



An Investigation of Government Led Online Capacity Building Interventions in Higher Education: The Start of the Journey, the Administration and Finish Line

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ABSTRACT

Background: This study investigates the effectiveness of government-led online capacity-building interventions in higher education institutions in Nigeria, aiming to evaluate their impact on instructional quality and institutional resilience.

Objective: The study aims to assess the effectiveness of online capacity-building interventions in improving faculty performance and institutional adaptability in Nigerian higher education institutions. **Method:** This investigation employed a mixed-methods approach, integrating quantitative surveys and qualitative interviews to gather data from a diverse range of higher education stakeholders. The research focused on both immediate and long-term effects of online training programs on instructional quality and institutional resilience. **Result:** The study anticipates revealing critical insights into the relationship between government-led online initiatives and the outcomes of educational practices. The results will offer an in-depth analysis of how these programs impact faculty performance, teaching strategies, and the overall adaptability of institutions to digital transformation.

Conclusion: By analyzing the correlation between government initiatives and educational outcomes, this research provided a comprehensive framework for policymakers and educational leaders. The findings are expected to inform future strategies for online capacity building, contributing to improved educational quality and institutional sustainability. **Contribution:** The implications of this research extend beyond immediate educational contexts, offering a practical guide for implementing effective online training interventions.

KEYWORDS

Investigation; Government Led Online Capacity; Higher Education; Administration; Finish Line

1. INTRODUCTION

The ideal educational system in higher education should seamlessly integrate digital tools and resources to enhance teaching, learning, and overall institutional resilience (Motz et al., 2023). However, the rapid shift to digital platforms, particularly in the face of global disruptions such as the COVID-19 pandemic, has highlighted significant

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challenges in digital infrastructure and instructional practices within Nigerian universities. To address these gaps, the Nigerian government has initiated various online capacity-building interventions to improve pedagogical practices, enhance faculty's digital literacy, and foster institutional resilience. Despite the growing recognition of the importance of digital competencies, the gap between the ideal integration of technology in education and the challenges faced by educators and students remains substantial (Caena & Redecker, 2019).

The journey towards effective online capacity building began with the COVID-19 pandemic, which exposed the gaps in digital infrastructure and highlighted the urgent need for comprehensive online training programs. In response, through the National Universities Commission (NUC), the Nigerian government initiated several programs to equip educators with the digital competencies required for effective online teaching (NUC, 2021). These programs have been designed in collaboration with technology firms and educational organisations to create tailored training modules focusing on online teaching techniques, digital resource management, and student engagement in virtual environments (Ogunleye, 2021). Notably, the University of Delta and other institutions in Delta State have implemented ongoing Blackboard LMS training for faculty, ensuring that educators are equipped with the necessary skills to utilise digital tools effectively (Van Niekerk, 2020). This hands-on approach has been further reinforced by mandatory in-person training sessions for faculty and students, ensuring that both groups can effectively engage with the learning management systems. The continuous nature of this training underscores the government's commitment to enhancing the digital literacy of both educators and students, with the ultimate aim of creating a sustainable and resilient higher education system.

While the impact of these government-led online capacity-building interventions is increasingly evident, challenges persist. Internet accessibility and the digital divide continue to affect students, especially those from lower socioeconomic backgrounds or rural areas (Afolabi, 2023). These issues hinder full participation in online learning programs and exacerbate existing educational system inequalities. Additionally, many educators and students struggle to adapt to online teaching and learning environments. Faculty often find it difficult to transfer traditional pedagogical methods to digital platforms, while students face challenges maintaining engagement and motivation in virtual settings (Bates, 2020; Moore & Kearsley, 2012). Despite these hurdles, student and faculty feedback indicate that online interventions offer flexibility and valuable skills that improve academic and professional prospects. Moving forward, it will be crucial to address these challenges by expanding internet access, improving technical support, and offering more tailored training to ensure that faculty and students can fully benefit from online learning opportunities. Moreover, future interventions should focus on sustaining these developments and ensuring digital resources are equitably distributed across Nigeria's higher education institutions.

