CAPACITY BUILDING AND JOB PERFORMANCE IN PUBLIC TERTIARY INSTITUTIONS: AN ASSESSMENT OF ACADEMIC STAFF TRAINING PROGRAMMES IN FEDERAL POLYTECHNIC MUBI

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Keywords

Capacity Building, Human Capital Theory, Federal Polytechnic Mubi, Training of Academic Staff, Performance at Work.

Abstract

Research problem: *Capacity building training programmes for academic staff are important for boosting job performance in public tertiary institutions. Institutional restrictions such as inadequate finance and lack of adequate follow-up mechanisms affect the success of such training courses at the Federal Polytechnic Mubi.*
Methods/theory: *The study adopted a descriptive survey research design and the Human Capital Theory. The population consisted of 794 academic workers and a sample of 259 respondents was selected using Krejcie and Morgan sampling process and proportional allocation. Questionnaires and interviews were used to gather data. Descriptive statistics and standard deviation.*
Results: *The results indicated that academic staff training programs had a positive and significant effect on work performance such as teaching effectiveness, research productivity, ICT competence, administrative abilities, student supervision and overall efficiency.*
Conclusion: *It was found that the academic staff training programmes have large favorable impact on job performance in Federal Polytechnic Mubi but their effectiveness is significantly influenced by institutional and resource related constraints.*
Key Contribution to Knowledge: *The study provides empirical evidence on the influence of academic staff training on job performance within the Nigerian polytechnic environment and the moderating effect of institutional constraints on the effectiveness of training.*
Recommendations: *The study recommends more funding for training of workers, reduction of workload, equitable access to training opportunities, more institutional support and follow up mechanisms to ensure successful implementation of learnt skills.*

Introduction

Capacity building is an important tool to increase the employee competency, institutional effectiveness and organizational performance of all the sectors, commercial and public. Training of academic staff through workshops, seminars, conferences, postgraduate studies and other professional development courses is one of the key approaches to capacity building in higher education. These treatments also help to improve skills of workers, educational performance, research capacity and organizational efficiency (Oladejo, Aina & Akintunde, 2024). personnel training remains a critical strategy in increasing the performance of academic personnel and institutional production (Ogunode, Ukozor and Agbo, 2024). One of the variables that contribute to organizational success and service delivery is continuous staff development (Ojochenemi, Araiyegbemi, Okorie and David, 2025).The Federal Polytechnic Mubi has adopted capacity building as a tool for improving the performance of its academic staff through training programmes, workshops, seminars, conferences and postgraduate sponsorship schemes. But there are still uncertainties about the influence of these activities on the job performance of the personnel and the problems that hinder their success. In view of the above, this study was aimed at assessing the linkage between capacity building and job performance of academic staff training programmes in Federal Polytechnic Mubi.

Statement of the Problem

Capacity building is commonly regarded as an essential strategy in enhancing the competence of personnel, the efficacy of institutions and the delivery of services in public tertiary institutions. The governments and educational institutions have invested in various staff development activities such as training courses, workshops, conferences, seminars and post-graduate studies to improve the performance of the academic staff. Some agencies such as Tertiary Education Trust Fund (TETFund) have put in place some measures to improve the competency and performance of academic staff in Nigeria.

However, there are concerns about the extent to which capacity building projects have translated into improved work performance by academic professionals. More so, there are issues as to whether these courses have made significant influence in improving academic staff performance in teaching, research, administration and service delivery. Unequal training chances, poor budget, job load, low motivation and infrastructure obstacles could further impede their utility.Consequently, there is scarcity of empirical evidence on the effect of academic staff training courses on work performance in Federal Polytechnic Mubi and the problems hampering their efficiency. This knowledge vacuum necessitates this study which seeks to examine the effects of training courses for academic staff as a capacity building mechanism on job performance and to explore the challenges hindering their effectiveness in the institution.

Research Questions

The study is guided by the following research questions thus:

i. What is the impact of academic staff training prgrammes implemented on the job performance of Staff in Federal Polytechnic Mubi?

ii. What are the challenges militating against the effectiveness of the

implemented academic staff training programmes in achieving job performance in Federal Polytechnic Mubi?

Objectives of the Study

The main objective of this study is to examine the impact of capacity building through academic staff training programmes on job performance in Federal Polytechnic Mubi. The specific objectives are to:

i. Assess the impact of implemented academic staff training programmes on job performance in Federal Polytechnic Mubi;

ii. Examine the challenges militating against the effectiveness of implemented academic staff training programmes in achieving improved job performance in Federal Polytechnic Mubi.

