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### Methods and Procedures Guiding Capacity Building on Staff Development at the University for Development Studies

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#### Abstract

Capacity building is an important activity in all aspects of professional life. It is also important in all organizations, both private and public, regardless of size or complexity since every organization needs to have well-trained employees who are prepared to perform their job. In a university for development studies many people enter the workforce each year and need training to help them perform to meet university goals or target. However, the main challenge is that majority of the staff after joining the university are ignorant of the conditions of service of the university and therefore have no knowledge on what to do and at what time concerning their capacity building. The study was therefore to examine the methods and procedures guiding capacity building on staff development at the University for Development Studies. The study used the mixed method which employed quantitative and qualitative approaches. The tool for data collection in the form of structured questionnaires and interviews was carefully designed and developed considering their reliability and validity as well as research ethical issues. A noteworthy quota sampling technique was employed with the acceptable sample size of the respondents was selected throughout the various departments in all the campuses. Descriptive and exploratory study designs were adopted in the study. The data was processed using the Statistical Package for Social Sciences (SPSS Version 20). The frequencies and cross-tabulations analyses were computed to determine the

percentage trend in responses of the respondents to each question. The study found that the capacity building programme has helped to improve the performance of staff; the Majority of respondents represented by 55% testify they joined the university with a low grade but had the opportunity of building themselves after serving the university for some time after meeting the waiting period. Contrary some staff claimed to be completely ignorant about the policies or condition of service of the university hence the violations of the rules of the university. Management should organize quarterly or annual durbar to remind all staff of the need for them to build or develop the skills to enable them to meet the target or goals of the university as well as the need for staff to follow the right methods and university lay down procedures in doing so as this can help both management and staff in minimize if not eliminate the challenges at hand. Besides Management should also make sure every staff whether newly employed or old has copies of the university condition of service (Administrative Manual) which contains the Policies or rules and regulations of the university to guide staff as to what to do and at what time as some staff claim to be completely innocent about these conditions of services. Lastly, Management should always review the staff development policy every 5 years to suit the current needs of the University.

**Keywords:** Capacity Building, Staff Development, Methods & Procedure, University for Development Studies

#### Introduction

Effective development in any area of the global institution depends largely on an efficient human resource base. Human capital is the base of human resource development. Competition and fast changes emphasised the significance of human capital within

institutions, as well as the fast nature and manner of knowledge gaining of that capital. In an economy where knowledge is a dependable or reliable source of sustaining competitive advantage, has been the basic capital that trigger development. Some institutions henceforth use their resources (money, time, energy, information) for permanent capacity building and advancement of their employees (Cole, 2002)<sup>[12]</sup>.

Many organizations in the world whether large or small there are three basic elementary components to look out for. The first is the human component which includes worker employed in the institute, the second is the technique of operation needed to enable the institution to function efficiently both internally as well as externally whereas the third component talk about how to boost or enhance output and the effectiveness of staffs (Barney, 2001)<sup>[5]</sup>. This is where the capacity building comes in to play.

Capacity building is the development of knowledge, skills, and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful, Groot and Molen (2000)<sup>[19]</sup>.

This is a broader approach while still focusing mainly on education, training and human resource development. Therefore, based on this definition, capacity building for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organization.

In most organizations' human resource or manpower symbolizes a key verdict area and as such occupies an ever-increasing significance in modern administrations. This is mainly because manpower is tremendously a valuable skill in any institute. Akinusi, (1983)<sup>[1]</sup> noted that prominence is able to illustrate in the critical role manpower plays in the achievement of any organisational goals as organization activities rotate around it for their achievement. It is noteworthy to reference that the single benefit that any organisation may have over any rivalry occasionally consists of the number and quality of persons working to achieve organizational accomplishments. For manpower to be able to execute its obligations, it desires to acquire essential knowledge and skills, which will help in no trivial measure to develop the output of the organization. This is made likely by the proviso ion of sufficient capacity programmes through the organization which will affect clearly on staff development.

African universities face a big challenge in terms of human resource capacity, which has an incapacitating effect on its skill to make paces in the parts of administrative and socio-economic development. Although various labours have been made to lecture the problem, there appears to be little progress, due to a diversity of reasons, particularly, the insufficient investment in education and other training programs for work development.

In Ghana, the Ministry of Education (MOE) is the primary educational regulatory institution, with the mission to provide relevant education to all Ghanaians at all levels (MOE, 2004)<sup>[27]</sup>. The essence of the mission is to enable Ghanaians acquire knowledge and skills that will assist them to develop their potentials to be productive so as to facilitate poverty reduction and promote socio-economic growth and national development. This is sought to be achieved through transforming the scholastic scheme to provide the basic

educational and training services and an environment, capable of providing the right types of skills and human resources required for the development.

Every public or private institution in Ghana has a policy, constitution or conditions of service as well as rules and regulations that guide the institution. In line with this UDS has an Administrative Manual that contains conditions of service with its policies that guides both Management and staff of the University as to how long one can serve the system before developing himself or herself through short course, workshops, study leave with pay, study leave without pay etc. to build themselves. This policy was on course smoothly for some time before some staff started violating the rules and the regulation in the Administrative Manual by not meeting their waiting period before building or developing themselves with the approval by the superiors, this brought about a challenge and inconsistency in the system that lead Management to circulated certain guidelines to remind staff and also regulate the development of staff who did not meet the waiting period yet want to develop themselves in the university.

Given the above discussion, this study seeks to find out what methods and procedures are put in place to guide the capacity building on staff development at the University for Development Studies.

## Literature Review

### The Concept of Capacity Building

According to Frank (1999, cited in Hussein, 2006)<sup>[16]</sup>, there is a difference in meaning between capacity and capability. Capability is defined as the knowledge, skills and attitudes of individuals. In contrast, capacity is defined as the general ability of individuals or organisations to carry out the responsibilities required to achieve their goals. Baser and Morgan (2008)<sup>[6]</sup> referred to capacity as the collective skill and ability of organisations to achieve a particular process either inside or outside the organisation. Goodman *et al.* (1998 cited in LaFond and Brown, 2003 p.7)<sup>[25]</sup> pointed out that capacity is the ability to carry out stated objectives."

