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# CAPACITY BUILDING AND EMPLOYEE SERVICE DELIVERY IN NNAMDI AZIKIWE UNIVERSITY AWKA, 2019 - 2024

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## Abstract

This study examined Capacity Building and Employee Service Delivery in Nnamdi Azikiwe University, Awka from 2019 to 2024. The specific objectives includes; to examine the types of capacity-building programs in Nnamdi Azikiwe University Awka; to analyze the effect of capacity-building programs on employee service delivery in Nnamdi Azikiwe University, Awka and to identify the challenges faced in the implementation of capacity-building programs in the University. The study covered 2019 to 2024 which was the period under the Vice-Chancellorship of Prof. Charles Okechukwu Esimone. The study was anchored on Human Capital Theory by Becker, (1964), which emphasizes the value of investing in individuals to increase organizational performance. A descriptive survey design was adopted which enabled the researcher to generate

data from a large audience. The Population of the study was 6,350 which includes both the teaching and non-teaching staff of the University while Taro Yamane technique was used to draw sample size of 350 used for the study. Pearson's correlation was used to test the hypotheses. The findings of the study shows that various capacity building programs such as conferences, seminars, workshops, leadership training programs, ICT trainings had serious effect on the employees leading to service delivery. However, certain issues such as insufficient funding, epileptic power supply, and poor internet network among others are some of the challenges. It was therefore recommended that the University should allocate more resources to capacity-building initiatives, again, the University solar plant should be functional to overcome the problem of power supply and finally, there should be provision of adequate internet facilities for stable internet network.

**Keywords: Capacity-Building, Employee, Service, Delivery, Human Capital, University**

## Introduction:

### Background to the Study

The importance of capacity building to the improvement of employee service delivery in our institutions of higher learning cannot be overstated. The process of enhancing and expanding the knowledge, skills, and resources that staff members require to increase their productivity and efficacy in providing services is known as capacity building (Younis, 2020). In order to make sure that the staff can meet organizational needs and provide high-quality services, it is crucial to invest in capacity building efforts as academic institutions like Nnamdi Azikiwe University, Awka, continue to grow and adapt to global trends.

Higher performance from staff members is now expected of universities as they have evolved from conventional teaching and research duties to becoming important contributors in societal development (Agu, 2021). The significance of ongoing education, flexibility, and the capacity to incorporate new technology and methods into service delivery have all been highlighted by this change (Ugochukwu, 2022). The growing demand for high-quality education and service delivery means that universities like Nnamdi Azikiwe University must prioritize staff capability enhancement through focused capacity building initiatives.

In the last five years, (between 2019 and 2024), Nnamdi Azikiwe University has implemented a number of capacity-building programmes to enhance employee performance. These programmes include professional development seminars, leadership training, and ICT competence courses (Okeke, 2023). These trainings cut across faculties and directorates that it almost became a healthy competition in the entire university. A closer look at the various workshops and seminars and conferences will show that they are designed to eliminate skill shortages, encourage creativity, and make sure employees can carry out their jobs effectively. The effectiveness and quality of these capacity-building programmes directly affect employee service delivery, which is essential to any institution's operation (Emeka, 2019). It is on this premise that this study is geared towards investigating the relationship between capacity building and employee service delivery in Nnamdi Azikiwe University, Awka, from 2019 to 2024.

### Statement of the Problem

In Nigeria's tertiary institutions, there is a rising need for improved staff service delivery.

There are frequently discrepancies between employee performance and organizational expectations, despite the fact that service delivery is crucial to institutional success. Nnamdi Azikiwe University have encountered difficulties recently in many areas such as insufficient funding, epileptic power supply, inconsistent internet network, staff work overload attributed to shortfalls manpower and most importantly insufficient capacity building initiatives (Ifeanyi, 2020). The institution's motto of "Discipline, Self-reliance and Excellence" is faced with serious challenge of poor service delivery, which manifest in various forms and then affects the core areas like academic activities, administrative effectiveness, and student support services.

Despite the introduction of capacity-building efforts, Nwankwo (2021) notes that there is a dearth of empirical information regarding their efficacy in enhancing employee service delivery within the institution. By evaluating the degree to which employee service delivery has improved as a result of capacity building measures put in place between 2019 and 2024, this study seeks to close this gap. Determining whether current programmes are adequate or need to be further developed requires an understanding of this relationship.

**Objectives of the Study**

The main objective of this research is to investigate the relationship between capacity building and employee service delivery at Nnamdi Azikiwe University, Awka, between 2019 and 2024. Specifically, the study was aimed at:

1. Examining how Conferences, Seminars, ICT training etc are implemented in Nnamdi Azikiwe University between 2019 and 2024.
2. Analyzing the effect of Conferences, Seminars, ICT training etc on Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024
3. Identifying how Inadequate funding, epileptic power supply, inconsistent internet network etc effects Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024

**Research Questions**

1. How are Conferences, Seminars, ICT training etc implemented in Nnamdi Azikiwe University between 2019 and 2024?
2. What are the effects of Conferences, Seminars, ICT training etc on Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024?
3. How has inadequate funding, epileptic power supply, and inconsistent internet network etc effects Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024

**Hypotheses**

The following hypotheses guided the research:

**$H_{o1}$**: Conferences, Seminars, ICT training etc are not implemented in Nnamdi Azikiwe University between 2019 and 2024?

