

Influence of Higher Education and Capacity Building on Staff Productivity in the National Assembly of Nigeria

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This study examined the influence of higher education and capacity building on staff productivity in the National Assembly of Nigeria. The study adopted a survey research design. The population used for the study comprised all staff of National Assembly of Nigeria. 167 staff were randomly selected as the sample size of the study. The study utilised questionnaire as the instrument for data collection. The data collected for the study was analysed using Partial Least Square Structural Equation Modeling (PLS-SEM) through SmartPLS 3.0 software. The study found that both higher education level and capacity building programmes have positive and significant impact on staff productivity in the National Assembly of Nigeria at 5% level of significance. Based on the findings, the study concludes that higher education and capacity building positively and significantly influence staff productivity in the National Assembly of Nigeria. The study recommended that National Assembly of Nigeria should establish and maintain policies that encourage and support staff to pursue advanced academic qualifications. This could include offering educational scholarships, study leave with pay, and partnerships with reputable institutions for part-time or distance learning programmes. Such initiatives will not only boost individual employees' competencies but also enhance and continue improving their productivity. They should also institutionalize continuous professional development by designing and implementing regular, targeted training sessions for all staff. These programmes should focus on areas relevant to the legislative and administrative functions of the Assembly such as ICT skills, leadership, policy analysis, and public administration.

Keywords: Capacity building, higher education, level, programmes, productivity, staff

Introduction

Staff productivity in legislative bodies globally is a critical factor influencing governance effectiveness and policy implementation. Research indicates that the productivity of legislative staff directly impacts the efficiency and quality of legislative processes, which are pivotal for democratic governance (Smith & Jones, 2021). Globally, higher education and ongoing professional development have been identified as key drivers in enhancing the capabilities and productivity of staff within such institutions (Brown & Zhang, 2022).

In Africa, similar trends are observed. Legislative bodies across the continent are increasingly focusing on capacity building as a strategic approach to enhance the administrative

and technical capabilities of their staff. In regions where staff undergoes continuous professional development, there is a noticeable improvement in procedural efficiency and policy analysis (Adeoye & Emeka, 2023). This highlights the importance of education and training in fostering an informed and efficient workforce that can effectively support the complex needs of legislative bodies.

In Nigeria, the National Assembly plays a crucial role in the country's governance, and the productivity of its staff is vital for its legislative success. However, challenges such as inadequate training, limited access to higher education opportunities, and a lack of focused capacity-building initiatives have historically constrained staff productivity within the National Assembly (Johnson *et al.*, 2022). Recognizing these

challenges, there have been a growing emphasis on the need to invest in higher education and systematic capacity-building programmes aimed at enhancing skills and knowledge.

Higher education and capacity building on staff productivity in legislative bodies is increasingly recognised as a pivotal factor for enhancing governance and operational efficiency, particularly within the context of the National Assembly of Nigeria. Staff productivity in this setting is crucial for the effective development, analysis, and implementation of policies and legislation that drive national progress (Brown & Zhang, 2022). Studies have shown that higher education levels among legislative staff correlate with improved analytical skills, enhanced decision-making capabilities, and more effective legislative support, which in turn contribute to more robust governance frameworks (Okeke & Aliyu, 2024). Moreover, targeted capacity-building programmes are linked to increased efficiency and effectiveness, equipping staff with the necessary tools to manage complex legislative processes and challenges (Johnson *et al.*, 2022). These educational and training initiatives not only bolster individual performance but also foster a collaborative and knowledgeable work environment that is essential for the complex dynamics of Nigeria's legislative system.

Despite the recognised importance of legislative staff in shaping effective governance, there is a discernible gap in the comprehensive understanding of how higher education and capacity-building efforts directly impact staff productivity within Nigeria's National Assembly. Previous studies, such as those by Okeke and Aliyu (2024), have highlighted the positive correlation between educational levels and productivity metrics. However, these studies often lack a nuanced analysis of how specific educational disciplines or training modules affect different aspects of legislative productivity. Moreover, while the general benefits of capacity building are acknowledged, there is limited research examining the long-term impacts of such programmes on staff retention and job satisfaction within the legislative context (Johnson *et al.*, 2022).

