FACTORS INFLUENCING THE IMPLEMENTATION OF CAPACITY BUILDING INITIATIVES IN NATIONAL INFORMATION TECHNOLOGY AUTHORITY UGANDA

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CHAPTER ONE

INTRODUCTION

1.1   Introduction

This study will examine the factors influencing the implementation of capacity building initiatives at NITA-U. Factors in this study will be conceived as independent variable while capacity building implementation will be conceived as the dependent variable. Factors will be measured inform of resources, individual factors and Organizational culture and capacity building implementation will be measured inform of training, and retooling/equipment.

This chapter will cover the background of the study, the statement of the problem, the purpose, the objectives of the study, the research questions, the hypotheses, the conceptual framework, the scope of the study, the significance, justification and operational definitions of terms and concepts.

1.2   Background of the study

1.2.1. Global perspective

Globally, An example of research carried out in Australia on capacity building suggests that rural areas were facing several concerns of; Long-running droughts which were connected to the complexity of the climate, access to resources like water, and changing consumer preferences (Macadam,et al. 2004). Improving how they adapted through those conditions for resilient and sustainable industries was an essential investment for governments, research and development organizations, and the rural industries themselves. Finally, the capacity building professions that focus on how best to build and support an individual or groups capability to adapt (e.g. farm

advisers, natural resource management and community development services) suffered from inadequate support and development and therefore the adaptation of an industry or system was really difficult. To address some of these hindrances Research and Development (R&D) corporations collaborated to co-invest in a research initiative known as the Cooperative Venture for Capacity Building (CVCB) to improve capacity building for innovation in rural industries in Australia. CVCB had a role of developing a program of R&D that focused on enhancing the understanding of learning, refining organizational arrangements to support rural human capacity building, and inspiring innovative farming practices (Nettle, 2008).

1.2.2. African Perspective.

Within Africa, most of the writing in the past about the Monitoring and Evaluation(M&E) of capacity-building has either concentrated on recommending the need for improvements in this area or described how difficult it is to do in practice. The Sudan Modular Organizational Development Programme was developed by the Tearfund which is an NGO from the UK as a strategic initiative to strengthen a local resource pool of Organizational Development (OD) facilitators. Tearfund partners in Sudan had been having a large number of organizational issues, but Tearfund did not feel the need to provide the OD services required for them as a donor. Instead they organized training for a group of independent local consultants from East Africa in facilitating OD. The training content focused on developing a common understanding and approaches to OD consultancy, exploring attitudes and personal qualities, as well as tools and skills and application of the theory of capacity building to the real practical situations (Rick, 2001).

1.2.3. Ugandan perspective

In Uganda, Due to the absence of an effective government and societal capacity, the immediate post-conflict capacity building efforts in Uganda, as elsewhere on the continent, were essentially ad hoc, haphazard and donor-driven. They came through as scattered, loosely coordinated and expensive technical assistance personnel, with accompanying technical equipment to facilitate their various assignments. As a result, most donors took the responsibility for the execution of the projects that they funded by establishing their own project coordination units (PCU),which often bypassed governmental structures. Under the prevailing serious shortage of personnel and unreliable government funding, very little rigorous in-house counterpart training of Ugandans was undertaken. Several donors including the UNDP, the British Council, CFTC, Germany, Canada and the European Union offered expensive scholarships for Ugandans in specialist skills and professions. Unfortunately, some of these trainees did not return to Uganda given the unfavourable working conditions. Not surprisingly, the earlier capacity building programs were poorly coordinated within Ministries, departments and Agents (MDAs) and between government and the donor community. More often than not, they were designed and executed without being guided by a common national strategy (Severine & Osman. 2003). This resulted into a lack of linkages or comprehensiveness. The Ministry of Local Government alongside the Development partners came up with the National Local Government capacity building Policy in 2005 in order to harmonize capacity building initiatives and interventions for the Local Governments. This National Local Government Capacity Building Policy (NLGCBP) delivered the framework in which both the officials that were elected and appointed to the Governments acquired training and skills. This policy also covered a wide range of aspects of capacity building activities which

were meant to improve perfomance in service delivery and poverty reduction. The policy set the institutional structures too for co-ordination and harmonization of capacity building initiatives (Ministry of Local Government, 2013).

In the last seven years of NLGCBP implementation, there were registered achievements as follows; The local Government Capacity Building Unit was established in the Ministry of Local Government, the Capacity Building Technical Working Groups were established, Human Resource Management/Development units were restored in Local Governments, The district and municipal councils resource pools were established, there were standardized Training Manuals introduced, on an annual basis pre-qualification of Training providers were carried out, there was provision of guidelines for Capacity Building Plans by District and Municipal Councils (Ministry of Local Government, 2013).

