

IMPACT OF ACADEMIC STAFF TRAINING ON JOB PERFORMANCE IN FEDERAL POLYTECHNIC, MUBI, ADAMAWA STATE

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Abstract

This study examined the impact of academic staff training on job performance in Federal Polytechnic Mubi, Adamawa State, Nigeria. The study was motivated by observed challenges such as unequal access to training opportunities, weak staff motivation, limited internal capacity-building programmes, and poor working conditions, which may hinder the effectiveness of staff training in improving teaching, research, and administrative performance. The objectives of the study were to assess the availability of staff training programmes, examine the influence of conditions of service on training participation, and determine the effect of training on academic staff job performance. The study was anchored on Human Capital Theory, which emphasizes investment in education and training as a means of enhancing productivity and institutional effectiveness. A descriptive survey research design was adopted. Data were collected using structured questionnaires administered to academic staff of Federal Polytechnic Mubi. The data were analyzed using descriptive statistics, including frequencies, percentages, mean, and standard deviation. The findings revealed that various training programmes such as ICT training, workshops, seminars, induction programmes, and research development initiatives are available in the institution. It was also found that conditions of service, including salary, promotion, job security, and welfare packages, significantly influence staff participation in training. Furthermore, academic staff training was found to positively enhance job performance in terms of teaching effectiveness, research productivity, and administrative efficiency. The study recommends the institutionalization of annual training programmes, adoption of transparent training selection processes, improvement of staff conditions of service, and establishment of a monitoring and evaluation system to ensure effective application of training outcomes.

Keywords: *Academic staff training, Job performance, Conditions of service, Human capital theory, Federal Polytechnic Mubi*

INTRODUCTION

The performance of academic staff is a critical factor in the achievement of higher education goals, as effective teaching, research, community service, and institutional development depend largely on the competence and productivity of academic personnel. In an increasingly knowledge-

driven world, tertiary institutions are expected to promote innovation and national development, making staff performance essential to institutional success (Zhao, 2024). To meet the evolving demands of higher education, institutions invest in staff training programmes that enhance employees' knowledge, skills, and competencies. Academic staff training, which includes seminars, workshops, conferences, in-service training, higher degree sponsorships, and professional development programmes, is recognized as an important human resource strategy for improving job performance and organizational effectiveness (Nuahn, 2025). Such training strengthens teaching effectiveness, research capacity, administrative competence, and professional attitudes, thereby contributing to improved service delivery and institutional growth (Oladejo, Aina, & Akintunde, 2024).

Training also enhances employee confidence, commitment, innovation, and professionalism. Well-trained academic staff are better equipped to deliver quality instruction, conduct meaningful research, supervise students effectively, and contribute positively to institutional administration (Bin Othayman, 2024). However, the implementation of effective training programmes in many developing countries is constrained by inadequate funding, limited institutional support, unequal access to opportunities, and poor monitoring mechanisms, which often reduce the impact of staff development initiatives (Abiwu & Martins, 2024). In Nigeria, the Federal Government, through the Tertiary Education Trust Fund (TETFund), has introduced various staff development initiatives, including sponsorships, research grants, workshops, and conference attendance, to enhance academic staff capacity and improve educational quality. Despite these interventions, concerns remain regarding the extent to which training translates into improved job performance, as some institutions continue to experience challenges such as low research output, poor teaching quality, and inadequate professional development opportunities. At Federal Polytechnic Mubi, staff training is a key strategy for improving institutional performance and achieving educational objectives. Although the institution has benefited from several staff development programmes, there is a need to evaluate the extent to which these initiatives have improved academic staff performance in areas such as teaching, research, administration, and service delivery. Therefore, this study examines the impact of academic staff training on job performance in Federal Polytechnic Mubi.

