

PROFESSIONAL DEMANDS OF LECTURING JOB ON HUMAN CAPACITY DEVELOPMENT: IMPLICATION FOR RAISING PROFESSIONAL BUSINESS EDUCATORS IN NIGERIAN TERTIARY INSTITUTIONS

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ABSTRACT

The place of lecturing job in achieving the nation's developmental strides through skilled manpower development is critical and exigent. Accordingly, the need for professional development of lecturers who occupy key academic positions in tertiary institutions in Nigeria, for effective and efficient performance of their professional roles, and in subsequent realization of the nation's developmental aspirations is a worthy investment. Thus, the main thrust of this paper was to carefully examine the professional demands of lecturing job on human capacity development and its implication on raising professional business educators in Nigerian tertiary institutions, via education policies and relevant literature reviews. Human capacity development in this sense is the consistent enhancement of knowledge, skills, work attitude, competences and experiences of academic staff of tertiary institutions to enable them perform optimally in their lecturing profession. Achieving the above stated aim was premised on the urgent demand to consistently develop lecturers or business educators' professional capacity in order to sharpen their professional teaching skills through relevant teacher education and qualification, professional membership affiliation to ensure strict compliance of practice to professional standards, quality research publications for development purposes, utilization of retraining programmes for professional knowledge update, ICT training for adaptive and innovative pedagogical approaches for effective job performance in the new normal. The study finally highlighted a plethora of inhibiting factors confronting professional capacity development of lecturers for optimal performance, and also made a few relevant recommendations.

Key Words: *Business Educators, Lecturing Job, Human Capacity Development, Professional Demands and Raising.*

Introduction

In the estate of every nation's education, human capacity and sustainable national development, tertiary education is placed at the centre, and as a primal tool for achieving the nation's national objectives and goals. Because of these pertinent roles, no reasonable country treats her education system as a whole and especially the tertiary education with levity. Instead deliberate and concerted efforts are made and mobilized by major stakeholders of education to ensure effectiveness through favourable and realistic formulation and implementation of policies, recruitment and strategic development of qualified manpower in terms of quality and quantity, adequate funding, constitution of regulatory agencies and bodies for quality assurance and control, adequate provision of facilities and equipment to enhance effective teaching and learning and lot more.

Apparently, human resources also known as personnel is the driving force of any organization or institution, other factors revolve around and remained dormant without personnel. Personnel with basic academic and professional qualifications and competencies is key in achieving institutional goals (Dada, Wunti and Martin, 2017). Paucity of core professional manpower in key areas is still a major challenge impeding the effectiveness and development of Business Education in Nigerian tertiary institutions. This is obviously observed by the lack of senior lecturers, associate professors and professors needed to perform the enormous professional tasks of effectively implementing business education programme in Nigerian tertiary institutions, despite academic staff development strategies and efforts put in place at different points.

The irony here is that business educators flooding the academic positions in most tertiary institutions are those without the professional capacity to perform the tasks the job requires for efficiency. These include those at the academic ranks of Graduate Assistants, Assistant Lecturers, Lecturers II and I. Consequently, the situation impacts negatively on the extent of business students' academic achievement, level of preparedness to fit into the labour market after graduation and invariably on the dilatory development of business education programme in Nigerian tertiary institutions (Ukabi, 2017). It is against this background that this study is predicated on the assumption that if the professional demands of lecturing job as stipulated on the National Policy on Education (NPE) are carefully examined, and effectively implemented among business educators in Nigerian tertiary institutions, it will help to ameliorate the low academic status of business educators to professional positions for effective professional job performance and productivity. Thus, the main thrust of this paper is to carefully examine the professional demands of lecturing job on human capacity development and its implication on raising professional business educators in Nigerian tertiary institutions.

Conceptual Underpinning

A few concepts embedded on the topic under consideration would be explained to give insight and understanding to the study, some of these concepts include:

Professional Demands: The term professional is an adjective derived from the noun form 'profession' which means "a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and

exercise these skills in the interest of others. It is inherent in the definition of a Profession that a code of ethics governs the activities of each Profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual (depicting the demands). These professional demands require high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Further, these codes are enforced by the Profession and are acknowledged and accepted by the community” (Australian Council of Professions, 2003). On the other hand, lecturing Job refers to academic positions of those who are formally appointed to impart knowledge to students through teaching and research at the tertiary level of education.

