

ASSESSMENT OF THE IMPACT OF TRAINING AND DEVELOPMENT PROGRAMMES ON ACADEMIC STAFF PERFORMANCE IN GOMBE STATE UNIVERSITY

Usman Bappi^{1*}, Muhammad Bello² & Abubakar Abdulkadir Jamari³

^{1,2,3}Department of Public Administration, Gombe State University, Gombe, Nigeria

*ubappi0013@gsu.edu.ng, usmanbappi@gmail.com

ABSTRACT: The study aims to assess the impact of training and development programmes on academic staff performance in Gombe State University. The descriptive survey design method was adopted for research design. Using a proportionate sampling and simple random sampling as a sampling technique, 238 respondents were selected using the Slovine's formula, out of the target population of 596 academic staff of Gombe State University. A self-administered Questionnaire was used as a source of primary data, and the data collected were analysed using descriptive statistics and Pearson's correlation analysis with the aid of IBM SPSS Statistic Version 21. The major findings revealed that there was positive significant correlation between academic study fellowship (ASF) and staff performance (SP), Academic Conference Attendance (ACA) and staff performance (SP) and Academic Workshop Attendance (AWA) and staff performance (SP). The study recommended that the university management should create additional means of sponsoring academic staff for training and development programmes. This can help in reducing long queues waiting for academic staff to benefit from the training and development programme of the university. The study also recommended that the university management should publish policy document guideline on training and development programmes of the university and ensure the availability of such document to academic staff of the university.

Keywords: Academic Staff, Training, Development, Performance, Gombe State University

INTRODUCTION

The success of any university depends very much on the ability of the university to train and develop its staff into a productive, competent and skilled work force which is capable and willing to work towards the realization of the university's goals and objectives. Career development and progression play an important role in staff performances in every organization especially an organization with a bureaucratic principle. Organizations are established and operated by individuals and performance of these individuals at any level constitutes the performance of the organizations at large. Amir and Imran (2013) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Staff performance is a necessary tool for achieving the goals and objectives of an organization, whether the organization is public, private or charity. Performance of academic staff is a backbone and also the focal point that determines the prestige and reputation of universities. Falola (2014) reported that training is a systematic process of enhancing the knowledge, skills and attitude, which leads to employee's satisfactory performance at job. He further mentioned that the needs and objectives of the training programme should be identified before offering it to the employees.

The ultimate goal of manpower training and development is to enable the organization to grow stronger in achieving its purpose and mission. Effective training is one that enhances staff performance by connecting the gap between staff current performance and the desired future standard performance to ensure an adequate supply of staff that is technically and socially competent, and capable of career development into specialist departments or management positions. Staff performance can only be achieved if academic training programmes are aligned with the specific needs of the lecturers. Academic training programmes allow academicians to reach their full potential helps them discover their academic limitations, and address them through the impartation of knowledge gained from training and developmental programmes offered by the institution. For Gombe State University (GSU) to effectively perform its functions, it requires a well-trained, developed, professional and dynamic manpower. Staff should be familiar with the method of their selection for training and development programmes in the university since there are inadequate financial resources and there is a high number of applicants needed for the training and development programme. It is observed by Lydia, et al. (2021) that most of the staff of state - owned universities has not been adequately productive as a result of poor funding by their respective state governors which in turn leads to inadequate training and development. Specifically, Academic staff have not lived up to their expectations due to the inability of the state government and university administration to expose them to in-service training, conferences, research, community service and current practices in their fields (Ozurumba & Amasuomo, 2015).

According to Lydia, et al. (2021) from 2009-2019, Gombe State University via TET-fund has sponsored 58 academic staff for PhDs in local universities and 73 for PhDs in foreign training, while, 220 were sponsored for Masters local training and 80 also sponsored for Masters in foreign universities, from 2009-2019. On a sad note, 200 academic staff Academic Staff Training and Development (AST and D) TET-fund intervention is still outstanding or yet to benefit from the fund. Meanwhile, 144 lecturers attended foreign conferences and 168 attended local conferences from 2009-2019. Furthermore, statistics from the office of the Registrar of Gombe State University show that from the year 2010 to 2020 468 academic staff applied for training and development programmes (academic study fellowship, academic conferences and academic workshops) but only 267 were given approval, these shows that 201 academic staff were not approved (Office of the Registrar, 2021).