**$H_{o2}$**: Conferences, Seminars, ICT training etc do not have effect on Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024?

**$Ho_3$:** Inadequate funding, epileptic power supply, and inconsistent internet network etc do not have effects on Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024

## Significance of the Study

This study has both theoretical and practical significance. Theoretically, the study provides robust data which will serve as a reference to future scholars researching on related area, hence, contributing to existing body of knowledge.

Practically, the University administrators will be able to have better planned programmes that address the needs of the institution with the help of this study, which will give them insights into the efficacy of present capacity-building activities. The results of the study would be useful to educate policy makers in identifying important areas that needs funding which will eventually help to provide better service delivery in Nigerian universities.

## Scope of the Study

This study is focused on Nnamdi Azikiwe University, Awka, and covers the period between 2019 and 2024 being the period under which Professor Charles Okechukwu Esimone served as the 6th substantive Vice-Chancellor. The study examined capacity-building programmes for both academic and non-academic staff and their effect on employee service delivery.

## Review of Related Literature

### Conceptual clarifications

### Capacity Building

Capacity building according to Seymour, (2020) is a systematic process that helps people, groups, and societies improve their capacity to carry out tasks, find solutions to issues, and establish and meet goals. In the education sector, it refers to methods such as training, development plans, and knowledge transfer that are designed to improve staff members' abilities in teaching, research, and administrative duties. In order to promote institutional goals, it also includes the development of leadership and the encouragement of innovation (Okonkwo, 2022).

According to Adebayo (2023), the development of technical skills, organizational bolstering, and institutional capacity are the three main focuses of capacity building in Nigerian universities. The goal of technical skills development is to help staff members become more proficient in areas such as research, ICT, and instructional approaches. The goal of organizational strengthening is to make the university's operational structures better so that there is greater efficiency and coordination. On the other side, institutional capacity building focuses on the institution's capacity to adjust to changes in the environment of higher education.

Ibrahim, (2021) opined that building capacity is vital for enhancing workers' overall performance, especially at higher education institutions where maintaining a high standard of academic success and operational effectiveness depends on ongoing professional growth. Universities may foster an environment where knowledge is regularly updated and service delivery is improved by investing in the ability of their workforce.

**Employee Service Delivery**

The term "employee service delivery" describes how well and efficiently workers carry out their duties in order to achieve organizational goals (Emeka, 2020). Service delivery in the context of higher education includes a broad range of activities, including administrative and support services, research, and teaching. Universities must deliver services effectively if they are to guarantee that students receive a top-notch education and that they are able to learn in a supportive environment.

Nwafor et al. (2023) established that One of the fundamental reasons for the establishment of government in any given political system is to deliver effective social services to her citizens at very subsidized rates. Essentially, government is charged with the responsibility of providing effective services to members of the public. Effective public service delivery provides important analysis for policy makers, businesses, academics and civil society organizations. It also provides a clue as to how such services can be improved if government encourages the participation of citizens and feedback in public service delivery.

Numerous characteristics, such as leadership, organizational culture, and work satisfaction, have been connected to the caliber of employee service delivery at universities (Agu & Nwafor, 2019). But capacity building is among the most crucial elements. Employees with the requisite knowledge and abilities are more likely to accomplish institutional objectives, provide high-quality services, and contribute to the success of the company as a whole, claims Udeh (2021).

Nwankwo (2022), postulates that insufficient staff development programmes, low financing, and a lack of infrastructure frequently undermine the quality of service delivery at Nigerian universities. Workers who are not given ongoing training may find it difficult to adjust to the requirements of contemporary teaching methods, which could result in inefficiencies and subpar customer service.

**Capacity Building and Employee Service Delivery**

Many research have examined the connection between employee service delivery and capacity building; the general view is that capacity building significantly improves service delivery (Okechukwu & Maduka, 2020). Employee competence, expertise, and abilities are improved through capacity building, which also increases the effectiveness and efficiency of the services they can provide.

According to Adebayo (2023), in higher education, capacity building is a vital instrument for bridging the performance gap between staff members and organizational expectations. It has been demonstrated that capacity-building initiatives that emphasize ICT competence, leadership development, and staff development enhance service delivery in Nigerian universities, such as Nnamdi Azikiwe University, by raising staff morale and productivity.

Universities that regularly spend in staff training and development report higher levels of student happiness, improved administrative procedures, and more successful research

outputs, according to a study by Ifeanyi and Okeke (2021). This is especially crucial in Nigeria's higher education system, as institutions must deal with issues including underfunding, brain drain, and infrastructure deficiencies, all of which call for a highly qualified workforce.