Human capacity development: In the views of Pollyn, Bavinua and Agi (2016) means the assistance provided to individuals or entities to develop their skills, competencies for effective performance of their job requirement. It is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively and efficiently. Lack of competent human capital resulting from lack of human capacity development is one of the impeding challenges of knowledge, institutional and academic programmes development (Perotomode and Chukwuma, 2012). A clear example is considered with the NUC accreditation manpower requirement. When an institution or academic programme does not meet the set minimum manpower requirement for accreditation, they tend to loss accreditation (Oluremi and Kolade, 2016). This has been the bane militating against the progress, development and sustainability of academic programmes of tertiary institutions in Nigeria and other parts of the world. Consequently, most relevant academic programmes are not floated, and the ones floated are not in good implementation shape because of lack of adequate qualified manpower to man the programmes (Okojie, 2010).

Hence, the role of the teacher at all levels of educational investment is considered crucial and indispensable, as the quality of educators (lecturers in this context) determines to a great extent the quality of products of every educational undertaking. Therefore, the training, retraining and job performance of teachers at all levels in Nigeria is described and identified as a professional demand by the federal government of Nigeria, National Policy on Education (FGN, 2014). “In lieu of the recognition of the pivotal role of quality teachers in the provision of quality education at all levels including tertiary education, teacher education shall continue to be emphasized in educational planning and development. Therefore, one of the cardinal goals of teacher education in Nigeria as stipulated in the National Policy on Education (NPE) is to produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system, including business educators (FGN, 2014:43). To achieve this laudable objective, the policy stated emphatically, that all teachers in the educational institutions shall be professionally trained, hence the structuring of the teacher education programme to ensure the efficient and effective performance of their duties.”

Consequent upon the above educational policy frameworks, the study anchors on the various relevant policy statements that mount professional demands of lecturing job on human capacity development in order to provide substance and justification to the study. Therefore, this study x-rays the underlying policy frameworks and provisions that informs on the professional requirements of lecturing job on manpower or human capacity development, to give insight on its resultant implications on raising professional business educators for effective and efficient performance of their duties.

Academic Qualification as a Professional Demand of Lecturing Job on Human Capacity Development

The Federal Government of Nigeria National Policy on Education (FGNNPE) provided that “the minimum academic qualification for entering into the teaching profession in Nigeria will be the Nigeria Certificate on Education (NCE). In addition, appointment and retention of academically and professionally qualified persons as teachers is ensured by putting in place a coherent national framework for teachers development and professional teaching standards that spelt out what teachers should know and be able to do at all levels of education and at various phases of their professional development (i.e. on graduation of initial training; on completion of an induction period and for professional accomplishment)” (FGN, 2014). According to National Universities Commission Arts (2007), NUC also spelt out the various academic qualifications for each academic position in the university as follows: A good Bachelors Degree with a minimum of 2.1 (2nd Class Upper) for Graduate Assistant academic position; A good Bachelor Degree and a Master’s Degree for Assistant Lecturer; A Fresh Doctorate Degree in addition to Bachelor and Master’s Degrees for Lecturer II, I, Senior Lecturer, Associate Professor and the rank of a professor with evidence of good scholarly publications.

Also, the TRCN has basically categorized teachers into four major groups using educational qualifications as a major parameter, provided by the Act 31 of 1993 and cited in Nwosu (2017) to include: **Category A:** Doctoral Teachers - holders of Ph.D. in Education or Ph.D. in other fields in addition with a teaching qualification (PGDE, PDE and NCE); **Category B:** Master’s Teachers - holders of Master’s Degree in Education or Master’s in other fields in addition with a teaching qualification (PGDE, PDE and NCE); **Category C:** Graduate Teachers - holders of Bachelor Degree in Education or in other fields with a teaching qualification (PGDE, PDE and NCE); and **Category D:** NCE Teachers - holders of NCE which is the national minimum teaching qualification in Nigeria. The provisions above shows that academic qualification is the primal prerequisite for entering into any lecturing position in tertiary institutions, and without it, there is no alternative qualification. This also suggests that educational qualification is one professional demand in lecturing job that supercede every other professional demands because other demands and even promotion and career progression only revolves around it. This requires that those who aspire for lecturing jobs and those who are already on the job must take pragmatic and determined steps to study and obtain good academic degrees required for the various academic positions in tertiary institutions. From the NUC stipulations, it is obvious that until one attains a functional doctorate degree (Ph.D), he or she is not yet conferred with the professional status of the lecturing job, because the persons chances to perform professional tasks and excel in the lecturing job is limited, and therefore is not even qualified for promotion into the higher ranks in the profession where the real tasks of the lecturing job lies. This calls for deliberate effort for academic improvement of lecturers through training and retraining programmes to enhance their academic qualifications as a means of improving the quality of their job performance (the both has a strong correlation).

