DIFFICULT COMPONENT AREAS OF RESEARCH EXPERIENCED BY LECTURERS IN THE FACULTY OF EDUCATION, FEDERAL UNIVERSITY OF KASHERE, GOMBE STATE.

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Abstract
The study was conducted to ascertain difficult component areas of research experienced by lecturers in the faculty of Education, Federal University of Kashere. Three (3) purposes and three (3) research questions guided the study. The population of the study was 155 lecturers in the faculty. Purposive sampling techniques was used to select a sample of 65 lecturers below the rank of Associate Professor who were not on study fellowship. A 31 items questionnaire developed from literature reviewed was use to collect data for the study. Data collected for the study was analyzed using mean, standard deviation and Need-gap analysis to answer the research questions while t-test statistic was used to test the null hypothesis at 0.05 level of significance. It was found out that lecturers in the Faculty of Education, Federal University of Kashere experienced difficulties is some aspect of research such as conceptualizing research problem, writing the background of the study relating all variables of the study, conceptual and theoretical framework, research methods, interpretation of results among others. It was recommended that the Dean Faculty of Education should organize seminar and workshop for the lecturers on principles of conducting and writing research.
Keywords: Research, Difficult-Areas, Experienced, Lecturers

Introduction

University is an institution of higher learning where wholistic training is given to the students. Abusomwan and Ehijele (2009) stated that university is an institution of higher learning where high level of manpower is trained, the author continues that university provide students with thorough training with relevant and adequate knowledge, skills and attitude for employment under the guidance of a lecturer in related occupations. Moreover, Ene, Mogboh, Ogbonne and Uche (2020) stated that University is an institution that provide multi-disciplinary and multi-dimensional services to the communities, the authors further stated that university is a knowledge and value provider to the society. Also, National Universities Commission (2018) stated that a university is to produce graduates with high academic and ethical standard with adequate practical exposure for self-employment, and be of immediate value to industry and the community. The Commission (NUC) further stated that the role of a University in Nigeria are as follows: The Pursuit of Service to the Community; The dissemination of existing and new information; Serve as a store-house of knowledge; Provide adequate Teaching and Research.

Research according to Merriam-webster (2021) is the process of systematic inquiry that entails collection of data, documentation of critical information and analysis of the data in order to establish facts and reach new conclusions. Also, Cambridge University Press (2021) stated that research is a detailed study of a subject in order to discover information or achieve a new understanding of it. Furthermore, Ali (2006) stated that research is a systematic, scientific investigation involving identifying ways and means of teaching and learning efficiently and effectively so that the goals of education can be attained, at any given time and place. In this study research is a detailed Scientific and Systematic study carried out in the Faculty of Education Federal University Kashere (FUK) to profer solutions to an identified problem among the lecturers in the Faculty. Ezeh (2011) identify the components of research as: Introduction; Review of literatures; Methodology; Result Presentation; Discussion of result; References and Appendices. Research is

expected to be a regular activity that must be carried out in Universities by the Lecturers.

Lecturers according to Ndem, Udensi and Okpara (2017) are persons who teach in the university for minimum period of thirty-five years and attained the age of sixty-five years before retirement. Federal University of Kashere (2016) stated that Lecturers are academic staff of the University whose primary duty is teaching and research. National Universities Commission (NUC) (2018) stated that lecturers are academic staff of the University which is expected to possess PhD degree and whose primary duty is to: Lecture, teach tutorials and practical to students, supervise project and conduct research. Lecturers in the context of this study are individuals who is employed as academic staff of Faculty of Education Federal University of Kashere whose primary duty is to teach and conduct research. Research involved conceptualizing and framing researchable topic, stating the background and the problem of the study, identifying the specific purpose for the study, review of literatures, identification and selection of appropriate methodology for the study, data collection, analysis of data and interpretation of the table of results. These components areas of research are expected to be reform activities of lecturers in the university. Therefore, lecturers are expected to be versatile in conducting research and publishing of research articles in reputable journals in order to earn promotion and get to the pick of their career.