Conceptual Clarification

Capacity Building

Capacity building is a multidimensional term and has gained much scholarly interest because of its importance in improving institutional effectiveness, human capital development and organizational performance especially in public sector institutions such as tertiary education systems. Capacity development is often seen as the development of skills, abilities, procedures and resources that individuals and institutions need to survive, adapt and thrive. As Zhao (2024) puts it, capacity building is "deliberate efforts to enhance employees' knowledge, skills, attitudes, and competencies to improve organizational effectiveness and performance" (p. This definition highlights capacity building as an ongoing process of developing human capital to enable personnel to meet changing needs of the institution.

Nuahn (2025) also describes capacity building as the strategic investment in human resources through structured training, education and professional development programmes aimed at improving institutional productivity and service delivery. This perspective underlines the significance of capacity building for the sustainability of organization's competitiveness and their ability to respond to environmental changes. Capacity development in a broader sense of public administration is defined by Oladejo, Aina and Akintunde (2024) as a systematic strategy to enhance the capacity of the workforce through formal and informal learning interventions like workshops, seminars, conferences and on-the-job training. They define it as the practical processes by which capacity building is implemented in organizations, in particular in the field of education.

Similarly, Ogunode, Ukozor and Agbo (2024) consider capacity building as a significant means to improve the performance of staff and the productivity of institutions in tertiary institutions. The argument is that continual staff development results in improvements in teaching, research and administrative efficiency and so in the overall performance of the institution. The wider institutional and environmental factors affecting the performance of such projects are often disregarded. Many studies assume that training automatically leads to better job performance without paying enough attention to contextual challenges such as unequal access to training opportunities, institutional politics, inadequate funding, poor motivation and weak monitoring and evaluation systems.

This represents a major gap in the literature, because while capacity building is widely

accepted as a cornerstone for enhancing job performance, there is limited empirical clarity regarding the extent to which such programs are effective in achieving measurable performance outcomes in public tertiary institutions, especially in resource-constrained settings. Moreover, the existing definitions are more concerned with the development of human abilities, rather than with the institutional arrangements that need to be put in place to sustain the outcome of capacity development over time. The study addresses this gap by conceptualizing capacity building as not only training and acquisition of skills but also as a holistic institutional strategy including access, equity, quality of implementation, organizational support and post-training application of acquired abilities. In this perspective, capacity development is seen as a systematic and continuous process by which public tertiary institutions develop, support and sustain the abilities of the academic staff for improved job performance in teaching, research, administration and community service. Capacity building is viewed as a holistic human resource development strategy that includes structured academic staff training programmes, institutional support systems and enabling working conditions that collectively impact the extent to which training translates into improved job performance within the Federal Polytechnic Mubi setting.

Academic Staff Training Programmes

Academic staff training programmes constitute an important feature of capacity building in tertiary institutions aiming at enhancing the knowledge, skills and competencies of lecturers and academic people for improved job performance. These programmes are designed to keep academic staff abreast of the latest instructional methods, research, technical developments and administrative practices required in modern higher education systems.This definition emphasizes the need of lifelong learning as an integral part of staff development in higher education.Ogunode, Ukozor and Agbo (2024) noted that academic staff training courses are significant tools in improving teaching efficacy, research output and administrative efficiency in higher institutions. They argue that well-designed training programmes improve the lecturers' ability to conduct successful lectures and supervise students and contribute to institutional development.

Similarly, Ojochenemi et al. (2025) claim that training of academic staff improves employee competence, motivation and overall job performance. They note that ongoing access to training opportunities gives academic professionals the ability to adapt to changing trends in education and remain current in their fields.Academic staff training initiatives include workshops sponsored by TETFund, conferences, sponsorship for postgraduate studies, sabbatical leave, ICT training, curriculum reform workshops, and training in research technique. These programmes are usually developed by the institutional management in collaboration with government agencies and development partners for quality assurance in higher education.

The usefulness of academic staff training courses is not in question however the success of the programmes ranges from institution to institution due to the differences in funding, availability, execution approaches and institutional support systems. In many cases, the training does not immediately result in better job performance due to structural and organizational constraints such as workload pressure, insufficient facilities and poor follow-up procedures.A key gap in the literature is that most studies examine the existence and frequency of training sessions rather than

assessing the degree to which such programmes are successfully implemented and translated into enhanced academic staff performance. The effect of institutional variables on the success or failure of training outcomes at public tertiary institutions is paid little attention.