Several studies have been conducted on the impact of manpower training and development on staff performance notable among them are Bingwa and Nngibe (2021) who conducted their studies to determine academic workshop and training programmes offered by selected universities of technology and their impact in teaching and learning students. Taofeek and Baba (2020) studied the impact of training and retraining of academic staff as a tool for improving the overall performance of an organization. Comfort and Belo (2019) conducted studies on the challenges that led to the inability of the academic staff in southwest Nigerian universities to access TETFund to improve themselves through training and development. Similarly, Abdulrazaq (2018) assesses the effect of training and development on academic staff performance as a result of the shortage of manpower in ABU Zaria. Aborishade (2016) study the need for an organization to provide a quantitative method of assessing staff performance and how training programme influences organizational success and Umar (2014) studied the effect of manpower training and development on worker's performances making emphasis on how staff are selected in Kaduna State Civil Service Commission and how the training and development programme in the commission are funded. etc. Some reported a significant positive relationship

between training and development and staff performance, while others reported zero significant relationship between training and development and staff performance.

Based on the above previous studies conducted and more, there are still literature gaps on the impact of academic staff training and development programmes on staff performance especially in the area of academic study fellowship (ASF), academic conference attendance (ACA) and academic workshop attendance (AWA) since they are integral component of academic staff training and development in tertiary institutions system in Nigeria. However, if carefully studied, it will add value to the existing body of knowledge on the impact of training and development on staff performance. This study has its uniqueness in assessing the impact of training and development programmes on academic staff performance in Gombe State University making emphasis on academic study fellowship, academic conference attendance and academic workshop attendance as training and development programmes offered by the university. Specifically, the study aims:

- i. to assess the impact of academic study fellowship on staff performance in Gombe State University,
- ii. to assess the impact of academic conference attendance on staff performance in Gombe State University,
- iii. to assess the impact of academic workshop attendance on staff performance in Gombe State University.

LITERATURE REVIEW

Concept of Staff Performance

Staff performance determines the success of the organization and is the pivot on which entities thrive. Campbell and Wiernik (2015) argued that the entire economy is drive by individual job performance. Amir and Imran (2013) define performance as the achievements of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Therefore, to them, staff performance can be manifested in improvement in production, ease in the new technology and highly motivated workers. Employee performance can be measured in various ways including productivity, absenteeism and employee satisfaction. The key performance indicator (KPI) helps organizations define and measure their progress toward organizational goals (Lockwood & Ward, 2013). It also helps the employees to focus and pay attention to the tasks and processes that management considers most critical to the success of the organization. Onuh, Isememen and Abudukerimu (2019), stated, an excellent key performance indicator will include the quantity and quality of work performed, timeliness, cost-effectiveness, creativity, and adherence to policy. According to Ferguson (2014), there are four ways to measure staff performance, which include the graphic rating scales, 360-degree feedback, self – evaluation and checklists. Several measures can be taken into consideration when measuring performance for example using productivity, efficiency, effectiveness, quality and profitability (Giday, 2016). He asserted; however, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above-mentioned problems exist in the firm, employee performance decreases not due to a lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure the positive effect of training on employee performance these elements should be taken into consideration (Giday, 2016).

Concept of Training and Development

Training and development have over the years been concepts that go hand in hand; they have been inter-twined in the process of achieving organization aims and objectives. Both are described by many scholars as two blades of a single pair of scissors that blend to accomplish a given task. The continuous interwoven has been due to the fact that the process of one i.e. training leads to the other i.e. development. Training is an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform a certain task within an organizational setting (Bappi et al 2021) According to Aborishade (2016), training can be seen as a process or set of activities aimed at assisting individuals to acquire knowledge, skills and attitudes necessary for the effective performance of specific task or job. This assertion is in line with Reilly's (1979) definition of training as the development of a person's knowledge, skills and attitude for vocational purposes. Development, on the other hand, is viewed by him as "a systematic development of the individual's career so that his interests and abilities, educational, formal and informal training, and work responsibilities are related to each other with the intention of realizing his full potential." For Reilly, Development is wider than training as it seeks the full attainment of the potential of the trainee. In other words, Reilly believes that with development, employees can get to the peak of their "hierarchy of needs". According to Falola (2014) reported that training is a systematic process of enhancing knowledge, skills and attitude, hence leading to satisfactory performance by the employees on the job. He further mentioned that the needs and objectives of the training program should be identified before offering it to the employees.