The concept of capacity building in higher education, particularly through online interventions, has garnered significant attention globally (Khoalenyane & Ajani, 2024). Governments worldwide have implemented various online training programs to support the professional development of educators, improve instructional practices, and strengthen institutional governance. In Nigeria, the National Universities Commission (NUC) has been at the forefront of these initiatives, providing funding and resources to promote digital tools and platforms in higher education (Akinola et al., 2023). Programs like the "Digital Competency Training for University Lecturers" and integrating learning management systems like Blackboard LMS are pivotal in this transition (Amuche et al., 2022). However, the effectiveness of these programs in addressing the challenges of digital literacy, faculty adaptation to online environments, and the digital divide among students remains underexplored. While previous studies have highlighted the importance of technology in education, the specific impact of these government-led interventions on Nigerian institutions and their stakeholders is less understood. This study fills this gap by investigating how these interventions influence faculty and students and identifying the barriers and challenges that hinder their full potential.

This study investigates the effectiveness of these government-led interventions, specifically evaluating their impact on instructional quality and the adaptability of institutions. This research seeks to bridge this gap by addressing four primary questions: What facilities are available for government-led online capacity-building interventions in higher education? To what extent have these interventions improved faculty pedagogical practices? How do students respond to these interventions, and what feedback do educators provide? These questions provide a comprehensive understanding of the current state of online capacity-building efforts in Nigeria's higher education system.

The primary focus of this research is to evaluate the immediate and long-term effects of government-led online capacity-building interventions on instructional quality and institutional resilience in Nigerian higher education institutions. Specifically, the study examines the availability and impact of facilities for these interventions, improvements in faculty pedagogical practices, and responses from students and educators to the online programs.

The ultimate goal is to determine whether these capacity-building efforts contribute to the modernisation of teaching practices, enhance the quality of education, and improve the adaptability of institutions in the face of technological and social challenges. By addressing these objectives, this study aims to provide actionable recommendations for policymakers, educational administrators, and stakeholders to optimise the effectiveness of online training programs and ensure equitable access to digital education resources across Nigeria's diverse educational landscape.

2. METHOD

2.1 Research Design

A mixed-methods research design was employed to provide a comprehensive understanding of the effects of online capacity-building interventions. The study combined quantitative and qualitative data collection methods to explore the experiences and perceptions of educators in relation to the government-led online training initiatives. The quantitative component used a structured questionnaire to gather data on educators' access to technology, digital skills, and engagement with online learning platforms. The qualitative component focused on understanding educators' experiences and challenges through interviews and open-ended survey questions, which were later analysed thematically.

2.2 Participant

The study targeted a purposively selected sample of 57 educators from the University of Delta, Agbor. Stratified random sampling was used to ensure representation across different departments and academic ranks, diversity in responses, and a comprehensive understanding of faculty members' experiences with varying levels of engagement with the online capacity-building interventions. This approach enabled the researchers to capture a broad spectrum of insights regarding access to technology, digital skills, and overall experiences with online learning.

2.3 Data Collection

Data were collected through two main instruments: a structured questionnaire for the quantitative survey and qualitative interviews to capture educators' perceptions of the online training programs. The questionnaire was designed to assess educators' digital literacy, the extent of their participation in the online training programs, and the perceived impact on their teaching practices and academic performance. The qualitative interviews sought to explore educators' personal experiences, challenges faced during the training, and their views on the overall effectiveness of the interventions. Both data collection methods were administered to the 57 selected educators, ensuring a well-rounded approach to understanding the study's research questions.

2.4 Data Analysis

The data collected from the structured questionnaire were quantitatively analysed using Python to calculate the p-value and conduct chi-square tests. This analysis aimed to determine the statistical significance of the relationship between educators' access to technology, their participation in online training, and changes in their digital literacy and teaching effectiveness. The qualitative data were analysed thematically, identifying key themes related to educators' experiences, challenges, and the perceived impact of the training. The integration of both quantitative and qualitative analyses provided a holistic view of the effectiveness of the government-led online capacity-building interventions in improving instructional practices and digital literacy among faculty members.