The study consequently has conceptualized academic staff training programmes as systematic and structured capacity building interventions meant to increase abilities of academic staff and their practical application in teaching, research, administration and community service. Also emphasizes that the effectiveness of such courses depends on the quality of the training and of the institutional framework enabling the skills obtained to be used.Training programmes for academic staff in Federal Polytechnic Mubi are viewed as planned development activities sponsored by government and institutional authorities to improve the performance of academic personnel. Their impact is therefore assessed in terms of how they translate into real benefits in terms of job performance and institutional effectiveness.

Job Performance

The construct of job performance is fundamental to organizational study and public administration, especially when examining how individuals perform to achieve institutional goals. It relates to the way an individual performs the duties and obligations allocated to him / her as per the expectations, standards and objectives of the business. Job performance is particularly crucial especially at higher institutions, where academic staff are expected to do teaching, research, supervision, administration and community service.As Nuahn (2025) also states, work performance is the quantifiable contribution of the employees to the institutional productivity through the accomplishment of the assigned duties and responsibilities.

They suggest that effective implementation of training and capacity building programmes is essential in enhancing the quality of teaching, research output and administrative competence of the lecturers. Similarly, Ojochenemi et al. (2025) state that the provision of possibilities for continuous professional development to academic staff, which improves their skills and motivation, improves their job performance.In the tertiary institutions, the performance of staff is usually assessed based on such indicators as effectiveness in teaching, punctuality in delivery of lecture, quality of student supervision, research output, publications in reputable journals, participation in academic activities, administrative duties and community service engagement. These measures provide a thorough framework for evaluating the contribution of academic personnel to institutional objectives.A number of issues hinder the job performance of many public tertiary institutions which include lack of sufficient training opportunities, terrible working environment, low motivation, excessive workload and lack of institutional support. Despite the importance of job performance, such difficulties typically hinder academic professionals from performing at their best, even where capacity building activities are in place.

Another notable gap in the literature is that many researchers interpret job performance as an instantaneous outcome of training without paying adequate attention to intervening factors such as institutional context, availability to resources and quality of execution of training programmes. This results in a too simplistic link between performance and capacity development.

This study fills this vacuum by looking at job performance not only as an individual output, but as an effect of the capacity development

interventions and the institutional environment in which academic staff operate. In the study it is argued that academic staff training courses are needed to be able to enhance skills, but their influence on job performance is mostly affected by organisational support systems, resource availability and working conditions.Job performance in the context of Federal Polytechnic Mubi, refers to the extent to which academic staff perform their core functions of teaching, research, administration and community service as a result of their exposure to academic staff training programmes and conducive institutional environment.

Theoretical Framework

The study is based on Human Capital Theory which elucidates the relationship between investment in education, training and skill development and improvement in productivity and performance. The theory was born out of the concept of Adam Smith that knowledge and skills enhance the productivity of individuals and was subsequently formalised by Schultz (1961), who coined the term "human capital" to refer to the investments made in education, training and health that are the main factors that drive the development of individuals and nations. Becker (1964; 1993) developed the idea, relating investment in human capital to concrete results such as higher productivity, income and organisational performance. Training was seen as a long-term investment with returns.Davenport (2005) went further, stating that human capital is not only technical skills, but also creativity, inventiveness and problem-solving skills, and all of which may be acquired by institutionalized training. This suggests that training activities for academic staff such as workshops, seminars, conferences, ICT training and postgraduate studies in tertiary institutions are strategic investments that enhance teaching effectiveness, research output and administrative performance.

However, critics such as Marginson (2017) and Gillies (2015) argue that the theory is overly economic, does not account for structural disparities and the premise of equal access to training and uniform returns is often impractical in underdeveloped nations. It fails to consider the social and institutional processes that mediate the translation of training to performance.However, Human Capital Theory is relevant to the present study in the sense that it explains the manner in which training programmes for academic staff such as those provided through TETFund, workshops, conferences and mentorship improve lecturers' competences and job performance in spite of these limitations. The theory of the case of Federal Polytechnic Mubi provides a platform for exploration of the impact of training on job performance and how factors such as funding, working environment and access to training influence its efficiency.

