

Capacity Building and the Performance of Academic Staff: A Case Study of the University of Co-operative and Management, Thanlyin

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Abstract

Capacity building is a systematic process to improve employees' knowledge, skills, understanding, values, attitude, motivation, and capability necessary to perform well at work. Investment in capacity building can improve productivity of employees, enhance quality within the organization. This paper examines capacity building and the performance of academic staff of the University of Co-operative and Management, Thanlyin. The objectives of the study are to describe the situation of capacity building training and to investigate the effect of capacity building on academic staff's performance, productivity, instruction and assessment and commitment. The target population is 104 academic staff, but the researcher made sample size of 83 academic staff using purposive sampling method (nonprobability) while descriptive and inferential statistical tools will be applied for data analysis. To meet research objectives regression method is employed. The study found that overall mean values for capacity building, staff performance, productivity, instruction and assessment and commitment are satisfactory and there is positive relationship between capacity building and staff performance. The study will be of great upsides

to the administrators and staff in higher education and researchers who want to conduct similar survey and it will enable the institution understand the need for capacity building as it is relevant to the productivity of academic staff in the institution.

Keywords: Capacity Building, Performance of Academic Staff, Productivity, Instruction and Assessment, Commitment

Introduction

Capacity building is defined as continuous learning opportunities provided to academic staffs to ensure that they will use these strategies to strengthen their teaching practices throughout their career and stay focused on the needs of students. The capacity building trainings have become a dire need and demand of the university community. The role of academic staff at universities in research and education is well-recognized globally. Capacity building for academic staff is the process by which academic staff acquire in-depth content knowledge, innovative pedagogical skills, professional ethics and experiences as they interact thoughtfully with professional experts and colleagues on the theories, techniques, practices and challenges involved in the implementation of curriculum and resource management in educational institutions.

The main purpose of every organization is to improve its performance but it can never be possible without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns, organizations had about performance (Sharif, 2002). Performance refers to the accomplishment of something or mere working effectiveness. In contributing to the overall goal of the organization, training and development processes should be implemented because this makes upsides not only the organization but very the individuals making up that organization. For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation.

Productivity measure indicates the rate of growth in capabilities of respective organizations to accomplish their mission/goals and ensure quality service and products. In the school system, productivity is a measure of how efficiently a given set of resources is optimally utilized to achieve educational objectives. Teachers' productivity is the rate or extent to which teachers meet or achieve expected

educational goals. Teachers are expected to demonstrate sound knowledge and technical know-how in the transmission of content-knowledge, usage of instructional materials, class management, evaluation of learners and performance feedback to enable students acquire desirable knowledge, skills and values, and fulfill the educational goals.

Therefore, this paper aims at describing the situation of training and capacity building and investigating effect of academic staff performance of University of Co-operative and Management, Thanlyin.

Literature Review

Capacity building is closely associated with education, training and human resource development. Teachers' capacity building has an important influence on teachers' productivity and play crucial role in the attainment of educational goals. Teachers are responsible for translating educational policies and curriculum into action during teaching-learning process. Teachers are therefore expected to be effective in the discharge of their duties and this depends largely on their capacity building.

Afolakemi and David (2007) investigated the quality of the teaching personnel on students' academic performance in Nigeria. The result revealed that the higher the quality of teaching personnel, the better the school academic performance of students. It is positive if the school continues to retain good and competent teaching personnel, but negative if incompetent personnel are allowed to teach the students. The findings also indicated that teachers' competence contributes to effective teaching-learning process and lead to long term success of secondary schools' administration and accomplishment of educational goals.

Ogunbamerun (2012) examined the professional and technical competences needed by teachers in junior secondary school in Ondo State, Nigeria. Findings highlighted that teachers are needed more capacity building for improvement in instructional planning, effective teaching and learning process, and evaluation skills to facilitate the achievement of the educational goals. Ezeugbor (2017) studied on the application of total quality management principles for continuous improvement of secondary schools in Anambra State. The study revealed that principals provided the opportunity for teachers to acquire on the job training principles that enhanced continuous improvement in secondary schools in Anambra State.