1.3   Statement of the problem

Information and Telecommunications Technology is a dynamic and ever growing field in Uganda and the world over (ICT strategic Investment Plan 2015). The regulators of this sector need to be abreast with knowledge and skills of the advancement in Technological changes. Despite this fact, NITA-U which is a regulator of IT in Uganda has a low percentage according to (NITA-U Budget estimates 2016) of 2.65% of the total budget on staff training with a target to have 10 staff undertake short term tailored courses and 5 staff to undertake long term courses in FY15/16 (NITA-U strategic plan 2011) vis a vis the 65 staff members. While the short and long term budget for consultancy covers 11.05% of the Total budget . Furthermore the HR policies do not favour long term training of contract staff and yet nearly all the staff are on contract (HR manual 2015, pg 43). This has become part and partial of the organizational

culture whereby instead of training staff in specialized skills, consultants are instead hired to undertake work of specialized nature such as feasibility studies. All the above indicate the extent of the problem of capacity development in NITA-U which the researcher seeks to investigate further with a view of coming up with possible recommendations for improved regulation of information technology in the country.

1.4   Purpose of the Study

The purpose of this study is to examine the factors influencing the implementation of capacity building initiatives in NITA-U.

1.5   Specific objectives of the study

i.   To examine how resources influence the implementation of capacity building initiatives in NITA-U.

ii. To establish the relationship between individual factors and the implementation of capacity building initiatives at NITA-U.

iii. To find out how Organizational culture influences the implementation of capacity building initiatives at NITA-U.

1.6   Research questions

i.   How do resources influence the implementation of capacity building initiatives at NITA-U?

ii. What is the relationship between individual factors and implementation of capacity building initiative at NITA-U?

iii. How does Organizational culture influence implementation of capacity building initiatives at NITA-U?

1.7   Research Hypothesis

i. Resources have a significant positive influence on the implementation of capacity building initiative

ii. There is a significant positive relationship between individual factors and implementation of capacity building initiatives.

iii. The organizational culture has a significant positive influence on the implementation of capacity building initiatives.

1.8   Conceptual frame work

Conceptual framework is defined as an interconnected set of ideas (theories) about how a particular phenomenon is related to its parts (Svinicki, 2010). The main purpose of conceptual framework is to clarify concepts and purpose relationship among variables in the study, provide a context for interpreting the study findings. It illustrates the relationship factors and implementation capacity building initiative. factors will be the independent variable conceptualized by the resources, organizational culture and Individual factors and the Implementation of capacity building initiative, the dependent variable in the study conceptualized by training, retooling/ equipping.

Figure 1: Conceptual framework

FACTORS	CAPACITY BUILDING
(Independent Variables)	(Dependent Variable)

Resources

- Finances
- Man power

Individual factors

- Willingness towards capacity building
- Social factors

- Training

- Equipping/ Retooling

Organizational Culture

- History
- Norms
- Policies
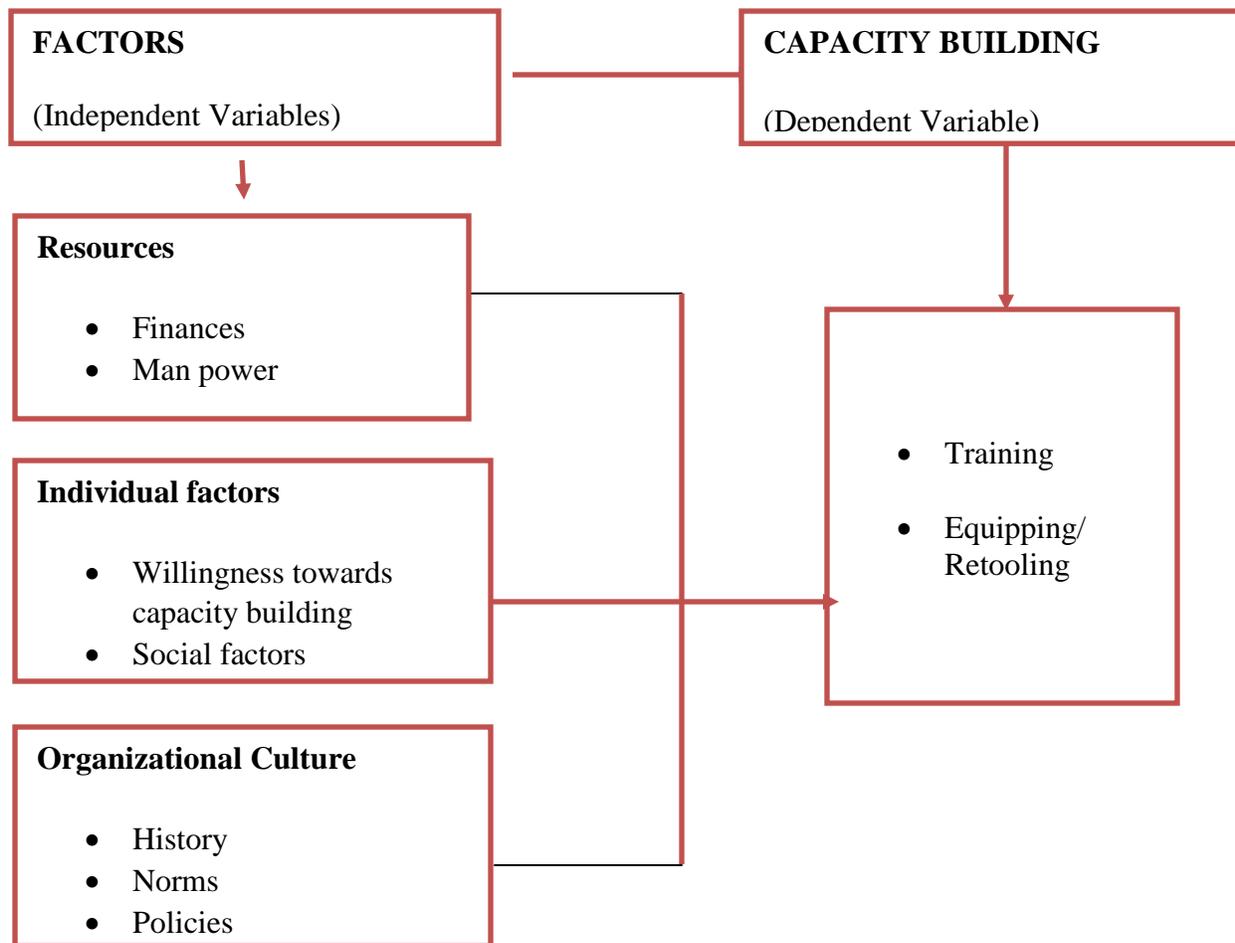
Sources:Adopted with modification from (Horton et al, 2000), (Ojo, 2009) and Preliminary interviews.

