



Capacity Building and Service Delivery of Non-Teaching Staff in Selected Tertiary Institutions

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Abstract

This study examined capacity building and non-teaching staff service delivery of some selected tertiary institutions in Ogun State, Nigeria. Population comprised of one thousand, five hundred and forty-six (1,546) non-teaching staff of tertiary institutions selected from the three Geopolitical Zones in the State – The Federal Polytechnic, Ilaro in Ogun West, Federal College of Education, Osiele in Ogun Central and Tai Solarin University of Education, Ijebu-Ode in Ogun East. Structured questionnaire was used as the instrument for data collection. However, Krejcie and Morgan method of sample determination was used for sample size determination at 0.05 margin error which gave a sample size of three hundred and six (306). Three hundred and six (306) copies of the questionnaire were produced and administered on the respondents, but one hundred and eighty-seven (187) copies were filled, retrieved and used as sample. Data collected were analyzed using descriptive and inferential methods of analysis with linear regression at 0.05 level of significance. Findings revealed that capacity building is very important to the non-teaching staff service delivery in tertiary institutions.

Keywords: Non-Teaching Staff; Service Delivery; Capacity Building; Tertiary Institutions; Management.

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Introduction

Tertiary institutions offer diversity of academic programmes for knowledge, skills and competence in any chosen career. These institutions are universities, polytechnics, monotronics, colleges of education and other related institutions. They are third-tier educational institutions which provide requisite vocational, technical, agricultural, legal, business, medical, social science knowledge and skills.

Non-teaching staff are pillars which hold every activity executed in ensuring that goals and objectives of tertiary institutions are accomplished (Iro-Idoro & Jimoh, 2019). Their services are indispensable in every department and units as they deliver support services for the success of

management, academic staff and students at large. The uniqueness of their services in mediating management, academic staff and students are second to none (Jolaade, 2021). Therefore, tertiary institutions cannot thrive without administrative, technical, financial, library, medical, security and, works and maintenance services. Efficient and effective non-academic service is needed for specified tertiary institutions' goals and objectives accomplishment.

Service delivery is a crucial activity for continuous organizational vision and mission attainment which sustains mission accomplishment, employees' performance, improvement on group abilities and individual competencies. It ensures that facilities and amenities are at the public reach and makes sure that



needs are met, surpassed and organizations worthwhile (Giri, 2019; John, 2020). On the other hand, delivered services which correspond public desires, needs and expectations bring about effective service delivery.

Effective service delivery prompts public comprehension of the exact services organizations rendered to equal their expectations (Jimoh & Banjo, 2018). Chizoba (2020) avows incompetency as the biggest challenge facing effective service delivery. Also, Ng'ethe, et al., (2012) established that most institutions of higher learning have been experiencing staff inefficiency and unproductiveness because of requisite skills and competence laxity which in effect reduces service delivery proficiency. Yet, it is the aim of every tertiary institution to be the best among its equals. However, this feat is achievable as workers' aptitude developed towards effective service delivery. Effective service delivery is therefore subject to organizations' workforce value of continuous improvement with enthusiasm in using high-tech devices for service delivery (Bratton and Gold, 2003). This makes certain employees' motivation, steady growth, career improvement, staffing and employees' welfare by capacity building (Obeidat, et al., 2014).

Capacity building is the procedure of enhancing staff skills, drives, individual competencies of managing, maintaining and sustaining standards for organizational survival (Groot & Molen, 2017). It aids employees' prospects through training and development in securing and maintaining jobs with the acquisition of additional knowledge and expertise for the appropriate workplace attitudes. Employees' job performance is enhanced through capacity building and as well-advanced organizational stability with new tactics and hi-tech strategies (International Labour Office, 2000). Capacity building can be administered on long-term or short-term training. It is training that prompt employees' improvement, productivity enhancement, increment on the level of individuals and organizational competency. It quantifies acquisition of requisite knowledge, skills and techniques for job performance and service delivery (Goddy, 2014). Capacity building stimulates trainings, seminars, and workshops to generate fundamentals for better service delivery. But other activities include induction, coaching,

counseling, succession, and mentoring (Agunyai, 2015). On the other hand, these activities measure acquisition of requisite knowledge, skills and techniques for job performance and effective service delivery (Goddy, 2014).

