

Administrative Staff Training Methods and Job Performance in Nnamdi Azikiwe University Awka, Anambra State Nigeria

¹Kenneth Okechukwu Iloanya., ²Chinyeaka Justine Igbokwe-Ibeto., ¹Amobi Dennis Success

¹Faculty of Management Sciences, Nnamdi Azikiwe University, Awka

²Nnamdi Azikiwe University, Awka

DOI: <https://doi.org/10.47772/IJRISS.2026.100600502>

Received: 09 June 2026; Accepted: 14 June 2026; Published: 27 June 2026

ABSTRACT

This study examined administrative staff training methods and job performance in Nnamdi Azikiwe University (NAU) Awka. The specific objectives were to determine the extent to which the understudy training method relates to the quality of work performed by the administrative staff of NAU, Awka; examine the extent of relationship between job rotation and employee commitment of staff in NAU, Awka; and to ascertain the extent of relationship between in-house training method and task performance among the administrative staff in NAU, Awka. The study was guided by three research questions and three research hypotheses. The study adopted Human Capital Theory as its theoretical framework. Descriptive survey research design was adopted for the study. The target population of the study was 3820 administrative staff of NAU Awka, the sample size was 350. Data were analyzed using the descriptive statistics of percentages and means, and inferential statistics of Pearson product moment correlation (PPMC) with the aid of Statistical Package for Social Sciences (SPSS) version 20. The findings revealed that the understudy training method significantly and positively relates to the quality of work performed by administrative staff in NAU, Awka; there is a significant positive relationship between job rotation and employee commitment of staff in NAU, Awka; and there is a significant positive relationship between in-house training methods and task performance among administrative staff in NAU, Awka. Based on the findings and conclusion, the study recommends that NAU should continue to invest in and expand understudy training programs to further improve administrative staff performance; the university should also implement structured job rotation policies to enhance employee commitment and develop a more versatile workforce; regular in-house training sessions such as workshops and seminars should be organized to keep staff updated on new skills and technologies, thereby boosting task efficiency and overall organizational effectiveness.

Keywords: Development, Efficacy, Effectiveness, Efficiency, Service delivery

INTRODUCTION

Staff attitudes and behaviors are significantly altered through the informative training process, enhancing their efficiency. The primary goals of training are to facilitate the learning of new skills and to build upon previously acquired knowledge, thereby enabling employees to perform their jobs more effectively. Additionally, staff training boosts self-confidence and equips employees with better coping mechanisms for work-related stress, ultimately increasing employee commitment. In contemporary organizations, deciding to invest in training has become a complex decision due to factors such as cost and time constraints. Since employee training represents a commitment to ongoing learning that leads to behavioral changes, organizations must consider the financial and temporal investments required for educating new employees. However, the benefits of training and development can be substantial, as they foster higher levels of employee involvement. Effective training enhances employee engagement and job performance, leading to improved effectiveness in achieving performance goals, higher quality work, and increased efficiency (Noe, 2020).

Training initiatives are specifically designed to impart knowledge and skills to employees, which directly enhances their job performance. Employees who receive adequate training demonstrate a high level of skill and understanding of job requirements, leading to greater retention and job satisfaction. These attributes are vital for

heightened employee performance, defined as the effectiveness with which employees achieve their assigned responsibilities. Organizations that neglect to recognize and reward employee performance risk losing talent to competitors (Huq & Stevenson, 2020). This not only impacts employee retention but can also hinder the growth and profitability of the business, as lost employees lead to increased costs associated with hiring and training replacements. To retain skilled employees, organizations must treat their staff fairly and favorably. Unfortunately, few businesses adequately recognize their employees as valuable resources whose effective management can significantly contribute to organizational success.

Universities' success, similar to all other organisations, depends on their talent to keep up with continuous environmental changes. Globalisation has led to increased competition between higher education institutions. This has impacted the administration of these institutions, amplifying the important role of administrative staff in ensuring that students have a positive experience. Administrative staffs are essential to implementing institutional policies and meeting the external and internal challenges universities face. Administrative staffs, together with their academic colleagues, play a key role in promoting the image and credibility of their organisations and delivering high-quality client service through their competence (Barkhuizen, Schutte, & Smit, 2015). This role is also linked with the university's vision of transforming services through professional training and education of various fields to achieve organisational objectives. This vision can be achieved by capacitating administrative staff to be competent and committed to their roles. The administrative staffs are important because they coordinate the activities between different sections and departments in the university. Therefore, their training needs and individual talent must receive targeted attention to ensure the university's success.

The essence of training lies in enhancing employees' capabilities and knowledge. Organizations can utilize various training methodologies to bolster employee skills, including on-the-job and off-the-job training techniques (Abbas, Zhang, Hussain, Akram, Afaq & Shad, 2020). On-the-job training allows employees to learn specific tasks while performing their regular duties, whereas off-the-job training occurs outside the usual workplace and enables employees to engage with external resources and professionals.

In Nigerian universities, such as Nnamdi Azikiwe University (NAU), staffs are provided with both on-the-job and off-the-job training opportunities to enhance job performance. On-the-job training is characterized by skill and competency development within the workplace. Various methods for on-the-job training include job rotation, peer mentoring, coaching, orientation, induction programs, apprenticeships, technology training, understudy arrangements, job shadowing, internships, and workforce diversity (Abdullahi, 2018; Sai'du, 2023). In contrast, off-the-job training occurs outside the immediate work environment, enabling employees to network and learn from external entities. This type of training may encompass lectures, in-house training methods - conferences, workshop, seminars; refresher courses, programmed instruction, role-playing, case studies, and various other learning methods (Abosede, 2015 in Samuel, Oyibo & Terna, 2019). However, this study narrows its focus to three methods of training: understudy, job rotation, and in-house training methods. These methods of training play a significant role in shaping job performance.

