

ENHANCING BUSINESS EDUCATION DELIVERY THROUGH LECTURERS' CAPACITY BUILDING: ISSUES, CHALLENGES AND WAY FORWARD

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Abstract

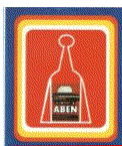
In every training institution like the school system, the most important asset is the teaching force. Recognizing that strong incentives alone for teachers are not enough to translate teaching and educational policies into the desired result, it therefore becomes necessary to build and enhance the capacity of teachers who implement these policies. Capacity building has significant impact on the teachers, learners and on the overall success of educational reforms. The more professional knowledge the teacher has, the higher the levels of activities he performs. It is on this premise that this paper critically deals with enhancement of business education delivery through capacity building of lecturers. The paper examines the system of instructional delivery in business education programme and capacity building of lecturers. It highlighted the imperativeness of capacity building programme of business education lecturers and its impact on their performance and adaptability. The paper raised some issues on the current state of business education lecturers' exposure to capacity building as well as challenges hampering the initiative. Consequently, the paper presented strategies for enhancing business education delivery as a way forward.

Keywords: Business education, Capacity building, Instructional delivery, Lecturers, Teaching strategy

Introduction

Achievement of successful performance of any institution or organization depends on its focal human resource. Albeit other factors may play important role in the attainment of the success, it is important that learning institution should have capable teachers for the purpose of improving knowledge, skills and overall performance of its learners. The teacher is the key factor in the delivery of education process. It is widely recognised that the teacher plays a crucial role in shaping the minds of the children and that the availability of well qualified and trained teachers in adequate numbers is important to attaining quality education (Banka & Okwori, 2019). Teachers' quality in any educational or learning institution is a critical factor in the attainment of excellent learning performances in schools. Teachers' performance partially depends on their pre-service education and ultimately on the in-service training received by the teachers. Teachers' training, education, and development are instruments for upgrading professionally which deal with all developmental activities targeted at the improvement and enhancement of their professional capacity.

As noted earlier, one of the most important assets of a school system is the teaching force. And the most critical investment a school management can make is to vote resources for teachers' regular development. Regular professional development of teachers is significant to the nation's goal



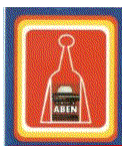
of high standards of learning for every child if education for sustainable development is to be realized. It is commonly agreed that although content, textbooks, buildings, equipment, laboratories, exam and testing systems are all important factors, learning result would be fairly meager if teachers did not know how to use the tools (Onajite, 2018). This clearly puts stakeholders in the picture of the position of teachers in the education process. In addition, the Federal Republic of Nigeria (2013) pointing out the significance of teachers in the learning system highlighted that teachers play pivotal role in provision of quality education at all levels of education and the need produce highly conscientious, motivated, sound, and efficient classroom teachers at the various levels of education. In recognition of the roles of teachers and their need for continuous training and capacity development, the Federal Republic of Nigeria (2013:43) further stressed that:

“All teachers in educational institutions shall be professionally trained through various university, polytechnic and teacher education training programmes. All newly recruited teachers shall undergo a formal process of induction. In-service training shall be an integral part of continuing teacher education. It is mandatory that all school proprietors provide in-service education for teachers. Promotion opportunities shall continue to be created for unhindered professional growth at all levels. All teachers in educational institutions shall be required to undergo training in methods and techniques of teaching in various educational institutions shall pursue their goal through staff development....”

The above policy statements by the Federal Republic of Nigeria shows that capacity building programmes and trainings are necessary for every educator in the school system. Capacity building programmes can take many forms as in-service training, induction, seminars, workshops, conferences, on-the-job training and off-the-job training. The importance of capacity building programmes is to ensure that educators acquire the basic skills and competences that will enable them maintain minimum standards and quality assurance of instructional activities in school (Onajite, 2018). According to Ezugoh (2017), capacity building programmes provide teachers with information on professional opportunities for self-development, enhancement and improvement to handle current challenges and meet the requirements of new equipment and techniques of undertaking a task. Capacity building programmes can acquaint lecturers of business education programme with research on the instructional delivery processes and new methods of teaching in business education.

