



Lecturers' Capacity Building as Predictors of Business Education Students' Academic Achievement

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Abstract

The study examined lecturers' capacity building as predictors of business education students' academic achievement. Two null hypotheses were tested. Descriptive research design of survey type was used. The population of the study comprised 23 lecturers in the Business Education Department in Olabisi Onabanjo University and Tai solarin University of Education; there was no need for sampling. The population is manageable. Primary data includes data collected from the questionnaire administration, while secondary data includes the Cumulative Grade Point Average (CGPA) of 300 level business education students (an indicator of business education students' academic achievement). Regression analysis was used for testing hypotheses at 0.05 level of significance. The findings of the study showed that there was a positive and significant impact of lecturers' capacity building ($\beta = .714$, $t = 16.051$, $p < .05$) on business education students' academic achievement. Capacity-building initiatives were directly influencing dependent variable $R = 0.791$, $P < .05$ and that about 62% of the variance in dependent variable accounted for the linear combination of explanatory variables. The study recommended that government through university management should sponsor business education lecturer on a workshop programme that can further aid their instruction knowledge and skills to adopt student-centered teaching method. The senior lecturers among others should organizes mentoring programme for junior lecturers on the ways to aids business education undergraduates' academic achievement.

Keywords: Academic Achievement, Business Education, Curriculum Development, Mentorship, Workshop

1. Introduction

The academic achievement has been parts of university goal achievement including business education undergraduates' academic achievement. Business education undergraduate academic achievement refers to the educational outcomes of students in business education programmes, measured by their grades, the development of skills like problem-solving and management, and their ability to achieve learning goals like securing employment or starting a business. It is said that business education boosts undergraduates' academic achievement by equipping them with highly valued core academic and transferable skills that enhance achievement across various subjects and real-world applications. Business programmes foster higher-order thinking, analytical reasoning, and computational skills. Students learn to analyze complex case studies, interpret data, and make informed decisions, which improves their academic achievement not only in business subjects like accounting and finance, but also in other disciplines. High academic achievement contributes to the development of essential life skills, including time management and organization as well as academic

achievement has a profound impact on a undergraduate's esteem (Usman, 2022).

Sylvanus et al. (2025) said ultimately, business education provides a robust, well-rounded skill set that gives undergraduates a strong foundation for both academic and future professional success. Although, different literature (Yusuf et al., 2023; Onyesom & Onyesom, 2022). have proposed categories of determinants influencing business education undergraduate academic achievement such as quality of instruction, such as a specialist teacher versus a non-specialist, and the use of modern, practical, and technology-aided teaching methods. Business education programmes itself benefit students by developing crucial professional skills like critical thinking, problem-solving, communication, and leadership. They provide practical knowledge in areas such as finance, marketing, and management, and enhance adaptability for an uncertain job market by fostering skills like tech literacy, collaboration, and innovation. Abiodun et al. (2025) were of the view that business education is important for students as it equips them with valuable skills for career success, personal finance management, and self-employment. It develops analytical and leadership abilities, provides knowledge in key areas like management and economics, and enhances employability by teaching

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both theoretical concepts and practical skills for a wide range of careers. Ultimately, it helps students function more effectively as employees, entrepreneurs, and informed citizens in the global economy.

Several evidence had showed in the literature on the decline trends of academic achievement among university undergraduates and business education is not an exception (Pandey & Kumar, 2022; and Tolorunleke & Olonikawu, 2021) and Oladeji and Nuhu (2021) propel that if lecturers are could move away from traditional method of teaching to e-learning could aid undergraduates' performance. Hassan et al. (2021) were of the view that the issues affecting business education programmes students' achievement stem from a combination of curriculum shortcomings, inadequate resources, teacher-related factors, and external socioeconomic influences. These problems often result in a gap between the skills taught in academia and those required by the modern business world. In the world of Bupo and Ibeneme (2020), they agreed that one of the viable strategies to aid business education undergraduates' academic performance was to enhance lecturers' knowledge skills and development in the field through capacity-building programmes.

Capacity-building are structured processes designed to enhance the skills, knowledge, and resources of individuals lecturer to improve their effectiveness and sustainability. Lecturer capacity-building programs are structured initiatives designed to improve lecturers' skills and knowledge to enhance their teaching, research, and administrative effectiveness (Ukabi & Enang, 2021). These programs focus on areas like updating subject matter expertise, mastering new teaching methodologies, integrating information and communication technology (ICT), and developing research and analytical skills. The ultimate goal is to produce students who are innovative, creative, and well-prepared for the modern world. Capacity building programs train lecturers on new teaching methods and classroom management techniques, improving their ability to deliver content effectively. They provide opportunities for lecturers to gain new knowledge, develop research skills, and create new ideas for knowledge creation and dissemination. Also, a significant focus is placed on teaching lecturers how to use and integrate technology into their courses, which is essential for modern education. By staying current with new trends and technologies, capacity-building helps ensure lecturers can meet the challenges of a rapidly evolving educational landscape. However, for the purpose of this study, workshops, mentorship, and curriculum development were considered as indicators for capacity building programs.

