



**CAPACITY BUILDING AND EMPLOYEES’
PERFORMANCE IN DR ISA MUSTAPHA AGWAI I
POLYTECHNIC, LAFIA, ASARAWA STATE, NIGERIA**

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ABSTRACT

This empirical study explores the relationship between Capacity Building and Employees’ Performance in Dr Isa Mustapha Agwai I Polytechnic, Lafia, based on descriptive research design. Two research questions, objectives and hypotheses were formulated for the study. In this study, capacity building is measured with training and education, while employees’ performance is measured with productivity. Yamane’s sample size determination formula was used in the study to obtain a sample size of 155 for the study. Both primary and secondary data were used. The 155 copies of questionnaire were administered to the teaching staff across the schools that constitute the Polytechnic, after proper validation by experts, returned and the data analyzed based on Karl Pearson Product Moment Correlation Coefficient (PPMCC) to get the two hypotheses formulated tested. Descriptive Statistics and frequencies were also performed on the data. The two research questions raised were analyzed using simple percentage and the hypotheses formulated were also tested at 05% confidence interval. The major Findings in the study are that; there are significant positive relationships between training, education and productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia. Thus, conclusion has been drawn that capacity building plays a significant role in improving the performance in terms of training and education of the academic staff of the Polytechnic. The study recommends among others,

paying attention to academic staff training so as to enhance their commitment to work and consequently achieve the overall objectives of the institution.

Key Words: *Capacity building, Employee's Performance, Training, Education and Productivity*

Introduction

Employee development and training are indispensable components of strategic human resources management, as well as a means of reducing uncertainty in the market place and achieving organizational goals. The main goal of employees' development is to help the organization achieve its mission and business goals (Pinninton & Edwards, 2018). To develop the desired knowledge, skills, abilities of the employees, and to perform well on the job, require effective training programs that may also affect employees' motivation and commitment (Meyer & Allen, 2016). Training is therefore a necessity in the work place, without which employees would not have a firm grasp on their responsibilities.

Employee training refers to programs that provide workers with information, new skills or professional development opportunities. Past researchers provide the evidence regarding the positive effect of training programs on both employees and organizational performance. On one hand, previous work in the field proved that effective training programs lead to superior return on investment, while the other researches mentioned the positive role of training in attaining the supreme levels of employee retention (Colorelli & Montei, 2012; Becker, 2017). Technological advancements have brought the need for capabilities and competencies required to perform particular tasks. Thus, to cope with challenges, more improved and effective training programs are required by all organizations and these effective training programs help in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges' more easily and in time (Tai, 2011).

According to Farooq and Aslam (2016), managers trying their best to develop the employees' capabilities, and ultimately create good working environment within the organization. Although researches have been conducted in this area, credence has been paid mostly to the private sector. For instance, Kadian and

Musotso (2010) and Tahir, Faiza and Sana (2014) both investigated the relationship between capacity building and employees' performance in the banking sector in Kenya and Pakistan respectively. However, only Albert (2010) investigated the relationship between capacity Building and employees' performance in Government aided Secondary Schools in Uganda and that is the study that this study is anchored on. This study therefore, exists to fill the gap by assessing the relationship between capacity building and employees' performance in Dr Isa Mustapha Agwai I Polytechnic, Lafia.

There are very few organizations or countries that investigated the relationship between capacity building and employees' performance. Thus, this study was conducted in Dr Isa Mustapha Agwai I Polytechnic, Lafia, given the below average performance of students in examinations conducted, in spite of all the training and advancement in education. Thus, the study investigated the relationship between capacity building and employees' performance in Dr Isa Mustapha Agwai I polytechnic, Lafia to ascertain whether the training and further education the academic staff of the Polytechnic acquired or passed through really correlate with their performances.

STATEMENT OF THE PROBLEM

Although researches have been conducted in this area, credence has been paid mostly to the private sector. For instance, Kadian and Mutsotso (2010) and Tahir, Faiza and Sana (2014) both investigated the relationship between capacity Building and Employees' performance in the banking sector in Kenya and Pakistan respectively.

