LEADERSHIP BEHAVIOUR: A DRIVING FORCE FOR LECTURERS' CAPACITY DEVELOPMENT IN COLLEGES OF EDUCATION IN KWARA STATE OF NIGERIA

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Abstract

The focus of this paper is on leadership behaviour as a driving force for lecturers' capacity development needs in Colleges of Education in Kwara state. Leadership behaviour refers to behaviour of those people in leadership position which is divided into two aspects-task behaviour and relationship behaviour, while in school system, capacity development is a process of acquiring new knowledge, teaching method, new techniques, skills, ideas and changes required for the production of students through training and development. Effective communication systems employ by school leaders help in the dissemination of feedback and constructive criticism. School leaders that provide regular feedback to lecturers, acknowledging their strengths and areas for improvement will serve as a valuable strategy for lecturers' capacity development. Leaders' welfare package system and lecturers' capacity development lies in the motivation and support provided to the lecturers. Leaders that give priorities to their lecturers' welfare in form of attractive benefit packages can significantly contribute to lecturers' morale and job satisfaction. School leadership behaviour of assessing and understanding the capabilities and expertise of the workforce, leaders can make informed decisions about training programmes, skill-development programmes, and opportunities for capacity development. Leaders in work supervisory roles play vital roles in identifying the professional development needs of lecturers. They can assess the strengths and weaknesses of lecturers and then recommend appropriate training programmes such as conference, seminars, workshops, job-rotation, mentoring among others to enhance their skills and knowledge. Some suggestions were made such as: good school leadership behaviour must be essentially provided for the growth and development of lecturers' needs as well as those of the relevant institutions among others.

Introduction

In Nigeria, Colleges of Education are introduced to improve teacher preparation that is they are concerned with the production of professional teachers who are equipped with skills and methodologies of teaching for basic education. Colleges of education lecturers are those who transfer knowledge, skills and attitudes to the learners in colleges of education with the sole aim of knowledge building and production of well groomed for basic education services. These lecturers are embedded with right knowledge and skills for information and knowledge exchange. They are extensively involving in teaching, research and community service. They also inculcate transferable skills into the learners. School leaders need to work hand-in-hand with the staff most especially with the lecturers for effectiveness and efficiency in their service delivery through effective capacity development acquired.

Concept of Leadership Behaviour

Leadership is multi-dimensional and inseparable from the social and organisational context and conditions in which it operates. Widespread recognition of the importance of leadership by governments, corporations, businesses and organizations of all kinds is undisputable. Effective leadership behaviours have become an essential for successful organisations in general and schools in particular. Majd (2016) posited that leadership is an essential part of organisational development and its specific behaviours and capabilities must be present. Without defining the leadership behaviours/capabilities required, organizations may fail to optimise the outcomes of their leadership.

Hayes et al. (2000) reported that different leaders working in different contexts may need to develop different sets, or the same set of behaviours but for different purposes, to respond to the requirements of their immediate circumstances. This may suggest that developing behaviours for different purposes occurs in a rapid and continuous process due to dynamic and uncertain environment leaders may operate. Therefore, leadership behaviours that may provide effective leadership performance in a specific context might not be the effective in other contexts. However, it enables the leaders to evaluate their own behaviour and determine whether their approach is correct or not and how they can change their approach for the betterment at all levels. Generally, behaviour approach is divided into two aspects- Task behaviour and relationship behaviour; The task behaviour reflects the capabilities to accompany the objective and achieve the set goal, while the relationship behaviour focuses on the behaviour of the leader towards the followers in terms of how leader interaction with them and how followers feel comfortable (Majd, 2016).