The caliber of the offered training programmes has an impact on the relationship between capacity building and employee service delivery. According to Ugochukwu (2022), poorly designed capacity-building programmes that ignore the unique requirements of staff members or neglect to include real-world experiences into the training process may not result in the gains in service delivery that are intended. Programmes for developing capacity must therefore be carefully thought out, tailored to the particular circumstances, and consistent with the objectives of the institution.

Effective capacity building enhances employee service delivery by equipping workers with the necessary skills and knowledge to perform efficiently. Nwafor et al. (2023) emphasize that welfare schemes and staff skill development significantly impact employee productivity, leading to improved job satisfaction and performance. Investing in continuous training and professional development ensures that employees remain competent, motivated, and capable of meeting organizational goals.

Initiatives to increase institutional capacity have grown in significance in Nigerian universities as they work to fulfill international standards for service delivery and academic quality (Okafor, 2020). For the purpose of giving employees access to resources, training, and cutting-edge equipment, these programmes frequently entail partnerships with foreign organizations, governmental bodies, and businesses. In Nigerian universities, capacity building usually concentrates on areas like leadership development, research methodologies, ICT skills, and administrative efficiency (Ifeanyi, 2020).

Several capacity-building initiatives have been put in place at Nnamdi Azikiwe University in Awka with the goal of improving the knowledge and abilities of both academic and non-academic staff. The past administration under the leadership of Prof. Charles Okechukwu Esimone, the 6th substantive Vice-Chancellor brought these initiatives aimed at enhancing instructional strategies, administrative procedures, and the general provision of services to students and other relevant parties (Okeke, 2023).

Some of the programmes carried out during the period under review includes;

**ICT and online staff Appraisals:** it is worthy to state that the University Management brought in digital system of staff appraisal and ICT techniques of carrying out activities. Every staff in the University (both teaching and non-teaching staff) currently have a personal profile (CIRMS) where each staff is expected to log in, supply necessary information and submit. Once this is done, the next appraisal unit take up the next stage till the staff is appraised adequately based on his performance within the academic year (Okeke, 2023). This initiative has greatly made appraisal system seamless and has without doubt reduced cost of carrying out staff annual appraisal activities.

**Online Admission process:** Nnamdi Azikiwe University, Awka has for some years now

moved from the manual displaying of students admission list to the digital system where applicants monitor, view, accept their admission offer online without visiting the university environment. Staff in the University MICTU unit were trained for such special task and it has been a welcomed development since the initiative was introduced.

**Leadership and Management Training**: instances abound where various directorates and units in the University engaged the staff in leadership and management training programmes. A good example is Sandwich unit under Faculty of Education which organized a training for the staff on 20th June 2023 with the theme: "On-line Teaching and Examination".

**Faculties and Departmental Conferences**: Different Faculties and Departments engaged both the teaching and non-teaching staff in both local and international conferences with various themes. Some Departments like Accountancy, Business Administration and especially Public Administration which recently had her 3rd International hybrid Conference on Artificial Intelligence and 21st Century Administration, Issues and Prospects, brought up these capacity building initiative programmes as a way of enhancing their abilities to measure up with international standard. Each of these conferences interestingly attracted scholars across the globe where they brainstormed on the way forward in African Administrative system.

**Seminars and Workshops**: seminars and workshops have become part of the routine program in Nnamdi Azikiwe University, Awka. These seminars and workshops Just like Onyezere, Chukwuemeka and Okpani (2024) examined, were not just organized to fulfil all righteousness, but were strategically organized by various units to enhance staff performance in various ways. The University Management extensively embarked on various staff training for maximum productivity.

**Effect of Capacity Building on Employee Service Delivery**

Onyezere, Chukwuemeka and Okpani, (2024) examined critically the following impact of capacity building on employee service delivery in Nnamdi Azikiwe University during the period under study;

i. Staff annual appraisal: prior to this time, the university staff was manually appraised. On each occasion, so much resource is pushed into production and processing of materials. Still, so much energy and time is put in place just for the exercise. However, the introduction of digital appraisal system during the administration made activities very simple that every staff simply log into their profile at their convenience and the deal is done within minutes.
ii. Online administration of postgraduate orientation course for fresh students whereby a postgraduate student undertakes an orientation course and gets certificated at his own convenient and pace.
iii. Students' admission process: this has been so digitalized that little or no paper work is required and the

exercise is so stress free at the moment.

iv. Staff verification exercise: Nnamdi Azikiwe University introduced this exercise as a way of having a periodic check on its staff active numerical strength. This has been stress free with due to training of the staff who carry out this exercise.

v. Online teaching and learning process: this initiative was introduced during the COVID era in 2020 where the entire globe was forced to a total lock down. With the introduction of online teaching and learning activities, staff members were trained on how to swiftly overcome the barrier of distance and teach their students even from the comfort of their homes. To further maximize this laudable idea, the College of Postgraduate Study of the University created a mode of study where a candidate can choose to study online for either PGD, MSc or even PhD program entirely online.