However, only Albert (2010) investigated the relationship between capacity Building and employees' performance in government aided secondary schools in Uganda and that is the study that this research is anchored on.

This research therefore, is undertaken to fill the gap by assessing the relationship between capacity building in terms of training and education and employees' performance in terms of productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia.

RESEARCH QUESTIONS

The following research questions guided and gave focus to the study.

- i. What is the extent of the relationship between training and employees' productivity in Dr Isa Mustapha Agwai I polytechnic, Lafia? ,
- ii. What is the extent of the relationship between education and employees' productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia?

The aims and objectives of the study are to:

- i. Examine the extent of the relationship between training and employees' productivity in Dr Isa Mustapha Isa Agwai I polytechnic, Lafia.
- ii. Assess the extent of the relationship between education and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia.

Based on the objectives of the study identified, the hypotheses of the study are as follows:

H₀₁: There is no significant relationship between training and employees' productivity in Dr Isa Mustapha Agwai Polytechnic, Lafia

H₀₂: There is no significant relationship between education and employees' productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia

LITERATURE REVIEW

Conceptual Framework

Concept of Capacity Building

Capacity building has different connotations and interpretations, depending on who uses it and in what context it is used. It is generally accepted that capacity building, as a concept, is closely related to education, training and human resource development. Groot and Molen (2017) defined capacity building as the development of knowledge, skills and attitudes in individuals and groups of people in design, development, management, maintenance of institutional infrastructures and processes that are locally meaningful. Manpower development, according to Anyanwu (2012), is the process of building human resources to meet the needs of an organization. He stated that manpower development includes investment by a society in education, investment by employers in training employees and investment by individual in time and money in their own development.

While still focusing mainly on education and training, based on this definition, capacity building for employees in a broad sense may refer to improvements

in the ability of all employees to perform appropriate tasks within the broader set performance standards of the organization (Roubaie, 2013). According to United Nations Committee of Experts on Public Administration (UNCEPA, 2016), capacity building takes place at three levels, that is at the individual level, an institutional level and the societal level. Capacity building at an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills.

Additionally, it requires the conditions that will allow individuals to engage in the process of learning and adapting the change (UNCEPA, 2016).

Institutional level capacity building should involve modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control. The establishment of a strong interactive administration system that receives feedback from the population and makes administrators more responsive is the goal of societal level capacity building (UNCEPA, 2016).

Concept of Employees' Performance

Ahmed, Bawa and Maku (2020) defined performance as measuring the actual results of employees in the organization against the organizational standards to identify the variations and take decision towards improving or sustaining the forces that arise from the variations. Despite the great relevance of individual and the widespread use of job performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Authors agreed that when conceptualizing performance, one has to differentiate between an action and an outcome aspect of performance (Campbell, 2011). The behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behaviors which are relevant for the organizational goals: "performance is what the organization hires one to do, and do well" (Campbell *et al.*, 2001). Tanko, Bawa and Ramalan (2020) noted that the success of any system is usually determine by the performance of such system and likewise the failure of any system is determine by the performance of such system. Therefore employee performance is normally looked at in terms of outcomes. However,

it can also be looked at in terms of behavior (Armstrong, 2012). Kenney *et al.*, (2019) stated that employees' performance is measured against performance standards set by the organization. There are number of measures that can be taken into consideration when measuring performance. For example using productivity, efficiency, effectiveness, quality and profitability measures as briefly explained hereafter (Ahuja, 2012). Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed. Efficiency is the ability to produce the desired outcomes by using minimal resources as possible, while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 2004). Productivity is therefore expressed as a ratio of out come to that of input (Stoner, Freeman & Gilbert, 2020). It is a measure of how the individual organization and industry converts input resources into goods and services. According to (Lipsey, 2011), productivity is a measure of how much output is produced per unit of resources employed. Quality is the characteristics of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2016). It is increasingly achieving better products and services at progressively more competitive price (Stoner, 2014).