Teaching Qualification as a Professional Demand of Lecturing Job on Human Capacity Development

The Federal Government of Nigeria stated in the NPE that “all teachers in tertiary institutions, business educators included shall be required to undergo training in the methods and techniques of teaching” (FGN, 2014:41). This essential policy statement that has been in

principle for the past decades is presently been enforced in the practice of teaching profession in Nigeria. Teachers are now made to understand the inevitability of having at least a minimum teaching qualification in addition to other related academic qualifications as a professional demand that qualifies every teacher to stay, practice and progress in the teaching profession. Given the understanding that having other relevant educational qualifications without the basic knowledge on methods and techniques of teaching as noted by the federal government of Nigeria, does not qualify one to teach effectively, given the professional training, ethics, principles, psychology of learning, technical evaluations and assessment, classroom applications and procedures involved in translating theory to practice for effective teaching-learning to take place. It is with the idea that a quack teacher would create more injuries to those he teaches, that this professional demand is made compulsory for all teachers in Nigeria educational institutions and in most countries in the world at large (Duruamaku-Dim, 2017). The enforcement of this policy framework brought serious tension to a lot of educators especially lecturers who were appointed without any teaching qualification in recent times. But that notwithstanding, the government through the ministry of education and relevant regulatory agencies are in-force of this policy prerogative by making it a requisite condition for rapid promotion of teachers in Nigeria, a condition of recognition as a professional teacher, a job security and retention criterion for all teachers and a precondition to enjoy professional privileges within the teaching profession. No doubt, these condition has made a whole lot of difference today, as a reasonable number of teachers who were employed without any teaching qualification have enrolled in teacher education programmes and some have even completed their programmes at NCE, B.Ed, PGDE and to some at master's levels through teacher education programmes of NTI, Colleges of Education, Open University of Nigeria, Online schooling and Universities sandwich, distance, part-time, and satellite programmes (TRCN, 2008). Business Educators who explored these opportunities have achieved a professional status in terms of acquiring a teaching qualification, and have positioned themselves to remain relevant and excel on the lecturing job.

Professional Membership Affiliation as a Professional Demand of Lecturing Job on Human Capacity Development

Professional affiliation of teachers in connection with the preceding requirement of obtaining a teaching qualification is a compulsory demand made on all teachers in Nigeria regardless of the level of teaching one is involved. In line with this, the FGN (2014:44) justifies that "Teachers' Registration Council of Nigeria (TRCN), which is recognized as the apex professional body for teachers in Nigeria shall continue to register teachers and regulate teaching profession and practice." The council was established by decree, now Act 31 of 1993. The policy statement emphasized that only professionally qualified and registered teachers shall be allowed to practice at all levels. This professional demand requires every educator in Nigeria to have a teaching qualification as a requisite for registration. Teachers seeking for registration are expected sit for, and pass the TRCN professional exam's before the Council can certify them as recognized professional teachers. This is in accordance with the TRCN mission "to promote excellence in education through effective registration and licensing of teachers; and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system" (TRCN, 2008). The registration certificate which confers on every registered member the professional status and identity contains both the registration number of the professional member and the category registered. The Council availed the statistics of registered teachers by stating that

over two million teachers have been registered, consisting of those serving in public and private schools at the basic, post basic and tertiary levels. The statistics also include Nigerians at diaspora who registered and sat for the exams due to the important recognition attached to TRCN certificate for recruitment of Nigerians at diaspora into the teaching profession of most countries, like U.S, UK, Australia, among others at the internal level (TRCN, 2008). It is another important professional demand in Nigerian teaching profession that calls for human capacity development for a better status, job recognition, satisfaction and efficiency. Accordingly, Okute and Eleng (2020) reiterated that as part of the requirements for professional recognition of teachers at all levels in Nigeria, there is a need for business educators to constantly update themselves with academic qualifications as a requisite to fulfilling their professional functions, which serve as indispensable instruments for professional growth and development. Moreover, given the disparity and complexities within the teaching professional arena, Yusuf, Afolabi and Oyetayo (2014) suggested the categorization within the profession to include: **Category A:** Full professional teachers consist of all graduates with teaching qualifications not lower than NCE, PGDE or B.Ed/B.Sc.Ed certificates; **Category B:** Intermediate professional teachers comprising NCE, Grade I and II holders teachers' certificates; and **Category C:** Auxiliary teachers to consist of all graduates and non-graduates without a teaching qualification.