The rapid changing in global organisational environment in the 21st Century is serving as a challenge to employees in any organization to perform at their utmost best, while organisations need leaders' high degree of adaptations to different situations and use various positive leadership behaviour in every situation and at any given point in time. The best or otherwise of behaviour adopted in an organisation is based on the leadership behaviour display in such organisation. Odumeru and Ifeanyi (2015) described leadership behaviour as attitudes used by leaders to direct, dictate and decide the attitude and actions of their followers to attain their set goals and objectives. Leadership Behaviour implies attitude and style adapts by a leader to represent himself in discharging his leadership role. The behavioural propensity (natural tendency) is the pillar which majorly emphasises and reflects the capabilities and qualities of the leader. Leaders' behavioural approach emphasises on what the leaders do and how they proceed with the things and the approach reflects the commitment which is combined with excellence gets positive impact from the followers reflecting the leadership skills. Leadership behaviour include understanding the whole, business skills, strategic thinking, decision making and problem solving, self-awareness, ability to change, adaptability, communication, and teamwork. Leadership behaviours involve attitudes of a leader towards staff welfare, staff works, system of communication with the staff, and decision-making process on issues involving staff, work, capacity development, and organization among other dimensions.

Leadership behaviour can be seen as activities of an individual or group in efforts employed toward actualising the goals in a given situation. Leader behaviour must establish a high standard of excellence for workers seeks continuous improvement from them and show a high level of confidence in workers. In achievement-oriented leadership behaviour, organization leader seeks to ensure that employees' complete work on time and this is more useful for team members who struggle to put their efforts together and manage their time in completing a task. Great leaders excel through combination of their efforts toward task level and people level in order to make an impact on the followers which helps in achieving the desired results. Type of leadership behaviour include supportive behaviour which involves the extent to which the leader shows genuine concern and respect for followers, focuses on understanding their needs, and expresses appreciation and support for their efforts. Empowering behaviour is type of behavior that emphasizing the process of power sharing between a leader and employees which gives the employees to develop self-control and free to work with little or no supervision. Both supportive and empowering leadership behaviours are in line with the tenets of authentic leadership in fostering follower development.

There are two key mechanisms through which leader behaviour may influence follower work outcomes. An act of speaking up that occurs without prompt and not necessarily a reaction to an injustice; rather, it occurs when an individual has an idea or opinion to share for the betterment of a situation is known as voice or speaking up behaviour. Speaking up behaviour is an organisational citizenship behaviour that involves issues that can affect the goal of organization activities such as mistakes, breaches of procedure, wrong action, and competency concerns is required and that is positive and discretionary. Speaking-up behaviour is an act that can also be referred to as speaking up of leader that occurs without prompt and is not necessarily a reaction to an injustice; rather, it occurs when a leader has an idea or opinion to share for the betterment of a situation. Secondly, leadership and trust are major values in organisations include fairness and respect. Leadership behaviour creates procedures, participative decision-making practices, supplies organizational support, outcomes and interactional processes, and ensures goal achievement were related to greater trust in leadership. Outside of organizational support, all of these variables had stronger relationships with trust in direct unit leaders than in organizational leaders (Stephen, 2017).

There are variety of hybrid leadership behaviour traits which include relationship-orientation, people-orientation, skill-based, decisiveness, willingness to take responsibility for action, engendering trust and quickness of decision-making, communication, and delegation of authority, responsibility, and reflective qualities. Directive leadership enhanced proactive behaviours for work units that were highly satisfied with their leaders, whereas empowering leadership had stronger effects on both core task proficiency and proactive behaviours which amplify the employees' capacity building. Followers' capacity and knowledge could be acknowledged as possible antecedents of leader's traits. It is not surprising that hybrid leaders adding value to the employee's capacity building that promote organizational performance and followers were more satisfied with leaders who exercised various leadership traits. Generally in school system, it is expected of school leaders to develop learning environment, take advice from stakeholders such as parents, develop the professional capacity of teachers, involve in collaborative and consultative decision-making process, welfare package system, communication system, resolve conflicts, engage in educative instructional leadership and attend to the needs and requests of families with diverse backgrounds as expected (Neelima, 2002). Some of the leadership behaviour in colleges of education like other educational institutions includes the following:

Communication system

Leadership and effective communication are inseparatable and the major function of such communication is to further develop shared meanings in order to seek and use information effectively (Terek, et al., 2015). Developing communication is an essential competency for leaders across all managerial levels of any organisation. However, in any organisation, communications among managers and staff have a hierarchal structure (Hammoud, 2011). The importance of communication competency for all management levels do manifest among staff and reduce the aggressive tendencies among them. Communication is a life-wire of any organisation; the harmoniser of its components; and the lubricant of its intricate machinery. Importance of communication in any organization cannot be overemphasized and lack of it leads to chaos and achievement of organizational goals will not be possible. Communication is important in the process of sharing a mutual interchange between two or more persons. In organisations, communication involves the skills of communication like giving instructions, interviewing, chairing meeting etc.); the media of communication such as memos, circulars, reports etc.); and the organisation of communications / the chain of command like briefing groups, committees etc.

Welfare Package

Staff welfare package includes health services which cover availability of school clinic, availability of school clinic with drugs, conduct of medical examination of staff after confirmation of employment, provision of regular lectures to student on health education; lecturers are regularly subjected to medical tests to determine their health status, etc. Welfare package also covers availability of accurate records, among others. Leaders' well-designed welfare package system can serve as a motivator for lecturers to enhance their knowledge, skills, and abilities to excel in their service delivery. Leaders' welfare package system and lecturers' capacity development lies in the motivation and support provided to the lecturers. Leaders that give priorities to their lecturers' welfare in form of attractive benefit packages can significantly contribute to lecturers' morale and job satisfaction. Lecturers feel valued and supported by their leaders through comprehensive welfare packages, hence, investing in their own growth and development will be a matter of wiliness. Therefore, they will be more likely to actively participate in capacity development such as training programs, conferences, seminars, workshops, and professional development opportunities. Leaders' well-designed welfare package system can serve as a motivator for lecturers to enhance their knowledge, skills, and abilities to excel in their service delivery.

Decision-making Process

Leadership decision making is always of vital importance and special significance because they affect the fate of all employees and the entire system in the organization in one way or the other. Making decisions is what leaders and managers do every day in their individual workplace and it is considered as a key role of leadership and people always associate leadership in business and politics with making good decisions and a great emphasis on being the head of a group. Yukl (2010) and Ebete et al, (2020) identified good decision making as one of the key components of leadership strategies in organizational management; and leaders are always expected to make decisions that are associated with their subordinates, policy, planning, controlling, methods, training, and compensations do so often in a critical, complex, and challenging situations. Leadership decision-making is an integral part of any organisation.

Muhammad (2010) identified four types of decisions thus: Autocratic decision (decision taken in isolation); consultation (decision taken alone by the leader after the subordinates opinions); joint decision (decision jointly taken by the leader and subordinates), and delegation (individual or groups are assigned responsibilities by the leader for making a decision and also specifies the scope for their final choice must fall). Leaders self-confidence, plan ahead, listen, seek correct information, be analytical, and where necessary get their subordinates involved in the decision making process while avoiding not to act in a hurry are driving force in making good decisions and working effectively well among workers in the organizations. Some scholars such as Stanovich, et al., (2008) identified past experience, cognitive biases, age and individual differences, belief in personal relevance and an escalation of commitment, leadership style influence, communication, change, social responsibility, a variety of cognitive biases, technology, economic status, and among other factors in the same way can influence decision-making. Other leadership behaviour includes job-rotation, work supervisory role, mentorship role among others.

Concept of capacity development

Federal Republic of Nigeria National Policy on Education (2014) recognises the change that takes place in methodology of institution and in the curriculum and acknowledges the need for teachers to regularly expose to innovations in the profession. Therefore, training and retraining programmes become important to success of any school organisation as the smooth and efficient running of any school organisation depends on how well staffs are equipped with relevant skills to perform their task. Akinbode (2016) stated that investment in in-service training (capacity development) is an essential factor in the development of job performance and commitment of teachers. Agbonna, et al., (2022) described capacity building as building abilities, relationships and values which will enable organisations, groups and individuals to enhance their performance and achieve their developmental objectives. Strengthening the talents, competences and skills of individuals and communities in developing societies in order that they can overcome the causes of their exclusion and suffering that includes human resource development through the process of equipping individuals with the understanding, skills and access to information, knowledge and training that permits them to perform effectively (Agbonna, et al., 2022).