The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the Organizations competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs (Mbasua, et al 2021)

Abdulrazaq, (2018) In her opinion, Development simply means any activity to increase knowledge, skill and experience. In the words of Taofeek and Abubakar (2020), Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply knowledge, skills, and abilities needed by a particular job. Development is the process of planning and preparing employees for future jobs and upcoming problems. Training is a systematic process of changing the behaviour, knowledge and/or motivation of present employees to improve the march between employee characteristics and employment requirements. Kulkarni (2013) added that training and development aim at developing competencies such as technical, human, conceptual and managerial for individual and organizational growth. The major difference between training and development therefore is that while training focuses often on the current employees' needs or competency gaps and development concerns itself with preparing people for future assignments and responsibilities. At this juncture, it can be concluded that both training and development of employees is a step taken by organizations to improve the quality of employees, at the same time increasing the morale of such employees towards better performance that will improve performance in the organization thereby, achieving organizational goals and objectives.

Forms of Academic Staff Training and Development

i. Concept of Study Fellowship

According to Birmingham University (2019), Study fellowships are monetary awards (scholarships) connected to working in a specific field, usually at the graduate or post-graduate level. Study fellowships provide graduate students time to complete additional training in a field, or funding to continue research. Fellows typically receive a stipend which allows them to complete their training, internship or research without having to devote time to working outside their field, or to resorting to additional loans for support. While according to Creating Fellowship Programs (2020), Study Fellowships are generally defined as short-term opportunities, lasting from a few months to several years that focus on the educational and/or professional development of the fellow. Fellowships can support a variety of things, including study in a specific field; research to advance work on a particular issue; development of a new community-based organization or initiative; training to support a fellow's growth; opportunities to further explore a particular field of work; and more. Generally, there are two different types of Study fellowships: Inclusive and Non-Inclusive Fellowships. Inclusive Fellowship this is more common type of fellowship; here, the recipient is not required to perform a past, present, or future service since the required service is not considered to be employment (or "work") recipients are not required to be work-authorized. While Non-Inclusive Fellowship require recipient or individual to perform a past, present, or future service in order to receive payment; since the required service is generally considered to be employment (or "work"), recipients are required to be work-authorized.

ii. Conference

Academia Conference Proceedings (2013), defined; Academic conference as a general term used to indicate a meeting for discussion most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation. i.e. papers followed by questions. Conferences can include a variety of events such as roundtables, workshops, lectures, etc. Depending on what you want to achieve with your conference (Academia Conference Proceedings, 2013). A conference is the most general term used to indicate a meeting for discussion most commonly adopted by association and organisation for their regular meeting Lydia et al, (2021).

ii. Workshop

Originally, workshop means 'a place where things are made or repaired'. Workshop means an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate in relation to a domain-specific issue. Most workshops are designed to help workers do their job better. Workshops are teaching and learning arrangements, usually in small groups, that are structured to produce active participation in learning. Traditionally, in workshop participants play a more active role and during the session, personal help and assistance comes from the teacher, individual attention on the participant is possible, because in a workshop, number of participants is kept low purposely. The term workshop according to Academia Conference Proceedings (2013) is a brief intensive educational program for a small group of people that focuses on techniques and skills in a particular field. In academia, it is adopted to describe meetings reserved for small groups of specialists who come together for concerted activities or discussion. According to Maeve,

Jaques, Bryan & Walker (2014), Workshops are occasions when people with a problem in common come together to pool experience and find answers. So a workshop depends on the exchange of ideas between all participants who, collectively, may have far more experience in the subject.

Empirical Review

Training and Development on Staff Performance

Yimam (2022) conducted a study on the Impact of training on employee performance: A case study of Bahir Dar University, Ethiopia. The researcher used a cross-sectional survey as a research design for the study where 1508 administrative employees of Bahir Dar University were the target population of the study. 316 samples of administrative employees of Bahir Dar University were respondents who took training in 2019. The 316 samples of administrative employees were selected using a simple random sampling method. The major findings of the study revealed that there is significant correlation between training of employees and their performances, based on the hypotheses tested. The study concluded that based on the findings of the study, the training dimensions (training needs assessment, design, delivery style and evaluation) have a significant positive effect on the performance of the administrative employees in BDU. However, employees are not satisfied with the present training dimensions and elements of each dimension. The study recommended that the Human resource management should conduct training need assessment to improve employees' performance in academic institution, engineering, and industries. Prepare the training programs of their employees as a continuous activity.

