- Good inceptives for Teachers. Government should pay more attention to giving incentives and encouragement in education sector to boost their morale in order to discharge their duties efficiently.

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IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PRODUCTIVITY IN THE 21ST CENTURY (A STUDY OF ACADEMIC STAFF OF NIGER STATE POLYTECHNIC, ZUNGERU)

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ABSTRACT

This study attempts to investigate the impact of training on employees' productivity in the 21st century. The study area is Niger State Polytechnic Zungeru. The main purpose of this study is to assess the impact of training and development on employees' productivity, and to examine further the relationship that exists therein. A survey design was adopted making use of sample survey to measure the variables and their relationships. The population of the study was 367 which comprises of academic staff of the institution from various departments and schools who undergo training via tetfund both locally and internationally between 2010 to 2023. Both stratified and simple random sampling technique was adopted in selecting sample size for the study. Sample size of the study was determined using Krecije & Morgan table which is 184. Both primary and secondary sources of data were utilized for the study. A structured questionnaire was developed and administered to the sampled respondents. The data from the questionnaire was analyzed through the use of simple percentages and hypotheses was tested using chi-

square at 5% level of significance. The study revealed that the productivity of employees (Academic staff) in terms of enhanced knowledge, skills, teaching methods, quality research and additional certificates are positively related to training and development. It is recommended that Niger state polytechnic, Zungeru should be persistent in providing training for its academic staff to ensure optimal level of productivity, which will contribute to the successful achievement of the Polytechnic's overall objectives.

Keywords: Training, Development, productivity, employee, academic staff

INTRODUCTION

Training and development are critical instruments for human capital improvement through increasing knowledge, capabilities, skills, productivity, enhancing organizational workforce and gaining competitive edge in the modern work environment (Barsh et al, 2008). Organizational workforce is an intellectual asset (Kaur, 2016) that continuously requires training through re-skilling or up-skilling or both that can be utilized by organizations for gaining competitive advantage and achieving success in this age of the Fourth Industrial Revolution (Hajir et al., 2015; Obeidat et al.; 2016; WEF, 2018). Effective training and development programmes are highly beneficial to organizations in numerous ways such as building individual and organizational capability, facilitates organizational change (Valle et al., 2000), enhances retention capacity of the talented workforce (Jones & Wright, 1992) which in turn leads to gaining competitive advantage (Youndt et al., 1996; McKinsey, 2006). Training and development are essentially significant to all levels of employees, since skills are eroded overtime, becoming obsolete and are required to be improved upon (Nishtha & Amit, 2010).

Therefore, for organizations to survive in this current dynamic business environment and attain competitive edge, employee training and development must be considered as an invaluable tool for building employee

competences, enhancing productivity, gaining competitive advantage and sustainability.

Tertiary institutions across the globe, are identified as the most complex and critical engines for teaching, research, community impact, and economic development. This complexity necessitates a degree of proficiency, scholarship, and proven erudition from tertiary institutions academic staff. The achievement of this becomes imperative because tertiary institutions, by their distinctive nature, are required to be a fountain of competency, governance, and partnership. Central to the achievement of the objectives are the teaching staff (lecturers) whose responsibilities are fundamental to ensuring continued existence, sustenance, and success of the system. The quantity and quality of the required academic staff make the difference in any tertiary education system. (Oziengbe & Obhiosa, 2014; Saka & Salami, 2014).

In Nigeria, the increasing number of tertiary institutions, coupled with the insufficient number of qualified academic staff, has become worrisome, especially in public owned institutions. Nigeria's tertiary education has been faced with a high degree of apprehension and recurrent crises of different kinds which have ultimately resulted in the incessant strike embarked upon by various academic staff unions such as ASUU & ASUP. There are crises of internal governance and vulnerability, favoritism, unsatisfactory work situations such as poor condition of services (Ibidunni et al., 2016), severe administrative and organizational structure (Osibanjo et al., 2014); under-funding (Ajayi & Ekundayo, 2010) and inadequate learning and teaching facilities (Abdulsalam & Mawoli, 2012; NUC, 2019); poor relationship with supervisors and colleagues (Asmui et al., 2012); crises of employment relationship (Adeniji & Osibanjo, 2012; Ojeifo, 2014) and continuity (Oredein & Alao, 2010); brain drain, rising absenteeism, and attrition (Salau et al., 2018). Of all the crises, unsatisfactory working conditions (Salau et al., 2018), under-funding (Okebukonla, 2008), rising absenteeism and brain-drain (Ige, 2014) have been recognized as most critical and worrisome (NUC, 2015; Nwagwu, 2015).