Capacity building has its derivation in the United Nations and its quest to grow people and objects. The lead with the UN scheme for acting and thinking in this area was given to United Nations Development Programme (UNDP) and has presented guidance to its workers and governments on what was then called organization structure. This comprises building up skills of rudimentary national organizations, in areas such as Civil Aviation, Meteorology, Health, Education, Nutrition etc., to do their assignment well (Fy, 2012)<sup>[17]</sup>. According to Fy, (2012)<sup>[17]</sup> Capability refers to the ability of persons and administrations or organizational units to execute functions successfully, efficiently and sustainably. Capacity building is an evidence-driven procedure of strengthening the skills of persons, organizations, and schemes to execute main functions sustainably, and to continue to improve and grow over time. The Department for International Development (DFID) (2010)<sup>[14]</sup> describes capacity building as enhancing the abilities of persons, organisations and schemes to assume and disseminate high quality research efficiently and effectually. Capacity building efforts can be designed to serve persons, administrations, topographical or curiosity communities, or the not-for-profit subdivision as entire. Moreover, the intensity and period of the exertion can differentiate a capacity building rendezvous as either aimed

at executing new schemes (short term) or achieving broader organizational alteration (long-term). These exertions can additionally be usefully classified based on the areas of administrative life they seek to affect: outside relationships, inner structure, headship, and/or internal organization schemes.

### Stages of Capacity Building

Based on a review of the literature, Harsh and her colleagues at the Appalachian Regional Comprehensive Centre (ARCC) identified four stages of capacity building: Exploration, Emerging, Implementation, Full Implementation and Sustainability (Harsh, Bradley and Ross, 2010) [22]. Exploration, in this stage, key actors identify the necessity for change; determine the desired capacity; and identify the knowledge, skills, structures, and processes that need to be in place to achieve the desired capacity. An important task during this stage is to evaluate the current capacity of the organization, possibly including staff skills, number of staff, computer and other systems, infrastructure, and other resources. The "capacity gap" is the difference between existing capacity and needed capacity. Secondly, emerging implementation stage is summarized into three steps: (1) the target organization's employees participate in activities; (2) the employees build new knowledge, update technological or physical infrastructure, increase resources, or learn to use available resources more efficiently; and (3) the employees apply their new knowledge and utilize new systems. The full implementation stage involves the integration of the new information and new skills and the refining of practices based on evaluation of the changes. During this stage, evaluations of the capacity building activities can help to inform key actors about the innovation's impact and consequences. Sustainability which is the final stage involves "pervasive and consistent" use of the refined skills and practices. Also, the organization demonstrates the capacity and ability to analyse and modify practices for continuous improvement and for any needed refinement of the innovation.

### The Need for Capacity Building

According to DFID (2010) [14], The goal of capacity building, is to enable individual and governmental education which builds societal capital and belief, develops knowledge, abilities and approaches and when successful, generates an organisational culture and a set of competences which enables organisations to set objectives, achieve outcomes, solve problems, and generate adaptive measures which enable them to survive in the long run.

### Overview of Employee Capacity Building and Development

An organisation is only as operative as the persons employed in it. It is a point that the provision of well-organized services by any organization depends on the quality of its workers. Capacity building and development of staffs according to Bratton and Gold (2003) includes the procedure and processes that purposely seek to provide learning actions to enhance abilities, knowledge and competences of persons, teams, and administrations so that there is no change in act to attain the desired results. It is accurately intolerable nowadays for any individual to take an occupation or enter a profession and remain in it for years

with his abilities basically unchanged. Staff training and development is not only needed but it is an activity which administration must commit human and economic resources if it is to maintain a skilful and well-informed workers. Employees training and development is a method of changing worker's conduct to extra organizational goalmouths.

According to Rao (2002) [29], training and development refers to the imparting of specific skills, abilities and knowledge to an employee. He added that a formal definition of training and development is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Preparing the worker so that they can "move" with the organisation as the organisation develops, changes, and grows.

Cole (2002) [12] enumerated the objectives of training as first developing the competences of employees and improving their performance and second, to helping people to grow within the organisation in order that future needs for human resource can be met from within. In order to realise or attain these objectives, it is important that any training and development programme must contain an element of training. The determination of training is to teach theoretic concepts and develop a sense of cognitive and decision (Armstrong, 2006) [2]. In fact, organisations inspire workers to do courses on a part time basis. Principal Executive Officers are recognised to attend refresher courses conducted by professional colleges. Development refers to those learning opportunities aimed to help workers develop (Chambers, 2005) [10]. As distinct from training, development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes, which will be helpful to employees in higher positions.

### Employee Performance

An occupational result can be enhanced in case companies adopt special procedures that comprise worker involvement, empowerment, occupation reshape, skill training and development programs, evaluation and reward system (Pfeiffer, 1994) [28]. Cascio (1992) [9], he refers to performance as worker's achievement of allocated tasks. He suggested additionally that pre-determined criteria are set against which real performances are measured and that without any rule of dimension it will be problematic to assess performance. It is broadly assumed that the enhancement in the skills and abilities of employees results in enhanced worker performance. While there are few cautious studies examining the significant linking between worker development programs and enhanced performance, a small cluster of studies do indicate that employee development programs can have optimistic result on performance.

### Effects of Capacity Building on Organisational Performance

The purpose of capacity building is mainly to improve knowledge and skills and to change attitudes or behaviour endeavours. Capacity building is not coaxing or persuading people to do what is wanted, but rather a process of creating organisational conditions that will cause personnel to strive for better performance (Graig, 1976) Capacity building hence a key element for enhanced organisational

performance.

### Capacity Building on Employees' Performance

Administration is only as effective as the persons employed in it. It is a fact that the provision of goods and facilities by any organization depends on the quality of its workforce. Cole (1993) [11] describe training as any education activity which is focussed towards the acquisition of precise knowledge and skills for the determinations of an occupation or chore while Cascio (1992) [9] referred to performance as an employee's achievement of allocated tasks. Cascio posited additional that pre-determined criteria should be set against which real performances are measured and that without any law of measurement, it will be problematic to evaluate performance. In other words, before entitlements can be made that people are under-performing then there must be certain performance expectations. Staff or worker training furnish employees with skills that enable them to become more efficient and industrious workers, Thomas (1997) [30]. Besides that, personnel that are well-trained frequently have upper incentive and morale because they feel that the corporation has invested in their skill and development. That also results in lower turnover rates. Devins *et al.* (2012) [15] establish that trained workers often work better as squads because everybody is conscious of the expectations and can attain them together effortlessly. Trained employees are also more self-possessed in their performance and decision-making skills. In addition, staffs who receive unvarying training are more likely to receive modification and come up with new philosophies. Employees who study new skills through training make respectable applicants for promotions because they have exposed their ability to learn, maintain and use information. Dependable, skilled employees can also be empowered to train additional employees, the fact that reduces stress for the supervision team.

