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PERSONNEL TRAINING AND PRODUCTIVITY GROWTH: A STUDY OF BAYELSA MEDICAL UNIVERSITY

Yidougha Esido PhD Niger Delta University, Wilberforce Island, Bayelsa State
esid@ndu.edu.ng

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ABSTRACT

This study examined the impact of personnel training on the productivity growth of non-teaching staff at Bayelsa Medical University. The study specifically assessed the current state of personnel training programs, determined the extent to which training influenced staff productivity, and identified the challenges affecting training effectiveness among non-teaching staff. A survey research design was adopted, and the population comprised 236 non-teaching staff of the institution. A sample size of 144 respondents was determined using the Krejcie and Morgan sampling technique, out of which 139 questionnaires were successfully retrieved and analyzed. Data were collected using a structured questionnaire and analyzed with both descriptive and inferential statistical tools. Descriptive statistics such as mean and standard deviation were used to analyze research objectives one and three, while regression analysis was employed to test the effect of personnel training on productivity growth. The findings revealed that personnel training programs were generally effective and regularly attended by staff, though some aspects of organization varied. The study further established that personnel training had a positive and significant impact on productivity growth, as it accounted for a substantial proportion of variation in job performance among non-teaching staff. The regression result showed a strong relationship between training and productivity, indicating that improved training practices led to enhanced job performance. However, challenges such as limited application of acquired skills in the workplace were identified as constraints to maximizing training benefits. The study concluded that personnel training significantly improved productivity among non-teaching staff at BMU. It recommended that management should strengthen training programs, ensure practical application of skills, and provide an enabling environment that supported continuous staff development for improved institutional efficiency.

KEYWORDS: Personnel Training; Productivity; Job Performance; Staff Development

1. INTRODUCTION

Personnel training is an indispensable element in promoting organizational growth and enhancing productivity. In the contemporary business environment, organizations strive to remain competitive and achieve their goals and objectives. To accomplish this, it is essential that employees are continuously trained and retrained to improve their competencies and adapt to changing demands. In an increasingly competitive global landscape, organizations are compelled to invest in continuous learning and professional development due to rapid changes driven by globalization, technological advancement, and evolving labour market conditions, all of which significantly influence organizational performance [1].

Training and productivity improvement initiatives are designed to equip employees with the necessary skills and knowledge required to meet organizational goals [2]. Staff training and development programmes represent structured efforts through which employees enhance their capabilities and become more effective in performing their duties. In university settings, for instance, such programmes enable staff to improve their efficiency and contribute meaningfully to institutional development [3]. These initiatives are widely regarded as strategic activities aimed at strengthening employees' competencies to improve overall performance [4]. Training and development programmes may take various forms, including workshops, seminars, conferences, symposia, and presentations. The choice of format typically depends on the specific objectives of the programme and the desired outcomes.

Within the university environment, students interact with both teaching and non-teaching staff for academic and administrative purposes [5]. Consequently, the professional development of all staff categories is crucial. Non-teaching staff, in particular, play a vital role in supporting the achievement of institutional goals.

They contribute significantly to the delivery of quality education by ensuring that the administrative and operational aspects of the institution function effectively [6]. Their responsibilities enable academic staff to focus primarily on teaching and research activities, as they handle essential services such as administration, library management, record keeping, and facility maintenance [7].

Furthermore, non-teaching staff are integral to the technical and support systems of educational institutions [8]. They assist in the smooth execution of daily academic and administrative operations [9]. and provide various services to students, staff, and external stakeholders. These services include library operations, facility maintenance, procurement, health services, and ensuring a safe learning environment [10]. Given the importance of these roles, continuous professional training is necessary to enhance their skills, efficiency, and overall effectiveness. Encouraging employees to participate in regular training and development programmes yields significant benefits for both individuals and organisations. Such initiatives improve employees' performance levels, increase productivity, and foster organisational loyalty [11]. Ultimately, training and development serve as critical tools for improving work efficiency, service delivery, and overall organisational output.