The researchers observed that lecturers in the Faculty of Education, Federal University of Kashere were committed and dedicated to teaching and performance of other university, responsibilities. It was also observed by the researchers that the attitude of many lecturers in the Faculty towards research was very cold and appalling. Interaction of the researchers with lecturers in the Faculty revealed that these lecturers are not willing to conduct or carry out any research work unless the research work will be sponsored by Tetfund or other sponsoring body. The researchers became worried when the result of the promotion exercise of academic staff (Lecturers) in the Faculty of Education was released and some of the lecturers were denied promotion due to lack of research publications while lecturers from other Faculties were given accelerated promotions based on the number of research publications presented for the promotion exercise. Many factors may be responsible for this unpalatable situation of the lecturers who missed their promotion. It may be that these lecturers probably find it difficult to conduct research that will be publishable in reputable Journals. This situation motivated the researchers to carry out this study on identification of difficult areas of research experienced by lecturers in the Faculty of Education, Federal University of Kashere Gombe State.

Purpose of the Study

The main purpose of this study was to identify difficult areas of research experienced by lecturers in the Faculty of Education, Federal University of Kashere. Specifically, the study sought to:

1. Determine areas of research where Lecturers in Faculty of Education, Federal University of Kashere experienced difficulties.
2. Determine areas of research where lecturers in the Faculty of Education, Federal University of Kashere needs improvement.

Research Questions

The following research questions guided the study.

1. What areas of research did lecturers in the Faculty of Education, Federal University of Kashere experienced difficulties?
2. What areas of research did lecturers in the Faculty of Education Federal University of Kashere needed improvement?

Hypothesis

H_{01}: There is no significant difference in mean rating of the responses of female and male lecturers in the Faculty of Education Federal University of Kashere on the areas of research where the lecturers experienced difficulties.

H_{02}: There is no significant difference in the mean rating of the responses of male and female lecturers in the Faculty of Education, Federal University of Kashere on the areas of research where lecturers needed improvement.

Methodology

The study adopted survey research design: Survey design according to Arowolo and Ibrahim (2020) focused on the observation and perception of an existing situation. The authors stated further that survey design involved the use of questionnaire and generalizing the results of the sample to the population from which the inferences were drawn. This design is appropriate for this study as questionnaire was used to elicit information from a sample from the population and the results from the sample was generalized on the entire population. The population of the study was 155 lecturers in the Faculty of Education Federal University of Kashere. Purposive sampling techniques was used to select 65 lecturers below the rank of Associate Professor who were not on study fellowship.

The instrument for collecting data for the study was questionnaires developed by the researchers. The questionnaire contains areas of research where lecturers experienced difficulties and areas of research where lecturers needed improvement. The first aspect of the questionnaire had the following response options; Highly difficult (HD), Moderately Difficult (MD), Slightly Difficult (SD) and Not Difficult (ND) with corresponding values of 4, 3, 2 and 1 respectively. The second aspect of the questionnaire had two colums of Needed and Performance Category. The Needed Category has 4 points response option of Highly needed (HN), Moderately needed (MN), Slightly needed (SN) and Not needed (NN) with corresponding values of 4, 3, 2 and 1 respectively. Also, the performance category has 4 points response options of High Performance (HP), Moderate Performance (MP), Slight Performance (SP) and No Performance (NP) with corresponding values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts and their suggestion was used to improve the questionnaire that was used to collect data for the study. The reliability of the instrument was determine using Cronbach alpha (α) method and a coefficient of 0.79 was obtained. The researchers administered 65 copies of the questionnaire on the respondents and 50 copies of the questionnaire were retrieved giving a retrieval rate of 76.9%. Data collected were analyzed using mean and standard deviation to answer research question one (1) while, need-gap analysis was used to answer research question two (2). t-test statistic was used to test the hypothesis at 0.05 level of significance.

