

## Capacity Building Needs of Business Education Lecturers for Efficient Lecturing in Federal Colleges of Education in North Western States, Nigeria

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**Abstract:** The study empirically investigates how professional business education lecturers in Federal Colleges of Education in Nigeria's North-western needed to be strengthened. The study was guided by two research questions and two null hypotheses were formulated at 0.05 level of significance. The study used a descriptive survey design. The population of this study was 126 professional business educators from six Federal Colleges of Education in North-western State, Nigeria. Research experts validated the instrument. The researchers used Cronbach Alpha method to determine the instrument's reliability and a reliability coefficient of 0.93 was then obtained. The questionnaire has 20 items in the instrument. The study used inferential statistics of mean and standard deviation to answer the research questions, while the t-test was used to test the null hypotheses formulated for the study. According to the study's findings, entrepreneurial skills, managerial skills, information and communication technology (ICT), and capacity building for professionalism are the priorities for all professional lecturers in the field of business education in federal colleges of education in North-western Nigeria. Based on the findings the researchers concluded that professional business education lecturers should be gingered because professionalism in Federal College Education necessitates ICT, managerial, and entrepreneurial competencies.

**Keywords:** Capacity building, Business education lecturers, Efficient lecturing

### INTRODUCTION

Training is generally seen as one of the important tools simultaneously of public enhancement to keep individuals with the information, capabilities, skills, values, and physical mentalities to work to their satisfaction, improve their efficiency, and ability to learn new skills that would empower them to take part more completely in the turn of events process (Obua, 2018). The human and material resources determine its success and effectiveness can only be achieved through the quality of an educational system in the country. The objective of any college of education is to empower individuals with needed mental and intellectual capabilities that are beneficial to the upliftment of society. According to Enang (2016), tertiary education provides students with the high-level skills and competencies needed for the labour market.

Tertiary education motivates human development, improves job opportunities, a clear path to a career, career advancement, and other benefits. According to FRN (2013), tertiary education contributes to national development by familiarizing professional course content with these requirements and by

intensifying and varying its programs for the training of high-level personnel in response to the nation's desires. University lecturers in the field of business education who are engaged in the teaching and learning process need to be sufficiently prepared for development in the business education profession and other capacity-building programs in order to become more productive and adaptable in the dynamic world (Evans, 2018).

In addition, capacity building, as stated by Obiye (2019), entails lowering institutional barriers to the overall development of students by enhancing the pedagogical abilities of teachers, classroom instruction, and high-quality education. According to Egbo (2019), capacity building is also training that workers require enhancing their professional skills, attitudes, and behaviours in order to perform their jobs effectively. The capacity building encompasses motivation, resources, and competencies. People and groups who put in so much time, effort, and money to continuously improve their knowledge and skills at work typically see positive outcomes (Dennis, & Jimmy, 2011). Because of this, developing teachers' abilities as efficient instructors, classroom managers, and facilitators of learning is essential to the development of our educational system. In order to achieve educational objectives, quality education goes beyond enhancing teachers' capacity for knowledge, skills, and curriculum.

According to the Federal Republic of Nigeria, all teachers in educational institutions across the country should be required to participate in mandatory professional development in order to be productive and effective in their roles. In addition, the Federal Government's National Economic Empowerment and Development Strategy (NEEDS) and other training institutions emphasized the significance of building teacher capacity for increasing education productivity. According to Osuji (2021), every Nigerian program that aims to improve teachers' capacities and competencies for educational sustainability should concentrate on. This comprises of staff training and expansion for the development of the organization (Onasanya et al., 2017). In an educational background, it is a process of obtaining teaching new method of teaching, new knowledge, skills, ideas and changes essential for the making of students through training and development.

The knowledge of operating the ICT gadgets, good knowledge of handling the devices in teaching, clear skills of manipulating the devices for research development, using the devices to store and present students' data, are called ICT capacity building needed (Jungsun, 2011). In-service training, pre-service training, mentoring programme, conferences and seminar, team-teaching and workshops, extension programmes are the training and development programmes needed (Ogbuanya et al., 2017). However, capacity building programmes revolutions in methodology, curriculum contents, creativeness of learning resource materials, administrative skills, supervisory methods and techniques, and assessment representations are made known to teaching staff to advance their effectiveness and capabilities (Ohaka, 2018).