STATEMENT OF THE PROBLEM

The quality of education in tertiary institutions depends heavily on the competence and effectiveness of academic staff, who are responsible for teaching, research, supervision, and community service. However, Federal Polytechnic Mubi faces several challenges that limit the effectiveness of academic staff training and its impact on job performance. These include unequal access to staff development opportunities, weak staff motivation, limited internal training programmes, and poor working conditions (Zhao, 2024; Nuahn, 2025; Oladejo, Aina, & Akintunde, 2024). Staff development opportunities are often unevenly distributed, with some staff repeatedly

selected for training while others are excluded for long periods. This “queue system” promotes perceptions of favoritism, reduces morale, and discourages professional growth. In addition, weak motivation caused by inadequate incentives, delayed promotions, poor welfare packages, and lack of recognition further reduces staff commitment and productivity (Bin Othayman, 2024).

The institution also provides limited internal workshops and conferences, restricting opportunities for staff to update their knowledge and adopt modern teaching and administrative practices. As a result, many staff continue to use outdated methods, affecting overall efficiency. Furthermore, poor working conditions, including inadequate office space, unstable electricity, insufficient water supply, poor internet access, and lack of basic facilities, negatively affect staff performance and morale (Abiwu & Martins, 2024). Therefore, these challenges have raised concerns about the effectiveness of academic staff training in improving job performance at Federal Polytechnic Mubi. Despite existing training initiatives, the persistence of inequality, weak motivation, limited capacity-building opportunities, and poor infrastructure suggests that expected improvements in staff performance may not have been fully achieved. This study therefore seeks to examine the extent to which academic staff training influences job performance and to identify the challenges affecting its effectiveness in the institution.

The study is guided by two major research questions. The first seeks to determine the types of training programmes available to academic staff in the Federal Polytechnic Mubi, while the second examines the extent to which the conditions of service influence the training of academic staff in the institution.

The main objective of this study is to examine the impact of academic staff training on job performance in Federal Polytechnic Mubi. To achieve this objective, the study seeks to identify the types of training programmes available to academic staff in the institution and examine the extent to which the conditions of service influence academic staff training in Federal Polytechnic Mubi.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Staff Training

Staff training is widely recognized as a systematic process aimed at improving employees' knowledge, skills, and competencies to enhance job performance. AIHR (2024) defines it as a structured approach designed to bridge the gap between current performance and desired organizational standards, though it has been critiqued for not fully reflecting the contextual demands of higher education. In response, Garavan, Carbery, and Rock (2020) emphasize that training must be context-specific and aligned with institutional goals, especially in polytechnics where teaching, research, and administration intersect. From a behavioural perspective, Goldstein and Ford (2002) describe training as a planned effort to improve performance through changes in knowledge, skills, and attitudes. However, Human Capital Theory extends this view by positioning training as a continuous investment in employees' intellectual capacity that enhances long-term productivity and

institutional competitiveness (Bluman, 2022). Complementing this, the Systematic Approach to Training (SAT) model provides a structured framework for effective training through needs assessment, design, implementation, and evaluation (Goldstein & Ford, 2002).

Empirical studies support a positive relationship between staff training and academic performance in tertiary institutions. For example, training programmes in Nigerian polytechnics have been shown to improve teaching effectiveness, research output, and staff commitment (Cambridge Nigeria Publications, 2021). However, Ajayi and Adedeji (2024) note that training is most effective when it is relevant to staff needs and supported by a conducive work environment. Similar findings in Ethiopia confirm that needs-based training enhances both teaching outcomes and scholarly productivity (Teshome & Gedif, 2022). In terms of delivery, effective training combines on-the-job methods, which support practical application (Fitzgerald, 2023), and off-the-job methods such as workshops and seminars that expose staff to new skills and innovations (AIHR, 2024). Mentorship also plays a key role in professional development through guidance and knowledge transfer. For institutions like Federal Polytechnic Mubi, training should be based on proper needs assessment (MSG Team, 2025) and strengthened through evaluation mechanisms such as student performance, research output, and peer review. Therefore, staff training is a continuous and strategic process essential for improving institutional performance, especially when it is context-specific, well-structured, and properly evaluated in polytechnic settings.