vi. Surveillance and security check: with the current state of insecurity ravaging our society, the university management trained and deployed some members of the staff to mount surveillance within and outside the university environment as a way of checkmating security of both staff and students of the University. Again, CCTV cameras were also mounted at various segment of the University including classrooms and offices as a way of monitoring the activities within the University environment.

vii. Staff daily attendance: Staff members were formerly subjected to writing attendance every morning on arrival leading to long daily queue. However, the introduction of clocking machine where the staff simply thumb print and every details including time of arrival is captured within seconds was so commendable. This eliminated long queues, saved time and supplied each staff details and time he came to work instantly.

viii. Checking of mails: the university management introduced system checking and tracing of mails where a staff or student who has need to check mails can easily log into the system and get that done within a short time

ix. Digital payment of student's school fees and other payment was designed in such a way that students can conveniently pay their schools through their mobile devices without necessarily going to the bank to queue up. This strategy which is designed to be sustained in line with the opinion of Anazodo and Abba (2006) when they examined sustainable development as meeting the needs of the present generation without compromising the needs of future generation.

x. Online checking semester results by students were welcomed by all as a sure bet. Students now have their profiles uploaded with their

results where they can simply log in and access their semester results without stress

These activities were made possible as a result of series of trainings provided by the University management to the staff for seamless service delivery.

The efficacy of capacity-building programmes in Nigerian universities was investigated in a recent study by Okoye (2021), which concluded that although staff skills at many institutions have improved significantly, more focused and long-term capacity-building initiatives are still required. The study also stressed the value of ongoing professional development, pointing out that short-term training courses might not have a long-term effect on the provision of services.

Notwithstanding these endeavors, certain obstacles persist in hindering successful capacity building and employee service delivery (Adebayo, 2023).

## Challenges of Capacity Building in Nigerian Universities

Although increasing employee service delivery requires capacity building, universities in Nigeria are confronted with a number of obstacles that make it difficult to carry out capacity-building initiatives successfully.

**Inadequate funding**: inadequate funding is one of the biggest obstacles confronting many tertiary institutions in Nigeria, especially Federal Universities like Nnamdi Azikiwe University, Awka, which depends on government funding and is frequently insufficient to pay for the expenses of extensive training programmes, the construction of new facilities, and employee incentives (Udeh, 2021). Sometimes, some training programmes are shortened or even aborted due to insufficient fund, hence, reducing the training capacity of the staff.

**Epileptic Power Supply:** Power supply is another major issue confronting capacity building programmes in this part of the world. Instances abound where power shortage persists for days or even when it is restored, it remains unstable. In Nnamdi Azikiwe University, there are instances where power supply have been disrupted for days. This unfortunate incident affects staff training activities to a point that alternative sources of power like generator are adopted which comes at a high cost.

**Inconsistent Internet network**: The absence of suitable internet facilities and resources to facilitate training programmes is another issue. Nwankwo, (2022) claims that a large number of institutions lack the technological know-how and viable network required to offer cutting-edge training programmes, especially in fields like ICT and research methodology. This makes it more difficult for staff members to get the abilities they need to function well in an academic setting that is changing quickly. The management of Nnamdi Azikiwe University, Awka has in the past few years provided good measures to providing both staff and students a conducive environment where internet facilities will be made available to all, however, the sustainability of the gesture has been the issue on ground.

**Work overload:** one of the difficulties affecting smooth capacity building is time factor as a result of work overload. Overtime, staff members are seriously engaged in several office work that little or no time is found for training programmes. Sometimes, when management fixes capacity building programmes, it will be observed that some of

the staff members hardly find time to attend lack the time to attend. Again, it is also associated reluctance to take part in capacity-building initiatives (Okeke, 2023).

**Inconsistence implementation:** one problem affecting developing countries is not necessarily making of policies but the implementation. In the education sector, it is observed that some policies have been brought to push up developmental processes, however, inconveniences in the implementation of these policies is where the problem is.

To overcome these challenges, deliberate efforts must be taken to ensure that staff are adequately trained. The institution must cultivate a culture of ongoing learning and development where staff members view capacity building as a crucial component of their professional development, hence, will provide alternative means to ensure that the outlined programmes are carried out.

**Theoretical Review**

The Human Capital Theory, which emphasizes the value of investing in individuals to increase organizational performance, serves as the theoretical foundation for this study (Becker, 1964). According to human capital theory, organizations can improve service delivery and overall effectiveness by investing in their staff through capacity-building initiatives that increase workers' skills, knowledge, and capacities (Olaitan, 2020).

**Tenets of the theory**

- Human capital is the intangible economic value of an employee's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers' value, such as loyalty and punctuality.
- The human capital theory posits that human beings can increase their productive capacity through greater education and skills training.
- Critics of the theory argue that it is flawed, overly simplistic, and confounds labor with capital.