3. RESULT AND DISCUSSION

3.1 Result

This section deals with the analysis of data collected and the discussion of results.

- a) Research question one: What facilities are available for government online higher education capacity building intervention?

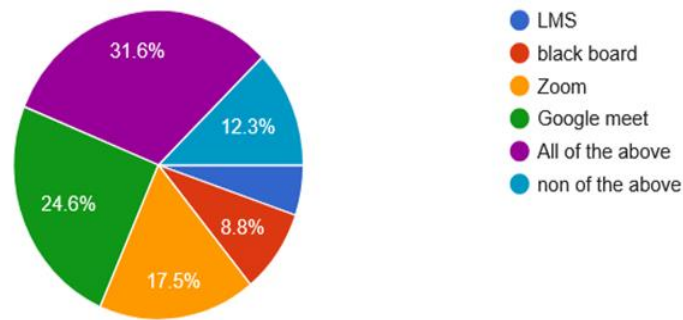


Figure1

Figure 1 above reveals that 31.6% of respondents agreed that all digital facilities are available. However, Google Meet is the most popular amongst the respondents, while Blackboard has 8.8% and is less prevalent. More training and retraining workshops are required on using Blackboard, considering its vast advantages in pedagogical processes and educators' convenience.

b) Research question two: To what extent have government online capacity-building interventions improved faculty's pedagogical practices in higher education institutions?

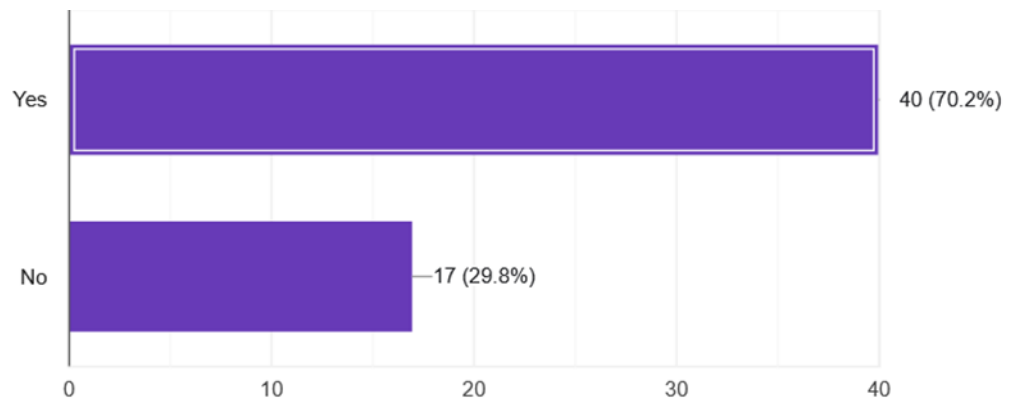


Figure 2.1

Forty of the respondents in Figure 2.1 agree that government online capacity building interventions positively improve faculty's pedagogical practices in higher Education institutions, while 17 disagree.

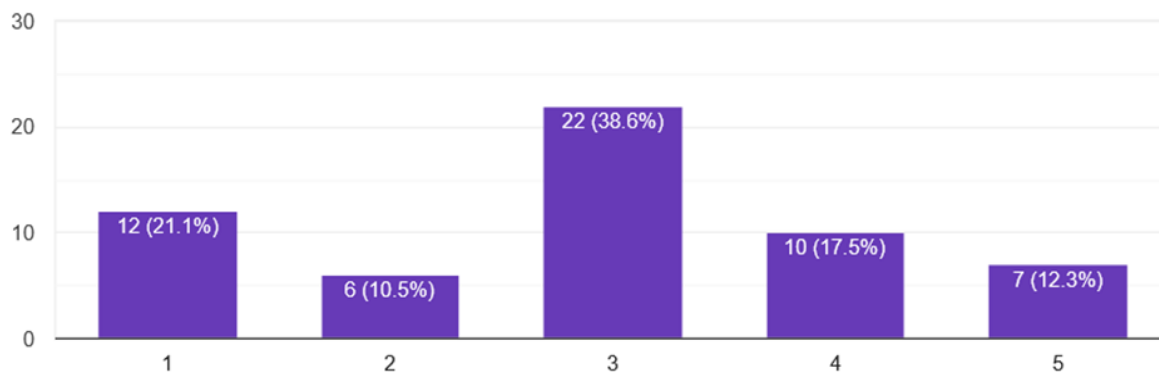


Figure 2.2

Government capacity-building interventions improved the pedagogical process to a great extent. This is revealed from figure 2.2 above, with 38.6% responses highlighting a great extent, while 10.5% minimal extent.

c) Research Question three: How do students respond to government online capacity-building interventions?