Training and Employees' Productivity

Employees' training and manpower development is vital to job productivity and organization, since the formal education system does not adequately provide specified job skills for a position in a particular organization. While few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific function and also make significant contribution to the organization's productivity.

Abay (2017) reported that significant relationship was found between the employees' training and their resultant performance in accomplishing different tasks. It was found that employees who have taken trainings were more capable in performing different tasks and vice versa. Training is said to have direct relationship with employees' job performance and productivity. Similar findings were reported by Elnegal & Imran (2013), Jagero (2012), Singh & Monhanty (2012) & Tenant et al, 2002).

However, Jagero and Komba (2012) posited that while training is a factor in job performance, it is the combination of factors such as working environment, employees' skills and knowledge, motivation and rewards, communication flow and organizational culture that significantly improve employees' productivity.

Fullan (2007) argued that that employees' training equips employees with skills that enable them to become more efficient and productive workers. Furthermore, employees who are well-trained often have higher motivation and morale, because they feel that the company has invested in their ability and development. This also results in lower turnover rates. Devins, et al (2012) found that trained employees often work better as teams, because everyone is aware of the expectations and can achieve them together smoothly.

Latif (2010) has found four subscales to have a significant contribution towards establishment of an effective training session, training content satisfaction, transfer of learning. Kennedy (2009) has found that the frequency of training received has an impact on job performance as well as productivity. After analyzing data from employees of the judicial service of Ghana, He reported that many employees associated frequent-in service training with improved productivity. Similarly (Collins, 2006) has found a significant relationship between frequent on-the-job training and employees' productivity. He stated that frequently training employees result in employees making fewer mistake, getting more work done in a given time period and manager spending less time on supervision of employees.

Philips (2006) argues that lack of frequent training is not necessarily the cause of under- performance of employees. He stated the need to determine whether a problem can be solved by training. Whenever employees are not performing their jobs properly, it is often assumed that training will bring them up to standard. This is not always the case. For instance, training is less effective for problems arising from an employee's lack of motivation or attention to the job. Similarly, Daniels (2010) posited that training is not a panacea; it cannot eliminate core problems like low capitalization or product line that does not meet customer's needs.

According to Adeniji (2002), despite the importance of training and manpower development in employees' productivity and organizational performance, training programs are Not sufficiently supported by organizations in Nigeria. These organizations consider the money they will spend on their training programs as waste rather than investment.

Education and Employees' Productivity

Human capital theory provides evidence which indicates that education raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their life time earnings. In particular, this theory draws a crucial distinction between general education and firm specific training and recognized training and human development as a basic skill provided for higher productivity of a worker. Training has a distinct role in the achievement of an organizational goal by incorporating the interest of the organization and work force. Therefore, training is a systematic acquisition and development of the knowledge, skills and attitudes required by employees to adequately perform a task or job or to improve performance and productivity in the job environment. This means that for any organization to succeed in achieving the purposes of its training programs, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Todaro (2015) maintained that productivity is largely characteristic of jobs rather than of workers; employers use education credentials to select workers, because better educated workers can be trained for specific jobs more quickly and at a lower cost than their less educated peers.

METHODOLOGY

The study adopted descriptive research design which belongs to the generic family research design type called survey design. According to Oso and Onen (2019), this method is used to investigate population by selecting samples to analyze and discover occurrences. Descriptive design was used as a means of trying to assess the relationship between capacity building and employees' performance of Dr Isa Mustapha Polytechnic, Lafia.