STATEMENT OF RESEARCH PROBLEM

The poor mastery of some responsibilities by academic staff such as teaching techniques, teacher – student relationship, project supervision, invigilation and moral conduct. Some of these weaknesses if not properly handled may often result to employee frustration at work, poor student's performance and negatively affects the productivity such employees are often not well handled, resulting in sanctions, demotion, transfer, or dismissals that instead cause social tension at work

The researcher observed that there is a high tense level of competition between academic staff in the tertiary institutions understudy regarding tetfund sponsorship for training both locally and internationally. This arouses the researcher's interest to find out if really the training received from the academic staff of the institutions understudy positively impact on their productivity and has a true reflection of a well-equipped 21st century employee.

RESEARCH OBJECTIVES

The main purpose of this project is to assess the impact of training and development on employees' productivity, and to examine further the relationship that exists therein. The co-objective is to:

- Examine how employees' knowledge and skills are influenced by training and development in the workplace.
- Determine the relationship that exist between training development and acquisition of additional certificate in Niger state polytechnic, Zungeru.
- Identify how training and development enhance quality of research in Niger state polytechnic, Zungeru.

RESEARCH QUESTIONS

This project seeks to address the following questions:

- Does training & development influence employees knowledge and skills?
- Is there any form of relationship between training and development and the acquisition of additional certificates?
- How does training and development enhance quality of research conducted by employees?

RESEARCH HYPOTHESES

H_0: Training and Development has no significant influence on employee's knowledge and skills.

H_0: There is no relationship between training and development and the acquisition of additional Certificates.

SIGNIFICANCE OF THE STUDY

This research work will be of great significant to Niger State polytechnic in particular and other institutions in that it will study and assess impact of training and development on academic staff productivity within the span of its scope.

Secondly, it would be of utmost significance to researchers in this field as well as students of personnel management since the research would try to find out the processes of training and development in Niger state polytechnic, Zungeru.

Thirdly owing to the importance or significance of training and development it is hoped that at the end of the study, institutions and organizations will see the need of improving the working skill of their academic staff and employees, which will in turn create greater employee versatility in their job.

LITERATURE REVIEW

CONCEPT OF EMPLOYEE TRAINING AND DEVELOPMENT

Several authors have defined training and development in many ways, although the two concepts have distinguishing attributes as identified by Noe (2008), which includes; goal, participation, work experience, and focus. In training the goal is to acquire skills for a present job, participation being mandatory once initiated, low work experience, and focuses on current job while it is vice versa for development. However, training and development will be considered as one in this project for the sake of simplicity but will be defined separately for ease and clarity.

Training is defined as a way of building employee confidence in the workplace towards enhancing better performance (McClelland, 2002). According to Bramley (2003) training is conceived as a planned process of facilitating employee learning of the job for them to be effective in performing certain or all aspect of their work. In the same vein, Pilbeam & Corbridge (2002) view training as a process of identifying training needs, planning, designing, delivering and evaluating training outcomes. Training is also conceived as a systematic process of knowledge, skills and attitudes enhancement towards satisfactory employee job performance (Obisi, 2011). Similarly, Chiaburu & Takleab (2005) opines that training is a planned activity which is aimed at strengthening employee performance on the job. Furthermore, training is viewed as a process which involves series of activities set up by organizations to bridge and transform an existing gap in employees' knowledge, attitude and skills towards achieving better performance and attainment of organizational objectives (Abomeh & Peace, 2015). Additionally, Kaur (2016) asserts that training is an endless activity aimed at providing the employees with the requisite knowledge and skills to effectively perform their jobs, meeting current job requirement as well as preparing them for the imminent changes occurring in the modern workplace and their jobs. Therefore, it can be deduced from the above definitions that training is highly concerned with capability enhancement of the workforce through learning and is directly linked to performance.

Development on the other hand is an activity that is self-directed, requiring self-motivation and exploring various means of personal and career development (Noe, 2008). According to Amstrong (2009) & Khawaja & Nadeem (2013) development is aimed at the acquisition of modern knowledge and skills for the progress of a future job requirements. Employee development involves the act of building the capacity and capability of individual employee towards meeting standard level of performance in the future (Jelena, 2007).