1.9   Significance of the study

This study will be beneficial to the ICT sector policy makers where valuable information on the extent to which organizational factors such as resources, management and organizational culture influence capacity building initiative at NITA-U.

Secondly, the study will be beneficial to the management of NITA-U with regard to planning for the capacity building at the Authority. Finally, the study will be beneficial to future researchers since it will act a their guide and also hopefully bridge the gap that previous researcher left as far as factors influencing capacity building initiative in ICT sector is concerned.

1.10   Justification of the study

Government of Uganda has prioritized ICT as one of the primary growth drivers of the economy and key strategy for improving efficiency and effectiveness of service delivery to citizens with the eventual goal of attaining knowledge – based economy. NITA- U is a statutory body established under the NITA-U Act 2009, to coordinate, promote and monitor IT services and one of the key players in the information and communication sector in Uganda. In order for NITA-U to achieve the above mandate there is need to strengthen its capacity both at human and institutional level. There is therefore need for management and policy makers at NITA-U to be informed about factors influencing capacity building initiative so as to come up with strategies that will mitigate the gaps.

While Uganda's information and communication sector has experienced tremendous growth since the 2000s, development of the IT sub sector has lagged behind characterized

by under developed IT infrastructure, absence of a clear vision for development of IT sector, lack of clear strategy for the IT sector driving development of the country, lack of common standards and procedures, and absence of a policy for private – public engagement in the sector, all having elements of capacity building and or lack of it and its against this background that NITA-U was established.

NITA-U was chosen because of some of its strategic goals namely, strengthened capacity and awareness creation about IT in Uganda (both human and institutional), strengthened and aligned institutional capacity to deliver the strategic plan. The researcher will establish the relationship between organizational factors and capacity building initiative at NITA-U.

1.11   Scope of the study

1.11.1 Content

In terms of the content scope, this study will specifically seek to determine the relationship between resources and implementation capacity building initiative, individual factors and implementation capacity building initiative and Organizational culture and implementation of capacity building at NITA-U

1.11.2 Time

The study will cover the periods 2011 – 2015, because capacity building is a requirement in any organization, besides four years is adequate to determine the success or failure of a system.

1.11.3 Geographical Scope

This study will be conducted within Kampala, Uganda, at the offices of NITA-U. NITA-U is located at plot 7A   palm courts, Rotary Avenue (former Lugogo bypass).

1.12. Operational definitions of terms and concepts

Capacity- can be understood as the ability of people, organizations and society as a whole to manage their affairs successfully

Organizational capacity- can be defined as the capability of an organization to achieve effectively what it sets out to do.

Capacity building- It is the planned development or increase in knowledge, output rate, management, skills, and other capabilities of an organization through acquisition, incentives, technology , and training.

Specified objectives- includes vision, values, policies, strategies and interests

Capabilities- include intelligence, skills, knowledge and mental sets

Resources- include human, natural, technological, cultural and financial.

Organizational culture-The values and the behaviours that contribute to the unique social and psychological environment of   an   organization.   Organizational   culture   includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations.

CHAPTER 2

1.12   Literature review

This chapter reviews appropriate literature of several scholars. It examines how Resources, individual factors, and organizational culture influence the implementation of capacity building initiatives. This chapter is arranged under the sub sections that include the theoretical review, the literature review based on each of the themes derived from the objectives and then ends with a summary of literature review.