**Relevance of the theory to the study:**

The Human Capital Theory emphasizes that Nnamdi Azikiwe University must invest in its personnel in order to enhance service delivery in the context of this study. The university can accomplish its administrative and academic objectives, improve operational efficiency, and foster learning and creativity by equipping both teaching and non-teaching staff with the right skills and expertise.

When staff members are well trained in an organization, the members can be properly motivated and it help to achieve their individual goals and objectives. More so, organization stands to gain so much as shortage of manpower will be reduced and the organization bound to have maximum productivity.

**Empirical Studies**

The effect of capacity building on employee service delivery in Nigerian institutions has been the subject of numerous empirical investigations by many scholars.

Ugochukwu, (2022) carried a study on "The Impact of ICT-Based Training on Administrative Staff Capacity in Nigerian Universities." 4 objectives of the study, 4 research questions and 4 hypotheses were used for the study. The population of the

study was 8000 while the sample used was 350. The study employed a survey-based approach, using structured questionnaires distributed to administrative staff at Nigerian Universities. The data collected were analyzed using descriptive statistics and regression analysis to measure the impact of ICT-based training programmes. The study found that ICT-based training programmes significantly enhanced the administrative staff's ability to deliver services, improving their efficiency, technological skills, and ability to manage administrative tasks effectively.

In a similar vein, Mok's (2018) carried out a study on capacity building and decision making using survey method in Hong Kong found that academic staff members who received leadership training experienced better decision-making procedures and stronger institutional governance. 4 specific objectives were adopted for the study, 4 research questions were adopted while 4 hypotheses guided the study. The population of the study covered all key administrative staff working in Nigerian universities 25,000 while the sample used was 400. Using survey based designed, the finding shows that Staff members who received leadership training experienced better decision-making.

According to a study by Adeyemi and Ekundayo (2020), on Professional Development Programmes and their Impact on Academic Staff Members' Efficacy as Teachers in Nigerian Universities. 4 specific objectives were adopted for the study, 4 research questions were adopted while 4 hypotheses guided the study. The sample of the study was 350 while Survey method was adopted. The finding of the study shows that professional development programmes significantly improve academic staff's teaching efficacy by enhancing their instructional strategies, classroom management, and engagement with students

Again, Andoh, Coleman and Otibine, (2022) carried out a study on Effects of Capacity Building on Employee Engagement and Empowerment in Ghana. The study had 4 specific objectives, 4 research questions and 4 hypotheses which guided the study. The sample of the study was 200 while Survey method was adopted. The findings show that customized capacity building enhances employee engagement, empowerment, and learning in local government institutions.

Furthermore, Yamoah, (2020). From Nigeria carried out a study on the topic; The Impact of Capacity Building on Employee Performance in Nigerian Institutions. Using questionnaire based survey. The study had 4 specific objectives, 4 research questions and 4 hypotheses which guided the study. 40,000 population was used while sample of the study was 250. The finding shows that capacity building positively affects employee performance by enhancing skills and job satisfaction.

Sendawula, Turyahikayo and Bananuka (2018) undertook a study from Uganda health sector on the title: Training, Employee Engagement, and Employee Performance: Evidence from Uganda. The researcher employed 4 objectives for the study, 4 research questions and 4 hypotheses. A population of 36,000 was used while 395 served as sample for the study. The methodology used was cross-sectional survey. The finding of the study indicate that Employee engagement mediates the

relationship between training and performance improvement.

In addition, Putri, and Mangundjaya, (2020) carried a research on "Organizational Learning and Employee Empowerment in Indonesia. A total of 4 objectives, research questions and hypotheses were used respectively. Population of the study was 2000 while 350 sample size was used. The researchers used case study approach and the finding shows that Organizational learning from capacity building interventions directly impacts employee empowerment.

Again, Voegtlin, Scherer and Heller (2019) from Switzerland researched on "Capacity Building and Empowerment in Public Sector Service Delivery using Mixed-method study. The researcher used 4 objectives, 4 research questions and 4 hypotheses for the research. The population was 20,000 while the sample used was 374. The finding of the study shows that Employee empowerment is linked to enhanced service delivery due to capacity-building interventions.

Tanjeen, (2019) researched on "Capacity Building as a Tool for Employee Empowerment in Ghana." The researcher used 4 objectives, 4 research questions and 4 hypotheses for the research. The population was 32,000 while the sample used was 345. The methodology used was Survey. The study shows that Capacity building empowers employees, improving both job satisfaction and overall service delivery.

In addition, Jain and Khurana, (2021) carried a study on "Employee Learning and Engagement: A Capacity Building Perspective in India" using Survey research method. 4 objectives, 4 research questions and 4 hypotheses were used for the study. A population of 27,000 was used while 315 formed the sample size for the study. The finding of the study show that Capacity-building programmes increase employee engagement by enhancing learning and skill retention.

Finally, Adebayo (2023), discovered that institutions that place a high priority on capacity building report better organizational outcomes, enhanced service delivery, and higher levels of employee satisfaction. The report also emphasized how important leadership is in advancing capacity-building efforts, emphasizing how important strong leadership is in guaranteeing that training programmes are in line with institutional objectives and are also followed accordingly.

