

Assessing the Impacts of Capacity Building on Lecturers' Job Performance in Private Colleges of Education, Kwara State, Nigeria

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Abstract

This study utilised descriptive research design of survey type. One hundred and eighty-three full-time lecturers in all the nine private Colleges of Education in 2023/2024 academic session constituted the population of the study. All the nine institutions and 183 lecturers therein were purposively used for the study. Data collection was carried out through the use of Impacts of Capacity Building on Lecturers' Job Performance Questionnaire (ICBLJPQ). Validation of the instrument was done and its reliability was also ensured. Through the use of Cronbach's Alpha, reliability coefficient of 0.82 was realised. Mean and Standard Deviation were used to answer the research question, t-test was used to test hypothesis one, while Analysis of Variance was utilised to test hypothesis two. The findings of the study revealed, among other things, that capacity building gives lecturers' opportunity to expand the frontiers of knowledge in their respective areas of specialisation, helps in building up the skills of lecturers in the conduct of research and assists in exposing lecturers to ways of performing their community service effectively. The study concluded that capacity building plays significant roles in enhancing lecturers' job performance in private Colleges of Education, Kwara State, Nigeria. It was recommended that the managements of the private Colleges of Education, Kwara State should be more committed to organising various capacity building programmes such as workshops, seminars, workshops, and lectures for lecturers, for the purpose of enhancing their job performance.

Key words: Impacts, Capacity Building, Lecturers, Job Performance, Colleges of Education

Introduction

Lecturers are the core of the tertiary institutions, including Colleges of Education. As such, the knowledge, skills, and techniques which they need to effectively discharge their official duties need to be periodically improved through various capacity building programmes, for the purpose of improving their effectiveness on the job. Capacity building refers to the process of enhancing the scope of knowledge, skills, techniques and attitudes of lecturers, so as to make their job performance more effective. Building of lecturers' capacity could be done through seminars, workshops, symposia, conferences and lecturers. Smyth (2022) stressed that capacity building contains the development and extension of the capabilities, competencies, and resources necessary for effective operation of employees in an organisation. Maxwell (2024) elucidated that capacity building means the process of increasing the capabilities and competences of the employees in organisations, so as to achieve their goals efficiently. It also means the systematic process of building, consolidating, and sustaining the capabilities of workers in organisations, for the purpose of realising the set objectives. Ololube (2015) opined that capacity building covers different elements such as technical assistance, training, and education targeted at empowering and improving the horizon of knowledge and skills of the target entity. Mestry (2017) stated that capacity building is a key component of tertiary education system because of its role in enhancing job performance of lecturers and is of utmost importance for actualising high-quality education.

Igukor (2018) posited that job performance is the measure of the discharge of lecturers' official duties, which aims at realising the goals of institutions. It is attributed to the extent to which a lecturer uses the desirable skills and respond to carry out the tasks before him in the institution where he works. Taiwo (2014) defined job performance as the work-related responsibilities anticipated to be carried out by lecturers for the upliftment of academic activities. Awodiji et al. (2020) elucidated job performance as the degree of the effectiveness of lecturers compared to their responsibilities in the institutions where they work. Onoyase (2017) viewed job performance of lecturers from the realm of result dimension, thereby explaining it as the degree to which teaching staff members actualise educational outcomes required of them in the institutions where they work. Victor and Babatunde (2014) elucidated lecturers' job performance as the extent to which teaching staff members complete their academic duties, which include lecture preparation, conduct of research and community service. Igbojekwe et al. (2015) opined that lecturers' job performance also covers imparting knowledge to students as designed by the timetable; assessing the students by giving and marking coursework; setting continuous assessment and examination questions, invigilation and answer scripts marking; and submission of results for final assessment, grading and accrediting. Agbonna et al. (2022) maintained that job performance of lecturers could depict the factor that envisages the goal achievement of educational institutions. Laska (2016) and Mestry (2017) maintained that a lecturer who is exposed to a capacity building programme is likely to acquire new information, attitudes, values, abilities, and dispositions which could help him discharge his duties effectively.