Nama, Daweti, Lourens and Chikukwa (2022) conducted a study on the impact of training and development on employee performance and service delivery at a local municipality in South Africa. A cross-sectional research design was adopted to conduct a survey. The target population comprised 20 managers, 132 administrative employees, and 113 general workers at a selected municipality in the Eastern Cape province of South Africa. A sample of 12 managers, 77 administrative employees, and 66 general workers was selected using a stratified sampling technique, resulting in 155 respondents to complete a questionnaire. The major findings of the study revealed that training and development improve employee performance particularly coaching and mentoring, similarly the results showed that trained employees were more likely to improve service delivery, the study concluded that municipality was not providing employees with relevant training and development to enable them to address poor service delivery. Finally, the study recommends that the municipality invests in training and development to enrich employees with new skills and knowledge to improve the quality of service delivery.

Taofeek and Abubakar (2020) conducted a study on impact of training and retraining on career development: a focus on the staff of Umaru Ali Shinkafi Polytechnic, Sokoto, Sokoto State. The study employed the survey approach with the use of questionnaires as a primary source of data. The population used for the study includes all the staff of Umaru Ali Shinkafi Polytechnic, Sokoto. A sample of fifty (50) staff was randomly selected. The major finding of the study is, if institution supports staff in developing their career through training programs and in order to meet their requirements, then both staff and institution will enjoy the long-term benefits. The recommendation revealed by the study is retraining programs should be introduced to staff in

order to reduce obsolescence and staff should be sent for workshops, seminars and conferences within and outside the country from time to time in order to improve their competencies.

Sothy (2019) conducted a study on the impact of training and development on employee performance: A case study of selected private secondary schools in Phnom Penh Cambodia. The study adopted a survey design. The study used purposive and simple random sampling techniques to select a sample size of 90 respondents from the target population of 220 employees from the entire staff namely: Principals, Coordinators, and Teachers of six reputable private secondary schools in Phnom Penh Cambodia. The major findings revealed that training and development provided new employees skills, and enhanced competence they need to perform their jobs with the highest mean score of 3.97 with a standard deviation of 0.79. Moreover, the findings shows that training and development contributed to higher productivity recorded a mean score of 3.93 with a standard deviation of 0.78. The study recommended the school should see the necessity of having effective employee training and development policy with clear procedures as guidelines to manage the training program more effectively, moreover, the school should have a compulsory training program for all employees to comprehend the significance of training programs.

Akomolafe and Belo (2019) conducted their studies on topic academic staff training and the challenges of accessing Tertiary Education Trust Fund (TETFund) in southwest Nigerian universities. Descriptive survey research design was used for the study, and the sample of 500 academic staff was selected as a responded out of the total population of 5 universities in the southwest using simple random and stratified sampling technique. The study revealed that there were many challenges inherent in accessing TETFund by members of the academic staff. Then it was therefore recommended that government and university management should endeavour to reduce the various challenges involved in accessing TETFund for academic staff training to the barest minimum.

Abdurrazaq (2018) presented a research thesis on a topic “assessment of the effect of training and development on academic staff performance in Ahmadu Bello University (ABU) Zaria. The total population of the study 2,664 while the sample size is 338 using Krejcie and Morgan table. Multi-stage sampling technique was considered appropriate for the study. Data was collected using questionnaire and uses chi – square statistical tool for comparison. The major findings show that there is a significant relationship between training and knowledge advancement i.e. additional qualification in ABU Zaria. The study also found that there is a significant relationship between staff training and the quality of graduates produced in ABU, Zaria. Furthermore, it was revealed that there is a significant relationship between training and the quality of research in ABU Zaria. The study, therefore, concludes that academic staff training has a positive effect on their performance. Recommendations of the study are; academic staff should be sponsored on various internal and external training. Consistency should be maintained in the area of internal training which seems to be cheaper and more reachable for the staff than external training. The issue of overstay should be avoided by academic staff.

Umar (2014) conducted her thesis work on “the effect of manpower training and development on worker’s performance: a study of Kaduna State Civil Service Commission” The total population of the study is 91. The researcher used 68% of the total population which is 62 as sample size, where 42 are senior staff and 20 are junior staff of the commission. The researcher used qualitative and quantitative methods of analysis. The major findings include; insufficient

funds/capital to run the affairs of the commission. The commission has a training programme for its staff, which is in line with the guidelines for training and development as produced by the Bureau of Establishment. Most members of staff have been sent on training by the commission. Also, the procedures used in selecting staff for training are mostly based on seniority in service, but in some cases, it is based on employee requests. The major recommendation of her study was that policy on training and development should be put in place and the appropriate number of workers that are due for training should always be ascertained by the commission. There should be consistent training of both junior and senior staff in the commission. Budgetary provision released for training by the state government should be increase and should be well monitored by the bureau of Establishment who is responsible for training staff in the commission.

