STRUCTURAL EQUATION MODELING TO INVESTIGATE THE RELATIONSHIP BETWEEN CAPACITY BUILDING AND LECTURERS' EFFECTIVENESS IN PUBLIC UNIVERSITIES IN NORTH-CENTRAL, NIGERIA

BY

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Abstract
This study examined structural equation modeling to investigate the relationship between capacity building and lecturers' effectiveness in Public Universities in North-Central, Nigeria. A quantitative research design was used in the study. A total of 379 participants out of 30000 target population as a research sample through purposive and proportionate sampling technique. Data analysis using structural equation Modeling was performed to determine the relationship between capacity building and lecturers' effectiveness. The finding of the study revealed that there was a significant relationship between workshop and lecturers' effectiveness where (r = 0.763; p < .000. The finding also showed that significant relationship existed between seminar and lecturers' effectiveness where r = 0.941, p < .000. The finding further revealed that conference had significant relationship with lecturers' effectiveness where r = 0.761, p < .000. The implication of these findings was that lecturers' effectiveness cannot be determined with a single factor alone but may be determined by the extent to which a combination of capacity building dimensions. Based on the findings of this study, it was recommended, among others, that university management should assist and provide capacity building for effective teaching and learning.
Keywords: *Capacity Building, Workshop, Seminar, Conference, Lecturers' Effectiveness*

Introduction

Capacity building of lecturers in the university education has been major determinants of lecturers' professional advancement in Nigerian universities. Apart from gaining pedagogical and content knowledge, lecturers' participation in the programmes enhances capacity building of the lecturers' 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 (Akbar, 2019). Capacity building, according to United Nations Environment Programme (2006), is building abilities, relationships and values that will enable organizations, groups and individuals to improve their performance and achieve their developmental objectives. It often refers to strengthening the skills, competences and abilities of lecturers and communities in developing societies so they can overcome the causes of their exclusion and suffering. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

Philbin (2016) opined that capacity building as a process of developing and strengthening the skills, instincts, abilities of lecturers and processes resources that individuals, organizations and communities need to survive, adapt and thrive in the fast changing world. Capacity building focuses on understanding the obstacles that inhibit individuals, institutions, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. The United Nations Committee of Experts on Public Administration (2006) pointed out that capacity building takes place of individual level, institutional level and societal level. On an 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.

Capacity building is very fundamental for lecturers' effectiveness in any university. Lecturers' effectiveness is related to attainment of stated objectives in the university education. Academic staff effectiveness can be said to be the ability of the staff to bring about achievement of educational objectives in the university system (Adebayo, 2018). Adebayo (2018) described that effective and efficient academic staff as a certain innate disposition which can take the forms of talent, aptitude, ability to sympathize, to empathize and also establish rapport with others, a helping spirit and imaginative decision making potential and in sum, a genial and charismatic personality. Lecturers' effectiveness is used to describe the ability to bring the intended result. It involves the ability to adopt, utilize resources and achieve goals. Thus, effectiveness shows the relationship among purpose, efforts and accomplishment. In north central universities, capacity building is lacking and the lecturers' effectiveness is decline. North central universities are dearth fund to improve lecturers' capacity building. Jacob, Jegede and Musa (2021) pointed that lecturers' participation in capacity building programmes is significantly low. he introduction of Integrated Payroll and Personnel Information System (IPPS) by the government of Nigeria render Nigeria universities as non-performing institution in the country. Management of universities need to write accountant general office before they can employ staff or finance any project. All these scenarios had been resulted lecturers' ineffectiveness. University as an organization must be independent institution and must be able finance project without approval from the government. These had resulted into inability to spoor programme for any capacity building for lecturer effectiveness. Okorosaye-Orubite, Paulley and Abraham (2012) noted that university autonomy has not fared well in Nigeria since inception. Although, efforts to improve lecturers' capacity building are under way but yet to improve. This inform the researcher to investigate capacity building and lecturers' effectiveness in public universities in North-Central, Nigeria.

Based on this submission, these following hypotheses were formulated
Ho$_1$:   There is no significant relationship between workshop and lecturers' effectiveness in public universities in North-Central, Nigeria.
Ho$_2$:   There is no significant relationship between seminar and lecturers' effectiveness in public universities in North-Central, Nigeria.
Ho$_3$:   There is no significant relationship between conference and lecturers' effectiveness in public universities in North-Central, Nigeria.

