

Training and Job Performance of Non-Academic Staff in Selected Tertiary Institutions in Taraba State, Nigeria

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ABSTRACT

Training remains a central mechanism for enhancing employee competence and organisational effectiveness, particularly in public-sector institutions, where performance deficits are often linked to skill gaps and limited capacity for capacity development. This study examined the effect of training on the job performance of non-academic staff in selected tertiary institutions in Taraba State, Nigeria, namely Taraba State University, Jalingo, College of Education, Zing, and Federal Polytechnic, Bali. Anchored on Human Capital Theory and Kirkpatrick's Training Evaluation Theory, the study adopted a quantitative research design to analyse how different training dimensions influence staff performance. Five training variables were examined: orientation training, on-the-job training, refresher training, job rotation training, and internship training. Data were collected through a structured questionnaire administered to non-academic staff across the selected institutions, while descriptive statistics and multiple regression analysis were employed for data analysis. The findings revealed that orientation training, on-the-job training, refresher training, and internship training exerted statistically significant positive effects on job performance, with refresher training emerging as the strongest predictor. Job rotation training, however, did not show a significant effect on performance. The study concludes that training effectiveness in tertiary institutions is contingent on relevance, structure, and continuity rather than mere participation. It recommends sustained investment in refresher and on-the-job training programmes, improved internship structures, and the redesign of job rotation schemes to enhance the performance and productivity of non-academic staff in Nigerian tertiary institutions.

Keywords: *Training Effectiveness, Job Performance, Non-Academic Staff, Tertiary Institutions, Human Capital Development*

1. INTRODUCTION

The performance of tertiary institutions is fundamentally tied to the effectiveness of their human resources. Beyond academic staff, non-academic personnel constitute the administrative, technical, and operational backbone that ensures institutional continuity, efficiency, and service delivery. In public tertiary institutions, particularly within developing contexts, persistent concerns about inefficiency, procedural delays, and weak service outcomes have increasingly been linked to deficiencies in staff capacity and skill development. Consequently, training has emerged as a critical strategic intervention for enhancing job performance and organizational effectiveness.

Training occupies a central position in human resource management and public administration discourse, especially within public sector institutions where bureaucratic structures and dynamic policy environments necessitate continuous capacity development (Anho, 2022). Armstrong (2006) conceptualizes training as a strategic investment in human capital that equips employees with the competencies required to perform effectively and adapt to organizational and environmental changes. From this perspective, training is no longer viewed as a discretionary or management-exclusive activity but as an organizational necessity applicable to all categories of staff. Maidoki (2008) further emphasizes that training directly influences job performance by addressing incompetence, inefficiency, and ineffectiveness, which commonly undermine organizational productivity.

Within tertiary institutions, the relevance of training is amplified by rapid technological advancement, administrative reforms, and increasing service demands. Non-academic staff are expected to operate complex administrative systems, manage information and communication technologies, and support academic processes efficiently. Cole (2002) notes that the quality and quantity of training

provided by organizations are shaped by factors such as environmental change, internal restructuring, availability of skills, and management's perception of training as a motivational tool. Where these factors are inadequately addressed, training programmes often fail to translate into improved job performance.

Scholarly attention has increasingly focused on the differentiated effects of training types on employee performance. Orientation training facilitates early organizational socialization and role clarity, thereby reducing uncertainty and enhancing initial productivity. On-the-job training promotes experiential learning by enabling employees to acquire skills within real work contexts under supervision (Timsal, Awais, & Shoaib, 2016). Refresher training updates existing competencies and aligns employee skills with evolving organizational needs, while job rotation training broadens functional understanding and reduces monotony. Internship training, though often associated with entry-level exposure, provides practical learning opportunities that enhance skill application and professional adaptability. Despite the acknowledged importance of these training forms, evidence suggests that their effectiveness varies considerably across organizations. Torrington and Hall (2008) argue that training outcomes depend not merely on participation but on clear objectives, structured implementation, and systematic evaluation. This position aligns with Kirkpatrick's Training Evaluation Theory, which emphasizes that effective training should result in learning, behavioural change, and measurable performance improvement. Complementarily, Human Capital Theory posits that sustained investment in employee development yields productivity gains and institutional growth over time.