The business education lecturers' educational capacity largely depends on the program's success of the program or failure in producing graduates who are compatible with the world of work, self-reliant after graduation, and can compete globally in the labour market (Obayi et al., 2020). Therefore, if these stakeholders are to improve themselves and perform their duties professionally, it is essential to

identify their capacity-building requirements. It is therefore, against this background that this study was conducted to assess the capacity building needs of business education lecturers for efficient lecturing in federal colleges of education in north western states, Nigeria.

Building teachers' capacity is essential to their performance, which in turn depends on raising student achievement. An important factor in economic expansion is the curriculum has demonstrated the quality of education, facilities, and teaching strategies (UNESCO, 2015). Education for teachers and the quality of teachers are receiving renewed attention (Todaro & Smith, 2019). No nation can build a strong and effective educational system without continuously evaluating and improving its teacher capacity-building requirements because teachers remain the system's pillars (Daud et al., 2012). In light of this, the goal of this study was to find out what business education lecturers at Federal College Education in North-western State, Nigeria, needed to improve their skills.

The following research questions were raised for the study. The study was asked the following research questions. RQ1: In Federal College Education, North-western State, Nigeria, what are the capacity-building requirements for professional male and female business education lecturers on information and communication technology competencies for professionalism? RQ2: How can male and female business education lecturers in Federal College Education, North-western State, Nigeria, improve their capacity-building to teach managerial competencies for professionalism?.

## **METHODS**

### **Research Design**

Survey research design was used in this study. The choice of the design was based on the advice of Mohammed (2021) who emphasized that this design is used when a research work involves the use of questionnaire to seek opinion of respondents. The basis for adopting this design was to enable the researcher to obtain the opinions of capacity building needs of business education lecturers for efficient lecturing in federal colleges of education in north western states, Nigeria.

### **Population, Validity, and Reliability**

The study's population consisted of all 126 business education lecturers in all Federal Colleges of Education in North-Western Nigeria—96 male and 30 female. Due to the small size of the population, no sample was taken. Experts in Business Education from Ahmadu Bello University, Zaria, validated the instrument. The instrument's reliability was assessed using the test-retest method. The Cronbach Alpha reliability method resulted in a 0.93 reliability coefficient.

### **Data Collection**

Letter of introduction was written to the institutions was the study was to be conducted. At each institution, discussions were held with the lecturers that participated in the study. Those who sought for more explanations on some statements in terms of clarity and ambiguity were given necessary attention. Face

to face delivery method was employed in the administration and collection of the instrument. This method was preferred because it afforded the researchers higher percentage return of the instrument. In each of the institution, one week was given to the respondents to complete the questionnaires because in some institution visited some of the respondents are hardly found in their respective offices and some are out for lectures.

### Data Analysis

The research questions were answered using the mean and standard deviation, and the two null hypotheses were tested using the t-test. Any response with a mean score of 2.50 or higher was considered to be agreeable, and any response with a mean score of less than 2.50 was considered to be disagreeable. The 0.05 level of significance t-test was used to test the hypotheses for the formulated null hypotheses. When the t-calculated value was less than or equal to the t-table value at the significant level of 0.05, the null hypothesis was not rejected. When the t-calculated value was greater than or equal to the t-table value at the significant level of 0.05, the null hypothesis was rejected. The following hypotheses were formulated and tested at a 0.05 level of significance for the study.

- Ho1.** Information and Communication Technology (ICT) competencies has no significant difference in the male and female Business Education lecturers on their capacity building needs for efficient lecturing Federal College Education, North-western State, Nigeria
- Ho2.** Managerial competencies have no significant difference in the male and female Business Education lecturers on their capacity building needs for efficient lecturing Federal College Education, North-western State, Nigeria.

## RESULTS AND DISCUSSION

### Demographic of Respondents

Table 1 presents analysis of the respondents based on gender. Analysis of respondents by their status showed that 39 (58%) lecturers that respond to the instrument were male against 28 (42%) that were female from all Federal Colleges of Education in North-western, Nigeria. From the table, it can be shown that the distribution of respondents by their institutions. From the Table, respondents from Federal College of Education (Tech) Bichi, Kano State had 12 (18%) lecturers. Federal College of Education, Kano State up of 15 (22%) lecturers. Federal College of Education (Tech) Gashua, Zamfara State had 6 (9%) of lecturers. Twenty-one lecturers representing 31% from Federal College of Education Zaria, Kaduna State and 19% of lecturers were from Federal College of Education Zaria, Katsina State.