Population and Sampling Technique

The population of the study is the 252 academic staff of Dr Isa Mustapha Agwai I Polytechnic, Lafia. Yamane' (2009) sample size determination formula [$s=N/1+N (E)^2$] was used to determine sample size, (s) for the study. Given the survey population (N) as 252, and making an allowance for error (E) of 5% (0.05) confidence interval, the sample size is computed to be 155. Then a technique of Stratified Random Sampling (SRS) procedure was used to administer 155 copies of questionnaires to obtain data from the target academic staff from each of the schools that constitute the Polytechnic. The administration of the questionnaires was done with the help of a few research assistants. The administration was also done by personally moving from one department/school to another to administer the questionnaires.

Table 1: Schools that constitute Dr Isa Mustapha Agwai I Polytechnic, Lafia and the number of academic Staff in each of them

| S/N | Schools in Dr Isa Musapha Agwai I Polytechnic, Lafia, Nasarawa State. | No of academic Staff in each school | Sample Sizes From each school | Percentage sample sizes |
|-----|---|-------------------------------------|-------------------------------|-------------------------|
| 01. | School of Engineering (SE) | 12 | 08 | 05.16% |
| 02. | School of Administration and Business Studies (SABS) | 61 | 36 | 23.23% |
| 03. | School of Science and Technology (SST) | 48 | 28 | 18.06% |
| 04. | School of General Studies and Pre-ND (SGS & PRE-ND) | 65 | 40 | 25.81% |
| 05. | School of Environmental Studies (SES) | 29 | 18 | 11.61% |
| 06. | School of Comm. and Inf. Tech. (SCIT) | 33 | 25 | 16.13% |
| | Total | 248 | 155 | 100.00% |

Source: Field Survey (2021)

METHODS OF DATA COLLECTION

The study used primary data collected through structured closed ended questionnaire of Likert scale format, and administered to 155 academic staff of the Polytechnic. The collection of data was done by the researchers themselves with the help of a few research assistants. The researchers went from one department/school to the others to administer the questionnaires to the target academic staff. The respondents were expected to fill and return the questionnaires on the spot. In the event that respondents were not able to fill

and hand in the questionnaires on the spot, the researchers made efforts to go back later or the following day for the collection.

The researchers made use of primary and secondary data. The primary data was generated through the use of five point Likert scale questionnaires, while secondary data was collected through documentations such as journals, textbooks, online articles etc.

Reliability and Validity of the instrument,

Reliability and validity of the instrument was ensured by testing the instrument for reliability of values (Alpha values) as recommended by Cronbach (2008).

Cronbach recommended analysis for Alpha values for each variable under study. According Sekaran (2017), Alpha values for each value under study should not be less than 0.60 for the statements in the instruments to be deemed reliable and valid. Consequently, all the statements under each variable were subjected to this test and were proved to be above 0.60.

Furthermore, to establish the reliability and validity of the instrument, and to ensure its functioning effectiveness, the researchers had to trial test it on a small group sample of the staff. The researchers administered the questionnaires to some of the target academic staff, collected the data, and analyzed. The same results were used to ascertain the coefficient of internal consistency of the instrument.

In a similar vein, the researchers established the validity of the instrument to ensure that it is valid and workable. This was done by subjecting it to expert judgment.

Experts, three in number, invited from research and statistics, assessed the adequacy, comprehensiveness and validity of the items as well as the clarity of the expressions used in the instrument. To do this effectively, the expert judges were provided with the purposes of the study and research questions guiding the study. The independent assessment of the judges guided the researchers in making revision of the instrument and determining whether or not the instrument has high validity.

Table 2: Reliability of dependent and independent variables

| S/N | Concept/dependent & independent variables | Cronbach's Alpha values |
|-----|---|-------------------------|
| 1. | Training | 0.82 |
| 2. | Education | 0.74 |

| | | |
|----|--------------|------|
| 3. | Productivity | 0.79 |
|----|--------------|------|

Source: Researchers' computation (2021).

Table 2 revealed that all the variables have Alpha values above 0.60 Mark as recommended by Sekaran (2017). Therefore, all the variables in the instrument are deemed reliable. The researcher decided to continue with the study.