Methodology

The study used survey research approach through structured questionnaires (using Kobo Collect), interviews, observation and secondary data to examine academic staff training and work performance in Federal Polytechnic Mubi. A descriptive survey approach was used to identify the trends in training participation and the outcomes of staff performance.

Federal Polytechnic Mubi was established in 1982 in Adamawa State (10.2684° N, 13.2674° E) in the savanna ecological and economic hub with a considerable educational presence (Wikipedia, 2025; Usman & Bello, 2021; Ibrahim et al., 2022). It contains seven schools and a Research and Development Directorate responsible for training professionals. This

university was chosen because of its large academic staff and ongoing staff development activities.

The population comprises of 794 academic staff (650 men, 144 females) (Registrar's Office, 2024) as presented below:

Table 3.1: Population of the Study

Category	Population
Male Academic Staff	**650**
Female Academic Staff	**144**
Total	794

Source: Registrar's office, 2026

The sample size for this study was obtained through the use of the krejcie and Morgan formula for determining reliable sample as given below;

$$S = \frac{X^2.N.P(1-P)}{d^2.(N-1)+X^2.P(1-P)}$$

Where:

s = sample size

N = Population size (794 in this case)

P = Population proportion (assumed to be 0.5 for maximum sample size)

d = Degree of accuracy (Common 0.05)

X^2 = Chi-square value for 1 degree of freedom at 0.05 significance level (3.841)

The sample size is determined as follows:

$$S = \frac{3.841.794.0.5.(1-0.5)}{0.05^2.(794-1)+3.841.0.5.(1-0.5)}$$

$$S = \frac{3.841.794.0.25}{0.0025.793+3.841.0.25}$$

$$S = \frac{761.21}{1.9825+0.96025}$$

$$S = \frac{761.21}{2.94275}$$

S = 258.68

The sample size of this study is around 259.

The data were acquired via Kobo Collect surveys and interviews. Secondary data were collected from relevant literature and official sources. The Cronbach Alpha reliability test resulted in an overall value of 0.825, which indicates strong internal consistency of all variables. Peer reviewed. Data analysis was performed using Stata 23. Descriptive statistics such as frequency (f), percentage (%) mean ($\bar{x}$) and standard deviation (SD) were used to describe answers and investigate patterns in the data. Where applicable, inferential analysis was also performed using the proper statistical tests.

Results

Table 1: Socio-Demographic Characteristics of Respondents

Variable	Category	Frequency (*f*)	Percentage (%)
Gender	Male	150	57.9
	Female	109	42.1
Age	20–29	55	21.2
	30–39	90	34.7
	40–49	70	27.0
	50–59	30	11.6
	60 & above	14	5.4
Academic Qualification	B.Sc/B.A	100	38.6
	M.Sc/M.A	110	42.5
	Ph.D	40	15.4
	Others	9	3.5
Rank/Position	Assistant Lecturer	50	19.3
	Lecturer III	55	21.2
	Lecturer II	60	23.2
	Lecturer I	50	19.3
	Senior Lecturer	30	11.6
	Chief Lecturer	14	5.4
Years of Experience	1–5 years	70	27.0
	6–10 years	95	36.7
	11–15 years	60	23.2
	16+ years	34	13.1
Total		**259**	**100**

Source: Field Survey, 2026

Table 1 shows the socio-demographic characteristics of 259 academic staff of Federal Polytechnic Mubi. The gender distribution shows that males constitute 57.9% (150) while females constitute 42.1% (109) of the workforce, showing a male dominant academic workforce, a pattern widely reported in Nigerian tertiary institutions due to structural and historical factors (Aina, 2020; UNESCO, 2021). The age distribution of the sample reveals the largest share of respondents in the active working age of 30–39 years (34.7%), and 40–49 years (27.0%) followed by 20–29 years (21.2%), and with lower number of workers in the older groups.

In terms of academic qualification, 42.5% are M.Sc/M.A, 38.6% are B.Sc/B.A and 15.4% are Ph. D. holders.The majority of the respondents are Lecturer II (23.2%) and Lecturer III (21.2%) followed by the rank of Assistant Lecturer and Lecturer I (19.3% each) whereas the higher ranks are less. This speaks to a preponderance of early- and mid-career academics and the need for training for professional progress utilizing Human Capital Theory (Schultz, 1961; Becker, 1964.Years of experience also shows a plurality of responders with 6-10 years (36.7%) and 1-5 years (27.0%) indicating a workforce from early to mid-career. This makes training sessions more relevant as such staff are more likely to adopt

capacity building programmes that boost performance and productivity (Davenport, 2005; Ojochenemi et al., 2025). The results generally indicate that the Federal Polytechnic Mubi has a youthful, slightly experienced and growing academic work force, and is thus in a good position to effectively implement and assess academic staff training programmes.

