**Effect of Training and Development Programmes On the Job Performance of Lecturers: A Study of Federal Polytechnics Ado Ekiti,** **Nigeria**

**Abstract**

This study examinedeffect of training and development programmes on the job performance of lecturers in Federal Polytechnics Ado Ekiti. The study adopted descriptive research design of a survey type. The population of the study consisted of 162 lecturers in Management Science and School of Engineering in Federal Polytechnics Ado Ekiti, Nigeria. 116 lecturers were used for sample size of the study, out of which 115 returned the questionnaire given to them. Questionnaire designed in 5-likert scale type was the instrument used to collect data for the study. The face and content validity of the instrument was done by the two experts in the field of study. Twenty (20) lecturers were randomly selected from the department not part of the survey study. Cronbach’s Alpha method was reliability and the coefficient show 0.81 which indicate the instrument was reliable. The data collected were analysed using mean and standard deviation to answer research questions. Simple regression was used to test all the hypotheses at 0.05 level of significance The findings showed that comprehensive training and development programs significantly enhance the performance of lecturers at Federal Polytechnics, Ado Ekiti. The finding showed a positive and statistically significant relationship between on-the-job training and staff performance. Findings showed that there is a positive and statistically significant relationship between factors influencing off-the-job training and staff performance. The results revealed a positive and statistically significant relationship between in-service training and staff performance. The finding indicated a positive and statistically significant relationship between workshops/conferences and staff performance. The study concluded that training and development programs for lecturers improve their skills and allow them to provide excellent administrative services, research, and instruction, ultimately leading to the development of the institution and its students. The study recommended that practical skills, adaptability, and efficiency of academic staff in their teaching, research, and administrative activities can be enhanced through regular and organized on-the-job training. Therefore, academic staff should provide structured and frequently do on the job training at least once in a quarter for their benefit.

**Keywords**: off-the-job training, on-the-job training, service training, training and development, workshops/conference

**Introduction**

Training and development have become crucial to success as corporations strive to thrive in an extremely dynamic atmosphere while also attempting to achieve their primary goals. Lameck (2022) asserts that a skilled worker carried out their task carefully and competently.

“Whether a university or any other organization, performance appraisal is a part of the management system that starts with the recruitment of trainable staff” (Mwema, & Gachunga, 2021) and “continues to include efforts to ensure suitability for promotion, training and periodic evaluation of employee’s performance measured against the job’s stated requirements. It is a form of human resource management that enables the employer to assess the performance of the employee to give guidelines or advice for improving the organization’s efficiency and effectiveness” (Hughes, 2022). “In Nigeria, just as obtained in the other climes, the university has standard criteria for the recruitment of academic staff as the staff needs of a university is provided for, chiefly by the National Universities Commission’s requirement as stated in their rules. What is critical to this process remains the identification of the tools and strategies for performance appraisal and the variation in the application of the same tools from university to university and largely based on the nature of the ownership and general objectives and challenges of the university. While organisations may differ in scope, purpose, nature and line of business, the central concern of performance appraisal is productivity-driven through the conduits of efficiency, effectiveness and competence and is usually carried out systematically and periodical” (Omojola, 2020). Within this frame, appraisals may help poor employees improve performance by giving specific feedback about development needs and also assist employees who continue to excel by giving positive reinforcement. This type of feedback is essential to improve the performance of employees at all levels and to assess the accomplishments of the organization’s goal. In the University system, once productivity is the hallmark, appraisal remains one of the criteria in decisions to retain employees during layoffs, assess the quality of training programs, measure the equitable treatment of different groups of employees, increase employees' pay, and promote or terminate employees’ job in the organization.

Employee performance is a vital criterion for determining organizational success or failure. Employees are the lifeblood of organization, be it public or private, and are the most valuable assets of every organization as they can make or break the organization’s reputation and can adversely affect profitability. Employees are an organization's most valuable asset and the foundation of any business, according to Ganesh (2021). In the same vein Bernardine and Russel (2023) feel that “the information collected from performance management and appraisal system is typically used for compensation, performance improvement or management (e.g personnel decision making), and documentation. Performance data are often used for staffing decision (e.g promotion, transfer, discharge, termination and layoff), and this is where the entire personnel appraisal and appraisal system may fall under the close scrutiny of the courts. Performance appraisal is also used for training needs analysis, employee development, and research and programme evaluation. For example validation and research for selection”. Rebecca (2022) asserts that “motivation and job performance are twin concepts in organizational development. Motivation works as the means toward attaining productivity and better job performance as an end. Motivation is the best cause to reach job performance as a favorable effect and motivation is the stimulus to trigger as a job performance response”.

