IMPACT OF STAFF TRAINING AND SUPERVISION ON STAFF JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN NORTH CENTRAL NIGERIA

Helen Elena Agada (PhD)[1], Felix Terhile Bua (PhD)[2] & Emmanuel Ehi Entobi[3]
[1]Department of Educational Foundations
Benue State University, Makurdi
[2]Department of Educational Foundations
Benue State University, Makurdi
[3]Department of Educational Foundations
Benue State University, Makurdi

Abstract
The research work investigated the impact of staff training and supervision on staff job performance in Public Universities in North Central Nigeria. Two research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study was 15,499 staff in 14 public universities in North Central Nigeria. A sample of 775 academic and non-academic staff was used for the study. The sampling was done using multi-stage sampling procedure. A 10-items structured four-point rating scale questionnaire titled: "Staff Training and Supervision on Staff Job Performance Questionnaire (STSSJPQ)" with reliability coefficient of 0.89 was used for data collection. Data collected from the field were analysed using descriptive and inferential statistics. Mean and Standard Deviation were used to answer the research questions. Chi-Square (χ^2) test of goodness-of-fit was used to test the null hypotheses at 0.05 level of significance. The study found out that staff training and supervision have significant positive impact on staff performance in public universities in North Central Nigeria. It was concluded that training and supervision have significant positive impact on staff job performance in public universities in North Central Nigeria. It was recommended among others that, government and university administrators should provide staff with expanded training opportunities, including seminars, conferences, and workshops, as well as financial support for pursuing higher qualifications. This would enhance staff development and performance.

Keywords: Impact, staff training, supervision, staff job performance, North Central, Nigeria

Introduction
In recent years, concerns over the declining quality of staff job performance in public universities have intensified, particularly in Nigeria's North Central region. Among the contributing factors to this trend are inadequacies in critical aspects of personnel management, staff training and supervision. Universities globally, and particularly those in developing regions, depend heavily on the competence and commitment of their staff to meet institutional goals. However, persistent under-performance in areas such as lecture delivery, student supervision, result computation, and examination management has raised questions about how well staff are prepared and supported to meet these demands.

Staff performance in universities refers to the degree to which academic and non-academic personnel effectively carry out their assigned responsibilities to contribute to the achievement of institutional goals such as teaching, research, administration, and community service. In the context of staff training and supervision, staff performance is directly impacted by the availability and quality of continuous learning opportunities and the effectiveness of monitoring and guidance mechanisms provided by university management.

Staff training is a key element that enhances staff competencies, knowledge, and skills required for efficient job execution. When university personnel are equipped through structured and needs-based training programs, they are more likely to perform tasks such as curriculum delivery, academic research, administrative duties, and student support with higher levels of proficiency and innovation. Training fosters professional development, adaptability to changing educational trends, and improved service delivery (Ogwuche, 2016; Yawe & Ivagher, 2019). Research by Godwin, Adeniran, and Jamogha (2020) found a significant correlation between staff training and development and employee performance in university libraries in Nigeria, aligning with Nwaham (2016), who reported that on-the-job training, workshops, conferences, and seminars influence teachers' competence. In addition, Nkemakolam (2020), emphasized the need for organizations to develop training programs to improve employee performance. Staff training enhances job performance, while a lack of training opportunities leads to redundancy and inefficiency

Supervision, on the other hand, ensures that staff are consistently guided, evaluated, and supported in their work. It serves both a developmental and corrective function, helping staff align their efforts with institutional standards and expectations. Through supervision, university administrators identify performance gaps, provide constructive feedback, and promote accountability. Effective supervision encourages a culture of excellence, reduces errors, and enhances the overall productivity of the institution (Odeh, Bua, & Agbe, 2014). Research by Ikegbusi and Eziamaka (2016) found that instructional supervision positively influences teacher effectiveness in secondary schools. Similarly, Rotich and Kwasira (2018) reported that effective supervision accounted for 43% of the variance in employee retention among public university staff, identifying supervisory support as a key predictor of retention. Therefore, in university settings, staff performance is significantly shaped by how well personnel are trained and how effectively they are supervised. High-performing staff are often the result of sustained investment in professional development and continuous oversight aimed at improving individual and collective contributions to university goals.