Job performance refers to the actions linked to the job that an employee was required to accomplish and how successfully the job was carried out (Sani & Musa, 2019). Job performance has consequently evolved into a crucial determinant of an organization's likelihood of success or failure. Job performance is simply the ability of a person to work efficiently in accordance with the demands of the position to meet the aims and objectives of the organization. Job performance is the quality and quantity of the work performed by an employee in carrying out his or her duties in accordance with the assigned tasks. It is the quality of employees' outcomes, which are the result of employees' commitment to achieving organization's goals through implementing their tasks in optimal ways.

The job performance variables in this study are task performance, employee commitment, and quality of work done. Task performance is the behaviour of an employee that directly supports the goals of the organization. While employee commitment referred to the level of employees' involvement within the organization (Lorsch in Igbokwe-Ibeto, Osakede & Anazodo, 2015). Employees are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals. Work quality on the other hand is the worth of work provided by an individual, team, or organization. In the light of the above, this study investigates administrative staff training methods and job

performance in NAU Awka, Anambra State Nigeria.

Statement of Problem

Staff training is essential for achieving organizational goals, as it maximizes employee contributions to these aims. Continuous staff development is necessary, with training playing a key role in enhancing workforce motivation and performance. Human resource management aims to create environments that unlock employee potential and secure their commitment to organizational success. Training boosts the morale of employees and their confidence and motivation, while at the same time gives them a sense of security. However, in spite of the importance of training in an organization, there is a challenge of adequate training for administrative staff at different levels as noticeable in the universities including NAU. There is an assertion that apart from induction training which not all the administrative staffs enjoyed when they came on board, a substantial number of administrative staff have not been exposed to regular trainings on the job. This poses threat to effective service delivery in the institution.

Universities are undergoing a period of significance change as a result of political, economic, technological and cultural factors. They keep on expanding due to increase in student's enrolment, increased capacity in public institutions, a growing private sector, and more government investment in research and training. Numerous Universities in Nigeria are facing serious staff training problems, thus performance is affected.

Specifically, administrative staff training methods such as understudy, job rotation, and technology training are essential tools for staff development that can significantly enhance the capabilities and effectiveness of administrative staff. The absence of these initiatives can have detrimental effects: without understudy training method, the junior staff or subordinates may not be able to handle the responsibilities of their superiors or senior whenever need arises; lack of job rotation limits exposure to diverse functions, resulting in a narrow skill set and reduced flexibility; and without the knowledge technology from in-house training methods, staff may struggle to keep up with evolving industry standards, hindering both innovation and productivity.

In the university system, the job performance of administrative staff plays a crucial role in institutional success. Yet, unprofessional conduct, indolence, incompetence, and poor attitudes toward work often result in poor service delivery and hinder institutional progress. Addressing these challenges requires a strategic approach to building organizational capacity, which involves continuous investment in staff development to ensure effective job performance. It is against this backdrop that this study investigates the relationship between administrative staff training methods and job performance in NAU, Awka, Anambra State Nigeria.

Objectives of the study

The broad objective of this study is to examine the relationship between administrative staff training methods and job performance in NAU, Awka, 2015-2024. The specific objectives are:

1. To determine the extent understudy training method relates to quality of work performed by the administrative staff of NAU, Awka.
2. To examine the extent of relationship between job rotation and employee commitment of staff in NAU, Awka.
3. To ascertain the extent of relationship between in-house training method and task performance among the administrative staff in NAU, Awka.

Research Questions

The following research questions guided the study.

1. To what extent does the understudy training method relate to the quality of work performed by administrative staff in NAU, Awka?

2. What is the extent of the relationship between job rotation and employee commitment of staff in NAU, Awka?
3. What is the extent of the relationship between in-house training methods and task performance among administrative staff in NAU, Awka?

Research Hypotheses

The following null hypotheses were formulated to guide the study.

1. **H₀**: The understudy training method does not significantly relate to the quality of work performed by administrative staff in NAU, Awka.
2. **H₀**: There is no significant relationship between job rotation and employee commitment of staff in NAU, Awka.
3. **H₀**: There is no significant relationship between in-house training methods and task performance among administrative staff in NAU, Awka.

Conceptual and Theoretical Review

Training is a vital tool used for human resource development in an organization. It comprises the systematic process through which an organization help members of staff to acquire skills, knowledge and attitude needed for effective job performance (Armstrong, 2020). Staff training is a vital activity to any organization. According to Sharma and Taneja (2018) training can be classified into on-the-job training and off-the-job training:

On-The-Job training: On-the-job training is an effective technique for exchanging knowledge. On-the-job training is when employees are given training while conducting their regular work at the same working venues. Through this method, the employee can put what they are learning into practice. On-the-job training methods include Job orientation, job rotation, coaching, mentoring.

On-the-job training is extremely beneficial when it comes to job activities like handling machinery. Such instruction is required to make sure that each step or process is carried out in the correct order. The very same point was made by Igbokwe-Ibeto and Osawe (2015), who stated that practical training would give employees a clearer understanding of how to perform their duties. According to Porter, Hancock, Allen and Snyder (2022), employees learn more effectively on the job than they would by reading a book or manual.