Mosha (2017) believed that a blend of various types of capacity building opportunities may be required for lecturers, so as to achieve the expected outcome in their work performance. Via capacity building, lecturers could have the latitude to discover new positions, hone their practices, create new teaching strategies, and expand their unique skill sets, thereby helping the

institutions to achieve the established goals. Suleiman et al. (2015) believed that the main reason for organising any capacity building programme for lecturers is to build up their skills in the focused area(s), to help them convey the skills to the students and significantly contribute to the achievement of the goals of their institutions. Olayimika (2015) believed that capacity building helps in enriching lesson planning, lesson presentation strategies and assessment skills of lecturers, which eventually assists in increasing productivity of institutions. Suleiman et al. (2015) argued that lecturers' participation in capacity building programmes is capable of enhancing the discharge of their duties in various areas, because it could expand the knowledge of their various specialisations, groom them for advanced job responsibilities, boost their morale and increase organisational productivity. The findings of Ekpoh et al. (2013) revealed that there was a significant difference between the job performance of teachers who participate in capacity building programmes and those who do not, in terms of teaching methods and evaluation of students work, classroom management and knowledge of the subject matter. Teachers who were exposed to capacity building programmes were more effective in their job performance than those who were not.

Adewale (2019) believed that capacity building is an aspect of human resource management which is very beneficial to the lecturers and eventually boost organisational productivity. James (2020) asserted that capacity building of lecturers is very key in every tertiary institution in Nigeria. Any educational institution which plays with capacity building of lecturers could find it difficult to actualise the stated goals. Hassan (2020) opined that the more a tertiary institution prioritises capacity building of its lecturers. Hence, persistent building of lecturers' capacity needs to be given adequate attention in any higher institution of learning.

Statement of the Problem

The attention given to the capacity building of lecturers through seminars, workshops, conferences and the likes in the private Colleges of Education in Kwara State, Nigeria seems poor and this could be the reason job performance of some lecturers in the institutions is not effective. Some researchers have conducted similar studies to this present study. For instance, Adewale (2019) investigated assessment of the impacts of capacity building on lecturers' job performance in universities in Bayelsa State, Nigeria. James (2020) examined the impacts of capacity building on lecturers' job performance in polytechnics in Kogi State, Nigeria. Suleiman et al. (2015) carried out a study on the impact of higher education training programmes on job performance among lecturers of federal polytechnics in Nigeria: A means of promoting productive employment and poverty reduction in Nigeria. Hassan (2020) conducted a study on assessing the impacts of capacity building on teachers' job performance in secondary schools in Ondo State. Kolawole (2018) examined the impacts of capacity building of lecturers' job performance in universities in Kogi State, Nigeria. However, none of the mentioned studies examined the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State and this is the gap filled by this study.

Objectives of the Study

The objectives of the study were to:

- i. determine the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria;
- ii. examine the difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender; and
- iii. investigate the difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on institution.

Research Questions

The following research question was raised.

- i. What are the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated.

Hypothesis one: There is no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender.

Hypothesis two: There is no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on institution.

Methodology

Descriptive research design of survey type was utilised for the study. All the 183 full-time lecturers in the nine private Colleges of Education (Adeshina College of Education, Share; College of Education, Ilemona; ECWA College of Education, Igbaja; Muhydeen College of Education, Ilorin; Moje College of Education, Erin-Ile; Pan African College of Education, Offa; and Lifegate College of Education, Asa; Imam Hamzat College of Education, Ilorin; and Nana Aishat Memorial College of Education, Ilorin) that accredited by the National Commission for Colleges of Education as at the time this study was conducted. All the nine Colleges and 183 full-time lecturers therein were purposively selected for the study. Only full-time lecturers were used because they could be easily accessed than the part-time lecturers and they had more information about the institutions than the part-time lecturers. Impacts of Capacity Building on Lecturers' Job Performance Questionnaire (ICBLJPQ) was used to gather information for the study. The instrument had 10 items and based on the Likert-rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. It was divided into Sections A and B. Section A contained demographic information of the respondents while B was used to gather information on the impacts of capacity building on lecturers' job performance. The instrument went through validation process done by three experts in the fields of Educational