Literature Review
Capacity Building
Capacity building is the process of developing competencies and capabilities in individuals, groups, organization sectors or countries which leads to sustainable and self-generating performance improvement (Stavrons, 2018). The organization further stated that the fundamental goal of capacity building is to enhance the ability of individuals based on perceived needs. Corporation for National Community Service (CNCS, 2012) explained capacity building as a set of activities that expand the scale, reach, efficiency or effectiveness of an individual, organization or a programme. These activities may expand services, enhance delivery of services, or generate additional resources for the individual or organization. The Canadian International Development Agency (CIDA, 2013) also viewed capacity building as the activities, approaches, strategies, and methodologies which help organizations, groups and individuals to improve their performance, generate development benefits and achieve their objectives. Therefore, capacity building refers to the set of activities directed towards improving competencies and capacities of lecturers of electrical/electronic technology in operating e-teaching facilities for effective delivery in universities. In order to improve the capacity of the lecturers, the skills they possess in operating e-teaching facilities must be identified through assessment (Tarimo & Kavishe, 2017).

Capacity building demands for 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 is flats operating under system collapse stress (Amoda, 2018). Capacity building has three different dimensions 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 (Amoda, 2018).

Dimensions of Capacity Building
The study established three dimension for capacity building which include workshop, seminar and conference.
Capacity Building through Workshops
Capacity building through workshops focus on academic staff training and development which facilitate the imparting of specific skills, abilities and knowledge to them. Sergiovanni and Elliot (2020) 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 analyzed to develop generalizations and implications for practice. The workshop model entails drawing participants out of their schools to a venue where they are exposed by experts to a core of information and skills. The workshop many be short-or long-term. The nature of skills and processes to be acquired also vary. The objectives of workshop are; to improve the lecturers' professional knowledge and skills; to acquaint university lecturers with the most recent pedagogical techniques; to work out common strategies and or handling some common instructional problems and issues; and to provide a forum for the exchange of ideas among lecturers, academic and management staff and specialist in the core courses (Tahir, Umar & Buri, 2019).

Olude (2014) saw workshop as a veritable means of keeping the lecturers in Nigeria up-to-date in their areas, and as a lifelong education process for improvement of the lecturers and the educational system. The importance of workshop for the university lecturers cannot be overemphasized. To teach is a life-long process of learning. It is concluded that the quality of much of the pre-service education is poor. Opportunities for continuous in knowledge every day, facts are changing and the lecturers have to be kept abreast of developments in knowledge in their subject area as well as in the methods of teaching (Gutek (2017). Thus, continuous professional development to update the university lecturers in both content and methods of teaching is crucial for the school system to keep good lecturers and sustain quality education through effective workshops as a priority so as to offer university lecturers opportunities to refresh their knowledge and skills after being employed to the university system. To bridge this gap and equip the university lecturers with new-age technologies, workshops play an imperative role. Ensuring a proper flow of knowledge, workshops assist in passionate interaction and active participation boosting the skills and expertise of the lecturers. Workshops are an innovative and welcomed step towards modern education

Capacity Building through Seminar
Seminars are organized for the university lecturers in the university system in order 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, 2020). Seminars have been used as a teaching method since Socrates for their value in engaging students in the teaching and learning process (Nakpodia, 2001). Socrates did not teach explicitly but created situations and raised questions that require students to think and analyse using their higher level thinking skills to understand the underlying meaning of Socrates words. Socrates' classes have promoted intellectual curiosity, independent learning and involved students as a valuable source of knowledge-sharing using their background knowledge to find 'the truth' (Bates, 2016).

Additionally, seminars promote critical reading and writing skills as participants read a wide range of sources and synthesize data that serves the purpose of the seminar (Padgett, Keup, & Pascarella, 2018). Moreover, they provide a platform for researchers, lecturers or students to share their findings of research and present it

in public while receiving regular feedback from the attendees through discussion. As a result, it increases participants' knowledge of other's research findings and create an intellectual atmosphere in the work or study place and thus ensure keeping participants up-to-date with the current issues in the field of discussion (Illinois, 2015). Consequently, communication, management and presentation skills are improved through facilitating and attending seminars and for those attendees of seminar, who are not fans of reading, it offers a great way of gaining information (Chowning, 2019; Polly, Fraizer, Hopper, Chaman, & Wells, 2020).