Most previous study conducted in this area, focused on another dimension. For instance,

Ojokuku and Adegbite (2014) focused on capacity building and manpower development on staff performance in selected organisations in Nigeria; Treľová and Olsavsky (2016) focused on education on employees' productivity and job satisfaction in Slovakia; Amiga (2020) focused on influence of capacity building and employee job satisfaction in private universities in Kenya; Chukwurah *et al.* (2020) focused on how capacity building affects employee productivity in the Anambra State Civil Service Commission; Hajdari *et al.* (2023) focused on how continuing education influences employee productivity and financial performance in Kosovo's banking sector; Nwapi (2023) focused only on capacity building on workers' productivity in public sector organization; Musiimenta *et al.* (2024) focused only on impact of capacity building programmes and employee performance at Metropolitan International University; Pantih (2024) focused on the causal relationship between education, training, and productivity at PT Masmino Dwi Area in Indonesia; Iqbal *et al.* (2024) focused on the effect of staff training on university productivity mediated by job satisfaction in ISO 9001-certified universities in Pakistan. However, no study was conducted in this area and it focused on staff productivity in the National Assembly of Nigeria.

Therefore, the objective of this study is to examine the impact of higher education and capacity building on staff productivity in the National Assembly of Nigeria. The study was guided by the following specific objectives:

- i. to assess the impact of higher education levels of staff productivity in the National Assembly of Nigeria; and
- ii. to evaluate the effectiveness of capacity-building programmes on staff productivity in the National Assembly of Nigeria.

In line with the above objectives, this study addressed the following hypotheses:

H₀₁: Higher education levels have no significant impact on staff productivity in the National Assembly of Nigeria.

H₀₂: Capacity-building programmes have no significant impact on staff productivity in the National Assembly of Nigeria.

Literature Review

Staff Productivity

Productivity is broadly conceptualised as a key determinant of organisational success, involving the efficient and effective use of resources including labour, capital, and technology to produce goods or services (Iqbal *et al.*, 2024). It reflects the relationship between input and output, where increased productivity denotes more output generated with fewer resources or in less time. In the context of higher educational institutions, productivity is linked to improved service delivery, enhanced learning outcomes, and the attainment of institutional goals (Iqbal *et al.*, 2024). According to Hajdari *et al.* (2023), employee productivity specifically refers to the degree to which workers contribute to the operational and financial performance of an organisation. Their study emphasized that continuing education significantly enhances productivity by boosting employee skills, innovation, and responsiveness to organisational demands.

Staff productivity, more specifically, relates to how effectively employees perform their assigned duties to achieve desired outcomes in an organisation. Ojokuku and Adegbite (2014) define it as a measurable indicator of how human capital contributes to organisational performance through the application of acquired skills, knowledge, and competencies. Their findings in Nigerian organisations revealed that capacity building and manpower development have a positive correlation with staff performance, highlighting the strategic importance of investing in human capital. Similarly, Chukwurah *et al.* (2020) describe staff productivity as the outcome of improved service quality and organisational efficiency resulting from continuous training and capacity enhancement. Moreover, Nwapi (2023) asserts that staff productivity in the public sector is driven by effective training programmes and access to modern technologies, yet often constrained by inadequate funding and outdated systems.

Higher Education Levels

Higher education encompasses a wide array of formal education institutions beyond the secondary level, including universities, colleges, and professional schools that offer bachelor's

degrees, master's degrees, and doctoral programmes (Iqbal *et al.*, 2024). Higher education is considered pivotal for equipping individuals with advanced knowledge and skills, fostering personal development, and contributing to society by promoting critical thinking, cultural development, and innovation (Iqbal *et al.*, 2023). Higher education institutions not only provide specialized academic training but also prepare individuals for professional careers, making substantial contributions to the economic and social landscape by generating skilled workforce and research outputs that drive innovation and socio-economic development (Menon, 2016).

Higher education levels refer to the attainment of advanced academic qualifications beyond secondary education, such as diplomas, bachelor's degrees, master's degrees, and doctorates, which equip individuals with specialized knowledge, critical thinking skills, and professional competencies necessary for enhanced job performance and career advancement (Altbach *et al.*, 2024; Marginson, 2023). Higher education not only fosters intellectual development but also prepares individuals to contribute effectively to organisational productivity and national development (Teixeira & Shin, 2024).

Capacity-building Programmes

Capacity building is a concept deeply rooted in enhancing the capabilities and competencies of individuals within an organisation to ensure sustained performance and growth. According to Nwapi (2023), capacity building in public sector organisations is integral for improving service quality and overcoming the challenges posed by inadequate training, lack of modern technology, and insufficient funding. Furthermore, Chukwurah *et al.* (2020) elaborate that capacity building extends beyond simple training; it involves a comprehensive approach to developing human resources, which includes equipping individuals with necessary skills, knowledge, and access to information through structured educational activities.

