CAPACITY BUILDING AND SERVICE DELIVERY IN THE OLD AGUATA LGA, ANAMBRA STATE, NIGERIA

[1]Grace C. Madubuike & [2]Prof. M. C. Muo

[1&2]Department of Public Administration
Nnamdi Azikiwe University, Awka, Nigeria

ABSTRACT

The study investigated the relationship between capacity building and service delivery in the Old Aguata Local Government Area in Anambra State Nigeria. Specifically, the study determined the relationship between staff training and staff competencies; and the relationship between staff competencies and service delivery. Data were collected from 283 randomly selected senior local government staff from Aguata, Orumba North and Orumba South local government areas. Mean, frequency counts and tables were used to present and describe collected data. Also two hypotheses were tested through the application of Pearson Product Moment Correlation at the 0.05 level of significance. Findings revealed that there were significant relationships between staff training and staff competence; and between staff competence and service delivery. The study recommended among others, concerted efforts by local government authorities to ensure that sustainable regular training programs are put in place to ensure that all staff has access to training and re-training opportunities on regular basis

Keywords: Capacity Building, Service delivery, Local Government

INTRODUCTION

The delivery of effective and efficient public service is a necessity in every modern society. Indeed, the primary purpose of government is the provision of services to citizens and assurance of security and welfare. Public services are a key determinant of quality of life. Hence, every government strives to improve the quantity and quality of public service to its citizens. However, improving public service delivery is one of the biggest challenges worldwide.

Poor service delivery is primarily caused by problems in the service delivery process. Poor training and low capacity of local government staff in dispensing services for public good and sometimes by policy failure and non-commitment on the part of local government authorities to training and manpower development reforms among other things have been blamed for declining quality of public services. The need for efficient service delivery has thus triggered studies aimed at improving low capacity and poor skills of local government staff given the immense role that can be played in service delivery by the local governments' actors and structures.

In Nigeria, series of personnel functions have been formulated and implemented in a bid to address certain perceived service delivery deficiency of government departments and agencies. According to Agunyai (2014) the revised guidelines for training in the federal civil service, a key goal of the extant staff training and manpower development policy is to "lend a systematic approach to training efforts in the service and, by so doing enable government to derive higher benefits from the massive investment in manpower development. This, he notes, is in consonance with the

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various public service reforms which have sought to use training as one of the vehicles for making the civil service professional, operationally effective and more result-oriented.

In spite of the above, researchers like Saad (2015) insist that Nigerian public service is still stagnant and inefficient, and that the attempts made in the past by reform panels have had little effect on the promotion of sustainable human (capacity) development in Nigeria. This then raises issues on the relevance of the various manpower development programs of the government and how these have impact on service delivery.

Omisore (2013) thinks that new technology, new ways of organizing work, new means of delivering services and an increasing reliance on temporary employment have redefined the nature of public service and poses significant challenges to meeting the people's expectations in service delivery. He therefore opines that meeting the challenges requires a unique combination of knowledge, skills, abilities, traits and behaviors, effective human resource development policies and strategies to nurture those competencies. Extant literature is bereft of evidence on the effect of core components of capacity building including knowledge and skills development on public service delivery in Anambra State. Adequate knowledge of these is necessary so as to come up with appropriate capacity building strategies that will enhance competence of local government staff for effective public service delivery.

OBJECTIVES OF THE STUDY

The broad objective of this study is to evaluate the relationship between capacity building and service delivery in the Old Aguata Local Government Area.

The Specific Objectives include:

(1) To determine the relationship between staff training and staff competencies; and

(2) To determine the relationship between staff competencies and service delivery.

Hypothesis

The study was guided by the following hypotheses which are in null forms.

1. There is no significant relationship between staff training and staff competencies.
2. There is no significant relationship between staff competencies and service delivery.

Significance of the Study

The study has both theoretical and empirical significance. Theoretically, the study will add to existing body of knowledge and theories on capacity building and will attempt to validate or redefine long held ideas on capacity building.

Empirically, the study will be of immense benefit to governments and their agencies interested on effective methods of public service delivery at the local government level.

Scope of the Study

The study is an empirical evaluation of the effect of capacity building on public service delivery in the Anambra State Local Government System, 2009 to 2014. The choice of time frame is based on the conventional understanding that a five year period is sufficient for the effect of capacity building efforts to bear fruits. The study is limited to only three local government areas, namely Aguata, Orumba North, and Orumba South Local Government Areas.