### Conceptual Framework

The conceptual outline is presented in figure 1 (page 59) and displays a range of possible paths for a range of capacity-building activities. The framework is to identify the changes at each level. Working from bottom to top, these changes are as follows: 1. Capacity-building inputs: expenditure on training by suppliers and participants, including the value of time and in-kind support. 2. Capacity built in the individual trainees, the immediate change in capacity due to the training input. This may include: knowledge gained skills developed awareness and understanding enhanced contacts and networks formed confidence and credence developed. 3. Capacity utilised by the organisation for which the beginners work. The modification in practice and/or conduct resulting from the utilisation of the novel capacity built could include: training of other staff, which in turn leads to: application of the ability to work to develop quality, efficacy and/or efficiency of service distribution, policy advice utilisation of novel machineries greater interacting, accessing information, enriched communications etc. Impact on the clients (employees) of modifications arising from capacity utilised. These can be: 4. observable alterations in the technologies and procedures hired. By employees, and/or changes to the functioning environment for employees such as marketplace access, regulations, and access to funds; transport and other substructure. 5. Observed benefits and outside factors: the benefits

accumulating to growers and other investors as a result of the lately adopted technologies or procedures factors external to the training being appraised that might also have contributed to these observed welfares. It must be highlighted that not all these linkages amongst the levels will be applicable to every individual capacity building workout.

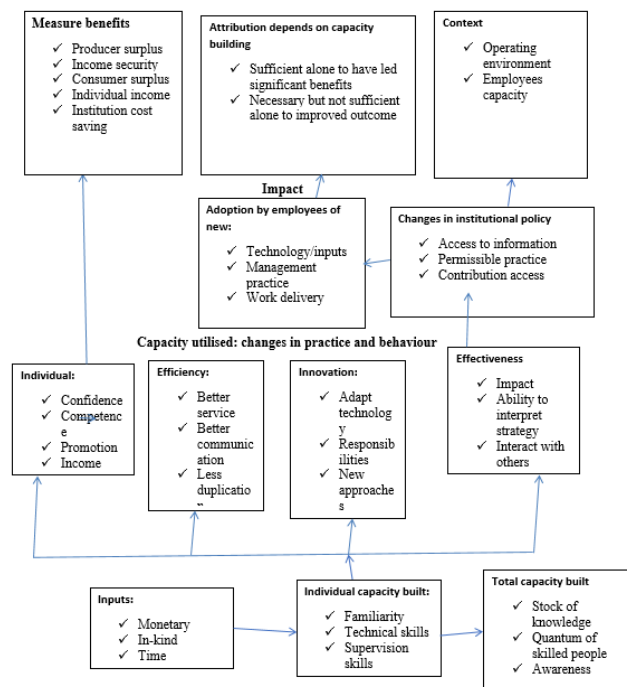


Fig 1: Benefits of capacity building

### Methodology

#### Research Design

The main motive of the research was to assess methods and procedures guiding capacity building on staff development at the university for development studies and to also examine the extent capacity building influenced on staff development in UDS. The mixed methods research design was used. (Quantitative and qualitative) The mixed research design is a design which involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central principle is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell and Plano, 2007) [13].

The study design for the study was the descriptive and exploratory approach with the purpose of examining the impact of capacity building on employees with particular reference to University for Development Studies. These approaches were similarly used by Learning Point Associates (2011) to describe the popular methods of evaluating teacher capacity building programmes in America.

The study population comprised the senior administrative staff and senior members in all the four campuses that are Tamale, Nyankpala, Navrongo and Wa and some selected senior administrators in the four campuses. The study population mentioned above was appropriate for this study because they provided the data needed for the study. Best and Kahn (1995) considered a study population as any group

of individuals that have one or more characteristics in common that are of interest to the researcher.

**Sample size and sampling techniques:** The study sampled of 131 senior staff and 50 senior members, making it a total 181 at the various campuses of the university. The researcher used a sample size of 30% to obtain samples from the various departments in the university. The 30% sample size was based on Alreck Settles (2004) proposition that if the population is less than 1000 and larger than the minimum of 100, then a sample of more than 10% can be used. The sample size was calculated by taking 30% of the total number (332) staff this gave a total of one hundred and eighty-one (181) Selection of departments was done using the quota sampling technique because quotas were taken from each of the departments in the faculties. The University has the Nyankapla campus, Tamale campus, Navrongo campus and Wa campus. The Nyankapala campus has 3 Faculties, and 1 School with 15 departments; 58 www.udsspace.uds.edu.gh Tamale campus has 1 Faculty, and 2 Schools with 20 departments and a Graduate School, Navrongo campus 3 Faculties with 7 departments and Wa campus 2 Faculties, and 1 School with 13 departments, giving a total of 9 faculties, 6 schools with 55 departments during the study period. With the four campuses, 30% each of the departments from the various campuses were selected for the study (Table 1) because the departments in each Faculty of the campuses have similar characteristics in terms of staff it was hoped that this percentage ensured a fair and proportional representation of the departments on each campus. This gave a total of 17 departments comprising 6 departments for the Tamale campus, 2 for the Navrongo campus, 4 for the Wa campus and 5 for Nyankapala campus. According to Amedahe and Gyimah (2002), sampling is the process of selecting a portion of the population to represent the entire population.

**Table 1:** Sampled departments for the study

Campus	Faculties/schools	Departments	Departments selected
Nyankapala	4	15	5
Tamale	4	20	6
Navrongo	3	7	2
Wa	3	13	4
Total	12	55	17

Source: Field Survey, 2018

The lottery method was employed to select the departments in the faculties. Here, the names of the departments in each faculty was written out and picked randomly till the required number of departments per faculty was obtained. This technique ensured equal chance of each department being selected and also eliminated any biases in the selection process.