Decision Rule

Arithmetic Mean of 2.50 was used as cut-off points, any item with a mean value of 2.50 or above was regarded as area of difficulty experienced by the lecturers while any mean below 2.50 was regarded as areas of research when lecturers did not experience difficulties. Need-gap analysis was determine as follows:-

1. The Mean of needed category ($\bar{x}n$) was determined for each item.
2. The Mean of the performance category ($\bar{x}p$) was determine for each item.
3. The need gap (NG) was determined by finding the difference between the values of the two means. That is (NG = $\bar{x}n - \bar{x}p$)

- When need gap (NG) value is positive (+ve), it means improvement is needed.
- When the need gap (NG) value is negative, it means that improvement is not needed.
- When the need gap (NG) value is equal to zero (0) it implies that improvement is not needed.

Decision on standard deviation (SD) was that any item with low standard deviation shows that the respondents were not too far from the mean and from one another in their responses while any item with high standard deviation indicated that the respondents were far from the mean and from one another in their responses.

Decision was taken on the hypotheses as follows: In testing hypothesis of no significance difference, any item whose P-value is greater than or equals to 0.05 ($P \geq 0.05$) was regarded as no significant while any item whose P-value is less than 0.05 ($P < 0.05$) was regarded as significant .

Result

The result of the study is presented in table 1 – 4.

Table 1: Mean ratings of the responses of lecturers on areas of research where difficulties is experienced.

S/No	Areas of Research	$\bar{x}$	SD	Remark
1	Conceptualizing a research problem	2.58	0.46	DE
2	Framing a researchable topic	2.32	0.81	NDE
3	Stating the background of the study to relate all variables of the study	2.80	0.90	DE
4	Clearly stating the purpose of the study	2.41	0.99	NDE
5	Identifying and stating clearly the problem of the study	3.20	0.99	DE
6	Stating specific purposes addressing the problem of the study	2.14	0.81	NDE
7	Relating the significance to the problem of the study	3.22	0.95	DE
8	Formulating hypothesis for the study	2.94	0.42	DE
9	Proper application of scope and delimitation of the study	3.20	0.69	DE
10	Developing conceptual framework for the study	3.02	0.78	DE
11	Formulating theoretical framework for the study	2.84	0.88	DE
12	Reviewing current literature relating to the study with proper citation method	2.88	0.91	DE
13	Understanding the importance and usage of empirical studies	2.84	0.97	DE
14	Creating the gap to be filled by literature reviewed	2.64	1.03	DE
15	Selecting appropriate design for the study	3.16	0.91	DE
16	Deciding the population of the study	3.08	0.92	DE
17	Applying appropriate sampling technique to select sample of the study	3.22	0.76	DE
18	Developing adapting or adoption of appropriate instrument for data collection	2.61	0.65	DE
19	Understanding and application of correct types of validation for a specifics study	2.72	0.96	DE
20	Determining the reliability coefficient using appropriate method of reliability computation	2.54	0.93	DE
21	Identifying and stating specific ways of data collection for the study	2.52	0.53	DE
22	Maintaining the Ethics of research on the field and in report writing	2.64	0.75	DE
23	Data analysis using appropriate statistical tools and packages e.g. SPSS	3.16	0.65	DE
24	Developing and interpreting table of results	2.91	0.76	DE
25	Proper interpretation of the hypothesis	2.94	0.99	DE
26	Discussing the result of the study	2.84	0.99	DE
27	Stating the implication of the study	2.84	0.99	DE
28	Identifying the limitation of the study	2.94	0.57	DE
29	Making recommendations based on the findings of the study	3.20	0.98	DE
30	Correct referencing using the APA format or style of writing	3.34	0.93	DE
31	Writing of abstract and starting the keywords of the study	3.10	0.65	DE

Key: NDE = No Difficulty Experienced by Lecturers DE = Difficulty Experienced by Lecturers
$\bar{X}$ = Mean, SD = Standard Deviation