Similarly, Obisi (2011) asserts that development is broad in scope and emphasise on personal growth of employees on a long-term basis to address a job requirement in the future. Thus, it can be observed that development is also geared towards enhancing employee performance, personal employee growth and often related to address a future job requirement. Therefore, training and development is defined as a systematic process of developing knowledge related to work and employee's expertise towards the improvement of jobs performance (Swanson & Holton, 2001).

In addition, Akdere (2003) conceived that training and development are practices that reflect parameters used for advancing the level of self-awareness & skills of employees towards effective job performance.

Hence, training and development can be seen as a logical and more organised means through which knowledge, skills and attitude of employees with respect to their jobs are improved. Both concepts are related to productivity while training focus on current jobs, development focuses on likely future jobs. Essentially, the sole objective of training and development is to enhance employee and organizational productivity as well as the attainment of the organizational goal. It further depicts formal organizational effort in enhancing productivity through numerous educational programs and techniques.

TRAINING TECHNIQUES

There are various techniques of training and development from which organizations may choose to adopt depending on the nature of the industry, organizations and the training needs of its employees (Hazra et al, 2017). Employee training has been classified into two basic techniques; on the job training technique and off the job training technique (Flippo, 1980; Ngu, 1994; Sabir et al, 2014).

On the job training: This is the type of training that occur within the organization, making use of various equipment, documents and materials needed to enhance employee learning process (Sabir et al, 2014) and happens to be the most common technique for attaining employee development in various organizational levels (Meyer & Smith, 2000). It is the technique that allow employees to practically learn what to do in the workplace (Tom Baum et al., 2007), saves time, cost effective (Ruth & Doug 2004) and a useful method for developing as well as practicing specific work-related skills required by the organization such as technical, managerial, administrative, manual and leadership towards enhancing organizational competitiveness (Armstrong, 1998). This is a step-by-step learning process through which an employee is shown how to perform certain task and he/she can undertake such task with close monitoring or supervision (Falola et al, 2014). Therefore, it can be deduced that on-the-job training is a technique that tends to be cheap, timesaving, involves repeated steps, does not require the employee to go elsewhere as it is conducted in-house (thereby making the employee to be involve in two activities; learning new skills and performing his job) and is practically oriented. Furthermore, employees under this form of training are engage in productive activities of the organization and are highly effective in jobs that are occupational in nature.

Several scholars such as Dessler (2005), Dessler & Verkkey (2009), Kulkami (2013), Abomeh & Peace (2015) identified numerous on the job training programs which includes:

- Job instruction: This is a systematic process of instructing and guiding an employee to perform certain job. It is a sequential form of training offered on each task.
- Job rotation: This is simply a means through which employees are moved from one job task or department to another in order to have a broad knowledge and experience on various section of the organization.
- Apprenticeship & coaching: This type of training is applicable to jobs that are technical in nature such as electricians, mechanics, carpenters, and is very common and desirable in building constructions, metal and printing traders. It requires a steady employee flow, continual supervision and tends to be very expensive.
- Induction training: this is a training programme that is aimed at new employees as a way of welcoming and introducing them to the new environment to enable them settle and be aware of their expectations as quickly as possible in the organization.

Off the job training: As the name implies, it is a form of employee training that usually occur outside the organization and employees are not directly considered as productive workers, since they have to leave the environment of their organization for a while to enable them focus on the training activity (Sabir et al, 2014). It involves engaging an external training expert, consultant, training establishments to train either new or old employees on the recent way to perform their work with ease (Abomeh & Peace, 2015) which is highly related to the theoretical knowledge and aspect of work, mostly undertaken in classrooms (Ngu, 1994). Employees tend to effectively acquire interpersonal and problem-solving skill (Noe, 2008).

However, it can be effectively utilized in developing problem solving and certain technical skills such as effective communication. It is the type of training that employee receives at a separate location totally different from their working places, organized in the form of an abstracted knowledge which

is expected to be practiced in the workplace. One of the advantages of this technique is that employees are trained by qualified external personnel. In adopting off the job training method, various programs are highlighted by Dessler & Verkkey (2009) and Abomeh & peace (2015) which includes;

- Programmed instructions: This is a more comprehensive way of training using books that are programmed and modern teaching equipment as well as filmstrips. Here, the trainer is responsible in guiding the process of learning.
- Classroom lectures: It is a formal arrangement where trainees are lectured by qualified personnel in an institution guided by a standard curriculum and syllabus.
- Workshop, seminars and conferences: This type of training involve the trainee (employee) attending an organized interactive session with a guest speaker who is an expert in certain field of discourse.
- Vestibule training: In this method an employee is trained on his regular job yet in a different work environment that resembles his workplace. The employee (trainee) can use those equipment, materials and instrument that he is conversant with to practice and display his skills.