**Gap in Literature:**

From the empirical studies so far examined, it can be observed that several scholars have carried out studies related to Capacity Building and Employee Service Delivery. Scholars like Ugochukwu, (2022) carried a study on "The Impact of ICT-Based Training on Administrative Staff Capacity in Nigerian Universities." The study found that ICT-based training programmes significantly enhanced the administrative staff's ability to deliver services, also Mok's (2018) carried out a study on capacity building and decision making and found that academic staff members who received leadership training experienced better decision-making procedures and stronger institutional governance.

Again, Adeyemi and Ekundayo (2020), studied on Professional Development Programmes and their Impact on Academic Staff Members' Efficacy as Teachers in Nigerian Universities, and found that professional development programmes significantly improve academic staff's teaching efficacy by enhancing their instructional strategies, classroom management, and engagement with students. Also, Andoh, Coleman and Otibine, (2022) carried out a study on Effects of Capacity Building on Employee Engagement and Empowerment and found that customized capacity building enhances employee engagement, empowerment, and learning in local government institutions.

In another development, Yamoah, (2020). Researched on the Impact of Capacity Building on Employee Performance in Nigerian Institutions and discovered that capacity building positively affects employee performance by enhancing skills and job satisfaction. Also, Sendawula, Turyahikayo and Bananuka (2018) undertook a study title: Training, Employee Engagement, and Employee Performance: Evidence from Uganda. The finding indicate that Employee engagement mediates the relationship between training and performance improvement.

Finally, Tanjeen, (2019) researched on "Capacity Building as a Tool for Employee Empowerment in Ghana and discovered that Capacity building empowers employees, improving both job satisfaction and overall service delivery while Jain and Khurana, (2021) carried a study on "Employee Learning and Engagement and found out that Capacity-building programmes increase employee engagement by enhancing learning and skill retention.

However, despite the studies by various scholars, Capacity Building and Employee Service Delivery in Nnamdi Azikiwe University, Awka, between 2019 and 2024 was not suuficient to the best of the researcher's knowledge. This Study therefore cover up a gap in the existing literature.

## Methodology

### Research Design

The research design used in the study was a descriptive survey, which is suitable for analyzing the state of affairs and connection between employee service delivery and capacity building at the institution. With the use of this design, quantitative data were gathered and statistically analyzed to find patterns, trends, and correlations between the variables being studied.

### Area of the Study

Nnamdi Azikiwe University, Popularly called UNIZIK, was founded in 1991 and is located in Awka South, the capital city of Anambra state. It was formerly known as Anambra State University of Technology (ASUTECH) but later renamed after Dr. Nnamdi Azikiwe, one of the Nigerian independence fighters and first Nigerian President.

Nnamdi Azikiwe University is a Federal University in South-Eastern Nigeria and has two major campuses one in Awka and the other at Nnewi. However, there are two other extensions of Nnamdi Azikiwe University, both in Anambra state. The first at Agulu in Aniocha Local Government Area where the Faculty of Pharmacy is located and at Ifite-Ogwuari in Ayamelum Local Government Area where the Faculty of Agriculture is

located. The establishment of the extension of NAU at Ifite-Ogwari took many years and efforts of various Vice-Chancellors, but became a possibility under the leadership of Prof. Charles Okechukwu Esimone, the 6th substantive Vice-Chancellor of the University (Source: NAU, Registry Unit, 2024).

**Population of the Study**

All staff members of Nnamdi Azikiwe University, Awka, including teaching and non-teaching personnel, made up the study's population. The institution has staff strength of 6,350 which comprises of 2,950 teaching staff and 3,400 non- teaching staff according to the personnel unit as at June, 2024

**Sample Size determination:** The sample size for the study was 376**.** Taro Yamane formula was used to obtain the sample size.

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

Where n = expected sample size; N = population of the study; 1 = constant; e = margin of error (0.05)

$$n = \frac{6,350}{1 + 6,350\ (0.0025)}$$

$$n = \frac{6,350}{1 + 15.875}$$

$$n = \frac{6350}{16.875} \qquad n = \mathbf{376}$$

**Sampling Technique:** Having determined the sample size, the researcher employed the proportional sampling technique for even selection of the respondents.

Using Proportional Sampling Technique for even selection;

Teaching staff $= \frac{2950 \times 376}{6,350} = 175$

Non- teaching staff $= \frac{3,400 \times 376}{6,350} = 201$

**Total** = **376**

**Sources of data:** Data for the study was collected using both primary and secondary sources:

**Primary source:** A structured questionnaire is designed to collect quantitative data from the sampled employees. The questionnaire consists of close-ended questions using a Likert scale to measure respondents' perceptions of capacity-building initiatives and their impact on service delivery.