Capacity-building programmes refer to structured initiatives aimed at enhancing the skills, knowledge, and competencies of individuals or organisations to improve performance and achieve sustainable growth (UNDP, 2024; Brown & Harvey, 2023). These programmes typically

include training workshops, mentoring, professional development courses, and knowledge-sharing activities designed to empower employees with relevant tools and techniques to address organizational challenges effectively (Musiimenta *et al.*, 2024). By fostering continuous learning and adaptability, capacity-building programmes contribute significantly to organizational resilience and productivity.

Empirical Review

Higher Education Levels and Staff Productivity

Pantih (2024) assessed the causal relationship between education, training, and productivity at PT Masmindo Dwi Area in Indonesia. The research employed a descriptive-quantitative design using census sampling with a sample size of 55 employees. Data were collected through questionnaires and analysed using descriptive statistics. Results confirmed a strong positive effect of education and training on employee productivity. The sample size used in the study was too small and may not represent broader industry conditions.

Hajdari *et al.* (2023) analysed how continuing education influences employee productivity and financial performance in Kosovo's banking sector. Using a quantitative approach, they surveyed 360 bank employees (sample drawn from 3,636 population using Slovin's formula) via structured questionnaires. Data were analysed through Ordinary Least Squares (OLS) regression. Findings indicated that continuing education accounts for 40.2% of employee productivity and 20.4% of financial performance.

Treľová and Olsavsky (2016) investigated how education affects employees' productivity and job satisfaction in Slovakia. The study used a descriptive and correlational survey method on distance-learning business students who were also working professionals. The study employed questionnaires and statistical analysis to explore the relationship between qualification improvement and productivity. Results showed a positive association between educational satisfaction and job performance, moderated by demographics and legal knowledge

Capacity-building programmes and Staff Productivity

Musiimenta *et al.* (2024) assessed the impact of capacity building programmes on employee performance at Metropolitan International University. Adopting a case study design, the researchers employed document reviews, structured questionnaires for 150 staff, and in-depth interviews with university management. Data were analysed using descriptive statistics and regression analysis. The study found that targeted training in areas like ICT, financial management, and conflict resolution significantly improved productivity, innovation, retention, and customer satisfaction. A strong positive correlation ($r = 0.606$, $p < 0.01$) between performance and resource availability was observed. However, the study's focus on one institution limits generalizability across diverse educational settings.

Iqbal *et al.* (2024) investigated the effect of staff training on university productivity mediated by job satisfaction in ISO 9001-certified universities in Pakistan. Using a quantitative approach, the authors employed purposive sampling and surveyed academic and administrative staff via online questionnaires. Data analysis through SmartPLS-4 revealed that training significantly improved both satisfaction and productivity.

Nwapi (2023) explored the effect of capacity building on workers' productivity in Enugu State's public sector. The study employed a descriptive survey design, collecting data from public sector workers through questionnaires and document analysis. The study found that capacity building improves service delivery; however, constraints such as inadequate funding and outdated technology hinder its effectiveness.

Amiga (2020) examined the influence of capacity building on job satisfaction in private universities in Kenya, focusing on USIU-Africa. The study used a descriptive survey design with a stratified random sample of 138 respondents drawn from a population of 438 staff. Primary data were collected via questionnaires, and regression analysis was used. Findings showed that organisational communication, change management, and skills training significantly impact job satisfaction.

Chukwurah *et al.* (2020) examined how capacity building affects employee productivity in the Anambra State Civil Service Commission. Using a survey research design, they studied a population of 280 with a sample size not explicitly stated. Data were gathered using questionnaires and analysed with chi-square tests. The study revealed that lack of modern technologies and insufficient funds negatively impact training efforts, although training significantly enhances service delivery.

Ojokuku and Adegbite (2014) assessed how capacity building and manpower development affect staff performance in southwestern Nigeria. The study used a survey of 128 managers from selected firms, collecting data through structured questionnaires. Descriptive and inferential analyses revealed a significant positive link between training initiatives and performance.

Theoretical Framework

Human Capital Theory

Human Capital Theory was initially developed by economists such as Gary Becker and Theodore Schultz in the mid-20th century. Schultz introduced the concept in 1961, emphasising the economic value of investments in human capital education, training, and health which he argued could significantly increase productivity and income levels (Schultz, 1961). Becker further elaborated on these ideas, particularly in his 1964 book, *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. The main premise of the theory is that investing in human capital (through education and training) enhances an individual's skills and knowledge, which in turn increases their productivity and efficiency, leading to greater economic outcomes (Becker, 1964).

Following Schultz and Becker, numerous scholars have expanded upon and refined Human Capital Theory. For instance, Mincer (1974) built on Becker's work by exploring the relationship between earnings and the years of education and experience, suggesting a logarithmic return on human capital investments. More recent studies have incorporated modern educational contexts and the impact of technology on human capital formation (Goldin & Katz, 2008). These contributions have helped to adapt the theory to contemporary socio-economic conditions, showing

how human capital remains critical in a knowledge-based economy and addressing the role of continuous learning and adaptation.