Workshops are a type of capacity-building program because they provide focused, hands-on learning experiences to improve skills, knowledge, and abilities in a specific area. By using interactive methods, workshops aim to build capacity by teaching

participants new skills, helping them problem-solve, and fostering collaboration to enhance performance and address organizational or individual needs (Sylvanus et al., 2025). In the study of Usman (2022), they found that capacity building through workshop significantly aid lecturers job performance through students' academic achievement. Abiodun et al. (2025) found that lecturer professional development workshops have a significant, positive impact on student academic achievement by improving teaching practices, enhancing the learning environment, and boosting student engagement and critical thinking skills. Workshops equip lecturers with diverse and innovative pedagogical strategies beyond traditional lectures, such as active learning, problem-based solving, and technology integration. This helps them cater to diverse student learning styles and needs. Ongoing training keeps lecturers current with the latest developments, discoveries, and best practices in their fields. This deepens their content knowledge, which is crucial for effective and confident teaching. By learning new instructional techniques, lecturers can better foster essential student competencies like critical thinking, complex problem-solving, effective communication, and collaboration, which are vital for future success.

Mentorship is a key strategy for lecturer capacity building in university by facilitating the transfer of practical knowledge and skills, providing essential psychosocial support, and promoting continuous professional and personal development and it is a collaborative, usually long-term relationship where a more experienced academic (mentor) guides a junior colleague (mentee) to achieve their full potential (Udom et al., 2020). According to Gontur et al. (2024), mentors' model effective teaching practices, curriculum development, and assessment strategies, helping mentees translate theoretical knowledge into practical, real-world application. This hands-on guidance accelerates the acquisition of instructional competence and promotes adaptive teaching. Also, mentorship helps new lecturers develop a clear vision of their teaching philosophy and professional goals by providing insights into the academic role beyond the classroom. Mentors serve as role models, helping mentees balance personal beliefs with professional expectations and build a stronger sense of belonging within the academic community (Alehegn & Asnake, 2024). In the study of Osuji and Ugochi (2024), they found that lecturer mentorship programs significantly enhance students' academic achievement by providing personalized guidance, emotional support, and practical skill development. These programs lead to improved grades, higher retention rates, and increased confidence in academic and career pursuits.

Finally, curriculum development is also an indicator used in this study as a measure for capacity building programme. Curriculum development is a capacity-building programme because it systematically enhances the skills, knowledge, and resources of

individuals, organizations, and systems to achieve educational goals (Esamada & Siti, 2024). It strengthens the education sector by creating a more effective learning experience through planned, deliberate, and ongoing efforts, such as teacher training, the development of learning materials, and improved teaching methods. By redesigning and implementing curricula, this process builds the capacities of both the educators delivering the content and the students receiving it. Curriculum development often necessitates capacity-building programs for teachers through workshops, training, and supervision to equip them with new skills, updated knowledge, and effective teaching methods. It goes beyond individual training to improve the entire system by aligning curriculum with national goals, ensuring infrastructure is adequate, and establishing better governance structures. A well-developed curriculum builds the knowledge and skills of students, making them more competent academically and better prepared to solve life's problems and manage their time. Waraga et al. (2023) examined how curriculum development could impact undergraduate academic achievement and they found that explanatory variable (curriculum development) positively influence student academic achievement by creating a clear, engaging, and relevant learning path that aligns with standards and promotes critical thinking. By structuring content logically and incorporating modern, interactive methods, it helps students better understand complex topics, meet benchmarks, and develop skills like critical thinking and adaptability for future careers. This approach ensures educational goals are met and provides a strong foundation for success.

Thus, there have been series of empirical studies on how capacity building programmes influence business education undergraduates' academic achievement, but there has been dearth of literature on the composite contribution of lecturer workshop, mentorship and curriculum development as indicators of capacity building on business education undergraduates' academic achievement. This was the gap the current study fill.

1.1. Statement of the Problem

The ideal situation was that a business education programme benefits undergraduates by enhancing critical thinking, problem-solving, and leadership skills, while also building expertise in areas like finance and marketing. These transferable skills prepare undergraduates for a wide range of careers, improve employability, and equip them with practical financial literacy and management techniques for both professional and personal life. Thus, all these benefits supposed to be acquired when undergraduates have high academic achievement in business education. But, the present scenarios of business education undergraduates' academic achievement are pathetic and of major concerns to stakeholders in the sector. A situation where undergraduates' academic achievement in business education continues to experience decline

trends and the graduates of the course among the unemployment figure reported in Nigeria is not a welcome decision, despite the nature of business education as skills-oriented disciplines and self-reliance. This suggested that something technical is wrong and opinions polls from stakeholders have agreed that lecturers in the discipline seems not given adequate training exercises and this may have multiplier effect on the output. Thus, this study was an attempt to examine lecturers' capacity building as predictors of business education students' academic achievement.