Management and test and Measurement. Reliability of the instrument was done. The gathered were analysed through the use of Cronbach’s Alpha and it yielded reliability coefficient of 0.82. This confirmed that the instrument was reliable to be used for the study. Mean and Standard Deviation were used to answer the research question, t-test was used to test hypothesis one, while Analysis of Variance was utilised to test hypothesis two. Out of the 183 copies of the questionnaire distributed, only 168 properly filled and returned were used for analysis. In determining the benchmark for taking decision, any mean score below 2.00 was regarded as ‘Disagree’ while any mean score from 2.00 and above was considered ‘Agree’. Any p-value that is less than 0.05 was ‘rejected’ while the one greater than 0.05 was ‘accepted’.

Results

Research question one: What are the impacts of capacity building on lecturers’ job performance in private Colleges of Education, Kwara State, Nigeria?

Table 2

Impacts of Capacity Building on Lecturers’ Job Performance in Private Colleges of Education, Kwara State, Nigeria

S/N	Items	\bar{X}	SD	Decision
Capacity building:				
1.	gives lecturers opportunity to expand the frontiers of knowledge in their respective areas of specialisation	3.61	1.34	Agree
2.	helps in building up the skills of lecturers in the conduct of research	2.98	.99	Agree
3.	assists in exposing lecturers to ways of performing their community service effectively	3.35	1.21	Agree
4.	gives lecturers the chances to acquire new pedagogical skills their by enhancing their effective lesson presentation	3.20	1.14	Agree
5.	exposes lecturers to various ways of effectively use information and communication technologies that could be used aid the discharge of their duties	3.71	1.52	Agree
6.	helps in educating lecturers on how to maintain their work-life balance so as to enhance their effectiveness in the services delivery	2.83	.76	Agree
7.	enables lecturers to be more educated on issues surrounding publication of articles	2.62	.55	Agree

8.	gives lecturers opportunity to acquire more skills in evaluation of students	3.11	1.06	Agree
9.	assists lecturers to the horizon of their knowledge in classroom management	2.54	.49	Agree
10.	affords lecturers opportunity to improve their communication skills which helps in aiding their effective lesson presentation	3.60	1.28	Agree

\bar{X} : 0.01-1.99 = Disagree; 2.00-4.00 = Agree

Table 1 presented the impacts of capacity building on lecturers’ job performance in private Colleges of Education, Kwara State, Nigeria. As shown on the table, items 1 to 5 (gives lecturers opportunity to expand the frontiers of knowledge in their respective areas of specialisation, helps in building up the skills of lecturers in the conduct of research, assists in exposing lecturers to ways of performing their community service effectively, gives lecturers the chances to acquire new pedagogical skills their by enhancing their effective lesson presentation and exposes lecturers to various ways of effectively use information and communication technologies that could be used aid the discharge of their duties) had \bar{X} : 3.61, 2.98, 3.35, 3.20 and 3.71 which were not less than 2.00; hence, considered agree. Also, items 6 to 10 (helps in educating lecturers on how to maintain their work-life balance so as to enhance their effectiveness in the services delivery, enables lecturers to be more educated on issues surrounding publication of articles, gives lecturers opportunity to acquire more skills in evaluation of students, assists lecturers to the horizon of their knowledge in classroom management and affords lecturers opportunity to improve their communication skills which helps in aiding their effective lesson presentation) had \bar{X} : 2.81, 2.62, 3.11, 2.54 and 3.60; therefore, considered ‘Agree’.