Staff training, as a function of personnel management, plays a central role in building the capacity of academic and non-academic employees to meet the ever-evolving demands of higher education. When adequately executed, training enhances the knowledge, skills, and attitudes required to improve staff performance and institutional effectiveness (Ogwuche, 2016; Yawe & Ivagher, 2019). However, in many public universities, training efforts are either irregular, insufficient, or misaligned with specific job needs. This mismatch leads to stagnation in staff competencies and a decline in job performance. Without adequate training, staff lack the updated

knowledge needed to manage tasks effectively, such as supervising student projects, thesis coordination, or handling administrative procedures.

In addition to training, supervision serves as a mechanism for ensuring accountability and continuous improvement. Supervision in the university setting involves monitoring, guiding, and providing constructive feedback to staff in order to improve teaching and administrative processes. Effective supervision not only detects shortcomings but also provides a platform for mentoring and professional development (Odeh, Bua, & Agbe, 2014). However, there appears to be a systemic weakness in supervisory practices within many public universities. Supervisory roles are often poorly structured, irregular, or lack the professional orientation needed to drive results. This has led to poor instructional delivery, delays in academic tasks, and a general decline in staff morale and effectiveness.

Thus, the deteriorating quality of university services can be linked to gaps in training and supervisory mechanisms. As universities strive to meet international standards and improve student outcomes, attention must be placed on strengthening personnel management practices, particularly in the areas of training and supervision, as indispensable tools for improving staff job performance (Kiruja & Mukuru, 2018; Mone & London, 2018). This study therefore seeks to investigate the impact of staff training and supervision on staff job performance in public universities in North Central Nigeria.

Statement of the Problem

The core mission of any university system rests on the efficient performance of its workforce—both academic and non-academic. However, in public universities within North Central Nigeria, there is growing evidence that staff are not delivering optimally in areas such as teaching, student project supervision, academic assessment, and the overall management of academic programmes. A critical examination reveals that ineffective staff training and poor supervision are key contributors to this problem.

Although university staff are employed with the expectation of contributing significantly to institutional growth, they often lack the requisite skills and continuous support needed to maintain a high standard of performance. Many staff members are not exposed to regular training that reflects current best practices in academia or administration. As a result, they struggle with new technologies, teaching methods, and regulatory procedures, leading to inefficiencies in core university functions such as result processing, supervision of teaching practice, and coordination of student industrial attachments (Ogwuche, 2016; Yawe & Ivagher, 2019). This has lowered the pace of institutional growth.

Furthermore, supervision, which should serve as a developmental and corrective function, is often ineffective or absent altogether. Supervisory lapses, such as inadequate monitoring, poor feedback systems, and a lack of accountability, have contributed to the persistence of mediocrity and under-performance across departments. Staff are neither adequately guided nor evaluated, which stifles their professional growth and affects their motivation to excel (Odeh, Bua, & Agbe, 2014). The implication of this is reduced job performance, as staff may lack clear guidance,

feedback, and motivation, which can negatively affect productivity and the overall quality of academic and administrative work.

Given the importance of these management functions, their neglect poses a serious threat to educational quality and institutional credibility. This study, therefore, seeks to investigate how staff training and supervision, as integral components of personnel management, impact job performance in public universities in North Central Nigeria.

Purpose of the Study

The purpose of this study was to investigate the impact of staff training and supervision on staff job performance in public universities in North Central Nigeria. Specifically, the study sought to:

1. determine the impact of staff training on staff job performance in public universities in North Central Nigeria.
2. determine the impact of supervision on staff job performance in public universities in North Central Nigeria.

Research Questions

The following research questions guided the study.

1. What is the impact of staff training on staff job performance in public universities in North Central Nigeria?
2. What is the impact of supervision on staff job performance in public universities in North Central Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Staff training has no significant impact on staff job performance in public universities.
2. Supervision has no significant impact on staff job performance in public universities.

Research Method

The study adopted descriptive survey research design. According to Cooper and Schindler (2016), a descriptive survey research design is concerned with providing information on characteristics of a population or phenomenon. It deals with systematic description of an event in a very factual and accurate manner (Oniye, 2017). Descriptive survey research design is usually adopted by collecting data from a given group of people considered to be representative of the entire population. Descriptive survey design was chosen as appropriate for this study because, it facilitated the collection of current information using questionnaire.

The population of this study comprised 15,499 staff from 14 public universities in North Central Nigeria. A sample of 775 academic and non-academic staff representing 5% from seven public universities in North Central Nigeria representing 50% was used for the study. This agrees with the assertion of Nworgu (2015) that a 5% and above representative sample of a population of 1000 and above is ideal. Multi-stage sampling procedure was used to select the sample size for the study.