1.2. Objectives of the Study

The main objective of the study was to examine lecturers' capacity building as predictors of business education students' academic achievement. Specifically, the study sought to:

1. Identify the extent to which lecturers' capacity building impact business education students' academic achievement.
2. Ascertain capacity-building initiatives (e.g., workshops, mentorship, and curriculum development) have the greatest impact on business education students' academic achievement.

1.3. Hypotheses

H₀₁: There is no significant impact of lecturers' capacity building on business education students' academic achievement.

H₀₂: There is no significant composite contribution of capacity-building initiatives (e.g., workshops, mentorship, and curriculum development) on business education students' academic achievement.

2. Literature Review

2.1 Business Education

According to Osuji and Ugochi (2024), business education is the field of study focused on teaching the principles and practices of business to prepare individuals for careers in the commercial world or for running their own enterprises. Esamada and Siti (2024) opined that business education encompasses a wide range of subjects, such as accounting, marketing, and management, and can occur at various levels, from secondary school to university degree programs. Abiodun et al. (2025) reiterated that business education programmes aim to provide both the theoretical knowledge and practical skills needed for professional success and to help students understand the broader economic and social context of business. Onyesom and Onyesom (2022) said business education programmes was designed to provide students with knowledge and skills for careers in business, develop personal financial literacy and critical thinking, and prepare them for roles in national development while Onyesom and Onyesom (2022) agreed that the key goals of business education programmes include building proficiency in areas like accounting, management, and marketing, fostering an understanding of ethical practices and global markets, and equipping

individuals with the ability to be self-reliant through entrepreneurship or to function as skilled employees.

2.2. Lecturers' Capacity Building

In view of Alehegn and Asnake (2025), lecturers' capacity building is the process of structured enhancement of their skills, knowledge, and competencies to improve their professional performance and the quality of education they provide. Sylvanus et al. (2025) asserted that lecturer capacity building includes activities like training, mentoring, and research, as well as staying current with new technologies and pedagogical methods and that is crucial for developing students with innovative and creative thinking, and for maintaining high academic standards in a rapidly changing world. Osuji and Ugochi (2024) support this point by saying capacity building improved existing skills and acquiring new ones, such as effective teaching methods, research techniques, and the use of technology like e-teaching tools. Gaining new knowledge, especially in rapidly evolving fields, to ensure that what is taught is current and relevant.

2.3 Academic Achievement

Business education academic achievement encompasses both a student's performance on assessments and their development of skills like critical thinking and time management (Pandey & Kumar, 2020). According to Tolorunleke and Olonikawu (2021) said business education undergraduate academic achievement can also be indicated by factors like class ranking, participation in extracurricular activities that demonstrate leadership or commitment, and affiliations with academic honors societies, while Oladeji and Nuhu (2021) concluded that undergraduate academic achievement provides numerous benefits, including increased job and career opportunities, higher earning potential, and greater job security. It also fosters essential personal development, such as improved critical thinking, problem-solving, and communication skills, and builds confidence and a sense of accomplishment.

3. Theoretical Framework

The theoretical framework for this study was Human Capital Theory and the theory was propounded by Gary Becker in 1960. The theory views individuals as assets whose abilities can be improved through investments in education, training, and health. The core idea is that by enhancing a person's skills and knowledge, their productivity increases, leading to higher economic returns for both the individual and the organization or country. This approach emphasizes that human resources are a renewable resource that can be developed through specific, targeted investments, much like a business invests in machinery. In education, Human Capital Theory (HCT) provides a strong rationale for lecturer capacity building by framing education and training in the forms of workshop, mentorship and curriculum development as

a strategic investment that yields significant benefits for individuals, institutions, and the undergraduates' academic performance.

The relevance of the theory to the study was that by acquiring new knowledge, skills, and advanced teaching strategies through professional development programmes, lecturers become more effective in their roles. This directly translates to improved teaching practices and better undergraduates' academic achievement. Also, investing in continuous learning opportunities makes lecturers feel valued by their institution, which leads to higher job satisfaction, increased motivation, and improved morale towards teaching and consequently aid higher students' academic achievement.