Table 2: Impact of Academic Staff Training Programmes on Job Performance

S/N	Statement	SA	A	UD	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
6	Training improves teaching effectiveness	115 (44.4%)	100 (38.6%)	20 (7.7%)	15 (5.8%)	9 (3.5%)	259	4.15	0.92	**Agreed**
7	Training enhances research ability	110 (42.5%)	105 (40.5%)	22 (8.5%)	15 (5.8%)	7 (2.7%)	259	4.14	0.91	**Agreed**
8	Workshops/conferences improve competence	120 (46.3%)	100 (38.6%)	20 (7.7%)	12 (4.6%)	7 (2.7%)	259	4.22	0.88	**Agreed**
9	Training improves administrative skills	105 (40.5%)	108 (41.7%)	25 (9.7%)	15 (5.8%)	6 (2.3%)	259	4.10	0.90	**Agreed**
10	Training improves ICT use in teaching/research	118 (45.6%)	102 (39.4%)	20 (7.7%)	12 (4.6%)	7 (2.7%)	259	4.21	0.89	**Agreed**
11	Training increases productivity and efficiency	112 (43.2%)	105 (40.5%)	25 (9.7%)	10 (3.9%)	7 (2.7%)	259	4.18	0.88	**Agreed**
12	Training improves student supervision	100 (38.6%)	110 (42.5%)	30 (11.6%)	12 (4.6%)	7 (2.7%)	259	4.10	0.91	**Agreed**

Source: Field Survey, 2026

The view of respondents on the effect of academic staff training programmes on work performance in Federal Polytechnic Mubi is presented in Table 2. The results demonstrate a generally positive evaluation of all questions with mean values between 4.10 and 4.22 and not very large standard deviations, which reflects a high consensus among the investigated respondents. Specifically, respondents strongly agree that the participation in workshops and conferences enhances professional competence ($\bar{X}$ = 4.22, σ = 0.88), followed by improvement of ICT use in the teaching and research ($\bar{X}$ = 4.21, σ = 0.89) and increased productivity and efficiency ($\bar{X}$ = 4.18, σ = 0.88 . Similarly, training was said to enhance teaching efficacy ($\bar{X}$ = 4.15, σ = 0.92) and research ability ($\bar{X}$ = 4.14, σ = 0.91). This indicates that the training of academic professionals is vital for the basic academic obligations.

There was also consensus that training boosts administrative capacity ($\bar{X}$=4.10, σ=0.90) and student supervision ($\bar{X}$=4.10, σ=0.91), indicating that capacity-building covers not just teaching and research but also institutional administration and mentorship. The low standard deviation values for all the items indicate limited variance in the answers which supports the reliability of the findings.The total result indicates that the training courses for academic staff has a significant and positive effect on job performance in Federal Polytechnic Mubi.It also supports empirical findings that continuous professional development of staff can improve the quality of teaching, research production and

overall performance of the institution (Ogunode, Ukozor, &Agbo, 2024; Oladejo, Aina, & Akintunde, 2024).

Table 3: Challenges Militating Against Effectiveness of Training Programmes (n = 259)

S/N	Statement	SA	A	UD	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
13	Inadequate funding limits training effectiveness	130 (50.2%)	95 (36.7%)	15 (5.8%)	12 (4.6%)	7 (2.7%)	259	4.27	0.86	**Agreed**
14	Unequal access affects participation	115 (44.4%)	100 (38.6%)	20 (7.7%)	15 (5.8%)	9 (3.5%)	259	4.15	0.90	**Agreed**
15	Heavy workload reduces training participation	120 (46.3%)	100 (38.6%)	18 (7.0%)	12 (4.6%)	9 (3.5%)	259	4.20	0.88	**Agreed**
16	Lack of institutional support reduces impact	110 (42.5%)	105 (40.5%)	22 (8.5%)	15 (5.8%)	7 (2.7%)	259	4.12	0.90	**Agreed**
17	Poor working conditions affect application of skills	118 (45.6%)	102 (39.4%)	20 (7.7%)	12 (4.6%)	7 (2.7%)	259	4.21	0.89	**Agreed**
18	Training is not properly followed up	105 (40.5%)	110 (42.5%)	25 (9.7%)	12 (4.6%)	7 (2.7%)	259	4.10	0.90	**Agreed**
19	Limited workshops/seminars reduce opportunities	120 (46.3%)	98 (37.8%)	25 (9.7%)	10 (3.9%)	6 (2.3%)	259	4.22	0.88	**Agreed**