Despite its widespread influence, Human Capital Theory has faced criticism, primarily concerning its sometimes overly economic focus, which may overlook social, cultural, and emotional components of human development (Fine, 1999). Critics argue that the theory may simplify the complexities of educational outcomes and their impact on productivity. However, the relevance of Human Capital Theory to the study on the impact of higher education and capacity building on staff productivity in the National Assembly of Nigeria is profound. It provides a robust framework for analysing how structured education and professional development programmes could enhance the capabilities and efficiency of legislative staff, thereby improving institutional productivity and governance effectiveness. This theoretical framework supports the need for strategic investments in staff development as a critical component of legislative success and effective governance.

Research Methodology

This study employed a quantitative research methodology, which was instrumental in collecting extensive data and examining the relationships between variables via numerical analysis. Such a method is beneficial for generalizing results to a larger population and offers robust empirical support for policy-making aimed at enhancing security measures. The study utilised structured survey instruments, ensuring consistent data collection and bolstering the reliability and validity of the outcomes, which are crucial for developing effective interventions. The target population of this study encompassed all staff of the National Assembly in Nigeria, with a random sample of 167 individuals selected for participation.

Primary data for this research was gathered through structured questionnaires for the purpose of this study, which were physically distributed to the 167 selected National Assembly staff members. To aid in data collection, two trained research assistants were deployed. Prior to widespread distribution, a pilot test involving 15 questionnaires was conducted to confirm the clarity, relevance, and appropriateness of the

questions. Adjustments were made based on the feedback received from this initial testing. The reliability of the questionnaire was evaluated using Cronbach's alpha, with a threshold of 0.7 indicating acceptable reliability (Hair *et al.*, 2022). Out of the 167 questionnaires distributed, 152 were completed and returned, yielding a 91% response rate and providing a solid basis for analysis. Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS 3.0 software, known for its efficacy in assessing measurement and structural models and

conducting hypothesis testing (Hair *et al.*, 2021; Henseler *et al.*, 2015).

Ethical considerations were stringently observed throughout the study. All participants provided informed consent, were informed of their right to withdraw at any time without consequence, and were assured of the confidentiality of their responses. Data was anonymized and securely stored to protect the privacy of the respondents. This ethical rigor ensures the integrity and ethical soundness of the research process. The model for the PLS-SEM is depicted pictorially below:

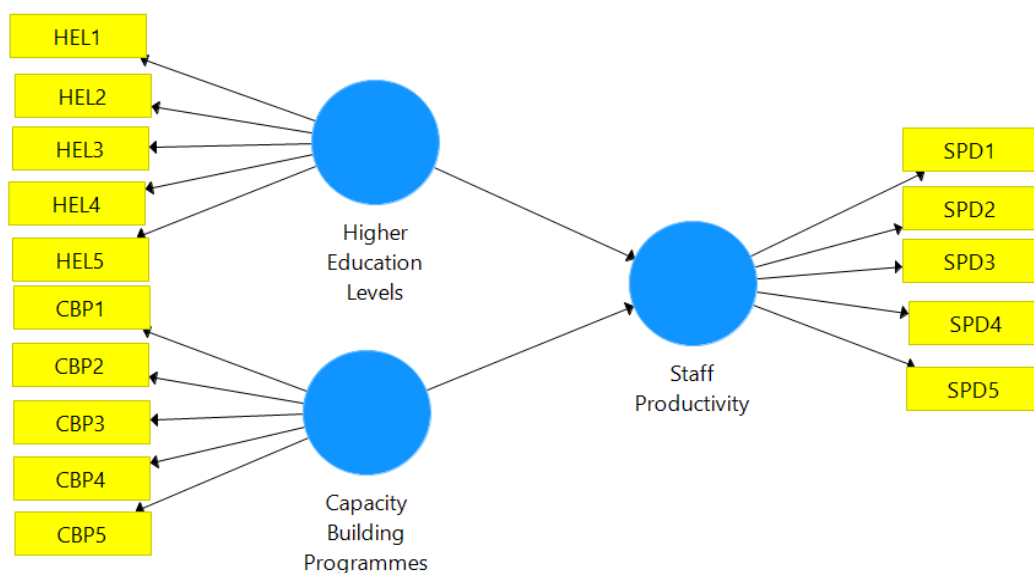


Fig. 1: Model Specification,
Source: SmartPLS Output, 2025

Result and Discussion

Measurement Model Evaluation

The measurement model was assessed through convergent validity, which involves evaluating factor loadings, composite reliability (CR), and average variance extracted (AVE), as outlined by Gholami *et al.* (2013). In this study, all constructs demonstrated acceptable factor loadings exceeding 0.6, composite reliability values above the 0.7 thresholds and AVE values greater than 0.5, in line with the recommendations of Hair *et al.* (2014). Evaluating factor loadings, composite reliability (CR), and average variance extracted (AVE) is essential in assessing the convergent validity of a