Respondents' perception of digital tools is that digital tools make learning more effective for students and make the job of teaching easy for educators. See figure 3 below.

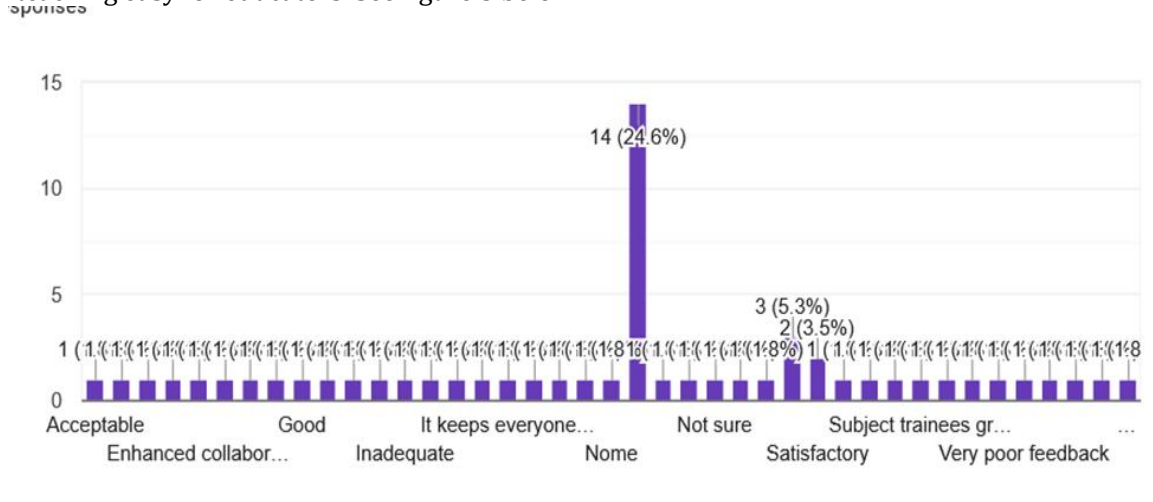


Figure 3

d) Research question four: What are educators' responses to government online capacity-building interventions in higher education?