The instrument for data collection was a structured questionnaire developed by the researcher titled “Staff Training and Supervision and Staff Job Performance Questionnaire

(STSSJPQ)". The questionnaire consisted sections A and B. Section A obtained relevant information on personal data of the respondents in terms of category of university and category of staff; while section B elicited information on variables of the study namely: impact of staff training on staff job performance in public universities, and impact of supervision on staff job performance in public universities. The questionnaire consisted of 10 items made up of two clusters, each having five items based on the variables of the study. The instrument was a modified four-point rating scale with a response mode of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree =1 for positively framed statements and the reverse coding for negative ones. These were attached to the items of the instrument for respondents to tick as options

Validation of the instrument was done by three experts in education, two were from Educational Management and another in Measurement and Evaluation in the Department of Educational Foundations, Benue State University, Makurdi. A reliability test was conducted on 30 staff which were part of the population, however, not part of the sample of the study. The reliability of the instrument was ascertained by Cronbach alpha statistical tool to determine the internal consistency. The instrument's reliability co-efficient of 0.89 was obtained and considered high enough and reliable for the study. This indicates a high internal consistency and reliability of the instrument and agrees with Emaikwu (2021) who asserts that the reliability of 0.60 and above is considered adequate to use an instrument for field study. 775 copies of the questionnaire were taken to the academic and non-academic staff of the universities to respond to by indicating their level of agreement or disagreement on the items.

Data collected were analyzed using Mean scores and Standard Deviation to answer the research questions. A mean of 2.50 was used as a cut-off mark to determine whether respondents agreed or disagreed with an item. The 2.50 cut-off mark was arrived at by adding four-point scale weight of 4+3+2+1 and dividing it by 4. An item with Mean score cut-off points of 2.50 and above suggested respondents' agreement with the item. On the other hand, items with mean score of less than 2.50 cut-off point indicated respondents' disagreement with the item. The chi-square (χ^2) test of goodness-of-fit was used to test the hypotheses at 0.05 level of significance. The decision rule was that if the p-value was less than the set alpha-value of 0.05, the null hypothesis was rejected. On the other hand, when the set alpha-value of 0.05 was less than the p-value, the null hypothesis was not rejected. The choice of the use of chi-square (χ^2) test of goodness-of-fit was because it is a non-parametric inferential statistical method used in analysis of nominal data. It can also be used to show whether or not a set of observed frequencies differ significantly from the corresponding set of expected frequencies and not possibly the direction in which they differ.

Results

Research Question One

What is the impact of staff training on staff job performance in public universities in North Central Nigeria?

Table 1

Mean Ratings and Standard Deviation of the Impact of Staff Training on Staff Job Performance in Public Universities

No	Item Description	SA	A	D	SD	$\overline{X}$	*SD*	Decision
1	Lecturers in my university find it difficult to compute semester results because of the denied opportunity for training.	215	322	140	98	2.84	0.97	Agree
2	Transcripts are prepared very well when non-academic staff in my university are properly trained on the job.	399	308	49	19	3.40	0.72	Agree
3	Lack of training for newly recruited academic staff in my university leads to ineffective project supervision.	448	300	16	11	3.53	0.61	Agree
4	Computation of semester result in my university has nothing to do with staff training.	7	9	417	342	1.59	0.57	Disagree
5	Most lecturers in my university handle invigilation of examination poorly because of inadequate training.	377	318	29	51	3.32	0.83	Agree
	Cluster Mean/Standard Deviation					**2.94**	**0.74**	**Agree**

Source: Field Study 2022

Table 1 shows that items 1-5 had mean scores of 2.84, 3.40, 3.53, 1.59 and 3.32 with corresponding standard deviations of 0.97, 0.72, 0.61, 0.57 and 0.83 respectively. Based on the criteria for decision making, it means that the mean scores for items 1, 2, 3 and 5 were rated above the cut-off point of 2.50, while item 4 was rated below the cut-off mark of 2.50. This means that respondents agreed that lecturers in their university find it difficult to compute semester results because of the denied opportunity for training. They agreed with the statement that transcripts are prepared very well when non-academic staff in their university are properly trained on the job. They agreed with the statement that lack of training for newly recruited academic staff in their university leads to ineffective project supervision. Furthermore, they disagreed with the statement that computation of semester result in their university has nothing to do with staff training. Moreover, they agreed that most lecturers in their university handle invigilation of examination poorly because of inadequate training. The cluster mean of 2.94 was also above the cut-off point of 2.50. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. This implies that staff training has positive impact on staff job performance in public universities.

Research Question Two

What is the impact of supervision on staff job performance in public universities in North Central Nigeria?