The sample size of staff was determined using the Yamane’s (1998) formula given as:

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where;

- n = sampled size
- N = Total number of household heads and
- α = Margin of error.

Thus, with a total staff population of 332, with margin of error of 5% and (95%) confidence level.

$$n = \frac{332}{1 + 332(0.05)^2}$$

$$n = \frac{332}{1 + 332(0.0025)}$$

$$n = \frac{332}{1 + 0.83}$$

$$n = \frac{332}{1.83} = 181.42076503$$

$$n = 181$$

The formula generates an approximated sample size of 181. This was proportionately divided among the four campuses, depending on the number of staff in the respective campuses. A total of 181 staff was therefore sampled for the study. The target population under study totalling one hundred and eighty-one (181) was made out of total staff strength of 332. This was made up of 64 from Tamale campus, 38 from the Nyankapala campus, 21 from the Navrongo campus and 58 from the Wa campus as presented in Table 2. This method ensured proportional selection of respondents from the departments as well as reduces biases. both primary and secondary data was used. The primary data comprised of responses to self-administered questionnaires to staff and interview guides to senior administrative staff. The secondary data was sourced from the university registry, schedules for capacity building and development programmes in the university, and analysis of training and development contents, evaluation of capacity building and development programmes manuals if any and other necessary documents available. The main instrument that were used for the collection of the primary data was a questionnaire. Also, interview guide was employed to collect data from senior administrative staff. The items in the questionnaire were both open-ended and close-ended items and were separated or divided into section. The first section of the instruments covered demographic characteristics of the staff in the university. The other sections were based on the specific objectives of the study. Descriptive figures generated by the Statistical Package for the Social Sciences (SPSS Version 20) and excel using percentages and tables for the data analysis. The researcher also made use of non-parametric tests, such as Friedman’s Rank test to analyse issues relating to capacity building and development programmes in the university.

**Discussions of Results and Findings**

This paper's discussion was guided by the following set of questions: what are the methods and procedures guiding capacity building on staff development in UDS, to what extent has capacity building influenced on staff development in UDS? What are the capacity building needs of staff in UDS? What are the challenges confronting capacity building in UDS?

Profile of study area is University for Development Studies; the University was established in May 1992 by PNDC Law 279. The University envisages a home of world class pro-poor scholarship. This is reflected in its motto: “Knowledge for service” as well as its methodology of teaching, research and outreach programmes. UDS runs the multi-campus

system. The campuses are 4 and include the Nyankpala Campus, Wa Campus, Navrongo Campus and Tamale Campus. The University also has a unique trimester system. The first and second trimesters are for course work. The third trimester on the other hand is a field practical programme where the students blend the academic world with that of the community in order to provide constructive interaction between the two for total development of the country. The third trimester of the academic year is devoted solely to practical field work in the local communities, where students live and carry out studies on developmental issues over a period of eight (8) weeks.

UDS was borne out of the new thinking in higher education which emphasizes the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas” (Effah, 1998).

It began academic work in September 1993 with the admission of forty (40) students into the Faculty of Agriculture, (FoA)-Nyankpala.

The Faculty of Integrated Development Studies, (FIDS), Faculty of Planning and Land Management (FPLM), School of Business and Law, Wa, Faculty of Education (FoE), and School of Medicine and Health Sciences (SMHS), Tamale, Faculty of Renewable Natural Resources (FRNR), Faculty of Agriculture (FoA) and the Faculty of Agribusiness and Communication Sciences (FACS), Nyankpala, Faculty of Applied Sciences (FAS), Faculty of Mathematical Sciences(FMS), Navrongo and the Graduate School now in Tamale were phased in from 1994 to date.

**Demographic Characteristics**

**The Gender Distribution of Respondents**

In order to appreciate, understand and contextualise the respondents’ perspectives regarding the objectives of the study, their background characteristics such as the sex, age and marital status, position and educational attainment of the respondents were analysed. These variables were considered to be important because they influenced peoples’ perspectives on needs, participation and responsiveness as well as, holding people to account (Gyimah-Boadi, 2009) [20]. The results were presented using tables, percentages and frequencies for a visual display.

**Sex of Respondents**

The staff included in the study comprised of 128 males and 53 females. The results, as shown in Table 3 indicated that there was a high proportion of male to female staff in each of the campuses covered by the study. For example, in Nyankpala, the proportion of male to female staff was about 2:1, while it was 4:1 in Tamale. The fact that males formed majority of the staff population of the sample, suggested that the aggregated responses were more symbolic of male opinion.

**Table 3:** Sex characteristics of staff

Campuses	Sex		Total
	Male	Female	
Nyankpala	25	13	38
Tamale	52	12	64
Navrongo	13	8	21
Wa	38	20	58
Total	128	53	181

Source: Field Survey, 2018

**Age distribution of Respondents**

The Table 4 page 66 on the main work showed that out of the respondents 36 percent are within the age of 41-50 years, followed by 33 percent who fall within the age of 31 - 40 years, then 20 percent of the respondents are in the age bracket of 18 - 30 years while the remaining 11 percent fell within age 51- 60 years. This shows that majority of the respondents are relatively young people between 41 and 50 years old. The implication is that at the university, there will be the desire of many staff willing to build their capacity as age is critical in this study because it can have an influence on people’s willingness and ability to engage in capacity building. Staff who are closer to retirement may not see it necessary to build their capacity (Hagen-Zanker, 2016) [21].

**Marital Status of Respondents**

The Table 5 showed that 33 percent were single, 57 percent are married, 6 percent are divorced/ separated, and the remaining 4 percent were widows/widowers. This indicates that most of the respondents were married. Marriage is the basis of household production, and it also determines the financial position of households in every community. In this regard, the likely implication is that staff who are married and have more financial burden may affect their desire to build their capacity in the university.