Source: Field Survey, 2026

Table 3 Respondents perspective on factors militating against the efficiency of academic staff training programmes in Federal Polytechnic Mubi. The findings reveal a high level of consensus that most of the institutional and structural constraints hamper the effective implementation of training with mean scores range between 4.10 and 4.27 and low standard deviations showing commonalities in responses.Limited funds ($\bar{X}$ = 4.27, σ = 0.86) was the most often reported barrier.Near this are the poor opportunities for workshops and seminars ($\bar{X}$ = 4.22, σ = 0.88) and unsatisfactory working conditions influencing the implementation of skills learned ($\bar{X}$ = 4.21, σ = 0.89). A hefty workload was also recognized as a major restricting factor ($\bar{X}$ = 4.20, σ = 0.88) indicating it may be difficult for professionals to reconcile teaching commitments with engagement in training activities.In the same vein, the respondents expressed that unequal access to training opportunities ($\bar{X}$ = 4.15, σ = 0.90) and lack of institutional support ($\bar{X}$ = 4.12, σ = 0.90) are hampering the success of capacity development activities. The problem of poor follow-up after training also had a positive agreement ($\bar{X}$ = 4.10, σ = 0.90) indicating that the skills gained are not always successfully observed or applied in practice.

Therefore, the results indicate that the adoption of academic staff training programmes is prevalent but their effectiveness is hampered by funding restrictions, workload concerns, lack of institutional support and limited training opportunities. These issues are in line with prior

literature that reports that capacity-building initiatives in many developing tertiary institutions are often hampered by structural and resource-related bottlenecks (Abiwu& Martins, 2024; Ogunode, Ukozor, &Agbo, 2024). This further supports the human Capital Theory which claims that returns on training depend not only on investment in human capital but also on permitting institutional circumstances for effective application (Becker, 1964; Schultz, 1961).

Summary of Findings

1. The socio-demographic profile indicates that the respondents are mostly males, young and mainly at the early to mid-career stage with most of them having M.Sc/M.A and B.Sc/B.A qualification, which shows a growing academic workforce in the Federal Polytechnic Mubi. Training programs for academic staff have a significant favorable impact on work performance, quality of teaching, research performance, ICT skills, administrative abilities, student supervision and productivity.

2. Low financing, heavy workload, restricted training chances, inadequate working conditions, unequal access and weak institutional support are challenges that hinder the success of training projects.

3. The study finds that the effect of training on performance is a function of the facilitative institutional conditions that substantiate the Human Capital Theory that training leads to increased performance when there are adequate resources and supporting institutions.

Conclusion

The study revealed that academic staff training programmes have remarkable and positive influence on job performance in Federal Polytechnic Mubi. Evidence from the analysis reveals that training enhances major aspects of academic work such as teaching effectiveness, research output, ICT usage, administrative competence, student supervision and efficiency. Hence, it is evident that continuous professional development is essential to enhance institutional performance and fulfill academic goals.

However, the success of these training courses is hampered by a number of obstacles, namely inadequate finance, intense workload, limited access to training opportunities, poor working conditions and weak institutional support and follow-up processes. These problems hamper the full utilization of the acquired skills at the workplace. The study thus finds that although training of academic staff is a key driver of performance improvement, its influence is dependent on supporting institutional frameworks and proper allocation of budget. The findings thus support the Human Capital Theory that posits that optimal returns of investment in training are only achieved when there are enabling conditions.

Recommendations

i. The management of the Federal Polytechnic Mubi should increase the money allocated for the training courses of academic staff to enable wider coverage, frequent participation and access to local and international capacity building opportunities.

ii. The school should set up more equitable teaching schedules and relaxation periods to ease academic staff from task demands so that they can engage

actively in workshops, seminars and conferences.

iii. Management should also set clear policies and fair selection criteria for staff development programmes to eliminate bias and inequality and to give equitable and transparent access to training.

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