

CAPACITY BUILDING NEEDS OF COLLEGE ADMINISTRATORS ON FUND ALLOCATION AND DIVERSIFICATION FOR TRANSFORMATIVE LEARNING IN COLLEGES OF EDUCATION IN SOUTH-EAST, NIGERIA

Chukwuji, Chioma E.

Department of Educational Foundations
Faculty of Education, University of Nigeria, Nsukka

Abstract

Deliberate and careful rationing of funds to the needed areas within the colleges of education is an essential skill needed by administrators on how to utilize funds in areas that could lead to proper diversification, a technique that reduces risk by allocating investments across various financial instruments and other categories in this digital era. In view of this, the study investigated capacity building needs of administrators to enhance their skills in fund allocation and diversification for transformative learning in colleges of education in South-East, Nigeria. The study was guided by two research questions and two null hypotheses. It adopted the descriptive survey design. The population of the study was 319 respondents. No sampling was conducted as the size of the population is manageable. Data for the study were collected using a 14-item instrument titled “Administrators’ Capacity Building Needs Questionnaire’ (ACBNQ)”. This instrument which was in two clusters were used to collect data from the respondents. The instrument was structured on a four-point Likert scale and weighted as follows: Strongly Agree (SA) – 4 points, Agree (A) - 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The instrument was validated and the reliability was determined using Cronbach alpha method which generated a coefficient index of 0.84. The data collected were analysed using mean ($\bar{X}$) and Standard Deviation (SD) while t-test statistics was used to test the null hypotheses. Major findings of the study were that college administrators require capacity building needs in the areas of fund allocation and fund diversification for transformative learning in colleges of education in South-East, Nigeria. The study recommended among others that emerging technologies such as Learning Management Systems and mobile learning should be introduced into these colleges to help create transformative educational experiences. This will help build the capacities of these administrators professionally and technically for better job performance in the identified deficient areas for enhanced transformative learning in these colleges of education.

Keywords: fund allocation; fund diversification; capacity building; transformative learning

Introduction

Capacity is the overall potentials of individuals, groups or organization to learn and adapt to performance improvement through policies and practices. Brown (2013) posited that poor performance in organizations is often attributed to lack of capacity building or capability which often attracts the identification of technical and resource shortfalls like incompetent staff, lack of equipment and out-based systems and procedures as well as technical skills. Hence, there is the need to build on these shortfalls for maximum performance of staff. Capacity building is an active process in human development. It goes beyond training and involves equipping individuals with the understanding, knowledge, skills, information and training that enables them to perform effectively. According to Uwakwe (2017), capacity building refers to the efforts, strategies and methodologies

engaged for improving the level of knowledge, skills and attitudes possessed by the school administrators for proficiency in their responsibilities within the school.

Capacity building is a way of developing and strengthening staff skills and competences. For Okenjom, et al (2017)., it is a process of developing and strengthening teachers' skills, knowledge, attitude and abilities. It involves equipping individuals with the skills necessary for meeting the goals of an organization through developmental programmes. This entails staff training and development for organizational development. In an educational setting, it is a process of acquiring new knowledge, teaching methods, new techniques, skills, ideas and changes that are requisite for the production of students through training and development (Nwabueze, et al, 2018). It is a commitment to structured skills enhancement and personal or professional competence for transformative learning. Nwokedi (2018) stressed that the undertaking of staff development is particularly important in today's fast moving technological world for the production of students with innovative and creative thinking. Hence, capacity building needs of administrators in colleges of education may include: new knowledge and skills to carry out their duties effectively, skills on research and development, ideas needed for knowledge creation and team spirits to manage financial resources appropriately.

In this study, capacity building therefore can be defined as a process of developing qualities in human resources that will enable administrators to be more productive in fund allocation and diversification of financial resources for organizational goal achievement. It is essentially meant to increase the productivity of administrators by positively influencing their behaviours towards the achievement of transformative learning.