1.13   Theoretical review

This study is guided by the Theory of Change. Theory of change is an outcomes-based approach which applies critical thinking to the design, implementation and evaluation of initiatives and programmes intended to support change in their contexts. It is being increasingly used in international development by a wide range of governmental, bilateral and multi-lateral development agencies, civil society organisations, international non-governmental organisations and research programmes intended to support development outcomes which in this case relate to capacity building within organizations. The relevance of this theory to the study is that social, economic and political change is essentially about institutional change. If we want to create a change, such as strengthening the capacity within an institution, it is essential to look more closely at these factors such as Resources, individual factors and organizational culture (Walters,2007).

Institutions are patterns, which anchor behaviour over time, through norms, rules, regulations of a formal or less formal nature. Development is essentially a process of change of these patterns, of setting new, transformed rules, expectations, standards for behaviour, of cooperation and interaction between individuals, in organizations, between organisations and between different social actors. That this implies a change in the embedded power relations is obvious, this relates to a change in NITA-U norms, and rules (Walters, 2007). Institutions are regulated power relations.

Resource dependency theory which has been studied by Gronbjerg (1989), Smith and Lipsky (1993), and others, explains the difficulties of sustaining programs or staying true to the organization's mission when funding streams are in flux.

In practice, approaches to capacity building often emphasize a particular dimension like investment in the human capital of individuals, group-oriented development, organizational development or institutional development. It is never that clear what is understood by institutions. It often refers to mechanisms (regulations, laws, norms and incentives) by which the individual's behaviour and organizations can be influenced. But also organizations that play a role in enforcing regulations are sometimes called institutions. (Jaap de Koning&KatjaKorolkova., et al, 2006).

1.14   Effect of Resources on the implementation of capacity building initiatives

In this paper the researcher will be focusing on man power and finances as the resources that hinder the implementation of capacity building initiatives. Identifying needs, developing strategies to address these needs, and allocating scarce resources creates a balance within the

organization. This is important because the selected resources will influence not only the types of approaches that can be taken but also the indicators of success that are likely to be achieved. Like natural resources, time, money, and human capital are usually scarce or difficult resources to access. (Fleming et al 2001)

Unless these resources are carefully managed, they can be misused, leaving few feasible options for improving the quality of life in a community. If community members have a sense of ownership in the decision-making processes and feel that scarce resources have been distributed in an equitable and fair manner, the likelihood of success is greatly improved. As the organization seeks resources—whether recruiting staff or seeking funds—the vision and mission of the organization come into play. (Fleming et al 2001)

According to Cohen (1993: 26), public sector capacity building's main aim is to strengthen targeted human resources (managerial, professional and technical) in particular institutions, and to provide those institutions with the means whereby these resources can be arranged and sustained effectively in order to carry out planning, policy formulation, and implementation tasks throughout government on any priority topic'.

North (1992: 6), on the other hand, looks at capacity building as identical with the term 'development' and argues that the concept of capacity building has recently taken on a new meaning: as a protection term to include institution building and human resource development, which are associated with 'a developing country's management of development policies and programs'.

Resources come in many forms. Financial resources are arguably the most central Aspect of the organization's resource pool because they can affect the recruitment of human resources (paid staff, volunteers, and board members) and the acquisition of physical resources (such as building space and equipment). In today's world, physical resources increasingly involve access to computer-based technologies, such as databases, tracking systems, and Web sites. Morgan, P. (1998)

Berg (1993) looks at capacity building as characterized by three main activities: 'skill upgrading – both general and job-specific; procedural improvements; and organizational strengthening'. Skill enhancement refers to general education, on-the-job training and professional strengthening of skills such as policy analysis and IT.

Procedural improvements refer to context changes or system reforms. Organization strengthening covers the process of institutional development. According to Berg(1993) capacity building is broader than organizational development in that it includes all types of skill enhancement and also procedural reforms that extend beyond the boundaries of a single organization'.

1.15   Effects of Organizational culture on the implementation of capacity building initiatives.

It's important that the Organizational culture is developed to support continuous improvement in employee's performance so that employees are able to identify with the values, norms and artifacts of the organization, hence the need for organizational culture (Ojo, 2009).

There are usually different capacity building recipient or benefactors. These are individuals, organizations, and sector, thematic, geographic or issue-based networks and coalitions.

Increasingly, institutional donors now give support for capacity building at government and civil society levels; not only to improve performance directly but also to increase accountability and mutual engagement in policy making under a governance agenda. One of the first challenges for anyone that wants to design effective processes to monitor and evaluate capacity building is establishing whose capacity is the focus of that M&E, and where the external support comes from.(Simister.N&Smith.R, 2010).

Capacity building embraces the principle that investing in the human and social capital of marginalized individuals and groups enables them to develop the capacities needed to thrive, and to play an autonomous role in developing and renewing their communities (Bentley et al, 2003).

A good example of non-profit organizations is that, The professionalization of non-profit management as well as changes in the funding climate will continue to nudge non-profit culture toward a more enlightened view of capacity building. As more organizations begin to address capacity building systematically, better information and improved measures will surface to make a more convincing connection between capacity building initiatives and social impact.(Mckinsey,2001).