measurement model in structural equation modeling. Factor loadings indicate the strength of the relationship between observed variables and their underlying latent constructs, with values above 0.6 generally considered acceptable for indicating strong item reliability. Composite reliability assesses the internal consistency of the constructs, with values above 0.7 suggesting satisfactory reliability. Meanwhile, AVE measures the amount of variance captured by a construct relative to the variance due to measurement error, and values above 0.5 demonstrate adequate convergent validity (Hair *et al.*, 2014). These indicators collectively ensure that the constructs

used in the study are both reliable and valid, thereby strengthening the credibility of the

research findings. The above is shown in fig. 2 and table 1 below:

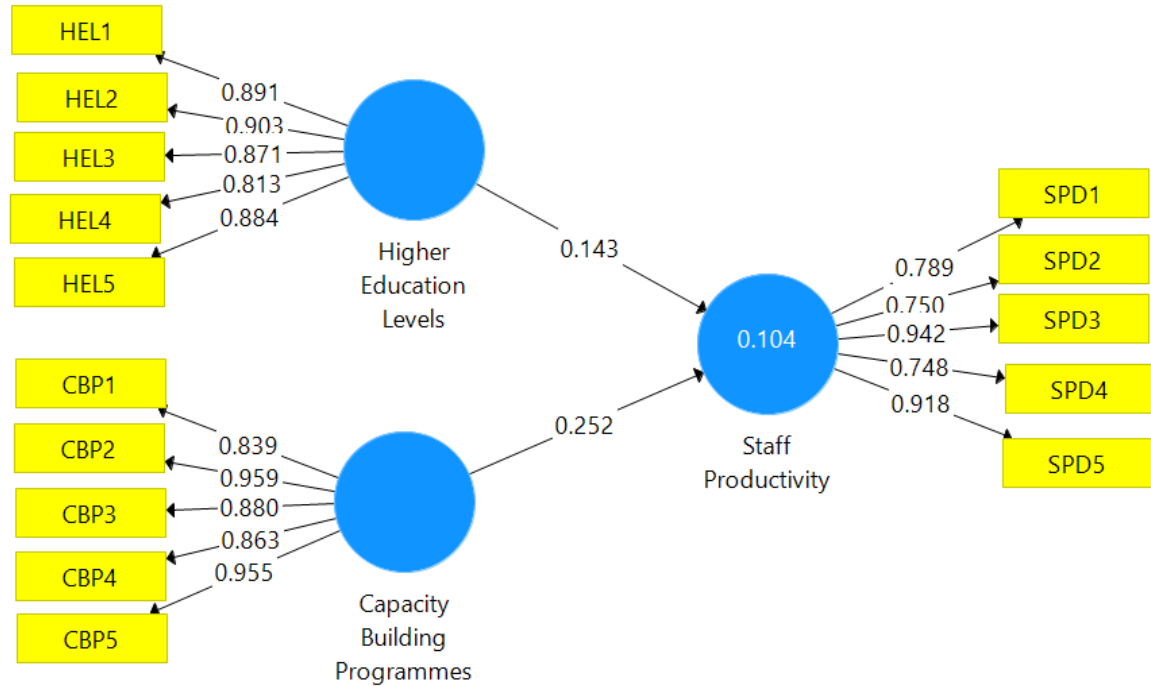


Fig. 2: Measurement model of the study constructs and indicators

Source: SmartPLS Output, 2025

Table 1: Convergent Validity

Variables	Indicators	Loadings	Cronbach's alpha	Composite Reliability	Average Variance Extracted (AVE)
Staff Productivity	SPD1	0.79	0.89	0.92	0.70
	SPD2	0.75			
	SPD3	0.94			
	SPD4	0.75			
	SPD5	0.92			
Higher Education Levels	HEL1	0.89	0.92	0.94	0.76
	HEL2	0.90			
	HEL3	0.87			
	HEL4	0.81			
	HEL5	0.88			
Capacity Building Programmes	CBP1	0.84	0.94	0.96	0.81
	CBP2	0.96			
	CBP3	0.88			
	CBP4	0.86			
	CBP5	0.96			

Source: SmartPLS Output, 2025

The convergent validity results for the construct ‘staff productivity’ show that all indicator loadings (ranging from 0.75 to 0.94) exceed the recommended threshold of 0.70, indicating that

each item sufficiently represents the construct. The Cronbach’s Alpha value of 0.89 and Composite Reliability value of 0.92 are both above the acceptable limit of 0.70, confirming strong internal

consistency and reliability. The Average Variance Extracted (AVE) is 0.70, which is above the 0.50 benchmark, indicating that over 69% of the variance in the indicators is explained by the construct. These values collectively confirm that the Staff Productivity construct has good convergent validity and reliability.