**Table 1.** Demographic of Respondents

Description	Amount	Percentage
Gender		
Male	39	58
Female	28	42

Institutions		
Federal College of Education (Tech) Bichi, Kano	12	18
Federal College of Education, Kano State	15	22
Federal College of Education (Tech) Gashua, Zamfara State	6	9
Federal College of Education Zaria, Kaduna State	21	31
Federal College of Education Zaria, Katsina State	13	19

Table 3 shows that all of the listed information communication technology competencies have mean scores that are higher than the benchmark of 2.50, indicating that respondents required the information communication technology competencies. However, the grand mean of 3.41 shows that the respondents were in covenant concerning the information communication technology competencies for capacity-building requirements for professional business education lecturers in Federal College Education, North-western State, Nigeria. The fact that the standard deviation scores for each item fall within the same range shows that the evaluations given by the respondents are uniform.

**Table 3.** Mean Response for Information and Communication Technology (ICT) competencies

S/N	Statements	X	SD	Remark
1	Multiple browsers to be used for research and learning material on the web require internet competencies by Business education lectures	3.48	0.66	HN
2	Competencies teleconferencing and video conferencing in learning need ICT usage by Business education lectures	3.45	0.61	HN
3	Business education lecturers need to adoption of e-learning strategy for efficient lecturing.	3.45	0.61	HN
4	Business education lecturers need ICT competencies for management of virtual classrooms in distance learning.	3.41	0.66	HN
5	Business education lecturers need to adopt e-learning strategy to deliver quality teaching to students.	3.53	0.56	HN
5	Business education lecturers need multi-media gadgets for instructional delivery	3.45	0.66	HN
7	ICT competencies in application of network knowledge need by Business education lecturers for efficient lecturing.	3.20	0.59	HN
8	Business education lecturers need electronic white board to teach the students.	3.23	0.65	HN
9	Business education lecturers need ICT competencies for composing and sending correspondences through e-mail.	3.47	0.59	HN
10	To be efficient in teaching, computers and other ICT gadgets are needed by Business education lecturers.	3.45	0.56	HN
	<b>Grand Mean</b>	<b>3.41</b>		<b>HN</b>

Note. HN=Highly Needed

**Table 4.** Mean Response for capacity-building to teach managerial competencies for professionalism

S/N	Competences	Mean	SD	Remark
1	Ability of Business education lecturers to give feedback on their performance.	2.58	0.57	N
2	Ability of Business education lecturers to guide people to accomplish tasks.	3.40	0.61	HN
3	Business education lecturers need human relation management competencies for professionalism.	2.75	0.61	N
4	Business education lecturers need managerial competencies in different management skills and styles for professionalism.	2.81	0.68	N
5	Business education lecturers need networking competencies.	3.50	0.56	HN
6	Mentoring competencies is require by Business education lecturers to provide other students professional guidance.	2.75	0.67	N
7	Business education lecturers need competencies in the ability to know the technicality of solving problems promptly.	2.99	0.59	HN
8	Business education lecturers need competencies in the ability to set achievable goals and policies guiding an organization.	2.51	0.65	N
9	Business education lecturers need competencies in employment development and managing employee performance.	2.61	0.59	N
10	Business education lecturers need managerial competencies in the development of related work skills such as communication, writing skills among others.	2.51	0.56	N
<b>Grand Mean</b>		<b>2.84</b>	<b>0.61</b>	<b>HN</b>

Note. HN=Highly Needed, N=Needed

The respondents' mean scores for the managerial competencies listed in Table 4 are higher than the benchmark of 2.50, signifying that the statement items were required. With the grand mean of 2.84 it shows that respondents agreed that Business Education lecturers in Nigeria's Federal College of Education, North-western State, should strengthen their managerial competencies for efficient lecturing in business education. However, the standard deviation for each questionnaire item falls within the same borderline indicating that the scores given by the respondents are uniform.