Condition of Service

Conditions of service refer to the framework of rights, obligations, and benefits that regulate the employment relationship between an institution and its employees. Armstrong (2020) defines it as the formal rules governing employment terms such as salary, promotion, leave, training opportunities, and disciplinary procedures. However, this view is largely procedural and does not fully capture its motivational and developmental implications. In contrast, Dessler (2017) emphasizes that effective conditions of service can enhance employee motivation, productivity, and workplace stability, although it does not explicitly link them to staff training and professional development. Fajana (2000) further describes conditions of service as encompassing employee welfare, remuneration, career progression, and work-life balance. While more comprehensive, this definition still underemphasizes structured training and skill development. Aliyu and Mohammed (2021) argue that the absence of clear training provisions within service conditions often leads to unequal access to professional development and weak staff performance.

In Federal Polytechnic Mubi, conditions of service are guided by frameworks such as the Public Service Rules, NBTE guidelines, and institutional policies, covering recruitment, promotion, welfare, discipline, and staff development opportunities. Although training is formally included, its implementation is often hindered by bureaucratic delays, inadequate funding, and inconsistent application of policies (Okafor, 2020). This results in unequal access to training and limits its impact on staff performance. Therefore, conditions of service should be viewed not only as administrative

rules but as a strategic tool for staff development. When effectively linked to equitable and consistent training opportunities, they enhance academic staff competence, job satisfaction, and institutional performance in line with Human Capital Theory. At Federal Polytechnic Mubi, strengthening this linkage is essential for improving teaching quality, research output, and overall institutional effectiveness.

EMPIRICAL REVIEW

Salau, Worlu, Osibanjo, and Oludayo (2020) examined the relationship between employee training and job performance in selected tertiary institutions in Nigeria. The study was anchored on Human Capital Theory, which posits that investment in employee knowledge and skills enhances productivity and organizational performance. A cross-sectional survey research design was adopted, and data were collected from academic and non-academic staff using structured questionnaires. The data were analyzed using Structural Equation Modeling (SEM). The findings revealed that continuous staff training significantly improved employees' instructional effectiveness, research productivity, commitment, and overall job performance. The study concluded that institutions that invest consistently in staff development achieve higher organizational effectiveness and employee satisfaction. The researchers recommended periodic training needs assessment and continuous professional development programmes for academic staff to improve institutional performance.

Aguinis and Kraiger (2021) investigated the effects of training and development on employee performance across educational and organizational settings. The study was based on Human Capital Theory and employed a systematic review and meta-analytic approach, synthesizing findings from numerous empirical studies published across different sectors, including higher education. Data were analyzed using meta-analytic statistical techniques to determine the overall effect of training interventions. The findings showed that structured staff training significantly enhanced job performance, knowledge acquisition, teaching effectiveness, innovation, and employee motivation. The study concluded that well-designed training programmes generate positive organizational outcomes when aligned with institutional objectives. The authors recommended that tertiary institutions should integrate continuous professional development into their strategic plans to sustain employee performance.

Kim and Ployhart (2020) examined the influence of employee development programmes on work performance and organizational effectiveness. The study adopted Resource-Based Theory, which argues that human resources constitute strategic assets capable of creating sustainable competitive advantage. A quantitative survey design was employed, and data obtained from employees across knowledge-intensive organizations, including higher education institutions, were analyzed using multiple regression analysis. The findings indicated that regular training programmes

significantly improved employee competence, work efficiency, innovation, and service quality. The researchers concluded that organizations that prioritize staff development achieve better institutional performance than those with limited investment in employee learning. They recommended sustained investment in professional development activities supported by adequate institutional funding.

Noe, Clarke, and Klein (2022) investigated the impact of workplace learning and professional development on employee performance. The study was guided by Social Learning Theory, which emphasizes that employees acquire skills and competencies through observation, interaction, and continuous learning experiences. The researchers adopted a review of empirical studies involving organizations and educational institutions, synthesizing evidence through qualitative and quantitative analysis. The findings demonstrated that continuous professional training improved employee productivity, teaching quality, job satisfaction, research competence, and organizational commitment. However, inadequate post-training evaluation and limited managerial support reduced the long-term effectiveness of training programmes. The study concluded that staff development should be accompanied by mentorship and performance evaluation mechanisms. The authors recommended institutional policies that promote continuous learning and regular assessment of training outcomes.