For Higher Education Levels, the indicator loadings range from 0.81 to 0.90, all of which exceed the minimum threshold of 0.70, indicating satisfactory item reliability. The Cronbach's Alpha is 0.92, and the Composite Reliability is 0.94, both suggesting excellent internal consistency and measurement reliability. An AVE of 0.76 exceeds the 0.50 threshold, implying that over 76% of the variance in the observed variables is captured by the construct. This high AVE further confirms the

convergent validity of the construct. Overall, these metrics validate that the measurement of Higher Education Levels is both reliable and valid.

The construct Capacity Building Programmes shows strong convergent validity with item loadings ranging from 0.84 to 0.96, all significantly above the threshold of 0.70. The high Cronbach's Alpha value of 0.94 and Composite Reliability of 0.96 demonstrate excellent internal consistency and scale reliability. Moreover, the AVE of 0.81 indicates that more than 81% of the variance in the items is accounted for by the latent construct, which is well above the required 0.50 minimum. These results confirm that Capacity Building Programmes is a well-measured construct with strong convergent validity and reliability.

Table 2: Heterotrait-Monotrait Ratio (HTMT)

	Staff Productivity	Higher Education Levels	Capacity Building Programmes
Staff Productivity			
Higher Education Levels	0.308		
Capacity Building Programmes	0.303	0.215	

Source: SmartPLS Output, 2025

The Heterotrait-Monotrait Ratio (HTMT) results in Table 2 are all below the conservative threshold of 0.85, indicating that there is no significant issue of discriminant validity among the constructs. Specifically, the HTMT value between Staff Productivity and Higher Education Levels is 0.31, and between Staff Productivity and Capacity Building Programmes is 0.30. Similarly, the HTMT value between Higher Education Levels and Capacity Building Programmes is 0.22. These low values suggest that each construct is empirically distinct and measures a unique concept, confirming that discriminant validity has been established in the model. This means respondents clearly perceived the constructs as different from one another, strengthening the model's measurement quality.

