

Funding, Capacity Building and Implementation of Gender Programme in Public Post-Basic Education and Career Development (PBECD) in FCT, Nigeria

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ABSTRACT

This study examined the impact of funding and capacity building on the implementation of gender programmes in public senior secondary schools within the Federal Capital Territory (FCT), Abuja, Nigeria. A descriptive survey design was employed, with the study population comprising all public senior secondary schools across the six area councils of the FCT. Using a stratified random sampling technique to ensure representation of both urban and rural schools, a total sample of 200 respondents was selected. Data were collected with a structured questionnaire titled Funding and Capacity Building Implementation of Gender Programmes Questionnaire. The instrument was designed on a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) and validated using Cronbach's Alpha reliability test, which produced coefficients of 0.75, 0.73, 0.84, and 0.93, indicating strong internal consistency. Responses were analyzed using descriptive statistics, including averages, percentages, and frequency counts, with the aid of SPSS software. The findings revealed a significant relationship between funding and the implementation of gender programmes in public senior secondary schools, as well as between capacity building initiatives and programme implementation. These results underscore the critical role of adequate financial support and continuous professional development in achieving gender equity goals within the education sector. Based on these findings, the study recommends that both Federal and State governments allocate special funds for gender programme implementation in public senior secondary schools. Furthermore, Federal agencies and private institutions should actively support programme implementers through regular capacity building and training initiatives to sustain effective gender mainstreaming in post-basic education.

INTRODUCTION

Funding gender programs in schools can have numerous benefits for the academic and social development of students in public secondary schools in Nigeria. Adequate funding promotes gender equality and inclusion, creating a safe and equitable learning environment for all students. Funding will lead to increased academic performance as students are able to learn and thrive in an environment that supports their individual needs and identities. Implementing gender programs can also improve the overall school culture by fostering respect and understanding among students from diverse backgrounds. Funding such programs can have a positive impact on the future workforce, as it equips students with critical thinking skills and promotes a more diverse and inclusive society. Investing in gender programs in schools can have a significant and long-lasting impact on both the academic and social well-being of students and society as a whole.

Apart from funding the implementation of the gender program in public secondary schools in Nigeria, organizing capacity building for the implementer of the gender program in schools is critical for the realization of gender program goals in the schools (Ogunode, 2020; Smyth, 2022). A potential benefit of organizing a capacity-building program for gender program implementation in schools could be the promotion of gender equality and awareness in the education system. This could lead to a more inclusive and equitable learning environment for students, ultimately contributing to their academic success and overall well-being (Ikwuegbu, 2022). Additionally, such a program could enhance the skills and knowledge of educators, empowering them to effectively teach and support gender-sensitive and inclusive practices in the classroom (Kwashabawa & Mustapha, 2023; Kumar & Siddika, 2017). Furthermore, by involving various stakeholders in the program, such as parents, community leaders, and policymakers, it could foster collaboration and better understanding of the importance of gender equality in education. Ultimately, the implementation of a capacity-building program could have a positive impact on the overall gender dynamics and social norms within schools and their surrounding communities (Ogunode & Solomon, 2021; Ogunyinka, 2013).

Gender programs are programs designed to create awareness about gender issues and development in the schools. The gender program in schools has been responsible for the implementation of gender policies and programs in the schools (Ahmad & Najeemah, 2013; Anthony & Deni, 2016; Amadi, 2017). Many schools in Nigeria are facing difficulties in allocating resources for gender programs. However, with the increasing recognition of gender equality and empowerment, there is a growing need to establish effective gender programs in schools. Also, capacity building is critical for effective implementation of gender programs in the public secondary schools in FCT, Nigeria. This study is to assess the impact of funding and capacity building on the implementation of gender programs in public senior secondary schools in the Federal Capital Territory, Abuja, Nigeria.

Purpose of the study

The purpose of this study is to assess the impact of funding and capacity building on the implementation of gender programs in public senior secondary schools in the Federal Capital Territory, Abuja, Nigeria. The specific objectives include:

1. To find out the impact of funding on the implementation of gender programs in public senior secondary schools in the Federal Capital Territory, Abuja.
2. To find out the impact of the capacity-building program on the implementation of the gender program in public senior secondary schools in the Federal Capital Territory, Abuja, Nigeria.

Research Questions

Based on the purpose of the study, the following research questions were generated for the study:

1. What is the impact of funding on the implementation of gender programs in public senior secondary schools in the Federal Capital Territory, Abuja?
2. What is the impact of the capacity-building program on the implementation of the gender program in public senior secondary schools in the Federal Capital Territory, Abuja?