According to Mckinsey(2001) Sawhill recognized that his NGO organization would balk at any heavy-handed, top-down effort, and so from the start, he appealed to his organization's competitiveness, challenging it to raise the bar and increase its collective impact. Even the most independent-minded managers couldn't argue with that. From there, it was not such a great leap to secure organizational consensus that the best way to the next level of effectiveness was to focus all of the Conservancy's resources on a common vision, conservation approach, and set goals. Culture runs like an invisible thread throughout the entire subject of capacity building. So many times non-profits go through contortions to accommodate the demands of their

organization's culture Groups like The Nature Conservancy and Second Harvest have gone to great lengths to preserve the sense of autonomy and independence of their field units, reckoning that these are a non-negotiable part of the culture. Rubicon Programs invested significant time and effort in rolling out its new tracking system so that the organization's culture would embrace and not reject it(Mckinsey,2001).

According to Mckinsey(2001), The culture holds the organization together, an important reason why non-profit employees are willing to accept relatively low pay and work so hard. Because of its pervasiveness and importance, non-profit culture is difficult to change.

The strong culture in non-profits can also dilute the desired impact of capacity building, especially in organizations that are decentralized or that champion the autonomy of local operating units. Nonprofit managers therefore need to bring along their staff and volunteers carefully if they intend to make any dramatic changes (Mckinsey,2001).

1.16   Effects of Individual factors on the implementation of capacity building initiatives.

Capacity building is a popular term these days, its too popular and expansive a term, in fact, to mean much to individuals making specific decisions about programs and grant strategies.

According to (Flemming et al 2001) While the ultimate goal of capacity building is to create safe and productive communities where people can work, live, play, and develop their potentials, the strategies for intervention can be approached from several perspectives—the non-profit organization, the non-profit sector, and the community. Although enhancing the capacity of non-profit groups is not synonymous with building healthy communities, there are important linkages that need to be explored.

Instead, the process of creating and maintaining a robust and effective non-profit sector exemplifies the tensions and trade-offs that individuals and organizations face when adapting to change. It is through this dynamic process that organizations, like people, learn to adapt and grow to their full potential.

Those whose understanding of development is people-centred and non-hierarchical are certain that without capacity building interventions being participatory, empowering partnerships for which those involved feel a greater degree of ownership, intended results cannot be achieved. capacity building is not power neutral, and challenging mind-sets and vested interests are difficult. Having a Frank dialogue and a collective culture of transparency are essential steps. Lopes and Theisohn (2003).

1.17   Empirical Studies.

As mentioned earlier, Capacity building is not a new topic. Several Empirical studies been done by many different scholars around the world.

Globally, (Fleming, et al, 2001) classified Community structures to be organized under three major realms which are; the government, business, and non-profit sectors. All three sectors must be present, sturdy, and working together to achieve balance and stability. Nonetheless, in today's fast changing environment, there is substantial concern that the third sector which is community-based non-profit entities is likely to lack the capacity and technical expertise to keep up with change and thereby contribute to an enriched and healthy quality of life. Many small, community-based groups are organizationally delicate; the large groups are stretched to their

limits. As demand for community-based services grows, as new needs are identified, and as new paradigms for exchange and interaction arise, the non-profit sector is continually challenged to devise ways to increase and strengthen its capacity.

The (OECD, 2006) offers invaluable guidance about how to think systematically through the capacity development challenge. The evidence suggests that what is necessary is a fundamental change in development practice, including focusing on capacity as an endogenous process, agreeing at country level on capacity objectives and monitoring outcomes from the perspective of the beneficiaries. Such changes could have a substantial impact on development outcomes. It goes ahead to explain that capacity development was viewed mainly as a technical process, which involved the open transfer of knowledge or models within the organization from North to South. Not enough thought was given to the broader political and social context within which capacity development efforts take place. This led to an overemphasis on what were seen as "right answers", contrasting to approaches that best fit the circumstances and the needs of the particular situation. For related reasons, there was inadequate appreciation of the importance of country ownership of capacity development initiatives (OECD, 2006).

An Empirical investigation was done on the role that International Monetary Fund (IMF) programs and capacity building play in fostering structural reforms. To do so, two novel datasets on IMF capacity building and structural reforms available for over one hundred IMF member countries over the period 1980 – 2010 were investigated. First, there was a general association between IMF programs and structural reforms but this relationship was not very robust. Second, IMF training led to an increase in structural reforms but only through IMF programs and only when a significant share of public servants was trained. Third, IMF technical assistance did not

significantly lead to more structural reforms but raised the likelihood of completion of ongoing IMF programs. The results were vigorous to a large number of checks, estimators and correcting for endogeneity. (Arezki.R, Marc Quintyn&Toscani.F, 2012). In their empirical analysis, they used a new dataset on structural reforms which was assembled by the Research Department of the IMF for a sample of 150 countries. The indices described the degree of regulation of six sectors covering both real sectors (product and agriculture 5 markets, trade, and current account) and financial ones (domestic financial markets and capital account). Each index contained different sub-indices summarizing different dimensions of the regulatory environment in each sector. Indices were normalized between 0–1, where 1 refers to 'most liberalized'.