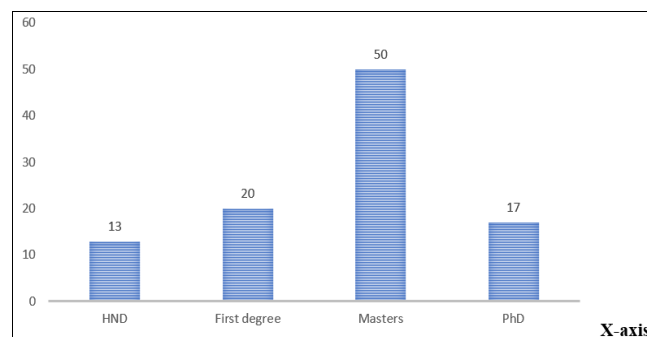
**Table 5:** Marital status of staff

Categories	Frequency	Percentage
Married	103	57
Single	60	33
Divorce/separated	11	6
Widowed/widower	7	4
Total	181	100

Source: Field Survey, 2018

**Educational Background of Respondents**

It is evidenced that the respondents had varied educational qualifications ranging between Highest National Diploma (HND) and PhD. Of the sampled respondents from the university, 13% had HND, 20% had first degree and only 17% had PhD. The majority of the respondents (50%) were master’s degree holders, indicating that more need to be done in terms of capacity building to enhance skill development amongst the staff in the university.



**Fig 2:** Education background of respondents

**Length of Service of Respondents**

The length of service of staff was also examined to further put the study into its applicable context. The variable studied was the number of years the staff had spent working at the university. This was investigated based on Jacob

(2002) [24] assertion that the working experience can influence the need for capacity building programmes and can also be the underlying issues for differences in capacity building needs.

The figure 2 showed that 11% of the respondents have only worked at the University for 1 – 3 years, 13% of them said they have been working at University for the past 4 - 5 years, most of the respondents (44 percent) said they have been working at the University for the past 6 - 10 years, 26 percent of them have been working at the University for the past 11 – 20 years, while only 6 percent of them have been working at the University for the past 21 years and above. This showed that majority of the respondents have spent more than 10 years in the service. Based on the above findings, it implies that if the university award capacity building to staff who may have served long at the university, it was obvious that many staff will have to be granted study leave to build their capacity. Alternatively, capacity building is targeted for exact staff from specific career levels or task-related job training.

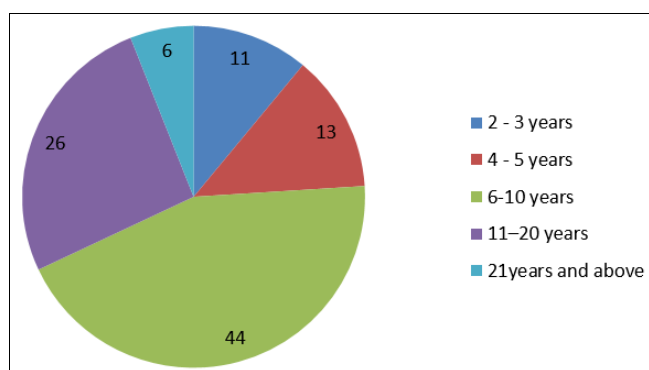


Fig 3: Length of service of respondents

**Methods of Capacity Building on Staff Development**

According to Miller and Osinski (2002) [26], capacity building and development programmes are embedded with established needs of employees. These needs are then fulfilled through specific practices of the programme. The study used descriptive statistics to present the results of the objective.

The results in Table 6 showed that 141 respondents representing 78% have undergone some form of capacity building in the university with respect to the sampled respondents. The remaining 40 respondents representing 22% indicate that they have not gone through any sort of capacity building yet. This implies that some staff of the university are yet to have any form of capacity building. Dessler (2001) points out that the procedure by which capacity building can be related to presentation is by first declaring the type of capacity building required by employees in any institutions. He further explains that the needs of the institution determine the type of capacity that will be required.

Table 6: Did you have any form of capacity building before

Responses	Frequency	Percentage
Yes	141	78
No	40	22
Total	181	100

Source: Field Survey, 2018

The results on the type of capacity building indicated that

majority of the respondents 120 representing 66 percent had study leave with pay to study in order to be able to build on their capacity (see Table 7). This result suggested that the university has created avenues for their staff to build their capacity to prevent staff turnover. The findings also corroborated that of Asghar (2012) [3] who indicated that the rate at which an institution supports its employees to build their capacity, serves as motivation for them to work harder. Only two percent and 4 percent had workshop and short course respectively as some form of capacity building. It can therefore, be deduced from the results that the university has opportunities that encourage staff to pursue further studies as a form of capacity building than short courses, workshops and conferences. However, 22 percent never had any form of capacity building. This percentage could be attributed to the following reasons: they did not make any attempt to upgrade themselves, they may have problems with their qualification or they did not get their choice of programmes.

Table 7: Type of capacity building

Type of capacity building	Frequency	Percentage
Study leave with pay	120	66
Study leave without pay	10	6
Short course	8	4
Workshop	3	2
Never had any form of capacity building	40	22
Total	181	100

Source: Field Survey, 2018

Figure 4 illustrated the outcomes from the question about how staffs of the university were selected for capacity building. The results indicated 22% were selected based on supervisor recommendation for capacity building after serving the university for a number of years. As would be likely in numerous cases, 42 percent were selected for capacity building upon the university criteria. It was however astonishing that other staffs were nominated based on their performance appraisal (6%). This is an indication that, the university has a criterion for selecting staff for capacity building. This situation may likely create a window of discrimination, tribalism and favouritism in the University. It is therefore; appropriate the university sticks to their developed and accepted criteria of selecting staff for capacity building.

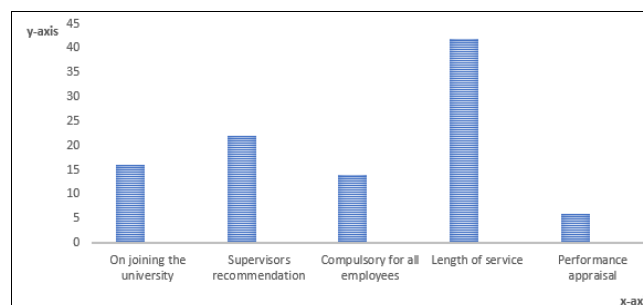


Fig 4: Criteria for selecting staff for capacity building

The schedule for staff capacity building at the university as reported in the results in Table 8 indicated that the majority of respondents represented by 55% had the opportunity to go for capacity building after serving the university for four years and above. Another 35% of the respondents had their capacity building every three years and only 10 percent had theirs every two years. The implication of this result

suggested that there is discrepancy in the procedure of granting staff for capacity building in the university and if care is not taken, it could lead to serious agitation in the university. The findings also contravene that of Daniels (2013) who intimated that the successful development of any institution is based on its standardised method of staff development.