EMPLOYEE PRODUCTIVITY

Employee productivity is one of the critical challenges recently facing various management of organizations towards work force management (Hanaysha, 2016). It is considered as one of the major determinants for organizational success (Najeeb, 2013) through satisfying customers/stakeholders needs, building competitive advantage, desired goal achievement and the attainment of sustenance in strategic financial performance (Kien, 2012). Attaining employee productivity emanates from an effective management (Vrat et al, 2009) through effective training programs (Nelson et al, 2012; Bhat, 2013). The term productivity is described as the capacity to deliver certain work-related task in accordance to a specified predetermined standard with

accuracy of speed, cost, and completeness (Sultana, Irum, Ahmed, & Mehmood, 2012). Thus, indicating that employee efficiency can be used in evaluating his productivity on assigned task based on output over a specified time. Employee productivity has been defined by several scholars.

For instance, Favara (2009) asserts that employee productivity is concern with the ability of an employee to complete assigned task which is highly related to work output, timeliness and quality. Ferreira & Du Plessis (2009) construe employee productivity as the amount of time spent to execute a task based upon job description and the achievement of desired expected outcome by an employee. It is the economic means of measuring output in relation to the input per unit (Rohan & Madhumita, 2012) which can be examined either individually (individual employee) or collectively (the economy as a whole) (Singh & Mohanty, 2012).

Furthermore, Mathis & Jackson (2008) opined that productivity of an employee can be evaluated on the basis of the quality and quantity of job done, considering the cost of resources used to undertake such job. Therefore, it can be observed that enhancing employee productivity is very crucial towards enhancing organizational efficiency. For this reason, organizations must strive in identifying significant factors that are responsible in influencing employee productivity as well as developing suitable programs that will facilitate and leads towards organizational productivity.

Training is regarded as a very important tool that is effective and essential towards achieving organizational mission, objectives and goals which in turn result to increased productivity (Colombo & Stanca, 2008; Sepulveda, 2010;). According to Bhat (2013) employee training, empowerment and teamwork are major behavioural factors that can influence employee productivity. In the same vein, Glaveli & Karassavidou (2011) asserts that adequate provision of required training to employees often leads to reduction in cost of production, increased innovation and higher productivity. Organizational performance of any firm or company is determined by its operational effectiveness depicted by the level of employee involvement and active participation which depends

on their level of training (Aguinis & Kraiger, 2009). In addition, Rowden (2002) assert that training is an important and crucial tool that can be used to improve employee job satisfaction which may also lead to increased productivity.

However, Kawara (2014) opined that associating reward to performance through various incentive schemes either financial (cash bonuses) or non-financial (recognition, awards, vacation,) is a common approach that leads to employee satisfaction and influence employee productivity. The productivity of an employee can be influenced by an enabling and conducive working environment (Hameed & Amjad, 2009) which includes adequate office equipment, lightening, temperature, noise free environment, befitting physical office layout (Vasudevan, 2014), a well-developed sound culture of safety at work (Newstrom, 2002), healthy management-subordinate relationship and employees and industrial peace (Nilsen, 2002), befitting physical office layout, and the existence of a reasonable balance of power, control and authority in making decisions (Brown, 2008). This indicates that a trained employee can still be less productive in the absence of certain environmental factors such as good corporate culture, power & politics within the organization, group dynamics, job design and an effective appraisal system. For this reason, these environmental factors must be considered in the quest for achieving the effectiveness of training as well as ensuring its positive impact on employee productivity (Wright & Geroy, 2001).

From the foregoing, it can be observed that employee productivity can be influenced by numerous factors either behavioural or environmental as disclosed by several scholars ranging from enhanced working environment, management-subordinate relationship, reward systems, safety and equipment. This imply that training alone without considering other factors may not be enough for the attainment of employee productivity, because the productivity of an employee depends not only on training but the level of freedom in allowing him/her to put into practice whatever learnt during the exercise coupled with the availability of certain environmental factors such as

conducive working environment. However, effective training can be considered as a major factor for enhanced employee productivity because employees can only be satisfied when they have the feeling of being competent and capable of handling their jobs effectively and efficiently. Therefore, employees who undergo effective training programs often display higher level of job satisfaction and tend to be more productive.