Employees are an organization's most valuable asset and the foundation of any perspective on the employee. While being a multi-dimensional concept, employee performance refers to the level of work completion that makes up an employee's job performance. Similar to this, Rizwan et al. (2021) evaluated “an employee's performance in terms of the volume, caliber, and the effectiveness of their job. It is also linked to productivity, which denotes output in terms of quantity, quality, timeliness, and job presence as well as work morale and efficiency”. Fablan (2020) correctly “emphasized how important employee performance is to the survival of a firm. Any business or institution's work environment typically has three sub-environments such as the physical environment, which includes infrastructure, tools, and workspace conditions”; the social environment, which encompasses interpersonal relationships, organizational culture, and communication patterns; and the psychological environment, which involves employees' perceptions, motivation, stress levels, and overall mental well-being.

“This is evidence that good performance in higher education will result in positive growth. For instance, efficient information transfer will promote skill development and enterprise growth, which will reduce poverty, especially in emerging nations like Nigeria” (Blanchard, 2021).

“In every firm, a positive work atmosphere has been a guarantee of good productivity and job performance. Although there are incentives like housing and travel allowances, training opportunities, seminars, and salary increases appear to have been implemented by the various government and school management in the education sector to improve the working conditions of her employees, they are still not at an ideal level. Everyone agrees that having a positive work atmosphere results in employees being more productive and efficient. The Academic Staff Union of Universities (ASUU), the Senior Staff Association of Nigerian Universities (SSANU), the Non Academic Staff Union of Educational and Associated Institutions (NASU), the Academic Staff Union of Polytechnics (ASUP), and the National Association of Academic Technologists (NAAT) are just a few of the union organizations that have agreed to make money available to all tertiary institutions. However, the government in the State and Federal levels are not in agreement with these union The local government, the manufacturing sector, banking industry, the oil sector, and research on the work environment and job performance in Nigeria attempt to concentrate on the typical organization” (Adewale, & Anthonia, 2013).

“The impact of training on highly responsible workforce is capable of improving company’s efficiency through their cordial relationships with customers. Training improves employee performance only when it is properly done and through proper identification and selection of trainees, timely scheduling of trainings and based on the gaps identified in the areas of knowledge, skills, abilities and change of attitude of the concerned staff” (Kasimu, *et. al.,* 2020). By doing so, training generates benefits for the employee, as well as for the organization by positively influencing employee performance.

In Phanís research (2020), “there are currently about 50 countries implementing extensive reforms in the educational sector because knowledge economy and globalization are evolving so rapidly that current educational systems hardly keep pace with these drastic changes”. Ferreira, Martinsone and Tali„ (2020) indicate that “teachers performance quality and evaluation are undergoing an intense scrutiny, with the intense development of successful programs in the past two decades in an effort to enhance the quality of teacher preparation and teacher professional development. Therefore, throughout Europe, new policies have been set up to work out professional standards, to improve teacher preparation and to meet the demand of certification requirements. There has been an increase of investments in the programs to provide mentoring to new teachers and to support teachers’ professional development”.

“Polytechnics have played a significant role in the growth of industries and local technology, through the provision of required middle level manpower. However, the full potential of Polytechnics as a potential source for industrial development and socio-economic growth had not been fully harnessed” (Stephen, 2023). “Even though there are numerous Polytechnics in Nigeria, yet the capacity to deliver has been constrained by inadequate staff training and development. Several issues of importance to the Academic union of Polytechnics include welfare of staff, provision of infrastructure, Polytechnic autonomy, funding, and academic staff training and development, which appears to be limiting the quality of teaching, research, scholarship and innovation” (Stephen, 2023). “For more than two decades, these challenges and the need to address them has been a major cause of industrial disputes between the academic staff of Nigerian Polytechnics under the aegis of Academic Staff Union of Polytechnics (ASUP) and the Federal government of Nigeria (FGN) in most cases leading to strike actions, yet no solutions provided. As such this is still calling for the attention of researchers and academics to engage in series of studies in order to provide lasting solution to the issues pertaining staff training and development in the Nigerian Polytechnics. The need for academic staff development in Tertiary Institutions of learning is becoming increasingly important for obvious reasons. Higher education Institutions at the dawn of the 21st century is confronted with numerous challenges which necessitate that academic staff strives towards improving their skills, knowledge and aptitude. The 21st century trend shows that the demands of society, organization and students are changing, as such the academic staff must be fully prepared to withstand such challenges with the aim of proving quality education to the society so as produce qualitative personnel that can enhance National and Economic development” (Ogunyinka, Okeke, & Adedoyin, 2015)