In Nigeria, personnel training is widely acknowledged as a key strategy for improving workforce productivity across various sectors, including education, healthcare, and public administration. The National Policy on Education underscores the importance of staff development in achieving educational objectives (Federal Republic of Nigeria, 2013). Similarly, the Federal Ministry of Health emphasizes continuous training and capacity building as essential for enhancing service delivery within the healthcare sector (Federal Ministry of Health, 2016). Within the university system, personnel training remains equally important, as it equips staff with the competencies required to effectively support teaching, research, and administrative functions. Bayelsa Medical University, a state-owned institution, is expected to implement staff development programmes aimed at improving the productivity of both academic and non-teaching staff. However, concerns have been raised regarding the effectiveness of such programmes, particularly in enhancing the performance of non-teaching staff. This study therefore investigates the impact of personnel training on the productivity growth of non-teaching staff at Bayelsa Medical University, with a focus on how training initiatives influence performance, efficiency, and job satisfaction.

Objectives of the Study

This study aims to:

1. Assess the current state of personnel training programs for non-teaching staff at Bayelsa Medical University.
2. Examine the impact of training on the productivity of non-teaching staff at BMU.
3. Identify challenges effecting personnel training and productivity growth among non-teaching staff.

2. LITERATURE REVIEW

Personnel training programmes are systematically developed to equip employees with the skills, knowledge, and competencies required to meet the dynamic demands of the education sector. These programmes not only enhance individual job performance but also contribute significantly to organisational effectiveness and institutional growth. For non-academic staff in universities, training initiatives typically emphasise the development of administrative competencies, technological skills, customer service delivery, and organizational management capabilities. Such training ensures that staff can efficiently perform administrative duties, support academic processes, and deliver quality services to both students and faculty members. In contrast, development programmes are more future-oriented, focusing on career advancement, leadership development, and long-term professional growth. These programmes play a critical role in sustaining employee motivation and commitment within the organization [12].

Moreover, training and development have been widely linked to improved job satisfaction and enhanced employee retention in higher education institutions. Universities that prioritize continuous learning and capacity-building initiatives often experience reduced staff turnover, as employees perceive opportunities for growth and feel valued within the organization [13].

This is particularly important in private universities, where competition for skilled personnel is intense, making structured training programmes a strategic tool for maintaining a competent and high-performing workforce.

In addition, organisations are encouraged to design comprehensive training frameworks that align with their strategic objectives and promote continuous learning among employees [14]. Empirical studies have shown that well-structured training programmes significantly improve employee performance, especially when complemented by follow-up support mechanisms such as mentoring and on-the-job coaching [15]. Similarly, effective feedback systems have been identified as essential for enhancing institutional learning and maximizing the benefits of training initiatives [16].

Recent studies further highlight the importance of organisational culture in determining the effectiveness of training programmes. When training initiatives are aligned with shared organisational goals and supported by a strong learning culture, outcomes are significantly improved. Additionally, integrating modern approaches such as digital skill development and alternative credentialing pathways has been shown to expand professional development opportunities for employees [17].

Beyond performance improvement, training and development programmes have also been associated with enhanced psychological well-being and emotional resilience among employees. For instance, research in the policing sector indicates that targeted training interventions can strengthen individuals' capacity to cope with job-related stress [18]. In the educational sector, staff development initiatives that incorporate peer mentoring and scenario-based learning have been found to boost confidence, improve competence, and enhance service delivery [19]. The literature demonstrates that training and development exert a strong positive influence on employee performance, leadership capabilities, organisational adaptability, and overall workforce well-being. These benefits are most effectively realised when training initiatives are aligned with organisational strategies, embedded within a supportive learning culture, and reinforced through behavioural and social learning practices.