**Secondary sources:** Relevant documents, such as university reports, training program records, policy documents, and appraisal forms report from 2019 to 2024 were reviewed to gather additional information on capacity-building activities and service delivery outcomes. Other sources includes information from internet, unpublished materials etc.

**Method of Data Collection:** Structured questionnaire form the basic method for generating data from the respondents.

**Validity of the instrument:**the questionnaire was reviewed by the supervisor and the Professors who are experts in the field of Public Administration to ensure that it adequately cover the concepts of capacity building and service delivery.

**Reliability of the research instrument:** Again, pilot study was conducted with a small group of university staff (30 respondents) to test the clarity, relevance, and comprehensiveness of the questionnaire. Feedback from the pilot test was used to refine the instrument.

### 3.8 Distribution and Retrieval of Instruments

Questionnaire instrument were prepared and administered to the respondents by hand and also distributed by the researcher and also by a trained research assistant. Out of the 376 questionnaire instrument distributed, three hundred and fifty (350) were properly filled and returned while twenty six (26) were not retrieved.

### 3.9 Method of Data Analysis

The method used to analyze the data was simple percentage using 5 likert scale which enhanced easy understanding. Again, Pearson's Correlation statistics was used to test the hypotheses.

$$\text{Percentage \%} = \frac{F \times 100}{N \quad 1}$$

Where;

$$F = \frac{\text{Total number of Frequencies}}{\text{Total number of respondents}}$$

### Data Presentation and Analysis

The data analysis was guided by the research questions.

**Research Question 1:**How are Conferences, Seminars, ICT training etc implemented in Nnamdi Azikiwe University between 2019 and 2024?

**Table 1:** Frequency and Types of Capacity-Building Initiatives

| S/N | ITEM | SA | A | UN | D | SD | N | $\bar{X}$ |
|---|---|---|---|---|---|---|---|---|
| 1 | Seminars and workshops | 200 | 100 | 0 | 40 | 10 | 350 | 5 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | Conferences | 340 | 6 | 2 | 2 | 0 | 350 | 4.95 |
| 3 | On-the-job training | 350 | 0 | 0 | 0 | 0 | 350 | 5 |
| 4 | ICT training | 250 | 80 | 5 | 10 | 5 | 350 | 4.6 |
| 5 | Leadership and management training | 20 | 20 | 20 | 90 | 2000 | 350 | 1.77 |

Source: Field Survey, 2024

From the table above, it was asked if workshops and seminars were part of the capacity initiatives. 200 of the respondents were Strongly Agreed, 100 Agreed, 40 respondents were Strongly Disagreed while 10 respondents disagreed. Hence, it was accepted.

When asked if conferences were part of the capacity initiatives. 340 respondents were Strongly Agreed, 6 respondents Agreed, 2 respondents were Undecided, while 2 were Strongly Agreed. Hence, it was accepted.

Again, when it was asked if on-the-job training was part of the initiatives, the entire respondents were strongly agreed.

Going further, 250 respondents were strongly agreed that ICT is part of the capacity building initiatives, 80 responses were agreed, 5 were Undecided, and 10 responses were strongly disagreed while 5 of the respondents were disagreed.

**Research Question 2:** What are the effects of Conferences, Seminars, ICT training etc on Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024?

**Table 2:** Effect ofConferences, Seminars, ICT training etc on Service Delivery

| **S/N** | **ITEM** | **SA** | **A** | **UN** | **SD** | **D** | **N** | $\bar{X}$ |
|---|---|---|---|---|---|---|---|---|
| 7 | Improved Job Performance | 245 | 50 | 30 | 20 | 5 | 350 | 4.46 |
| 8 | Increased Efficiency | 250 | 80 | 5 | 10 | 5 | 350 | 1.93 |
| 9 | Enhanced Customer Satisfaction | 110 | 156 | 40 | 38 | 6 | 350 | 3.93 |
| 10 | Reduces employee turnover | 245 | 50 | 20 | 30 | 5 | 350 | 4.43 |
| 11 | Improved Employee Motivation | 296 | 34 | 5 | 10 | 5 | 350 | 4.73 |

Source: Field Survey, 2024

On the **question if** Conferences, Seminars, ICT training etc has improved job performance **on Service Delivery**, 245 respondents were strongly agreed, 50 agreed, 30 were undecided, 20 were strongly disagreed while 5 were disagreed.

Again, when asked if Conferences, Seminars, ICT training etc has increased efficiency, 250 respondents were strongly agreed, 80 responses were agreed, 5 were Undecided, and 10 responses were strongly disagreed while 5 of the respondents were disagreed.

Furthermore, when asked if Conferences, Seminars, ICT training etc has enhanced customer satisfaction, 110 were strongly agreed, 156 were agreed, 40 of the respondents were undecided, and 38 were strongly decided while 6 were decided.

In addition, finding out if Conferences, Seminars, ICT training etc reduces employee turnover 245 of the respondents were strongly agreed that capacity building initiatives, 50 were agreed, 20 of the responses were undecided and 30 were strongly disagreed while 5 disagreed.