Research Publications as a Professional Demand of Lecturing Job on Human Capacity Development

Among the core goals of tertiary education clearly spelt out in the National Policy on Education in Nigeria is 'Research and Development'. Specifically, it was stipulated that "university research shall be relevant to the nation's developmental goals, hence particular attention shall be paid to research and promotion of indigenous knowledge in Nigeria. In this regard, university shall be encouraged to collaborate with government, industries and the global community in the conduct of research and disseminate the results" (FGN, 2014:41,42). This goal of tertiary education in Nigeria reveals that tertiary education is research-based, strategically positioned to bring about inclusive and sustained national development through relevant and innovative researches. Thus, the lecturers that constitute the major manpower saddled with the professional responsibility of implementing and realizing this pivotal goal are required to be adequately equipped with excellent research skills that will enable them carryout quality researches in relevant areas for local, national and global development (Jacobs & Berg, 2013; McBain, Hall, & Culshaw, 2013). This shows the demand on lecturer's capacity development by institutions and other regulatory bodies like NUC, NCCE and NBTE to conduct and publish quality researches in relevant areas as a requisite for promotion, growth and development on the lecturing job.

Therefore, the International Institute for Educational Planning IIEP (2007) argues that universities play a crucial role in generating new ideas, and in accumulating and transmitting knowledge needed for national and human resources development through rigorous research works or projects. According to Samisaye (2019), "Research productivity is very important in the appointment and promotion of academic staff of these institutions as it is spelt out in the schemes of service governing their appointments and promotions. By virtue of their work and positions, apart from educational qualifications and cognate experience, they are required to get appointments and promotions on evidence of satisfying research publications in reputable journals with high-impact factor such as SCImago, Web of Science, Scopus, etc. The numbers of publications vary with different academic positions in the research institutions and possession of Ph.D. in relevant field is a prerequisite for appointment and promotion into

higher academic positions (NUC, 2007). The importance of research productivity in the career advancement and prestige of researchers in the profession is quite obvious and as such it is not treated with levity by academic staff of tertiary institutions, hence the popular expression that “you publish or perish” in the academic world.”

That notwithstanding, research provides a good platform for academic staff members to become successful academics. This is because research develops academic knowledge and reinforces the skills needed for effective knowledge. Yusuf (2012) “however observed that both the quantity and quality of research output from these institutions in Nigeria are generally too low to make the desired impact on national development. Worse still, there is a general lack of research focus by the higher education sector in relation to Nigeria’s national Research & Development needs.” Research or scholarly publications is one of the major professional demands of lecturing job that requires human capacity development, in terms of research training, improved research writing skills, research networking and collaboration at local and global levels, global competitiveness and skills in writing captivating research proposals to access academic research grants.

Academic Staff Retraining as a Professional Demand of Lecturing Job on Human Capacity Development

The policy framework on retraining of educators in Nigeria states that “in-service training shall be an integral part of continuing teacher education, and that it is mandatory that all school administrators or proprietors provide in-service education for teachers” (FGN, 2014:44). Considering the dynamics of society, innovations in teaching methods and techniques especially in the new normal, places a serious demand on educators to constantly update their knowledge and skills and stay afloat in the effective performance of their professional roles as teachers. At the tertiary education level, this can be achieved through advancement in education, attending and participating in academic conferences, seminars and workshops within and outside the country to present scholarly papers subject to the views and critique of other professionals and scholars in the same academic field or discipline, enrolling on professional course(s) relevant to ones field, and more. It is with this important demand that staff capacity development programmes and support are formulated, structured and made accessible to academic staff of tertiary institutions in form of study scholarships, study and research grants, staff development incentives, research collaborations and networks, sabbatical leave, to name but a few (Nwokeocha, 2017; Nzokurum & Awah, 2017).

Retraining of academic staff of tertiary institutions is a direct tool for human capacity development that has a consequential effect on raising academic professionals who will be competent and proficient in the delivery of their teaching job and in raising a well equipped and skilled manpower that will serve as major drivers of institutional, national and global development. In his opinion, Nwokeocha (2014) described the retraining of teachers to be an integral part of teacher’s development. The author further defined teacher’s development as “the process of preparing teachers to be fit and proper for effective discharge of their duties in the school system as facilitators of knowledge and managers of the various levels of the educational sector. Professional development encompasses the pre-service and in-service dimensions of the teachers’ preparation. The in-service dimension further entails on-the-job training (quality circles, workshops, seminars, conferences, and holiday programmes) and studies away from work in the form of training leading to higher academic qualifications.”