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Limitations of the Study

In a study of this nature there is bound to be certain limitations that are encountered as a result of the data set and challenges during the course of data collection. The study has to contend with the tendency for some staff to exaggerate their responses to the questionnaire administered to them to suit their own desires. But these limitations notwithstanding, conclusion derived from analysis of data are still valid and reflect the trend of things as capacity building and public service delivery in the selected local governments.

REVIEW OF RELATED LITERATURE

This chapter reviews the various conceptual and theoretical issues relating to capacity building and public service delivery as contained in the research findings of theorists and scholars. Here also empirical findings of other researchers are reviewed so as to determine what has been studied in relation to issues of our investigation and apparent gap in the literature.

Capacity Building

The term capacity has many different meanings and interpretations depending on who uses it and in what context. To begin with, capacity building as a concept is closely related to education, training and human resource development. This conventional concept has changed over recent years towards a broader and more holistic view, covering both institutional and country base initiatives.

The workshop on Capacity Building in Land Administration for Developing Countries, held at ITC, The Netherlands, November 2000 (Groot and van der Molen, 2000) adopted the following definition on capacity building:

> *"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 is locally meaningful".*

This is a broader approach while still focusing mainly on staff development. It can be argued that the concept of Capacity Building should be viewed in a wider context to include the ways and means by which the overall goals are achieved. In the case of Land Administration, education and staff development may certainly be one of these means (see Van Rijn, 2005).

However, development of institutional infrastructures (including issues such as good governance, decentralization, and public participation) may be even more important. Also, the adoption of an adequate land policy framework may be the key to get anywhere at all. It can be argued that even if the key focus is on education and training to meet short and medium term needs, capacity building measures should be assessed in a the wider context of implementing land policies in a sustainable way.

A recent UN publication on Capacity Assessment and Development (UNDP, 1998) offers this basic definition:

> *"Capacity can be defined as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably."*

This definition has three important aspects:

(i) it indicates that capacity is not a passive state but is part of a continuing process;

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(ii) ensures that human resources and the way in which they are utilized are central to capacity development; and

(iii) It requires that the overall context within which organizations undertake their functions will also be a key consideration in strategies for capacity development.

Capacity is the power of something – a system, an organization, or a person, to perform and produce properly. In this UNDP context, capacity is seen as two dimensional: Capacity Assessment and Capacity Development.

Capacity Assessment or diagnosis is an essential basis for the formulation of coherent strategies for capacity development. This is a structured and analytical process whereby the various dimensions of capacity are assessed within the broader systems context, as well as evaluated for specific entities and individuals within the system.

Capacity Development is a concept which is broader than institutional development since it includes an emphasis on the overall system, environment and context within which individuals, organizations and societies operate and interact. Even if the focus of concern is a specific capacity of an organization to perform a particular function, there must nevertheless always be a consideration of the overall policy environment and the coherence of specifications with macro-level conditions. Capacity development does not, of course, imply that there is no capacity in existence; it also includes retaining and strengthening existing capacities of people and organizations to perform their tasks.

The OECD has defined Capacity Development as

> *"... the process by which individuals, groups, organizations, institutions and societies increase their abilities to: (i) perform core functions, solve problems, define and achieve objectives; and (ii) understand and deal with their development needs in a broad context and in a sustainable manner."*

This definition is adopted by various donors and is fully in line with the UN definition of capacity above.

Taking this approach, capacity, as such, is seen as a development outcome in itself and distinct from other Programme outcomes such as technical and professional competence in certain fields. Measures such as education and training becomes a means to an end while the end itself is the capacity to achieve the identified development objectives over time - such as to establish and maintain national land administration infrastructures for sustainable development (Enemark, 2002).

The Role of Training and Development in Enhancement of Competencies

Efforts to promote capacity building must necessarily involve training and development, especially if workers job competencies are to improve. Competency which Omisore (2013) defines as an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Therefore, job competency is a set of behaviour patterns that a job incumbent needs to bring to a position in order to perform its tasks and functions with competence. A job competency can be a motive, trait, skill, self-concept, body of knowledge or an attribute that allows an individual to perform a task or activity within a specific function or job. Skills and knowledge are surface or technical competencies that can be developed easily by training and development.