In a study by Jepketer, Kombo and Kyalo (2015) on the relationship between teachers' capacity building and students' performance in Nandi County, Kenya, it was found that majority of the teachers are well-trained and qualified in teaching but in some instances where teachers are needed refresher-training courses to improve on their teaching performance, a few number of teachers get opportunity for capacity development which is tailored in most cases to mathematics and science subjects leaving out other critical subjects. It also revealed that 68% of teachers who attended capacity building programs in Kenya felt that seminars, workshops and conferences assisted them to acquire extra teaching skills in their teaching subjects.

Buckley and Caple (2000) define "training" as a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity. Thus, training in a work situation is concerned with extending and developing employees' capabilities and enabling them perform better in their jobs. Training can be short or long-term.

Short term training encompasses a variety of programs such as seminars, workshops, conferences and symposia varying from one to six months in duration. Long-term training is defined as administrative, management, scientific, or technical training of full-time or part-time nature extending longer than 120 calendar days (960 hours) that have been specifically equipped and staffed for training (Webster, 2009). Thus long-term training includes degree programs and sabbaticals (a period of paid leave granted to a university teacher).

Effective teaching has strong influence on student learning and it can be achieved through effective capacity building of teachers. Studies are evident that, capacity building makes a difference in efficiency of trained and untrained teachers. According to Imig D.G& Imig S.R (2007), "Nothing is more important to a student's academic success than a highly qualified teacher". Students taught by ineffective teachers prove to be significantly low achievers then the students taught by effective teachers and help to erase the gap between low and high achievers that shows the importance of teachers' capacity building (Hammond 2000).

Significance of the Study

This paper will be beneficial to all academic organizations and its staff as it emphasized the need. It will also equip researchers to get to know more about capacity building programs as an apparatus for measuring and improving staffs' performance. The study will be of great upside to the administrators and staff in higher education and researchers who want to conduct similar survey and it will enable the institution understand the need for capacity building as it is relevant to the productivity of academic staff in the institution.

Research Question

1. What is the situation of capacity building and trainings in UCMT?
2. How is the nexus between capacity building and academic staff's performance in UCMT?
3. To what extent does capacity building effect academic staff's productivity in UCMT?
4. Is there relationship capacity building and instruction and assessment?
5. Is there significant relationship between capacity building and commitment in UCMT?

Objective of the Study

The main objective of the study is to examine the effect of capacity building on academic staff's, in the UCMT.

The specific objectives are

- 1.To describe the situation of capacity building and trainings in UCMT
- 2.To analyze the nexus between capacity building and academic staff's performance in UCMT
- 3.To highlight the effect of capacity building on productivity level of academic staff's in UCMT.
- 4.To examine the relationship between capacity building and instruction and assessment.
- 5.To examine the relationship between capacity building and commitment in UCMT.

Statement of Hypothesis

The hypothesis of the study is started below

H_{0_1} : There is no relationship between capacity building and academic staff's performance.

H_{0_2} : There is no relationship between capacity building and academic productivity.

H_{0_3} : There is no relationship between capacity building and instruction and assessment.

H_{0_4} : There is no relationship between capacity building and commitment.

Methodology

Research Design

A mixed method approach consisted of qualitative and quantitative data was used for this study. The study focused on the performance of academic staff's in UCMT. The data analysis is carried out with the regression method. The study explored the relationships between capacity building and staff performance, productivity, commitment, instruction and assessment. Demographic characteristics of the respondent were also presented in the study.

Population and sampling size

The population of the study is the 104 academic staffs of UCMT. Slovenes (1960) sample size determination formula $\left[n = \frac{N}{1+N(e)^2} \right]$ was used to determine sample size for the study. Given the population size (N) as 104, and making an allowance for (e^2) of 5% confidence interval, the required sample size (n) is computed to be 83.

Sampling Techniques and Procedure

Given the limitation of time and the small number of academic staff, the sampling procedure was purposive sampling (non-probability). The researcher made use of primary data and secondary data. Primary data are collected through structured closed ended questionnaire of Likert scale format. The secondary data are collected through journals, articles from internet and documents from department of academic affairs in UCMT.

Capacity Building and Training of UCMT

Table(1) below provides information about year wise situation of capacity building and training in UCMT.