Tertiary institutions' effective service delivery prompts continuous increase in the number of applicants through JAMB seeking admission into the preferred institution of their choice. This circumstance envisions continuously non-academic capacity building of assuming supportive position appropriately. In this regard, researchers have established that workforce development prompts readiness in coping with technological implements necessary for effective service delivery and survival (Obeidat, et al., 2014; Dada, 2016). Goddy (2014) affirmed that capacity building has been increasing productivity level in the Nigerian public sector. Ojokuku & Adegbite (2014), avowed that capacity building helps in no small measure on employees' manpower advancement and sense of duty. Noe (2016) confirmed capacity building as employees' competency and service delivery enabler. But Hart (2016) discovered that inability to embrace capacity building reduce workers' involvement, productivity and contributions leading to organizational inefficiency.

Efficient and effective service delivery of non-teaching staff is inevitable for an institution to be best among equals. Service delivery rendered by non-teaching staff supports the success and good organization of tertiary institutions. But, unprofessional, indolent, incompetency and in-expertise attitudes at work prompt poor service delivery to constitute clog in the wheel of progress. As a result, this trend requires dynamism in updating their propensity towards alleviating inadequacy of basic knowledge, skills and workplace attitude for effective service delivery. Therefore, this study observed capacity building and service delivery of non-teaching staff in selected tertiary institutions in Ogun State, Nigeria.

This study investigated capacity building and service delivery of non-teaching staff in some selected tertiary institutions in Ogun State, Nigeria. Specifically, it identified services rendered by the non-teaching staff,

determined the various capacity programmes available and investigated the effect of capacity-building on non-teaching staff services in tertiary institutions. In line with the objectives of the study, services rendered by non-teaching staff in tertiary institutions, Ogun State, Nigeria were identified and various capacity-building programmes available for them were determined by descriptive statistics.

Hypothesis

H₀₁: There is no significant effect of capacity-building on non-teaching staff service delivery in tertiary institutions, Ogun State, Nigeria.

Methodology

This study was a survey of some selected tertiary institutions in Ogun State, Nigeria. The population of the study comprised all non-teaching staff of tertiary institutions selected from the three Geopolitical Zones in the State – The Federal Polytechnic, Ilaro in Ogun West, Federal College of Education, Osiele in Ogun Central and Tai Solarin University of Education, Ijebu-Ode in Ogun East. There were 1546 non-teaching staff in the selected institutions at the time of the study – 460 (29.7%) in The Federal Polytechnic, Ilaro, 472 (30.5%) in Federal College of Education, Osiele and 614 (40%) in Tai-Solarin University of Education, Ijebu-Ode. Krejcie and Morgan method of sample determination was used for

sample size determination at 0.05 margin of error which gave a sample size of 306. Multi-stage approach was adopted for sample selection – the sample size was allocated proportionately to each of the three schools such that 91 was allocated to the Federal Polytechnic, Ilaro, 93 to Federal College of Education, Osiele and 122 to Tai Solarin University of Education, Ijebu-Ode in accordance with the percentage of each school in the study population. Simple random sampling technique was then used to select the non-teaching staff from each school. A structured questionnaire consisting of 15 items with 4-point likert options was used as the instrument of data collection. Respondents were asked to choose one out of the four options provided in a four rating Likert Scale Strongly Agree – 4; Agree – 3; Disagree – 2, and Strongly Disagree – 1. However, 306 copies of the questionnaire were produced and administered on the respondents but 187 copies were filled, retrieved and used for data analysis. Therefore, data gathered was subjected to descriptive and inferential analysis with linear regression at 0.05 level of significance.