Assessment of Structural Model and Hypotheses Testing

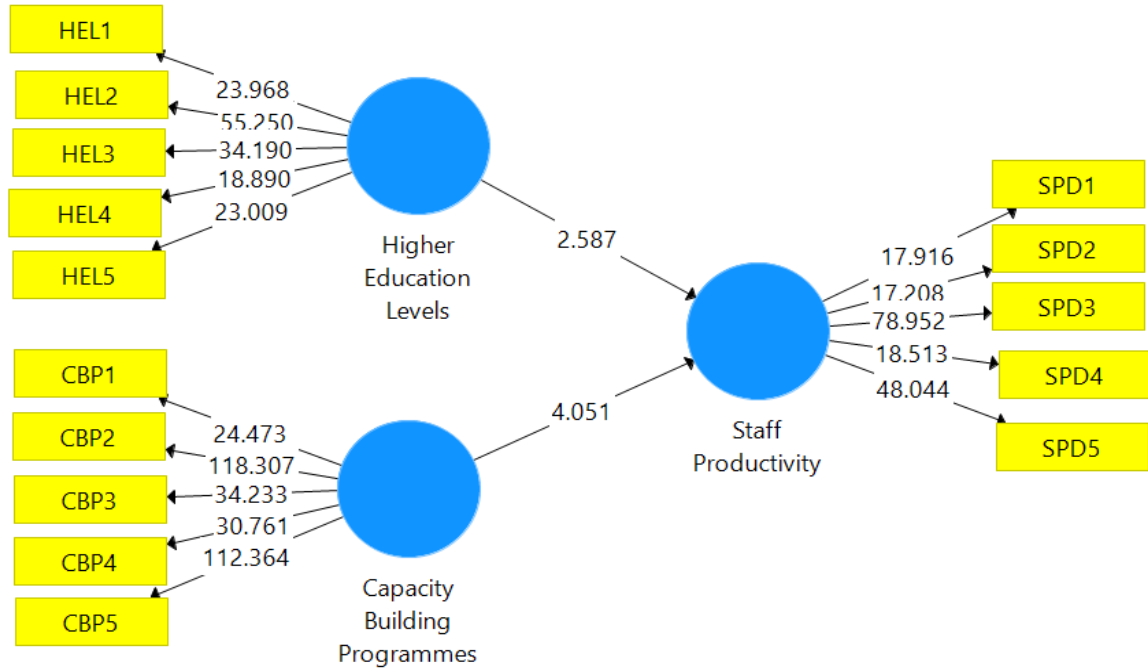


Fig. 3: Structural Model and Hypotheses Testing

Source: SmartPLS Output, 2025

Path Coefficient

Table 3: Path Coefficient

	Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Higher Education Levels -> Staff Productivity	H ₀₁	0.143	0.151	0.055	2.587	0.010	Rejected
Capacity Building Programmes -> Staff Productivity	H ₀₂	0.252	0.251	0.062	4.051	0.000	Rejected

Source: SmartPLS Output, 2025

The Figure 3 and table 3 above show that Standard Deviation (STDEV), T Statistics (|O/STDEV|) and the corresponding P-values were used in assessing the structural model in this study. It was done through the bootstrapping procedure. The bootstrapping result from the Smart PLS reveals that the path coefficient results reveal a statistically significant positive relationship between Higher Education Levels and Staff Productivity in the National Assembly of Nigeria. The original sample value ($\beta = 0.143$) indicates

that for every unit increase in higher education levels, staff productivity increases by 14.3%. The T-statistic of 2.587 exceeds the critical value of 1.96 at a 5% significance level, and the p-value of 0.010 is below 0.05, leading to the rejection of the null hypothesis (H₀₁). This implies that higher education levels among staff significantly enhance their productivity, likely due to improved knowledge, skills, and problem-solving abilities gained through advanced education. In addition, this finding implies that higher education equips

staff with enhanced knowledge, analytical abilities, and professional competencies, which collectively contributes to improved job performance and efficiency within the institution.

The above result aligns closely with the principles of human capital theory, which posits that investments in education and training enhance the productivity and efficiency of individuals in the workforce. The statistically significant positive relationship between higher education levels and staff productivity in the National Assembly of Nigeria supports this theory, as it demonstrates that staff with higher educational qualifications tend to perform better. The 14.3% increase in productivity associated with a unit rise in education level suggests that the knowledge, skills, and competencies acquired through advanced education serve as valuable assets that contribute to improved job performance. Thus, the finding reinforces the core idea of human capital theory that education is a key driver of productivity and economic value within an organisation.

This finding is in line with the finding of Pantih (2024) who assessed the causal relationship between education, training, and productivity and found that a strong positive effect of education and training on employee productivity.

The analysis also shows a significant positive effect of Capacity Building Programmes on Staff Productivity of National Assembly in Nigeria. The path coefficient ($\beta = 0.252$) suggests that a unit improvement in capacity building interventions is associated with a 25.2% increase in staff productivity. The T-statistic of 4.051 and a p-value of 0.000 provide strong statistical evidence against the null hypothesis (H_0), which is therefore rejected. This finding highlights the critical role of continuous training and professional development initiatives in boosting staff efficiency and

performance within the National Assembly of Nigeria. It suggests that investment in structured capacity-building programmes can lead to substantial gains in productivity. This implies that structured training and development programmes play a vital role in enhancing staff capabilities, work efficiency, and overall performance. By equipping employees with up-to-date knowledge, relevant skills, and improved competencies, capacity-building initiatives contribute significantly to organisational effectiveness and operational productivity.

The result strongly supports human capital theory, which emphasizes that investment in employee training and development enhances workers' skills, knowledge, and competencies, thereby increasing their productivity. The significant positive effect of capacity building programmes on staff productivity in the National Assembly of Nigeria evidenced by a 25.2% increase in productivity per unit improvement demonstrates the value of professional development as a form of human capital investment. The theory posits that such investments yield returns in the form of improved job performance and organisational efficiency. This finding validates that structured training initiatives empower staff with the capabilities needed to perform more effectively, affirming the central tenet of human capital theory that education and skill development are key drivers of productivity and institutional growth.

This finding is in line with the finding of Musiimenta *et al.* (2024) who assessed the impact of capacity building programmes on employee performance at Metropolitan International University and that targeted training in areas like ICT, financial management, and conflict resolution significantly improved productivity.