Capacity Building through Conference
Conferences are a traditional indicator of activity within a field and of the commitment of individuals to their own practice and the sphere in which they operate (Kordts-Freudinger, Al-Kabbani & Schaper, 2017). Chase (2015) reported that academic staff 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, 2019). Apart from workshop, lecturers also have the opportunity to participate in academic conferences. An academic conference is an event for researchers to present and discuss their works (Orobor & Orobo, 2018). Conferences usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually, a conference will include keynote speakers (often scholars of some standing but sometimes individuals from outside academic). The key note lecture is often longer, lasting sometimes up to an hour and half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions round tables on various issues, poster session and workshops. Some conferences take more interactive formats. Conference ideally suggests discussion among persons of similar experiential exposure to the topic of discussion for the purpose of reaching agreements in controversial issues (Obi cited in Akpan & Ita, 2015).

Lecturers' Eeffectiveness Defined
Lecturers' effectiveness is used to describe the ability to bring the intended result. It involves the ability to adopt, utilize resources and achieve goals (Chukwu, Anaele, Omeje, & Ohanu, 2019; Olatunde-Aiyedun, Ogunode & Eyiolorunse Aiyedun, 2021; *Eyiolorunse-Aiyedun, 2021;* Jacob, Jegede & Musa, 2021). A lecturer is person who works at tertiary institution as an academic staff. A lecturer is an academic staff within the programme with minimum qualification of first degree not below second class lower division (Bakare, 2014). In Nigeria, a lecturer is a person who interacts with students in colleges of education, polytechnics and universities for the purpose of learning. Lecturer as the pivot of the educational process is expected to employ measures that would impact favourably on classroom activities. Teacher is also expected to create a conducive atmosphere for meaningful interaction between students, between the students and himself in the teaching and learning process (Mkpanang, 2016).

Education lecturers are those who transfer knowledge, skills and attitudes to the learners with the sole aim of knowledge building and production. These education lecturers are embedded with right knowledge and skills for information and knowledge exchange in universities, polytechnics and colleges of education in the department of educational management and administration. They inculcate transferable skills into the learners. They are extensively involved in teaching, research and community service. Education lecturers are responsible for shaping the destinies of nations and individuals. The greatest man on earth was taught by a teacher. Without the teacher, there would be no educationists, educators, pharmacists, architects, doctors, engineers, chemists, lawyers, accountants, agriculturists, administrators and even teachers themselves. Generally, academic staff of universities are of utmost importance in developing human skills which is vital and fundamental to national development.

Methods

Population and Sampling technique

The population of this study were the lecturers of universities in North Central, Nigeria. Out of 5496 academic staff, 379 respondents were selected based on The Research Advisors (2006). There were three sampling technique used to select respondents of this study which are stratified sampling, purposive and proportionate sampling technique adopted to select the lecturers and the university principals. This is because, the two are the main respondents that this study is primarily considered with in order to be able to provide acceptable information for the study.

Table 1   List of Public Universities in North-Central, Nigeria

S/N	List of Public Universities	Academic Staff	University Principals
1	University of Abuja, Gwagwalada	717	64
2	University of Agriculture, Makurdi, Benue State	689	57
3	University of Ilorin, Ilorin	1485	95
4	University of Jos, Plateau	1354	93
5	Federal University, Lokoja, Kogi State.	233	27
6	Federal University, Lafia, Nasarawa State	268	39
7	Federal University of Technology, Minna, Niger State	750	81
	Total	**5,496**	**456**

Source: Office of the Registrar in each of the University

Research Instruments

The first instrument was Capacity Building Questionnaire (CBQ) based on a four (4) point Likert scale ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The second instrument was Lecturers' Effectiveness Questionnaire (LEQ). The total number of items used together was 25 items.

Findings

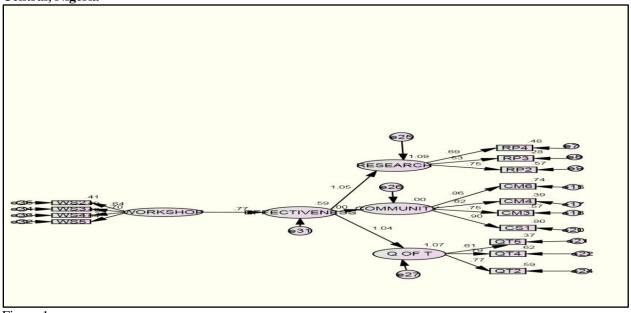**Testing the relationship between workshop and lecturer effectiveness in Public Universities in North-Central, Nigeria**

Figure 1.