Table 2

Mean Ratings and Standard Deviation of the Impact of Supervision on Staff Job Performance in Public Universities

No	Item Description	SA	A	D	SD	$\bar{X}$	*SD*	Decision
6	In my university, supervision of staff help in ensuring effective lecture delivery.	409	294	40	32	3.39	0.77	Agree
7	Staff of my university are able to cover their course synopsis for the semester through supervision.	386	317	35	37	3.36	0.78	Agree
8	Non-academic Staff effectively participate in coordinating matriculation of newly admitted students in my university because of proper supervision.	411	306	38	20	3.43	0.71	Agree
9	In my university, supervision of staff enhances administration of continuous assessments according to the schedule of academic activities of the university.	374	291	79	31	3.30	0.81	Agree
10	Without supervision in my university, staff are able to effectively cover their course synopsis for the semester.	25	19	415	316	1.68	0.68	Disagree
	Cluster Mean/Standard Deviation					**3.03**	**0.75**	**Agree**

Source: Field Study 2022

Table 2 reveals that items 6-10 had mean scores of 3.39, 3.36, 3.43, 3.30 and 1.68 with corresponding standard deviations of 0.77, 0.78, 0.71, 0.81 and 0.68 respectively. Based on the criteria for decision making, it means that the mean scores for items 6, 7, 8 and 9 were rated above the cut-off point of 2.50, while item 10 was rated below the cut-off mark of 2.50. This means that respondents agreed that in their university, supervision of staff help in ensuring effective lecture delivery. They agreed with the statement that staff of their university are able to cover their course synopsis for the semester through supervision. They agreed with the statement that Non-academic Staff effectively participate in coordinating matriculation of newly admitted students' in their university because of proper supervision. Furthermore, they agreed with the

statement that in their university, supervision of staff enhances administration of continuous assessments according to the schedule of academic activities of the university. However, they disagreed that with the statement that without supervision in their university, staff are able to effectively cover their course synopsis for the semester. The cluster mean of 3.03 was also above the cut-off point of 2.50. The standard deviations are small. This means that there is homogeneity in respondents' responses for the items raised. This implies that supervision has positive impact on staff job performance in public universities.

Hypothesis One

Staff training has no significant impact on staff job performance in public universities

Table 3

Chi-square test of the Impact of Staff Training on Staff Job Performance in Public Universities

Opinions	Observed N	Expected N	Level of Sig.	df	$\chi^{2\text{-cal}}$	P-value	Decision
SA	289	193.8	0.05	3	191.40	0.00	Sig.
A	252	193.8					
S	130	193.8					
SD	104	193.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 193.8

Table 3 reveals that $\chi^{2\text{-cal}} = 191.40$; df =3 and p = 0.00. Since p-value of 0.00< 0.05, the null hypothesis which states that staff training has no significant impact on staff job performance in public universities was therefore, rejected. The implication is that Staff training has significant positive impact on staff job performance in public universities.

Hypothesis Two

Supervision has no significant impact on staff job performance in public universities

Table 4

Chi-square test of the Impact of supervision on Staff Job Performance in Public Universities

Opinions	Observed N	Expected N	Level of Sig.	df	$\chi^{2\text{-cal}}$	P-value	Decision
SA	321	193.8	0.05	3	548.05	0.00	Sig.
A	245	193.8					
S	122	193.8					
SD	87	193.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency
b. *is* 193.8.

Table 4 shows that $\chi^{2\text{-cal}} = 548.05$; df =3 and p = 0.00. Since p-value of 0.00< 0.05 at 3 degree of freedom, the null hypothesis which states that supervision has no significant impact on

staff job performance in public universities was therefore, rejected. This implies that supervision has significant positive impact on staff job performance in public universities.

Discussion of Findings

The first finding of this study revealed that staff training has significant positive impact on staff job performance in public universities. This indicates that lecturers in the universities find it difficult to compute semester results because of the denied opportunity for training. Transcripts are prepared very well when non-academic staff in the universities are properly trained on the job. Lack of training for newly recruited academic staff in the universities leads to ineffective project supervision. Most lecturers in the universities handle invigilation of examination poorly because of inadequate training. The finding is in agreement with that of Godwin, Adeniran and Jamogha (2020) which revealed that there is a significant correlation between staff training and development and employee performance in university libraries in Nigeria. The result of this research also showed that staff training and development significantly influence the performance of staff in selected universities. The finding also relates with that of Nwaham (2016) which revealed that on-the-job training, workshops, conferences and seminars had influence on a teachers' competence. In another perspective, the finding supports that of Nkemakolam (2020) which indicated that for organizations to see improvements in employee performance, there is the need to develop training programmes and ensure employees who are of course the most vital assets of an organization are consistently trained. The researchers personally observed from the field study that staff training is also fundamental to enhancing maximum staff job performance. This they observed that staff of the universities who are given opportunities to attend conferences, workshops, seminars and mentorship programmes have better knowledge and new skills to perform their assigned responsibilities. Observation by the researchers also revealed that when staff are denied training opportunities, they become redundant and are ineffective as well as inefficient in performing their responsibilities.