Several empirical studies conducted in Nigeria further support the positive relationship between training and employee performance. Babagana [20] found that training and development significantly improve lecturers' performance by updating their knowledge and skills to meet contemporary challenges. Similarly, Gambo [21] reported that training enhances employees' technical competencies and productivity within academic institutions. Ampomah [22] observed that training serves as a motivational tool, leading to improved employee performance. Ankrah [23] also concluded that training programmes positively influence job performance and skill acquisition, despite challenges such as staff shortages that increase workload. In a related study, Innocent et al[24]. established that training and development positively affect employee performance in Nigerian polytechnics, although constraints such as inadequate managerial support limit their effectiveness. Furthermore, Lola et al [25]. identified a significant positive relationship between training and job performance at Redeemer's University, Ede. Other studies have reinforced these findings. Abdullahi et al [26] demonstrated that training methods, design, and delivery significantly influence employee productivity among academic staff in Kano State Polytechnic. Similarly, Aliyu et al [27]. confirmed that training and development enhance employee performance and productivity at Abubakar Tatari Ali Polytechnic, Bauchi. Ajayi and Okhankhuele [28] found that both on-the-job and off-the-job training significantly improve employee performance at the Federal University of Technology, Akure, although inadequate funding remains a major constraint. Finally, Paul and Shah [29] established a strong positive relationship between training, development, and employee performance across organisations. The reviewed literature underscores the critical role of training and development in enhancing employee performance, improving organisational efficiency, and fostering workforce sustainability. Continuous investment in staff development is therefore essential for universities seeking to achieve excellence in service delivery and overall institutional performance.

3. METHODOLOGY

This study was carried out at Bayelsa Medical University, a state-owned institution established in 2018 by the Bayelsa State Government to address the shortage of medical personnel within the state and the wider Nigerian healthcare system. A survey research design was adopted for the study, as it is suitable for collecting data on individuals' perceptions, attitudes, and behaviours regarding personnel training and productivity. This design enabled the researcher to obtain relevant information directly from respondents in a systematic and reliable manner.

The target population consisted of all non-teaching staff of the university, with a total number of two hundred and thirty-six (236) employees. From this population, a sample size of one hundred and forty-four (144) respondents was selected using the Krejcie and Morgan (1970) sample size determination table. This approach ensured that the sample was adequately representative of the population.

Data for the study were collected using a structured questionnaire administered to the selected respondents. The instrument was primarily composed of close-ended questions, which allowed for uniform responses and facilitated ease of data analysis. The collected data were analysed using both descriptive and inferential statistical methods. Descriptive statistics, including frequency distributions, percentages, and mean scores, were employed to address the first and third research objectives, which focused on assessing the current state of personnel training and identifying challenges affecting staff productivity. In addition, regression analysis was used as an inferential statistical tool to examine the effect of personnel training on productivity growth among non-teaching staff. This method helped to determine the nature, strength, and significance of the relationship between the variables under investigation.

4.RESULTS

Descriptive Results

Table 1.Administration and Retrieval of Questionnaire

No of Questionnaires Administrated	No of Questionnaires Retrieved	% Retrieved
144	139	97

The table shows that a total of 144 questionnaires were administered to the respondents, out of which 139 were successfully retrieved, representing a high response rate of 97%. This indicates that the majority of the sampled non-teaching staff participated in the study, suggesting strong engagement and cooperation from the respondents

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Table 2. Current state of personnel training programs for non-teaching staff at Bayelsa Medical University.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The Training Program for non teaching staff of the institution are effective	139	1.00	5.00	3.6043	.53323
non teaching staff attends training program regular	139	1.00	5.00	3.9065	.81554
training program are organized for non teaching staff	139	1.00	5.00	3.1942	.39705
Valid N (listwise)	139				

The descriptive analysis reveals that personnel training programmes for non-teaching staff at Bayelsa Medical University are generally effective and well-established. A mean score of 3.6043 indicates that respondents perceived the training initiatives as largely satisfactory, while a higher mean value of 3.9065 suggests that staff participation in such programmes is frequent and consistent. These findings imply that the university has made notable progress in implementing training systems that are accessible and beneficial to staff development.

Furthermore, the mean score of 3.1942 relating to the organisation of training programmes indicates that these initiatives are reasonably well-structured. This supports the view that the institution has put in place a coordinated framework for delivering staff training. The relatively low standard deviations observed across the variables point to a high level of agreement among respondents, reflecting a shared positive perception regarding the availability, consistency, and effectiveness of training activities. This uniformity in responses suggests that the university maintains a stable and systematic approach to personnel training for its non-teaching staff.
These findings are consistent with earlier empirical studies that highlight the critical role of training and development in improving employee performance and productivity. For instance,Babagana Gambo [20] and Gambo [21] reported that well-implemented training programmes enhance employees' skills and job effectiveness in academic institutions. Likewise, Ampomah [22] and Ajayi and Okhankhuele [28] found that structured training initiatives contribute significantly to employee motivation and overall productivity.