Off-The-Job Training: Off-the-Job training is a training method organized outside the workers job location. In view of Loosemore and Malouf (2019), employees are better able to focus when they receive classes outside of their workplace environment, as the probability of being distracted by work activities is much lower than if the training were held in the workplace. Off-the-job training as (in Ismael et al., (2021) includes training away from the field of the job and the working environment. Examples include classrooms, seminars, conferences, and performing the training in group teaching and discussion. It is away from the job premises, but they would learn to get appropriate training just like that of the workplace but in a different place, the special environment is arranged so that to have a chance of maximum interaction between trainers and trainees. Besides, on-the-job training has been described as a kind of training that is held by managers and supervisors to improve staff skills and support their knowledge.

Off-the-job training, according to Otuaga, George and Ohiani (2022), enables employees to take part in the training course without even being interrupted by outside factors because the training location is typically set up in a way that allows for the employee's complete concentration. Any tools or equipment needed to help the training program should have been readily available. Off-the-job training is typically more structured and has a proper agenda, which optimizes the time spent learning and offers a systematic learning environment (Bello & Mela 2022). The methods of training adopted in this study include understudy, job rotation, and in-house training methods.

Understudy Training Method: Understudy positively impacts on the employees' work quality since they acquire skills that are similar or almost similar to their superiors. Understudy is basically the person who replaces any staff in their absence; understudy training is the process in which superior instructs the team by considering them as an understudy. The staff then learns from the senior by observing and experiencing to handle day to day tasks. Such training finally makes the staff ready to handle full responsibility on their own more expertly (Cui, 2017). The skills, knowledge, and experience junior employees learn under their seniors are a form of capital to the organization from which the company benefits from in the absence of their superiors. According to Al-Nabae and Sammani (2019), experienced or skilled employees are faster in completing tasks than the inexperienced ones. Since understudy aims at providing additional skills and experience (usually attributed to senior workers) to junior employees, they become faster when they handle their normal duties.

Job Rotation Training Method: Job rotation refers to the practice of moving employees between different roles or positions within an organization, usually for a set period of time. It is a human resources strategy in which employees periodically move from one job to another within an organization. This can be a formal program or an informal process, depending on the organization. According to Amiri (2021), job rotation is the movement of employees on different job role which enriches their skills, ability to work on different roles and experience. It a useful human resource management strategy for creating awareness among employees about all types of job performed in their organization. The objective of job rotation is to enhance the work experience of the employees, to cross-train them and improve their job satisfaction and preformation. The role of employee job rotation policy is to convey the employees about the job rotation technique used by the organization, rules and regulation associated to the job rotation and frequency of job rotation.

In-House Training Methods: In-house training is described as the training given to employees already working in an organization by a senior member of staff in the organization on new roles they are expected to perform. According to Igbokwe-Ibeto and Osawe (2015), in-house training involve a formal method of on the job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops.

According to Bondar, Gumenyuk, Horban, Karakoz and Chaikovska (2020), in-house staff training is a cost effective way to expose staff to training and development activities particularly when sponsorship for training from government is insufficient. By this description, in-house staff training in the polytechnic involves training activities organized internally by the management of the school to enhance the competence of staff for effective service delivery. Organizational workforce is an intellectual asset that continuously requires training through re-skilling or up-skilling or both that can be utilized by organizations for gaining competitive advantage and achieving success. In-house staff training leads to development of creative ability of staff for effective decision making and service delivery.

Job Performance: Performance (job performance) is the work quality and quantity achieved by an employee in carrying out his function in accordance with the responsibilities given to him. According to Igbokwe-Ibeto, Osakede and Anazodo (2014), performance simply is the extent to which an individual, unit or department carryout task assigned to him or it. Pradhan & Jena (2017) argued that the performance can be organizational performance, job performance, or employee performance.

Quality of Work Done: Quality of work done is the worth of work provided by an individual, team, or organization. This can include task completion, interactivity, and the quality of deliverables. When it comes to managing the performance of programs, projects, vendors, and employees, work quality is a major consideration. Work quality refers to the standard of excellence achieved in completing tasks, projects, or assignments in the workplace. High-quality work is characterized by accuracy, precision, attention to detail, consistency, and meeting or exceeding expectations. The concept of work quality is essential for organizational success as it directly impacts customer satisfaction, product and service quality, and overall organizational reputation.

Employee Commitment: Employee commitment, as described as the degree to which an employee identifies with the organization and wishes to continue actively participating in it. Employee commitment is widely recognized as a critical component of job performance, influencing both the quality and consistency of an employee's work output. Commitment reflects the psychological attachment and loyalty an employee feels toward their organization, which motivates them to exert discretionary effort beyond formal job requirements.

Task Performance: Task performance refers to the execution of specific duties or responsibilities within a role, encompassing the effectiveness, efficiency, and accuracy with which tasks are completed. In organizational contexts, it is a critical component of job performance, directly influencing an organization's technical capacity and overall success. Task performance includes activities that contribute to the organization's technical core, such as producing goods or delivering services, and is typically outlined in job descriptions and performance standards.

There are a number of theoretical windows through which the issue of administrative staff training can be analysed. However, this study is anchored on the human capital theory. Human capital theory emphasizes the importance of investing in education and training to increase an individual's productive capabilities and potential earnings. The theory is an economic and sociological concept that suggests that individuals and societies can improve their economic productivity and social welfare by investing in education, training, and other forms of human capital development. Human capital theory was first introduced by Adam Smith and later refined by Gary Becker and Theodore Schultz in the 1960s. According to this theory, individuals can be seen as "human capital" that can be developed and enhanced through investments in education, training, and other forms of learning. By acquiring new skills and knowledge, individuals can increase their service delivery and efficiency, which in turn can lead to higher wages and better job opportunities.