**Table 8:** Capacity building schedule

Schedule	Frequency	Percentage
Every six months	0	0
Yearly	0	0
Every two years	18	10
Every three years	63	35
Four years and above	100	55
Total	181	100

Source: Field Survey, 2018

In order to know the quality of capacity building, respondents were questioned to give their rating on the quality of capacity building in the university.

Table 9 presents the responses given by the respondents on the quality of the capacity building for which they had. The findings indicated that majority of the respondents (65 respondents representing a 36%) were contented with the quality of the capacity building programmes for which they had and rated it as excellent. and 6 percent of the respondents indicated the quality of capacity building was average. They clarified this with the actualities that majority of the staff currently at post had attained master’s degree and PhD through capacity building. Additionally, the former Vice-Chancellor, the late Professor J.B. Kabruise during his period of office in 2003 encouraged staff to upgrade themselves academically in order to enhance the rating of the university. Respondents were further inquired to give some applied ways in which capacity building has been of benefit to them especially pertaining to the work they do. The overall views were that they have acquired extra abilities and have become more abreast with most of the issues in their area of discipline.

**Table 9:** Quality of capacity building

Quality	Frequency	Percentage
Very poor	0	0
Poor	0	0
Average	11	6
Good	45	25
Very good	60	33
Excellent	65	36
Total	181	100

Source: Field Survey, 2018

Table 10 reports outcomes from the relevance of the capacity building received by the respondents to their work. Majority of the respondents (135 demonstrating 74%) reported relevance of capacity building to their work. This outcome is in streak with the result previous reported on the selection of staff for capacity building which show that most of these respondents were selected for working at the university for four years and above. This indicates that the university puts a lot of emphasis on capacity building that will add worth to and thus pertinent to the present work for those who go for capacity building.

In order to generate a link amongst capacity building and

performance there is a need to carry out capacity building desires analysis. Since any upright capacity building is all about improving organisations performance, the valuation of capacity building desires should start with identification of organisation objectives. Without this valuation, capacity building may not bring out the wanted alteration.

**Table 10:** Relevance of capacity building to staff work

Response	Frequency	Percentage
Not relevant at all	0	0
Not relevant	10	6
Not sure	6	3
Relevant	30	17
Very relevant	135	74
Total	181	100

Source: Field Survey, 2018

Analysis on Table 11 showed that 48% of the respondents strongly agree that the capacity building programmes given to university staff develops their general output and generates absolute commitment to modernization and system enhancement, 35% agree, 9% disagree, and 8 strongly disagreed. This indicates that Capacity building improves overall productivity and creates absolute commitment to innovation and system improvement. Also, 50% of the respondents strongly agree that Capacity building is vital for effective performance of staff and enhance performance, 30% agree, 15% disagree and 5% strongly disagree. This suggests that capacity building is vital for operative performance of staff and enhances performance.

22.05% of the staff strongly agreed that sufficient capacity building at consistent intervals increase staff morale and incentive for work, 68.50% agreed 7.09% disagreed and 2.36% strongly disagreed. This shows that adequate capacity building at consistent intervals increases staff morale and incentive for work.

Moreover, 49% of the staff strongly agreed that Capacity building programmes enhances staff performance, 41% agreed, 4% disagreed and 6% strongly disagreed. This implies that capacity building programmes of staff slay performance. These findings are in line with Awamleh (2013) [4] that there is a clear connection or association amongst empowerment and occupation performance. He specified that empowerment plays important role in worker’s gratification thus promoting their performance in organizations.

Furthermore, 16% respondents strongly agreed that for a staff to be competent to use contemporary concepts he /she desires proper capacity building on how to use and apply these concepts, 48% agreed, 32% disagreed and 5% strongly disagreed. This implies that for staff to be competent to use contemporary concepts successfully and efficiently, they want proper capacity building as to how to use them.

Additionally, 26% of the respondents strongly agreed that nonexistence of capacity building opportunities can exasperate a staff and lower his/her performance, 42% agreed, 17% disagreed and 15% strongly disagreed. This implies that lack of capacity building opportunities frustrated a staff and lowered his/her performance. The findings also supports Shunda (2014) who indicated that non availability of capacity building for employees does not motivate them to put their best.

Finally, 9 percent of the respondents disagree and 8 strongly



disagreed that capacity building improves productivity. Similarly, 15 percent out of the total respondents disagreed that capacity building is vital for staff performance as against five who strongly disagreed with that statement.

**Table 11:** The methods of capacity building on staff development and performance in the university

Type of impact	SA	A	D	SD	Total
Capacity building improves productivity	48	35	9	8	100
Capacity building is vital for staff performance	50	30	15	5	100
Increase staff morale and motivation	22	68	7	2	100
Improves the use of modern concepts	15	48	32	5	100
Lack of capacity building decrease performance	26	42	17	15	100

SA = strongly agreed, A = Agreed, D = Disagreed, SA = strongly disagreed

Source: Field Survey, 2018

**The Relationship Between Capacity Building and Staff Development**

The results indicate an important optimistic relationship amongst capacity building and staff development. Capacity building have more influence on staff development on the dependent variable ( $r = 0.572^{**}$ ,  $P < 0.01$ ) and ( $r = 0.549^{**}$ ,  $p < 0.01$ ) respectively in the university (see Table 12). This means that staff development is more likely to be achieved if capacity building were strengthened. This is supported by Rossi (2011) who states that, capacity building is important to employees’ development because it provides vital feedback on how institutions compute and develop.

**Table 12:** Correlation analysis between capacity building and staff development

Variable	1	2
Capacity building 1	1.000	
Staff development 2	478**	1.000

\*\* Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2018

**Capacity Building Needs of Staff in UDS**

According to Miller and Osinski (2002) [26], capacity building and development programmes are embedded with established needs of employees. These needs are then fulfilled through specific practices of the programme. The capacity building needs of staff at the university were therefore examined by the study. According to the Registrar of the university, the capacity building needs of staff are determined through appraisals of staff performance and also to satisfy the national accreditation board on the introduction of new programmes by the university. The Registrar also reports on staff professional promotions and reports of university performance and ranking are used as sources of deducing capacity building needs for staff.