Table 1 revealed that the mean values of item 1, 3, 5 and 7 to 31 ranges from 2.52 to 3.34 and were above the cut-off points of 2.50, this indicated that lecturers in the Faculty of Education, Federal University of Kashere experienced difficulties in these areas of research. Table 1 also revealed that the mean value of item 2, 4 and 6 were 2.32, 2.41 and

2.14 respectively and these mean values were below the cut-off point of 2.50, this indicated that lecturers in the Faculty of Education, Federal University of Kashere did not experience difficulty in the three areas of research. Also, table 1 revealed that the standard deviation values of all the 31 items ranges from 0.46 to 1.03 and were low. This indicated that the respondents were not far from the mean and from one another in their response, this added credence to the value of the mean.

Table 2: Need Gap analysis of the mean ratings of the responses of lecturers on areas of research where the lecturers needed improvement.

S/No	Areas of Research	$\bar{X}_n$	$\bar{X}_p$	NG = $\bar{X}_n - \bar{X}_p$	Remark
1	Conceptualizing a research problem	2.57	2.04	0.37	IN
2	Framing a researchable topic	2.60	2.20	0.40	IN
3	Stating the background of the study to relate all variables of the study	3.03	2.15	0.88	IN
4	Clearly stating the purpose of the study	2.73	2.40	0.33	IN
5	Identifying and stating clearly the problem of the study	2.77	2.13	0.64	IN
6	Stating specific purposes addressing the problem of the study	2.86	2.40	0.46	IN
7	Relating the significance to the problem of the study	3.22	2.06	1.16	IN
8	Formulating hypothesis for the study	3.20	2.40	0.80	IN
9	Proper application of scope and delimitation of the study	3.14	2.13	1.01	IN
10	Developing conceptual framework for the study	2.97	2.40	0.57	IN
11	Formulating theoretical framework for the study	2.66	2.20	0.46	IN
12	Reviewing current literature relating to the study with proper citation method	3.08	2.40	0.68	IN
13	Understanding the importance and usage of empirical studies	2.60	2.08	0.52	IN
14	Creating the gap to be filled by literature reviewed	3.28	2.20	1.08	IN
15	Selecting appropriate design for the study	3.00	2.06	0.94	IN
16	Deciding the population of the study	3.46	2.00	1.46	IN
17	Applying appropriate sampling technique to select sample of the study	4.00	2.48	1.52	IN
18	Developing adapting or adoption of appropriate instrument for data collection	2.91	2.22	0.69	IN
19	Understanding and application of correct types of validation for a specific study	3.26	2.11	1.15	IN
20	Determining the reliability coefficient using appropriate method of reliability computation	2.85	2.20	0.65	IN
21	Identifying and stating specific ways of data collection for the study	2.80	2.36	0.44	IN
22	Maintaining the Ethics of research on the field and in report writing	2.77	2.20	0.57	IN
23	Data analysis using appropriate statistical tools and packages e.g. SPSS	3.13	2.29	0.84	IN
24	Developing and interpreting table of results	2.48	2.00	0.48	IN
25	Proper interpretation of the hypothesis	2.40	2.10	0.30	IN

26	Discussing the result of the study	3.17	2.80	0.37	IN
27	Stating the implication of the study	2.86	2.24	0.62	IN
28	Identifying the limitation of the study	3.22	2.20	1.02	IN
29	Making recommendations based on the findings of the study	2.66	2.31	0.35	IN
30	Correct referencing using the APA format or style of writing	2.42	2.17	0.25	IN
31	Writing of abstract and starting the keywords of the study	2.80	2.44	0.36	IN

Key: $\overline{X}n$ = Means of need category $\overline{X}n$ = Means of performance category $NG(\overline{X}n - \overline{X}P)$
N = Improvement Needed INN = Improvement Not Needed

Table 2 revealed that the need gap values of items 1 to 31 ranges from 0.25 to 1.52 and they were positive indicating that lecturer's in the Faculty of Education, Federal University of Kashere needed improvements in the thirty-one (31) areas of research.