The effectiveness and resourcefulness of every academic staff especially at the long-run is a function of staying up-to-date with the new trends and innovations in teaching and learning through retraining programmes (Nwokeocha, 2017). This professional demand is central and requires that the job of lecturing is both demanding and tasking as it requires consistent investment of time, energy, money, and other valuable resources; sacrifice of one's social life; delay gratification in order to improve one's performance capacity and remain relevant on the job. It requires one to also be an 'eternal student'.

Information and Communication Technology (ICT) as a professional Demand of Lecturing Job on Human Capacity Development

The underpinning policy provision on this demand stipulates as follows: "Information Technology (IT) training shall be incorporated into all teacher-training programmes" (FGN, 2014:43,44). This professional demand is considered a key demand given the indispensability of ICT in our contemporary world, and in education in particular. ICT in education plays enormous roles; pedagogical, innovation in teaching and learning, administrative roles, research and publication roles. Today most academic conferences are organized and held online and paper presentations are done online, supervision of projects, theses and dissertations and academic defence both at internal and external levels are conducted online, academic interviews, aptitude test and staff assessment and evaluations are done online, upload of academic works for online presence as a promotion requirement, submission of journal papers to journal houses for publications, editorial works and correction of such papers are done online, effective instructional communication is strongly supported with IT gadgets especially in this new normal era, administration and marking of GSS exams in most tertiary institutions and result computation of students is been carried out with computer soft-wares, analyses and interpretation of research data for research and statistical reporting is done with the help of computer soft-wares, and lots more. In fact, the knowledge and skills in ICT is a high professional premium that requires ICT training and retraining of lecturers and teachers in general, for both pedagogical effectiveness and all-round performance on the lecturing job (Duruamaku-Dim, 2017). Indeed, no lecturer in the new order of things can function effectively, efficiently and excel in the academic job of lecturing without possessing a good knowledge on a set of ICT skills. This demand on the lecturers requires deliberate and strategic effort of both the lecturers themselves, government and the academic institutions to train and retrain lecturers on new trends in ICTs, which will later impart positively on the learners understanding, and improve their performance through effective and innovative teaching and learning (Avolic, Benzaquen and Pretell, 2019). It is true that a lot of lecturers in Nigerian tertiary institutions lack ICT skills, and that is affecting their job performance negatively. Therefore, also pay more to those who render ICT services to them, most of them employ personal secretaries or auxiliary ICT compliant persons who assists them. The danger associated with this informal arrangement is that all their confidential information and dealings of the job are made public, and sometimes suffers betrayal of trust; examination questions are sold out before the actual date or time of the exams and scores are sold for money. A lot of lecturers suffer this frustration especially when invited to face enquiry and disciplinary panels for certain academic malpractices committed by personal assistants without their notice. Hence, ICT training of lecturers is an imperative requirement in the efficient and holistic delivery of teachers' professional duties (Oche, Ukabi & Odey, 2021). Therefore, the training and retraining of lecturers in ICT would be a worthwhile capacity development investment that will result to raising professional educators that will fit into the professional manpower needs of tertiary institutions, to bring about the aspired national and global development.

Implication of Professional Demands of Lecturing Job on Human Capacity Development for Raising Professional Business Educators

All things being equal and providing a level ground to rigorously pursue and implement all the professional demands of lecturing job as clearly stated by the Federal Government of Nigeria in her National Policy on Education, and as carefully outlined in this academic discourse, will result to a strategic, inclusive and sustainable capacity development of business educators in relevant teaching qualifications leading to professional membership registration with the relevant professional body, development of research skills and publication of scholarly articles, training and acquisition of requisite ICT skills appropriate for the lecturing job, improve capacity through the available retraining programmes, this is termed human capacity development which resultant impact is the raising of professional business educators in possession of professional knowledge and experiences, skills, ethics of conduct, professional affiliation, recognition and competence for effective and efficient delivery of their jobs. The direct implication of this outcome would be massive and accelerated growth of business educators to the higher academic ranks where the real work of raising skilled manpower for the nation's development lies. It also implies that the enormous professional roles and tasks that were exclusively reserved for Senior Lecturers, Associate Professors, Professors, Chief Lecturers as the case may be; lecturing and supervising post-graduate students, successful mentoring of young academia, academic consultant services, participation in quality control and assurance, occupying administrative positions, academic programmes design and curriculum development, new knowledge development in one's field in the form of bringing innovation or propounding new theories to guide knowledge in a given field of study, high-impact academic publications, participation in NUC, NCCE and NABTE accreditation exercises, serving at the capacity of an external examiner, serving as a council member, among others will now be spread to many competent professional hands for effectiveness, efficiency and higher productivity. These academic tasks that were suffering in the hands of a few professionals will now have a multiplier or exponential effect on productivity and consequent development of the academic programme, since many competent and professional hands would now be involved in doing the work.