**Statement of the Problem**

In the Nigerian higher education landscape, particularly within federal polytechnics, there exists a pressing concern regarding the job performance of academic staff, specifically lecturers. Despite the critical role that lecturers play in shaping the academic environment, fostering student learning, conducting research, and contributing to community development, there are evident gaps and challenges that hinder optimal job performance within federal polytechnics. One of the primary issues at hand is the lack of comprehensive and tailored development programs designed to enhance the skills, knowledge, and competencies of lecturers. The absence of structured training initiatives may result in a stagnation of professional growth among academic staff, limiting their ability to adapt to evolving educational trends, technological advancements, and pedagogical best practices. This deficiency in development opportunities can impede the overall effectiveness and efficiency of lecturers in fulfilling their academic responsibilities. In fact The inadequate training and development of personnel by the various department have resulted into low employee productivity which normally occurs as a result of the following:

Organization today are much larger and both the manager and the all employed to work effectively in this charged circumstance requires a different approach than the authoritarian approach, employees should be given incentives, after training, the employee has to be promoted as this will motivate the employee to put in his maximum effort in order to achieve organizational goals and objectives, when a employee has serve for a long period without promotion, the employee will become frustrated and less productive

“The identification of areas where employees require support and growth through performance appraisal also helps to raise employee engagement” (Hooria et al., 2023). “Employees who have chances for training and development feel appreciated and are more likely to be involved in their job” (Kamiti, 2021). Employee engagement is positively impacted by training and development opportunities, as reported by Akhter (2020). According to the study, staff members who have access to training and development opportunities are more engaged at work and are more likely to stay on in the organization. Despite the significance of these concepts, many organisations find it difficult to efficiently assess and raise employee engagement and performance. This may result in lower productivity, more staff churn, and ultimately worse organisational performance. The fact that traditional appraisal procedures are frequently seen as a bureaucratic exercise that does not accurately gauge employee performance or raise engagement is one of the main problems. Additionally, organisations could lack specific, quantifiable goals and objectives, which can make it difficult to correctly assess employee performance. Employee engagement in the company may decline if they feel undervalued due to a lack of a thorough and efficient performance evaluation procedure. Additionally, despite the fact that effective employee engagement is essential for organisational success, many organisations find it difficult to do so. Engaged workers are more productive, innovative, and committed to their work. However, many organisations lack a thorough grasp of the factors that influence employee engagement and do not apply efficient engagement-boosting tactics.

“Diminishing municipal and state resources coupled with inadequate urban infrastructure capacity and insufficiency of conventional approaches which have rendered it impossible to provide effective and efficient training and development programmes for civil servant and the need for local resources mobilization constitute the statement of the problem. Based on the background to the study it is clear that, regardless of various programmes which have been initiated globally, regionally and nationally in order to address the challenge of staff training and development programmes, scanty literature exist on the tapping of bottom-up approaches in local resource mobilization towards sustainable training and development programmes. Despite the numerous benefits associated with staff development programmes, some institutions do not deem it necessary to provide the opportunity for employees to attain new skills and knowledge. This may be as a result of fear of the employee switching job after having expended in their training. Also is the problem of fund on the part of management to develop their staff. While employee development is generally acknowledged to be crucial for employees to develop their knowledge, skills and attitudes, there are several challenges that tend to hinder their realization in organizations” (Konings, 2023). Flynn, (2015), indicate that “strategies are sometimes not tailored to fit the specific needs of employees, and therefore they become irrelevant to the organizations. However, several records They suggest that, for employee development to be to be effective, it needs to follow a systematic plan and be correctly implemented following all the steps of the process previous analysis of training needs, development and implementation of an adequate training plan and evaluation. Other scholars have also found the of training expertise and support from management are the major problems of the most organizations amongst other challenges. no doubt this had hindered the performance of such organization”.

**Objectives of the Study**

The objective of the study is to examine the effect of training and development programmes on the job performance of lecturers in Federal Polytechnics Ado Ekiti. Here are the specific objectives of the study:

1. To assess how training and development enhance lecturers’ performance in Federal Polytechnics, Ado Ekiti, Ekiti State, Nigeria.
2. To evaluate the effectiveness of on-the-job training on academic staff of Federal polytechnics Ado Ekiti, Ekiti state, Nigeria.
3. To identify the factors influencing off-the-job training on academic staff in Federal polytechnics Ado Ekiti, Ekiti state, Nigeria.
4. To determine effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.
5. To examine the effect of workshops/conference on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.

**1.4 Research Questions**

The following research questions were generated in this study as follows:

1. How does training and development enhance lecturers’ performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria?
2. What is the effectiveness of on-the-job training on academic staff of Federal polytechnics Ado Ekiti, Ekiti state, Nigeria?
3. What are the factors influencing off-the-job training on academic staff in Federal polytechnics Ado Ekiti, Ekiti state, Nigeria?
4. What is the effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria?
5. What is the effect of workshops/conference on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria?

