2016) found a significant correlation between teacher capacity building, classroom management, teaching methodology, personality, and discipline on students' academic performance. This highlights the importance of investing in professional development opportunities for educators to enhance their teaching skills and ultimately improve student outcomes in Social Studies. Additionally, ongoing support and resources should be provided to teachers to continue building their capacity in this subject area.

Conclusion and Recommendations

In conclusion, teacher adequacy and capacity building play significant roles in the effective teaching of Social Studies. Teacher adequacy, contributing 31.3%, highlights the importance of ensuring a sufficient number of qualified teachers to enhance instructional quality and student learning outcomes. Similarly, capacity building, contributing 25.4%, underscores the need for continuous professional development, such as refresher courses and workshops, to improve teaching methodologies and classroom management. Therefore, addressing teacher shortages and investing in professional growth

opportunities are critical for achieving the objectives of Social Studies education and improving students' academic performance. Educational stakeholders should also provide sufficient resources, professional development opportunities, and institutional support to enable teachers to meet curriculum demands and foster better student outcomes.

References

- Adebayo, F. A., & Sagaya, A. A. (2016). Teachers' capacity building and students' academic performance among public junior secondary schools in Kwara State. *British Journal of Education, Society & Behavioural Science*, 12(3), 1-10.
- Adegoke, B. A., & Mefun, F. E. (2016). Assessment of adequacy and availability of human and material resources for the implementation of the Nigeria new senior secondary school mathematics curriculum. *International Journal of Learning, Teaching and Educational Research*, 15(3), 102-117.
- Ajiboye, J. O., Amosun, P. A., Ajitoni, S. O., & Gbadamosi, T. V. (2018). Teaching Social Studies for relevance, development and sustainable democracy in Nigeria in the 21st Century: The challenge and prospect. *International Journal of Arts and Social Sciences Education*, 1(1&2), 10-19.
- Crisolo, O. R., Camposano, S., & Rogayan, D. V. (2021). Relevance of social studies in the 21st century society: Students' perspectives. *International Journal of Didactical Studies*, 2(1), 101457.
- Hazzan, M. K. (2024). Influence of teacher availability on student academic achievement in public secondary schools in Southwestern Nigeria. *American Journal of Education and Learning*, 9(2), 191-204. <https://doi.org/10.55284/ajel.v9i2.1185>
- Jusoff, K., Kareem, O., Bing, K., & Awang, M. (2011). Teacher capacity building in teaching and learning: The changing role of school leadership. *Academic Leadership: The Online Journal*, 9(1), 46, 1-10
- Kaizer, A. N., & Okoli, B. E. (2021). Availability and Adequacy of Instructional Materials for Teaching Office Skills in Business Studies at the Secondary School Level in Delta State, Nigeria. *Nigerian Journal of Business*



- Education (NIGJBED)*, 8(2), 116-125.
- Lidoro, C., & Orodho, J. A. (2014). Teachers' Level of Adequacy and their Effectiveness in Implementing Curriculum in Public Primary Schools in Kakamega South District, Kakamega County, Kenya. *Journal of Education and Practice*, 5(29), 144–154.
- Maxwell, D. (2024). Capacity Building as a Strategic Tool for Attainment of Quality Education in Public Schools in Nigeria. *International Journal of Scientific Research in Education*, 17(1), 111-126.
- Mezieobi, S. A., Nwankwo, B.N. & Mezieobi, K. A. (2017). Teacher quantity in Nigeria: What quality? *International Journal of Education, Learning and Development*, 5(1), 24-31
- Nwogu, U. J., & Esobhawan, B. I. (2014). Teacher quality and quantity: implications for the implementation of universal basic education in Nigeria. *Academic research international*, 5(1), 199-208
- Ngozi, O. F. (2019). Influence of teachers' capacity building on students' academic performance in Rivers State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 10(6), 350-358.
- Ogundiran S. O., & Olafare, O. B. (2023). Impact of teachers 'capacity building on students 'academic performance in public senior secondary schools in Ogun state. *Nigerian Online Journal of Educational Sciences and Technology*, 5(2), 207-225.
- Oluwagbohunmi, M. F. (2012). Educating for national development through Social Studies in the 21st century Nigeria. *Journal of Education and Policy Review*, 4, 7-11.
- Oluwagbohunmi, M. F., & Alonge, R. A. (2023). 21st century skills and its applicability to social studies. *Asian Journal of Education and Social Studies*, 41(3), 37-43.
- Smyth, R. J. (2022). *Application of an Organizational Evaluation Capacity Assessment in a Multinational NGO: A Case Study to Support Applied Practice* (Doctoral dissertation, University of Denver).
- Sixbert, B. & Onyango, D. (2022). Effect of Shortage of Teachers on Job Performance in Public Secondary Schools in Geita District-Tanzania. *East African Journal of Education Studies*, 5(2), 88 - 96 . <https://doi.org/10.37284/eajes.5.2.666>.
- Sofadekan, A. O. (2012). *Social Studies education in Nigeria: The challenge of building a nation* (Doctoral dissertation, Brunel University School of Sport and Education PhD Theses).
- Ugwoke S.C. (2011). Capacity Building Of Teachers For Quality Assurance In Nigerian School System. *Australian Journal of Basic and Applied Sciences*, 5(12), 3372-3377.