In Nigerian tertiary institutions, training programmes for non-academic staff are often embedded within public service frameworks, yet their impact on job performance remains contested. Persistent complaints of

Training and Job Performance of Non-Academic Staff in Selected Tertiary Institutions in Taraba State, Nigeria

inefficiency, inadequate service delivery, and limited responsiveness in institutions such as Taraba State University, College of Education Zing, and Federal Polytechnic Bali suggest a disconnect between training provision and performance outcomes. Notably, there is limited empirical evidence that simultaneously examines orientation, on-the-job, refresher, job rotation, and internship training within the same institutional context. This gap constrains policy formulation and weakens evidence-based human resource planning.

Against this backdrop, this study investigates the effect of training on the job performance of non-academic staff in selected tertiary institutions in Taraba State, Nigeria. By empirically examining multiple training dimensions within a unified analytical framework, the study contributes to public administration and human resource development literature and provides context-specific insights for improving training policy and practice in Nigerian tertiary institutions.

2. LITERATURE REVIEW

Training is widely recognized as a core human resource development strategy for improving employee competence and organizational performance, particularly within public sector institutions. In public administration contexts, training is not merely an operational activity but a strategic intervention aimed at enhancing efficiency, accountability, and service delivery (Armstrong, 2020; Nauman, Bhatti, Jalil, & Bint 2021). As organizations confront technological advancement, administrative reforms, and rising stakeholder expectations, continuous training has become indispensable for sustaining employee performance.

Training is commonly defined as a planned and systematic process through which employees acquire job-related knowledge, skills, and attitudes required for effective performance (Noe, 2017). In tertiary institutions, non-academic staff play a crucial role in administrative coordination, technical support, financial management, and service facilitation.

Their performance directly affects institutional effectiveness, yet they are often marginalized in training-focused research, which tends to prioritize academic staff.

Orientation training serves as the foundational stage of employee development by facilitating organizational socialization and role clarity. Effective orientation reduces uncertainty, enhances commitment, and accelerates performance adjustment among new employees (Bauer & Erdogan, 2011). Studies in public organizations indicate that employees who receive structured orientation training demonstrate higher job competence and lower role ambiguity compared to those without such exposure (Klein & Polin, 2012). In tertiary institutions, inadequate orientation has been linked to procedural errors and slow adaptation to organizational culture.

On-the-job training emphasizes experiential learning through direct task performance under supervision. This form of training is particularly valued for its contextual relevance and cost-effectiveness, as learning occurs within the actual work environment (Dessler, 2020). Empirical evidence suggests that on-the-job training enhances task proficiency, improves service quality, and strengthens employee confidence, especially in administrative and technical roles (Jehanzeb & Bashir, 2013). In public institutions, on-the-job training has been found to positively influence job performance by bridging the gap between theoretical knowledge and practical application.

Refresher training focuses on updating and reinforcing existing skills to align employee competence with evolving organizational needs. As public institutions increasingly adopt digital systems and new administrative procedures, refresher training becomes essential for preventing skill obsolescence (Armstrong, 2020). Research consistently identifies refresher training as a strong predictor of sustained job performance, particularly when training content is relevant and aligned with job responsibilities (Aguinis & Kraiger, 2009).

Training and Job Performance of Non-Academic Staff in Selected Tertiary Institutions in Taraba State, Nigeria

Job rotation training involves the systematic movement of employees across different roles or departments to broaden skills and organizational understanding. Proponents argue that job rotation enhances versatility, reduces monotony, and fosters holistic organizational knowledge (Campion, Cheraskin, & Stevens, 1994). However, empirical findings remain mixed. While some studies report improved adaptability and career development, others suggest that poorly structured job rotation may disrupt specialization and temporarily reduce performance (Eriksson & Ortega, 2006). These inconsistencies underscore the need for context-specific evaluation of job rotation practices.

Internship training emphasizes experiential and practical learning, enabling participants to apply knowledge in real work settings. Although traditionally associated with entry-level development, internship training has been shown to enhance professional competence, work readiness, and performance across administrative and technical roles (Beard & Morton, 1999). In public institutions, internship-style training supports skill transfer and improves job effectiveness by strengthening practical problem-solving capabilities.

