



Heads of Departments' Capacity Building Skills as Correlates for Promoting Good Governance in University of Calabar, Calabar, Cross River State, Nigeria.

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Abstract

This study was conducted to examine Heads of departments' capacity building skills as correlates for promoting good governance in University of Calabar, Calabar, Cross River State, Nigeria. Two research questions and two hypotheses were formulated to guide the study. A survey design was adopted for the study, using census sampling technique to select one hundred (100) respondents as the sample of the study. A questionnaire tagged: "Heads of Departments' Capacity Building Skills and Promotion of Good Governance Questionnaire" (HDCBSPGGQ) validated by experts in educational administration/planning and test and measurement in Faculty of Education, University of Calabar. Data were analyzed using Pearson product moment correlation analysis. The result showed a significant relationship between Heads of departments' capacity building skills and promotion of good governance in University of Calabar. It was therefore, recommended that Heads of departments should apply wisely their capacity building skills in order to promote good governance in University.

Keywords: Heads of departments', capacity building skills and promoting good Governance University of Calabar.

Introduction

In promoting good governance in universities, there is need for building capacity in an organization because capacity building has contributed significantly to growth and development of any organization and if the organizational capacity is weak, then programs and services are bound to suffer (TCC Group, 2010). In fact, there is good evidence to suggest that organizational capacity matters to achieving programmatic outcomes (Light & Hubbard, 2002). Fortunately, most of the head of department are not recognizing this critical link by developing capacity building skill to support their administrative function. Capacity building is perhaps one of the most fashionable, yet least understood term in the non-profit sector (Light & Hubbard, 2002). There is a lack of shared definition and understanding around its features and essential elements. Capacity builders might refer to as a set of activities or processes that accomplish a specific goal. Capacity can be defined as the ability of humans, institutions and societies to perform successfully, to identify and reach their goals, and to change when necessary for sustainability, development and advancement purposes (Ubels, Fowler & Acquaye-Baddoo, 2010).

Capacity development is considered an endogenous dynamic process that relies on one's motivation, effort, and perseverance to learn and progress (Lopes & Theisohn, 2003), which enables organizations to change, flourish and grow. Some of the major capacities that enhance growth include leadership decision making skill, disciplinary skill, organizational skill, development and knowledge networking (Lopes & Theisohn, 2003). The European



Centre for Development Policy Management (ECDPM) explains its perspective on capacity based on five core capabilities namely “capability to act and self-organize, capability to generate development results, capability to relate, capability to adapt and self-renew, and the capability to achieve coherence (Fowler & Ubels, 2010). Capacity development is very much related to the ways organizations operate (Fowler and Ubels, 2010). Culture bears an understanding of the way an organization operates, its procedures, beliefs and values; it is usually affected by the people employed in it, the past incidents, present influences, and the type of work it undergoes (Handy, 1999). New skills, competencies, and training are important features to be acquired by academic head in an organization for capacity development; material resources such as equipment and capital assets are also imperative for the promotion of good governance in the university. (Fowler & Ubels, 2010).

Capacity development and its impacts should be continuously assessed in an organization, so that existing gaps could be filled to ensure constant progress. Disregarding capacity building programs would probably lead to lack of growth, possible failure as well as promotion of bad governance in the university, For instancesome of the staff will neglect their assigned responsibilities due to lack of new skills, incompetence, truancy, redundancy as a result of lack of those capacity development skills by the heads of the department that will encourage promotion of good governance in the system.

Although, there have been many different definitions applied to capacity building. Some authorshave referred to it as a vague term that describes a wide range of activities, knowledge,and resources that non-profits need to be effective, while others have focused ondefining the process of capacity building (Connolly & Lukas, 2002; Light & Hubbard, 2002). Throughout the literature there seems to be two definitions more commonlycited than others. The first is from McPhee &Bare (2001) who define it as the ability of any administrative leader working in an organization to be able to fulfill their missions in an effective mannerConnolly& Lukas (2002). Define it as a wide range of capabilities, knowledge and resources that administrative leaderneed in order to be effective in carried out their responsibilities.In reviewing definitions, there arealso those that encompass notions of capacity that extend beyond organizations.

