

# Capacity Building as A Tool for Teachers' Instructional Service Delivery in Public Senior Secondary Schools in Rivers State, Nigeria

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## Abstract

*This study examines capacity building as a tool for enhancing teachers' instructional service delivery in public senior secondary schools in Rivers State, Nigeria. Effective instructional service delivery is fundamental to student academic achievement, yet many teachers in public schools face challenges such as inadequate training, outdated teaching methodologies, and insufficient instructional resources. This study explores various capacity-building tools, including professional development programmes, mentorship initiatives, ICT training, collaborative learning communities, and instructional coaching, highlighting their role in improving teachers' pedagogical skills and classroom effectiveness. Anchored on Human Capital Theory, the study underscores the need for sustained investments in teacher development to enhance instructional quality and learning outcomes. The findings reveal that while individual capacity-building tools have been widely examined, there is a research gap in integrating multiple strategies into a holistic framework for instructional effectiveness. The study recommends structured professional development, institutionalized mentorship, technological integration, and policy-driven support systems to strengthen teachers' instructional capabilities. Addressing these challenges through comprehensive capacity-building programmes will ensure improved instructional delivery, fostering an inclusive and effective educational system in Rivers State.*

**Keywords:** Capacity Building, Instructional Service Delivery, Professional Development, ICT Training, Mentorship, Rivers State

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## Introduction

Teachers' instructional service delivery is a fundamental aspect of the education system, as it determines the extent to which students acquire knowledge, develop critical thinking skills, and achieve academic success. Instructional service delivery encompasses various pedagogical practices, classroom management strategies, and assessment techniques that enable teachers to facilitate learning effectively. The quality of instructional service delivery is influenced by teachers' knowledge base, pedagogical competencies, and access to continuous professional development opportunities. In public senior secondary schools, the role of teachers extends beyond subject content delivery to include mentorship, motivation, and the creation of inclusive learning environments that cater to students with diverse needs (Okoro, 2022). However, despite the

significance of effective instructional service delivery, many teachers in public schools face challenges such as inadequate training, limited access to modern teaching methodologies, and insufficient instructional resources, which affect their ability to optimize learning outcomes (Ifeanyi & Uchenna, 2021).

In the context of Rivers State, Nigeria, public senior secondary schools grapple with issues related to teacher preparedness, evolving curricular demands, and the integration of technology in teaching. These challenges necessitate deliberate efforts aimed at strengthening teachers' instructional capacities through structured capacity-building initiatives. Capacity building in education refers to the systematic process of enhancing teachers' competencies, knowledge, and professional skills to improve instructional delivery and student performance (Chinwe, 2023). Without sustained capacity-building programmes, teachers may struggle to adapt to contemporary pedagogical trends, resulting in diminished instructional effectiveness. Therefore, equipping teachers with relevant skills and resources through capacity-building interventions is essential in fostering high-quality instructional service delivery in public senior secondary schools.

Capacity building encompasses a range of strategies and interventions designed to enhance teachers' competencies and instructional effectiveness. Several tools have been identified as instrumental in improving teachers' instructional service delivery, including professional development workshops, mentorship programmes, ICT training, collaborative learning communities, and instructional coaching. Each of these tools plays a crucial role in ensuring that teachers remain updated with best practices, innovative teaching techniques, and strategies for student engagement.

One of the most widely used capacity-building tools is professional development workshops, which provide teachers with structured training sessions on pedagogical advancements, subject matter updates, and classroom management techniques. These workshops expose teachers to new instructional methodologies, enabling them to refine their teaching approaches and align them with contemporary educational standards (Adebayo, 2020). In public senior secondary schools, professional development workshops serve as platforms for knowledge sharing, experiential learning, and the adoption of evidence-based instructional practices. When conducted regularly, these workshops help teachers to stay informed about changes in curriculum requirements and assessment strategies, thereby enhancing their instructional service delivery.