McDiarmid and Bright cited in Manduku, Edward and Cheruiyot (2017) asserted that teachers (which include business education lecturers) “need to know, be able to do and care about knowledge including the subject matter, content knowledge, curriculum, pedagogy, educational foundations, policy context, diverse learners and their cultures, technology, group processes and dynamics, theories of learning, motivation, and assessment”. They further noted that it is incumbent upon business education teachers to craft and deplore skills in teaching business education which may include to plan, organize, direct, and arrange business education instruction using appropriate technology and teaching materials, as well as ability to manage groups, monitor and evaluate learning, collaborate with colleagues and other agencies and showcasing their dispositions such as beliefs, attitudes, values and commitment while executing their job for utmost performances. Furthermore, Zamumuzi (2004) posited that capacity building programmes help educators to keep abreast of developments in their respective subject area, as well as in the development of education in general.

Lecturers of business education programme at the various levels of tertiary institutions play active roles in promoting teaching and learning activities in business education. They are an aspect of the important machineries that facilitate students' learning in business education. Their active participation in tertiary education sub-sector helps to promote quality learning and education in business education. Duze (2012) submitted that the major drivers of excellent teaching and learning are teachers. Thus, competent teachers who can perform their roles with great commitment and capacity is all the school needs for successful educational attainment. Given a capable educator, any



quality curriculum implemented using appropriate pedagogy should achieve successful teaching and learning in education institutions. This also demands that all resources and actions in education institutions must be properly situated to ensure that teaching and learning are effectively conducted. This places a demand on educators' capacity and improvement to handle classrooms effectively. Again, the recent technological development in the Nigerian society further deems it necessary that the responsibility of business educators will continue to improve in turn with the changing advancements in the world of business and education because business education as a social phenomenon is subject to the dynamics, innovations and changes in the broader society (Duze, 2012).

Lecturers are generators of knowledge (through research, analysis, information, integration and discussion). They store knowledge in their libraries and they pass on knowledge and information through formal instruction, forums, non-formal education and publications (Colle & Yonggong, 2002). Universities, therefore require enhancement of their capabilities to generate and disseminate knowledge from time to time if they are to remain relevant in the present world realities where globalization holds a pride of place. This will enable them meet yearnings and aspirations of the society by ensuring that their roles meet the demands of the present time and as well as that of the future. Business education lecturers therefore are not exempted from these demands.

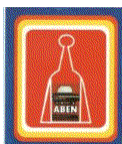
Concept of Business Education

Business education as any other discipline under the education umbrella is an inclusive aspect of vocational education programme. Business education exposes students to the principles, concepts, fundamentals, theories and processes of business. It is designed to impart business ideas, knowledge and orientation for personal and national development. Otamiri (2014) described business education as that educational discipline that is structured to combine the production of business teachers with education for business. Business education therefore entails the study of technologies and other related fields for the acquisition of demonstrable skills including teaching skills, understanding, attitudes, capacity and knowledge related to social life and occupations in diverse aspects of the economy. According to Onyesom, Egbule and Okwuokenye (2012), business education encompasses education for business, office occupation, economic understanding and entrepreneurship. It seeks to develop in the learners fundamental skills of business and education for use in the future. Business education further develops in the learner, basic skills in office occupation and prepares them for further training in the subject area. With all the above, a lot of innovations and advancements are diversifying curriculum contents and teaching processes and for teachers of business education to survive and remain relevant, they need to keep in touch with the advancements.