Rashid (2008) conducted a Study” Effect of Manpower Training and Development on Staff Performance and Retention in Federal College of Education (FCE), Zaria. The total sample size selected for the study is 125; and stratified them as 50 academic staff, 25 non-academic staff and 50 students. The data collected were presented using Tables Frequency count and percentages. The major findings of the study are, there is training programme since established the college. Before 2004, there is no formal training and development policy on ground in the college. The staffs of the college are aware of these training programme and all have access to them. However, findings revealed that opportunity to benefit from any of these training programmes is open to all and so far, many staffs have benefited and others will still benefit. The following recommendation was made as; The College should come out with a comprehensive clearly articulated and documented Manpower Training and Development policy. Staff training and development should not be a privilege. The College should ensure that Staff training is regular and continuous and should not be sporadic.

Theoretical Framework

The theoretical framework for this study is the Kirk Patrick Model of Training known as “Evaluating Training Programs”. Donald Kirk Patrick developed a very popular evaluation model which has been used since the late 1950s by the training community. Donald L Kirk Partrick, Professor Emeritus, first published his ideas in 1959, in a series of articles in the journal of the American Society of Training Directors. The articles were subsequently included in Kirk Partick’s book; *Evaluating Training programs* (originally published in 1994; now in its 3rd edition). He has written several other significant books about training and evaluation. Kirkpatrick four-level model is now considered an industry standard across human resource and training communities. The model has been introduced in 1959 by Donald Kirk Patrick. This is a very popular model focuses on measuring four kinds of outcomes or it can be said that outcomes in four levels that should result from a highly effective training program. Kirkpatrick (1994) divided the evaluation model into four parts: reaction; learning; behaviour and results. Reaction would evaluate how participants feel about the program they attended. The learning would evaluate the extent to which the trainees learned the information and skills, the behavior would evaluate the extent to which their job behaviour had changed as a result of attending the training. The results would evaluate the extent to which the results have been affected by the training program. The main strength of the Kirkpatrick evaluation approach is the focus on behavioral outcomes of the learners involved in the training.

RESEARCH METHODOLOGY

The study was situated in Gombe State University (GSU) in 2021 within the metropolis of the state and specifically limited to only academic staff of the university. The study adopted survey method and the combination of descriptive statistics and Pearson's correlation analysis were used for the study. The population of the study was 596 academic staff of all the faculties of Gombe State University and 238 respondents were used as sample size of the study using Slovene's formula. Slovene's formula was used because it takes into account confidence levels and margins of error. The research also adopted simple random sampling technique so as to give every member of the population an equal chance of being included in the sampling. The target respondents are both applicants and beneficiaries of the training and development programme of the university (academic study fellowship (ASF), academic conference attendance (ACA) and academic workshop attendance (AWA)).

The study also used both primary and secondary sources of data collection and questionnaires were used to get the information from the respondents. The instruments were validated using face and content validity method where the researcher gave the instruments to two experts. The researcher used Test/Retest method in ensuring the reliability of the study instrument. The researcher administered the instrument to few respondents in another university (Federal University Kashere, Gombe State) outside the area of study and after a period of two weeks, the researcher also administered it to the same respondents. The results of the two tests are compared to ensure reliability using IBM SPSS Statistic Version 21. The statistical result obtained was 0.73, 0.74 and 0.84 respectively. According to Nachmias & Nachmias (2009) positive coefficient of 0.7 is considered to be reliable, and the higher the coefficient the more reliable the instruments. The data collected were analysed using descriptive statistic and Pearson's correlation analysis with the aid of IBM SPSS Statistic Version 21.

Data Presentation and Analysis

The data collected from respondents was analysed using Pearson's correlation analysis to test the hypotheses of the study. The following hypotheses were formulated to guide the study;

- H0₁:** There is no significant relationship between academic study fellowship and staff performance in Gombe State University.
- H0₂:** There is no significant relationship between academic conference attendance and staff performance in Gombe State University.
- H0₃:** There is no significant relationship between academic workshop attendance and staff performance in Gombe State University.