Another critical tool is mentorship programmes, which facilitate knowledge transfer and professional guidance between experienced teachers and less-experienced colleagues. Mentorship plays a pivotal role in building teachers' confidence, improving classroom management skills, and fostering professional growth. Through mentorship, novice teachers gain insights into effective instructional strategies, lesson planning techniques, and student engagement practices (Eze, 2021). In Rivers State, where many public schools experience teacher shortages and high workloads, mentorship programmes serve as a vital support system that enhances teachers' instructional capabilities and ensures continuity in quality education delivery.

ICT training is another essential capacity-building tool that equips teachers with the skills needed to integrate digital technologies into their instructional practices. With the increasing adoption of e-learning platforms, virtual classrooms, and multimedia instructional resources, teachers must be proficient in leveraging ICT tools to enhance student learning experiences. ICT training helps teachers develop competencies in using digital assessment tools, online learning management systems, and interactive teaching applications (Chukwuemeka, 2022). The ability to integrate technology into lesson delivery improves student engagement, facilitates differentiated instruction, and promotes interactive learning.

In addition, collaborative learning communities provide teachers with opportunities to engage in continuous learning through peer collaboration, group discussions, and knowledge exchange. These communities foster a culture of shared best practices, reflective teaching, and professional support. Teachers who participate in collaborative learning communities benefit from exposure to diverse instructional perspectives, which enhances their ability to adapt to different learning environments and student needs (Ogunleye, 2023). Such communities contribute to capacity building by promoting a collective approach to problem-solving and pedagogical innovation.

Lastly, instructional coaching serves as a personalized capacity-building tool that provides teachers with targeted feedback and support in improving their instructional techniques. Instructional coaches work closely with teachers, observing their classroom practices, offering constructive feedback, and guiding them in implementing research-based teaching strategies. This hands-on support ensures that teachers receive individualized professional development, enabling them to address specific instructional challenges effectively (Nwosu, 2021). By integrating instructional coaching into teacher capacity-building initiatives, schools can improve the quality of teaching and enhance student learning outcomes.

Several scholars have examined the role of capacity building in enhancing teachers' instructional service delivery. For instance, Adekunle (2020) explored the impact of professional development programmes on teachers' pedagogical skills in public schools, highlighting that consistent training improves instructional quality. Similarly, Okonjo (2021) investigated the influence of ICT training on teachers' ability to integrate technology into classroom instruction. The study emphasized that while ICT training enhances digital literacy, many teachers still struggle with the practical application of technological tools in lesson delivery. These studies provide valuable insights into the relationship between capacity building and instructional service delivery but leave certain gaps unaddressed.

One significant gap in the existing literature is the limited focus on how multiple capacity-building tools can be integrated to create a comprehensive framework for improving teachers' instructional effectiveness. While studies have examined individual tools such as professional development and ICT training, there is insufficient research on how these tools can complement each other in a holistic capacity-building model. Additionally, there is a lack of empirical studies focusing specifically on public senior secondary schools in Rivers State, where challenges related to teacher preparedness, curriculum implementation, and digital literacy are prevalent.

Furthermore, existing research does not adequately explore the long-term impact of capacity-building initiatives on instructional service delivery. Most studies assess immediate improvements in teaching effectiveness without examining how sustained capacity-building interventions contribute to professional growth over time. This gap necessitates a deeper investigation into the effectiveness of capacity-building tools in enhancing teachers' instructional service delivery in Rivers State public senior secondary schools. Addressing these gaps will provide policymakers and educational stakeholders with evidence-based strategies for implementing comprehensive capacity-building programmes that enhance teaching quality and improve student learning outcomes.

## **Theoretical Framework**

### **Human Capital Theory**

Human Capital Theory as propounded by Williams Schultz as cited in Duke (2017). This theory states that skills and knowledge possessed by man and the efficient application of it in the production economics. This theory stated that education, or development programmes imparts useful and desirable skills and knowledge in the workers for enhanced goal attainment. Schultz (1961) in his work emphasized that the development programmes of human capital through education brings about economic growth as a result of the skills and knowledge acquired by the individual to enhance their value in the labour market.