Within Africa, a study was done to learn from experience, to provide an independent and unbiased basis for assessing the results of the World Bank's work, and to provide accountability in the achievement of its objectives. The Bank's traditional efforts in building public sector capacity focused primarily on creating or reorganizing government units and building individual skills. Conscious of the limited impact of its support in the face of countries' still-weak public sector capacity, the Bank has progressively changed its approach over the past 10 years by; broadened its support to include the strengthening of public institutions and the fostering of demand for public service improvements. , adding new diagnostic tools to assess countries' capacities to manage their public financial resources and has increased the range of lending instruments for delivering its capacity building support to increase country ownership of these activities, also expanding corporate and Regional programs directly supportive of capacity building. Most capacity support remains fragmented because most capacity building support is designed and managed operation by operation; it is difficult to capture cross sectoral issues and

opportunities and to learn lessons across operations. Finally, the Bank does not apply the same rigorous business practices to its capacity work that it applies in other areas. Even though capacity building is a stated corporate and Regional priority, most activities lack standard quality assurance processes at the design stage, and they are not routinely tracked, monitored, and evaluated (OED Evaluation of World Bank Support,2005).

According to Ahmed et al (2012) , There is now real optimism of the prospects of Africa reclaiming the 21st century given its recent sterling growth performance and the number of successful reforms undertaken. There have been extensive and evident efforts to invest in innovation, infrastructure, integration, institutions and a revamp of incentive systems to develop new values that allow for transparency, accountability and greater social inclusion. New forms of leaderships have emerged at various social levels and institutions to drive a development agenda based on peer-learning and knowledge-sharing. Africa, in so doing, is unearthing deep skills and the reaping fruits needed to speed its ambitions to attain the Millennium Development Goals (MDGs) and sustainable development. This broad development agenda has required Africa to adopt strategic and practical solutions to the development challenges it faces. The paper addresses a number of asymmetries (e.g. technical, cultural and, financial) between donors and recipients and argues that in extreme circumstances, fragile states are loaded with aid beyond their absorptive capacity and in an ever shrinking pot of funds from donors mainly due to the current global economic downturn, it is extremely important to coordinate and harmonise aid delivery. Fragile states cannot afford to waste any money trapped under rubble of multi-donor aid bureaucracy.

In Uganda, (Freeman.K 2010) wrote about how Kitwobee honey producers have managed to embrace capacity building in their processes. She looked at what had been learnt about CD already and the main principles that would be applicable to making it successful in practice.

In conclusion Capacity Development (CD) is a concept that has emerged over the years in response to the shortfalls of top-down, supply-driven interventions such as Technical Cooperation. It has been the growing consensus that countries should drive their own development and capacity should be built from within to reduce the dependence on international aid. In Uganda still so many sectors, be it private, government or NGOs embrace capacity building. (Freeman.K, 2010).

1.18   Synthesis.

Most efforts in NITA-U have been focused on building the capacity of the organization to produce Research-based evidence to enhance their own policies and strategies with a view of improving service delivery and/or delivering according to organizational mission. This is reflected in Goal 4 (NITA-U strategic plan (2011/12-2017/18) which is strengthening capacity and awareness creation about IT in Uganda at both institutional and individual levels.

Until a couple of years ago, the targets of such efforts were mainly seen in large international development NGOs. It has been only in recent years that, driven by the need to find effective solutions to developmental issues, but also by increased competitiveness of the field and pressure from donors to show impact, organizations have started to strengthen their capacity. Morgan, P. (1998).

CHAPTER THREE

1.19 METHODOLOGY

This chapter presents the methodology for the study which includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

1.20 Research design

A research design as the scheme, outline or plan that is used to generate answers to the research problems (Orodho (2000). A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevancy with the research purpose. It will be the conceptual structure within which research is conducted. It constitutes the blueprint for collection, measurement and analysis of data (Kothari, 2003).

A descriptive survey research design will be adopted in this study. This is because people's views and opinions will be sought and described accordingly in order to establish how factors affect the implementation of capacity building initiatives. Both qualitative and quantitative methods will be used because they supplement each other. The qualitative approach will mainly be used to describe subjective assessments, analyses and interpretation of attitudes, opinions, and behaviors of the respondents as expressed verbatim from interviews and focus group discussions (Mugenda and Mugenda, 1999). The quantitative methods will help in generating numerical data, which will statistically be manipulated to meet required objectives through descriptive

statistics (frequencies and percentages) and inferential statistics, which will test hypotheses using correlations and coefficients of determination (Amin 2005; This is because there is need to outlay some information statistically in order to bring out the statistical aspects of the study clearly. Using a combination of qualitative and quantitative data allows triangulation by ensuring that the limitations of one type of data are balanced by the strengths of another.

1.21   Study population

The study will be done at National Information Technology Authority Uganda. The actual population is 63members where by (7) directors, (15) managers, (6) specialists,(13) Support staff, (17) officers specialists will be targeted.