Finally, it is apt to note that existing literature establishes a positive relationship between training and job performance, while also highlighting variations in outcomes based on training type, implementation quality, and organizational context. This underscores the importance of empirically examining how different training dimensions influence the performance of non-academic staff within Nigerian tertiary institutions.

3. THEORETICAL FRAMEWORK

This study is anchored on Human Capital Theory and Kirkpatrick's Training Evaluation Theory, which together provide a robust framework for explaining the relationship between training and job performance.

Training and Job Performance of Non-Academic Staff in Selected Tertiary Institutions in Taraba State, Nigeria

Human Capital Theory, advanced by Schultz (1961) and Becker (1964), posits that investment in education and training enhances the productive capacity of individuals, leading to improved organizational and economic outcomes. Within this framework, training is conceptualized as an investment that yields returns in the form of enhanced skills, efficiency, and performance. Applied to tertiary institutions, the theory suggests that systematic training of non-academic staff improves administrative effectiveness and institutional productivity. The theory is particularly relevant to public sector organizations, where long-term performance improvement depends on sustained human capital development.

Kirkpatrick's Training Evaluation Theory provides a complementary evaluative lens for assessing training effectiveness. The model proposes four levels of evaluation: reaction, learning, behaviour, and results (Kirkpatrick & Kirkpatrick, 2006). While initial reactions and learning outcomes are important, the theory emphasizes behavioural change and performance results as the ultimate indicators of training effectiveness. In the context of this study, the focus is on the results level, examining how different training programmes translate into measurable improvements in job performance among non-academic staff.

The integration of Human Capital Theory and Kirkpatrick's Training Evaluation Theory enables a comprehensive understanding of training outcomes. Human Capital Theory explains why organizations should invest in training, while Kirkpatrick's model explains how such investments can be evaluated in terms of performance outcomes. This combined framework therefore provides a strong theoretical foundation for examining the effects of orientation training, on-the-job training, refresher training, job rotation training, and internship training on job performance in tertiary institutions.

4. METHOD AND MATERIAL

4.1 Research Design

The study adopted a quantitative cross-sectional survey design to examine the effect of training on the job performance of non-academic staff in selected tertiary institutions in Taraba State, Nigeria. The quantitative approach was considered appropriate because it allows for systematic measurement of relationships between variables and facilitates statistical generalization of findings within the study population. The design aligns with established practices in public administration and human resource development research, where survey methods are commonly employed to assess training outcomes and performance indicators.

4.2 Study Area and Population

The study was conducted in three public tertiary institutions in Taraba State, Nigeria: Taraba State University, Jalingo; College of Education, Zing; and Federal Polytechnic, Bali. These institutions were selected because they represent the major categories of tertiary education institutions in the state and operate within similar public sector administrative frameworks.

The study population comprised all non-academic staff employed in the selected institutions. Non-academic staff include administrative officers, clerical staff, technical personnel, and support staff whose functions are essential to the effective operation of tertiary institutions but do not involve teaching or research responsibilities.

4.3 Sample Size and Sampling Technique

A multi-stage sampling technique was employed to select respondents for the study. First, the selected tertiary institutions were purposively chosen based on their public ownership and institutional diversity. Second, stratified sampling was used to categorize non-academic staff into relevant administrative and support units to ensure adequate representation across departments. Finally, simple random sampling was applied within each stratum to select respondents.

The sample size was determined using an appropriate statistical formula for finite populations, ensuring representativeness and minimizing sampling error. This approach enhanced the reliability and generalizability of the findings.

4.4 Instrument for Data Collection

Data were collected using a structured questionnaire designed to capture information on training practices and job performance. The questionnaire consisted of two main sections. The first section elicited demographic information such as sex, age, educational qualification, years of service, and institutional affiliation. The second section measured the study variables, including orientation training, on-the-job training, refresher training, job rotation training, internship training, and job performance.

Items measuring training variables were adapted from established human resource development instruments, while job performance items focused on task efficiency, service quality, timeliness, and adherence to institutional procedures. Responses were measured on a five-point Likert scale, ranging from strongly disagree to strongly agree, to capture the intensity of respondents' perceptions.