Human capital theory is relevant in the study of administrative staff training and job performance in an era of digitalization in universities. According to human capital theory, investing in education and training can enhance individuals' human capital, which can lead to higher productivity, earnings, and economic growth. The human capital theory emphasizes that Nnamdi Azikiwe University should invest in its staff in order to enhance performance. The university can accomplish its administrative objectives, improve operational effectiveness, and enhance engagement by equipping administrative staff with the right skills and expertise. When staff members are well trained in an organization, the members can be properly motivated and it helps to achieve their individual goals and objectives. More so, organization stands to gain so much as shortage of skilled manpower will be reduced and the organization bound to have maximum service delivery.

Administrative Staff Training Methods and Job Performance

Training has become crucial to success as cooperation tries to thrive in an extremely dynamic atmosphere while also attempting to achieve their primary goals. Organizations constantly strive to increase their performance, but doing so is difficult if the workforce lacks the necessary skills.

Understudy Method and Quality work

This method involves superiors and subordinates with the subordinates learning under their superiors as their assistants. Junior employees usually learn under their seniors through observation and experience by taking part in handling organizational duties of their superiors. This form of training prepares the subordinates to handle the responsibilities of their superiors whenever need arises. The understudy training method, which involves pairing less experienced administrative staff with seasoned mentors, has been found to significantly improve the quality of work in institutional settings. This approach facilitates experiential learning, allowing trainees to observe best practices, ask questions, and receive immediate feedback, which is critical for mastering intricate administrative tasks (Bathelt & Bunnell, 2023).

Job Rotation and Employee Commitment

According to Saravanan, Faseela and Anees (2017) job rotation affects employee performance significantly and positively. It increases their productivity through increased competence, skills, and cooperation and the reduction of boredom, thereby increasing employee productivity. Akbari and Maniei (2017) argue that job rotation is a tool to increase efficiency. Meanwhile, according to Saravanan et al. (2017), that job rotation reduces the level of boredom which leads to an increase in the level of employee motivation. Equally important, job rotation improves employees' psychological and physical health by creating positive employee attitudes and job diversification by reducing boredom and self-motivation towards their work (Ajusa & Atambo, 2016).

The level of work saturation for employees, having additional knowledge, skills, and competencies, management preparation, and choosing the correct work position that employees like. , develop relationships. Another reason for job rotation is that monotonous tasks or jobs carried out continuously can result in boredom and decreased employee work outcomes (Tumipa & Rumokoy, 2018). The existence of job rotation is expected to stimulate employees to achieve better performance because there is a process of increasing employee knowledge and abilities, reducing job saturation from employees, helping place employees appropriately, and providing more significant challenges for employees to achieve better performance or performance (Rahman & Solikhah, 2016).

In-House Training Methods and Task Performance

In-house staff training according to Osuji et al (2024) leads to development of creative ability of staff for effective decision making and service delivery. In-house training methods such as workshops and seminars are critical in enhancing the skills and competencies of administrative staff within universities. These training initiatives are designed to address specific organizational needs, fostering continuous professional development and enabling staff to stay abreast of institutional policies, technological advancements, and best administrative practices. Workshops offer hands-on, interactive learning experiences that promote the application of new knowledge, while seminars provide a platform for knowledge sharing and discussion on relevant topics.

METHODOLOGY

The descriptive survey design is employed for this study. This method is primarily concerned with the collection of data for the purpose of describing and interpreting existing conditions and prevailing practices using a representative sample for the population. It involves collecting data from a sample of subjects and then using that data to make generalizations about a larger population. The population of the study comprised the administrative staff in Nnamdi Azikiwe University, Awka. According to Personnel units of the institution, the total population of administrative staff is 3820. The 3820 staff in NAU Awka formed the population of this study. The study's population of 3820 was too large, Taro Yamane (1964) statistical tool was used to obtain the sample size. Yamane's statistical formula for finite sample size determination is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

$$n = ?$$

N = Population size 1 = Constant figure.

e = Error of tolerance (Sampling error (5% = 0.05).

To determine the sample size: n =?

$$N = 3820$$

$$e = 0.05$$

Therefore:

$$n = \frac{3820}{1 + 3820(0.05)^2}$$

$$n = \frac{3820}{1 + 3820 (0.0025)}$$

$$n = \frac{3820}{1 + 7.05}$$

$$n = \frac{3820}{8.05}$$

n = 350

Therefore, a sample of three hundred and fifty (350) administrative staff were chosen and utilized for this study. Having identified the sample size of 350, a multi-stage sampling technique was adopted in the study. In this study, the institution was divided into different strata- faculties and departments, from which the sample was drawn by adopting simple random sampling. In drawing sample size for this study, existing faculties and departments of the institution to which staff are deployed to are selected with a view to ensuring adequate representation of the administrative staff of NAU.