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Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). Pheesey (1971) cited in Irene (2009), defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Whilst some human resource professionals consider training and development an after recruitment programme, Asare-Bediako (2002) believes that training and development must be incorporated into orientation programmes for newly recruited staff. So much argument has played out in the literature on the difference between training and development, with many positing there are basically no difference and that significant differences between the two. Training, in the views of McNamara (2008) involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, on-going multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008). Asare-Bediako (2002) on the other hand opines that training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002). Organizations must therefore have the responsibility to develop and implement training and development systems and programmes that best help them to achieve their objectives.

Dessler (2005) defines training as a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Noe (2002) on the other hand views training generally as a planned effort by a company to facilitate employees learning of the job-related competencies. These competencies include knowledge, skill, or behaviours that are critical for successful job performance. According to him, the training and development (T&D) unit should explain to new employees what training and development means and what programmes and facilities are available to employees.

Public Service Delivery

A public service is a service which is provided by government to people living within its jurisdiction, either directly (through the public sector) or by financing provision of services. The term is associated with a social consensus (usually expressed through democratic elections) that certain services should be available to all, regardless of income. Even where public services are neither publicly provided nor publicly financed, for social and political reasons they are usually subject to regulation going beyond that applying to most economic sectors. Kitchen (2005) gives the range of public services that Local or municipal governments are directly responsible for a range of public services for which fees or prices tend not to be used. Local streets and roads, street lighting, fire and police protection, and neighborhood parks are almost always funded from local taxes, grants from senior governments, and other locally generated revenues. In many countries, local or municipal governments are also responsible for services for which they charge user fees or prices: water, sewers, recreation, public transit, and so on.

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World Bank (2004) in *Making Services Work for Poor People* sees public services to include services in health care, education, water and sanitation, and electricity in which governments have 'public responsibility' for their provision. According to the World Bank, direct state provision is not the only way to exercise that responsibility, which can also be expressed through public regulation or financing, the report argues. Indeed, public responsibility can also be exercised better through alternatives to direct state provision in many of the circumstances which actually confront poor people.

Humphreys (1998) defines public services as as those services which are mainly, or completely, funded by taxation. Most typically, he notes that public services would include the following areas of public management: central and local government, the health authorities, education, defense, justice/home affairs and noncommercial semi state organizations.

Empirical Literature Review

Afande (2015) evaluated the impact of human capacity building on performance of Small and Medium Enterprises in Kenya. The study adopted a descriptive survey as its design. Data were collected from a sample of 320 respondents drawn from 7012 Small and Medium Scale Businesses (SMEs). Descriptive data was employed including measures of central tendency, measures of variability and measures of frequency among others. In order to determine the relationship between human capacity building and SMEs performance, correlation and regression analyses were equally undertaken. Findings of the study show that the human capacity building had a significant and positive effect on performance.

Ojokuku and Adejare (2014) assessed the effect of capacity building and manpower development activities on the staff performance in selected business organizations in Nigeria. Data was gathered from 128 managers of randomly selected firms in South Western Nigeria, with the aid of a questionnaire, while descriptive and inferential statistical tools were applied for data analysis. Findings revealed a significant positive relationship between capacity building and staff performance in the selected organizations. It was concluded that capacity building and manpower development activities result in new knowledge, skills and management capabilities, and should therefore be the focus of greater attention and efforts by organizations.

The study by Ahmad, Farrukh and Nazir (2013) investigated the factors that enhance employee's performance at workplace. Quantitative research approach was used. Data were obtained from 150 middle level employees of banking industry. Inferential statistics such as multiple regression models were employed in the analysis. Findings depict that supervisory support and organizational support for career development doesn't impact significantly on employee performance, whereas capacity building of an individual employee leads to enhanced individual performance.

Yamoah and Maiyo (2013) studied the effect of capacity building on employee performance with specific reference to MTN Communication Limited, Ghana. The study considered the aspect of capacity building that deals with the development of the individual or a group of people. The descriptive survey research design was adopted for this study. The target population consisted of all employees of MTN limited in Accra. Using questionnaires, the researchers collected data and analyzed them. The results of the study revealed that training when given properly has a significant effect on employee performance. However, it also established that training does not always answer job performance problems. Reward systems such as: salaries, bonuses and allowances were the major ingredients which fuel performance of employees.