Hypotheses

Based on the research questions of the study, the following research hypotheses were generated for the study:

H0₁: There is no significant relationship between funding and implementation of gender programme in public senior secondary schools in Federal Capital Territory, Abuja.

H0₂: There is no significant relationship between capacity building programme and implementation of gender programme in public senior secondary schools in Federal Capital Territory, Abuja.

LITERATURE REVIEW

It is clear that funding gender program implementation in secondary schools in Nigeria is of utmost importance. With proper funding, secondary schools in Nigeria can create a more inclusive and equitable environment for all students, making a positive impact on society as a whole. The importance of funding gender program implementation in secondary schools in Nigeria cannot be overstated. Providing financial support for such programs is crucial in promoting gender equality and breaking down societal barriers (Ikwuegbu, 2022). With adequate funding, secondary schools in Nigeria can implement comprehensive and inclusive gender programs that address issues like gender-based violence, access to education, and career opportunities for both male and female students (Nwafor, Uchendu, & Akani, 2015).

Funding these programs also demonstrates a commitment to promoting gender equality and empowering the next generation of leaders. This can have a ripple effect, leading to positive changes in society and creating a more inclusive

and equitable future. Furthermore, investing in gender programs in secondary schools can also lead to improved academic performance and retention rates for students, as they feel supported and represented in the educational system. In addition to promoting gender equality, funding these programs can also have economic benefits (Gambo & Fasanmi, 2019). By empowering girls and young women through education and equal opportunities, they can break free from cycles of poverty and contribute to the economic growth of Nigeria. Ultimately, funding gender programs in secondary schools is an investment in the future of the country, both socially and economically (Dada, Ogunode, & Ajayi, 2022).

Capacity-building programs are another vital factor that enhances the implementation of gender programs in the public secondary schools in Nigeria. Capacity building is the process of enhancing an individual's or organization's capacity to improve their performance to achieve a certain outcome. It basically involves providing the necessary resources and training to individuals or organizations so that they can increase their efficiency and effectiveness (Ibrahim, Junaidu, Muhammad, & Isah, 2023). Capacity building in this paper is a training program designed for the acquisition of skills, knowledge, attitude, and social behavior. Capacity building improves staff competencies to improve job performance in the institutions (Ogunode, 2025).

METHODOLOGY

To explore how funding and capacity building affect the implementation of gender programmes in public senior secondary schools across the Federal Capital Territory (FCT), Abuja, this study adopted a mixed-methods approach. By combining both quantitative and qualitative methods, the research aimed to capture a well-rounded understanding of the situation on the ground.

Research Design

The study used a descriptive survey design, which allowed for the collection of both numerical data and personal perspectives from those directly involved in implementing gender programmes—such as school principals, teachers, and education officials.

Population and Sample

The study focused on public senior secondary schools spread across the six area councils of the FCT. A stratified random sampling method was used to ensure a balanced selection of schools from both urban and rural areas. The sample size for the study was 200. In total, 20 schools were selected, and 200 participants including principals, gender programme coordinators, and teachers—were purposively chosen to provide relevant insights through questionnaires. Senior lecturers in the department of educational planning were selected to check and validate the research instrument. The research instrument was subjected for test using Cronbach's Alpha method. The result obtained showed 0.75, 0.73, 0.84 and 0.93 for all the instruments.

Data Collection Methods

Information was gathered using two main tools:

Questionnaire was adopted for the study. The questionnaire was titled 'Funding and Capacity building Implementation of Gender Programmes Questionnaire'. The questionnaire was designed with a four-point type likert modified scale: Strongly Agreed, Agreed, Disagreed, Strongly Disagreed (SA, A, D, SD).

Data Analysis

Responses from the questionnaires were analyzed using descriptive statistics such as averages, percentages, and frequency counts—using SPSS software.

RESEARCH RESULT

What is impact of funding on implementation of gender programme in public in Senior Secondary School, Federal Capital Territory, Abuja?

Table1: H0₁: There is no significant relationship between funding and implementation of gender programme in public senior secondary schools in Federal Capital Territory, Abuja.

Table 1: Showing relationship between funding and implementation of gender programme

Variable	N	MEAN	S.D	r _{cal}	r _{tab}
Funding	36	62.60	8.80		
implementation of gender programme	164	28.60	3.81	0.779*	0.195

Data collected and analyzed showed that there is positive relationship between programme funding and gender programme implementation in the selected public secondary schools in Federal Capital Territory, Abuja, Nigeria on the fact that the r-calculated (0.779) is higher than the r-table (0.195) at 0.05 level of significance. This result implies that funding is critical in the implementation of gender programme in all public secondary schools in Federal Capital Territory, Abuja, Nigeria.

