

## INFLUENCE OF CAPACITY DEVELOPMENT OF LECTURERS OF PRIVATE COLLEGES OF EDUCATION AND GOAL ACHIEVEMENT IN NORTH-CENTRAL, NIGERIA

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### Abstract

The study investigated lecturers' capacity development and private Colleges of Education goal achievement in North-central, Nigeria. This study adopted a descriptive research design and correlational type. The study employed purposive sampling technique and simple random sampling technique. The total sample used for the study comprised of 14 private Colleges of Education, from North-central, Nigeria; 677 respondents comprises of lecturers and members of management teams from the private Colleges of Education were used for the study. Lecturer Capacity Development and Goal Achievement Questionnaire (LCDAGAQ) were used for data collection. Five hypotheses were formulated and tested at 0.05 significance level. Findings showed that a strong positive relationship existed between lecturers' capacity development and private Colleges of Education goal Achievement in North-central, Nigeria. The level of capacity development in the Colleges has been high which implies that the lecturers in the private Colleges of Education acquired capacity development to ensure that they are always empowered to help them realise the set goals. The study concludes that lecturers' capacity development was generally found to be significantly related to goal achievement in private Colleges of Education, North-central Nigeria. Based on the findings, the study recommended among others that lecturers should always attend meetings and briefings, read circulars and information released by the College, so as to have first-hand information on what is going on in the college; lecturers should always signify or seek support to participate in any relevant and available capacity development activities in their colleges or outside their colleges to help them to be up-to-date in their fields.

**Keywords:** Lecturers, Capacity development, Goal achievement, North-central.

### Introduction

Colleges of Education are indispensable in nation-building due to its responsibility of producing qualified and competent teachers for the nation's basic schools and for the institutions to continually achieve its set goals, lecturers who are to train students need to be qualified and lecturers competence can be achieved through effective capacity building development provided by the government or private employers or self-acquired to make them more current, productive

and efficient on their job. In Nigeria today, the major problem facing management of education has been the issue of human capacity development.

Staff capacity development in any organisation is essential for professional growth, efficiency and productivity. Retaining and motivating competent lecturers is key for actualization of performance. Training of these caliber of staff in special skills and practical experience is also important for maximum role performance and institutions' goal achievement. Lecturers have a significant role in colleges of education regardless of level. Adequate resources in schools are important, but lecturers' efforts are inevitable for achieving educational goals.

It is germane for organisations to find a way to draw in, retain and motivate their workforce for enhanced performance. Hence, Staff development, job experiences, training in special skills, knowledge and practical experience especially designed for individuals are inevitable for maximum performance of the roles in a given position. This is because the human factor is fundamental to the achievement of organisational goal and role of leadership behaviour cannot also be neglected in capacity development to achieve the set goal (Yohannes 2018). Sulyman (2021) posited that capacity development of teachers as the major stakeholders in the educational system, irrespective of the level. Even, though when non-human resources like classrooms, libraries, laboratories, furniture etc were provided in schools, the goal of education would be difficult to be achieved, unless teachers conscientiously exert their efforts.

Evidence from empirical literature indicated that teachers who attend seminars, workshops and conferences gain experiences that help in enhancing teaching skills and this results in the improvement of teaching, learning and improvement of classroom management. Seminars and workshops are organised periodically for teachers to promote professionalism in teaching. Previous research studies have shown that effective leadership plays an important role in capacity development and the achievement of organizational goal. Strong leadership fosters positive work environment, builds trust, motivation workers, and promotes the development of skills and knowledge among workers (Ofojebe et al, 2021). It has been found that leaders who prioritize capacity development through training and mentorship programs enhance the skills and abilities of their workers, leading to improved performance and goal attainment. Furthermore, research suggests that stating clear and challenging goals, along with providing feedback and support, significantly contributes to goal achievement.

Therefore, the needs for this study include among others to filled some potential research gaps and limitations in the existing literature on capacity development and goal achievement. Many studies on capacity development may not explore the nuances and specific challenges faced by private college of Education, and limiting the generalisation of the findings. Capacity development and goal achievement may not be adequately explored; many studies may focus on short-term outcomes of capacity development initiatives, without considering their long-term impact on goal achievement. Therefore, it is against this background that this study examined the relationship between lecturers' capacity development and goal achievement of private Colleges of Education in North-central, Nigeria.

### **Statement of the Problem**

Despite the increasing recognition of human capital as a key driving force of institutional performance, Many Colleges of Education in Nigeria continue to face challenges in actualising the strategic goals. One essential area of concern is the capacity development of lecturers which plays

an essential role in shaping the quality of teaching, research, and general institutional effectiveness. It is on records that many Colleges of Education in Nigeria lack access to consistent and relevant professional development initiatives that align with evolving educational standards, technological advancements, and dynamic needs of students. Hence, this gap raises questions that focus on well-prepared lecturers are to contribute meaningfully to the actualization of the Colleges of Education's mission, vision, and strategic goals.