HUMAN CAPITAL AND ITS RELATION TO EMPLOYEE PRODUCTIVITY

Human capital is conceived as the most active organizational resource which comprises of capable and intellectual workforce (employees) that enhance organizational growth, survival and sustainability (Philip & Ikechukwu, 2018). Human Capital encompasses knowledge, attitudes, skills, effort required (both physical & managerial) in manipulating other forms of capital, technology, materials and land towards production of goods or rendering of services (UNECA, 1991). Human Capital is conceived as the organizational resource that comprises of knowledge, education, skills, competences, motivation, personal relationships and work attitudes of employees (Jeffery, 2005). It is a combination of an employee's traits (energy, intelligence, commitment, positive behaviour and reliability), his/her ability to share knowledge, information (goal orientation and team work) and ability to learn and adapt to new ways of doing things (imagination, aptitude, creativity and innovation) (Fitz-enz, 2009), which can be further developed through the creation of a suitable environment that will rapidly enhance learning and the application of new knowledge, ideas, skills, behaviours and work related attitudes (Philip & Ikechukwu, 2018). It can be deduced from the above that human capital is the sum of all employees' personal capital referring to level of education, working experience, knowledge, skills, competences, expertise, work commitment and intrinsic motivation that help in adding more value to performed work task and product or service provided.

The success of an organization largely depends on its human capital which is composed of employees' knowledge, skills, expertise, work experience,

intrinsic motivation, and level of education (Chen & Len, 2005; Sumual et al, 2017), which influence employee's productivity and determine organizational performance (Weatherly, 2003). However, employee's productivity is greater and fully optimized only when human capital is backed up by the presence of other environmental factors (reward system, equipment, conducive environment and work safety) that influence productivity as well as organizational capital (organizational intellectual knowledge such as operating procedures, data base, hardware, information, tacit knowledge and intellectual material) which are mainly made up of organizational culture, information and communication ability and organizational structure (Nezam et al, 2013). Employees' productivity tends to increase and become higher when human capital is augmented with organizational capital, since organizational support is a necessary requirement that enable employees to be more productive (Nezam et al, 2013). Furthermore, organizational capital can only be important and capable of influencing employee productivity in the presence of human capital (Kaur, 2016). This is because organizational capital is static and can only yield result when utilize by employees (Sumual et al, 2017). Thereby making human capital the most active determinant of employee productivity without which everything remains idle.

The quality of organizational workforce is shaped by the quality of its human capital which is influenced and can be improved through training and development (Lottum et al, 2014), resulting to higher organizational productivity and performance (Mahmood & Azhar, 2015). Improved organizational performance, flexibility, productivity and innovative capacity (the ability to come up with new ideas, products or services) which can be gained through the advancement of knowledge, skills and competences are the most common expected return on investment in human capital (Baron & Armstrong, 2007). Therefore, employees' knowledge, skills and competences can be advanced through training and development which is conceived as the most pertinent investment towards developing a sound and dynamic human capital (Becker, 1993), Which, in turn, is a major determinant of employee

productivity (Remer, 1990). Training is considered as one of the major elements of developing human capital of an organization either through on the job or off the job towards gaining competitive advantage, continuous survival and enhanced organizational performance (Philip & Ikechukwu, 2018).

THEORETICAL FRAMEWORK

Kirkpatrick's Learning and Evaluation Theory served as the theoretical framework for this study, with an explanation provided below.

Donald L. Kirkpatrick, Professor Emeritus, first introduced his ideas in 1959 through a series of articles published in the *Journal of the American Society of Training Directors*. These articles were later included in his book *Evaluating Training Programs* (first published in 1994, now in its 3rd edition). Kirkpatrick has also written several other influential books on training and evaluation. His four-level model is now widely regarded as the industry standard in human resources and training fields. Introduced in 1959, this popular model focuses on measuring four types of outcomes, or levels, that should result from effective training programs.

Kirkpatrick's (1977) evaluation model is divided into four components: reaction, learning, behavior, and results. *Reaction* assesses how participants feel about the program. *Learning* measures the extent to which trainees acquire the knowledge and skills. *Behavior* evaluates how the trainees' job behaviors change after completing the training. *Results* examines how the outcomes have been influenced by the training. The primary strength of the Kirkpatrick evaluation approach lies in its emphasis on the behavioral outcomes of the learners involved in the training.