According to Cole (2011), employees attach importance to different practical areas of their occupation. This may vary significantly, based on the differences in job descriptions. The study however showed that in the case of staff at the university, staff generally placed much emphasis on behaviour management.

The staff were also inquired to rank their capacity building needs on scale of 1 to 16 where one represented the most needed area of capacity building and 16 was the least important. In order to test for the significance of the importance attached to the ranks, the Friedman Rank test was used to examine the capacity building needs of staff.

Lower mean ranks therefore represented higher levels of importance as shown in Table 13.

In the opinion of the sampled staff, knowledge of staff ethics was their most urgent training and development need. This was followed by training in student-based behaviour intervention and application of lecturing aids. The study thus, showed that staff were a little more concerned with managing student behaviour and ethical issues than practicalities of the job.

**Table 13:** Capacity building needs of staff

Variables	Mean Rank
Improve knowledge of staff	5.58
Application of university statute	7.59
Behaviour management	7.60
Capacity building demonstrate staff confidence	7.78
Capacity building influence staff attitude to work	9.84
Capacity building encourage independence	9.54
Differences among staff who had capacity building and those without	10.10

**n = 181; chi-square = 233.530; df = 15; p-value = 0.000**

Source: Field survey (2018)

The study sought to differentiate the capacity building needs for staff using their ranks, sex and lecturing experience. This is because, studies by Stockley (2005) and Fullard (2006), have indicated that these variables can cause significant differences in the capacity building needs of staff. The results shown in Table 14 indicate that there were more male respondents (53.6%) who needed capacity building in staff ethics than their female counterparts. Similarly, there were more male staff (67.1%) who called for the need to have capacity building in behaviour management, but females (70.2%) dominated those asking to be trained in the application of demonstrating staff confidence. These findings support suggestions by Miller and Osinski’s (2012) that gender differences may influence the differences in capacity building needs of staff.

**Table 14:** Capacity building needs and demographic characteristics of staff

Variables	Capacity building needs						
	N	Staff ethics (%)		Behaviour mgt (%)		Demonstrate staff confidence (%)	
		Yes	No	yes	No	Yes	No
Sex							
Male	78	53.6	46.4	67.1	32.9	15.4	84.6
Female	24	32.7	67.3	50.0	50.0	70.2	29.8
Teaching Exp.(yrs)							
2-3	24	76.1	23.9	37.9	62.1	60.3	39.7
4- 5	21	44.3	55.7	44.7	55.3	33.1	66.9
6 – 10	43	15.2	84.8	15.9	84.1	43.9	56.1
11 – 20	14	12.4	87.6	10.3	89.7	34.8	65.2

**n = 181; chi-square = 21.944; df = 13; p-value = 0.001**

Source: Field survey (2018)

Differences in capacity building needs, with respect to the working experience of staff were more evident. For example, over half (50.1%) of staff with two to three years’ experience noted capacity building in staff ethics as their most urgent needs, while a small section (12.4%) of staff with 11 to 20 years of experience called for capacity building to build staff confidence. Statistics (chi-square = 21.944; p-value = 0.001) from the cross-tabulation showed that the differences were statistically significant at an alpha

of 0.05 indicating that respondents' years of experience determine their capacity building needs in the university. This confirms other findings (Bruce, 2010; Cascio, 1992<sup>[9]</sup>) that staff working experience is often a differentiating factor in their capacity building and development needs. The common assertion is that often, the more experienced staff has lesser capacity building requirements. This study suggests that capacity building in the thematic areas, as shown in Table 14, may be more important to the less experienced staff.

### The Methods and Procedures Guiding Capacity Building among Staff in UDS

The impact of capacity building is dependent on the application and suitability of the methods and procedures used (Arikewuyo, 2009). In this regard the University for Development Studies has an administrative procedure (Policy) that regulates staff capacity building (UDS Administrative Manual), but as to whether staffs are well informed about these methods and procedures is what this objective seeks to address.

According to Akintayo (1996), one important factor for capacity building is the level of participation which is influenced by staff awareness of the methods and procedures.

The type of capacity building, whether on-the-job or off-the-job, may also account for the particular procedure and methods adopted for the programme (Armstrong, 2003). Thus, the study explored this and found that 53.7 percent of the 67 participants indicated that the capacity building programmes they had was solely on-the-job.

According to Kirkpatrick (2013), setting targets gives capacity building programmes a sense of purpose and direction, and also ensures that specific results are achieved. Thus, it is important for capacity building programmes to have specific targets.

### Assessment of the Methods and Procedures of Capacity Building at the University

Kirkpatrick (2013) maintains that assessing the effectiveness of methods and procedures of capacity building is important, at least, to know whether the desired methods and procedures are followed. This involve assessing the reaction of staff on some of the methods and procedures of capacity building at the University. Thus, the identified methods and procedures are also assessed for staff reaction and the effectiveness of fulfilling capacity building needs. This section is sub-divided into thematic areas of assessment as shown in the subsequent discussions.

#### Policies and Objectives

The methods and procedures in the University condition of service (Administrative Manual) have important implications for the effectiveness of the capacity building, and require that staff understand and are involved in establishing these policies and setting targets.

The study found that the majority of the staff agreed (37.3%) and (29.9%) strongly agreed that the capacity building policies were easy to understand (Table 15). Similarly, the assertion that staffs were adequately oriented to the objectives of the capacity building was supported by 65.7 percent of the staff. It was further noticed that most of the staff agreed (46.3%) and (34.3%) strongly agreed capacity building was measurable. This also indicated that

staff could clearly identify the capacity building targets and could also quantify the measure to which they had to achieve these targets.

**Table 15:** Assessment of capacity building policies and objectives

Response	Clear policies	Objectives		
		Orientation	Measurable	Achieved
Neutral	10(14.9)	5(7.5)	7(10.4)	6(5.9)
Strongly agree	20(29.9)	14(20.9)	23(34.3)	18(26.9)
Agree	25(37.3)	30(44.8)	31(46.3)	36(53.7)
Disagree	8(11.9)	11(16.4)	5(7.5)	5(7.5)
Strongly disagree	4(6.0)	7(10.4)	1(1.5)	2(3.0)
Total	67(100.0)	67(100.0)	67(100.0)	67(100.0)

Source: Field survey, (2018)

Desimone and Werner (2006) promulgate such a situation as the ideal for capacity building programmes. This may also explain the fact that 80.6 percent of the respondents were of the view that capacity building achieved its objectives. Thus, the initial reaction of respondents suggests that capacity building policies and objectives gave adequate basic guidance to the entire staff.