What is the impact of capacity building programme on implementation of gender programme in public in Senior Secondary School, FCT, Abuja?

Table 2: H0₂: There is no significant relationship between capacity building programme on implementation of gender programme in public senior secondary schools in Federal Capital Territory, Abuja.

Table 2: Showing capacity building programme on implementation of gender programme

Variable	N	MEAN	S.D	r _{cal}	r _{tab}

Capacity building programme	36	62.60	8.80		
implementation of gender programme	164	18.90	3.20	0.899*	0.195

The result collected from table two above revealed that there is significant relationship between capacity building and implementation of gender programme in the senior secondary schools, Federal Capital Territory, Abuja on the bases that the r-calculated that with (0.899) is higher than r-table with (0.195) at 0.05 level of significance. This means that capacity building is an important aspect of gender programme implementation in the schools. Effective implementation of capacity building for teachers and schools administrators will support the realization of gender goals in the schools.

DISCUSSION

The result collected revealed that there is a significant relationship between funding and implementation of gender programs in public senior secondary schools in the Federal Capital Territory, Abuja. This finding is in agreement with the discovery of Nwafor, Uchendu, & Akani (2015); Odigwe & Owan (2019); and Ogunode, Lawan, and Yusuf (2021) that found out adequate funding is critical for the implementation of programs in the educational institutions. Benefits of increased funding towards gender-focused initiatives and its impact on the overall success of program implementation in secondary schools. Adequate funding plays a crucial role in the success of these programs, as it provides the necessary resources to carry out various initiatives and activities aimed at promoting gender equality and empowerment. Without proper funding, the implementer may face obstacles in terms of hiring qualified staff, organizing events and workshops, and providing necessary materials and equipment (Hossen, 2020; Ifeanyi, Ogunode & Ajape, 2021). Funding allows for the expansion and sustainability of these programs. With adequate resources, the implementer can reach more schools and communities, thus making a greater impact in promoting gender equality. It also ensures that the program can continue to operate and make a difference in the lives of students, even when faced with financial challenges. Funding helps to ensure the quality and effectiveness of the gender programs. It allows for the implementation of evidence-based strategies and interventions, as well as constant monitoring and evaluation to assess the impact of these programs. This ultimately leads to improved outcomes and better opportunities for students to thrive in a more gender-inclusive environment (Ogunode & Ndubuisi, 2021; Musa, 2020).

The result obtained from the study also disclosed that there is a significant relationship between the capacity building program and the implementation of the public gender program in Post-Basic Education and Career Development (PBECD) in FCT. Ahmad and Najeemah (2013) concluded that capacity-building investment supports full implementation of school programs that include gender programs. Ogunode, Lawan, and Yusuf (2021); Ogunode and Solomon (2021);

Amadi (2017). The importance of capacity building for implementers of gender programs in secondary schools in Nigeria cannot be overstated. This capacity building is crucial for equipping individuals with the necessary knowledge, skills, and expertise to effectively implement gender programs in schools. Without a proper capacity-building program, implementers may struggle to understand the complexities of gender issues and may not be able to effectively carry out their responsibilities. Capacity building helps to ensure that implementers are up-to-date with the latest research and best practices in gender education, which in turn can lead to more effective and impactful programs. Capacity building allows implementers to better relate to and engage with students, teachers, and other stakeholders in the school community, as they will have a deeper understanding of the issues at hand (British Council, 2014). Overall, investing in training for implementers of gender programs in secondary schools in Nigeria is essential for the success and sustainability of these programs. Anthony and Deni (2016) and Ogunyinka (2013) recommended effective training to aid the development of gender programs in schools in Nigeria.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the study examined the impact of funding and capacity building on gender program implementation in some selected senior secondary schools in the Federal Capital Territory, Abuja, Nigeria. The result collected revealed that there was a significant relationship between funding and gender implementation programs in senior secondary schools or post-basic education and career development schools in the Federal Capital Territory, Abuja. The study also disclosed a positive significant relationship between capacity building and the gender implementation program in public senior secondary schools in the Federal Capital Territory, Abuja. This implies that funding and capacity-building programs are critical factors enhancing the implementation of gender programs and policy development in schools. Government and international organizations must prioritize these factors in the implementation of gender programs in the Nigerian schools, especially at the secondary school level.

From the result obtained, the study put forward the following recommendation:

1. The government should provide special funds for the implementation of gender programmes in all public secondary schools in FCT, Nigeria.
2. The Federal government, State government and private institutions should support implementer of gender programmes in senior secondary schools in Federal Capital Tettorial by providing constant capacity building.

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