Capacity building on fund allocations in educational institutions has to do with the deliberate and careful rationing of funds to the needed areas within the colleges of education. Maritan and Lee (2017) described financial resource allocation as the systematic analysis of the way in which money is distributed among producers and apportioned among the final consumers. Operationally, fund allocation is the process of making decision of where available scarce money should be spent in service delivery within the educational sector. The key to achieving operational effectiveness and efficiency in colleges of education is the proper allocation of funds to various competing areas of needs. Such helps to increase the institutional value and reduces the cost of capital. Oragwu and Nwabueze (2018) in like manner posited that to effectively influence the behaviour of other officers, the college administrator needs capacity building in different managerial skills such as procurement of funds, disbursement of funds, acquisition of resources, allocation of resources and tracking of performance result from allocation. The essential factor is to allocate funds in areas that could lead to proper diversification for enhanced transformative learning.

Fund diversification is a technique that reduces risk by allocating investments across various financial instruments and other categories. It aims at maximizing returns by investing in different areas that would each react differently to the same event (Borreh, et al, 2014). According to Uniamikogbo, Okoye and Amos (2021) fund diversification is the process of allocating capital in a way that reduces the exposure to any one particular asset or risk. A common track towards diversification of fund is to reduce risk by investing in a variety of assets. Ojiegbe, Otiwu and Aderigha (2023) construed that fund diversification occurs when an investor manages risk by spreading out investments across different asset classes. In other words, fund diversification ensures that an investor's portfolio does not lean too heavily on one type of investment. Operationally defined, fund diversification is a technique that reduces risk by allocating investments among various areas of financial

needs and categories. Lioudis (2021) agreed that, although it does not guarantee against loss, fund diversification is the most important component of reaching long-range financial goals while minimizing risks.

Administrators need training in the areas of fund allocation and budgeting for fund diversification in the colleges. Pillay and Paruk (2017) posited that there is need for more complex skills as a result of increased complexity of the work required in these areas. In other words, technology is one of the areas that administrators need requisite capacity building. Pillay and Paruk (2017) further opined that a rapidly changing technological context with the broader world of work, also have a profound impact on the nature, quality and combination of skills that the educational sector requires. According to Brown (2013), poor performance in organizations is often attributed to lack of capacity building or capability which often attracts the identification of technical and resource shortfalls like incompetent staff, lack of equipment and out-based systems and procedures as well as technical skills. Hence, there is the need to build on these shortfalls for maximum performance of staff. The above scenarios suggest the need for training of these administrators in the area of fund allocation and fund diversification for quality improvement in these colleges of education. Such training will equip them to move beyond dependence on government subvention and to develop sustainable alternative funding strategies that support institutional growth and transformative learning.

Transformative learning is a source of concern for those involved in the educational process, notably the administrators. Transformative learning in colleges of education in South-East Nigeria refers to teaching and learning approaches that do not just transfer knowledge, but essentially change how administrators feel and act about education, the methods of instructional delivery to ensure effective learning as well as the roles of these administrators as professionals. Okoye (2021) posited transformative learning is a type of experience that causes a shift in an individual's perspective or attitude. It is a process of making new interpretations in instructional delivery based on the meaning derived from experience. For Nwogbo (2023), it is a shift of consciousness that irreversibly and dramatically alters our way of being in the world. This means that through the adoption of transformative learning, students will begin to shape and change their ways of being in the world and learn better ways of learning as the educators equally learn better ways of transmitting knowledge. In these colleges, transformative learning often involves problem-based tasks that connect classroom theory to real community problems as well as critical reflection on teaching methods, gender roles, and social inequalities, encouraging trainee teachers to question inherited practices. Murphy, et al (2021) submitted that this approach transforms students' behaviours to be environmentally friendly for example changing daily habits to reduce wasteful consumption of water and energy. Nwogbo (2023) explained that transformative learning will involve transforming teaching and learning through constant infrastructural development and facility maintenance. In this study, transformative learning is a shift and change in teaching methods and students' learning attitudes in such a way that classroom theoretical practices are connected to real-life situations. The 21st century is an information literacy era and as such, utilization of ICTs is imperative. Modern digital technologies like Zoom, WhatsApp, google applications, internet and the like are needed to present learning experiences. Nwokike, et al (2018) posited that integration of new technologies in teaching and learning of adult education can lead to the production of quality adult educators. This means that through the use of transformational learning, adult education students on graduation, will be sound to teach adult learners competently. As such, transformative