However, the core objectives of business education programme at the various levels of learning as listed by Igboke in Onyesom and Ashibogwu (2013) include the following:

- "To develop basic skills for personal use in the future.
- To acquire the basic knowledge and skills of business education.
- To relate the knowledge and skills acquired to national development.
- To develop basic skills in office occupation.
- To provide the needed background for teaching business subjects.
- To prepare students for further training in business studies.
- To provide orientation and basic skills with which to start a life of work for those who may not undergo further training".

Indeed, the technological advancements and globalization currently experienced has transformed the landscape of the teaching profession particularly in business education. This transformation needs to be embraced by lecturers of business education to enable them meet up with the demands of the society. Consequently, in today's classroom environment, the behaviours of



both students and lecturers are overtly different from what they used to be in some years ago. The effect of quick and constant access to technology and new ideas has altered the learning needs of business education students. This situation is further intensified by the different demands from stakeholders in education who are seeking education excellence. This phenomenon demands that lecturers of business education programme are regularly engaged in capacity building programmes and improvement processes to be in tune with the ever evolving knowledge, attitude, style, competencies and skills and be able to explore innovations in business education. It therefore becomes necessary that lecturers of business education programme should have the ability, capacity, and capability to match these emerging changes to guarantee the relevance of their functions and responsibilities in tertiary institutions. In this regards, all reform programmes and strategic plans must be channeled on lecturers' capacity building which will promote quality learning in the business education sub-sector.

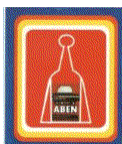
Delivery Process in Business Education

Instructional delivery is a technical term which refers to the learning interaction among the teacher, the students, and the curriculum content. Hervie and Winful (2018) described instructional delivery as the pedagogical relationships which exist between teachers, students, and the learning environment as well as the learning tasks for the purpose of knowledge development. It is how teachers and students interact together with a well adopted learning approaches in the classroom. Instructional delivery process entails employing a coordinated teaching strategies to relate and communicate with students around learning content and to offer support for students' engagement.

Instructional delivery methods often range from teacher-centered to learner-centered approach. Teacher-centered method or approach is a teaching situation which places the teacher at core of the teaching and learning process. This method mainly rests on approaches like whole-class lecture delivery. The teacher solely takes decisions about key issues of the learning process such as what would the students learn, how they would learn it, when they would learn it, and why it is of value to be learnt. On the other hand, the learner-centered pedagogical method is a teaching situation where the teacher facilitates the bridging of knowledge gap existing in the students. In this method, the student is seen as an independent learner who takes on the learning tasks with a unique set of experiences and motivation. This delivery method majorly dwells on learning theories which place learners on the responsibility to take regular active roles in the teaching and learning system. Therefore, in this method, learners rely on prior experiences to develop knowledge. Although, the teacher acts as the facilitator of this process, he also creates, plans, structures, and coordinates the conditions for learning.

According to Hervie and Winful (2018), "the task of an instructor is to remove barriers to learning such as fears or misapprehensions and to open up opportunities for acceptance of new knowledge, skills, or abilities. Research suggests that effective delivery approaches help to motivate learners to create new skills and link information with experience, which results in increased knowledge retention". Furthermore, Smith (2015) submitted that "pedagogical delivery approaches assume that the experience with the instructor is the most valuable means to acquiring knowledge. Learners enter the classroom with little or no knowledge, and the means to attain knowledge is held by the instructor. Thus, the instructor must be the main point of focus in the learning experience for results to be achieved". Effectiveness of instruction to a large extent depends on the appropriateness of the adopted strategy for a specific learning task and content.