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Summary/Gap in Literature

In the foregoing, an attempt has been made to explain the meaning of capacity building and service delivery. Also, empirical studies by other researchers on the nexus between capacity building and service delivery in Nigeria and other countries. However, after an appropriate literature search, the paucity of empirical literature on the relationship between capacity building and public service delivery in Nigeria or elsewhere becomes obvious. Therefore the present study will attempt to contribute towards filling this obvious gap in knowledge.

Theoretical Framework

The present study is anchored on the Vroom's (1964) Valance-Instrumentality-Expectancy (VIE theory) or expectancy theory explains the motivational process as a force determined by three factors which combine in a multiplicative way. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

The **Expectancy theory** states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). In short, **Valence** is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals. **Expectancy** is the faith that better efforts will result in better performance.

Thus, the expectancy is the belief that one's effort will result in attainment of desired performance goals. Instrumentality is the belief that if one does meet performance expectations, he will receive a greater reward. Valance refers to the value the individual personally places on the rewards. The VIE theory stipulates that causal relationships exist between motivational process and the levels of expended efforts, achieved performances and allocated awards. Lawler, Porter and Vroom (2009) were emphatic that individuals have different sets of goals and can be motivated if they believe that:

- Effort-performance relationship is positive: What is the likelihood that the individual's effort be recognized in his performance appraisal?
- Performance-reward relationship: It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- Rewards-personal goals relationship: It is all about the attractiveness or appeal of the potential reward to the individual.

The desire to satisfy the need is strong enough to make the effort worthwhile.

Thus, the theory provides an explanation of why individuals choose one behavioral option over others. "*The basic idea behind the theory is that people will be motivated because they believe that their decision will lead to their desired outcome*" (Redmond, 2009). According to Vroom (1964), people consciously chose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain

Justification for the application of the theory to the study.

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The rationale behind the use of expectancy theory in the study is basically because of the unique role of capacity building as a motivational tool. Indeed, through capacity building the management gains by improve organizational productivity and overall performance but the workers also gain by receiving the satisfaction and rewards that come from advancement. Hence, a worker's morale is improved when he gains confidence in performing his job. It is conventionally expected that with adequate capacity building measures in place, organizational performance will be enhanced, since workers will be appropriately motivated.

METHOD

This deals with the procedure that was used to carry out the study. Specifically it deals with the following: design of the study, area of the study, population of the study, sample size and sampling technique, method of data collection and method of data analysis.

3.1 Research Design

The research design of this study was a survey. Survey research design was described by Cohen & Mansion (1973) as a design that makes use of questionnaire items to gather data with the intention of describing the nature of an existing condition

This type of design was considered appropriate for this study because it involved the use of questionnaire for gathering information and opinion from government employees in the three local government areas of interest.

Area of the Study

The Old Aguata Region comprises of the current Aguata Local government, Orumba North Local Government and Orumba South Local Government. It is made up of about 43 Towns that stretch from Ogbunka in the South, Igbo Ukwu in the North, Awgbu in the East and Uga in the West. This region is regarded as the most famous part of Anambra State and known for it's industriousness and endowed with both human and natural Resources. People from this region have made great impact in the administration of Anambra state and Nigeria. Famous Towns include but not limited to Igboukwu, Umunze, Ajalli, Ufuma, Oko, Ekwulobia, Isuofia, Umuchu, Isulo, Ogbunka, Uga, Nanka, Achina, Isuofia, Amesi, Nkpologwu, et cetera. The area lies within the geographic coordinates are 6" 01' 28 North, 7" 04' 45 East.

The people of Aguata, Orumba North and Orumba South are largely agrarian. Theere are however substantial commercial activities in Ekwulobia, Uga, Igboukwu and Umunze. The Federal Polytechnic, Oko and the Federal College of Education (Technical) Umunze are located within the study area, that is, Aguata and Orumba South respectively.

Population of the Study

The population for the study involved the entire senior staff of the three local governments that make up the old Aguata local government. Sources at the headquarters of these LGAs gave their staff strength as 970 (Aguata – 378, Orumba North – 332, and Orumba South (260).Therefore, the population of the study is 970.