4.5 Validity and Reliability of the Instrument

To ensure content and face validity, the questionnaire was reviewed by experts in public administration and human resource management. Their feedback informed revisions to improve clarity, relevance, and alignment with the study objectives. Construct validity was ensured by grounding the measurement items in established theoretical and empirical literature.

The reliability of the instrument was assessed using Cronbach's alpha coefficient, which measures internal consistency among scale items. The reliability coefficients for all constructs exceeded the minimum acceptable threshold of 0.70, indicating that the instrument was reliable for data collection.

4.6 Method of Data Collection

The questionnaires were administered directly to respondents with the assistance of trained research assistants. This approach facilitated a higher response rate and allowed for clarification of questionnaire items where necessary. Ethical considerations were observed throughout the data collection process. Participation was voluntary, respondents were assured of confidentiality, and the data collected were used strictly for academic purposes.

4.7 Method of Data Analysis

Data collected were coded and analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' demographic characteristics and provide an overview of training practices.

Inferential analysis was conducted using multiple regression analysis to examine the effect of the independent variables (orientation training, on-the-job training, refresher training, job rotation training, and internship training) on the dependent variable (job performance). Multiple regression was considered appropriate because it allows for the simultaneous assessment of the relative contribution of each training dimension to job performance. Statistical significance was determined at the 0.05 level.

5. RESULTS

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Per cent (%)
Gender	Male	195	58.9
	Female	136	41.1
	Total	331	100
Age Group (years)	18–25	58	17.5
	26–35	96	29.0
	36–45	142	42.9
	46–60	35	10.6
	Total	331	100

Educational Qualification	NCE/Diploma	96	29.0
	Bachelor's degree	182	55.0
	Master's degree	53	16.0
	Total	331	100
Work Experience (years)	0–5	138	41.7
	5–10	84	25.4
	11–15	53	16.0
	16–20	30	9.1
	21–25	14	4.2
	26–30	8	2.4
	31–35	4	1.2
	Total	331	100
Staff Category	Junior Staff	141	42.6
	Senior Staff	190	57.4
	Total	331	100
Last Training Attended	Orientation Training	77	23.3
	On-the-job Training	150	45.3
	Refresher Training	51	15.4
	Job Rotation	38	11.5
	Internship	15	4.5
	Total	331	100
Marital Status	Married	192	58.0
	Single	139	42.0
	Total	331	100

Source: Field Survey, 2025

The data in Table 1 provides a holistic view of the sampled non-academic staff in the selected tertiary institutions in Taraba State. The gender distribution reveals a male-dominated workforce, with males constituting 58.9 percent and females 41.1 percent. This male predominance may influence institutional dynamics, including leadership representation, access to professional development, and organizational culture.

Age distribution indicates that the largest proportion of respondents (42.9 percent) are within the 36–45 years bracket, followed by 26–35 years (29.0 percent). This suggests that the workforce predominantly consists of individuals in their prime and middle working years, combining physical capability with substantial experience an advantageous composition for effective training and performance outcomes.

Regarding educational attainment, more than half of the respondents (55.0 percent) possess a bachelor's degree, 29.0 percent hold an NCE or Diploma, and 16.0 percent have a master's degree. This relatively high educational profile indicates that the workforce has the capacity to comprehend and apply training content effectively, supporting the enhancement of job performance through professional development initiatives.

Work experience data shows that a significant segment (41.7 percent) has less than five years of tenure, with 25.4 percent having five to ten years. This reflects a relatively young workforce in terms of institutional tenure, suggesting ample opportunities for long-term capacity building and sustained performance improvement through structured training programmes.

Analysis of staff categories reveals that senior staff make up 57.4 percent of the respondents, while junior staff account for 42.6 percent. The predominance of senior staff indicates a workforce with substantial supervisory or decision-making responsibilities, emphasizing the need for strategic and leadership-focused training to optimize institutional performance. In terms of training participation, on-the-job training is the most frequently attended programme (45.3 percent), followed by orientation training (23.3 percent). Participation in refresher courses (15.4 percent), job rotation (11.5 percent), and

internships (4.5 percent) is comparatively low, highlighting potential gaps in continuous professional development and exposure to diverse experiential learning opportunities.