Capacity can also be built at the individual and community level, and thereforedefinitions need to include these concepts. The United Nations suggests that capacity building can be defined as the process by which individuals, groups, organizations, and communitiesincrease their abilities to perform core functions, solve problems, define and achieve objectives; and also understand and deal with their development needs in a broad context and in a sustainable manner.” (United Nations Development Programme, Management Development and Governance Division, 1998).

Perry (2011) remarked that decision making is the process of choosing from two or more options that best suit a particular situation requiring altered action and if the heads of department acquired this decision making skills, it will develop it professional career as well as promotion of good governance in the university. Tanfox (2010) is of the view that involving staff in decision making help in facilitating the curriculum improvement function of the schools as well as promoting good governance.Egwunyenga in Wonah,Egbula and Ekpo (2016) viewed discipline as training that enables an individual or workers to develop an orderly conduct and self control as well as self direction in an organization in order to achieve organizational goals as well as promotion of good governance in the university. Ayers, Dohrn, and Ayers (2001) described discipline of staff as a situation whereby staffs are taught how to respect the management authorities, observe the management rules and

regulations as to maintain established standard of behaviour as directed by the head of department.

This disciplinary skill posses by the head of department will energize staff to work according to laid down rules and regulation which will promote good governance in the university.

However, evident have showed that there is a lack of agreement within the field of capacity building as towhat exactly it is. This lack of shared understanding around capacity building elementsand features can be enhanced through a greater focus of where capacity building effortsare directed – individuals, organizations, geographical or interest communities, or thenon-profit sector as a whole (Light & Hubbard, 2002). It is against this background that the researchers intend to examine Heads of departments'capacity building skills as correlates for promoting good governance in University of Calabar, Calabar, Cross River State, Nigeria.

Statement of problem

In recent year, the observation and researchers experience have shown that some of the heads of the department appear to exhibit lukewarm attitude in carrying out their administrative function which has seem to contribute to bad governance in educational system.

Regrettably, the heads of department who are suppose to perform their administrative functions effectively in ensuring that the staff performs their responsibility effectively, lack those capacity building skills such as decision making skills and disciplinary skill as observed by some educationists, stakeholders, and government that these capacity building skills will contribute to the promotion good governance in universities. Thus, most of the heads of department do not consider their capacity building skills as determinants in promoting good governance in the universities, this seem to contribute to neglected of duties by subordinate, absenteeism, truancy, redundancy and some time demanding for motivation before discharging their responsibilities. Furthermore, some of the heads of department seem to find it difficult to effectively administer their department with those capacity building skills which apparently affected some of the academic programmes in the universities. It is against this backdrop thatthe researchers intend to examine heads of departments'capacity building skills as correlates for promoting good governance in University of Calabar, Calabar, Cross River State, Nigeria.

Purpose of the Study

The main purpose of this study is to examine heads of departments'capacity building skills as correlates for promoting good governance in University of Calabar, Calabar, Cross River State, Nigeria. Specifically, the study intends to investigate the following:

- (1) Whether head of department decision making skill has any significant relationship with the promotion of good governance in university.
- (2) Whether head of department disciplinary skill has any significant relationship with the promotion of good governance in university.

Research Questions

The following research questions were raised to guide the study:

- (1) To what extent does the head of department decision making skill relate with the promotion of good governance in university?

(2) How does the head of department disciplinary skill relate with the promotion of good governance in university?

Null Hypotheses

The following hypotheses were formulated to guide the study.

- (1) There is no significant relationship between head of department decision making skill and the promotion of good governance in University.
- (2) There is no significant relationship between head of department disciplinary skill and the promotion of good governance in university.

Methodology

The study adopted a survey research design. The population of the study comprises of all the head of department in the University of Calabar (UNICAL). The total number of all the head of department was two thousand one hundred (100). Census sampling technique was used to select total numbers of one hundred (100) respondents from the University of Calabar.