**Table 5.** T-test of capacity building needs for Information and Communication Technology (ICT) competencies for efficient lecturing

Source of Variation	N	X	SD	df	t-crit	t-cal	Decision
Female	30	2.89	0.79	124	1.960	0.510	Accepted
Male	96	2.90	0.81				

Table 5 above indicates that the t-critical value of 1.960 is greater than the t-calculated (t-cal) value of 0.510 at 0.05 Alpha levels with degree of freedom of 124. From this analysis, it is shown that there was no significant difference between the mean of male and female Business Education lecturers on their capacity building needs for Information and Communication Technology competencies in the Federal College of Education in North-Western, Nigeria. From the result above, this was rejected. Osuji (2021) if any calculated value is less than the table values at Alpha value of 0.05 the hypothesis should not be retained and if otherwise it should be accepted.

**Table 6.** T-test analysis of capacity-building needs for managerial competencies for efficient lecturing

Source of Variation	N	X	SD	df	t-Crit	t-Cal	Decision
Female	30	3.04	0.72	124	1.960	0.610	Accepted
Male	96	2.69	0.78				

Table 6 illustrates that the t-critical value of 1.960 is greater than the t-calculated (t-cal) value of 0.610 at 0.05 Alpha levels with degree of freedom of 124. From this analysis, it is shown that there was no significant difference between the mean ratings of male and female Business Education lecturers in the Federal College of Education in North-Western, Nigeria on their managerial competencies' capacity building needs for professionalism. From the result above, this was rejected. Osuji (2021) if any calculated value is less than the table values at Alpha value of 0.05 the hypothesis should not be retained and if otherwise it should be accepted.

## Discussion

The first research question's findings indicate the capacity-building need requirements in ICT competencies for efficient lecturing in Federal College Education, North-western State, Nigeria which include the use of internet, email, electronic boards, and computers with Microsoft Office installed data management software, multimedia devices like teleconferencing, and a virtual classroom. Knowledge of the network, platforms for social media, and electronic bulletin boards. This is in line with the findings of Emeasoba and Nweke's (2018) study, which found that a modem, a phone, a network card, and a computer are among the ICT needed to improve lecturers' abilities. According to the findings, there was no significant gender difference between the items on information and communication technology competencies for professionalism in public universities in South East Nigeria. To teach their students the digital skills they need to succeed in the workplace and compete favourably with other students worldwide, business educators must possess ICT skills that will help in starting, sustaining, and growing a business. Entrepreneurs require the following three types of skills: skills in technology, business administration, and individual entrepreneurialism. Examples of technical capabilities include writing, listening, oral presentations, organizing, coaching, teamwork, and technical expertise (Agabi, 2010).

For effective lecturing, lecturers in business education require the following capacity building on managerial competencies, as indicated by the results of the second research question: mentoring, the technicality of problem-solving, the

development of work-related skills like integrity, honesty, openness, and communication, and the establishment of doable policies and goals are all aspects of human resource management (Ajisafe et al., 2015). Additionally, the findings demonstrated that the Federal College of Education in North-Western's managerial competencies for professionalism was unaffected by gender. Business educators should receive training in these skills so that their graduates can succeed in the workplace (Azubike, 2019). This is because the ability of a company's managers to manage effectively is crucial to the success of the business. Capacity building for lecturers becomes extremely important because it helps them develop their competencies in a variety of areas, including managerial, leadership, learning, technology, and entrepreneurial skills (Alfred, 2010). Teachers must continue their own professional and personal development in order to improve their capacity for high-quality knowledge transfer and efficiency. The process by which individuals, groups, organizations, institutions, and societies improve their capacity to perform core functions, resolve issues, define and achieve goals, comprehend their developmental needs, and address them is referred to as "building capacity," according to UNESCO (2015).

## CONCLUSION

Based on the findings, it was decided that lecturers in business education should be encouraged because effective lecturing in public Federal Colleges of Education North-western Nigeria requires managerial, entrepreneurial, and information communication technology skills. Lecturers in Federal Colleges of Education North-western needs capacity building on managerial competencies for professionalism, technicality of problem-solving, development of work-related skills like integrity, honesty, openness, and communication, and the establishment of doable policies and all aspects of human resource management for effective lecturing in business education program which in turn improve the learning ability of the students. In light of the findings of the study, the following recommendations were made. First, administrators ought to establish an information and communication technology (ICT) hub and mandate the use of ICT facilities for business education instruction at the Federal College of Education in the North-western region of Nigeria. Second, the government should hold mandatory workshops, seminars, and in-service training on a regular basis to keep business education instructors up to date on ICT tools and managerial skills for effective lecturing in the Federal College of Education in North-western.

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