The second finding of this study showed that supervision has significant positive impact on staff job performance in public universities. This indicated that in the universities, supervision of staff helps in ensuring effective lecture delivery. Staff of the universities are able to cover their course synopsis for the semester through supervision. Non-academic staff effectively participate in coordinating matriculation of newly admitted students in the universities because of proper supervision. In the universities, supervision of staff enhances administration of continuous assessments according to the schedule of academic activities of the universities. This finding of the study relates with that of Ikegbusi and Eziamaka (2016) which indicated that both internal and external supervisions of instruction have positive effects on teacher effectiveness in secondary schools. The finding also agrees with that of Rotich and Kwasira (2018) which found that effective supervision explained 43% of the variance in employee retention among public university staff. Supervisory support was identified as a significant predictor of retention. The researchers also observed from the field study that staff who are regularly supervised are not only committed to their job in the university but are better guided on the right thing to do. This is

because, during supervision, most staff often see their mistakes and correct them next time they are given such responsibilities.

Conclusion

Based on the findings of this study, it was established that staff training and supervision have significant positive impact on staff job performance in public universities in North Central Nigeria. It was concluded that staff training and supervision have significant positive impact on staff job performance in public universities in North Central Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and university administrators should provide staff with expanded training opportunities, including seminars, conferences, and workshops, as well as financial support for pursuing higher qualifications. This would enhance staff development and performance.
2. There should be regular supervision of staff at all management levels to ensure staff members are supported and guided in their roles, receiving constructive feedback and corrections from senior colleagues to optimize their performance.

References

Cooper D. R. & Schindler P. S. (2016). *Business research methods*. (9th Edition). Tata McGraw Hill publishing Company: New York.

Emaikwu, S.O. (2021). *Fundamentals of research methodology and statistics.* Makurdi: Treasure Press

Godwin, L.S., Adeniran, P.O. & Jamogha, O. (2020). Influence of staff training and development on employee performance in selected university libraries in south- west, Nigeria. *International Journal of Library and Information Science Studies*, *6*(3), 25-38.

Ikegbusi, N.G., & Eziamaka, C.N. (2016). The impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria. *International Journal of Advanced Research in Education & Technology (IJARET*), *3*(3), 12-16.

Kiruja, E. K., & Mukuru, E. (2018). Effect of motivation on employee performance in public middle-level Technical Training Institutions in Kenya. *International Journal of Advances in Management and Economics*, *7*(1), 1–10.

Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. New York: Routledge.

Nkemakolam, E.O (2020). Effects of training on employee performance: a case study on Airtel networks limited, Abuja. Unpublished project, Baze University, Abuja.

Nwaham, C. O. (2016). In-service training: strategy for improving teachers' competence in secondary schools in Ika South Local Government Area of Delta State. *Journal of Trends in Education, 1*(1), 8-14.

Nworgu, B.G. (2015). *Educational research: Basic issues and methodology*. Nsukka: University Trust Publication.

Odeh, A. M., Bua, F. T., & Agbe, S. (2014). Supervision: A tool for effective teaching and learning in secondary schools in Nigeria. *Journal of Education and Practice*, *5*(16), 128–135.

Ogwuche, C. H. (2016). *Human resource management and organizational performance in education*. Makurdi: Selfers Academic Press.

Oniye, O.A. (2017). Basic Steps in Conducting Educational Research. In A.Y. Abdulkareen (ed) *Introduction in Research Method in Education*. Ibadan Agbo Areo Publisher.

Rotich, G.K., & Kwasira, J. (2018). Influence of supervision on employee retention in public universities in Central Rift Valley Region of Kenya. *International Journal of Research and Innovation in Social Science (IJRISS), 2*(9), 2454-6186

Yawe, M. S., & Ivagher, A. T. (2019). Personnel management and staff development in Nigerian tertiary institutions. *Journal of Education and Practice*, *10*(21), 34–40.