Table Year Wise Situation of Capacity Building and Training in UCMT		
Sr No.	Description	Year
1	1 st Capacity Building of Teachers on Teaching Pedagogy Course	2012
2	2 nd Capacity Building of Teachers on Teaching Pedagogy Course	2012
3	Bookkeeping, Accounting and Auditing Course	2013
4	Advanced Training for Bookkeeping, Accounting and Auditing	2013
5	Training on "Curriculum Design, Faculty Leadership and Entrepreneurship" with an Additional Module on Research (Netherlands)	2014
6	Short Course on the Environmental Economics(ASEAN)	2014
7	Capacity Building of Teacher on Teaching Pedagogy Course	2015
8	Advance Co-operative Course for Civil Servant (Bookkeeping, Accounting and Auditing)	2015
9	One-semester Special Course in Urban Economics(USA)	2015
10	Seminar on Change and Chance (Japan Center)	2015
11	Short Course on Environmental Economics	2015
12	Capacity Building of Teachers on Teaching Pedagogy Course	2016
13	Effective Coaching, Mentoring and Counseling Skills Course	2016
14	Upgrading Course for Civil Servant / Government officers	2016
15	Seminar on Developing Social Enterprise Ecosystem in Myanmar	2017
16	Seminar on Financial Market	2017
17	Seminar on Research Methodology	2017
18	Basic Microsoft Office Application Training Course	2017

19	Statistical Data Analysis with SPSS Training Course	2017
20	Seminar on Money, Finance and Banking	2017
21	Seminar on Continuous Quality Insurance	2017
22	Seminar on Urbanization and Development	2017
23	Capacity Building and Trainees of Trainer on Pedagogy	2018
24	Seminar on Social Innovation and Social Enterprise	2018
25	Seminar on Social Enterprise Landscape in Myanmar	2018
26	SEASIN Impact Connect Studio Program	2018
27	Essential Soft skills for General Manager	2018
28	Seminar on Social Innovation in Myanmar	2019
29	Capacity Building and Training of Trainers on Pedagogy	2019
30	Applied Approach to Designing and Implementing Outcome Based Education Framework	2019
31	Digital Literary for Online Teaching and Learning Course	2020
32	Educational Training for Higher Educator in Taxila ethe	2020

Source: Department of Academic-Affairs (2023)

According to the table, there are various kinds of capacity building in UCMT. This table is describing seminars, short courses, training, workshops, pedagogy training. After upgrading the degree college to university, capacity building programs in UCMT are the highest in 2017 whereas, this figure is the lowest in 2012, 2013, 2014 and 2020. Among the capacity building programs, the number of short courses is greater than others. All academic staff could actively participate in these programs.

Empirical Results of the Study

Table(2) :Demographic Characteristics of Respondent

Variables	Measuring Group	Frequency	Percentage
Gender	Male	5	6
	Female	78	94
Age	20 to 29	46	55.4
	30 to 39	17	20.5
	40 to 49	8	9.6
	50 and above	12	14.5

Qualifications	Diploma	0	0
	Bachelor	17	20.5
	Post Graduate	8	9.6
	Diploma	53	63.9
	Master	5	6
	Ph. D		
Working Experience	1-3 years	39	47.0
	3-6 years	8	9.6
	6-9 years	8	9.6
	9 and above	28	33.7
Position	Tutor	30	36.1
	Assistant Lecturer	28	33.7
	Lecturer	10	12.0
	Associate Professor	6	7.2
	Professor	9	10.8

According to table (2), the data describe the demographic characteristics of respondents. There are female (94%) and male (6%) in the sampled respondents. In general, there are more female academic staff than males academic staff in UCMT. The next one is age group and it is divided into four categories. In this research, age range between 20-29 years is (55.4%), 30-39 years is (20.5%), above 50 years is (14.5%) and 40-49 year is (9.6 %) respectively. (55.4%) of the age range between 20-29 years is largest, it means that there are many young academic staff in UCMT. Moreover, the research categorizes qualifications in four categories. Checking qualifications, most of the respondents are master degree holders. Majority of the respondents of working experience are one to three years amounting to 47% (39 persons). The rest are 3-6, 6-9, and 9 and above were 9.6 %(8 persons), 9.6% (8 persons), and 33.7% (28 people) respectively. In this survey, designations of respondents are tutor (36.1%), assistant lecturer (33.7%), lecturer (12.0%), associate professor (7.2%) and professor (10.8%) respectively in UCMT.