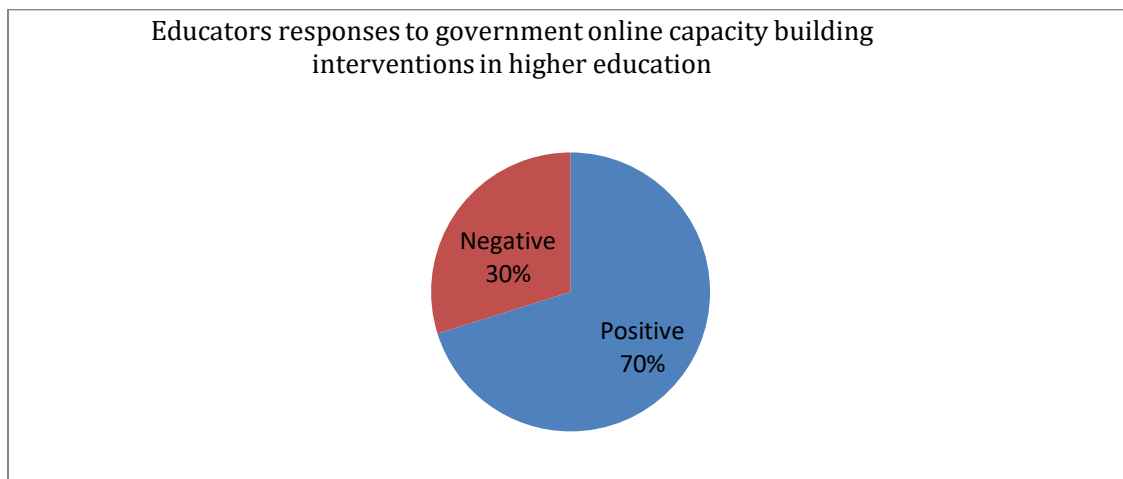


Figure 4

The pie chart above shows that 70% of educators' responses to government online capacity-building interventions in higher education were positive, while 30% were negative.

3.2. Discussion

The investigation into government-led online capacity-building interventions in Nigerian higher education institutions highlights a transformative journey from the initiation of these programs to their implementation and eventual impact on instructional quality and institutional resilience. The onset of these programs, particularly during the COVID-19 pandemic, marked a critical moment in the education sector, necessitating an immediate shift to online platforms. As the world grappled with the effects of the pandemic, the Nigerian government recognized the urgency of developing faculty digital competencies and institutional infrastructure (Olanrewaju & Afolabi, 2022). This

realisation led to the establishment of online training initiatives to enhance teaching methods and support educators' adaptability in a rapidly changing educational environment.

The administration of these interventions has been multifaceted, involving partnerships between government bodies, technology companies, and educational organisations (Brunetti et al., 2020). The collaboration with the National Universities Commission (NUC) was key to the success of these interventions, which provided oversight and coordination for the rollout of training programs. The government's approach included introducing digital platforms like Google Meet, Blackboard LMS, and Zoom to faculty members (Mishra et al., 2020). Despite the initial challenges related to technology access and internet connectivity, these platforms offered educators the tools to continue teaching remotely. Furthermore, in-person training sessions were organised to ensure educators could effectively engage with these tools, enhancing their digital literacy and pedagogical approaches (Ogodo et al., 2021). These training sessions were structured in stages, allowing for incremental learning and skill-building, a necessary strategy in ensuring long-term success.

However, the success of the interventions was not without its challenges. One of the key hurdles identified throughout this investigation was the underutilization of Blackboard LMS despite its advantages (Anderson & Dron, 2017). While platforms like Google Meet were widely adopted, Blackboard, a more comprehensive learning management system, remained relatively less popular. This discrepancy points to a gap in educator familiarity with advanced digital tools. The study found that more training and retraining workshops are required to bridge this gap. Furthermore, the varying levels of digital literacy among educators posed significant barriers to effective use of these platforms, highlighting the need for continuous support and tailored training programs that cater to the diverse technological capabilities of educators (Gruszczynska et al., 2013).

Regarding pedagogical practices, the government-led interventions have shown significant promise in improving teaching methodologies and instructional quality (Nugroho, 2024). The study found that 40% of respondents felt these interventions positively influenced their teaching practices, with an even larger proportion noting that the improvements were substantial. Educators reported increased flexibility in teaching and the ability to reach students beyond traditional classroom settings (Vadeboncoeur & Padilla-Petry, 2017). Integrating online platforms enhanced educators' ability to deliver content and allowed for innovative approaches such as blended learning, fostering a more dynamic and student-centred learning environment (Kerimbayev et al., 2023). While some educators experienced difficulties adapting to these new methods, the overall trend suggests that online training programs have been instrumental in advancing pedagogical practices (Roddy et al., 2017).

Student feedback regarding these interventions was also overwhelmingly positive, with many reporting that digital tools made learning more efficient and accessible (Sormunen et al., 2020). The flexibility of online learning allowed students to engage with content at their own pace, providing them with opportunities to revisit lessons and better understand complex concepts (Bahiyah, 2023). However, despite the positive response, some students expressed concerns about the digital divide. Access to stable internet connections and affordable devices remained an issue for students in rural areas or from lower socioeconomic backgrounds (Graves et al., 2021). This points to a need for further government efforts to ensure equitable access to digital resources, thereby reducing the gap between student groups and enhancing the inclusivity of online education.