Jehanzeb and Mohanty (2021) examined the influence of employee training on job performance and organizational commitment among employees in knowledge-based institutions. The study was anchored on Social Exchange Theory, which suggests that employees reciprocate organizational investment in their development through improved performance and commitment. A survey research design was adopted, and data were analyzed using correlation and regression techniques. The findings established that training significantly enhanced employee productivity, job efficiency, motivation, and organizational commitment. The study further revealed that employees who participated regularly in professional development programmes demonstrated higher performance than those with limited training opportunities. The researchers concluded that continuous staff development is an essential driver of institutional effectiveness and recommended increased investment in structured training programmes supported by regular performance appraisal.

THEORETICAL FRAMEWORK

Human Capital Theory (HCT) traces its roots to Adam Smith, who emphasized that knowledge and skills enhance productivity, a view later formalized by Schultz (1961), who introduced the concept of human capital as investments in education, health, and training that yield economic returns. Becker (1964; 1993) further developed the theory by linking education and training to

measurable outcomes such as productivity, income, and career advancement, framing human development as a strategic asset for both individuals and institutions. Expanding this view, Davenport (2005) highlights that human capital includes not only technical skills but also creativity, problem-solving, and innovation, all of which can be developed through structured training. In higher education settings like Federal Polytechnic Mubi, this theory justifies continuous staff development through workshops, conferences, mentorship, and research training to enhance teaching, research, and administrative performance.

The theory assumes that education and training are investments rather than consumption (Becker, 1964; Schultz, 1961), that they generate measurable productivity gains (Becker, 1993; Psacharopoulos, 1994), and that individuals and institutions make rational decisions by investing only when expected benefits outweigh costs. These assumptions suggest that academic staff training should be strategically designed to improve institutional outcomes such as teaching quality, research output, and administrative efficiency (Oladejo, Aina, & Akintunde, 2024).

HCT is strengthened by its economic justification for training, its redefinition of employees as valuable assets rather than costs, and its ability to measure returns on investment through indicators such as productivity, student outcomes, and research performance (Becker, 1964; Schultz, 1961; Davenport, 2005). However, it has been criticized for oversimplifying the relationship between education and productivity, ignoring structural inequalities, unequal access to opportunities, and broader social benefits of education (Marginson, 2017; Gillies, 2015). It also tends to focus narrowly on economic returns while neglecting non-economic outcomes such as ethical development and critical thinking (Becker, 1993; Oladejo, Aina, & Akintunde, 2024). These limitations suggest the need for complementary perspectives to fully understand staff performance in institutions like Federal Polytechnic Mubi. Applied to this study, HCT explains that investment in academic staff training such as seminars, workshops, ICT training, postgraduate studies, and conferences enhances lecturers' competencies and leads to improved teaching effectiveness, research productivity, and administrative efficiency. It therefore provides a strong theoretical basis for examining how structured staff development programmes influence job performance in Federal Polytechnic Mubi (Schultz, 1961; Becker, 1964).

METHODOLOGY

Research Design

The study adopts a survey research design, which is considered appropriate for collecting quantitative data from a large population using structured questionnaires administered through KoboCollect, as well as interviews, observation, and secondary data. A descriptive survey approach is also employed to systematically examine training initiatives and job performance among academic staff at Federal Polytechnic Mubi. This design allows the researcher to identify patterns of participation in staff development programmes, frequency of training engagement, and perceptions of institutional

training effectiveness, thereby providing a clear understanding of how training influences job performance in the institution.

Population of the Study

The population of the study comprises all academic staff of Federal Polytechnic Mubi. According to the Registrar's Office Report (2024), the institution has a total of Seven Hundred and Ninety-Four (794) academic staff, consisting of Six Hundred and Fifty (650) male staff and One Hundred and Forty-Four (144) female staff.

Table 3.1: Population of the Study

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

Source: Registrar's Office, Federal Polytechnic Mubi (2026).