**1.5 Hypotheses**

The following hypotheses are generated for the study;

1. There is no significant difference on how training and development enhance lecturers’ performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.
2. There is no significant effect on on-the-job training on academic staff of Federal polytechnics Ado Ekiti, Ekiti state, Nigeria.
3. There is no significant factor influencing off-the-job training on academic staff in Federal polytechnics Ado Ekiti, Ekiti state, Nigeria.
4. There is no significant effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.
5. There is no significant effect of workshops/conference on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.

**2.0 Literature Review**

**2.1 Empirical Review**

Empirically, some studies have been carried out on this area which include Genevive, (2020) investigated “in-service training as correlates of teachers' job performance in public secondary schools in Enugu State, Nigeria. Research design adopted was a correlational research design and a sample of 619 public secondary school teachers was drawn through stratified random sampling techniques from a population of 6,185 teachers who made up the respondents. Three research objectives guided the study. The three null hypotheses were tested using Regression Analysis. The major findings of the study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teacher professional in-service training, teacher workshop training, teacher orientation and conference attendance and job performance in public secondary schools in Enugu State, Nigeria”

Akeem, (2024) examined “the influence off-the-job training on academic staff in Federal polytechnics Lokoja, Kogi state, Nigeria. Adopted a positivist research philosophy and a survey research design, the study gathered data from a sample of 340 academic staff using a structured questionnaire. The data were analyzed using inferential statistics, with the first objective analyzed. The findings revealed that financial pressures, career development opportunities, job satisfaction, workload flexibility, and the desire for diverse experiences significantly influence academic staff to engage in moonlighting. The study also shows that while moonlighting provides individual benefits, such as increased income and enhanced creativity, it has a negative impact on organizational performance, particularly in terms of service delivery”.

Hussaina, (2020) carried out “a research on the impact of higher education in-service training and development programmes on the job performance among lecturers of federal polytechnic in Nigeria: a means of promoting productive employment and poverty reduction in Nigeria. The study adopted a descriptive survey design. The target population was 6028 which included all the management staff, heads of departments and lecturers in the 19 Federal polytechnics. A total of 807 respondents were selected using a two- stage sampling method. Eight hundred and two sample members responded by flling and returning the copies of the questionnaire drawn from six Federal Polytechnics, one each from the six geo-political zones of Nigeria. The sample was selected using the stratified random sampling technique. Data was collected by the use of a structured questionnaire and was analysed using descriptive Statistics such as frequencies, percentages and the Mean were used to analyse and present the data. The Analysis of Variance (ANOVA) Statistics was also used to test the research hypotheses and they were rejected at 0.05 level of significance. The findings of this study revealed that higher education programmes have several positive effects on the job performance of lecturers in the Federal Polytechnics, including: gaining of new knowledge and skills that enable them perform their tasks better with job satisfaction and motivation”.

Uwem (2024) examined the impact of workshops/conferencetraining on colleges of education lecturers job performance in south-south zone of Nigeria. Ex-post facto design was adopted for the study. The population of this study comprised all the one hundred and sixteen (116) lecturers and fifteen thousand six hundred and eighty (15680) undergraduate students in the Department of economics in public colleges of Education in south-south zone of Nigeria. A sample size of three hundred and ninety-one (391) students and ninety (90) lecturers were selected for the study. Two-researcher structured questionnaire titled: Impact of Workshops/ConferenceTraining and Lecturers Job Performance Questionnaire (LJPQ), and interviews scheduled were used to elicit responses from the study respondents. The data collected was analysed using simple linear regression. The findings of the study revealed that workshops/conferencetraining has influence on job performance, lecturer’s in-service training, conference training as well as peer mentoring influences their job performance

**3.0 Methodology**

The study adopted descriptive research design of a survey type. The population of the study consisted of one hundred and sixty-two (162) lecturers in selected Management Science and School of Engineering in Federal Polytechnics Ado Ekiti, Nigeria. 116 lecturers were used for sample size of the study, out of which 115 returned the questionnaire given to them at random. Questionnaire designed in 5-likert scale type was the instrument used to collect data for the study. The face and content validity of the instrument was done by the two experts in the field of study. Twenty (20) lecturers were randomly selected from the department not selected for study for pilot study. Cronbach’s Alpha method was to check reliability of the instrument and the coefficient show 0.81 which indicate the instrument was reliable. The data collected were analysed using mean and standard deviation to answer research questions. Any mean scores equals to 3.00 and above is regarded as agreed and any mean score below 3.00 is disagreed. Simple regression was used to test all the hypotheses at 0.05 level of significance.

4.**0 Results**

**Research Question One:** How does training and development enhance lecturers’ performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria?