Table (3) The Cronbach's Alpha for all variables

No.	Research Variables	No. of Item	Reliability Test (Cronbach Alpha Value)	Result
1	Capacity Building Initiatives	13	0.86	Good
2	Staff Performance	8	0.83	Good
3	Productivity	9	0.93	Excellent
4	Instruction and Assessment	7	0.88	Good
5	Commitment	5	0.78	Acceptable

Source: Survey Data (2023)

From the table, Cronbach's Alpha is engaged to analyze the reliability of this research. A general accepted rule is that alpha of 0.6-0.7 indicates an acceptable level of reliability and 0.8 or greater indicate a very good level (Hulin, Netmeyer, and Cudeck, 2001). The Cronbach's Alpha for commitment is 0.78, and so the level of relative internal consistency and reliability results is acceptable situation. The Cronbach's Alpha for instruction and assessment, staff performance and capacity building initiatives are good situation at 0.88 ,0.83, 0.86 respectively. Cronbach's Alpha for productivity is 0.93 and consistency and reliability results is excellent situation. Therefore, the survey data is reliable to measure all factors consistently and free random error.

The level of Capacity building, academic staff performance, productivity, Instruction & Assessment and Commitment

The first objective was to investigate the level of capacity building in UCMT. The independent variable in this study was academic staff's development (capacity building), for which the researcher wanted to determine its level. Academic Staff's development was operationalized into 13 statement in the questionnaire. The dependent variable was academic staff's productivity (measured by 9 statements), Instruction & Assessment (measured by 7 statements), and Commitment (measured by 5 statements), To achieve this objective, the researcher used overall means and standard deviations, and ranked the items from highest to the lowest based on mean of responses. The items were based on a five-point likert scale with 1=Strongly disagree,2=Disagree,3=Undecided,4=Strongly agree,5=Strong agree. To interpret these means, the following mean ranges were used;

Mean Range	Response Mode	Interpretation
4.21-5.00	Strongly Agree	Very Satisfactory
3.41-4.20	Agree	Satisfactory
2.61-3.40	Undecided	Moderate
1.81-2.60	Disagree	Fair
1.00-1.80	Strongly Agree	Poor

Table (4) gives information about overall mean level capacity building, staff performance, productivity, instruction & Management and commitment.

Table (4) The level of Capacity building, staff performance, productivity, Instruction & Assessment and Commitment

	Mean	Std. Deviation	N	Interpretation
Capacity Building overall Mean	3.72	0.394	83	Satisfactory
Staff Performance overall Mean	4.10	0.346	83	Satisfactory
Productivity overall Mean	3.99	0.462	83	Satisfactory
Instruction & Assessment overall Mean	4.11	0.395	83	Satisfactory
Commitment Overall Mean	3.77	0.488	83	Satisfactory

Source: Survey Data (2023)

Relationship between capacity building and academic staff performance in UCMT

When staff performance (as explained variable) and capacity building (as explanatory variable) are checked, the adjusted R^2 for this model is 0.613 which points out 61% of the variation in the academic staff performance can be explained by capacity building. Then, the F-value with 132.087 is significant at $p=0.000 < 0.01$. The value of calculated Durbin-Waston is 1.811 as well as the regression coefficient between capacity building and academic staff performance is 0.565 ($t= 7.157$, $p=0.000 < 0.01$ see table 4). Therefore, there is positive relationship between capacity building and academic staff performance in UCMT. The outcomes are shown in Table (5).