There are many perspectives, translations and interpretations of the word capacity as many as writers and scholars or organisations. It depends on under what conditions or situations they are using it, for what purpose they apply and what and how they want to achieve. Capacity development refers to transformations that empower individuals, leaders, organizations or societies. It can be said to have enhanced capacity if something lead to change that is generated, guided and sustained by those whom it is meant to benefit and served a valid development purpose. An important component of capacity development approach is transformation. This implies that for an activity to bring about transformation that is generated and sustained over time from within such must performing tasks and changing mindsets and attitudes (Shofoyeke, 2020). Trott and Hartmann (2009) identified capacity development in terms of process consultation, leadership development, promotion of networking and collaboration, action learning, advocacy and awareness creation, on the job training, technical advice, training course, and educational and continued professional development in an organisation.

In school system, capacity development is a process of acquiring new knowledge, teaching method, new techniques, skills, ideas and changes required for the production of students through training and development. The rationale for advocating lecturers' capacity development is posited by Etuk (2014) that no nation can build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teacher through continuous professional development training programmes as pillars of the system.

Capacity development follows a system of developing human resources to meet the needs of an organisation. Educational system and the individual invest in capacity development programmes to be productive and meet the needs of the society. Capacity development needs of educational lecturers could be seen as the modern trends in educational development needed to improve their instructional effectiveness. Capacity development does manifest itself in staff performance and the quality of graduate produced. In the same vein Philbin (2016) explained capacity building as a process of developing and strengthening the talents, instincts, abilities, processes and resources that individuals, organisations and communities got to survive, adapt and thrive within the fast changing world. Teachers who had low commitment or lacks a required skill can became highly committed and effective after they were given opportunity to go for capacity development

programmes. Thus, capacity development programmes served to boost teachers' moral and thus, engendered positive work performance among them. Acquisition of knowledge, skills and abilities on the job that make it possible for staff to do their jobs more effective and efficiency can be referred to as capacity development. Capacity development programme creates an avenue for individuals to work as team in solving problems, which are of common concern to all staff as well as contributing to the development of the educational objectives of the school system. To encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings and participation in the school programme must be practiced. These will help to complete the already acquired knowledge especially when these processes are brought into reality through the role transition.

Capacity development focuses on the changes occuring in human behaviour in response to learn any new knowledge, skills, behaviour and values overtime within complex organisation setting. Capacity development has been considered to be critical factor in organizations in general and Nigerian higher educational institutions, culminating in their positions as major requirements of lecturers' professional advancement. In addition to acquiring content knowledge and pedagogical methods, lecturers' participation in the programmes enhances capacity development effectiveness in Nigerian higher institutions. Capacity building at any tertiary institution level aims to improve the competence and performance of lecturers in quality management implementation in accordance with the expected goals. Increased competence is a process or continuous learning activities to build capacity, skills of lecturers to get better performance in all their assign duties.

Capacity development programmes in colleges of education like in other higher institutions of learning include conference, seminar, workshop, job-rotation, study-leave and other forms of in-service training. Ibeme (2020) described conference as a one-day or multiday event during which researchers present their work to each other (way researchers stay connected to others in their field and learn about cutting-edge scholarship. Anyichie (2012) posited that to be a teacher or lecturer with vast knowledge on the trends of development on a certain discipline, one need to seek further way to acquired new knowledge in today 21st century. Conference as a dimension in capacity development transforms role performance abilities and skills of participants (lecturers) in such way to confront challenges of their jobs. Nwokedi, et al., (2018) posited that capacity building enhances lecturers' job performance through acquisition of new knowledge and skills. Capacity development of educational staff must be considered as a strategic priority for improving the standard of teaching and research output among lecturers.