Table 1: Respondents’ Opinion on the How training and development enhance lecturers’ performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **N** | **Mean** | **St.D** | **Remarks** |
| 1. | Insufficient training affects employee performance | 115 | 3.86 | 1.14 | Agreed  |
| 2. | Training is an essential part of employee development. | 115 | 3.81 | 1.17 | Agreed |
| 3. | Training of an employee is a motivation factor in the organization | 115 | 4.25 | 0.91 | Agreed  |
| 4. | Training is a systematic process that improves knowledge and attitudes. | 115 | 4.08 | 1.26 | Agreed |
| 5. | Training and development enhance employee performance to greater extent. | 115 | 3.61 | 1.56 | Agreed |
|  | ***Grand Mean Value***  | 3.92 | 1.20 | Agreed |

*Source: Author’s Computation 2024*

The result in Table 1 showed respondents' opinions on how training and development enhance lecturers' performance. With a sampled of 115 respondents, all items recorded mean scores above 3.00, indicating agreement among them. Respondents agreed that insufficient training negatively impacts employee performance (M = 3.86, SD = 1.14) and recognized training as an essential component of employee development (M = 3.81, SD = 1.17). Furthermore, training was viewed as a motivational factor within organizations (M = 4.25, SD = 0.91) and as a systematic process that improves knowledge and attitudes (M = 4.08, SD = 1.26). They also agreed that training and development significantly enhance performance (M = 3.61, SD = 1.56). The grand mean value of 3.92 and standard deviation of 1.20 further justify the consensus that training and development play a crucial role in improving lecturers’ performance.

**Research Question Two:** What is the effectiveness of on-the-job training on academic staff of Federal Polytechnics Ado Ekiti, Ekiti state, Nigeria?

Table 2: Respondents’ Opinions on the effectiveness of on-the-job training on academic staff of Federal Polytechnics Ado Ekiti

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **N** | **Mean** | **St.D** | **Remarks**  |
| 1. | Efficient academic staff training on the job training enhances performance in term of output punctuality and quality work. | 115 | 4.15 | 1.01 | Agreed |
| 2. | On the job training enhances my performance in my place of work | 115 | 4.16 | 1.07 | Agreed  |
| 3. | On the job training should be introduced to employees in order to get the best output.  | 115 | 4.49 | 0.65 | Agreed  |
| 4. | On job training of academic staff significantly affects how will personnel perform. | 115 | 4.50 | 0.96 | Agreed |
| 5 | During on job training employees can directly release to their daily activities | 115 | 3.99 | 1.51 | Agreed |
|  | ***Grand Mean Value***  | ***4.25*** | ***1.04*** | ***Agreed***  |

*Source: Author’s Computation 2024*

The analysis in Table 2 reveals the respondents' opinions on the effectiveness of on-the-job training for academic staff at Federal Polytechnics, Ado Ekiti. With a sampled of 115, all items received mean scores above 3.00, indicating strong agreement on the positive impact of on-the-job training. Respondents indicate that efficient on-the-job training enhances performance in terms of punctuality, output, and work quality (M = 4.15, SD = 1.01). They also agreed that such training improves their performance at work (M = 4.16, SD = 1.07) and should be introduced to employees to maximize output (M = 4.49, SD = 0.65). In addition, respondents believed that on-the-job training significantly influences employee performance (M = 4.50, SD = 0.96) and enables employees to apply learned skills directly to daily activities (M = 3.99, SD = 1.51). The grand mean value of 4.25 and standard deviation of 1.04 show that they respondents were in agreement on the effectiveness of on-the-job training in enhancing staff performance.

**Research Question Three:** What are the factors influencing off-the-job training on academic staff in Federal Polytechnics Ado Ekiti, Ekiti state, Nigeria?

Table 3:Respondents Views onthe factors influencing off-the-job training on academic staff in Federal Polytechnics Ado Ekiti

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **S/N** | **ITEMS** | **N** | **Mean** | **St.D** | **Remark** |
| 1 | There is probability for the employee to be distracted by work activities if the training is being held at the work place. | 115 | 3.74 | 1.16 | Agreed |
| 2. | Employee need off-the-job training in order to have complete concentration during the training. | 115 | 3.9 | 1.19 | Agreed |
| 3. | Off-the-the-job training is typically more structured and has proper agenda. | 115 | 4.2 | 0.93 | Agreed  |
| 4. | Off-the-job training optimize the time spent learning and offers a systematic learning environment | 115 | 4.1 | 1.19 | Agreed  |
| 5 | Off-job training necessitates time away from actual work. | 115 | 3.81 | 1.44 | Agreed  |
|  | Grand Mean Value  | 3.95 | 1.18 | Agreed  |