Procedures for Data Analysis and Model Specifications

Pearson Product Moment Correlation Coefficient (PPMCC) was used with the aid of Statistical Package for Social Sciences (SPSS) to determine the relationship between Capacity building (Training and Education)' and Employees' Performance (Productivity).

The models for the PPMCC are as follows:

$$r = \frac{[\sum \text{Training} * \text{Productivity}] - \frac{[\sum (\text{Training})] [\sum (\text{Productivity})]}{n}}{\sqrt{[\sum \text{Training}^2 - \frac{[\sum \text{Training}]^2}{n}] * [\sum \text{Productivity}^2 - \frac{[\sum \text{Productivity}]^2}{n}]}}$$

$$r = \frac{[\sum \text{Education} * \text{Productivity}] - \frac{[\sum (\text{Education})] [\sum (\text{Productivity})]}{n}}{\sqrt{[\sum \text{Education}^2 - \frac{[\sum \text{Education}]^2}{n}] * [\sum \text{Productivity}^2 - \frac{[\sum \text{Productivity}]^2}{n}]}}$$

Decision Rule: The null hypothesis is rejected if the P-value is less than or equal to the critical value of 0.05, otherwise is accepted.

RESULTS AND DISCUSSION

Analysis of research questions

The data obtained were analyzed and presented in the order of the research questions asked and the formulated hypotheses.

Research Question 1:

What is the extent of the relationship between training and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia?

Table 3: shows frequency and percentage scores of respondents on the extent of the relationship between training and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia.

| Respondent | Frequency | Percentage |
|-----------------|-----------|------------|
| Agree | 120 | 77.42 |
| Disagree | 35 | 22.58 |
| Total | 155 | 100.00% |

Source: field survey (2021)

Table 3: shows that training impacts positively on employees' productivity. That is to say that there is a positive relationship between training and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia. This is because, 120 respondents, representing 77.42% agreed that training impacts on employees' performance in terms of productivity in Dr Isa Mustapha I Polytechnic, Lafia, while 35 respondents, representing 22.58% disagreed with the opinion, claiming that training of staff does not impact positively on their performance in terms of productivity.

Research Question 2:

What is the extent of the relationship between education and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia?

Table 4: shows the frequency and percentage scores of respondents on the extent of the relationship between education and employees' productivity in Dr Isa Mustapha I Polytechnic, Lafia.

| Respondent | Frequency | Percentage |
|-----------------|-----------|------------|
| Agree | 99 | 63.87 |
| Disagree | 56 | 36.13% |
| Total | 155 | 100.00% |

Source: field survey (2021)

Table 4: Shows that education impacts positively on employees performance in terms of productivity. That equally implies that there is a positive

relationship between education and productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia. This is because 99 respondents, out of 155 respondents, representing 63.87% agreed that education impacts positively on performance in terms of productivity, while 56 respondents, representing 36.13% disagreed with that opinion, claiming and disbelieving that education does not impact positively on performance in terms of productivity.

Where:

r = Coefficient of correlation

n = Number of pairs

* = Multiplication sign

Table 5: Responses on Staff Training and Productivity.

| Response | Training (%) resp. | Productivity (%) resp. | Total Frequency |
|-------------------------------|------------------------------|------------------------------|-----------------|
| Strongly Agree (SA) | 71 82.00% | 75 87.74% | 146 |
| Agree (A) | 56 | 61 | 117 |
| Undecided (U) | 00 00.00% | 01 00.64% | 01 |
| Disagree (D) | 16 | 15 | 31 |
| Strongly Disagree (SD) | 12 18.00% | 03 11.61% | 15 |
| Total | 155 100.00% | 155 100.00% | 310 |

Source: Field Survey, 2021

Table 5.1: Correlation analysis

| | Training | Productivity |
|---|----------|--------------|
| Training Pearson Correlation | 1 | 0.765** |
| Sig. (2 – tailed) | | 0.000 |
| N | 155 | 155 |
| Productivity Pearson Correlation | 0.765** | 1 |
| Sig. (2-tailed) | 0.000 | |
| | 155 | 155 |

N

** Correlation is significant at 0.01 levels (2-tailed).

From the Pearson's Correlation results on table 4, it has indicated that the academic staff training in Dr Isa Mustapha Agwai I Polytechnic, Lafia, has significant positive relationship with productivity of staff, given the coefficient of 0.765. It implies that productivity of academic staff in the Polytechnic increased with good staff training.