A questionnaire with closed-ended questions was designed for the study in accordance with the research objectives. The questionnaire consisted of two sections; Part A; demographic data of the respondents such as; gender, educational qualification and age bracket of the respondents; while the part B consists of the core research questions. A structured 5 Likert-scale questionnaire was designed based on; Strongly Agree (SA) 5points, Agree (A) 4points, Undecided (U) 3points, Disagreed (D) 2points and Strongly Disagree (SD) 1point. The questionnaire was designed to elicit information for the study. The instrument was personally administered by the researcher with the help of a research assistant. The statistical tools that were used to answer all the research questions were descriptive statistics such as frequencies, simple percentage, and mean. The hypotheses were tested using inferential statistics of Pearson product moment correlation (PPMC) with the aid of Statistical Package for Social Sciences (SPSS) version 20, at 0.5 level of significance.

Data Presentation and Analysis

The researchers distributed a total of three hundred and fifty (350) questionnaires of eighteen (18) items each to sampled members of non-academic staff of the NAU Awka in South-East, Nigeria. As a result of frequent persuasion on the importance of responding fully and honestly to the questionnaire, the researchers were able to achieve questionnaire return of three hundred and thirty (330) responses while twenty (20) were not returned out of the total distributed three hundred and fifty (350). Out of these numbers, eight (8) copies of the questionnaire were not properly filled, leaving a total of three hundred and twenty-two (322) usable questionnaires yielding a response rate of 92percent. The researchers proceeded with the analysis of the data as 92percent response rate is regarded as very satisfactory for this study. According to Igbokwe-Ibeto (2019), some rules of thumb about the return/response rate is that a response rate of 50percent is adequate for analysis and reporting, 60percent is good while 70percent is very good.

Presentation and Analysis of Data According to Research Questions

Research Question One: Understudy training method relate to the quality of work performed by administrative staff in NAU, Awka

Table 1: Mean score and decision on Understudy training method and quality of work performed by administrative staff

S/N	Items on understudy training method and quality of work	Rating and Weight Value					$\sum fx$	Mean (X)	Decisions
		SA (5)	A (4)	U (3)	SD (2)	D (1)			
1	The understudy training method is effective in NUA.	120	103	32	29	38	1204	3.73	Agreed
2	The understudy training method helps administrative staff to better understand their job roles and	115	93	42	32	40	1177	3.65	Agreed

	responsibilities.								
3	Understudy training enhances the professionalism of administrative staff in their work.	95	109	44	34	40	1151	3.57	Agreed
4	The understudy training method contributes to improving the accuracy of administrative tasks.	104	121	43	29	25	1216	3.77	Agreed
5	Administrative staff who undergo understudy training demonstrate better problem-solving skills.	89	87	48	53	45	1088	3.37	Agreed
6	The quality of work performed by administrative staff improves as a result of the understudy training method.	78	84	49	55	56	1036	3.21	Agreed
	Grand mean score							3.55	Agreed

Source: Field Survey, 2026

The analysis of the understudy training method and the quality of work performed by administrative staff revealed a strong consensus among respondents, with all items receiving mean scores above the 3.0 agreement threshold. Respondents agreed that the understudy training method is effective at Nnamdi Azikiwe University, Awka, as reflected by a mean score of 3.73, indicating a positive perception of the training's overall impact within the institution. They also agreed that the understudy training method helps administrative staff better understand their job roles and responsibilities, with a mean score of 3.65, suggesting that the approach facilitates clarity and comprehension of job functions. Additionally, respondents agreed that understudy training enhances professionalism among administrative staff, scoring a mean of 3.57, highlighting the training's role in elevating work standards.

The contribution of the understudy training method to improving the accuracy of administrative tasks received the mean score of 3.77, suggesting that respondents perceive a direct positive impact on task precision. Administrative staffs that undergo understudy training are also believed to demonstrate better problem-solving skills, with a mean score of 3.37, indicating the training's effectiveness in developing critical thinking abilities. Lastly, the quality of work performed by administrative staff is seen to improve as a result of the training, with a mean score of 3.21. The grand mean score of 3.55 confirms general agreement that the understudy training method positively influences the quality of work performed by administrative staff by enhancing effectiveness, understanding of roles, professionalism, accuracy, problem-solving, and overall work quality.

Research Question Two: The extent of the relationship between job rotation and employee commitment in NAU, Awka

Table 2: Mean scores and decisions on job rotation and employee commitment.

S/N	Items on job rotation and employee commitment	Rating and Weight Value					$\sum fx$	x	Decisions
		SA (5)	A (4)	U (3)	SD (2)	D (1)			
7	Job rotation provides me with valuable skills and experience in different areas	105	113	34	30	38	1177	3.65	Agreed

	of the organization.								
8	Job rotation helps reduce boredom and increases my job satisfaction.	108	108	42	37	27	1199	3.72	Agreed
9	Job rotation complements succession planning	94	98	45	39	46	1121	3.48	Agreed
10	The training helped me to achieve work targets on time.	99	96	48	37	42	1139	3.53	Agreed
11	Employees who experience job rotation show higher levels of dedication to their work.	98	115	42	32	35	1175	3.64	Agreed
12	Job rotation helps create right employee – job fit	110	100	36	38	38	1172	3.63	Agreed
	Grand Mean Score							3.60	Agreed

Source: Field Survey, 2026

The analysis of job rotation and employee commitment indicates a clear positive perception among respondents, with all items receiving mean scores above the 3.0 agreement benchmark. Respondents agreed that job rotation provides valuable skills and experience across different areas of the organization, as reflected in a mean score of 3.65. This highlights the role of job rotation in broadening employees' capabilities and enhancing their versatility. Furthermore, respondents agreed that job rotation helps reduce boredom and increases employee job satisfaction, with a mean score of 3.72.