R Square

Table 4: R Square

	R Square	R Square Adjusted
Staff productivity	0.682	0.671

Source: SmartPLS Output, 2025

The R Square value of 0.682 in Table 4 indicates that Higher Education Levels and Capacity Building Programmes together explain 68.2% of the variance in Staff Productivity in the National

Assembly of Nigeria. This suggests a strong explanatory power of the model, meaning that the two independent variables substantially contribute to predicting staff productivity levels. The

Adjusted R Square value of 0.671, which accounts for the number of predictors in the model, confirms that even after adjusting for model complexity, 67.1% of the variation in staff productivity is still explained. These results demonstrate that higher education and capacity

building are significant determinants of staff productivity, supporting the study's central argument and indicating that targeted investments in these areas can meaningfully enhance institutional performance.

Table 5: Inner VIF Values

	Staff productivity
Higher Education Level	2.092
Capacity Building Programmes	1.075

Source: SmartPLS Output, 2025

The Inner Variance Inflation Factor (VIF) values presented in Table 5 assess the issue of multicollinearity among the predictor variables in the structural model. The VIF values for Higher Education Level (2.092) and Capacity Building Programmes (1.075) are both below the commonly accepted threshold of 5, indicating that multicollinearity is not a concern in the model.

This means that the independent variables are not highly correlated with each other and can independently explain variations in Staff Productivity without causing distortion in the regression estimates. Therefore, the predictors are statistically sound and contribute uniquely to explaining staff productivity in the National Assembly of Nigeria.

Effect Size

Table 6: F Square

	Staff productivity
Higher Education Level	0.021
Capacity Building Programmes	0.065

Source: SmartPLS Output, 2025

The F Square values in Table 6 indicate the effect size of each independent variable on the dependent variable, Staff Productivity. According to Cohen's (1988) guidelines, an F^2 value of 0.02 is considered small, 0.15 medium, and 0.35 large. The effect size of Higher Education Level is 0.021, suggesting a small but meaningful contribution to explaining variations in staff productivity. Meanwhile, Capacity Building

Programmes show a slightly larger effect size of 0.065, which also falls within the small range but indicates a relatively greater impact compared to higher education. These results imply that while both predictors positively influence staff productivity in the National Assembly of Nigeria, capacity building has a more pronounced effect than higher education in this context.

Model Fit

Table 7: Fit Summary

	Saturated Model	Estimated Model
SRMR	0.060	0.060
d_UIS	0.431	0.431
d_G	2.533	2.533
Chi-Square	2050.959	2050.959
NFI	0.642	0.642

Source: SmartPLS Output, 2025

The model fit summary in Table 7 provides key indices used to assess how well the structural

model fits the data. The Standardized Root Mean Square Residual (SRMR) value of 0.06 for both

the saturated and estimated models is below the acceptable threshold of 0.08, indicating a good model fit. Similarly, the d_ULS and d_G values (0.431 and 2.533 respectively) show consistency between the saturated and estimated models, suggesting the model's structural integrity. The Chi-Square value of 2050.959 is relatively high, which is common in large-sample structural models, and is interpreted alongside other fit indices rather than in isolation. The Normed Fit Index (NFI) of 0.64, although slightly below the conventional threshold of 0.90 for a strong fit, still indicates a moderate model fit. Overall, the fit indices suggest that the model used to examine the impact of higher education and capacity building on staff productivity in the National Assembly of Nigeria has an acceptable and reliable level of model-data fit.

Conclusion and Recommendations

The study concludes that higher education levels have a statistically significant positive impact on staff productivity in the National Assembly of Nigeria. This suggests that staff who attain advanced educational qualifications are better equipped with analytical skills, professional competencies, and problem-solving abilities, which collectively enhance their job performance.

The study also concludes that capacity building programmes positively and significantly impact staff productivity in the National Assembly of Nigeria. This means that structured training and professional development initiatives substantially enhance employees' knowledge, skills, and competencies, leading to improved job performance and overall institutional efficiency. This underscores the critical role of continuous learning and development in public sector organisations. By investing in targeted capacity building interventions, the National Assembly can strengthen its human capital, foster a more competent workforce, and ultimately achieve higher levels of productivity and organisational effectiveness.

Based on the findings and conclusion drawn from this study, the study recommends that:

- i. National Assembly of Nigeria should establish and maintain policies that encourage and support staff to pursue advanced academic qualifications. This could include offering

educational scholarships, study leave with pay, and partnerships with reputable institutions for part-time or distance learning programmes. Such initiatives will not only boost individual employees' competencies but also enhance and continue improving their productivity.

- ii. Given the significant positive impact of capacity building programmes on staff productivity, the National Assembly should institutionalize continuous professional development by designing and implementing regular, targeted training sessions for all staff. These programmes should focus on areas relevant to the legislative and administrative functions of the Assembly such as ICT skills, leadership, policy analysis, and public administration. By making capacity building a core part of its human resource development strategy, the National Assembly can foster a more skilled, motivated, and productive workforce.

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