Some specific problems facing lecturers in teaching and learning include lecturers' participation in professional development initiatives; influence of academic performance and students' satisfaction; how effectively are capacity development initiatives align with the strategic goals of the colleges; instructional barriers limiting the impact of capacity development on goal achievement; and is there a clear and measurable relationship between enhanced lecturer competence and institutional performance. Therefore, this study provided answers to questions on the influence of lecturers' capacity development on private Colleges of Education goal achievement.

### **Purpose of the study**

The main purpose of this study was to investigate the relationship between lecturers' capacity development and goal achievement in private Colleges of Education, North-central, Nigeria. Specifically, the study:

- i. Ascertained the relationship between lecturers' capacity development and goal achievement in private Colleges of Education, North-central, Nigeria;
- ii. Investigated the relationship between conference attendance and goal achievement in private Colleges of Education, North-central, Nigeria;
- iii. Assessed the relationship between seminar attendance and goal achievement in private Colleges of Education, North-central, Nigeria; and
- iv. Examined the relationship between job-rotation involvement and goal achievement in private colleges of education in North-central, Nigeria.
- v. Assessed the relationship between workshop attendance and goal achievement in private Colleges of Education, North-central, Nigeria.

### **Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between lecturers' capacity development and goal achievement of private Colleges of Education in North-Central, Nigeria

**H<sub>02</sub>:** There is no significant relationship between conference attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

**H<sub>03</sub>:** There is no significant relationship between seminar attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

**H<sub>04</sub>:** There is no significant relationship between lecturers' job-rotation involvement and goal achievement in private Colleges of Education in North-Central, Nigeria.

**H<sub>05</sub>:** There is no significant relationship between lecturers' workshop attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

## Methodology

Survey research design was used since the research work involved the use of questionnaire to seek opinion of respondents on capacity development and goal achievement from the private Colleges of Education in North-central, Nigeria. The total sample used for the study comprised of 14 private Colleges of Education, from North-central, Nigeria; 677 respondents comprises of lecturers and members of management teams from the private Colleges of Education were used for the study. The instrument used was tagged “Lecturer Capacity Development and Goal Achievement Questionnaire (LCDAGAQ) and it aligned with the purpose and the population of the study. The Questionnaire was divided into two sections containing structure statements that are divided into 4 sub-sections with 5 items in each which attract Likert 4 point scale of measurement of Very High (VH), High (H), Low (L) and Very Low (VL); and 20 items which attract 4 point scale of measurement of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA) respectively. The instrument used was both face and content validated by some experts within and outside department of Educational Management and Counselling of Al-Hikmah University, Ilorin. Comments and corrections given by the experts were adjusted and the copies of the final drafts of the questionnaires were administered. The reliability of the instrument was piloted by 30 copies of the questionnaire administered to respondents from two private Colleges of Education outside the study area. The test re-test was done in an interval of two weeks and the reliability coefficients of 0.88 value was realized. It indicated that the instrument was adjudged as reliable to be used for this research. The completed questionnaires were analysed using descriptive statistics of Mean, Standard Deviation, the hypotheses were tested at 0.05 level of significance. Computations for this research were completed with the use of Statistical Package for the Social Sciences (SPSS) for a range of tools and procedures that help to arrive at accurate statistical analysis. All the hypotheses were tested at 0.05 level of significance.

## Results

### Hypotheses Testing

**H<sub>01</sub>:** There is no significant relationship between conference attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

**Table 1**

*Summary of Correlation Analysis between Conference Attendance and Goal Achievements in Private Colleges of Education in North-Central, Nigeria*

Variables	N	Mean	SD	Df	r	Sig.	Decision
Conference Attendance	677	14.6287	2.23441	675	.321	.000	<b>Ho Rejected</b>
Goal Achievement	677	60.0277	12.65311				

**Source:** Field Study, 2024

As indicated in table 1, the sig (2-tailed) value .000 is less than the set of 0.05 at 675 degree of freedom which means that there is statistically significant relationship between the conference attendance and goal achievement. On the basis of this, the null hypothesis 1 is hereby rejected.

Therefore, there is positive significant relationship between the conference attendance and goal achievement.