learning is dependent on the ability of the administrators to manage the college resources properly by allocating and diversifying funds in these areas.

Transformative learning can be guaranteed in colleges of education in South-East, Nigeria when the administrators are fully equipped with the capacity building skills needed in the management of financial resources. Regrettably, transformative learning appears mild as a result of the poor quality of educational resources available to college administrators and gross mismanagement of the available meagre financial resources. Colleges of education have continued to face the challenge of allocating and diversifying funds in the equipment needed for transformative learning and imparting the relevant skills. As such, there is pressure on existing financial resources, which has made effective transformative learning almost unachievable. Without proper financial resource management in the area of fund allocation and fund diversification, effective transformative learning cannot take place. In other words, transformative learning may not be accomplished when the financial resources are not properly managed by the administrators in colleges of education in the South East, Nigeria. Hence, the need for administrators to build their capacities in these areas of financial management for transformative learning. This gap therefore underscores the need to investigate capacity building needs of college administrators on fund allocation and diversification for transformative learning in Colleges of Education in South-East, Nigeria.

Statement of the Problem

Colleges of education in Nigeria are vested with the power to train and produce manpower with high skill and knowledge to advance knowledge in the lower cadres of education as well as to enhance national economy and contribute to its development. This can be achieved through various instruments notably transformative learning. However, transformative learning has been a mirage and this posed a big challenge to the attainment of this goal in colleges of education. Researcher's observation and experience depicts that the quality of educational resources needed for transformative learning in colleges of education are low. For example, there are ill-equipped classrooms and libraries, poor teaching aids, inadequate laboratories, poor internet facilities and above all, poor financial resources to procure good equipment and undertake this project. This has adversely affected instructional delivery in colleges of education as transformative learning cannot effectively take place without these resources in place.

Again, inadequate infrastructure, intermittent power, and limited digital literacy among administrators, lecturers and students and over-reliance on traditional, exam-centred teaching rather than dialogue, reflection, and project work needed for true transformation constitute a major challenge. In colleges of education, administrators are expected to provide the leadership function, staff management, as well as management of resources to enable other staff implement transformative learning. Specifically, the duties of the college administrator include the allocation of funds to various activities in accordance with the budget, and diversifying such funds in areas where they are needed as well as utilizing the funds effectively and efficiently. Therefore, these college administrators need to be well equipped with skills and access to information, knowledge and training to increase their abilities to perform core functions, solve problems, define and achieve objectives as well as understand and deal with their job performance needs in a sustainable manner.

Earlier studies on colleges of education financial records over the years show that there seems to be records of poor performances on the side of these college administrators in fund allocation and diversification leading to wastages in use of human and material

resources. One can therefore deduce that these administrators lack requisite skills needed to allocate the acquired funds properly to different areas of competing needs. This, no doubt, has crippled quality learning as transformative learning depends on effective fund allocation and fund diversification in the system. Hence, it is necessary to identify the areas of individual capacity building needs of these administrators in financial resource management. Several researches relating to schools' financial management have been carried out. However, it appears none of the researches seem to address the capacity building needs of administrators in fund allocation and fund diversification for transformative learning in colleges of education in South-East Nigeria. This leaves a knowledge gap for the study.