Finally, marital status data shows that 58.0 percent of respondents are married, while 42.0 percent are single. Marital status may influence engagement with training programmes and overall job performance, as married employees may face additional time and family responsibilities affecting participation in extended or off-site professional development activities.

Table 2: Mean Perception Scores on the Effect of Orientation Training on Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	Structured orientation training is given upon assumption of duty	137	112	40	42	331	3.04	1.022	Accepted
2	Orientation provides clear guidance on job roles	154	88	50	39	331	3.08	1.041	Accepted
3	Orientation clarifies performance expectations	97	134	51	49	331	2.84	1.009	Accepted
4	Orientation includes practical demonstrations	89	119	91	32	331	2.80	0.945	Accepted
5	Orientation prepares staff for workplace norms	114	121	58	38	331	2.94	0.989	Accepted
Cluster Mean							2.94	1.001	Accepted

Field Survey, 2025

The results in Table 2 indicate a general agreement among respondents that orientation training positively influences job performance. All item means exceed the acceptance threshold, with a cluster mean of 2.94. This suggests that orientation training enhances role

clarity, compliance with institutional norms, and operational preparedness. However, the moderate mean values imply that improvements in depth and follow-up mechanisms could further strengthen performance outcomes.

Table 3: Mean Perception Scores on the Effect of On-the-Job Training on Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	On-the-job training is conducted regularly	120	95	82	34	331	2.91	1.008	Accepted
2	Staff participate in structured on-the-job training	93	105	81	52	331	2.72	1.039	Accepted
3	Training covers duties relevant to staff roles	83	145	53	50	331	2.79	0.987	Accepted
4	Training is facilitated by experienced personnel	100	110	34	87	331	2.67	1.164	Accepted
5	Sufficient time and resources are allocated	94	107	86	44	331	2.76	1.010	Accepted
Cluster Mean							2.77	1.042	Accepted

Field Survey, 2025

Table 3 shows that respondents generally agree that on-the-job training contributes positively to job performance, as all item means exceed the acceptance threshold. The cluster mean of 2.77 indicates that experiential learning, role-specific skill acquisition, and institutional support for on-the-job training enhance staff competence and service delivery. Nevertheless, the moderate mean scores suggest the need for improved regularity, facilitator expertise, and resource allocation to maximise performance benefits.

Table 4: Mean Perception Scores on the Effect of Refresher Training on Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	Refresher training reinforces job rules and policies	114	130	47	40	331	2.96	0.985	Accepted
2	Introduces new trends and innovations	92	144	51	44	331	2.86	0.973	Accepted
3	Provides updated skills and knowledge	111	115	64	41	331	2.89	1.008	Accepted
4	Encourages self-evaluation and development	112	124	63	32	331	2.95	0.957	Accepted
5	Sessions are regularly organised and accessible	87	131	72	41	331	2.80	0.968	Accepted
Cluster Mean							2.89	0.978	Accepted

Field Survey, 2025

The results in Table 4 demonstrate strong agreement that refresher training enhances job performance, with a cluster mean of 2.89. Respondents acknowledge its role in updating skills, reinforcing institutional policies, and promoting self-development. This underscores refresher training as a critical

mechanism for preventing skill obsolescence and sustaining performance standards. However, improvements in accessibility and frequency could further enhance its effectiveness.

Table 5: Mean Perception Scores on the Effect of Job Rotation Training on Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	Staff are systematically rotated across departments	119	134	44	34	331	3.02	0.952	Accepted
2	Job rotation is regularly scheduled	88	138	68	37	331	2.84	0.946	Accepted
3	Training exposes staff to varied job functions	98	92	101	40	331	2.75	1.012	Accepted
4	Rotation is facilitated by supervisors or trainers	111	138	47	35	331	2.98	0.950	Accepted
5	Resources and time are allocated for rotation	93	133	60	45	331	2.83	0.990	Accepted
Cluster Mean							2.88	0.970	Accepted

Field Survey, 2025

Table 5 indicates general agreement that job rotation training contributes to job performance, with a cluster mean of 2.88. Respondents acknowledge its role in broadening institutional knowledge and fostering adaptability. However, the moderate mean scores suggest that the effectiveness of job rotation may be constrained by irregular scheduling, limited functional exposure, and resource constraints.