Table (5) Regression Analysis showing the effect of Capacity Building on Academic Staff Performance

Variable	Coefficient	Std. Error	t	Sig	Interpretation	Decision on H ₀ .
Constant	1.998	.279	7.157	0.000	Relationship exist	Reject H ₀ .
X _t	0.565	.075	7.577	0.000		
Adjusted R ²	0.613					
F	132.087*,0.000					
Durbin-Watson	1.811					

Source: Survey Data (2023)

Relationship between capacity building and Productivity in UCMT

According to table (6), when regressing the staff performance (as explained variable) and capacity building (as explanatory variable), the adjusted R² for this model is 0.543 which indicates 54% of the variation in the academic staff performance can be explained by capacity building. Then, the F-value of 98.347 is significant at p=0.000<0.01. The value of calculated Durbin-Waston was 1.881. The regression coefficient between capacity building and productivity is 0.455 (t= 5.107, p=0.000<0.01 (see table 5). Therefore, capacity building and productivity relate with one another in UCMT. The outcomes from analysis can be seen in Table (6).

Table (6) Regression Analysis showing the effect of Capacity Building on Productivity

Variable	Coefficient	Std. Error	t	Sig	Interpretation	Decision on H ₀ .
Constant	2.295	.449	5.107	0.000	Relationship exist	Reject H ₀ .
X _t	0.455	.120	3.787	0.000		
Adjusted R ²	0.543					
F	98.347*,0.000					
Durbin-Watson	1.881					

Source: Survey Data (2023)

Relationship between capacity building and Instruction & Assessment in UCMT

When determined the relationship between staff performance (as predictand) and capacity building (as predictor) in this study, the adjusted R^2 for this model is 0.533 which means 53% of the variation in the academic staff performance can be dictated by capacity building (in explanatory variable). Then, the F-value of 94.699 is significant at $p=0.000<0.01$. The value of calculated Durbin-Waston was 1.517. The regression coefficient between capacity building and instruction& assessment is 0.268 ($t= 7.760, p=0.000<0.01$ see table 6). Therefore, the result reveals capacity building increases instruction& assessment also goes up in UCMT. Analysis is shown in Table (7).

Table (7) Regression Analysis showing the effect of Capacity Building on Instruction & Assessment

Variable	Coefficient	Std. Error	t	Sig	Interpretation	Decision on H_0 .
Constant	3.116	0.402	7.760	0.000	Relationship exist	Reject H_0 .
X_t	0.268	0.107	2.492	0.015		
Adjusted R^2	0.533					
F	94.699*, 0.000					
Durbin-Watson	1.517					

Source: Survey Data (2023)

Relationship between capacity building and Commitment in UCMT

Linear regression was conducted to determine the relationship between staff performance (as response variable) and capacity building (as stimulant variable) in this study. In this study, the adjusted R^2 for this model is 0.329 which indicates 32% of the variation in the academic staff performance can be explained by capacity building. Then, the F-value of 41.1 is significant at $p=0.000<0.01$. The value of calculated Durbin-Waston was 1.468. The regression coefficient between capacity building and commitment is 0.530 ($t= 3.871, p=0.000<0.01$ see table 7). Therefore, if capacity building increases, Productivity will be higher in UCMT. The results from analysis are shown in Table (8).

Table (8) Regression Analysis showing the effect of Capacity Building on Commitment

Variable	Coefficient	Std. Error	t	Sig	Interpretation	Decision on H ₀ .
Constant	1.799	0.465	3.871	0.000	Relationship exist	Reject H ₀ .
X _t	0.530	0.124	4.266	0.015		
Adjusted R ²	0.329					
F	41.138*, 0.000					
Durbin-Watson	1.468					

Source: Survey Data (2023)

Findings and Recommendations

The importance of capacity building was highly acknowledged as capacity building activities enhances teachers' capabilities and put good impact of their performance. The study examined capacity building and its implication on the performance of academic staff using linear regression for each combination of variables. It was found that overall mean values for capacity building, staff performance, productivity, commitment, instruction and assessment are satisfactory and there is positive relationship between capacity building and staff performance.

Staff capacity building through training, re-training, workshop, short course and seminars should be organized or done for all academic staff in order to cater opportunities for them to update their skills, knowledge and competencies required for the academic work. Opportunities for educational advancement should be made available to all academic staff of the institution. It is expected that the findings of the study would create more awareness and serve as reference point, educational planners, school administrators (rectors and principals), school based management committee, and researchers to identify the areas needed improvement in teachers' instructional tasks and therefore organize seminars/workshops to achieve educational goals and improve students' academic performance.

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