Purpose of the Study

The aim of this study was to investigate capacity building needs of administrators in financial resource management for transformative learning in colleges of education in South-East Nigeria. Specifically, the study sought to:

1. find out the capacity building needs of college administrators on fund allocation for transformative learning in colleges of education;
2. ascertain the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education;

Research Questions

The following research questions guided this study.

1. What are the capacity building needs of college administrators on fund allocation for transformative learning in colleges of education?
2. What are the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significant difference between the mean scores of administrators in federal and state colleges of education on the capacity building needs of college administrators on fund allocation for transformative learning in colleges of education in South-East, Nigeria.
2. There is no significant difference between the mean scores of administrators in federal and state colleges of education on the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education in South-East Nigeria.

Methods

The research design adopted for this is descriptive survey design. This design is appropriate for this study because it involves the collection of data from administrators in colleges of education so as to determine the capacity building needs of administrators on fund allocation and fund diversification of the institutions for quality education delivery. This study was carried out in South-East Nigeria. There are five states in this zone. These are: Abia, Anambra, Ebonyi, Enugu, and Imo. The population of the study consist of three hundred and nineteen (319) administrators made up of Principal officers (notably Provosts/Deputy Provosts, Bursars, Registrars/Deputy Registrars, Chief Librarians, Directors of Academic Planning, Deans of Schools and Heads of Departments in the Colleges of Education under study (3 federal and 5 state Colleges of Education in South-East Nigeria). The population size includes 8 Provosts, 45 Principal officers, 41 Deans of

Schools, 200 Heads of Department and 25 Directors (Personnel departments of federal and state colleges of education, 2023). The administrators in federal colleges of education were 140 while those in state colleges of education were 179. The study made use of total enumeration technique as the size of the population (319) is manageable. A 14-item questionnaire titled “Administrators’ Capacity Building Needs Questionnaire’ (ACBNQ)” which was in two clusters were used to collect data from the respondents. The instrument was structured on a four-point Likert scale and weighted as follows: Strongly Agree (SA) – 4 points, Agree (A) - 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The instrument was validated and the reliability was determined using Cronbach alpha method which generated a coefficient index of 0.84. Mean and standard deviation were used to answer the research questions. An item with mean score of 2.50 and above was considered agreed or positive for the research questions. Mean ($\bar{X}$) and Standard Deviation (SD) were used to answer the research questions while t-test was used to test the null hypotheses at a 0.05 level of significance.

Results

Research Question One: What are the capacity building needs of college administrators on fund allocations for transformative learning in colleges of education in South-East, Nigeria?

Table 1: Mean analysis of the ratings of Federal and State college administrators on the capacity building needs of administrators on fund allocations for transformative learning in colleges of education

S/ N	Item Statement	Federal (n= 140)		State (n = 179)		Overall		Remarks
		Mean	SD	Mean	SD	Mean	SD	
1	Being guided by financial allocation policy.	3.41	.63	3.37	.65	3.39	.64	Needed
2	Ensuring that organizational objectives are upheld in the allocation of financial resources	3.37	.58	3.40	.63	3.39	.61	Needed
3	Ensuring that budgetary provisions made must be allocated to various departments for transformative learning	3.39	.57	3.42	.61	3.41	.59	Needed
4	Ensuring the availability of funds to pay for salaries, goods and services are equitably allocated.	3.43	.56	3.42	.59	3.43	.58	Needed
5	Ensure regular bank reconciliations for peaceful coexistence.	3.39	.65	3.42	.68	3.40	.67	Needed
6	Being able to identify the areas of acute shortage for both personnel staff and material needs promotes the transformative learning in the colleges of education.	3.37	.62	3.29	.78	3.33	.71	Needed
Overall Mean		20.36	2.50	20.33	2.76	20.34	2.64	Needed

Table 1 shows the mean ratings of and standard deviations Federal and State college administrators on the capacity building needs of college administrators on fund allocations for transformative learning in colleges of education. The results of the analysis indicate that the mean ratings of administrators in both federal and state colleges of education on items 1 to 6 are more than the benchmark mean of 2.50 with an overall mean score of ($M = 20.34$, $SD = 2.54$) out of a maximum mean score of ($M = 24.00$). Thus, statements of items 1 to 6 are the capacity building needs of college administrators on fund allocations for transformative learning in colleges of education. Thus, the overall mean scores of ($M = 20.36$, $SD = 2.50$) and ($M = 20.33$, $SD = 2.76$) for the Federal and State

college administrators respectively indicate that the federal college administrators had higher mean score than the state college administrators.