The analysis also revealed agreement that job rotation complements succession planning, with a mean score of 3.48. Respondents further agreed that training associated with job rotation is beneficial in helping employees meet work targets on time, reflected by a mean score of 3.53, indicating improvements in productivity and efficiency. Regarding dedication, respondents agreed that employees who experience job rotation show higher levels of commitment to their work, with a mean score of 3.64. Lastly, respondents agreed that job rotation helps create the right employee–job fit, with a mean score of 3.63. The grand mean score of 3.60 confirms that job rotation is positively associated with employee commitment by enhancing skills, job satisfaction, dedication, and proper job alignment.

Research Question Three: The relationship between in-house training methods and task performance among administrative staff in NAU, Awka

Table 3: Mean score and decision on in-house training methods and task performance

S/ N	Items on in-house training methods and task performance	Rating and Weight Value					$\sum fx$	X	Decisions
		SA (5)	A (4)	D (3)	SD (2)	U (1)			
13	The in-house training methods such as workshop and seminar for administrative staff are effective in NAU	106	112	35	33	36	1185	3.68	Agreed
14	The training provided is relevant to my career development and other staff development opportunities	109	106	38	38	31	1190	3.69	Agreed

15	In- house training methods enhance formal & systematic modification of behavior	112	121	31	30	28	1225	3.80	Agreed
16	Knowledge acquired through in-house training programmes has helped to adapt to changing technology	100	126	28	37	31	1193	3.70	Agreed
17	Knowledge acquired through in-house training current and future challenges solving skills.	108	120	33	29	32	1209	3.75	Agreed
18	In-house training methods have significantly improved my ability to complete administrative tasks efficiently.	98	120	40	34	30	1188	3.68	Agreed
	Grand Mean Score							3.72	Agreed

Source: Field Survey, 2026

The analysis of in-house training methods and task performance shows clear agreement among respondents, with all items scoring mean values above the 3.0 benchmark. Respondents agreed that in-house training methods, such as workshops and seminars, are effective for administrative staff at Nnamdi Azikiwe University, as indicated by a mean score of 3.68. This suggests that these training formats are valued for enhancing staff capabilities.

The training provided is also viewed as relevant to career development and other staff development opportunities, with a mean score of 3.69, indicating strong alignment between training content and employees' professional growth. Additionally, respondents agreed that in-house training methods promote formal and systematic modification of behavior, reflected in the highest mean score of 3.80, highlighting the training's role in improving workplace conduct and attitudes.

Knowledge acquired through in-house training programs is seen as instrumental in helping staff adapt to changing technology, which earned a mean score of 3.70. Respondents also agreed that the training enhances skills necessary for solving current and future challenges, with a mean score of 3.75. Furthermore, in-house training methods are recognized for significantly improving employees' efficiency in completing administrative tasks, as shown by a mean score of 3.68. The grand mean score of 3.72 confirms a strong consensus that in-house training methods positively impact task performance by fostering effectiveness, adaptability, skill development, and efficiency among administrative staff.

Test of Hypotheses

The hypotheses for this study were tested using inferential statistics of Pearson product moment correlation (PPMC) with the aid of Statistical Package for Social Sciences (SPSS) version 20. At 0.5 level of significance.

Test of Hypothesis One

H₀: The understudy training method does not significantly relate to the quality of work performed by administrative staff in NAU, Awka.

Table 4: Pearson Correlation for Test of Hypothesis One

Correlations			
		Understudy Training Method	Quality of Work
	Pearson Correlation	1	.855

Understudy Training Method	Sig. (2-tailed)		.000
	N	322	322
Quality of Work	Pearson Correlation	.855	1
	Sig. (2-tailed)	.000	
	N	322	322

Source: Field Survey, 2026

The result of the correlation coefficient for hypothesis one in Table 4.5 shows that the Pearson Product Moment Correlation Coefficient is 0.855, indicating a strong positive relationship between the understudy training method and the quality of work performed by administrative staff. The table also shows a probability value of 0.000, which is less than the 0.05 significance level. This means that the Pearson correlation between understudy training method and quality of work performed by administrative staff is statistically significant ($r = 0.855$, $N = 322$, $p = 0.000$).

Decision Rule: Based on the decision rule, since the probability value of 0.000 is less than the 0.05 level of significance, the researcher rejects the null hypothesis and accepts the alternative hypothesis. Therefore, it is concluded that the understudy training method significantly and positively relates to the quality of work performed by administrative staff at Nnamdi Azikiwe University, Awka.

Test of Hypothesis Two

H₀: There is no significant relationship between job rotation and employee commitment of staff in NAU, Awka.

Table 5: Pearson Correlation for Test of Hypothesis Two

Correlations			
		Job rotation	Employee commitment
	Pearson Correlation	1	.822
Job rotation	Sig. (2-tailed)		.000
	N	322	322
	Pearson Correlation	.822	1
Employee commitment	Sig. (2-tailed)	.000	
	N	322	322

Source: Field Survey, 2026

The result of the correlation coefficient for hypothesis two in Table 4.6 shows that the Pearson Product Moment Correlation Coefficient is 0.822, indicating a strong positive relationship between the job rotation training method and the employee commitment. The table also shows a probability value of 0.000, which is less than the 0.05 significance level. This means that the Pearson correlation between job rotation training method and employee commitment is statistically significant ($r = 0.822$, $N = 322$, $p = 0.000$).

Decision Rule: Based on the decision rule, since the probability value of 0.000 is less than the 0.05 level of

significance, the researchers rejects the null hypothesis and conclude that, there is a significant positive relationship between job rotation and employee commitment to work in NAU, Awka.