*Source: Author’s Computation 2024*

The results in Table 3 showed the respondents' views on the factors influencing off-the-job training for academic staff at Federal Polytechnics, Ado Ekiti. The sample of 115 respondents indicates that all items received mean scores above 3.00, indicating agreement among respondents. The respondents were of the view that conducting training at the workplace may lead to distractions from work activities (M = 3.74, SD = 1.16) and emphasized the need for off-the-job training to ensure complete concentration during sessions (M = 3.90, SD = 1.19). Respondents also agreed that off-the-job training is typically more structured with a proper agenda (M = 4.20, SD = 0.93) and optimizes learning time by providing a systematic learning environment (M = 4.10, SD = 1.19). However, they recognized that this type of training may require time away from actual work (M = 3.81, SD = 1.44). The grand mean value of 3.95 and standard deviation of 1.18 indicate a general consensus that off-the-job training is effective, structured, and conducive to focused learning despite requiring time away from work.

**Research Question Four:** What is the effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti State, Nigeria?

Table 4: Respondents’ View on the effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **N** | **Mean** | **St.D** | **Remarks** |
| 1 | Effectiveness of training method will reflect on my academic performance. | 115 | 3.95 | 1.1 | Agreed |
| 2. | In-service training will enhance feedback mechanism to gather student evaluation on their course of study. | 115 | 3.99 | 1.16 | Agreed |
| 3. | In-service training will give room for lecturers’ contribution to the curriculum relevance for teaching.  | 115 | 4.41 | 0.72 | Agreed |
| 4. | Continuous improvement among lecturers fostering a good academic culture | 115 | 4.18 | 1.14 | Agreed |
| 5 | In-service training will always improve academic staff better. | 115 | 4.37 | 1.04 | Agreed |
|  | ***Grand Mean Value*** | ***4.18*** | ***1.03*** | ***Agreed*** |

*Source: Author’s Computation 2024*

The results in Table 4 highlights respondents' views on the effect of in-service training on academic staff performance at Federal Polytechnics, Ado Ekiti. With a sampled of 115 respondents, all items recorded mean scores above 3.50, indicating strong agreement. Respondents agreed that the effectiveness of training methods directly impacts academic performance (M = 3.95, SD = 1.10) and enhances feedback mechanisms for evaluating students' courses of study (M = 3.99, SD = 1.16). They also believed that in-service training allows lecturers to contribute to curriculum relevance (M = 4.41, SD = 0.72) and fosters continuous improvement, promoting a positive academic culture (M = 4.18, SD = 1.14). Additionally, respondents affirmed that in-service training consistently enhances academic staff performance (M = 4.37, SD = 1.04). The grand mean value of 4.18 and standard deviation of 1.03 showed that the respondents were in agreement that in-service training positively influences lecturers' performance, promotes curriculum relevance, and supports continuous academic development.

**Research Question Five:** What is the effect of workshops/conference on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti State, Nigeria?

Table 5: Respondents’ Views on the effect of workshops/conference on academic staff performance in Federal Polytechnics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **N** | **Mean** | **St.D** | **Remarks** |
| 1 | Conference attendance and paper presentation improve performance of academic staff | 115 | 3.41 | 1.30 | Agreed |
| 2 | Seminar and workshop organized for employee help them to learn new skills to perform better on the job. | 115 | 3.13 | 1.66 | Agreed |
| 3 | Workshop/conferences fosters enlightenment of employee which help the effective discharge their duties. | 115 | 3.83 | 1.44 | Agreed |
| 4 | Conference/Workshop organize for the skill development of employee. | 115 | 3.62 | 1.48 | Agreed |
| 5 | Workshop/conference gain up-dated skills for effective performance. | 115 | 3.20 | 1.83 | Agreed |
|  | ***Grand Mean Value***  | ***3.44*** | ***1.54*** | ***Agreed*** |

*Source: Author’s Computation 2024*

The results in Table 5 showed respondents' views on the effect of workshops and conferences on the performance of academic staff at Federal Polytechnics. With a sample size of 115, all items recorded mean scores above 3.00, indicating agreement among respondents. They agreed that conference attendance and paper presentations improve academic staff performance (M = 3.41, SD = 1.30) and that seminars and workshops help employees acquire new skills to perform better (M = 3.13, SD = 1.66). Respondents also recognized that workshops and conferences promote enlightenment, enabling staff to discharge their duties effectively (M = 3.83, SD = 1.44). Additionally, these events were seen as opportunities for skill development (M = 3.62, SD = 1.48) and for gaining updated skills to enhance performance (M = 3.20, SD = 1.83). The grand mean value of 3.44 and standard deviation of 1.54 suggest moderate agreement that workshops and conferences play a significant role in improving staff performance by enhancing their skills, knowledge, and ability to perform effectively.