Results

The tables below show the results gathered from the respondents. Mean and Standard deviation were used to analyze the table while linear regression was used to test the hypothesis.

Table 1. Services Delivered by Non-Teaching Staff

Items	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Handling Institution Portal	187	1	4	3.65	.522	.273
Handling Students' Records	187	2	4	3.45	.520	.270
Handling Staff Records	187	2	4	3.48	.522	.272
Hostel Service	187	3	4	3.33	.472	.223
Transport Services	187	1	4	3.48	.552	.305
Students' Admission Services	187	1	4	3.55	.540	.292
Security Service	187	1	4	3.51	.625	.391



Valid N (list wise) 187

Source: Field Survey, 2023

Table 1 revealed the above mentioned specified services as the services delivered by non-academic Staff. Mean values were 3.65, 3.45, 3.48, 3.33, 3.48, 3.55, 3.51 respectively with the grand mean of 3.49 stipulating high

level of non-academic service delivery. The result showed that Handling Institution Portal is one of the services rendered most by the non teaching Staff (3.65) while Hostel service is the least service 3.33 rendered.

Table 2: Capacity Building Programmes

Items	N	Minimum	Maximum	Mean	Std. Deviation
Seminar	187	2	4	3.44	.519
Workshop	187	2	4	3.48	.522
Short-term development Programmes	187	3	4	3.34	.474
Orientation	187	1	4	3.65	.522
Long-Term development Programme	187	1	4	3.49	.552
Conference	187	1	4	3.55	.540
Mentorship	187	1	4	3.52	.625
Valid N (listwise)	187				

Source: Field Survey, 2023

Table 2 showed the capacity-building programmes that non-teaching staff may pursue. Mean values were 3.44, 3.48, 3.34, 3.65, 3.49, 3.55 and 3.52 respectively. The result indicates that Orientation Programmes (3.65) is the

most capacity programme carried out by non-teaching Staff while Short-term development (3.34) Programme is the least programmes embarked upon.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.703 ^a	.695	.792	.074	.695	181.043	1	185	.000

- a. Field survey 2023
- b. Predictors: (Constant), Capacity Building
- b. Dependent Variable: Service Delivery

Table 3 displayed the fitness of the used model which revealed a strong relationship between the two variables with R-value of .703^a. Also, R² value of 0. 695 indicate

that the model adequately relays the relationship between the variables. The standard error of the estimate is 0.074.

Table 4: Analysis of variance and test of significance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.979	1	.979	181.043	.000 ^b
	Residual	1.000	185	.005		
	Total	1.979	186			

Field survey 2023

- a. Dependent Variable: Service Delivery
- b. Predictors: (Constant), Capacity Building

Table 4 above revealed the analysis of variance and test of significance. P-value is 0.000 lower than 0.05 signifying 95% confidence and that the slope of the

regression is not at zero. Therefore, there is a significant relationship between the dependent and independent variables.

Discussion of Findings

Table 1 presented the services rendered by non-teaching staff in the selected tertiary institutions; this into include: handling of institutions’ portal, handling of students’ and staff files, security services, hostel accommodation, transportation service and admission processes. The result shows that handling institutions’ Portal (3.65) and Students’ Admission Process (3.55) is the most services rendered by the non-teaching Staff of the selected tertiary institutions. Nowadays most Admission process into tertiary institutions are carried out online and there as been improvement in this area thereby reducing the stress potential students undergo when it was carried out manually previously. This result corroborates Iro-Idoro & Jimoh (2019) position that non- teaching staff in tertiary

institutions deliver support services such as students’ registration, admission process, opening of file etc. for proper records keeping. All these services they rendered to accomplish academic staff and student goals. The result is also in tandem with Jolaade (2021) affirmation that non-teaching staff exclusively mediate management, academic staff and students in tertiary institutions. Their uniqueness as mediator between management, academic staff and students cannot be overemphasized. He stated further that no tertiary institution thrives without their administrative, technical, financial, library, medical, security and maintenance services. So, the effectiveness in delivering services is therefore required for specified tertiary institutions’ goals and objectives attainment.