Table 2: Standardized Regression Weights of Relationship Between Workshop and Lecturer Effectiveness

Dependent Variable	Path	Independent Variable	Loading Estimates	P-value	Decision
Effectiveness	<---	Workshop	.763	***	significant

As revealed in Table 2 on the relationship between workshop and lecturer effectiveness using structural equation model. Therefore, the relationship between workshop and lecturer effectiveness was .763 where P significant was at .000. This indicated that there was relationship between workshop and lecturer effectiveness. Hence, the null hypothesis, which stated that there is no significant relationship between workshop and lecturer effectiveness in Public Universities in North-Central, Nigeria was rejected. This shows that a high positive relationship existed workshop and lecturer effectiveness. It implies that exposure to workshop in the public universities can assist lecturers to keep abreast of latest information and improve their knowledge. This would have a definite impact on quality teaching in their classroom.

Testing relationship between seminar and lecturer effectiveness in Public Universities in North-Central, Nigeria
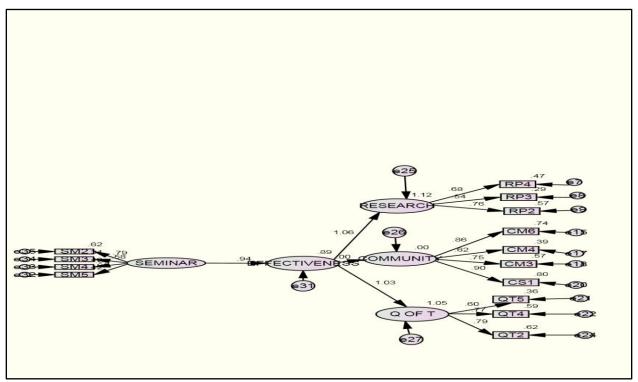

Figure 2. Testing relationship between seminar and lecturer effectiveness

Table 3: Standardized Regression Weights of Relationship Between Seminar and Lecturer Effectiveness

Dependent Variable	Path	Independent Variable	Loading Estimates	P-value	Decision
Effectiveness	<---	Seminar	.941	***	significant

Table 3 shown the standardized regression weights of the relationship between seminar and lecturer effectiveness at .941 where P significant was at .000. The null which states that there is no significant relationship between seminar and lecturer effectiveness is hereby rejected. This means that there is a statistically significant relationship between seminar and lecturer effectiveness in Public Universities in North-Central, Nigeria. This mean that attending seminar regularly by lecturers in public universities would

enhance their performance which in turn lead to quality teaching and quick realization of educational objectives.

Ho3: There is no significant relationship between conference and lecturer effectiveness in Public Universities in North-Central, Nigeria
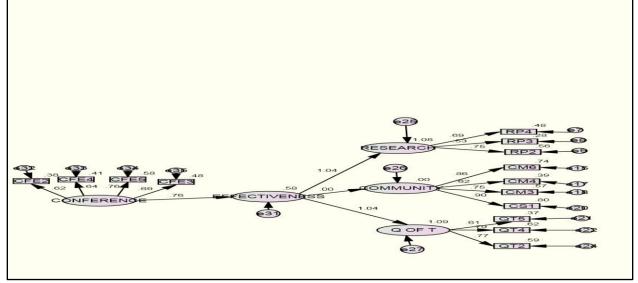

Figure 3. Testing relationship between conference and lecturer effectiveness

Table 4: Standardized Regression Weights of Relationship Between conference and Lecturer Effectiveness

Dependent Variable	Path	Independent Variable	Loading Estimates	P-value	Decision
Effectiveness	<---			***	significant

Table 4 showed standardized regression weights of the relationship between conference and lecturer effectiveness at .761 where P significant was at .000. The null hypothesis which states that there is no significant relationship between conference and lecturer effectiveness was rejected. That means there is a statistically significant relationship between conference and lecturer effectiveness in Public Universities in North-Central, Nigeria. Also, the result proved that availability of seminal for lecturers of public universities would lead to quality teaching in the system. Thus, going for conferences either in Nigeria and abroad would help the lecturers to increase their knowledge and the provision of quality teaching.