According to the Registrar of the university, the overriding objective of the capacity building was to assist staff to improve their skills and lecture delivery. It was also noted through results that staff were oriented to objectives and targets and their progress towards achieving targets was assessed through follow-up visits and follow-up exercises on the new knowledge learned. Moreover, the feedback on staff performance was made known through the monitoring and evaluation reports after capacity building and also through follow up monitoring by the university quality assurance unit (Directorate of Academic Planning and Quality Assurance).

#### Capacity Building Needs

It is essential for capacity building programmes to be aligned to the development needs of staff (Miller and Osinki, 2002)<sup>[26]</sup>. According to them, this reinforces the transferability of knowledge learnt to the job situation. Earlier findings showed that the most urgent capacity building needs were knowledge in ethics, and in behaviour management (Asghar, 2012)<sup>[31]</sup>. The present study showed that 47.2 percent of the staff did not agree that the capacity building programmes helped them to fulfil their need to know more about the ethics of their job. However, 74.6 percent and 92.8 percent of the staff respectively supported the assertion that the programmes adequately supported their need for practical knowledge and in behaviour management of students.

#### Challenges Confronting Capacity Building on Staff Development in UDS

Friedman test ranking was conducted to determine whether there were differences in the mean ranking of the six challenges confronting capacity building in the university (Table 16). The test was statistically significant at the 0.05 alpha level ( $\chi^2 = 335.573$ ;  $df = 8$ ;  $p$ -value = 0.000), meaning, there were variations in the mean ranking of the six challenges confronting capacity building in the university.

The ranking in this test indicates that the lower the mean, the higher the ranking. Granting of scholarship for capacity building with a mean rank of (3.53) and procedure to access capacity building opportunities with a mean rank of (4.29)

were the key challenges confronting capacity building in the university with duration to grant staff capacity building opportunities (4.87) and overall difficulty of accessing opportunities for capacity building (5.33) being lesser challenges confronting capacity building in the university (See Table 16). The results showed that majority of the respondents in the university were of the view that granting scholarship for capacity building was the major challenge confronting capacity building in the university. This was followed by procedure to access capacity building opportunities. It was however, observed by respondents in the university that the least among the challenges in the university were duration to grant staff capacity building opportunities and overall difficulty of accessing opportunities for capacity building.

**Table 16:** Friedman test ranking of challenges confronting capacity building

Challenges	Mean Ranking
Granting of scholarship	3.53
Procedure to access capacity building opportunities	4.29
Communication to staff on capacity building	4.65
Decision making regarding capacity building	4.79
Duration to grant staff capacity building opportunities	4.87
Overall difficulty of accessing opportunity for capacity building	5.33

$$\chi^2 = 335.573; df = 8; p\text{-value} = 0.000$$

### Conclusion and Recommendation

From the findings it was realized that Majority of the respondents (54%) admitted they had undergone some form of development programmes like workshops, short course at Gimpa and other institutions as well as study leave with pay and were grateful to the university management for giving them the opportunity to develop themselves.

From the findings staff confirmed that the capacity building programmes has helped them to improve their performance and confidence which has increased their service delivery and the productivity of the university.

From the statistics drawn out from the survey Majority respondents represented by (55%) testify they joined the university with a low grade but had the opportunity of building themselves after serving the university for some time and meeting the waiting period. And 35% of the respondents said they had the opportunity of developing themselves every two years for them to meet the target of their departments and the university as a whole.

Staff maintained that their overall performance with the use of modern concepts (ICT) has improved greatly after going through their capacity building programmes.

Granting of scholarship for capacity building with a mean rank of (3.53) and procedure to access capacity building opportunities with a mean rank of (4.29) were the key challenges confronting capacity building in the university with duration to grant staff capacity building opportunities (4.87) and overall difficulty of accessing opportunities for capacity building (5.33) being lesser challenges confronting capacity building in the university.

Based on the main findings, the following conclusions were drawn:

The methods and procedures for capacity building and development programmes employed by the university is

clear, some of this capacity building are workshops, short courses, study leave with pay, study leave without pay etc. the university management only need to be very strict on the conditions of service in the university Administrative Manual, as a guide on capacity building on staff development.

The procedures that staff also need to take to access these opportunities are also clearly stated in the conditions of services/scheme, this are (i) meeting the waiting period of three years, (ii) notify management through your superior about your intent to develop or build yourselves (iii) you must receive a response from management or scholarship team as to whether your intent has been accepted and availability of funds.

The capacity building needs of staff were both on technical concerns, such as staff confidence, staff ethics and on management issues, such as behavior management. The most significant variations in capacity building needs were influenced by the variations in working experience of staff.

The key challenges facing the staff of UDS in capacity were: Granting of scholarship for capacity building, the procedure involved in accessing capacity building and development in the university and the least among the challenges in the university were the duration to grant staff capacity building.

### Recommendations

From the findings, the following recommendations were made:

Management should make sure every staff whether newly employed or old have copies of the university condition of service (Administrative Manuel) which contains the Policies or rules and regulations of the university to guide staff as to what do and at what time as some staff claim to be completely innocent or ignorant about the conditions of services of the university.

The university scholarship team should involve some stakeholders, including National Council for Tertiary Education (NCTE), Ghana Education Trust Fund (GetFund), university management and the Unions (Tewu, Fusa and Uta) to solicit funds to finance capacity building and development programmes for staff at the university.

Management should organize quarterly or annual durbar to remind all staff of the need for them to build or develop their skills to enable them meet the target or goals of the university as well as the need for staff to also follow the right methods and the university lay down procedures in doing so as this can help both management and staff to minimize if not eliminate the challenges at hand.

Management should always review their staff development policy every 5 years to suit the current needs of the University.

Staff who joined the system for more than 5-10 years without any attempt to build themselves to enhance their performance should challenge themselves by adding value to themselves and develop themselves.

### Suggestions for Further Studies

The study suggests further research into the reasons for the incomplete awareness of Capacity building among staff. Other studies can be conducted in finding direct techniques of funding capacity building, such that the necessary supporting equipment, allowances, and other benefits can be provided for effective capacity building.

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