Effective pedagogy is very critical as it directly impacts on learners' ability and academic achievement. This is the reason a good teachers must adopt appropriate pedagogical approaches to will secure students' understanding of the curriculum contents. Okiridu and Godspower (2021), described the term instructional delivery as when someone teaches people something through different means to ensure that learning has taking place. Instructional delivery is the various methods



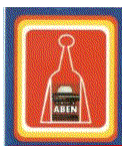
or an approach a professional teacher adopts that gives him or her ability to explain the lessons to the learner to understand. Hillary and Akor, (2018), noted that the process of instructional delivery must be based on stated objectives of the lesson. This will provide bases to assess if the objectives of the lesson have been achieved or not when the lesson is completed. (Buseri & Dorgu 2011). The different models that the teacher uses in carrying out his/her job of instruction which he does for four major reasons according to Dike (2018), as persuasion, education, information and for entertainment. There is need to introduce something new, when there is high expectation from stakeholders and there seems to be so much to be learned by teachers, showing or explaining what they did that really worked to motivate, inspire and engage students in their class (Amaewhule, Okiridu, & Nwoko, 2019). Capacity building will improve the teacher's performance, student's learning and school effectiveness.

Capacity Building of Business Education Lecturers

Capacity is the ability to do something and achieve the desired result, and on the other hand, building is a systematic effort aimed at enhancing the ability of somebody or amount of something over a period of time. Building capacity of lecturers therefore, is the conscious attempt at upgrading, renovating, and acquiring skills, abilities and strategies that must increase consistently over time and enable lecturers react appropriately to academic dynamics including professional training, lecture delivery, effective use of instructional materials, teacher's communication skills, provision of effective role model, effective discipline and students' control, improved conditions of service and most importantly, quality of classroom assessment to determine the needs of his/her learners in the learning process (Gimba, 2012). Capacity building is a long-term continuous action of progress that involves all stakeholders in the development process. As reported by Olaitan, Alaribe and Nwobu (2009), capacity-building refers to efforts directed at improving the extent of exposure, knowledge, skills and attitudes possessed by someone for efficiency in a particular task or duty. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently.

Capacity-building as described in the report of the United Nations Development Programme (2011), is the "process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform better". Capacity building entails any activity and/or effort targeted at helping individuals increase in knowledge development, skills, understanding and attitude needed to handle situation successfully and improve performance. It is geared towards making improvement on what an individual is already doing to increase productivity. Capacity building, according to United Nations Environment Programme (2006), is "building abilities, relationships and values that will enable organisations, groups and individuals to improve their performance and achieve their developmental objectives". It often refers to strengthening of character, competences, skills, and capabilities of individuals and communities in the societies to prevail over the causes of their challenges. Capacity building covers human resource development which involves the process of providing individuals with access to information, new skills, knowledge, ideas, and orientation that enables them to perform effectively. Osuji (2014) further explains capacity building as development of the skills and knowledge needed by teachers in order to participate fully in the education sector. Chukwu (2009) stated that professional development or capacity building is the professional growth a teacher attains as a result of increase in experience and systematically appraising their teaching. He further asserted that it is a life-long process and not a once in a lifetime thing.

Lecturers' capacity building according to the Great School Partnership (2014) simply refers to any coordinated activity being made to enhance the expertise, exposure, initiatives, abilities, and skills of educators. However, capacity building is used in relation to the perceived expertise, exposure, initiatives, skills, and capability of school management, teachers, leaders, and staffs which is common when describing the capacity of a staff or school to perform specific tasks like teaching



effectively or providing a school-improvement activities. Capacity building may also cover the quality of adaptation, that is, the capability of an institution or teacher to grow, improve, and make consistent progress. In essence, teachers' capacity building may differ. "They may recognize they need capacity building in understanding a content standard indicator or in reaching consensus on defining proficiency. They may need help in writing good assessments, analyzing data, or in diagnosing student performance" (Great School Partnership, 2014).

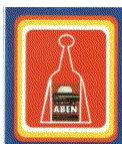
Capacity building demands effective and efficient administrators. This is so because it is more of an institutional affair, and so requires purposeful and result-oriented administration to drive it. However, inefficiency has proliferated under such circumstances whereby many institutions of higher learning in Nigeria are flailing under system collapse stress (Amoda, 2003). Capacity building has three distinct perspectives, namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations are meant to create awareness about a particular activity, topic or method so as to enable beneficiaries apply them in performing assigned tasks.