1.22   Determination of sample size and selection

A sample size of 53 respondents will be determined using statistical tables of (Krejcie& Morgan, 1970) as cited by Amin (2005), and include various categories as specified in table 1 below:

Table 1: Research respondents by category and sample

No.	Category of respondents	(N)	(S)	Sampling technique
1	Directors	7	5	Purposive sampling
2	Managers	15	14	Randomsampling
3	Specialists	6	4	purposive sampling

4	Officers	20	17	random sampling
5	Support staff	15	13	random sampling
	Total	**63**	**53**	

Key: N – Population Size, **S** – Recommended Sample Population (Krejcie& Morgan, 1970).

1.23 Sampling Techniques and Procedure

Purposive sampling will involve identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark 2011). This sampling will be used to select Directors and specialists who are knowledgeable about the subject matter.

Simple random sampling is a strategy that adds credibility to a sample when the potential purposeful sample is larger than one can handle where by it uses small sample sizes, thus the goal is credibility, not representativeness or the ability to generalize (Patton, 2001). This sample will be used to select the officers, support staff and managers. The researcher will choose this sampling technique because each member in this population has an equal chance of being included in the sample.

1.24 Data Collection methods and instruments

This study will use both quantitative and qualitative data collection methods. Quantitative data will be collected using questionnaires that will be filled by the managers, officers and support staff and qualitative data will be obtained from interviews with the directors and specialists.

1.25 Data Collection instruments

3.7.1 Questionnaire Method

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo and Tromp, 2006). This structured questionnaire was developed following recommended guidelines by various scholars that include Kothari (2005); Sekaran and Bougie (2010) and Saunders, et al (2009). The first section of the instrument In each section, the respondents will be given clear instructions on how to complete the item. The questionnaire will be refined once the instrument is piloted.

3.7.2 Interview Method

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher will design an interview guide which will be used during the interview of the key respondents – Directors and Specialists . The researcher will pose questions intended to lead the respondents towards giving data to meet the study objectives and probe the respondents in order to seek clarification about responses provided. A structured interview guide will be used for the resesarcher to stimulate them into detailed discussion of factors that influence the implementation of capacity Building initiatives .

Structured interviews are useful not only because they show excellent validity in meta-analytic research (Hunter and Schmitt, 1996), but also because structured interviews provide a chance to probe the answers of the management and understand precisely what they mean. Interviewing is a very useful approach for data collection because it allows the researcher to have control over

the construction of the data and it has the flexibility to allow issues that emerge during dialogue and discussion to be pursued (Charmaz, 2002).

1.26 Pre-testing (Validity and reliability)

As observed by Vogt (2007), a number of studies have used this instrument and found both their reliability and validity values to be acceptable to the population being studied and in a different context thus recommended for testing the validity and reliability of the instruments.

3.8.1 Reliability of instruments

Reliability is defined by Vogt (2007) as the consistency of either measurement or design to give the same conclusions if used as different times or by different scholars. The first step in ensuring reliability was by providing clear operational definitions of the variables under study. Thereafter, internal consistency will be measured through internal consistency reliability (Sekaran&Bougie, 2010) as well as split-half reliability using Cronbach's alpha.

1.27 Procedures of data collection

Upon receiving an introductory letter from the School of Business and Management of Uganda Technology And Management University (UTAMU), the researcher will seek approval from NITA-U to carry out this study and ensure that the ethical guidelines are followed throughout the data collection process.

At the onset of data collection, the researcher will seek permission from the Human Resource manager to help access the employees during work hours. Each questionnaire will contain an opening introductory letter requesting for the respondents cooperation in providing the required

information for the study. The respondents will further assured of confidentiality of the information provided and that the study findings will be used for academic purposes only and necessary corrective measures in NITA-U.

1.28   Data Analysis

The researcher will do both quantitative and qualitative data analysis. It involves uncovering structures, extracting important variables, detecting any irregularity and testing any assumptions (Kombo & Tromp, 2006). Triangulation method of analysis will be used to enable evaluators come up with appropriate conclusions and recommendations.

3.10.1   Quantitative data analysis

The quantitative data analysis will consist of numerical values from which descriptions such as mean and standard deviations will be made (Kombo & Tromp, 2006). Data collected will be checked to ensure regularity and accuracy; this will be useful in ensuring that the objectives of the study were being addressed. Analysis will be done according to the objectives of the study, data generated by questionnaires will be cleaned, edited and coded before analysis is done; then analyzed using the Statistical Package for Social Sciences (SPSS) program. Summary statistics in form of qualitative and quantitative measures, frequencies and percentages will be run and interpretations made. Finally, conclusions and recommendations will be   derived at and presented in chapter V. Triangulation of these methods will be correlated to improve on the validity and richness of the information gathered.

3.10.2 Qualitative data analysis

All the qualitative data will be collected from open-ended questions and written comments from questionnaires, key informants interviews will be edited on a continuous basis to ensure completeness. Data collected will be categorized according to emerging variables from each question in the interview guide and discussions. All data sources will be triangulated during the analysis to complement, increase validity and at the end of it, a report will be written.