Table 6: Mean Perception Scores on the Effect of Internship Training on Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	Internship opportunities are formally available	74	114	80	63	331	2.60	1.035	Accepted
2	Provides practical, real-world experience	129	116	43	43	331	3.00	1.021	Accepted
3	Participation is encouraged and supported	132	109	56	34	331	3.02	0.991	Accepted
4	Involves collaboration with external professionals	80	141	60	50	331	2.76	0.986	Accepted
5	Resources and support are allocated	98	103	60	70	331	2.69	1.110	Accepted
Cluster Mean							2.81	1.029	Accepted

Field Survey, 2025

Table 6 reveals that respondents agree that internship training positively influences job performance, with a cluster mean of 2.81. Internship programmes enhance practical competence, professional exposure, and institutional learning. Nonetheless, the relatively lower scores on availability and resource support indicate the need for expanded access and stronger institutional commitment.

Table 7: Descriptive Statistics of Staff Job Performance

S/N	Item Description	SA	A	D	SD	Sum	Mean	Std. D	Decision
1	Staff are competent	108	120	62	41	331	2.89	1.000	Accepted
2	Staff are proficient in responsibilities	101	150	47	33	331	2.96	0.920	Accepted
3	Quality of work has improved	111	138	44	38	331	2.97	0.964	Accepted
4	Staff experience has broadened	105	126	63	37	331	2.90	0.974	Accepted
5	Staff handle work schedules accurately	74	115	101	41	331	2.67	0.958	Accepted
Cluster Mean							2.88	0.963	Accepted

Field Survey, 2025

Table 7 shows that respondents generally perceive non-academic staff performance as satisfactory, with a cluster mean of 2.88. Competence, proficiency, and quality of work are rated positively, indicating a capable workforce. However, lower ratings on accuracy in work scheduling point to areas requiring targeted intervention, particularly through time management and process-oriented training.

6. DISCUSSION OF FINDINGS

This study examined the effect of training on the job performance of non-academic staff in selected tertiary institutions in Taraba State, Nigeria. The findings provide empirical evidence on how specific training dimensions influence employee performance within public sector educational institutions. The discussion is anchored on Human Capital Theory and Kirkpatrick's Training Evaluation Theory and situated within existing human resource development and public administration literature.

The findings revealed that orientation training has a significant positive effect on job performance. This result underscores the importance of structured induction programmes in enhancing role clarity, institutional socialization, and compliance with

organizational norms. From the perspective of Human Capital Theory, orientation training represents an initial investment that equips employees with foundational knowledge required for effective performance. This finding aligns with previous studies which demonstrate that employees who receive comprehensive orientation training exhibit higher confidence, reduced role ambiguity, and improved task efficiency (Bauer & Erdogan, 2011; Klein & Polin, 2012). In the context of tertiary institutions, effective orientation appears to facilitate smoother integration of non-academic staff into administrative systems and procedural frameworks, thereby enhancing operational effectiveness.

The study also found that on-the-job training significantly influences job performance, confirming the relevance of experiential learning in public sector organizations. On-the-job training enables employees to acquire skills directly within the work environment, fostering practical competence and immediate application of knowledge. This finding is consistent with earlier research indicating that task-based and supervised training enhances employee proficiency and service quality (Jehanzeb & Bashir, 2013; Dessler, 2020). Within the institutional context studied, regular

engagement in on-the-job training appears to strengthen procedural accuracy and reinforce performance standards among non-academic staff.

Among the training dimensions examined, refresher training emerged as the strongest predictor of job performance. This finding highlights the critical role of continuous capacity development in sustaining employee effectiveness. Refresher training facilitates skill renewal, updates employees on policy changes and technological innovations, and prevents performance decline associated with skill obsolescence. This result strongly supports the assumptions of Human Capital Theory, which posits that sustained investment in employee development yields long-term productivity gains (Becker, 1964). It also resonates with empirical evidence suggesting that periodic retraining significantly enhances adaptability, efficiency, and work quality in public organizations (Aguinis & Kraiger, 2009). In tertiary institutions characterized by evolving administrative demands, refresher training appears indispensable for maintaining high performance levels.