Building analytical capacity involves designing a capacity building programme using interactive style of presentation. It uses exercises, case studies, field visits and other elements of experiential learning, which promote critical thinking among the beneficiaries. Building decision-making capacity has to do with laying emphasis on learning-by-doing as well as formal education. The beneficiaries are exposed to professionals to receive training on project completion. By so doing, the beneficiaries acquire learning-by-doing experiences. These experiences may target either on human capacities or institutional capacities. Each of them involves separate stakeholder groups and needs a different approach. Many of the capacity building efforts that are presently carried out using seminars, workshops, and conferences are still at awareness raising stage. To sustain a regular process of improvement and change, the analytical and decision-making capacities are strongly needed (United Nations Environment Programme, 2006).

According to this UNEP, "a wide range of approaches are available to build capacities including training, formal education, capacity building projects, networking and others. A training workshop usually can go as far as building human capacities at an awareness raising level. If specifically designed, training may also succeed in building analytical capacity". Chase (2005) reported that academic staffs feel that their development is greatly affected by freedom to attend conferences as this enhances their professional status, raises their awareness of new developments in the field. Thus, conferences provide opportunities to those academics that participate in them to share information and ideas with the experienced ones; experienced academics to transmit institutional, planning and management skills that can help new academic staff to break the isolation, reflect on a day's experience and redirect efforts for the following days (Hayden, 2003).

Nakpodia (2001) reported that seminars are organised for personnel in school organisations to keep them adequately informed of certain developments in academics or education which are vital for the performance of their primary functions. This accounts in no small measure in enhancing their role performance skills and provide on-the-job training to expose them to new techniques concerning content and pedagogy (Jacob & Lefgren, 2001). Workshops focus on academic staff training and development which facilitate the imparting of specific skills, abilities and knowledge to them. Sergiovanni and Elliot (2000) found that in workshops, participants are actively involved in contributing data, solving a problem or conducting an analysis using quantifiable data. The results in form of feedback enable participants to compare their reactions with those of others and thereafter the results are discussed and analysed to develop generalizations and implications for practice.

Akuegwu, Udida and Nwi-ue (2007) found that academic staff access to training on ICT equipment is significantly low. That is, academic staff has little or no exposure to training on ICT equipment. This means that academic staff opportunity to receive training on the operation of ICT



equipment is yet to bear fruit. Thus, the capacity building effort in this area is still in low ebb. Mentoring provides aid to professional growth and renewal, which will in relation empowers teachers (Boice, 1992). Teaching and research efforts will improve when early career teachers are paired to partner with mentors and job satisfaction and organisational socialization will become greater. Apart from the mentees becoming competent through the partnership with mentors, mentors themselves will also have renewed energy through the strength of collegiality and power of collaboration (Luna & Cullen, 1995).

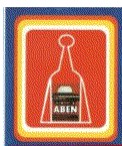
Issues and Challenges of Capacity Building of Lecturers

Capacity building programmes have been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement (Akuogwu, Nwe-ue & Etudor-Eyo, 2013). Apart from gaining pedagogical and content knowledge, lecturers' participation in capacity building programmes enhances capacity building effectiveness in universities. It transforms role performance abilities and skills of lecturers in such a way and manner that they meet and fit adequately in the challenges of their jobs. Without it, a missing gap evolves whereby universities become shadows of themselves. Capacity building programmes focus on having knowledge of the challenges that prevent people, institutions, multinational organisations, non-governmental organisations, and the governments from achieving their developmental objectives and at the same time improving capabilities that will enable them realize sustainable results.