The P-value or significant level of 0.000 has shown that the correlation between staff training and productivity is significant. Thus, the null hypothesis is rejected, while the alternative hypothesis is accepted. That means that there is a significant positive relationship between staff training and productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia.

Table 6: Responses on Staff Education and Productivity.

| Response | Education | (%) | Productivity | (%) | Total Frequency |
|-------------------------------|------------|----------------|--------------|----------------|-----------------|
| Strongly Agree (SA) | 87 | 88.38% | 79 | 82.58% | 166 |
| Agree (A) | 50 | | 49 | | 99 |
| Undecided (U) | 10 | 06.45% | 02 | 1.29% | 12 |
| Disagree (D) | 03 | | 21 | | 24 |
| Strongly Disagree (SD) | 05 | 05.16% | 04 | 16.13% | 09 |
| Total | 155 | 100.00% | 155 | 100.00% | 310 |

Source: Field survey, 2021

Table 6.1: Correlation analysis

| | | Education | Productivity |
|---------------------------------|-----------------|-----------|--------------|
| Education Correlation | Pearson | 1 | .527** |
| | | | .007 |
| | Sig. (2 tailed) | 155 | 155 |
| | N | | |
| Productivity Correlation | Pearson | | .007 |
| | | | |

Sig. (2 tailed) 155 155

**Correlation is significant at 0.01 levels (2 tailed).

From the Pearson's correlation results on table 5, it has indicated that the academic Staff Education in Dr Isa Mustapha Agwai I Polytechnic, Lafia, has significant positive relationship with productivity of staff, given the coefficient of 0.527. It implies that productivity of academic staff in the Polytechnic increased with advancement in education. The P-value or significant level 0.007 has shown that the relationship between education and productivity is significant. Thus, the null hypothesis is rejected, while the alternative hypothesis is accepted and that implies that there is a significant positive relationship between academic staff education and productivity in the Polytechnic.

DISCUSSION OF FINDINGS

It is evident from the results and analysis that significant positive relationship exists between capacity building in terms of training and Education and employees' performance in terms of productivity in Dr Isa Mustapha I Polytechnic, Lafia. That implies that the productivity of the academic staff of the polytechnic increases with good staff training. This finding is consistent with the findings in previous studies such as Harrison (2000); Ahamad and Bakar (2003); Frooq and Aslam (2011) and more recently, Sultana et al, (2012). Similarly, the study has indicated a positive and significant relationship between education and Staff Productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia. This infers that staff educational advancement in the Polytechnic increases staff productivity. This is consistent with the findings in previous studies such as Todaro (2015); Hall & Torrington (2018) who submitted that education/training raises the productive capacity of workers by imparting useful knowledge and skills.

CONCLUSIONS

The study found a significant positive relationship between training and productivity of Dr Isa Mustapha Agwai I Polytechnic academic staff. The study therefore concludes that effective training of academic staff of the Polytechnic will enhance their productivity in terms of - meeting up with the required goals of the institution. In the same vein, significant positive

relationship exists between education and employees' performance in terms of productivity. The study therefore draws a conclusion that allowing academic staff to further their education will enhance their teaching abilities, competencies and give them the required methods of impacting on students.

RECOMMENDATIONS

In the light of these findings and conclusions, the study recommends that:

1. Staff capacity building through training and re-training should be regularly organized or done for all academic staff in order to provide opportunities for them to update their skills, Knowledge and competencies required for the academic work.
2. Opportunities for educational advancement should be made available to all staff particularly, the academic staff of the institution.

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