Table 1: Pearson’s Correlation Analysis showing the Relationship between Academic Study Fellowship, Academic Conference Attendance as well as Academic Workshop Attendance and Staff Performance in Gombe State University

		SP 11 MEAN	ASF 10 MEAN	ACA 10 MEAN	AWA 10 MEAN
SP 11 MEAN	Person correlation	1	.533***	.582***	.614
	Sig(2-tailed)		.000	.000	.000
	N	226	226	226	226
ASF 10 MEAN	Person correlation	.533***	1	.546***	.471***
	Sig(2-tailed)	.000		.000	.000
	N	226	226	226	226
ACA 10 MEAN	Person correlation	.582***	.546***	1	.661***
	Sig(2-tailed)	.000	.000		.000
	N	228	226	226	226
AWA 10 MEAN	Person correlation	.614***	.471***	.661***	1
	Sig(2-tailed)	.000	.000	.000	
	N	228	226	226	226

Source: *Field work, (2021)*

The statistical analysis presented in Table 1 indicated that there is positive significant correlation between academic study fellowship (ASF) 0.533 representing 53.3%, $p = 0.000$ and $N = 226$, therefore, the first hypothesis which posited that there is no significant relationship between academic study fellowship and staff performance in Gombe State University (H_{01}) is rejected and (H_1) is accepted which means there is significant relationship between academic study fellowship and staff performance in Gombe State University. This means, a significant improvement in the staff fellowship in Gombe State University would significantly improve the performance of staff in the university.

Also, the analysis presented in Table 1 indicated that there is positive significant correlation between academic conference attendance (ACA) 0.582 representing 58.2%, $p = 0.000$ and $N = 226$, the second hypothesis which posited that there is no significant relationship between academic conference attendance and staff performance in Gombe State University (H_{02}) is rejected and (H_2) is accepted which means there is significant relationship between academic conference attendance and staff performance in Gombe State University. It means the more the chances of the staff of the university to attend academic conference, the better their job performance

Lastly, the analysis presented in Table 1 indicated that there is positive significant correlation between and academic workshop attendance (AWA) 0.614 representing 61.4%, $p = 0.000$ and $N = 226$. The third hypothesis which posited that there is no significant relationship between academic workshop attendance and staff performance in Gombe State University, (H_{03}) is rejected and (H_3) is accepted which means there is significant relationship between academic workshop attendance and staff performance in Gombe State University.

The above result shows that training and development programmes (ASF, ACA and AWA) provided by the university management contributed to their staff performances (SP). This means that when an academic staff member of the university undergoes one of the mentioned programmes, it is expected that his/her job performance will automatically increase and exhibit noticeable change in their work after the training.

Discussion of Findings

Based on the research hypothesis and the result obtained after analysis which indicated that there is significant relationship between academic study fellowship and staff performance in Gombe State University, there is a significant relationship between academic conference attendance and staff performance in Gombe State University, and there is significant relationship between academic workshop attendance and staff performance in Gombe State University. This means that if an academic staff member of the university undergoes one of the training schemes of the university (academic study fellowship, academic conference attendance and academic workshop attendance), the training programme will improve his/her performance and exhibit positive changes. This finding is in concordance with that of Abdurrazaq (2018) which shows that training and development in ABU Zaria increase staff performance although the researcher used Chi-square as a tool of data analysis. Similarly, the finding is similar to that of Aborishade (2016) which stated that since the calculated value of X^2 is greater than the tabulated value of X^2 ($65.36 > 41.34$), we reject the null hypothesis and accept the alternate hypothesis which says that job performance of employees is enhanced by acquired knowledge and skills (training and development). Looking at the time frame of the research conducted by Abdurrazaq (2018) and the current research, 2024, and the concordance of the result, it shows that the importance of academic training and development in higher institutions of learning can never be overemphasized. The result is also similar with that of Umar (2014) who conducted his study in Kaduna State Civil Service Commission. The study concluded that since the calculated value of 52 is greater than tabulated value of 7.815, a significant relationship is established between manpower training and development and worker's performance. One of the limitations of this study to the current study is, it was conducted using staff of State Civil Service Commission while the concurrent study focuses on academic staff of a higher institution.