Hypothesis one: There is no significant difference in the impacts of capacity building on lecturers’ job performance in private Colleges of Education, Kwara State, Nigeria based on gender

Table 2

T-test Showing the Difference in the Impacts of Capacity Building on Lecturers’ Job Performance in Private Colleges of Education, Kwara State, Nigeria Based on Gender

Gender	N	\bar{X}	SD	t-cal.	p-value	Decision
Male	101	3.08	.90			
				2.38	.071	Ho ₁ Accepted
Female	67	3.24	1.16			

Table 2 showed the calculated t-value (2.38), mean difference of 0.16 and the p-value (0.71) which is greater than the significance level (0.05). Hence, null hypothesis one was accepted. This shows that there was no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender.

Hypothesis two: There is no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender

Table 2

ANOVA Analysis Showing the Difference in the Impacts of Capacity Building on Lecturers' Job Performance in Private Colleges of Education, Kwara State, Nigeria Based on Institution

Source	Sum of Squares	df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	15.213	3	.345			
Within Groups	18.236	165	.166	2.25	.063	Ho ₂ Accepted
Total	33.449	168				

Table 3 showed the cal. F-ratio (2.25) and the p-value (.063) that is greater than the level of significance (0.05). Hence, the null hypothesis two (Ho₂) was accepted. This shows that there was no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender.

Discussions

The findings of the study showed that capacity building gives lecturers opportunity to expand the frontiers of knowledge in their respective areas of specialisation, helps in building up the skills of lecturers in the conduct of research, assists in exposing lecturers to ways of performing their community service effectively, gives lecturers the chances to acquire new pedagogical skills their by enhancing their effective lesson presentation and exposes lecturers to various ways of effectively use information and communication technologies that could be used aid the discharge of their duties, helps in educating lecturers on how to maintain their work-life balance so as to enhance their effectiveness in the services delivery, enables lecturers to be more educated on issues surrounding publication of articles, gives lecturers opportunity to acquire more skills in evaluation of students, assists lecturers to the horizon of their knowledge in classroom management and affords lecturers opportunity to improve their communication skills which helps in aiding their effective lesson presentation. This finding supports the finding of Kolawole (2018) which showed that capacity building assists in improving the skills, techniques and knowledge-base of lecturers, assists them to be more improved in the conduct of research and community service, makes them to be more effective in lesson presentation and classroom management. This finding is also in tandem with the position of Hassan (2020) that the role which capacity building in enhancing effective job performance of lecturers in tertiary

institutions in Nigeria cannot be over-emphasised. This is a reason the management of the institutions needs to be more commitment to organising conferences, workshops, lecturers, and seminars for lecturers, so as to enhance their effective job performance.

The findings revealed that there was no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on gender. The finding is in consonance with the finding of James (2020) that there was no significant difference in the opinions of male and female lecturers on the impacts of capacity building on lecturers' job performance in polytechnics in Kogi State, Nigeria. This finding also corroborates the finding of Adewale (2019) which showed that there was no significant difference in the impacts of capacity building on lecturers' job performance in universities in Bayelsa State, Nigeria based on gender.

The findings showed that there was no significant difference in the impacts of capacity building on lecturers' job performance in private Colleges of Education, Kwara State, Nigeria based on institution. This finding agrees with the finding of James (2020) that there was no significance difference in the impacts of capacity building on lecturers' job performance in polytechnics in Kogi State, Nigeria based on institution. This finding supports the finding of Kolawole (2018) which revealed that significant difference did not exist in the impacts of capacity building on lecturers' job performance in polytechnics in Kogi State, Nigeria based on institution

Conclusion

The study concluded that capacity building plays significant roles in enhancing lecturers' job performance in private Colleges of Education in Kwara State, Nigeria. Also, gender and institution did not cause any significant difference in the impacts of capacity building on lecturers' job performance.

Recommendations

The following recommendations were made:

- i. The managements of the private Colleges of Education in Kwara State should be more committed to organising various capacity building programmes such as workshops, seminars, workshops, and lecturers for lecturers, for the purpose of enhancing their job performance; and
- ii. lecturers should show high level of seriousness to any capacity building programme organised for them, so as to acquire more knowledge, skills, and techniques which would make them more effective in the discharge of their duties.

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