Akuegwu et al., (2013) submitted that without capacity development, a missing gap evolves whereby universities become shadows of themselves. Ehinola and Akomolafe (2022) revealed that teaching staff perceived in-service training as a tool that moderately improve their capacity, while Peretomode and Chukwuma (2018) believed that capacity building programmes enhances lecturers' productivity. Systematic process of learning by employees to work more systematically and to improve their competency and responsibility for present period and for the challenges and responsibilities in the future is referred to as human resources development. The duties of lecturers in tertiary institutions in addition to teaching include research and community service, among others are required to improve their competence and professionalism.

Academic activities of lecturers in College of Education include management development curriculum and learning, research and community service among others; increase the competence and professionalism of lecturers through further studies, seminars, workshops, and others. Other non-academic activities of lecturers include the administration and development of resources to meet the needs of college among others. In line with this outlook, capacity building becomes an effort to prepare oneself for the future jobs (Andita, et al., 2016). The objectives of capacity development include provision of specific learning activities geared toward the development needs of teachers and schools; as well as running of courses to deal with curriculum and other changes. Capacity development centres on understanding the clogs that inhibit people or staff in institutions, governments, international organisations and non-governmental organisations from actualising their developmental goals while enhancing the skills which will allow them to achieve measurable and sustainable results.

Dimensions of capacity development and its strategies

Armstrong (2010) stated that development is concerned with a person's ability and potential grows through the provision of learning experiences or through self-directed (self-managed) learning. It is a process, which enables people to progress from a present state of understanding and capability to a future that demanded for higher-level skills, knowledge and competencies are required. Lecturers' ability and teaching performance are often at the focal point of attention in education institutions. The Nigeria government recognises the need for availability of qualified and effective teachers for the nation to achieve its national development objectives. Lecturer capacity focus should be on the following broad areas such as policy, training, and pedagogy, infrastructure development and, teacher welfare and empowerment (Egbo, 2011).

There are other capacity development programmes for lecturers such as: promotion socialization, research grants workshops, reference management software workshops, workshops on international journal writing, and international publication preparation programmes among others. How well an employee performs in a job will depend on their knowledge, skills and experience and with additional training and employee's performance may improve, not only by the development skills but by communication of the expected standard of work (Aylott, 2014). Lecturers need to build their capacity in order to gain the objectives of the national education, which is not only educating the pupils or students but also making them ready to compete globally (Amstrong, 2010).

Constant advancement in technology demands that all users upgrade their competence for relevance, hence lecturers' capacity development become inevitable. Nwabueze, et al. (2018) identified capacity building needs of education lecturers on ICT for instructional delivery include: knowledge of operating the ICT devices, good knowledge of handling the devices in teaching, clear skills of manipulating the devices for research and developments, using the devices to store and present academic data, and regular involvement of staff in knowledge updates through appropriate use of new technological devices. Since technology changes frequently, academic staff needs need to move with the trend by engaging in constant in-service training, especially in ICT for capacity development. Therefore, lecturers need to be competent in mastering a range of assessment paradigms which make use of ICTs; to make personal use of ICTs; masters of a range of educational paradigms that make use of ICTs; to make use of ICTs as a tool for teaching; and understanding the policy dimension of the use of ICTs for teaching and learning; and these can be actualised with provision of appropriate capacity development activities.

Basil, et al. (2013) identified three dimensions of capacity building namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness covers offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations dimensions are designed to create awareness about a particular activity, topic or method to enable participants apply them in assigned tasks given to them in their place of work. Building analytical capacity involves designing a capacity building programme using interactive style of presentation. If specifically designed, training may also succeed in building analytical capacity. Building decision-making capacity deals with laying emphasis on learning-by-doing as well as formal education. The participants are exposed to professionals to receive training on project completion. By so doing, the beneficiaries acquire learning-by-doing experiences (Basil, et al., 2013). Approaches for capacity development includes formal education, training, capacity building projects, networking and others. Training workshops usually go as far as building human capacities at an awareness raising level.