**Test of Hypotheses**

**H01**: There is no significant effect of on-the-job training on academic staff of Federal Polytechnics Ado Ekiti, Ekiti State, Nigeria.

Table 6: Regression Analysis Showed effect on on-the-job training on academic staff of Federal Polytechnics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | R-square  | Adj. R-square  | F-statics (P-Value)  |
| B | Std. Error | Beta |
| 1 | (Constant) | 2.716 | .404 |  | 6.728 | .000 | 0.559 | 0.555 | 143.381(0.000) |
| On-the-job Training | .693 | .058 | .748 | 11.974 | .000 |  |  |  |

*Source: Author’s Computation 2024*

Table 6 presents the regression analysis on the effect of on-the-job training on the performance of academic staff at Federal Polytechnics. The results show a positive and statistically significant relationship between on-the-job training and staff performance (B = 0.693, Beta = 0.748, p = 0.000). The R-square value of 0.559 indicates that 55.9% of the variation in staff performance is explained by on-the-job training, with an F-statistic of 143.381 (p = 0.000) confirming the model's overall significance. The t-value of 11.974 further supports the strong impact of training. These showed that on-the-job training plays a critical role in improving the performance of academic staff at Federal Polytechnics. Hence, the null hypothesis is rejected.

H02: There is no significant factor influencing off-the-job training on academic staff in Federal Polytechnics Ado Ekiti, Ekiti state, Nigeria.

Table 7: Regression Analysis Showed factor influencing off-the-job training on academic staff of Federal Polytechnics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | R-square  | Adj. R-square  | F-statics (P-Value)  |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.205 | .477 |  | 6.720 | .000 | 0.418 | 0.413 | 81.146 (0.000) |
| Factor influencing off-the-job training | .612 | .068 | .647 | 9.008 | .000 |  |  |  |

*Source: Author’s Computation 2024*

The results in Table 7 presents the regression analysis on factors influencing off-the-job training and their impact on the performance of academic staff at Federal Polytechnics. The results indicate a positive and statistically significant relationship between factors influencing off-the-job training and staff performance (B = 0.612, Beta = 0.647, p = 0.000). The R-square value of 0.418 shows that 41.8% of the variation in staff performance can be explained by these factors, while the F-statistic of 81.146 (p = 0.000) confirms the model's significance. A t-value of 9.008 highlights the strength of this influence. The null hypothesis is rejected. This result is supported by the fact that off-the-job training provides a structured and distraction-free learning environment, enabling staff to focus entirely on skill acquisition and professional development, ultimately enhancing performance.

**H03**: There is no significant effect of in-service training on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.

Table 8: Regression Analysis Showed effect of in-service training on academic staff of Federal Polytechnics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | R-square  | Adj. R-square  | F-statics (P-Value)  |
| B | Std. Error | Beta |
| 1 | (Constant) | 5.039 | .548 |  | 9.190 | .000 | 0.142 | 0.134 | 18.649 (0.000) |
| In-service training | .328 | .076 | .376 | 4.318 | .000 |  |  |  |

*Source: Author’s Computation 2024*

Table 8 presents the regression analysis on the effect of in-service training on the performance of academic staff at Federal Polytechnics. The results reveal a positive and statistically significant relationship between in-service training and staff performance (B = 0.328, Beta = 0.376, p = 0.000). The R-square value of 0.142 indicates that 14.2% of the variation in staff performance is explained by in-service training, with an F-statistic of 18.649 (p = 0.000) confirming the model's significance. The t-value of 4.318 highlights the strength of this effect. The null hypothesis is rejected. This result is supported by the fact that in-service training fosters continuous improvement and promotes a good academic culture, enabling lecturers to enhance their teaching skills, stay updated, and contribute effectively to curriculum development.

**H04**: There is no significant effect of workshops/conference on academic staff performance in Federal Polytechnics, Ado Ekiti, Ekiti state, Nigeria.

Table 9: Regression Analysis Shown effect of workshops/conference on academic staff of Federal Polytechnics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | R-square  | Adj. R-square  | F-statics (P-Value)  |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.051 | .526 |  | 5.801 | .000 | 0.385 | 0.380 | 70.751 (0.000) |
| Workshops/conference | .397 | .047 | .621 | 8.411 | .000 |  |  |  |

*Source: Author’s Computation 2024*

The results in Table 9 presents the regression analysis on the effect of workshops and conferences on the performance of academic staff at Federal Polytechnics. The results indicate a positive and statistically significant relationship between workshops/conferences and staff performance (B = 0.397, Beta = 0.621, p = 0.000). The R-square value of 0.385 shows that 38.5% of the variation in staff performance is explained by workshops and conferences, with an F-statistic of 70.751 (p = 0.000) confirming the model's overall significance. The t-value of 8.411 further supports this relationship. This result is backed by the finding that workshops and conferences foster enlightenment and skill development, enabling academic staff to stay updated, gain new knowledge, and improve performance in their teaching and research activities.