The United Nations Committee of Experts on Public Administration (2006) points out that capacity building could be conducted at different levels such as the individual level, institutional level and societal level. The UNCEPA reports that on the individual level, "it requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the process of learning and adapting to change". On an institutional level, it involves aiding pre-existing organisations and helping them in establishing sound policies, organisational structures and effective method of management. At the societal level, it helps in the creation of a more relational public administration that depends on the actions and feedback it gets from the public. Capacity building is more than a training programme. It is based on needs analysis and audits capability and potential. It requires the design of strategic interventions that employ and challenge the enhancement of strengths, exploit opportunities, confront constraints and supplement gaps and limitations (Southwell, Gannaway, Orell, Charmers & Abraham, 2005).

However, many of the capacity building efforts in schools currently give attention only to the procedural knowledge and skills of teachers at the expense of other areas of the school system that may have direct or indirect effect on teachers' ability to teach (Osuji, 2014). Meanwhile, different aspects of knowledge are critical to the responsibilities of teachers, other types of capacity building for effective school administration are also needed. The key questions are: Do Nigerian Business education lecturers have the capacity to perform their roles and face the challenges of the 21st century educational system? What are the current state of the Nigerian business education lecturers in capacity building for educational reform and what are the implications of this for quality education, sustainability and in achieving Nigerian educational goals? In answering these lies the challenges encountered by institutions and individuals in carrying capacity building initiatives. Osuji (2014) identified the following challenges that stifle the capacity building efforts of institutions and teachers;

1. Lack of Finances: The education board in Nigeria provides little or no finance to sponsor lecturers' seminars, conferences, workshops and ICT trainings. They see it as an unnecessary investment to give lecturers training on new teaching methods to improve the quality of education meted out to the students. They believe the teachers are able to improve or develop themselves in with time. Though this may be true for some teachers but it is clearly the opposite for many in the



teaching practice. A study by Akuegwu, Nwe-ue and Etudor-Eyo (2013) found that capacity building efforts of universities in south-south Nigeria has been hampered by institutional inadequacies, chief among which was paucity of funds. According to them, it has negatively affected institutional provisions for lecturers' participation in conferences, seminars, workshops and ICT training. The consequence of this is low research productivity among lecturers.

2. Poor Prioritization: The priority given to lecturers training in Nigeria is so minimal compared to students training. This is as a result of the little consideration and understanding of the role capacity building of lecturers plays on the students' education. Most often untrained and unskilled teachers are allowed to give the students' poor quality education. Capacity building of teachers should be made compulsory for all teachers, school instructors etc.

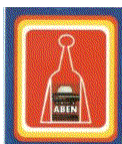
3. Lack of Motivation: There is little motivation on the side of the education ministries and that of the lecturers to promote lecturers' capacity building in Nigeria. This comes from the notion that capacity building is unnecessary and a waste of time. It is typically believed that the lecturers can simply improve in the methodology in the course of their teaching.

4. Poor Publicity: Lecturer's awareness to capacity building workshops should be publicized extensively in order to curb the problem of poor participation. Facilities should be made available to assist the lecturers in order to encourage their participation in the process.

Enhancement of Business Education Delivery: The Way Forward

Effective instructional delivery is a process of facilitating learning which is expected to bring about change in the behaviour of the learner. Supporting the above assertion, United Nations Educational, Scientific and Cultural Organization (UNESCO, 2004) added that effective instructional delivery deals with using knowledge, skills, beliefs and background of each child to maintain their high expectations. Teachers with adequate knowledge of their subject matter can be more effective and efficient at organizing and delivering the subject matter, connecting the subject with the students' previous knowledge, finding useful analogies and examples, presenting current thinking on the subject, and establishing appropriate emphases. Effective teachers set high standards for students regarding curriculum content, articulating clear goals and using appropriate instructional techniques such as audiovisual presentations, discussions and inquiry, practice and application; use of appropriate questioning and instructional techniques, among others (Ogwu and Ogwu, 2013). The effectiveness of teachers' instructional delivery, according to Dukett and Tatarowski (2012), lies majorly on the use of visible teaching and learning aids, where students learn quickly about things that are directly accessible to them via visual, auditory, tactile and kinesthetic processes. In essence, the totality of students' achievement in the acquisition of requisite knowledge and competence depends on the proficiency of the teacher and the teaching strategy adopted for each given learning task. This includes the level of preparedness of the teachers and how well he/she is equipped with relevant instructional materials for the lesson for effective teaching and learning process. In relation to this, Okolocha and Onyeneke (2013) noted that "desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, has a map to follow in terms of well-prepared lesson plan/note, grab the students' attention through effective class control mechanism or strategy, recognize students' attention span, plan activity for the students by allowing them to participate actively in the teaching learning encounter and also maintaining approved lesson period, utilize visual aids, voice, eye contact and body movement as a way of stimulating the students, summarize lesson and evaluate lesson using all sorts of continuous assessment techniques".