Capacity development needs of lecturers

Sukrisno et al., (2018) described development of lecturers' capacity as a continuous learning activity to maintain and improve their ability so that lecturer performance becomes better in all academic and non-academic duties. Capacity development also helps to upgrade and updating the potentiality and competency of teacher to be more supportive, participative and achievement-oriented. It implies that, it is an activity focus on changing individuals' values, orientation and attitude towards learning environment. Capacity development enhances performance as it creates opportunities for professional growth to reduce some deficiencies in skills and methodologies in teaching. Madumere-Obike et al., (2015) mentioned that capacity development programme helps the teaching staff' effective service, guide the students in the right directions with skills and ideas needed for individual improvement; and improved capacity to contribute towards nation building. Meanwhile, staff members would also derive benefit for participating in human capacity building programmes.

Nakpoia (2018) stated the aims of capacity development as to eliminate deficiencies in the background preparation of teachers and other professional workers in education; keep the professional abreast of new knowledge; release creative activities; give the much-needed support to the teachers who are taking a responsibility or a new field of work especially the new teachers; it is recognised that no matter how good existing pre-service teacher training programmes are, they cannot equip intending teachers with all they need for a life time of work in classroom; conscious of and responsible for increasing awareness of the impact of social, political and technological changes and of the need for teachers to such changes; enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system; help teacher acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction; and enable the teachers to be adequately equipped to meet up with the new changes in the school system.

Capacity development gives room for a shift from a tradition in which an individual was responsible for all stages of academic activity like course design and development, teaching, assessment, research and knowledge transfer (Fejoh, 2014). Institutions of higher learning are now embarking on capacity development of their staff in order to boost staff performance through good decisions on staff appraisal, professional development, and mobility and make the fullest use of staff capabilities. The quality of institutions 'teaching and learning, research, and engagement with the wider world cannot be separated from the skill and ability of the higher education workforce, and the conditions in which they work (Bana, et al.(2020). Capacity development of lecturers aims at increasing their competence and professionalism is done through further study, attending conference, seminars or workshops as participants or speakers, attending the skills training instructional, and technology guidance.

The role of ICT in capacity development of lecturers include research development, presentation of the research, acquisition of new knowledge, preparation lessons, development of skills for knowledge transfer and instruction delivery. The ICT devices required for enhancement of lecturer capacity building include tapes and video cameras, computer systems, flashes, photocopiers, printers, internet facilities, projectors, CDs, and scanners. These ICT devices enable the lecturers to fully help in acquision of knowledge and skills needed for knowledge transfer and productivity in higher educational institutions and beyond the labour market. They also make it easier and faster to communicate and transfer information from one end to another such as networking, virtual and oral presentations, academic practices, and administrative processes. Research capacity development focuses on strengthening research capabilities of individuals, and able to address the needs of a wide array of researchers, all of whom have different methodological and theoretical backgrounds and leanings- particularly in education is referred to as research capacity-building.

Local, National and International Organizations Responsible for Lecturers' Capacity Development in Nigeria

The local organisations responsible for capacity development include faculties of education or institutes of education in universities, and colleges of education; the national organisations such as National Teachers' Institute (NTI), professional bodies such as Nigerian union of teachers, Academic Staff Union (ASU), Colleges of Education Academic Staff Union (COEASU) etc. prepare teachers and education personnel on pre-service and in-service professional development of teachers. Other provider of capacity development at international level include TETFund, National Institute for Educational Planning and Administration (NIEPA), United State of America International Development (USAID), Other agencies and organisations involving in lecturers' capacity development in Nigeria include United Nations Education, Science and Cultural Organisation (UNESCO), United Nations International Children's Emergency Fund (UNICEF), Department of International Development (DFID), United Nations Population Fund Agency, among others. To have a realistic view of communication and its effects there is need to understand the complexity of communication, which at first seems simple to most people; successful collaboration and communication within the organisation do help in achieving a positive change in the quality and effectiveness of school work. Therefore, leaders need to learn how to master the skills of good communication in leadership. Communication is complex, irreversible and involves more than just a person; hence it can be seen as the primary defining characteristic of every leader that involves the negotiation of shared interpretations and understanding in the entire organization.