The alignment between the present findings and previous studies indicates that the relatively effective and regularly attended training programmes at Bayelsa Medical University are likely to have a positive impact on staff efficiency, job satisfaction, and overall institutional performance.

Table 3. Impact of training on the productivity of non-teaching staff at BMU

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Personnel training has impacted on your job	139	1.00	5.00	3.0216	.14584
Productivity of the job improved most after training	139	1.00	5.00	3.1151	.32031
Personnel Applied new skills gained from training productivity in the institution	139	1.00	5.00	3.0432	.23684
Valid N (listwise)	139				

The descriptive findings suggest that personnel training exerts a moderate positive influence on the productivity of non-teaching staff at Bayelsa Medical University. The mean score of 3.0216 indicates that respondents generally acknowledged the role of training in enhancing their job performance, while the mean value of 3.1151 reflects a noticeable improvement in productivity following participation in training programmes. Although these values are above the average threshold, they indicate that the impact of training, while positive, is not particularly strong.

In addition, a mean score of 3.0432 shows that respondents moderately applied the knowledge and skills gained from training to their respective job responsibilities. This suggests that while training contributes to skill acquisition, its practical application in the workplace may be somewhat limited. The relatively low standard deviations across the variables demonstrate a high level of consistency in respondents' opinions, thereby enhancing the credibility and reliability of the results.

These findings are consistent with previous empirical studies that have established a positive relationship between training and employee performance. For example, Gambo [21] found that training and development significantly improve employees' competencies and productivity within academic institutions. Similarly, Ampomah [22] reported that effective training programmes are strongly associated with improved job performance and organisational outcomes. The results indicate that while personnel training contributes positively to productivity among non-teaching staff, there is a need for more effective strategies to strengthen its impact, particularly in ensuring the practical application of acquired skills in the workplace.

Table 4. Challenges effecting personnel training and productivity growth among non-teaching staff.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Personnel do face challenges accessing training programs outside the institution	139	1.00	3.00	1.3597	.49647
Staff are hindred to apply the new skill in the institution	139	3.00	5.00	4.1007	.34672
Equipment for the new skill would help u remove barriers to productivity	139	1.00	2.00	1.0360	.18689
Valid N (listwise)	139				

The descriptive findings highlight a combination of enabling factors and constraints affecting personnel training and productivity growth among non-teaching staff at Bayelsa Medical University. The mean score of 1.3597 suggests that respondents generally did not encounter major difficulties in accessing training programmes outside the institution, indicating that external training opportunities are relatively available and accessible. Likewise, the very low mean score of 1.0360 reflects a strong consensus that the availability of appropriate equipment would enhance productivity, implying that infrastructural support is perceived more as a facilitator of performance than a significant barrier.

Despite these positive indicators, a major challenge was identified in the practical application of acquired skills. This is evidenced by the high mean score of 4.1007, which shows that respondents experienced considerable difficulty in transferring newly acquired knowledge and competencies to their job roles. This finding points to disconnect between training participation and its effective implementation in the workplace. Such a gap may be attributed to organisational factors such as insufficient managerial support, inflexible work systems, or limited opportunities for staff to utilise their newly developed skills.

The relatively low standard deviations across the variables indicate a high degree of agreement among respondents, thereby strengthening the reliability of these findings. These results are consistent with existing empirical literature, which emphasises that the success of training programmes depends not only on access to training but also on the presence of a supportive organisational environment that facilitates the application of learned skills. For example, Nuwagaba et al [19] observed that although training enhances employee performance, its impact may be constrained by organisational challenges such as inadequate management support. Similarly, Ajayi and Okhankhuele [28] reported that insufficient funding and institutional limitations can hinder the effective utilisation of training outcomes. In the same vein, Nuwagaba et al [19] argued that training achieves optimal results only when supported by enabling structures, resources, and organisational commitment. The findings suggest that while access to training is not a major concern, greater attention is required to address institutional barriers that limit the effective application of acquired skills, in order to fully realise the benefits of personnel training on productivity.