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Sample Size Determination and Sampling Techniques.

The selection of the sample for the study will involve stratified and random sampling techniques. The selection procedures are in three stages. The first stage involved aggregation of the staff strength from the three LGAs: Aguata, Orumba North and Orumba South.

The second stage of the selection process involved determination of sample for the study. This involved an application of the Taro Yamani formula (Yamani 1967), through which a sample of 283 respondents was determined.

The proportion of the sample size of respondents for each Local Government Area was allocated using the Bowler's formula, $P_c = (Nh \times n_s)/N$. The determined allocations were Aguata = 110; Orumba North = 97; and Orumba South = 76.

The final stage will involve the selection of the sample from the staff roll in each of the local governments. The simple random sampling procedure was adopted to pick individual staff that served as the sample.

Instrument for Data Collection

The instrument for study was questionnaire. The questionnaire items were generated by the investigator and guided by the research questions hypotheses and related literature reviewed.

The instrument had 20 structured items that were organized under 4 sections, A, B, C, and D. Section A of the questionnaire consist of sourced information on demographic data of respondents which include (a) age (b) gender (c) status/position. Section B had 5 items that dealt with factors relating to knowledge enhancement, also section C with 5 items, dealt with factors relating to skills acquisition. The final section D also had 5 items on the state of public service delivery in the three local governments studied. The respondents were requested to express their opinion by ticking (√) on a five point scale as shown.

SA-	Strongly agree	5 points
A-	Agree	4 points
U-	Undecided	3 points
D-	Disagree	2 points
SD -	Strongly disagree	1 point

The levels of agreement on the effects of knowledge enhancement and skills development on public service delivery were compared to the mean rating threshold of 3.0. Any item in the instrument which has a mean equal to or higher than 3.0 was regarded as agree while any item with less than 3.0 was regarded as disagree. For the test of hypotheses the use of multiple regression analysis was adopted. estimates of t-statistic for each of the items was obtained to aid in assessment of commonality of the responses of both middle and senior management.

Validation and Reliability of the Research Instrument

The instrument for data collection underwent scrutiny and approval by the supervisor and some development specialists at Nnamdi Azikwe University, Awka. They were requested to check whether the items in the instrument were relevant, clearly stated, and capable of eliciting the right response from respondents. From the suggestion of these experts, the instrument was modified.

The reliability of the research instrument was established using the responses of 10 senior staff of Awka North LGA who were not included in the research population. The reliability of the

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instrument was established using test retest technique. The coefficient of reliability was determined applying Pearson's Product Moment Correlation Coefficient formula which yielded 0.912 indicating high reliability of the instrument.

Method of Data Collection

Data were collected through the assistance of trained field enumerators. Each of the recruited enumerators had sufficient knowledge of the local terrain and traditions thereby reducing the problem of lack of trust that hinders data collection in survey research.

Method of Data Analysis

Descriptive statistics such as frequency distribution, means and percentages are used to present and analyze the data obtained for achieving the various objectives of the study.

Thereafter, each of the formulated two hypotheses will be tested at 0.05 level of significance using Pearson Correlation coefficient. This coefficient shows how changes in one factor impacts on the other factor and vice versa. Indeed it measures the relationship between variables. The SPSS software (version 22) was used extensively in the analysis of the data.

DATA PRESENTATION AND ANALYSIS

Table 4.2.1: Importance of training.

S/N	ITEM	MEAN	STD. DEV.	REMARK
1	Staff training and development is a priority activity in our LGA	3.7703	1.08842	Agree
2	Every staff has access to the training programmes of our council.	3.6466	1.11193	Agree
3	There is always an allocation for staff training and development in the annual budgets of our council	3.5583	1.12324	Agree
4	No staff is given a higher responsibility or promotion without an appropriate training	3.3145	1.25055	Agree
5	Training is seen by staff as an important career development activity	2.9682	1.32450	Disagree
	GRAND MEAN	3.4516	.80479	Agree

Source: Field survey, 2015.

Table 4.2.1 above indicates that a mean of above 3.0 were scored in 4 out of the five items depicting the respondents opinions on the state of state training in the council areas.