Table 2 displayed different types of available capacity programmes. It was gathered from the result that orientation which as a high mean of 3.65 and Conference (3.55) are the most capacity programme which are available for non-teaching staff to attend. This is to note that when employees attend conferences, they meet and mixed with different people who have come to share their views and knowledge on a particular theme/topic. This helps them to gain more knowledge. This result confirms Zymelman (2000) affirmation that orientation and induction are training programmes which provide new entrants with facts of boosting performance. Trainings, workshops, seminars and conferences are eye openers which help to improve and add more knowledge. It also help in upgrade and up skilling. The result is in line with Obayan (2005) assertion that venturing on staff training is an efficiency stimulant that contributes to development progress which leads to effective and efficient service delivery. Agunyai (2015) asserted that capacity building through training, seminars, and workshops create fundamentals for better service delivery. For non-teaching staff to perform effectively, it is therefore important that management of institutions make sure that different capacity building programmes are available for its staff.

Using Pearson Product Moment Correlation, Table 3 and 4 revealed that there is a strong relationship between independent and dependent variables presenting R-value as .703^a. R² value is 0.695 indicating that the model effectively shows the relationship between the two variables with the standard error as 0.074. When employees undergo capacity building such as training whether long or short courses, mentorship, conferences seminars etc it makes them to be effective and more efficient when delivering their services to clients, students, staff or vendors. This shows that there is significant relationship between service delivery which is our dependent variable and capacity building the independent variable. Goddy (2014) corroborated this views that capacity building such as induction, coaching, counseling, succession, mentoring, short and long term development programmes enriches staff understandings and knowledge. On the other hand, Table 4 presented the analysis of variance and test of significance. P-value is

therefore 0.000 lower than 0.05 representing 95% confidence to show that the slope of the regression is not at zero. Hence, there is a significance relationship between independent and dependent variables. As a result, the null hypothesis there will be no significant effect of capacity building on non-teaching staff service delivery in tertiary institutions, Ogun State, Nigeria was rejected.

The result revealed that capacity building influences non-teaching staff service delivery amongst tertiary institutions in Ogun State, Nigeria. This result is in line with International Labour Office (2000) submissions that capacity building enhances performance and increases productivity; heightens staff morale; reduces cost, brings about stability in service delivery and flexibility in adapting to changes in technology, techniques and methods. Capacity building helps in no small measure towards building employees' manpower for duties performance. Also, the result is in tandem with Obeidat, et al., (2014) position that capacity building prompts willingness in coping with high-tech implements for effective service delivery. And the result established Noe's (2016) assertion that employees' aptitude for service delivery is enhanced through capacity building.

Conclusion

Non-teaching staff service delivery stimulates a clue of strength that sustains tertiary institutions' administrative stronghold for vision and mission accomplishment. Capacity-building enriched the expertise which develops non-teaching staff in assuming academic support position for effective service delivery. As a result, capacity building vehemently influences non-teaching staff competencies for service delivery enhancement.

Recommendations

The study therefore recommends that

- ✓ Non-teaching staff should compulsorily benefit from capacity building programmes for continuous knowledge enrichment and service delivery.
- ✓ Government should fund tertiary institutions' capacity building activities adequately to alleviate the challenge of cost.



- ✓ Management should always organize orientation and induction programmes for new employees to familiarize them with the institutions' rules and regulations.
- ✓ Non-teaching staff should be made to enjoy short and long-term staff development programmes.
- ✓ Management should make available ICT equipment for result-oriented service delivery.
- ✓ Management should instill proper maintenance culture in staff for continual equipment update.
- ✓ Management should picture non-teaching staff as dynamic aid in accomplishing organizational vision and mission.

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