**H0<sub>2</sub>:** There is no significant relationship between seminar attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

**Table 2:** Summary of Correlation Analysis between Seminar Attendance and Goal Achievements in Private Colleges of Education in North-Central, Nigeria

Variables	N	Mean	SD	Df	r	Sig.	Decision
Seminar Attendance	677	15.2385	2.23441	675	.171	.000	<b>Rejected</b>
Goal Achievement	677	60.0277	12.65311				

**Source:** Field Study, 2024

As indicated in Table 2, the sig (2-tailed) value .000 is less than the set of 0.05 at 675 degree of freedom which means that there is strong positive statistically significant correlation between the seminar attendance of private Colleges of Education lecturers in North-Central, Nigeria and their goal achievement. On the basis of this, the null hypothesis 2 is rejected. Therefore, there is significant relationship between the seminar attendance and goal achievement in private Colleges of Education in North-Central, Nigeria.

**H0<sub>3</sub>:** There is no significant relationship between lecturers' job-rotation involvement and goal achievement in private Colleges of Education in North-Central, Nigeria.

**Table 3:** Summary of Correlation Analysis between Job-rotation involvement and Goal Achievements of Private Colleges of Education in North-Central, Nigeria

Variables	N	Mean	SD	Df	r	Sig.	Decision
Job Rotation	677	15.3862	2.49416	675	.175	.000	<b>Ho Rejected</b>
Goal Achievement	677	60.0277	7.68371				

**Source:** Field Study, 2024

As indicated in Table 3, the sig (2-tailed) value .000 is less than the set of 0.05 at 675 degree of freedom which means that there is strong statistically significant correlation between job-rotational involvement of lecturer in private Colleges of Education lecturers and their goal achievement. On the basis of this, the null hypothesis 3 is rejected. Therefore, there is significant relationship between job-rotational involvement of lecturers and goal achievement in private Colleges of Education in North-central, Nigeria. It also implies that job rotation of lecturers adds more value to the goal achievement.

**H0<sub>4</sub>:** There is no significant relationship between workshop attendance and goal achievement in private Colleges of Education in North-Central, Nigeria

**Table 4:** Summary of Correlation Analysis between Workshop Attendance and Goal Achievement in Private Colleges of Education in North-Central, Nigeria

Variables	N	Mean	SD	Df	r	Sig.	Decision
Workshop Attendance	677	14.7677	4.7677	675	.294	.000	<b>Ho Rejected</b>
Goal Achievement	677	60.0277	12.49416				

**Source:** Field Study, 2024

As indicated in table 4, the sig (2-tailed) value .000 is less than the set of 0.05 at 675 degree of freedom which means that there is strong statistically significant correlation between workshop attendance of lecturer in private Colleges of Education lecturers and goal achievement. On the basis of this, the null hypothesis 4 is rejected. Therefore, there is significant relationship between workshop attendance and goal achievement in private Colleges of Education in North-central, Nigeria.

### Discussion of Findings

The findings revealed that significant relationship existed between lecturer capacity development (conference attendance, seminar attendance, job-rotation involvement and workshop attendance) and goal achievement in private Colleges of Education in the North-central, Nigeria. James et al. (2019) explained that training and development of employees contribute to the achievement of the goal. Training and development should be seen not only as bonds that ties together all human resource practices, as the instrument for establishing and signaling when and how work practices should change. Jonathan (2023) suggested that training for every lecturer irrespective of status is essential, due to the fact that lecturers differ in their academic background and professional training which have impact on their job training and on their job performance.

Further findings revealed that significant relationship existed between lecturer job-rotation and lecturers' capacity development in private Colleges of Education in the North-central, Nigeria. Basir (2021) posited that workshop training is necessary to ensure adequate supply of staff that is technically and socially competent and capable of career development into specialist department or management positions. The finding is also in line with Jerome, et al., (2015) that for staff to be up-to-dated on their jobs, they need to attend workshops, to acquire new skills, and network with colleagues. Gaynor (2018) posited that goal achievement of any educational system depends solely on the level of human capital development.

### Conclusion

The study found a strong relationship between lecturers' capacity development (conference attendance, seminar attendance, workshop attendance and job-rotation) and goal achievement in private Colleges of Education in North-central, Nigeria. Therefore, institutions of higher learning such as Colleges of Education should emphasis capacity development of their lecturers to indirectly create a positive cycle of continuous improvement, leading to actualization of improved outcome for both lecturers and students.

### Recommendations

- i. Lecturers should always attend meetings and briefings, read circulars and information released by the College for firsthand information on what is going on in the college.
- ii. Lecturers should be encouraged to be taking part in inside and outside college capacity development programme.
- iii. Leadership of private Colleges of Education should intensify their efforts by providing timely and effective leadership behaviour to boost lecturers' morale in order to enhance lecturers' capacity development and goal achievement.
- iv. Leadership of private Colleges of Education should employ a realistic strategy (ies) to retain lecturers that have participated in capacity development programmes, so as to apply relevant knowledge, skills, experiences and competences acquired in the programmes to help students' learning and colleges in goal attainment.

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