4. Methodology

The study areas are Olabisi Onabanjo University (OOU), Ago-Iwoye, and Tai Solarin University of Education, Ijagun, Ogun State. OOU was founded on July 7, 1982, as Ogun State University (OSU) and was renamed as Olabisi Onabanjo University on May 29, 2001, in honour of Chief (Dr.) Olabisi Onabanjo, whose efforts as the then civilian governor of Ogun State gave birth to the university. The university is located in Ago-Iwoye, under the Ijebu-North local government area of Ogun State. TASUED was proclaimed by the Ogun State Government on the 29th of January, 2005, and approved by the National Universities Commission (NUC) on the 28th of November, 2005, as the 76th and the first specialized University of Education in Nigeria. The university is located in Ijagun, under the Odogbolu local government of Ogun State. Primary and secondary methods of data collection were used. Primary data includes data collected from the questionnaire administration, while secondary data includes the Cumulative Grade Point Average (CGPA) of 300 level business education students (an indicator of business education students' academic achievement) and 23 Lecturers in the two selected universities. Regression analysis was used in testing null hypotheses at 0.05 level of significance.

5. Results

H₀₁: There is no significant impact of lecturers' capacity building on business education students' academic achievement.

The first table showed that both the explanatory and dependent variables dance in the same direction, that is, increment in capacity building for lecturer would result to corresponding increase in dependent variable ($\beta = .714$, $t = 16.051$, $p < .05$). The implication of this result was that null hypothesis was not true and that there was a positive and significant impact of lecturers' capacity building on business education students' academic achievement.

H₀₂: There is no significant composite contribution of capacity-building initiatives (workshops, mentorship,

Table 1: Impact of lecturers' capacity building on Business Education students' academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients T		P
	B	Std. Error	Beta		
(Constant)	40.755	3.379		12.063	.000
Capacity building	1.538	.096	.714	16.051	.001

a. Dependent Variable: Business Education students' academic achievement

Table 2: Composite contribution of capacity building initiatives (workshops, mentorship, curriculum development) on the Business Education students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.625	.624	6.35882

a. Predictors: (Constant), Capacity building initiatives (workshops, mentorship, curriculum development)

b. Dependent variable: Business education students' academic achievement

and curriculum development) on business education students' academic achievement.

The second table indicated that capacity-building initiatives were directly influence dependent variable $R = 0.791$, $P < .05$. This could be acclaimed that null hypothesis was not true and the study concluded that there was significant composite contribution of capacity-building initiatives (e.g., workshops, mentorship, curriculum development) on business education students' academic achievement. The second table further showed (Adj. $R^2 = 0.624$) that about 62% of the variance in dependent variable accounted for the linear combination of explanatory variables.

6. Discussion

The findings of the study showed that there was a positive and significant impact of lecturers' capacity building on business education students' academic achievement. This implied that increase in lecturers' capacity building such as workshop, mentorship and curriculum development would trigger increases in business education undergraduates' academic achievement. These findings were in consonant with Usman (2022) who found that capacity building through workshop significantly aid lecturers job performance through students' academic achievement. Abiodun et al. (2025) found that lecturer professional development workshops have a significant, positive impact on student academic achievement by improving teaching practices, enhancing the learning environment, and boosting student engagement and critical thinking skills. Finally, the findings of the study also acclaimed that there was significant composite contribution of explanatory variables on endogenous variable. These findings were in tandem with Gontur et al. (2024) who agreed that mentors' model effective teaching practices, curriculum development, and assessment strategies, helping mentees translate theoretical knowledge into practical, real-world application. Osuji and Ugochi (2024) found that lecturer mentorship programs significantly enhance students' academic achievement by providing personalized guidance, emotional support, and practical skill development. These programs lead to

improved grades, higher retention rates, and increased confidence in academic and career pursuits. Esamada and Siti (2024) asserted that curriculum development often necessitates capacity-building programs for teachers through workshops, training, and supervision to equip them with new skills, updated knowledge, and effective teaching methods. It goes beyond individual training to improve the entire system by aligning curriculum with national goals, ensuring infrastructure is adequate, and establishing better governance structures. Waraga et al. (2023) found that explanatory variable (curriculum development) positively influence student academic achievement by creating a clear, engaging, and relevant learning path that aligns with standards and promotes critical thinking.

7. Conclusion

Having examined lecturers' capacity building as predictors of business education students' academic achievement, the following conclusions were drawn based on the findings of the study that part of the university goals attainment (academic achievement of undergraduates) in business education programmes could be attainable through effective lecturers' capacity building initiatives such as workshops, mentorship, and curriculum development.

Recommendations

In order to aid business education undergraduates' academic achievement, the following recommendations were provided:

1. Government through university management should sponsor business education lecturer on a workshop programme that can further aid their instruction knowledge and skills to adopt student-centered teaching method.
2. The senior lecturers among others should organizes mentoring programme for junior lecturers on the ways to aids business education undergraduates' academic achievement.

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