**Discussion**

The findings indicate that comprehensive training and development programs significantly enhance the performance of lecturers at Federal Polytechnics, Ado Ekiti. These programs not only boost the lecturers' performance but also boost their confidence, enabling them to deliver high-quality teaching, research, and administrative services. This, in turn, contributes to institutional growth and academic excellence. The finding supports the study of Aham (2024) who reveals that Training and Development programs significantly enhance job satisfaction, with a direct effect on lecturers’ performance and an indirect effect through job satisfaction.

The finding showed a positive and statistically significant relationship between on-the-job training and staff performance. This could be because On-the-job training allows academic staff to learn **practical, job-specific skills** directly related to their teaching and administrative roles. This hands-on approach enables lecturers **to immediately apply newly acquired knowledge and techniques**, improving their **classroom delivery, research output, and administrative efficiency.** The findings agreed with the Genevive, (2020) who found that there were strong positive and significant relationships between teacher professional in-service training, teacher workshop training, teacher orientation and conference attendance and job performance in public secondary schools in Enugu State, Nigeria. Also revealed that in-service training has strong correlation on teacher job performance in public secondary schools.

Findings showed that there is a positive and statistically significant relationship between factors influencing off-the-job training and staff performance. This could be because off-the-job training takes place away from the workplace, providing a structured and focused environment where lecturers can concentrate fully without workplace interruptions. This enables effective knowledge acquisition and skill development. The finding supports the study of Akeem, (2024) who revealed that career development opportunities, job satisfaction, workload flexibility, and the desire for diverse experiences significantly influence academic staff to engage in moonlighting. The study also shows that while moonlighting provides individual benefits, such as increased income and enhanced creativity, it has a negative impact on organizational performance, particularly in terms of service delivery.

The results reveal a positive and statistically significant relationship between in-service training and staff performance. This could be because In-service training encourages the use of feedback mechanisms to evaluate student learning outcomes and assess curriculum relevance. This process empowers lecturers to refine their teaching methods and contribute to curriculum improvement, ensuring alignment with student needs and institutional goals. The finding corroborates with the study of Hussaina, (2020) who revealed that higher education programmes have several positive effects on the job performance of lecturers in the Federal Polytechnics, including: gaining of new knowledge and skills that enable them perform their tasks better with job satisfaction and motivation.

The finding indicates a positive and statistically significant relationship between workshops/conferences and staff performance. This could be because workshops and conferences play a crucial role in enhancing lecturers' performance by equipping them with new knowledge, practical skills, and professional networks necessary for growth and productivity. The finding supports the research outcome of Uwem (2024) who revealed that workshops/conferencetraining has influence on job performance, lecturer’s in-service training, conference training as well as peer mentoring influences their job performance.

**Conclusion**

This study's results show that training and development programs are essential for academic staff performance enhancement at Federal Polytechnics, Ado Ekiti. On-the-job training provided staff with practical skills, yielding a favorable and statistically significant effect. One could immediately apply these skills to boost efficiency and productivity. During off-the-job training, participants were able to concentrate on their studies and advance in their careers in a controlled setting. In-service training's support of ongoing professional growth, curricular relevance, and feedback systems fostered academic achievement. Similarly, workers were able to stay abreast of current practices and research advances through networking, skill development, and enlightenment at workshops and conferences. In conclusion, the results highlight the importance of training and development programs for lecturers, which improve their skills and allow them to provide excellent administrative services, research, and instruction, ultimately leading to the development of the institution and its students.

**Recommendations**

The following recommendations were made

1. The practical skills, adaptability, and efficiency of academic staff in their teaching, research, and administrative activities can be enhanced through regular and organized on-the-job training. Therefore, academic staff should provide structured and frequently do on the job training at least once in a quarter for their benefit.
2. The institution should organize off-the-job training programs that create a focused and distraction-free learning environment, enabling staff to gain comprehensive knowledge and apply it effectively in their roles.
3. Academic staff should participate in continuous professional development programs, including feedback mechanisms and curriculum evaluation sessions, to ensure teaching relevance and alignment with evolving academic standards.
4. Lecturers should be supported to attend workshops, seminars, and conferences regularly to gain new knowledge, exchange ideas, and establish professional networks, promoting collaborative research and skill development.
5. The institution should establish a system for monitoring and evaluation in order to determine how well its training and development programs are meeting the demands of its faculty members in terms of both long-term professional development and short-term gains in productivity.

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1.

2.

3.

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