Table 3: t-test analysis of the mean rating of the responses of Male and Female Lecturers in the Faculty of Education, Federal University of Kashere on the areas of research where difficulties is experienced.

S/No	Areas of Research	Male Lecturers $\overline{X}_{ML}$	SD_{ML}	Female Lecturers $\overline{X}_{FL}$	SD_{FL}	P-value	Remark
1	Conceptualizing a research problem	2.67	0.85	2.80	0.73	0.43	NS
2	Framing a researchable topic	3.12	0.82	2.83	0.79	0.44	NS
3	Stating the background of the study to relate all variables of the study	2.87	0.91	2.66	0.91	0.45	NS
4	Clearly stating the purpose of the study	3.22	1.03	3.26	0.94	0.61	NS
5	Identifying and stating clearly the problem of the study	3.21	0.94	3.31	0.91	0.18	NS
6	Stating specific purposes addressing the problem of the study	2.79	1.09	2.76	0.89	0.65	NS
7	Relating the significance to the problem of the study	3.08	1.08	2.50	1.18	6.41	NS
8	Formulating hypothesis for the study	3.82	0.71	3.00	0.66	0.91	NS
9	Proper application of scope and delimitation of the study	3.54	1.40	3.90	1.01	0.74	NS
10	Developing conceptual framework for the study	2.19	1.01	3.27	1.22	0.91	NS
11	Formulating theoretical framework for the study	2.85	0.91	2.80	0.86	0.29	NS
12	Reviewing current literature relating to the study with proper citation 2.40 method	2.77	0.91	3.13	0.92	0.28	NS
13	Understanding the importance and usage of empirical studies	2.84	0.98	2.40	1.20	0.97	NS

14	Creating the gap to be filled by literature reviewed	3.11	0.93	2.86	0.92	0.90	NS
15	Selecting appropriate design for the study	3.21	0.92	2.68	0.91	0.27	NS
16	Deciding the population of the study	3.23	0.77	3.21	0.77	0.77	NS
17	Applying appropriate sampling technique to select sample of the study	2.56	0.94	2.68	1.06	0.83	NS
18	Developing, adapting or adoption of appropriate instrument for data collection	2.42	0.97	2.80	0.77	0.32	NS
19	Understanding and application of correct types of validation for a specific study	2.49	1.01	3.01	1.00	0.29	NS
20	Determining the reliability coefficient using appropriate method of reliability computation	2.84	0.29	3.00	1.11	0.19	NS
21	Identifying and stating specific ways of data collection for the study	3.09	0.65	3.33	0.61	0.24	NS
22	Maintaining the Ethics of research on the field and in report writing	2.88	0.81	3.00	0.65	0.62	NS
23	Data analysis using appropriate statistical tools and packages e.g. SPSS	2.58	1.04	3.13	0.99	0.23	NS
24	Developing and interpreting table of results	2.68	1.22	2.68	0.91	0.96	NS
25	Proper interpretation of the hypothesis	2.82	0.98	2.86	1.06	0.13	NS
26	Discussing the result of the study	2.91	1.09	3.00	1.00	0.65	NS
27	Stating the implication of the study	3.00	1.03	2.81	1.09	0.14	NS
28	Identifying the limitation of the study	3.25	0.98	3.07	1.03	0.74	NS
29	Making recommendations based on the findings of the study	3.52	0.90	3.06	1.02	0.29	NS
30	Correct referencing using the APA format or style of writing	3.28	0.98	3.46	0.83	0.11	NS
31	Writing of abstract and starting the keywords of the study						NS

Key: $\bar{X}$ML = Mean of Male Lecturers $\bar{X}$FL = Mean of Female Lecturers
SDFL = Standard Deviation of Male Lecturers NS = ND Significance difference

The data presented in table 3 revealed that all the thirty-one (31) items of research areas had their P-value ranged from 0.11 to 0.97. Each P-value is greater than 0.05 ($P \geq 0.05$) level of significance this indicated that there was no significance difference in the mean rating of the responses of Male and Female lecturers in the Faculty of Education, Federal University of Kashere on the areas of research where the lecturers experienced difficulties. Therefore, the hypothesis of no significance was upheld. This may be due to the fact that the gender of the lecturers did not significantly influenced their option in their responses.