Discussions

The study had investigated the relationship between capacity building and lecturer effectiveness in North Central Public Universities. The study had tested the relationship between workshop and lecturer effectiveness which indicated that there was significant relation between two variables. Therefore, the finding of this study was in line with the study investigated by Ollor (2021) that workshop is a type of interactive training section enriched with training packages and functions. Also, Workshop is used for practical activities in which the barest of instructional guidelines, demonstrations and directives are given, while the largest amount of the time is devoted to the participants' actual practice of the art or skill in question (Orobor 2008; Oviawe, 2016; Suryanti & Arifani, 2021). In the same vein, Orobor (2008) further stressed that workshop aims at drawing conclusions from the experiences of the participants. This is why Ollor (2021) defined Workshop as assembled group of ten to twenty-five persons who share a common interest or problem. With this useful submission, this study has established the fact that the provisions of workshop in the Public Universities in North-Central, Nigeria would increase the skills and knowledge of lecturers. In order to ensure efficient and effective teaching in public universities in North Central, there is need to train and retrain our lecturers. In this era of knowledge explosion as a result of modern technologies particularly computer and

ICT it becomes pertinent that lecturers be provided with opportunities to update and improve their knowledge and skills through teacher development programmes.

Also, the study tested the relationship between seminar and lecturers' effectiveness. The study finding was agree with the study conducted by Menwoukechiosigwe, Ben and Uzorka (2018) that in the University system, lecturers' effectiveness is encouraged through re-training programmes, mentorship, seminars, research publications, conferences, symposiums, inaugural lectures, Communication and Technology Gadget utilization and so on. Falola, Osibanjo and Ojo (2014) emphasized that training and development for lecturers' effectiveness play a vital role in the efficiency of organizational system. Researchers such as Sultana, Irum, Ahmed and Mehmood (2002); Bingilar and Etale (2014); Akpan (2008); Jani, Shahid, Thomas and Francis (2015) agreed that training through seminar provision not only improve lecturers but transform teaching quality. Retraining results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively and efficiently (Sultana, Irum, Ahmed & Mehmood, 2002).

Penultimately, the tested the relationship with between conference and lecturers' effectiveness. Thus, the result was in corroborated with the work of by Orobor (2008) and Ollor (2021) noted that apart from workshop, lecturers also have the opportunity to participate in academic conferences. An academic conference is an event for researchers to present and discuss their works (Orobor, 2008; Derakhshan, Coombe, Zhaleh & Tabatabaeian, 2020). Conferences usually encompass various presentations and they tend to be short and concise with a time span of about 10 to 30 minutes. Lecturers tend to suffer from instructional planning and delivery as a result of poor attendance to workshops and conferences in the system (Orobor, 2008). Akpan and Ita (2015) asserted that it is found that proper conference and workshop organization can bring about quality in the universities education. In fact, the quest for quality improvement in education service delivery in public universities necessitates the establishment of quality assurance department for the application of quality system management standards in the education sector. The pursuance of quality brought about world conference on Education for all led by UNESCO in Jomtein, Thailand in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects of the quality of education and ensuring excellence of all.

Conclusion
The findings of this study and conceptual framework formulated have clearly pointed that the success of a lecturers' effectiveness is largely determined by capacity building and ICT skills. The skills needed for lecturers' effectiveness include workshop, seminar, conferences, PowerPoint, Microsoft word and internet browsing. In fact, all these will no doubt determine lecturers' effectiveness in university. These skills would help students' academic performance to be improved. The ultimate conclusion is that provision continuous of capacity building and ICT skills for lecturers in Public Universities in North-Central, Nigeria are needed. It has been infer from finding of this study that capacity building and ICT skills an indisputable tool that could improve lecturers effectiveness. If all these are not provided for lecturers regularly it would have negative effect on students' academic performance. Therefore, this is place where university management and policy makers are to come in for the betterment of lecturers' effectiveness.

Recommendations
Based on the study findings, these following recommendation were provided:
1. The university management should endeavor to send lecturers for professional development in developed countries such as UK, America etc. so as to improve their productivity in the system. As we know that when lecturers are improving in skills and knowledge, effectiveness will also take place.
2. lecturers are the vital instrument in the introduction of changes in education. The policy makers should try to increase the capacity of teachers in areas like capacity building and ICT skills.
3. Also, promotion, incentives and salary increment have regarded as a motivation that make them to have a bond with the teaching profession. When these are provided at

regularly, commitment of lecturers will increase which in turn increase students' performance. This are recommended for lecturers.

4. University lecturers should be mandated to attend conferences and seminars and it should be use for promotion exercise.
5. University lecturers should try as much as possible to acquire more skills on how to use Microsoft word for typing and internet browsing.

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