Effective communication systems employ by school leaders help in the dissemination of feedback and constructive criticism. School leaders that provide regular feedback to lecturers, acknowledging their strengths and areas for improvement will serve as a valuable strategy for lecturers' capacity development. Information can be conveyed on capacity development opportunities, training sessions, seminars, and workshops to ensure that lecturers aware and have access to opportunities for enhancing their skills and knowledge through effective communication systems. When leaders invites and actively listen to lecturers concern; address their needs, and involve them in decision-making processes, it will create a sense of value and empowerment among the lecturers. Therefore, there is need for sensitivity and paying high priority of the school leadership to the welfare services of the staff. All stakeholder of higher institutions administration should take cognisance of condition of service and staff welfare administration as an important aspect of administration in the school system for effective capacity development of the lecturers.

Leadership behaviour on decision-making process and lecturers' capacity development can shape the direction of an organisation and positively impact on lecturers' capacity development. When leaders make informed decisions about staff capacity development, they can address areas such as training, skill development, and career advancement, which in turn contribute to employee growth and satisfaction, hence it can in turn, help in goal achievements. School leadership behaviour of assessing and understanding the capabilities and expertise of the workforce, leaders can make informed decisions about training programs, skill-development programmes, and opportunities for capacity development. This will help by enhancing lecturers' knowledge, skills, and abilities, to achieve the set goals. Decision-making process promotes a culture of learning and continuous improvement within the school. By involving lecturers in the decision-making process, leaders can gain from their valuable insights, enhances their engagement, and also helps leaders in making more informed decisions that align with the needs and aspirations of the lecturers.

Conclusively, Leaders in work supervisory roles play vital roles in identifying the professional development needs of lecturers. They can assess the strengths and weaknesses of lecturers and then recommend appropriate training programmes such as conference, seminars, workshops, job-rotation, mentoring among others to enhance their skills and knowledge. It implies that, leaders behaviour facilitate the lecturers' capacity development by creating enabling to improve their effectiveness and productivity. Effective school leaders' behaviour recognise and prioritise the development of their lecturers, actively supporting and providing opportunities for growth. By doing so, these leaders not only contributing to the individual development of their lecturers but also foster a culture of continuous empowerment and improvement within the school system.

As lecturers enhance their skills, knowledge and teaching approaches through capacity development programmes, they become more effective in their expected roles as lecturers. Lecturers can implement innovative teaching strategies, create engaging learning environments, and design their instruction to meet the diverse needs of students. This improved capacity directly contributes to the overall goal achievement within the colleges of education. Through leaders' behaviour, lecturers can be inspired, motivated, encouraged innovation, and provided opportunities for capacity development. These can be done by providing clear expectations, provide guidance, support, and empowerment to take ownership of their capacity development. There is close interconnectivity between school leaders' behaviour and lecturers' capacity development in terms of leaders' mentorship role in supporting and guiding lecturers to reach their full potential by focusing on their personal and professional development.

There are links between school leadership communication system, supervisory roles, welfare packages and lecturers' capacity development in colleges of education; it is essential in promoting, empowering and development of lecturers within school. These and other leadership behaviours can significantly impact lecturers' capacity to learn, develop, and perform at their best. Leaders' behaviour on supervisory roles play significant role in identifying lecturers' capacity development needs by assessing the strengths and weaknesses of lecturers and then recommend or design appropriate training programmes, conference, workshops, or resources to enhance their skills and knowledge. By doing so, leaders facilitate the lecturers' capacity development by providing them with the appropriate and opportunities to achieve the goals.

Suggestions

1. School leadership behaviour must be essentially provided for lecturers to bring about development, growth and excellence within an education system.
2. School leaders need to develop effective behaviour on lecturers' capacity development through identification of areas of weaknesses for capacity training and invest in their own professional development.
3. School leaders need to be exhibit empowerment leadership behaviours to encourage lecturers' capacity development in order to reach their full potential for effectiveness and efficiency in their job performance.
4. School leaders should exihibit effective behaviour to inspire and motivate, encourage innovation, and provide opportunities for professional development. By providing guidance, and offering support, leaders can empower their lecturers to take ownership of their growth and development.
5. Government and owners of Colleges of Education should include capacity development of lecturers in their staff retention strategies programme.

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