There are different and various methods of effective instructional delivery which can be employed to foster students' participation in classroom situation and learning. These are, but not limited to, the use of instructional materials and computers. Information and Communication Technology (ICT) training of lecturers should be accorded a top priority by institutions' authorities.



This should be done by providing ICT facilities as well as sponsoring lecturers to participate in the training both within and outside the campus. This has become necessary because ICT is relevant in virtually every academic work, ranging from classroom teaching and management of students' results to research productivity. Therefore, exposure to training in ICT on the part of lecturers will enable them carry out their job responsibilities uninterruptedly and without hindrance as well as sustain their interest in their respective university jobs (Akuegwu, Nwi-Ue & Etudor-Eyo, 2013). This will accord the schools the opportunity to function effectively, meet their present needs and that of the society without jeopardizing the future needs.

Management of tertiary institutions can put in place modalities whereby mentoring of junior lecturers by senior ones should be vigorously pursued and promoted. This will not only enhance the empowering capacity of the schools on their lecturers, but will also improve teaching and research, job satisfaction and organisational socialization of their lecturers. This in turn will enable the universities to play their roles creditably in the present time and improve on them in the future. Funding of tertiary institutions by government should be improved upon by meeting the UNESCO benchmark of 26 percent of annual budgets. It will enable schools to be on sound footing to successfully meet the present challenges without compromising that of the future. It should be reemphasized that running a tertiary education is capital intensive. Without adequate funding, institutions will exist as shadows of what tertiary education is all about. And also, the nation will only succeed in churning out young men and women as graduates who will not possess adaptable skills, problem solving abilities and application of creativity in managing life situations – which are necessities in the present world realities.

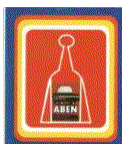
Tertiary institutions authorities should look inwards by sourcing for funds to organize capacity building programmes like workshops, seminars and conferences internally. This will enable lecturers who may not have the opportunity to participate in external ones to participate in the internal one. As such, the benefits lecturers derive from participating in external capacity building programmes will be available internally. This will also enable them enhance their job performance capacity and also contribute towards the growth and development of their schools. In turn, it will no doubt go a long way in promoting the potential continuity of tertiary institutions in Nigeria and also give them the leverage to occupy a pride of place among their peers in the world.

Conclusion

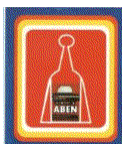
Lecturers are the field agents of educational change and reforms. Improving their capacity is key in realizing this reform. Capacity building programme is a critical need for lecturers to enhance their instructional delivery methods and performance. Enabling environment should be created in tertiary institutions whereby lecturers are encouraged to participate massively in workshops, seminars, webinars and conferences organised externally. This will not only equip them with new skills, techniques, knowledge and experiences necessary to improve their job performance capacity at the individual levels, but the capacity derived from these programmes by lecturers can place them on a better pedestal to tackle present and future challenges in their jobs. For tertiary institutions, lecturers' participation in these programmes will give them the enablement to be relevant in the present time as well as in the future - a measure that will enhance their rankings both within and outside the country.

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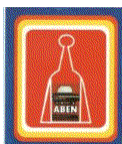
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