H₀₁: There is no significant difference between the mean scores of administrators in federal and state colleges of education on the capacity building needs of administrators on fund allocations for transformative learning in colleges of education in South-East, Nigeria.

Table 2: t-test analysis of the difference in the mean scores of administrators in federal and state colleges of education in the capacity building needs of administrators on fund allocations for transformative learning in colleges of education

College Type	N	Mean	Std. Deviation	Df	T	P	Decision
Federal	140	20.36	2.50	317	.092	.927	Not significant
State	179	20.33	2.76				

Table 2 reveals that there is no significant difference between the mean scores of administrators in federal and state colleges of education in the capacity building needs of college administrators on fund allocation for quality education delivery in colleges of education in South-East, Nigeria, $t(317) = .092$, $p = .927$. Thus, the null hypothesis is not rejected since the associated probability value of .927 is greater than the .05 level of significance.

Research Question Two: What are the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education in South-East Nigeria?

Table 3: Mean analysis of the ratings of Federal and State college administrators on the capacity building needs of administrators on fund diversification for quality education transformative learning delivery in colleges of education.

S/ N	Item Statement	Federal (n= 140)		State (n = 179)		Overall		Remarks
		Mea n	SD	Mea n	SD	Mean	SD	
7	Engaging on profitable ventures like building of affordable student hostels, agricultural productions and vocational projects to generate funds.	3.38	.58	3.35	.62	3.36	.60	Needed
8	Engaging in technical projects like operation of bakery services, bookshops, printing press, farm produce and operation of filling stations to generate funds.	3.28	.67	3.32	.61	3.30	.63	Needed
9	Being involved in consultancy services to generate funds needed for transformative learning.	3.10	.77	3.17	.72	3.13	.74	Needed
10	Being involved in commercialization of physical facilities of the college to generate funds for college building.	3.27	.71	3.20	.67	3.23	.68	Needed
11	Being involved in commercialization of college services for fund generation.	3.18	.67	3.18	.57	3.18	.61	Needed
12	Offering distance learning/part-time degree programmes to generate funds for college building.	3.38	.61	3.35	.59	3.36	.60	Needed
13	Manufacturing of products by the college vocational centres for transformative learning.	3.10	.70	3.15	.64	3.13	.67	Needed
14	Alumni donations assist the colleges to	3.14	.81	3.06	.78	3.09	.79	Needed

generate funds for transformative learning.

Overall Mean 22.44 2.85 22.43 2.82 22.42 2.83 Needed

The results in Table 3 show the mean ratings and standard deviations of Federal and State college administrators on the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education. The analysis indicates that the mean ratings of both federal and state college administrators on items 27 to 34 are more than the 2.50 criterion mean with an overall mean score of ($M = 22.42$, $SD = 2.83$) out of a maximum mean score of ($M = 32.00$). This implies that college administrators at both federal and state colleges of education agreed to the statements of the items as the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education. Therefore, the capacity building needs of college administrators on fund diversification for quality education delivery in colleges of education include: engaging on profitable ventures like building of affordable student hostels, agricultural productions and vocational projects to generate funds; engaging in technical projects like operation of bakery services, bookshops, printing press, farm produce and operation of filling stations to generate funds; being involved in consultancy services to generate funds needed for quality education delivery; being involved in commercialization of physical facilities of the college to generate funds for college building; being involved in commercialization of college services for fund generation among others.