Table 4: t-test analysis of the Mean rating of the responses of Male and Female lecturers in the faculty of Education, Federal university of Kashere on the areas of research where the lecturers needed improvements.

S/No	Areas of Research	Male Lecturers $\bar{X}_{ML}$	SD_{ML}	Female Lecturers $\bar{X}_{FL}$	SD_{FL}	P-value	Remark
1	Conceptualizing a research problem	3.20	1.94	4.01	2.20	0.78	NS
2	Framing a researchable topic	4.01	2.21	4.08	2.29	0.88	NS
3	Stating the background of the study to relate all variables of the study	4.08	2.29	4.11	2.22	0.33	NS
4	Clearly stating the purpose of the study	4.11	2.22	3.86	2.37	0.13	NS
5	Identifying and stating clearly the problem of the study	3.86	2.37	4.01	2.33	0.46	NS
6	Stating specific purposes addressing the problem of the study	4.05	2.33	4.05	2.37	0.94	NS
7	Relating the significance to the problem of the study	3.92	2.31	3.92	2.31	0.11	NS
8	Formulating hypothesis for the study	4.03	2.16	4.03	2.16	0.15	NS
9	Proper application of scope and delimitation of the study	4.03	2.16	4.23	2.43	0.43	NS
10	Developing conceptual framework for the study	4.23	2.43	3.97	2.34	0.95	NS
11	Formulating theoretical framework for the study	3.97	2.34	4.05	2.48	0.67	NS
12	Reviewing current literature relating to the study with proper citation 2.40method	4.05	2.48	4.13	2.43	0.41	NS
13	Understanding the importance and usage of empirical studies	4.16	2.32	4.20	2.22	0.09	NS
14	Creating the gap to be filled by literature reviewed	4.13	2.42	4.20	2.23	0.18	NS
15	Selecting appropriate design for the study	4.20	2.22	4.23	2.29	0.06	NS
16	Deciding the population of the study	4.23	2.28	4.07	2.27	0.97	NS
17	Applying appropriate sampling technique to select sample of the study	4.07	2.27	4.40	2.31	0.32	NS
18	Developing, adapting or adoption of appropriate instrument for data collection	4.40	2.23	4.39	2.39	0.94	NS

19	Understanding and application of correct types of validation for a specific study	4.39	2.39	4.25	2.41	0.06	NS
20	Determining the reliability coefficient using appropriate method of reliability computation	4.21	1.92	4.16	2.32	0.06	NS
21	Identifying and stating specific ways of data collection for the study	4.20	2.37	4.13	2.42	0.11	NS
22	Maintaining the Ethics of research on the field and in report writing	3.93	2.17	4.20	2.22	0.82	NS
23	Data analysis using appropriate statistical tools and packages e.g. SPSS	3.90	2.23	4.32	2.86	0.29	NS
24	Developing and interpreting table of results	3.94	2.11	4.07	2.27	0.10	NS
25	Proper interpretation of the hypothesis	4.22	2.41	4.40	2.23	0.22	NS
26	Discussing the result of the study	4.12	2.34	4.39	2.5	0.08	NS
27	Stating the implication of the study	4.21	2.35	2.18	0.49	0.16	NS
28	Identifying the limitation of the study	2.03	0.86	3.93	2.17	0.09	NS
29	Making recommendations based on the findings of the study	2.12	0.49	3.93	2.07	0.13	NS
30	Correct referencing using the APA format or style or writing	2.03	0.86	3.94	2.11	0.31	NS
31	Writing of abstract and starting the keywords of the study	2.53	0.62	4.13	2.24	0.13	NS