Sample Size and Sampling Techniques

The Sample Size for this study was determined using the krejcie and Morgan formula for determining reliable sample as illustrated 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)

X² = Chi-square value for 1 degree of freedom at 0.05 significance level (3.841)

The sample size is determined as follows:

$$\begin{aligned} S &= \frac{3.841.794.0.5.(1-0.5)}{0.05^2.(794-1)+3.841.0.5.(1-0.5)} \\ S &= \frac{3.841.794.0.25}{0.0025.793+3.841.0.25} \\ S &= \frac{761.21}{1.9825+0.96025} \\ S &= \frac{761.21}{2.94275} \\ S &= 258.68 \text{ approximately } 259 \end{aligned}$$

Method of Data Collection

The study employed both primary and secondary methods of data collection. Primary data were gathered through questionnaires administered via KoboCollect and interviews, while secondary data

were obtained from textbooks, journals, research projects, official documents, and other relevant materials. This combination ensured the collection of both quantitative and qualitative data for comprehensive analysis.

The questionnaire, which served as the main instrument for primary data collection, consisted of structured closed-ended questions designed to obtain relevant information from academic staff at Federal Polytechnic Mubi. It was administered electronically through KoboCollect, with assistance from research assistants who distributed the links to respondents across selected departments. Respondents completed the questionnaires using their mobile devices at their convenience. The use of KoboCollect enhanced data collection by enabling real-time responses, reducing costs associated with manual processing, minimizing errors, and providing a centralized system for efficient data storage, monitoring, and analysis.

Validity and Reliability of the Instrument

The research instrument was tested for reliability using a pilot study at Adamawa State University involving 20 respondents with similar characteristics to the study population. Cronbach Alpha was used to measure internal consistency, with all variables recording values above 0.70: 0.869, 0.776, 0.807, 0.845, and 0.828, and an overall reliability of 0.825. This confirms that the questionnaire is reliable. For validity, the instrument was reviewed by the researcher's supervisor and experts in Public Administration. Their feedback was used to refine the questionnaire, ensuring it measured what it was intended to measure before final administration.

Methods of Data Analysis

Data were analyzed using Stata statistical software (version 23). Descriptive statistics such as frequencies (f), percentages (%), and standard deviation (σ) were employed to summarize and present the demographic characteristics of respondents as well as the key variables of the study, including training practices and job performance indicators. These statistical tools facilitated a clear and systematic description of the data, enabling the researcher to identify patterns and variations within the responses.

Results

Table 1: Socio-Demographic Characteristics of Respondents

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	140	56.2
	Female	109	43.8
Age (years)	20-30	60	24.1
	31-40	85	34.1
	41-50	70	28.1
	51 & above	34	13.7
Academic Rank	Lecturer II	70	28.1
	Lecturer I	65	26.1
	Senior Lecturer	55	22.1
	Principal Lecturer	35	14.1
	Chief Lecturer	24	9.6
Years of Service	< 5 years	55	22.1
	5-10 years	80	32.1
	11-15 years	70	28.1
	> 15 years	44	17.7
Academic Qualification	HND	40	16.1
	BSc/B.Ed	110	44.2
	MSc/M.Ed	80	32.1
	PhD	19	7.6
Total		249	100

Source: Field Survey, 2026

The demographic profile shows that both male (56.2%) and female (43.8%) academic staff were represented, indicating a fairly balanced gender distribution. Most respondents are within the active working age of 31–50 years, suggesting a productive workforce capable of contributing meaningfully to institutional development and staff training programmes. In terms of academic rank, the majority are Lecturer II and Lecturer I, reflecting a relatively youthful academic structure with strong potential for career development and participation in training. Similarly, years of service indicate that most respondents have between 5–15 years of experience, meaning they possess adequate institutional knowledge to assess training and job performance effectively. The qualification pattern shows that most staff hold BSc/B.Ed and MSc/M.Ed degrees, while fewer possess PhDs, indicating a moderately qualified workforce with ongoing need for higher academic advancement. Therefore, the findings suggest that respondents are sufficiently experienced, moderately qualified, and actively

engaged in academic work, making their responses reliable for assessing the impact of staff training on job performance.