Relevant data for the study was collected with a researcher developed questionnaire titled: "Heads of Departments' Capacity Building Skills and Promotion of Good Governance Questionnaire" (HDCBSPGGQ). The instrument was subjected to face and content validity by experts in the administration of higher education and measurement and evaluation, Faculty of Education, University of Calabar. The instrument was divided into two sections. A and B. section A sought for respondents demographic data such as name of department, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA), Agree (A) Disagree (D) and strongly Disagree (SD). The reliability of the instrument was established by carrying out a trial study using fifty (50) lecturers that were not part of the actual study. The reliability coefficient ranging from .75 to .82 was obtained using Cronbach alpha. The Pearson Product Moment Correlation Coefficient (r) was used for data analysis and the results are presented in the respective table.

Results

Hypothesis 1: There is no significant relationship between head of department decision making skill and the promotion of good governance in university. To test this hypothesis, Pearson product moment correlation analysis was used and the result is presented in Table I.

Table 1: Correlation analysis of the relationship between head of Department decision making skill and the promotion of good governance in University

Variables	N	X	SD	r-cal
Head of department decision making skill	100	12.42	2.958	.870**
Promotion of good governance	100	12.40	3.087	

*Significant at .05, $df = 98$, critical $r = 0.423$

The result in table I showed that the calculated r -value of 0.870** was found greater than the critical value of 0.423 when tested at .05 level of significance with 98 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between head of department decision making skill and the promotion of good governance in university.



Null Hypothesis 2: There is no significant relationship between head of department disciplinary skill and the promotion of good governance in universities.

To test this hypothesis, Pearson product moment correlation analysis was used and the result is presented in Table 2.

Table 2: Correlation analysis of the relationship between head of department disciplinary skill and the promotion of good governance in university.

Variables	N	X	SD	r-cal
Head of department disciplinary skill	100	13.02	2.974	.751**
promotion of good governance	100	12.40	3.087	

*Significant at .05, df = 98, critical r= 0.423

The result in table 2 revealed that the calculated r-value of .751** was significantly greater than the critical value of 0.423 when tested at .05 level of significance with 98 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between head of department disciplinary skill and the promotion of good governance in university

Discussion of the Findings

The result of the hypothesis one stated that there is a significant relationship between the head of department decision making skill and the promotion of good governance in universities. This result is in agreement with the finding of Perry (2011) who remarked that decision making is the process of choosing from two or more options that best suit a particular situation requiring altered action. Also, the finding is in line with Tanfox (2010) who opined that involving staff in decision making help in facilitating the curriculum improvement function of the schools as well as promoting good governance. This result could be as a result of the fact that the Heads of department who encourage the staff through involving them in decision making, sharing of ideas and express their own opinion within the decisional process, will contribute to the promotion of good governance in the universities.

More so, the result of the hypothesis two revealed that there is a significant relationship between the Head of Department disciplinary skill and the promotion of good governance in university. This finding was supported by Egwunyenga in Wonah, Egbula and Ekpo (2016) who viewed discipline as training that enables an individual or workers to develop an orderly conduct and self control as well as self direction in an organization. In line with this, Ayers, Dohrn, and Ayers (2001) described discipline of staff as a situation whereby staffs are taught how to respect the management authorities, observe the management rules and regulations as to maintain established standard of behaviour in the university. This result could be as a fact that if the heads of department can exercise this disciplinary measure effectively, it will contribute to the promotion of good governance in the university.



Conclusion

Based on the finding of the data collected, analyzed and the findings derived, the study concluded that there is a significant relationship between the head of department decision making skill and the promotion of good governance in university.

Finally, the study revealed also that there is a significant relationship between the Heads of department disciplinary skill and the promotion of good governance in university. Thus, any academic head that acquired these capacity building skills and practice it effectively, it encourage promotion of good governance in the university.

Recommendations

Based on the finding and conclusion of the study, it was recommended that that Heads of departments should apply wisely their capacity building skills in order to promote good governance in University. Also, they should ensure disciplinary measure in perform their assigned responsibilities in the universities.

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