Key: $\bar{X}ML$ = *Mean of Male Lecturers* $\bar{X}FL$ = *Mean of Female Lecturers*
SDFL = Standard Deviation of Male Lecturers NS = ND Significance difference

Table 4 revealed that the P-value of all the thirty one (31) items ranged from 0.06 to 0.97 and each of the P-value is greater than 0.05 ($P \geq 0.05$). This indicated that there was no significance difference in the in the mean rating of the responses of male and female lecturers in the Faculty of Education Federal University of Kashere on the areas of research where the Lecturers needed improvement. Therefore, the hypothesis of no significance difference is upheld or accepted.

Discussion of Findings

The study found out that Lecturers in the Faculty of Education, Federal University of Kashere experienced difficulties in the following areas of research: conceptualizing research problems; stating the background of the study relating all variables of the study; Stating the problem of the study; Developing and formulating the conceptual framework and theoretical framework for the study; creating gap to be filled by the literature; selecting design, population and sampling technique for the study; Data analysis, interpretation and discussing the result of the study; correct referencing using APA format. The findings of this study was in agreement with the findings of Olaitan, Alaribe and Asouzu (2011) in a study carried out on critical areas of research in Education where beginning researchers experience difficulties in South-East Nigeria, where it was found out that beginning researchers find twenty-five (25) out twenty-six (26) research components very difficult to understand and master.

Moreover, this finding on the study of difficult areas experienced by lecturers was in conformity with the findings of Ikeoji (2009) in a study carried out on difficult content areas in teaching agriculture as perceived by newly employed agricultural science teachers in Delta State where it was found out that agricultural science teachers with less than 5years teaching experience in Delta State secondary schools have difficulty in teaching crop diseases, crop and animal improvement, rock identification and calculations in land survey content areas in agricultural science curriculum.

The study also found out that lecturers in the Faculty of Education, Federal University of Kashere needed improvement in all the thirty-one (31) research areas in table 2; the findings of this study on improvement needs lecturers on the research areas was in consonance with the findings of Onaga and Oputa (2019) in a study carried out on capacity building skills required by Technical Colleges Teachers in upholstery and machine woodworking trade for global competitiveness. The study found out that woodwork technical teachers required capacity building in operation of router machines, multipurpose wood working moulders and setting planer knives. Also, the findings of this study corroborate the finding of Onipede, Lawal and Samuel (2020) in a study carried out on competency improvement needs of agricultural science teachers for effective teaching for producing corrupt-free senior secondary school graduates in Ekiti State where it was found out that the teachers needed improvement in 14 competency items in agriculture development, 21 items in animal production, 9 items in crop production, 13 items in farm power and mechanization, 18 items in soil science 22 items in agricultural economics and extension.

Moreover, the findings of this study on improvements needs of lecturers was in consonance with the findings of Abubakar, Adbuhamid, Yaduma and Jibrin (2020) in a study carried out on capacity building needs of Agricultural Education lecturers in crop improvement instructional delivery in Colleges of Education in Northern Nigeria where it was found out that Agricultural Education lecturers needs capacity building in application of Mendelian genetics for crop improvement instructional delivery in Colleges of Education.

Conclusion

The study concluded that lecturers in the Faculty of Education, Federal University of Kashere were having difficulties in some areas of research, these lecturers also needed improvements in all the identified areas of research.

Recommendations

Based on the finding of the study, it was recommended that the Dean in conjunction with professors in the Faculty of Education, Federal University of Kashere should organize seminars and workshop on conducting and writing research report for the lecturers in the Faculty of Education Federal University of Kashere. Moreover, the Dean and Head of departments should recommend some of their lecturers for sponsorship to international conferences and national conferences.

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