The findings further indicate that internship training has a significant positive effect on job performance. Internship training provides practical exposure, promotes experiential learning, and enhances professional competence through interaction with real work challenges. This result supports earlier studies which identify internships as effective mechanisms for bridging the gap between theoretical knowledge and practical application (Beard & Morton, 1999). In the studied institutions, internship training appears to enhance adaptability, broaden professional perspectives, and strengthen problem-solving capacity among non-academic staff, thereby contributing to improved performance outcomes.

In contrast, job rotation training did not have a statistically significant effect on job performance, despite showing a positive relationship. This finding suggests that job

rotation practices in the selected institutions may not be sufficiently structured or strategically implemented to yield performance benefits. While job rotation is theoretically associated with skill diversification and organizational flexibility, its effectiveness depends on clear objectives, systematic scheduling, and adequate support (Campion et al., 1994). Poorly coordinated rotation may disrupt task specialization and reduce efficiency, particularly in administrative roles that require continuity and expertise. This result aligns with studies that report mixed outcomes of job rotation, especially where institutional capacity and planning are weak (Eriksson & Ortega, 2006).

Overall, the findings lend strong empirical support to Kirkpatrick's Training Evaluation Theory, particularly at the results level, by demonstrating that training translates into measurable performance outcomes when it is relevant, continuous, and well-structured. The study reinforces the argument that training effectiveness is not determined by participation alone but by its ability to induce behavioural change and enhance job performance.

In sum, the study demonstrates that training is a critical driver of job performance among non-academic staff in tertiary institutions. However, the effectiveness of training varies across dimensions, underscoring the need for deliberate design, strategic alignment, and continuous evaluation of training programmes to maximize performance outcomes.

7. RECOMMENDATIONS

Based on the empirical findings of this study and their implications for training and job performance of non-academic staff in tertiary institutions, the following recommendations are proposed. These recommendations are intended to guide institutional administrators, policymakers, and human resource managers in designing and implementing effective training strategies that enhance staff performance and organizational efficiency.

1. Tertiary institutions should formalize and standardize orientation training programmes for newly recruited non-academic staff. Such programmes should comprehensively cover institutional policies, job roles, administrative procedures, and performance expectations.
2. Management should enhance on-the-job training by ensuring regular scheduling, adequate supervision, and systematic mentoring by experienced personnel.
3. Given its strong predictive effect on job performance, refresher training should be prioritized as a core element of staff development policy. Institutions should ensure that refresher programmes are conducted periodically and aligned with emerging administrative practices, technological changes, and policy reforms.
4. Tertiary institutions should expand and strengthen internship training programmes by improving accessibility and institutional support. Strategic partnerships with relevant organizations and professional bodies should be encouraged to enhance experiential learning and exposure to best practices.
5. Job rotation practices should be reviewed and redesigned to ensure they are purpose-driven and performance-oriented. Rotation should be guided by clearly defined objectives, structured timelines, and competency-based placements. Where job rotation is impractical or counterproductive, alternative training strategies should be adopted.

8. CONCLUSION

This study examined the effect of training on the job performance of non-academic staff in selected tertiary institutions in Taraba State, Nigeria. The findings provide clear empirical

Training and Job Performance of Non-Academic Staff in Selected Tertiary Institutions in Taraba State, Nigeria

evidence that training is a critical determinant of employee performance within public sector educational institutions. Specifically, orientation training, on-the-job training, refresher training, and internship training were found to have significant positive effects on job performance, while job rotation training did not significantly predict performance outcomes.

The prominence of refresher training as the strongest predictor of job performance highlights the importance of continuous capacity development in sustaining employee competence and adaptability. This underscores the relevance of ongoing investment in human capital, particularly in institutional environments characterized by evolving administrative processes and service delivery demands. Orientation and on-the-job training were also shown to play foundational and operational roles respectively, facilitating role clarity, experiential learning, and task efficiency.

The non-significant effect of job rotation training suggests that its effectiveness is highly contingent on institutional design, implementation structure, and contextual suitability. Without deliberate planning and alignment with performance objectives, job rotation may fail to yield meaningful performance gains. This finding reinforces the need for evidence-based training strategies rather than uniform adoption of human resource practices.

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