Factors Inhibiting Attainment of Professional Demands of Lecturing Job on Human Capacity Development and Subsequent Raising of Professional Business Educators

Despite the enunciated policy frameworks on the professional demands of teaching at all levels in Nigeria, with particular emphasis on raising well motivated and conscientious professional teachers through a continuous strategic human capacity development of teachers to ensure the effective and productive performance of their services, there still exist a plethora of factors inhibiting the achievement of these professional expectations and demands. Some of these factors include but, not limited to the following: Vague and unrealistic policy framework on professionalism of education in Nigeria, lack of commitment to teachers' professional development by lecturers, institutions and government, poor funding of teacher education institutions in the country resulting to lack of qualified manpower and relevant facilities, lack of legislative frameworks on the implementation of education policies and disciplinary measures for those who contravene the policies, multiple regulatory bodies, lack of recognition and prestige that is accorded to other professions, poor conditions of service, lack of motivation, education been used by the political class as a ground for political settlement, lack of fiscal attention, wrong public perception, lack of comparative competitiveness, lack of strategic teachers retraining programmes, lack of institutional and inclusive support systems for staff capacity development programmes, poor or no academic

staff mentoring roles, lack of intellectual capacity by some lecturers to develop, the list is inexhaustible. These militating factors against the professional development of teachers call for a serious overhaul and frantic efforts to be tackled.

Conclusion

Professional demands are fundamental and inevitable requirements for the development of members in every profession, with the aim of rendering organized, recognized, specialized and expert services in an effective, efficient and productive manner. This development always follows a long period of rigorous education, training, retraining and practice, in order to equip members with the professional or expertise knowledge, wealth of relevant experiences, requisite skills and competences through prescribed professional guidelines required for the best practice and performance in their chosen profession. Teaching as a progenitor of all other professions in Nigeria and in most part of the world is given the same professional phase. Policies are made to ensure all teachers at the various levels of education system are professionally trained for the effective performance of their job. Hence, lecturers occupying the apex teaching positions in the country and are charged with the crucial responsibility of training for effective manpower development that is intended to bring about the expected development of the larger society. This tasks placed on them the urgent demand to consistently develop their professional capacity in order to sharpen their professional teaching skills through relevant teacher education, professional membership affiliation to ensure strict compliance to professional codes of conduct in the practice of their noble job, scholarly and quality research publications for development purposes, utilization of retraining programmes self improvement, ICT training for innovative pedagogy and effective job performance in the new normal. This study also acknowledges that these essential demands of developing lecturers' capacities with direct implication on raising professional business educators is not incognito of a plethora of inhibiting factors. Therefore, submissions are made that considerate efforts in dealing with the identified challenges will result to a massive and accelerated professional development of business educators, which will in turn have an exponential or incremental impact on their job performance, development of the academic programme of studies, manpower development, and national development.

Recommendations

As a way of attempting a procedure to follow in addressing the issues highlighted in this discourse, recommendations are made as follows:

1. There should be an articulated plan and strategy by the appropriate authorities; government agencies of law and professional regulatory bodies in charge of teaching profession to enforce and ensure strict compliance to the implementation of the policy guidelines and frameworks on teacher education or professional preparation of teachers, and practice at the entering point and while on the job.
2. There should be a unified professional body in charge of teaching profession in Nigeria, which will lead to unified acceptable professional set standards, codes of conduct, certification, and that spell out the conditions of service and exclusive welfare packages for certified professional teachers and to advocate for the right of her members through concerted implementation efforts.
3. Immediate academic staff development needs assessment and evaluation should be carried out in all tertiary institutions across the country, in order to ascertain the extent of

capacity development needs of lecturers, and formulate inclusive and realistic time-bound strategy to meet the identified capacity development needs. This can be achieved through a coordinated funding synergy of the major actors or stakeholders of education.

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