In his contribution, Agabi (2002) opined that human capital refers to both the mental and physical abilities (i.e. skills, acquired knowledge and dexterity) of the human populace of a society, which enhance goal attainment. Invariably, the human capital theory explained the nature of relationship between workers' development through education and development programmes of enhanced Service Delivery towards the attainment of set organizational goal. This explains why organizations that fail to adequately develop her human resource is heading for failure and disaster. Investing in human capital can be seen as development programmes programme. It increases the number of persons with required skills, education and experience that are critical to the socio-economic development of a country. Schultz in Agabi (2002) identified five activities that lead to development programmes to include: expenditure on health facilities and services that improves the life expectancy, strength, stamina, vitality and vigour of the people (as a work force), expenditure on formal education and development programmes at all levels, non-formal education and development programmes in form of the on-the-job development programmes, industrial work experience or internship scheme and the old type apprenticeship systems provided by firms, study programmes for adults, not organized by firms (adult education or mass literacy programmes), including extension service programmes, expenditure on career information and guidance and other related components that enhance both the geographical and occupational mobility (or migration) of the work force to adjust to changing job opportunities (p.62).

Madumere (1997) asserted that education as a form of investment in human capital means that the future level of production are not dependent simply on labour and physical capital but on technical knowledge and the skills of the labour force which are provided by education. In corroborating, Ebong (2006) stated that apart from education, other forms of investment in human

capital include: improvement of health, improvement of one's earning through migration to better jobs and acquisition of skills through on-the-job development programmes. All this no doubt, are gear towards increasing the productive capacity of the manpower in an organization (school) or a nation.

This theory is relevant to the current research because it provides a framework for systematically influencing school-based teachers' service delivery and generating high-quality educational outcomes. As a result of this course, educators get the background they need to manage their classrooms effectively and efficiently. As a vital component of any effective educational system, teachers must have the necessary tools to help students learn. They achieve measurable progress toward their objectives by making the most of available resources

## **Conceptual Clarifications**

### **Concept of Capacity Building**

Capacity building refers to the process of developing and strengthening the skills, abilities, and resources that individuals, organizations, and institutions need to perform effectively and sustainably. In the educational context, capacity building focuses on enhancing teachers' professional competencies, pedagogical skills, and instructional strategies to improve learning outcomes. It involves continuous training, mentorship programmes, technological integration, and other professional development initiatives that enable teachers to adapt to evolving educational demands.

According to Onyekachi (2023), capacity building in education is a systematic and deliberate effort aimed at equipping teachers with the necessary knowledge and skills to enhance their instructional service delivery. This process is crucial in ensuring that educators remain updated with contemporary teaching methodologies, curriculum innovations, and assessment techniques. Effective capacity building fosters professional growth, improves teachers' confidence, and enhances their ability to create engaging and inclusive learning environments.

Furthermore, capacity building is not limited to individual skill development but extends to institutional support mechanisms that facilitate professional learning. Eze and Chukwu (2022) emphasize that schools must provide an enabling environment for capacity-building programmes by investing in teacher training, access to educational resources, and collaborative learning communities. When teachers are exposed to continuous capacity-building initiatives, they are better equipped to address instructional challenges, integrate innovative teaching strategies, and improve student academic performance.

In the context of public senior secondary schools in Rivers State, capacity building plays a vital role in addressing instructional gaps caused by inadequate teacher training, curriculum changes, and technological advancements. Without structured capacity-building programmes, teachers may struggle to meet the evolving demands of modern education, ultimately affecting the quality of instruction and student learning experiences. Therefore, capacity building is essential for

sustaining effective instructional service delivery, fostering innovation in teaching practices, and ensuring the overall success of educational institutions.

### **The Concept of Instructional Delivery**

Instructional delivery refers to the process by which teachers convey subject content, facilitate learning, and engage students in meaningful educational experiences. It encompasses various teaching methods, communication strategies, classroom management techniques, and assessment approaches that enable effective knowledge transfer. Instructional delivery is a critical aspect of the teaching and learning process, as it determines how well students understand, retain, and apply knowledge in academic and real-life situations.