Table 5. Inferential Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.646[a]	.418	.414	.45395	.418	98.370	1	137	.000

a. Predictors: (Constant), Personnel Training Program

The model summary reveals a strong and statistically significant relationship between personnel training programmes and productivity growth among non-teaching staff at Bayelsa Medical University. The correlation coefficient (R = 0.646) indicates a substantial positive association between training and productivity, suggesting that improvements in training are accompanied by corresponding increases in staff performance. The coefficient of determination (R^2 = 0.418) shows that approximately 41.8% of the variation in productivity growth can be explained by personnel training programmes. This demonstrates that training is a key factor influencing productivity among non-teaching staff. Additionally, the Adjusted R^2 value of 0.414 confirms the stability and reliability of the model, even after accounting for sample size and the number of predictors included in the analysis.

Furthermore, the F-statistic value of 98.370, with a significance level of 0.000, indicates that the regression model is statistically significant at the 5% level. This implies that personnel training has a meaningful and measurable effect on productivity growth, and the observed relationship is unlikely to have occurred by chance. The relatively low standard error of the estimate (0.45395) further suggests that the model provides a good fit to the data, indicating that the predicted values closely approximate the observed outcomes. These results confirm that personnel training is a significant determinant of productivity among non-teaching staff at Bayelsa Medical University, highlighting the importance of continuous investment in staff development programmes to enhance organisational performance.

Table 6. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.036	.122		16.743	.000
	Personnel_Training_Program	.243	.025	.646	9.918	.000

a. Dependent Variable: Job_Performance_Productivity

The regression results show that personnel training programmes have a positive and statistically significant effect on job performance and productivity among non-teaching staff at Bayelsa Medical University. Specifically, the unstandardized coefficient (B = 0.243) indicates that for every improvement in training (such as better-designed programmes, increased frequency, or enhanced skill acquisition), staff productivity increases by 0.243 units. In practical terms, this means that investing in training initiatives leads to measurable gains in employees' ability to perform tasks more efficiently, meet targets, and contribute more effectively to organisational goals. Thus, even moderate improvements in training can translate into noticeable enhancements in overall staff output.

In addition, the standardized beta coefficient (β = 0.646) reflects a strong positive relationship between personnel training and productivity, suggesting that training is a major driver of performance relative to other factors in the model. The t-value of 9.918, with a significance level of 0.000, confirms that this effect is statistically significant at the 5% level, indicating that the observed improvement in productivity due to training is reliable and not due to chance. Furthermore, the constant value of 2.036 implies that while a basic level of productivity exists without formal training, the introduction and continuous improvement of training programmes substantially elevate staff performance beyond this baseline.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study concludes that personnel training has a significant and positive impact on the productivity growth of non-teaching staff at Bayelsa Medical University. Findings from both descriptive and inferential analyses demonstrate that training programmes contribute meaningfully to improved job performance, efficiency, and overall staff productivity. The regression analysis further establishes that personnel training is a strong and statistically significant predictor of productivity, indicating that increased investment in training leads to measurable improvements in employee output. However, the study also reveals that although training programmes are available and relatively effective, their full benefits are constrained by certain challenges particularly the limited application of acquired skills in the workplace. This suggests that while training initiatives are being implemented, the institutional environment may not always provide adequate support for translating learned competencies into practice. Despite these limitations, the overall findings affirm that personnel training remains a critical tool for enhancing staff performance and organisational effectiveness.

5.2 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Universities should establish consistent and well-structured personnel training programmes for non-teaching staff. These programmes should be continuous and tailored to address both current job requirements and emerging administrative challenges, thereby sustaining and improving productivity across all departments.
2. Training content should be practical, relevant to job roles, and supported by appropriate workplace systems that facilitate the application of acquired skills. This includes the provision of necessary tools, resources, and supervisory support to bridge the gap between training and actual job performance, ensuring optimal returns on training investments.
3. University management should foster a supportive organisational environment that encourages continuous learning and effective utilisation of skills. This can be achieved by minimizing institutional barriers, introducing performance-based incentives, and implementing monitoring and evaluation mechanisms to assess the impact of training programmes on staff productivity over time.

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