Table 2: Types of Training Programmes Available to Academic Staff in Federal Polytechnic Mubi

Source: Field Survey, 2026

S/N	Statement	SA	A	N	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
1	Study fellowship programmes are available to academic staff	85 (34.1%)	95 (38.2%)	35 (14.1%)	22 (8.8%)	12 (4.8%)	249	3.86	1.03	Agreed
2	Orientation and induction training programmes are regularly organised for newly recruited academic staff	90 (36.1%)	100 (40.2%)	30 (12.0%)	18 (7.2%)	11 (4.4%)	249	3.98	0.99	Agreed
3	ICT training programmes are available to academic staff for improving digital learning skills	95 (38.2%)	98 (39.4%)	28 (11.2%)	18 (7.2%)	10 (4.0%)	249	4.00	0.98	Agreed
4	Institution organises seminars/workshops on teaching methods for academic staff development	100 (40.2%)	95 (38.2%)	25 (10.0%)	18 (7.2%)	11 (4.4%)	249	4.05	0.97	Agreed
5	Academic staff are provided opportunities to attend research and publication training programmes	88 (35.3%)	96 (38.6%)	32 (12.9%)	20 (8.0%)	13 (5.2%)	249	3.88	1.01	Agreed

The findings indicate that respondents generally agree that various types of training programmes are available to academic staff in Federal Polytechnic Mubi, as all mean scores ranged from 3.86 to 4.05, which are above the 3.0 benchmark. This suggests a positive perception of staff training availability, including ICT training, workshops and seminars, induction programmes, fellowship schemes, and research development opportunities. The low standard deviation values (0.97–1.03) further show a high level of agreement among respondents.

This result aligns with recent studies which emphasize that structured staff training programmes such as workshops, ICT development, induction, and research capacity-building are essential for improving academic staff performance and institutional effectiveness (Salau et al., 2020; Adejare et al., 2020). Similarly, Isiaka et al. (2020) found that capacity-building interventions in Nigerian tertiary institutions significantly enhance staff competence and productivity, especially when training is diverse and continuous. Therefore, the result confirms that Federal Polytechnic Mubi provides a range of staff development opportunities, which is consistent with contemporary evidence that effective training systems in higher education improve teaching quality, research output, and institutional performance when properly implemented (Ogunode & Edokhamhen, 2020).

Table 3: Extent to Which Condition of Service Influences Academic Staff Training in Federal Polytechnic Mubi

S/N	Statement	SA	A	N	D	SD	Total	Mean (X)	Std. Dev. (σ)	Remark
6	The current salary and allowances motivate me to participate in training programmes	80 (32.1%)	95 (38.2%)	40 (16.1%)	20 (8.0%)	14 (5.6%)	249	3.83	1.05	Agreed
7	The institution provides adequate leave and time off for staff to attend training programmes	70 (28.1%)	90 (36.1%)	45 (18.1%)	25 (10.0%)	19 (7.6%)	249	3.58	1.13	Agreed
8	Benefits such as housing, health, and pension influence staff participation in training programmes	85 (34.1%)	100 (40.2%)	35 (14.1%)	18 (7.2%)	11 (4.4%)	249	3.92	0.98	Agreed

9	Promotion policies encourage staff to improve themselves through training	90 (36.1%)	98 (39.4%)	32 (12.9%)	20 (8.0%)	9 (3.6%)	249	3.96	0.97	Agreed
10	Job security motivates academic staff to pursue further training	95 (38.2%)	90 (36.1%)	35 (14.1%)	18 (7.2%)	11 (4.4%)	249	4.00	0.98	Agreed

Source: Field Survey, 2026

The findings from Table 4.2.6 show that respondents generally agree that conditions of service significantly influence academic staff participation in training programmes in Federal Polytechnic Mubi. This is reflected in the mean scores ranging from 3.58 to 4.00, which are all above the benchmark value of 3.0, indicating a positive perception among respondents. The standard deviation values (0.97-1.13) further show a moderate level of agreement, suggesting that respondents' views are fairly consistent. Specifically, the results indicate that salary and allowances ($\bar{X}$ = 3.83), job security ($\bar{X}$ = 4.00), promotion policies ($\bar{X}$ = 3.96), and staff benefit such as housing, health, and pension ($\bar{X}$ = 3.92) all play important roles in motivating academic staff to engage in training activities. This implies that improved conditions of service can enhance staff willingness to participate in capacity-building programmes.