While still ongoing, the finish line of this journey marks an important shift in Nigerian higher education. The government's capacity-building initiatives have laid the groundwork for a more resilient educational system capable of withstanding future disruptions. However, the journey does not end with the completion of training programs. Continued efforts are necessary to ensure that faculty members remain proficient in using digital tools and that students continue to benefit from these innovations. Long-term sustainability will depend on the government's ability to address the remaining challenges, such as expanding internet access, providing ongoing professional development for faculty, and fostering a culture of continuous improvement. By building on the foundation laid by these interventions, Nigerian higher education institutions can better navigate the evolving educational landscape, ensuring that all stakeholders are prepared for the future of teaching and learning.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Implication

This study has several important implications for higher education policy and practice, particularly regarding government-led online capacity-building interventions. First, it highlights the need for continuous, tailored professional development programs for educators to enhance their digital skills and effectively integrate technology into teaching. This is crucial for maximising the potential of online learning platforms, such as Blackboard LMS, which remain underutilised despite their pedagogical benefits.

4.2 Contribution

This research contributes significantly to understanding government-led online capacity-building interventions in higher education, particularly in developing countries like Nigeria. It provides valuable insights into how these interventions impact faculty pedagogical practices, digital literacy, and institutional resilience. By highlighting both the successes and challenges educators and students face in adopting online learning tools, the study offers actionable recommendations for improving the implementation of digital training programs.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Limitation

While providing valuable insights into government-led online capacity-building interventions in Nigerian higher education, this study has several limitations that should be considered when interpreting its findings. First, the research was conducted at a single institution, the University of Delta, which limits the generalizability of the results to other higher education institutions in Nigeria or other countries. The experiences and challenges educators and students face at this particular university may not fully represent those at other institutions with different contexts, resources, or levels of digital maturity.

5.2 Recommendation for Future Research Directions

Based on the findings and limitations of this study, several recommendations for future research can be made. First, further studies should expand the scope to include multiple universities across Nigeria or even in other developing countries to provide a more comprehensive understanding of the effectiveness of government-led online capacity-building interventions. A comparative study across different institutions, with varying levels of technological infrastructure and faculty engagement, would yield insights into the factors contributing to such programs' successful implementation.

6. CONCLUSION

This study examined the effectiveness of government-led online capacity-building interventions in higher education, focusing on their impact on instructional quality, faculty digital literacy, and institutional resilience. The findings indicate that these interventions have positively influenced teaching practices, with most educators reporting increased proficiency in using digital tools like Google Meet and Blackboard. However, the study also highlighted the underutilization of specific platforms, such as Blackboard, which, despite its potential advantages, has not been fully embraced by faculty. This suggests the need for more focused and continuous training to improve digital skills and the adoption of these platforms.

The research also reveals that students perceive online learning tools as beneficial to their academic experiences, offering flexibility and enhancing engagement. However, challenges related to the digital divide, such as unequal access to technology, remain a significant barrier for many students, particularly those in rural areas. These findings emphasize the importance of addressing infrastructure issues, such as internet connectivity and access to affordable devices, to ensure equitable access to digital education for all students, regardless of their socio-economic background.

This study underscores the importance of ongoing support and evaluation for government-led online capacity-building interventions in higher education. While the interventions have contributed to improvements in digital literacy and pedagogical practices, much work is still needed to ensure their sustainability and effectiveness in the long term. Future efforts should focus on expanding access to technology, providing continuous professional development for educators, and fostering a more inclusive digital learning environment for students. By addressing these challenges, Nigeria's higher education system can better adapt to the evolving demands of the digital age.

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Author Contribution Statement

Felicia Ofuma Mormah contributed to the conceptualisation and design of the study, as well as data collection, analysis, and interpretation of results. She was pivotal in drafting and revising the manuscript, ensuring the findings were presented clearly and cohesively. Her expertise in the field of education and capacity building guided the overall direction of the research. Stella Chinye Chiemeké provided invaluable academic mentorship throughout the research process.

Conflict of Interest Statement

The authors declare that they have no conflicts of interest or potential conflicts related to the research, writing, and/or publication of this article.

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