According to Adekunle (2022), instructional delivery is not merely about presenting information but involves creating an interactive learning environment where students actively participate in knowledge construction. Effective instructional delivery requires teachers to employ diverse teaching strategies such as direct instruction, cooperative learning, inquiry-based methods, and the integration of technology to cater to different learning styles. The ability of a teacher to deliver lessons effectively depends on factors such as subject mastery, pedagogical competence, access to instructional resources, and the ability to adapt teaching methods to suit student needs.

Eze and Okonkwo (2023) emphasize that instructional delivery should be learner-centered, focusing on engaging students through active participation, problem-solving tasks, and real-world applications. This approach not only improves comprehension but also fosters critical thinking, creativity, and independent learning. In public senior secondary schools, where students come from diverse backgrounds with varying learning abilities, teachers must adopt flexible instructional delivery techniques that accommodate individual differences and promote inclusivity.

Furthermore, instructional delivery is influenced by external factors such as school infrastructure, availability of teaching aids, and institutional support for professional development. Where teachers have access to well-equipped classrooms, digital learning tools, and capacity-building programmes, their instructional delivery is more effective. Conversely, in schools with limited resources and outdated teaching methodologies, instructional delivery may be hindered, leading to poor student engagement and low academic achievement (Chinwe, 2021).

In the context of public senior secondary schools in Rivers State, improving instructional delivery requires deliberate efforts in teacher training, provision of modern instructional materials, and the adoption of innovative teaching practices. By strengthening instructional delivery, schools can enhance student learning outcomes, foster academic excellence, and equip learners with the necessary skills to thrive in an increasingly knowledge-driven society.

## Capacity Building Tools for Enhancing Teachers' Instructional Service Delivery

Capacity building is a multifaceted process aimed at enhancing the skills, knowledge, and competencies of individuals and organizations to improve performance and achieve sustainable results. In the educational sector, particularly within public senior secondary schools in Rivers State, Nigeria, capacity-building initiatives are pivotal for elevating teachers' instructional service delivery. Nwuke and Nwanguma (2023) have identified several key tools that significantly contribute to this enhancement:

### *1. Professional Development Programmes*

Professional development programmes are structured training initiatives designed to enhance teachers' pedagogical knowledge, instructional skills, and classroom management techniques. These programmes expose teachers to new teaching methodologies, subject content updates, and innovative educational practices. According to Nwankwo and Eze (2022), continuous professional development helps teachers remain current with educational trends and adapt their instructional methods to meet students' diverse learning needs.

Professional development programmes can take various forms, including in-service training, postgraduate studies, certificate courses, and online learning opportunities. When teachers participate in these programmes, they acquire advanced instructional strategies, improve their subject mastery, and enhance their ability to manage classroom interactions effectively. For instance, a teacher trained in differentiated instruction can tailor lessons to meet the needs of both high-achieving and struggling students, thereby improving learning outcomes. Furthermore, these programmes encourage reflective teaching, where educators analyze their instructional practices and make necessary adjustments to enhance student engagement and comprehension (Okafor & Chukwu, 2023).

### *2. Mentorship and Coaching*

Mentorship and coaching involve experienced educators guiding less-experienced teachers in professional growth and instructional excellence. This capacity-building tool fosters a supportive learning environment where teachers can learn best practices, receive constructive feedback, and refine their teaching techniques. According to Adebayo (2021), mentorship programmes enhance teachers' confidence, improve their classroom management skills, and encourage the adoption of innovative teaching strategies.

Mentorship can be either formal, where schools implement structured programmes, or informal, where experienced teachers voluntarily guide their colleagues. Coaching, on the other hand, involves personalized guidance where a mentor observes a teacher's lesson delivery, provides feedback, and suggests strategies for improvement. This direct intervention helps educators address instructional challenges, such as lesson planning, student engagement, and effective assessment methods. A well-mentored teacher is more likely to create an interactive and learner-

centered classroom, ensuring students grasp concepts effectively and perform better academically (Eze & Nduka, 2022).