More so, the findings of the current research contrast with Bingwa and Ngibe (2021) whose study revealed that lack of proper method to measure the impact of academic training programmes offered by academic staff led to poor performance of academic staff of the university after training exercise. The same with Comfort & Belo (2019) whose research revealed that challenges in the process of accessing TETFund and other means of sponsoring affected the performance of the academic staff in the university. The current study dwell more on establishing the relationship between academic staff training and development while the research by Bingwa and Ngibe (2021) and Comfort and Belo (2019) dwells more on establishing solution to challenges of academic staff training and development. However, their research findings offer insight for the current research to provide recommendations with clear implementation strategies. Other studies that contradict the findings include Lawrence and Obiekwe (2017) and Akanbi and Adetunji (2016). This inconsistency is as a result of forms of training and development programmes, research methodology and method of assessing academic staff performances.

Conclusion

Based on the findings of the study it was concluded that, there is significant relationship between academic study fellowship and staff performance in Gombe State University; there is significant relationship between academic conference attendance and staff performance in Gombe State University; and there is significant relationship between academic workshop attendance and staff performance in Gombe State University. It means any significant

improvement in academic study fellowship, conference attendance and workshop attendance of staff of Gombe State University, would significantly improve the overall staff performance. The implication is, if an academic staff member of the university undergoes one of the training schemes of the university, the training programme will improve his/her performance and exhibit positive change.

Recommendations

The following recommendations were made:

- a. To ensure significant improvement in academic study fellowship, conference attendance and workshop attendance, the university management system should focus its training and development scheme to master's degree holders of the university since they occupied highest portion of the university academic staff especially academic study fellowship scheme. This can translate in the near future that they become doctorate degree holders and this will give both the university management and the affected staff in realizing their full potentials within the system.
- b. To improve academic study fellowship, conference attendance and workshop attendance among staff of the university, the study recommended that the university management should create additional means of sponsoring academic staff for training and development programmes. This can help in reducing long queues for an academic staff waiting to benefit from training and development programmes of the university.
- c. To ensure equity in academic study fellowship, conference attendance and workshop attendance among staff of Gombe State University, the study also recommended that the university management should publish policy document guideline on training and development programme of the university and to ensure the availability of such document to academic staff of the university. This will eliminate expectation of preferential treatment and other issues among the management of the university and the academic staff of the university as provided by other tertiary institutions.

REFERENCES

- Abdulrazaq, A. (2018). *Assessment of the effect of training and development on academic staff performance in Ahmadu Bello University (ABU), Zaria*. A thesis submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria in partial fulfillment of the requirements for the award of Master of Science (Msc.) in Public Administration, department of Public Administration, Faculty of Administration. Ahmadu Bello University, Zaria, Nigeria.
- Aborishade, E. (2016). *Effect of training and development on workers' performance in Nigerian College of Aviation Technology, Zaria*. A dissertation submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria In partial fulfillment of the requirements for the award of Master of Science (Msc.) in Public Administration, department of Public Administration, Faculty of Administration. Ahmadu Bello University, Zaria, Nigeria.
- Academia conference proceedings (2013). <http://www.academiapublishing.org>. Academia publishing house king street, Leeds, West Yorkshire, England,

- Akomolafe, C. O and Belo F. A. (2019). *Academic staff training and the challenges of accessing TETFund in Southwest Nigerian Universities*. Literacy information and computer education journal (LICEJ), Volume 10, Issue 3, September.
- Amir E. and Imran A. (2013). *The effects of training on employee performance: European Journal of Business and Management*. Banking industry. Bulletin of the Transilvania University of Braşov Series V:
- Bappi, U., Mela, K., Na-Allah, S. R. & Odumu, A. O. (2021) “Entrepreneurship Training among Inmates in Nigerian Correctional Centres: An Empirical Review”. *Creative Business Research Journal*, a publication of the Department of Business Administration, Gombe State University 1(2). Pp 37-47
- Bingwa, L. and Ngibe, M. (2021). *The impact of academic training programmes in improving teaching and learning: A case of academic staff at a selected University of Technology*” *South African Journal of Higher Education* <https://dx.doi.org/10.20853/35-2-4620> Volume 35 | Number 2. Pages 21–41, e-ISSN 1753-5913
- Birmingham University (2019). *Research and commercial services*. Aitchison Building, University of Birmingham, Edgbaston, Birmingham, B15 2TT. Telephone: +44 (0)121 414 3898. Fax: +44 (0)121 414 7151. E-mail: res-ent@bham.ac.uk.
- Campbell J. P. and Wiernik B.M. (2015). *The modeling and assessment of work performance*. *The annual review of organizational psychology and organizational behaviour*, 2, 47 – 74.
- Comfort and Belo (2019). *Academic Staff Training and the Challenges of Accessing TETFund in Southwest Nigerian Universities*. *Literacy Information and Computer Education Journal (LICEJ)*, Volume 10, Issue 3,
- Creating fellowship programs (2020). *Creating fellowship programs for educational institutions*. www.immigrantsrising.org *Economic Sciences* Vol. 7 (56).
- Falola H. O. (2014). *The effectiveness of training and development on employees’ performance and organization competitiveness in the Nigerian*.
- Ferguson, J. (2014). *Factor influencing the effectiveness of multi-source feedback in improving the professional practice of medical doctors: A systematic reviewed*. *BMC medical education*, 14(76).
- Gombe State University Portal: Retrieved 10th February, 2021. gsu.edu.ng/home/about-us
- Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.
- Kulkarni, P.P. (2013). *A literature review on training & development and quality of work*.
- Lydia Y, A. N. Bachama, U. Bappi & Bilkisu A.M (2021) “Assessment of TET-Fund Intervention Programmes in Gombe State University (2009-2019)” in *Global Journal*