According to the table, the respondents were emphatic that staff training and development is a priority activity in our LGA; that every staff has access to the training programmes of our council; that there is always an allocation for staff training and development in the annual budgets of our council; and that No staff is given a higher responsibility or promotion without an appropriate training. The value of the grand mean of the ratings (3.5) equally attest to the seriousness to which

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training is regarded in the LGAs. Nevertheless, the respondents disagreed that training is seen by staff as an important career development activity (2.97).

Table 4.2.3: Assessment of Competencies of Council Staff.

S/N	ITEM	MEAN	STD. DEV.	REMARK
1	Competencies of staff are evaluated before given a responsibility	3.1272	1.28193	Agree
2	The staff in our council are sufficiently motivated for higher productivity	3.0671	1.29336	Agree
3	Knowledge, skills and abilities of the staff in our council are satisfactory and appropriate for given responsibilities	3.7951	1.34759	Agree
4	Our council staff exhibit acceptable traits that suggest high job competencies	3.7774	1.31410	Agree
5	Our council staff do not have problems adjusting to new responsibilities	3.2297	1.20294	Agree
	GRAND MEAN	3.2746	.69806	Agree

Source: Field survey, 2013.

On the state of competencies of councils' staff, the respondents' views are presented in table 4.2.2 above. Information from the tables indicates there was commonality of responses (3.0 and above) in all the 5 items that suggest the importance of staff competence in assigning responsibilities. The grand mean of the ratings was also greater than 3.0. The respondents agreed that competencies of staff are evaluated before given a responsibility; the staffs in our council are sufficiently motivated for higher productivity; our council staff do not have problems adjusting to new responsibilities; knowledge, skills and abilities of the staff in our council are satisfactory and appropriate for given responsibilities; and our council staff exhibit acceptable traits that suggest high job competencies.

Table 4.2.4: Assessment of Service Delivery.

S/N	ITEM	MEAN	STD. DEV.	REMARK
1	Our council have track record of satisfactory service delivery	2.6961	1.19078	Disagree
2	Visitors needs and requests are always promptly attended to	2.9505	1.24243	Disagree
3	Social services like road, school, water supply and security are adequately addressed	3.0813	1.14720	Agree
4	Due process is always adhered to in service delivery	3.1555	1.04025	Agree

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5	Feed backs from visitors to the council attest to high level of performance in service delivery	3.2827	.99178	Agree
	GRAND MEAN	3.0993	.73735	Agree

Source: Field survey, 2015.

The respondents opinions on the state of service delivery in the LGAs has been somewhat mixed. Information in table 4.2.4 showed an affirmation to the following: feed backs from visitors to the council attest to high level of performance in service delivery; due process is always adhered to in service delivery; and social services like road, school, water supply and security are adequately addressed. These they affirmed through the mean ratings of the variables and the grand mean of at least 3.0. They however disagreed that the councils have track record of satisfactory service delivery (2.75); and that visitors needs and requests are always promptly attended to (2.95).

TESTS OF HYPOTHESES

Test of Hypothesis One

Ho: There is no significant relationship between training and employee competencies.
Hi. There is significant relationship between training and employee competencies.
The above hypothesis was subjected to independent samples t-test of which result is presented in table 4.3.1 below.

Table 4.3.1: Correlation Analysis on the relationship between training and staff competencies.

		Staff Training	Staff Competencies
Staff Training	Pearson Correlation	1	0.387**
	Sig. (2-tailed)		0.000
	N	283	283
Staff Competencies	Pearson Correlation	0.387**	1
	Sig. (2-tailed)	0.000	
	N	283	283

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

DECISION: The correlation analysis results as presented above show a weak correlation of 0.386 between the two variables. This correlation coefficient was not only positive but was also significant at 0.01 levels. As a result of this, the null hypothesis one rejected and the alternate hypothesis one is accepted. We therefore conclude that indeed, there is a significant positive relationship between training and staff competencies.

4.3.2 Test of Hypothesis Two

H_0: There is no significant positive relationship between staff competencies and service delivery.
H_1: There is significant positive relationship between staff competencies and service delivery.

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Table 4.3.2: Correlation Analysis on the relationship between staff competencies and service delivery.