Kirkpatric‟s Four Levels of Evaluation Model

Kirkpatrick's four-level evaluation model essentially assesses the following:

- Reaction: This measures how students or participants felt about the training. It focuses on their personal reactions to the learning

experience, such as whether they enjoyed and found the training engaging, if they considered it relevant, and if they believed the training was practical and applicable to their work.

- **Learning**: This evaluates the increase in knowledge or intellectual growth that occurred as a result of the training. It looks at whether the trainees learned what was intended, whether the experiences aligned with the goals of the training, and the extent to which their knowledge or skills advanced in the desired direction.
- **Behavior**: This level measures the extent to which behavior and capabilities improved and were applied in the job setting. It assesses whether trainees have implemented what they learned in the workplace, whether the relevant skills and knowledge were used, and if there were noticeable, measurable changes in their performance. It also evaluates whether the changes in behavior were sustained over time and whether the trainee could transfer their knowledge to others, as well as whether the trainee recognizes their own behavior and skill changes.
- **Results**: This level focuses on the impact of the trainees' improved performance on the organization or environment. It considers how the trainees' enhanced capabilities have affected organizational performance, such as increases or decreases in productivity or effectiveness.

Kirkpatrick (1959) suggests that all these levels should be considered for a comprehensive evaluation of training and learning in organizations, though the complexity and costs increase as one moves from level 1 to level 4.

Relating the Theory to the Study

Kirkpatrick's model, which includes four principles—reaction, learning, behavior, and results—addresses issues related to personnel training and development, as well as productivity. The **reaction** component focuses on the

employee's response to training, considering how the trainee feels about the program and the potential for applying the knowledge gained. It is important to recognize that academic staff, like other employees, need to apply what they learn in their roles, prompting questions about how their jobs align with the training and their reactions to it.

The **learning** aspect centers on the increase in knowledge and intellectual growth. Academic staff pursue further training primarily to enhance their knowledge, so questions were posed to assess the extent of improvement or change in the trainees after the training, particularly in the intended direction. The **behavior** component guides the measurement of improvements in the application of skills. This includes examining whether there were changes in activity and performance once the trainees returned to their roles and whether they could transfer their new knowledge to others. Finally, the **results** focus on the impact of the training on performance and, ultimately, on the organization. The effect may be either positive or negative.

In this context, an organization is of little consequence without its human element. For employees to be innovative, self-driven, and engaged in growth, they must be empowered physically, mentally, and intellectually through training and development programs. Musner (1959) and Herzberg (1966) support this perspective, arguing that investing in workers' knowledge can lead to greater efficiency and increased productivity.

METHODOLOGY

The research attempts to investigate the impact of training on employees' productivity in the 21st century. The study area is Niger State Polytechnic Zungeru.

A survey design was adopted making use of sample survey to measure the variables and their relationships. The population of the study was which comprises of academic staff of the institution from various departments and schools who undergo training via tetfund both locally and internationally between 2010 to 2023. Both stratified and simple random sampling technique

was adopted in selecting sample size for the study. Sample size of the study was determined using

Both primary and secondary sources of data was utilized for the study. A structured questionnaire was developed and administered to the sampled respondents. The data from the questionnaire was analyzed through the use of simple percentages and hypotheses was tested using chi-square at 5% level of significance. Secondary data was sourced through the use of search engines and data bases such as Web of Science, Science Direct, Google scholar, EBSCO, the Polytechnic's bulletins as well as records within the establishment unit to source for related articles. The entire search was limited to articles published in English language, which were reviewed critically and further analyzed.

Key words utilized in search for useful and related information includes; training, development, employee, and productivity. Table below clearly shows the breakdown of population and sample size which was determined using the Krecije and Morgan table; The total population of the study comprises of academic staff of both campuses (Zungeru & Bida) of the polytechnic which is 367 and according to Krejcie and Morgan table this total population falls within the range of 360 and 380. Therefore, the sample size is 184.

TABLE 1: POPULATION AND SAMPLE DISTRIBUTION OF RESPONDENTS

S/N	SCHOOLS IN NIGER STATE POLYTECHNIC, ZUNGERU	POPULATION	SAMPLE
COLLEGE OF SCIENCE & TECHNOLOGY (CST)			
1	School of General and Liberal Studies (SGLS)	40	20
2	School of Engineering Technology (SET)	62	31
3	School of Environmental Studies (SES)	57	29
4	School of Natural and Applied Science (SNAS)	102	51
COLLEGE OF ADMN & BUSINESS STUDIES (CABS)			
1	School of Administrative Studies (SAS)	48	24
2	School of Business Studies (SBS)	58	29

TOTAL	**367**	**184**

Source: MIS UNIT, Niger State Polytechnic, Zungeru. (2024).