Test of Hypothesis Three

H₀: There is no significant relationship between in-house training methods and task performance among administrative staff in NAU, Awka.

Table 6: Pearson Correlation for Test of Hypothesis Three

Correlations			
		In-house Training Methods	Task Performance
	Pearson Correlation	1	.688
In-house Training Methods	Sig. (2-tailed)		.000
	N	322	322
	Pearson Correlation	.688	1
Task Performance	Sig. (2-tailed)	.000	
	N	322	322

Source: Field Survey, 2026

The result of the correlation coefficient for hypothesis three in Table 4.7 shows that the Pearson Product Moment Correlation Coefficient is 0.688, indicating a strong positive relationship between the in-house training methods and task performance. The table also shows a probability value of 0.000, which is less than the 0.05 significance level. This means that the Pearson correlation between in-house training methods method and task performance is statistically significant ($r = 0.688$, $N = 322$, $p = 0.000$).

Decision Rule: Based on the decision rule, since the probability value of 0.000 is less than the 0.05 level of significance, the researcher rejects the null hypothesis and conclude that there is a significant positive relationship between in-house training methods and task performance among administrative staff in Nnamdi Azikiwe University, Awka.

DISCUSSION OF FINDINGS

The findings of this study revealed that all the hypotheses tested rejected the null hypotheses and accepted the alternative hypotheses. This means that there is a significant relationship between administrative training methods and job performance of administrative staff in NAU, Awka. The results of the test of hypothesis one revealed that understudy training method significantly and positively relates to the quality of work performed by administrative staff at NAU, Awka. The analysis of data also revealed that that understudy training method positively influences the quality of work performed by administrative staff by enhancing effectiveness, understanding of roles, professionalism, accuracy, problem-solving, and overall work quality. This is consistent with Kipruto and Thomas (2021) whose study established that understudy training method has a positive and significant effect and relationship with employee performance.

Furthermore, the findings from the test of hypothesis two showed that there is a significant positive relationship between job rotation and employee commitment of staff in NAU, Awka. The analysis of data on job rotation and employee recruitment showed that job rotation is positively associated with employee commitment by enhancing skills, job satisfaction, dedication, and proper job alignment. The findings aligns with the work of

Oluwatuase, Enitilo and Ogunjobi (2019) who reported that job rotation has significant effect on performance through employee improvement and versatility.

The third hypothesis found there is a significant positive relationship between in-house training methods and task performance among administrative staff in NAU, Awka. This is in agreement research findings of Osuji, Wey-Amaewhule and Ogbanga (2024) who reported that staff in-house trainings enhance administrative effectiveness of polytechnics in Rivers State to a high extent.

CONCLUSION

The study established that administrative training methods have a significant and positive relationship with the job performance of administrative staff at NAU, Awka. The findings highlighted that the understudy training method plays a crucial role in enhancing the quality of work performed by administrative personnel, improving their effectiveness, professionalism, and problem-solving abilities. Moreover, job rotation was identified as a key factor positively influencing employee commitment, promoting higher levels of dedication, job satisfaction, and alignment between employees and their roles. This, in turn, contributes to a more motivated and engaged workforce. Additionally, the study demonstrated that in-house training methods, including workshops and seminars, significantly improve task performance by equipping staff with relevant knowledge and skills necessary to meet evolving organizational demands. Collectively, these results emphasize the critical role that a combination of diverse training approaches plays in promoting staff development and boosting overall organizational performance. They suggest that strategic investment in varied training programs not only enhances individual capabilities but also promotes a culture of continuous learning and adaptability within the university.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. NAU should continue to invest in and expand understudy training programs to further improve administrative staff performance.
2. NAU should also implement structured job rotation policies to enhance employee commitment and develop a more versatile workforce.
3. Regular in-house training sessions such as workshops and seminars should be organized to keep staff updated on new skills and technologies, thereby boosting task efficiency and overall organizational effectiveness.

REFERENCES

1. Abbas, J., Zhang, Q., Hussain, I., Akram, S., Afaq, A., & Shad, M. A. (2020). Sustainable innovation in small medium enterprises: the impact of knowledge management on organizational innovation through a mediation analysis by using SEM approach. *Sustainability*, 12(6), 2407.
2. Abdullahi, M. S. (2018). Effect of training and development on employee's productivity among academic staff of Kano state polytechnic, Nigeria. *Asian People Journal (APJ)*, 1(2), 264-286.
3. Abosede, O.C. (2015). Staff training and development and quality education delivery. *Literacy Information and Computer Education Journal (LICE)*. 6(4), 2020-2029
4. Ajusa, M. & Atambo, W. (2016). Influence of job rotation on organizational productivity: a case of Mount Kenya University. *Imperial Journal of Interdisciplinary Research*, 2 (10), 1358-1395.
5. Akbari, A. & Maniei, R. (2017). Evaluating the effect of job rotation on employ motivation (case study of dana insurance). *Scinzer Journal of Accounting and Management*, 3 (1), 1-6.
6. Al-Nabae, M. G., & Sammani, D. (2019). The training methods that enhance project performance. *ICBEISS 2019 Seri Pacific Hotel, Kuala Lumpur, Malaysia* 29 June 2019, 362.
7. Armstrong, M. (2020). *Human resource management practice* (15th ed.). Kogan Page.
8. Amiri, J. (2021). The relationship between teachers' professional development and academic