Also, the overall mean scores of ($M = 22.44$, $SD = 2.85$) and ($M = 22.43$, $SD = 2.82$) for the Federal and State college administrators respectively indicate that the federal college administrators had higher mean score than the state college administrators.

H₀₂: There is no significant difference between the mean scores of administrators in federal and state colleges of education in the capacity building needs of administrators on fund diversification for transformative learning in colleges of education in South-East Nigeria.

Table 4: t-test analysis of the difference in the mean scores of administrators in federal and state colleges of education in the capacity building needs of administrators on fund diversification for transformative learning in colleges of education

College Type	N	Mean	Std. Deviation	Df	T	P	Decision
Federal	140	22.44	2.85	317	.040	.968	Not significant
State	179	22.43	2.82				

Table 4 reveals that there is no significant difference between the mean scores of administrators in federal and state colleges of education in the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education in South-East, Nigeria, $t(317) = .040$, $p = .968$. Since the associated probability value of .968 is greater than the .05 level of significance, the null hypothesis is not rejected.

Discussions

The findings of this study reveal that the college administrators needed capacity building in the following areas of fund allocation: being guided by financial allocation policy; ensuring that organizational objectives are upheld in the allocation of financial resources; ensuring that budgetary provisions made must be allocated to various departments for transformative learning; ensuring the availability of funds to pay for salaries, goods and services are equitably allocated; ensure regular bank reconciliations for

peaceful coexistence and being able to identify the areas of acute shortage for both personnel staff and material needs promotes transformative learning in colleges of education. Furthermore, it was found out that there is no significant difference between the mean scores of administrators in federal and state colleges of education in the capacity building needs of administrators on fund allocation for transformative learning in colleges of education in South-East, Nigeria. The findings are in conformity with the views of Maritan and Lee (2017) who describes financial resource allocation as the systematic analysis of the way in which money is distributed among producers and apportioned among the final consumers. The consumers in this case are the learners. Oragwu and Nwabueze (2018) in like manner posited that to effectively influence the behaviour of other officers, the college administrator needs capacity building in different managerial skills such as procurement of funds, disbursement of funds, acquisition of resources, allocation of resources and tracking of performance result from allocation. The resources must be allocated adequately to ensure even distribution of such resources, and as such, enhance transformative learning.

The findings equally revealed that the capacity building needs of college administrators on fund diversification for transformative learning (table 3) which indicated that all the eight (8) items were needed by the college administrators for transformative learning. The study again revealed that there is no significant difference between the mean scores of administrators in federal and state colleges of education in the capacity building needs of college administrators on fund diversification for transformative learning in colleges of education in South-East, Nigeria.

The findings of the study are in line with findings of Borreh, et al (2014) who stated that diversification is a technique that reduces risk by allocating investments across various financial instruments and other categories. Diversification maximizes returns by investing in different areas that would each react differently to the same event. The findings of the study also agree with the works of Lioudis (2021) who posited that diversification is the most important component of reaching long-range financial goals while minimizing risks. The author concluded however that diversification does not guarantee against loss. The results revealed that the declining quality of Nigerian higher education is as a result of inadequate funding. Similarly, education funds misappropriation and mismanagement is a major reason for the deteriorating quality of Nigerian higher education. Hence, as noted by the authors above, there is need to build the capacities of administrators in colleges of education in the area of fund diversification as it will help in achieving transformative learning among students in the colleges.