of Applied, Management and Social Sciences (GOJAMSS); Vol.22, August 2021;
P.237 – 253 (ISSN: 2276 – 9013) Madonna University

Lockwood, P. and Ward, S. (2013). *Taxation and business advisors. Measuring employee performance using KPIS*. Retrieved from Piswww. Lockwood.Com,Au/Measuring-Employee-Performance-Using-KPIS

Mbasua, Y. A, Adamu U, & U. Bappi, (2021) “Does Labour Management Influence Employee Performance in Local Governments of Gombe State?” in Lapai International Journal of Administration LIJAD A Publication of the Department of Public Administration, Ibrahim Badamasi Babangida University, Lapai, Nigeria Volume 3 Number 4 June, 2021

Maeve, M.,Jean-Jaques, G.,Bryan,W.and Adi Walker (2014). *How to run a workshop*.
www.networklearning.org.

Nama K, Daweti B., Lourens M., and Chikukwa T. (2022). The impact of training and development on employee performance and service delivery at a local municipality in South Africa. *Problems and Perspectives in Management*, 20(4), 42-51. doi:10.21511/ppm.20(4).2022.04

Onuh, E. V, Isememen, S. M and Abudukerimu, M. (2019).*Quality of work – life and employees’ job performance in selected Nigerian Universities*. Gombe Journal of Administration and Management (GJAM). ISSN:2705-3407. Vol 2 NO. 2

Ozurumba, C. N and Amasuomo, J.O (2015) “*Academic Staff Development and Output in State Universities in South-South Nigeria*” East African School of Higher Education Studies & Development, Makerere Journal of Higher Education ISSN: 1816-6822; 7 (2) 49 – 59 DOI: <http://dx.doi.org/10.4314/majohe.v7i2.3>

Rashid, (2008). *Effect of manpower training and development on staff performance and retention In Federal College of Education (FCE), Zaria*. A thesis submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria in partial fulfillment of the requirements for the award of Master Public Administration (MPA), department of Public Administration, Faculty of Administration. Ahmadu Bello University, Zaria, Nigeria.

Sothy, C. (2019).” *The Impact of Training and Development on Employee Performance: A Case Study of Selected Private Secondary Schools in Phnom Penh Cambodia*” Global Journal of Human Resource Management Vol 7, No.3, pp. 40-49, ISSN: 2053-5686, Online ISSN: 2053-5694; Published by European Centre for Research Training and Development UK (www.eajournals.org)

Taofeek, A. & Abubakar,.I.B. (2020). *Impact of training and retraining on career development: A focus on the staff of Umaru Ali Shinkafi Polytechnic, Sokoto, Sokoto State*. Bakolori Journal of general studies 10(2).

Umar. H. (2014). *Effect of manpower training and development on worker’s performance: A study of Kaduna State civil service commission*. A thesis submitted to the school of

postgraduate studies, Ahmadu Bello University, Zaria in partial fulfillment of the requirements for the award of Master of Science (Msc.) in Public Administration, department of Public Administration, Faculty of Administration. Ahmadu Bello University, Zaria, Nigeria.

Yimam, Mohammed Hassen (2022). *Impact of training on employees performance: A case study of Bahir Dar University, Ethiopia*, *Cogent Education*, 9:1, 2107301, DOI: 10.1080/2331186X.2022.2107301.