- performance with emphasis on the mediating role of secondary school boys' bonding. *Journal of Management and Educational*, 3(1), 139-166.
9. Barkhuizen, N., Schutte, N., & Smit, A. (2015). Talent management, motivation and service quality of support staff in a public higher education institution. *Journal of Public Administration*, 50(1), 658–673
10. Bathelt, H. & Bunnell, T.S. W. (2023). Learning through collaboration: The effects of understudy methods on workplace performance. *Journal of Workplace Learning*.
11. Bello, M. F., & Mela, K. (2022). In-service and off-the-job training and workers' performance in Federal University Gashua, Yobe State, Nigeria–The nexus. *Journal of Public Administration and Local Governance*, 6(2), 121-135.
12. Bondar, I., Gumenyuk, T., Horban, Y., Karakoz, O. & Chaikovska, O. (2020). Distance e-learning in the system of professional development of corporation managers: challenges of COVID-19. *Journal of Education and e-Learning Research*, 7(4), 456-463.
13. Cui, P. (2017). Research on training and developing employees. In 2017 International Conference on Economic Development and Education Management (ICEDEM 2017). Atlantis press.
14. Huq, F. A., & Stevenson, M. (2020). Implementing socially sustainable practices in challenging institutional contexts: Building theory from seven developing country supplier cases. *Journal of Business Ethics*, 161(2), 415-442.
15. Igbokwe-Ibeto, C.J. Osakede K.O & Anazodo, R.O. (2015). The effect of manpower planning and development in Lagos state civil service performance, *Africa's Public Service Delivery and Performance Review*, 3(4):76-116
16. Igbokwe-Ibeto, C.J & Osawe, C.O. (2014), Gaining competitive advantage through effective staff development framework, *Journal of Policy and Development Studies*, 8(3):17-28
17. Karim, M. M., Choudhury, M. M., & Latif, W. B. (2019). The impact of training and development on employees' performance: An analysis of quantitative data. *Noble International Journal of Business and Management Research*, 3(2), 25-33.
18. Kipruto, F. C & Thomas, M (2021). Effect of on-job training methods on employee performance in Agriculture Finance Corporation in Kenya. *Journal Human Resources Management*, 5 (2), 158-176
19. Loosemore, M., & Malouf, N. (2019). Safety training and positive safety attitude formation in the Australian construction industry. *Safety science*, 113, 233-243.
20. Noe, R. A. (2020). *Employee training and development* (7th ed.). McGraw-Hill Education.
21. Oluwatuase, T., Enitilo, O. & Ogunjobi, E. A (2019). Effects of job rotation on employees' performance in Nigerian Banks. *International Journal of Economics, Commerce and Management*, VII (2), 495 – 502.
22. Osuji, C.U., Wey-Amaewhule, B. & Ogbanga, A. T. (2024). In-house staff training for administrative effectiveness of polytechnics in Rivers State. *International Journal of Social Science and Management Studies*, 3(1), 170-181
23. Otuaga, E., George, O., & Ohiani, A. (2022). Training and development as a strategic tool for operational performance in the Nigerian sea ports: A postmortem study. *UNILAG Journal of Business*, 8(2), 75-92.
24. Porter, C. M., Hancock, J., Allen, D. G., & Snyder, G. P. (2022). The multiple roles of network ties in the employee job search process. *Human Resource Management*.
25. Pradhan, R.K and Jena1, L. K. (2017). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5 (1) 1–17
26. Pradhan, R. K., & Jha, S. (2023). Exploring the impact of motivation on task performance. *International Journal of Human Resource Management*.
27. Rahman, T., & Solikhah, S., (2016). Analisis Pengaruh Rotasi Kerja, Motivasi Kerja dan Kepuasan Kerja terhadap Kinerja Karyawan di Lembaga Keuangan Mikro Syariah. *Jurnal Muqtasid*, 7(2), 23–49.
28. Sai'du, A. (2023). An evaluation of training method's effectiveness on employee performance in Federal Polytechnic, Bauchi. *African Scholars Journal of Business Dev. and Management Res. (JBDMR-7)*, 28 (7), 235-248.
29. Sai'du, A. (2023). An evaluation of training method's effectiveness on employee performance in Federal Polytechnic, Bauchi. *African Scholars Journal of Business Development. and Management Research. (JBDMR-7)*, 28 (7), 235-248
30. Sani, O.J. & Musa, A. (2019). Influence of ICT Competencies on Job Performance among Library Personnel in Tertiary Institutions in Lokoja, Kogi State, Nigeria. *Samaru Journal of Information Studies*, 19(1), 1-15. <https://www.ajol.info/index.php/sjis/article/view/195455>

31. Saravanan, M., Faseela, P & Anees, B. C (2017). The effects of job rotation strategy on the performance of employees in the banking sector with special reference to Nilambur taluk in Malappuram district, Kerala. *International Journal of Advance Research and Innovative Ideas in Education*, 3 (2), 2328-2332.
32. Tumipa, V., & Rumokoy, F. S., (2018). The role of job rotation practices towards employee performance in Kantor Pelayanan Kekayaan Negara Dan Lelang (KPKNL). *Jurnal EMBA*, 6(2), 898–907.
33. Valenciana, G., & Felician, B (2024). The effects of training on employee performance: A case of Tanzania Police Headquarters. *African Journal of Empirical Research*, 5 (4), 216 -225
34. Zhang, L., Williams, K. R., and Jones, M. (2023). Cultural competence and administrative efficiency: Insights from understudy training. *Public Administration Quarterly*.