		Staff Competencies	Service Delivery
Staff Competencies	Pearson Correlation	1	0.836**
	Sig. (2-tailed)		0.000
	N	283	283
Service Delivery	Pearson Correlation	0.836**	1
	Sig. (2-tailed)	0.000	
	N	283	283

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

DECISION: The correlation analysis results as presented above show a strong correlation of 0.84 between the two variables. This correlation coefficient was not only positive but was also significant at 0.01 levels. As a result of this, the null hypothesis two is rejected and the alternate hypothesis two is accepted. We therefore conclude that indeed, there is a significant positive relationship between staff competencies and service delivery.

DISCUSSION OF FINDINGS

The study evaluated the relationship between capacity building and service delivery in the old Aguata LGA. Findings from the study revealed that the state of staff training in the area was on the average satisfactory. Indeed, there was a modest affirmation that staff training and development was a priority activity in the area; that every staff had access to the training programmes. It was also indicated that there is always an allocation for staff training and development in the annual budgets of the local councils, as well the fact that no staff was given a higher responsibility or promotion without an appropriate training.

Findings also show that the issue of staff competencies was given deserved considerations in the allocations of responsibilities to council staffs. In particular, it was affirmed that competencies of staff are evaluated before given a responsibility; the staffs were sufficiently motivated for higher productivity. It was also revealed that knowledge, skills and abilities of the staff in the councils were satisfactory and appropriate for given responsibilities.

Service delivery in the council areas were on the average satisfactory, since feed backs from visitors to the council attested to high level of performance in service delivery; adherence to due process by council staff; adequate focusing on social services like road, school, water supply and security are adequately addressed. There are however issues that the councils had not always responded promptly to the needs of residents and visitors.

It is widely assumed that improvement in the skills and abilities of workers, albeit, the competencies of workers results in improved commitment to duty and better service delivery. That

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is to say that there is a relationship between training and workers competencies and between workers competencies and service delivery. Using the Pearson correlation coefficients, it was discovered that training has a significant effect on competencies and that competencies have a significant effect on service delivery.

These findings are indeed analogous to those of Afande (2015) Ojokuku and Adejare (2014) Ahmad, Farrukh and Nazir (2013) and Yamoah and Maiyo (2013) who variously reported positive and significant relationships between capacity building and workers performance. Capacity building is aimed at enhancing the the competence of the worker: his motives, traits, self-concept, knowledge and skills (Omisore, 2013) through training and development of which the end result will impact on achievement of organizational objectives. It therefore stands to reason that vigorous and regular training programmes for local government staff will impact positively on service delivery to local residents.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Findings:

From the analysis of collected data, the following are a summary of the findings of this study:

1. Findings from the study revealed that the state of staff training in the area was on the average satisfactory. There is however an indication that training is not seen by majority of the staff as an important career development activity.
2. Findings also show that the issue of staff competence was given deserved considerations in the allocations of responsibilities to council staffs.
3. Service delivery in the council areas were on the average satisfactory, since feed backs from visitors to the council attested to high level of performance in service delivery and there was adherence to due process by council staff in all services rendered to visitors and residents.
4. Both tests of hypotheses one and two significant relationships between staff training and staff competence and staff competence and service delivery, respectively at the 1% levels of significance.

Conclusions:

Capacity building has undertaken in many climes to improve the quality of public service delivery. However, while the demand for better services is a common factor, the spectrum of available personnel with appropriate competence is a bigger question. Indeed, long term, systemic approaches are required to build public sector capacity that will meet demand for improved public services. The local councils in the old Aguata LGA, including Aguata, Orumba North and Orumba South have put in efforts to enhance the capacity and hence competencies of their staff through regular training and other competence enhancing media. Findings from the study have shown that competence of the staff are adequate and satisfactory and has impacted positively on service delivery. But performance of staff in service delivery can still be enhanced further training and development activities to improve the range of public services (e.g. health, policing, education, environment, local government, policy-making, etc.).

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Recommendations:

In line with the findings above, it is expedient to make the following recommendations, which if implemented will lead to more realization of quality service delivery in the LGAs.

(a) The administrations at the local government levels should ensure that sustainable regular training programmes are put in place to ensure that all staff has access to training and re-training opportunities on regular basis.
(b) Government is urged to sensitize local government workers on the importance of training and other capacity enhancing programmes to their career development. It is even suggested that training should precede all promotion exercises in the local governments.
(c) Experts and consultants should be engaged to ensure that capacity building efforts are tailored along the various career paths so that workers will relate the activities to their individual career goals.

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