1.29   Measurement of variables

The variables will be measured using nominal and ordinal types of measurements. The questionnaires specifically for respondents will be measured on a five interval Likert Scale, the level of agreement was ranked as strongly agree, which reflected more agreement than just agreement or strongly disagree compared to just disagree. Ordinal Scale as measurement of variables will not only categorize the elements being measured but also rank them into some order.

Therefore, the numbers in the ordinal scale will represent relative position or order among the variables (Mugenda&Mugenda, 1999); (Amin, 2005). The nominal scale of measurement will be applied to cases which may have some common characteristics such as sex, age, and employment title among others. In nominal measurement of variables, numbers will be assigned only for the purposes of identification but will not be allowed for comparison of the variables to be measured. On the other hand, interval scales of measurement will be used to capture personal data of respondents.

1.30 Ethical Considerations

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities (Cooper and Schindler, 2001:112). The researcher's aim is to protect the rights of the respondents by:

Ensuring that none of the respondents is named during the research or subsequent thesis;

Making sure that the respondents are selected to participate without compulsion;

Informing the respondents about the reason and purpose of the research; and

Informing the respondents that consent has been sought from the management of the selected company before the commencement of this research initiative.

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APPENDIX I: QUESTIONNAIRE

Section A: BACKGROUND INFORMATION

Please tick or circle the appropriate number

1	**AGE (Years)**				
	Less than 25 years	26 – 35 years	36 – 45 years	46 -55 years	56yrs and above

2	**SEX**	
	Female	Male

3	**DIRECTORATE**					
	E-Government services	Planning Research &Devt	Technical services	Information systems	Finance &Admn	Legal & Regulatory

4	**TITLE**				
	Director	Specialist	manager	Officer	Support staff

5	**EDUCATION QUALIFICATION**					
	PhD	Masters	Bachelors	Diploma	Certificate	Others (Specify)

6	**DURATION OF SERVICE AT NITA-U**			
	Less than 3 years	5 -6 years	5-10 years	

From questions 1 – 26, tick or circle the number that best indicates your opinion on the question using the following scales:

SCALE	1	2	3	4	5				
	SD	D	N	A	S A				
	SECTION B. RESOURCES					SD	D	N	A	SA

#		SD	D	N	A	SA
1	We have all the available financial resources for training					
2	We easily receive training funds when requested.					
3	The staffing in NITA-U is sufficient					
4	We are all highly skilled for our jobs					
5	A training needs assessment is done every quarter to improve our skills					
6	I am continuously growing my knowledge base while attending seminars and workshops					
7	Our learning needs are put first by the organization					
	SECTION C: INDIVIDUAL FACTORS	**SD**	**D**	**N**	**A**	**SA**
8	My family does not hinder my training and career growth					
9	Am always willing to learn more					
10	My workload is not bulky and I get time for training					
11	I am always concerned and I request for office equipment where needed					
12	I have all the equipment that am entitled to as an employee					
13	Often, the computer software at office are updated					
14	We are all provided with personal office computers					
15	The office machines are always up to date					
16	I can decide what training to attend					
17	I find it relevant to undertake short term and long term courses					
18	I choose training based on only the roles am currently doing					
19	My social life does not hinder me from undertaking short or long term courses.					
	SECTION D: ORGANISATIONAL CULTURE	**SD**	**D**	**N**	**A**	**SA**
20	The top management believes that there is constant need for career growth					
21	Usually workshops and seminars are included in the work plans for each financial year					
22	All the employees of NITA-U are highly trained at their jobs					
23	Staff training is prioritized more than hiring external					

	consultants					
24	All staff have equal training opportunities					
25	We can go for long term training courses					
26	NITA-U encourages us to undertake all the necessary training					

E1 Please give a comment on the implementation of capacity building within NITA-U?

……………………………………………………………………………………………………

E2 What gaps need to be filled in NITA-U to enhance the capacity development?

………………………………………...

Thank you for your participation!

APPENDIX II: INTERVIEW GUIDE

FACTORS AFFECTING IMPLEMENTATION OF CAPACITY BUILDING

INITIATIVES IN NITA-U

INTRODUCTION;

The purpose of the interview is to gather information from the Directors and Specialists about the factors that affect the implementation of capacity building initiatives

1. What have you done as a director/specialist improve on the implementation of capacity building initiatives?

2. What criteria do you use to select which staff members need training?

3. In which way can all staff members be engaged?

4. How do employees perceive the effectiveness of the office equipment they possess?

5. Which method can be used to ensure that office equipment is always up to date?

6. How does culture influence the implementation of capacity building initiatives?

7. How often do you assess staff training needs assessments?

8. How do you ensure that at least all employees participate in the training?

9. Are all employees well equipped with necessary machinery for office duty?

10. How do you determine that subordinates are skilled enough for a certain role?

11. How do you intend on changing the organizational culture to suite the employee growth?

12. How do you acquire funds from ministry of finance for training staff?

13. Do you believe that you have all the necessary training that you require?

14. Are there any gaps that you feel that need to be filled capacity wise?

Thank you!!