This finding is consistent with recent empirical studies which show that compensation, welfare packages, job security, and promotion opportunities significantly influence staff participation in training and overall performance in tertiary institutions (Akinriwa et al., 2024; Isiaka et al., 2024). Similarly, Ogundele and Adebayo (2023) emphasize that favourable working conditions and incentives are key determinants of staff motivation and professional development in Nigerian higher education institutions. Therefore, the result suggests that when academic staff experience improved conditions of service, they are more likely to engage in training opportunities, thereby enhancing their competencies and contributing to improved institutional performance.

Summary of Findings

The study discovered the following thus

- i. The study found that Federal Polytechnic Mubi provides various staff training programmes, including ICT training, workshops and seminars, induction programmes, fellowship schemes, and research development training. This is supported by high mean scores (3.86-4.05), indicating that academic staff generally acknowledge the availability of these programmes.

- ii. Respondents generally agreed that the available training programmes are effective and accessible, with low standard deviation values (0.97-1.03) showing strong consensus among academic staff. This suggests that staff are aware of and fairly satisfied with existing training structures in the institution.
- iii. The findings revealed that salary, allowances, promotion policies, job security, and staff welfare significantly motivate academic staff to participate in training programmes, with mean scores ranging from 3.58 to 4.00. This indicates that improved conditions of service enhance staff willingness to engage in professional development.
- iv. The study shows that when staff participate in training influenced by favourable conditions of service, their competencies in teaching, research, and administrative duties improve. This implies that academic staff training contributes positively to job performance and institutional effectiveness in Federal Polytechnic Mubi.

Conclusion

Based on the findings of the study, it is concluded that Federal Polytechnic Mubi provides a range of academic staff training programmes, including ICT training, workshops, seminars, induction programmes, fellowship schemes, and research development opportunities. These programmes are generally well recognized by academic staff, as reflected in the positive mean scores and low standard deviations, indicating a shared perception of their availability. The study also concludes that conditions of service play a significant role in influencing academic staff participation in training programmes. Factors such as salary, allowances, promotion policies, job security, and welfare benefits were found to motivate staff to engage in professional development activities. This implies that improved working conditions enhance staff willingness to participate in training, which in turn contributes to their professional growth.

Furthermore, it is concluded that academic staff training has a positive relationship with job performance in terms of teaching effectiveness, research productivity, and administrative efficiency. However, the extent of its impact depends largely on the consistency of implementation, accessibility, and the support provided through favourable institutional policies. Therefore, the study concludes that while staff training opportunities exist in Federal Polytechnic Mubi and are influenced by conditions of service, strengthening access, equity, and support systems is essential to maximize their effectiveness in improving academic staff performance and institutional productivity.

Recommendations

The study recommends the following

- i. The Management of Federal Polytechnic Mubi should, through its Academic Planning and Staff Development Units, establish a mandatory yearly training plan that ensures every academic department organizes and participates in ICT training, workshops, seminars, induction programmes, and research development activities, with clear attendance records for all academic staff.

- ii. The Management of Federal Polytechnic Mubi should develop and implement a written and publicly accessible training selection guideline through its Registry and Human Resource Department, ensuring that training nominations are based on measurable criteria such as years of service, previous training attendance, academic rank, and departmental balance to eliminate favouritism and the “queue” system.
- iii. The Federal Government of Nigeria, through TETFund and the Federal Ministry of Education, in collaboration with the Management of Federal Polytechnic Mubi, should enhance salary structure, training allowances, promotion timelines, job security, and welfare packages to increase academic staff motivation and encourage active participation in professional development programmes.
- iv. The Management of Federal Polytechnic Mubi should set up a dedicated committee under the Office of the Director of Academic Planning to monitor post-training implementation through teaching observation, research output tracking, and annual performance appraisal reports, ensuring that acquired training skills are effectively applied in classroom delivery, research activities, and administrative duties.

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