DATA PRESENTATION AND ANALYSIS

This section presents the data collected from the field survey and its analysis with a view to explain the significant relationship between training and development and productivity of academic staff in Niger state polytechnic, Zungeru in the 21st century based on empirical evidences.

SECTION A: ANALYSIS OF DEMOGRAPHY OF RESPONDENTS CHARACTERISTICS

TABLE 2: RESPONDENTS DEMOGRAPHIC INFORMATION

AGE	18 - 25	26 - 35	36 - 45	46 Above	Total	%
	-	65 (35%)	74(40%)	45 (25%)	**184**	**100**
GENDER	Male		Female			
	165 (90%)		19 (10%)		**184**	**100**
EDUCATIONAL QUALIFICATION	BSc/HND	MBA/MSc	Ph.D.			
	46 (25%)	120 (65%)	18 (10%)		**184**	**100**
WORKING EXPERIENCE	5 – 10	11 – 20	21– 30	31 - 35		
	07 (4%)	90 (49%)	60(32%)	27(15%)	**184**	**100**

Source: Researchers' Questionnaire, 2024.

The table above revealed that 65 respondents representing 35% are of the age bracket of 18 – 25, 74 respondents representing 40 % are of the age bracket of 26 – 35 while 45 respondents representing 25% are of the age bracket of 46 and above. Therefore, majority of respondents are within the age bracket of 26 to 45.

It was also discovered from the table that 165 respondents representing 90% are of the male gender while 19 respondents representing 10% are females. Thus, majority of respondents are of the male gender.

The table further disclose that 46 respondents representing 25% had either BSc or HND, 120 respondents representing 65% had either MBA or MSc while 18 respondents representing 10% had Ph.D. Therefore, majority of respondents had MBA or MSc.

Finally, it was shown in the table that 7 respondents representing 4% have worked with the polytechnic for between 5 – 10 years, 90 respondents representing 49% have worked with the polytechnic for between 11 – 20 years, 60 respondents representing 32% worked with the polytechnic between 21 – 30 years while 27 respondents representing 15% worked with the polytechnic for between 31 – 35 years. Therefore, majority of respondents have worked between 11 – 30 years with the polytechnic.

SECTION B: ANALYSIS OF RESPONSES TO RESEARCH QUESTIONS

TABLE 3: ANALYSIS OF RESPONSES

KNOWLEDGE, SKILLS & PRODUCTIVITY	YES	NO	TOTAL
Have you ever benefited from tetfund sponsored training?	165	19	184
Does training received improve your knowledge and skills?	182	02	184
Does training received enhance your productivity?	175	09	184
Has training and development improve your teaching and learning skill?	179	05	184
ACQUISITION OF ADDITIONAL CERTIFICATES	**YES**	**NO**	**TOTAL**
Has training received enhanced your promotions?	184	-	184
Is your method of teaching and delivery skill more effective after academic achievement?	175	09	184
After you have undergone training, do you now demonstrate competence over the subject you teach?	160	24	184`
Certificate obtained is relevant to my current job	176	08	184
ENHANCING QUALITY OF RESEARCH	**YES**	**NO**	**TOTAL**

Is there any form of improvement on your publications after undergoing training?	176	08	184
Does training undergone enhance the quality of research conducted?	150	34	184

Source: Researchers' Questionnaire, 2024.

KNOWLEDGE, SKILLS AND PRODUCTIVITY

The above table clearly indicated that 165 respondents benefited from tetfund sponsored training programs while 19 respondents did not partake. This indicates that, majority of respondents are beneficiaries of tetfund sponsored training programs and can explain further on its impact on productivity. Majority of the respondents (182) also disclosed that training received improves their knowledge and skills, signifying that training impacted positively on their knowledge and skills. The table further revealed that majority of respondents asserted that training received have improve their productivity, teaching and learning skill.

ACQUISITION OF ADDITIONAL CERTIFICATES

The table shows that majority of respondents are of the view that training and development program received enhanced their ability for promotions, teaching methods and delivery skills improved effectively, demonstrate competence on subject matter and that additional certificates are very relevant to their current job requirement.

ENHANCING QUALITY OF RESEARCH

The table finally disclosed that, majority of respondents opined that training received have positively impacted their current research writing quality and publications. This also indicates that their ability to conduct quality research and also publish such in reputable journals has been enhanced through training and development programs undergone.