Conclusion

Based on the findings and discussions of the study, it was concluded that college administrators in South-East Nigeria need capacity building to improve their job performance and enhance transformative learning to students. The capacity building an administrator needs to improve transformative learning in colleges of education include but not limited to fund allocation and fund diversification. When administrators are equipped with these capacity building needs, their job performance becomes improved, and as such transformative learning which will lead to greater achievement of organizational goals will be met with greater efficiency.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. A comprehensive capacity building programme should be organized periodically for college of education administrators to upgrade their financial resource management skills and practices for effective job performance and transformative learning in the colleges.
2. Provisions should also be made by the administrators of colleges of education in South-East Nigeria for in-service trainings and mentoring programmes of academic staff of the institutions to avoid stagnancy in their job of instructional delivery to students.
3. Emerging technologies such as learning Management Systems and mobile learning should be introduced into these colleges to help create transformative educational experiences. These tools foster critical thinking and interactive class discussions which will gradually influence pedagogy in colleges of education.
4. Administrators in colleges of education should seek government aids in form of donor-support initiatives like centers for innovative and transformative STEM education as models to revise instructional delivery in colleges of education.

References

- Boreh, L., Nwakudu, G. & Nwabueze, A. I. (2014). Financial management accountability for university development in Rivers States Nigeria. *African Journal of Higher Education Studies and Development*, 2 (3) 147 – 157.
- Brown, D.C. (2013). Capacity building for teachers. *Journal of teacher education* 3(2), 25 – 30.
- Lioudis, N. (2021). The importance of diversification. Investopedia. Retrieved from www.investopedia.com.
- Maritan, C. A., & Lee, G. K. (2017). Resource allocation and strategy. *Journal of Management*, 43(8), 2411-2420.
- Murphy, C., Mallon, B., Smith, G., Kelly, O., Pitsia, V. & Sainz, G. M. (2021). The influence of teachers' professional development programme on primary school pupils' understanding and attitudes towards sustainability. *Environmental Education Research*, 27(7), 34-47
- Nwabueze, A. I., Nwokedi, O.C.U. & Edikpa, E. C. (2018). Capacity building needs of education lecturers in information and communication technology in universities. *International Journal of Scientific & Engineering Research*, 9(6), 1266-1287.
- Nwokedi, O.U.C. (2018). Information and communication technology capacity building needs of education lecturers in universities in South-South, Nigeria. Ph.D. thesis presented to the Department of Educational Management, University of Port Harcourt.
- Nwogbo, V. N. (2023). Re-engineering teacher education in Nigeria for sustainable development in the 21st century. 84th inaugural lecture of Nnamdi Azikiwe University, Awka. 1st June
- Nwokike, F.O. & Ezeabii, I. C. & Jim, E. U. (2018). Business education: An indispensable tool for achieving sustainable development in the South-East states of Nigeria. *British Journal of Education*, 6(1), 19-27

- Ojiegbe, J. N., Otiwu, K. C. & Aderigha, A. G. (2023). Portfolio diversification and return on equity of deposit money banks in Nigeria. *Journal of Accounting and Financial Management*, 9(9), 158 – 179.
- Okenjom, G. P, Akoloh, L., Ikurite, N., Ihekoronye, J. & Saudi J. (2017). Capacity building programme needs for school administrators in secondary schools in Cross River State, Nigeria. *Humanities Social Science* 2(7), 476-482
- Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*. 3(2), 76-81
- Oragwu, A.A. & Nwabueze, A. I. (2018). Management of educational resources for the implementation of vocational subjects in technical colleges in South East, Nigeria. *International Journal of Scientific & Engineering Research* 10(2), 834 – 855.
- Pillay, P. & Paruk, S. (2017). Capacity building needs administrative and support personnel in the legislative sector. *Research report. POETA Public Service Sector Education and Training Authority, University of Witwatersrand.*
- Uniamikogbo, E., Okoye, E. I., & Amos, A. O. (2021). Income diversification and financial performance of selected deposit money banks in Nigeria. *International Journal of Applied Management Sciences and Engineering (IJAMSE)*, 8(1), 89-105. <https://doi.org/10.4018/IJAMSE.20210101.oa1>
- Uwakwe, I.S (2017). Capacity building needs of school principals for effective student personnel services in secondary schools in South East Nigeria. *International Journal of Development Research*, 7(11), 16508-16524.