### *3. Workshops and Seminars*

Workshops and seminars serve as platforms for teachers to gain hands-on experience, interact with experts, and exchange knowledge with peers. These capacity-building tools provide an avenue for teachers to learn innovative teaching methods, discuss educational challenges, and explore solutions through interactive sessions. As noted by Uchenna and Adeyemi (2023), workshops enable teachers to develop practical skills in areas such as classroom technology use, differentiated instruction, and curriculum implementation.

For example, a workshop on the integration of digital tools in teaching can equip teachers with skills to use smartboards, virtual simulations, and online learning platforms to enhance lesson delivery. Similarly, seminars on classroom management strategies help teachers address behavioral issues, promote student engagement, and create a positive learning environment. The participatory nature of workshops allows teachers to experiment with new techniques, receive immediate feedback, and adapt best practices to their instructional contexts. As a result, teachers become more effective in delivering lessons, fostering critical thinking, and improving student performance (Okon & Eze, 2023).

### *4. Technological Integration*

The integration of technology into teaching is a powerful capacity-building tool that enhances instructional delivery. With advancements in digital education, teachers must be trained to effectively use technology in their classrooms. According to Chinedu and Akinwale (2022), technology enhances teachers' ability to present lessons in interactive and engaging ways, thereby improving students' understanding and retention.

Technological tools such as multimedia presentations, interactive simulations, educational apps, and virtual classrooms enable teachers to deliver lessons dynamically. For instance, the use of projectors, online assessments, and e-learning platforms allows for a more engaging learning experience, catering to students with different learning styles. Moreover, online resources provide teachers with access to updated teaching materials, research articles, and lesson plans, helping them stay current with best practices. When teachers are trained in educational technology, they can integrate digital tools effectively, making instruction more student-centered and stimulating (Nwachukwu & Okorie, 2023).

### *5. Collaborative Learning Communities*

Collaborative learning communities involve groups of teachers working together to share experiences, discuss teaching strategies, and solve instructional challenges. These communities promote peer learning, encourage reflective teaching, and foster a culture of continuous

professional growth. As observed by Okechukwu and Adeola (2023), when teachers collaborate, they gain new insights into lesson delivery, classroom management, and student engagement techniques.

Collaborative learning communities can take different forms, including professional learning networks, subject-focused teacher groups, and online discussion forums. For example, a group of science teachers may come together to discuss innovative ways to teach complex topics using practical experiments. Through regular meetings, peer observations, and joint lesson planning, teachers refine their instructional practices and implement effective teaching strategies. This approach reduces professional isolation, boosts morale, and enhances teachers' ability to adapt to new educational challenges (Adebisi & Umeh, 2023).

## **Conclusion**

Capacity-building tools play a crucial role in enhancing teachers' instructional service delivery in public senior secondary schools. Professional development programmes equip teachers with updated skills and knowledge, mentorship and coaching provide guidance and support, workshops and seminars offer hands-on experience, technological integration modernizes teaching approaches, and collaborative learning communities promote peer-driven growth. When these tools are effectively implemented, teachers become more proficient, confident, and innovative in delivering lessons, ultimately leading to improved student academic performance. Therefore, investing in capacity-building initiatives is essential for fostering a dynamic and effective educational system in Rivers State, Nigeria.

## **Suggestions for further studies**

1. The government, school administrators, and educational policymakers should institutionalize regular CPD programmes to equip teachers with modern pedagogical skills. Training should focus on emerging instructional techniques, subject content updates, and classroom management strategies to ensure teachers are well-prepared to deliver quality education
2. Schools should formally establish mentorship and coaching programmes where experienced teachers are assigned to mentor newly recruited and less-experienced teachers. These programmes should be monitored and periodically evaluated to measure their effectiveness in improving instructional delivery
3. The Ministry of Education should provide secondary schools with the necessary technological infrastructure, such as smartboards, computers, and internet access, to support digital learning
4. Schools should collaborate with educational bodies and professional associations to organize regular workshops and seminars that expose teachers to innovative instructional strategies

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