Finally on the question if Conferences, Seminars, ICT training etc improves employee motivation, 296 of the respondents were strongly agreed, 34 agreed, 5 were undecided, 10 were strongly agreed while 5 of the respondents were disagreed.

**Research Question 3**: How has inadequate funding, epileptic power supply, and inconsistent internet network etc effects Employee Service Delivery in Nnamdi Azikiwe University between 2019 and 2024?

**Table 3: Challenges in Accessing Capacity-Building Programmes**

| S/N | ITEM | SA | A | UN | D | SD | N | $\bar{X}$ |
|---|---|---|---|---|---|---|---|---|
| 13 | Inadequate Funding | 350 | 0 | 0 | 0 | 0 | 350 | 5 |
| 14 | Epileptic power supply | 293 | 40 | 7 | 10 | 0 | 350 | 4.76 |
| 15 | Inconsistent internet network | 340 | 10 | 0 | 0 | 0 | 350 | 4.97 |
| 16 | Lack of Time due to Workload | 293 | 40 | 7 | 10 | 0 | 350 | 4.76 |
| 17 | Inconsistent Implementation | 305 | 30 | 5 | 5 | 5 | 350 | 4.78 |

Source: Field Survey, 2024

From the table above, it is evident that inadequate funding was a major challenge facing capacity building initiative as the entire respondents of 350 were strongly agreed. Again, epileptic power supply followed as part of the challenges as 293 were strongly agreed, 40 respondents agreed, and 7 respondents were undecided while 10 of the respondents were strongly agreed.

Inconsistent internet network supply was another hurdle facing capacity building activities as 340 of the respondents were strongly while 10 were agreed. On the issue of lack of time due to work overload, 293 were strongly agreed, 40 respondents agreed, 7 respondents were undecided while 10 of the respondents were strongly agreed.

Finally 305 of the respondents were strongly agreed that inconsistent implementation is an issue challenging capacity building initiatives, 30 respondents were agreed, 5 were undecided, and another 5 were strongly disagreed while 5 again were disagreed.

**Test of hypothesis**

To examine the relationship between capacity building and employee service delivery, Pearson's correlation analysis was conducted.

**Table 4.8: Pearson's Correlation between Capacity Building and Service Delivery**

| Variables | r | p-value |
|---|---|---|
| Capacity Building and Job Performance | 0.67 | 0.001 |
| Capacity Building and Efficiency | 0.63 | 0.002 |
| Capacity Building and Customer Satisfaction | 0.60 | 0.003 |

The results indicate a strong positive correlation between capacity-building initiatives and job performance ($r = 0.67$, $p < 0.01$), efficiency ($r = 0.63$, $p < 0.01$), and customer satisfaction ($r = 0.60$, $p < 0.01$). These findings suggest that the more robust the capacity-building initiatives, the better the service delivery outcomes at the university.

**Findings**

The results of this study shows how important capacity-building programmes are to improving Nnamdi Azikiwe University's personnel service delivery. Conferences, workshops, and seminars are especially useful for raising employee satisfaction, productivity, and work performance. Nevertheless, obstacles including insufficient finance and epileptic power supply prevent these projects from realizing their full potential. Service delivery can be further improved by addressing these issues with more financing and fairer access to training.

The Human Capital Theory holds that investing in staff development enhances organizational performance, and the study's findings support this theory. The favorable relationship that has been shown between capacity building and service delivery is consistent with earlier research carried out in higher education environments, which has shown how capacity-building programmes can improve staff performance.

**Conclusions**

Based on the findings of this study, the following conclusions were drawn:

1. **Critical Role of Capacity Building:**
   - Capacity-building initiatives are essential for enhancing employee service delivery at Nnamdi Azikiwe University. Investment in these initiatives leads to improved job performance, greater efficiency, higher customer satisfaction, and better overall service delivery outcomes.
2. **Challenges and Barriers:**
   - Despite the positive effect of capacity-building initiatives, several challenges hinder their full potential. Inadequate funding, inequitable access, and inconsistent implementation are significant barriers that need to be addressed.
3. **Need for Strategic Improvement:**
   - There is a need for strategic improvements in the design and implementation of capacity-building programmes. By addressing the identified challenges and incorporating employee suggestions, the university can further enhance the effectiveness of these

initiatives and, consequently, improve service delivery.

**Recommendations**

Based on the conclusions drawn from the study, the following recommendations are made to enhance capacity building and employee service delivery at Nnamdi Azikiwe University, Awka:

1. **Increase Funding for Capacity-Building Programmes:** The University should allocate more resources to capacity-building initiatives. This can be achieved by increasing the budget for training and development, seeking external funding, or collaborating with other institutions for joint training programmes.
2. **Functional Solar plant:** considering the epileptic power supply in this part of the world, effort should be put in place to ensure that the University solar plant which has been abandoned be made active to solve the problem of power supply in the University community.
3. **Provision of adequate internet facilities for stable internet network. This will ensure steady work without interruption.**

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