STATISTICAL ANALYSIS OF RESULT AND INTERPRETATIONS

HYPOTHESIS I

"H_0: Training and Development has no significant influence on employee's knowledge and skills."

Chi-square test of the above hypothesis

TABLE 4: HYPOTHEIS TEST I

O	E	(O – E)	$(O-E)^2$	$\frac{(O-E)^2}{E}$
165	173	-8	64	0.3699
19	11	8	64	5.8181
182	174	8	64	0.3678
02	10	8	64	6.4
			TOTAL	**12.9558**

Source: Researchers' Questionnaire, 2024.

The chi-square test indicated significant relationships between training and development on productivity of academic staff in terms of knowledge and skills enhancement. {Chi-square $x^2 = 12.9558$, df = 3, significant level = 0.05}. From the analysis above, x^2 calculated value is 12.9558 while x^2 tabulated value is 7.815 which shows that x^2 calculated of 12.9558 is greater than x^2 tabulated of 7.815 at 5% significant level. Thus, the null (H_0) hypothesis which states that "Training and Development has no significant influence on employee's knowledge and skills" is rejected. This further suggest that training and development has significant influence on academic staff productivity in Niger state polytechnic, Zungeru.

HYPOTHESIS II

H_0: There is no relationship between training and development and the acquisition of additional

Certificates.

Chi-square test of the above hypothesis

TABLE 5: HYPOTHESIS TEST II

O	E	(O – E)	$(O-E)^2$	$\frac{(O-E)^2}{E}$
184	179.5	4.5	20.25	0.1128
0	4.5	-4.5	20.25	4.5
175	179.5	-4.5	20.25	0.1128
09	4.5	4.5	20.25	4.5
			TOTAL	**9.2256**

Source: Researchers' Questionnaire, 2024.

The chi-square test indicated significant relationships between training and development on the acquisition of additional certificates of academic staff. {Chi-square $x^2 = 9.2256$, df $= 3$, significant level $= 0.05$}. From the analysis above, x^2 calculated value is 9.2256 while x^2 tabulated value is 7.815 which shows that x^2 calculated of 9.2256 is greater than x^2 tabulated of 7.815 at 5% significant level. Thus, the null (H_0) hypothesis which states that "There is no relationship between training and development and the acquisition of additional Certificates" is rejected. This further suggest that training and development has significant relationship with acquisition of additional certificates of academic staff of Niger state polytechnic, Zungeru.

FINDINGS

From the above results and analyses, it is evidently clear that, the productivity of employees (Academic staff) in terms of enhanced knowledge, skills, teaching methods, quality research and additional certificates are positively related to training and development.

This study found a strong connection between training and knowledge enhancement (additional qualifications) at Niger state polytechnic, Zungeru. It was observed that, following an increase in knowledge, academic staff typically demonstrate positive progress and align with the desired changes. This intended progression is reflected in their areas of expertise, which are typically centered on competence and service delivery. As a result, academic staff often apply what they have learned when they return to their respective roles. Although the study indicated a positive relationship between training

and development and employee productivity of academic staff in Niger state polytechnic, Zungeru.

It was found that there is a strong correlation between training and the quality of research at Niger State Polytechnic, Zungeru. Academic staff demonstrate a noticeable improvement in their research output and productivity after attending training. This is due to the broader experience they gain in research writing and publication, enabling them to produce and publish higher-quality research.

The study further reveals that there exists male dominance in the academic section of the polytechnic and also showed that a very large number of academic staff have benefited from tetfund sponsored training program.

CONCLUSION

The study's results demonstrated a positive and substantial impact of academic staff training on their productivity in Niger state polytechnic, Zungeru. This suggests that effective training of academic staff enhances their knowledge, skills, competence, and morale, which in turn leads to improvements in their productivity, including punctuality, and the quality of their work. Therefore, the study concludes that academic staff training at Niger state polytechnic the Federal Polytechnic, plays a significant role in influencing employee productivity.

RECOMMENDATIONS

- Niger state polytechnic, Zungeru should be persistent in providing training for its academic staff to ensure optimal level of productivity, which will contribute to the successful achievement of the Polytechnic's overall objectives.
- Periodic re-training of previously trained academic staff should be organized to enhance employee performance, fostering improved institutional outcomes and service delivery.

- Consistency should be upheld in local training, as it is more cost-effective and accessible to academic staff.

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