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ICT Integration and In-service Training: A Catalyst for Improved Job Performance among Non-Teaching Staff in Nigerian Tertiary Institutions

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Abstract
This study examined the effect of in-service training with information and communication technology (ICT) components on the job performance of non-teaching staff in Osun State-owned tertiary institutions. Ninety (90) non-academic staff were randomly selected – 30 each from three purposively chosen institutions. These were assigned to Experimental Group 1 (training with monitoring), Experimental Group 2 (training without monitoring), and a Control Group (no intervention). Job performance was measured before and after the intervention using a Job Performance Evaluation Format (JPEF) administered by supervisors. The JPEF had a reliability coefficient of 0.82 (KR-21). Data were analyzed using ANOVA. Findings showed a significant difference in job performance among the groups ($F(2,87) = 14.44$, $p < 0.05$). In-service training with monitoring significantly enhanced job performance more than training without monitoring (Scheffé mean difference = 5.90, $p < 0.05$) and more than the control group (mean difference = 9.70, $p < 0.05$). However, training without monitoring did not significantly differ from the control group (mean difference = 3.80, $p > 0.05$). The study concludes that in-service training, when reinforced with monitoring, significantly improves the job performance of non-teaching staff in tertiary institutions.
Keywords: ICT, In-Service, Job Performance, Non-Teaching Staff, Nigerian Tertiary Institutions

Introduction

The success and growth of an organization is directly tied to the efficiency and job performance of its workforce. The need to enhance workers' efficiency and improve their performance on the job is undoubtedly a major focus of every organization, whether private or public. Staff training for job efficiency is a central aspect of any organization's success, and it is especially important in Nigeria, where the work-force is rapidly growing and evolving. The following are some of the reasons why staff training for job efficiency is a major focus for organizations in Nigeria.

(i) It leads to increased productivity.
(ii) It helps staff develop new skills and knowledge enabling them to perform their tasks more effectively.
(iii) It helps them to produce high quality work, which reflects positively on the organization.
(iv) It shows that the organization is invested in employees' growth and development, leading to increased job satisfaction and engagement.
(v) Such organization gains a competitive edge in the market, especially in Nigeria's fast-paced business environment.
(vi) It makes staff adapt to changing technologies, processes and industry trends, ensuring the organization stays ahead.
(vii) Ultimately, this enhancement enables non-teaching staff to deliver exceptional customer service, fostering heightened customer satisfaction and loyalty.

The performance of non-teaching staff in Nigerian tertiary institutions is a critical component of the overall functionality and service delivery of higher education systems. While academic staff are often the focus of attention, the efficiency and productivity of non-teaching personnel, including administrative officers, secretaries, IT personnel, library staff, and others, are equally indispensable to the realization of institutional goals (Adeyemi & Olanrewaju, 2024). Effective in-service training is essential for enhancing the job performance, motivation, and productivity of these staff members, enabling them to support academic activities and contribute to the overall success of the institution.

In Nigeria's tertiary education sector, in-service training is defined as a strategic learning initiative aimed at enhancing staff capacity, performance, and motivation through job-related instruction, professional development sessions, and competency-based learning

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(Ogunyemi & Salawu, 2023). This type of training is crucial for addressing the evolving demands of professional roles and ensuring that staff members possess the necessary skills and knowledge to excel in their positions.

However, experience have shown that human capacity development has consistently been overlooked in the public sectors. The tertiary institutions, particularly those reliant on government funding and operating on a non-profit basis, frequently encounter challenges in offering consistent training and development opportunities for their workforce. In the case of non-teaching staff in Osun State-owned tertiary institutions, the lack of emphasis on professional development activities - such as research publications, conferences, and seminars - as criteria for promotion may reduce their motivation to pursue continuous learning. Nonetheless, regular exposure to current theories and best practices in administrative work remains crucial for achieving optimal efficiency and job performance. Unfortunately, systemic challenges such as irregular funding, inconsistent policies, and inadequate infrastructure continue to hinder the effective implementation of training programs. These barriers contribute to persistent skill gaps, reduced staff morale, and suboptimal performance among non-teaching personnel (Adewale & Musa, 2022).

The integration of Information and Communication Technologies (ICTs) has changed how administrative work is done in many areas, including education. In Nigerian tertiary institutions, the ability of staff to utilize ICT tools such as spreadsheets, databases, internet communication platforms, and electronic documentation has become fundamental for efficient service delivery. ICT-based training has been shown to enhance efficiency, transparency, and responsiveness in administrative tasks, enabling institutions to better serve their students and staff (Eze & Akinyemi, 2024). Furthermore, studies have demonstrated a positive correlation between continuous training and job performance, emphasizing the importance of tailoring training programs to job-specific needs, particularly those involving administrative tasks and ICT literacy (Nwazu & Uche-Okon; Ojeme & Nwachukwu, 2024).

Moreover, the ability of administrative staff to operate computers for basic functions such as word processing, note-taking, database management, and internet usage for tasks like emailing, using WhatsApp, and accessing current information is crucial for efficient and effective job performance in today's technology-driven workplace. In support of this view, Akinlade and Okonkwo (2023) emphasized that the integration of ICT in administrative functions has significantly transformed office procedures in Nigerian tertiary institutions. The study also observed that the adoption of modern digital tools has enhanced secretarial efficiency, streamlined information management, and improved access to timely data necessary for effective decision-making. Studies such as Nwanzu and Uche-Okolo (2024) and Ojeme and Nwachuwku (2024) have also shown that regular and effective training enhanced job performance of workers.

Oyewole and Oyeleke (2022), however, noted that effective training depends on best practices in training design that maximize employee participation and motivation. From the work of Musa, Ijaiya, and Dauda (2023) on the effect of training and development on employee performance in Nigerian universities in the Northeast Nigeria, the findings revealed that both on-the-job and off-the-job training methods significantly enhanced employee performance, with off-the-job training providing a more structured and systematic learning experience. Using structural equation modeling (SEM) through AMOS, the study revealed that training and development positively impact employees' performance in higher educational institutions (HEIs) in the Northeast Nigeria. Yahuza and Suleiman (2024) conducted a study on the effects of training and development on employee performance at A.D. Rufa'I College of Education, Misau and College of Education, Kangere in Nigeria, the findings revealed that while various training programs had been implemented, their impact on employee performance was limited. The findings indicated that training and development were effective tools for both personal and organizational success, yet the existing programs did not significantly enhance employees' performance.

Nwanzu and Uche-Okolo (2024) conducted a

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study investigating the link between training and development on job performance among Non-academic staff of Delta State Polytechnic, Ogwashi-Uku, Nigeria. The study employed an ex post facto research design. Data were collected using questionnaires administered to 98 non-academic staff members selected through convenience sampling. Data analysis involved t-tests to examine the differences in job performance based on training and development variables. The study found that training and development had a statistically significant effect on job performance among non-academic staff. Linear regression analysis was employed to examine the relationship between training and job performance. The study found a significant positive relationship between training programs and job performance. Specifically, leadership training, technical training, and quality assurance training were significantly associated with improved job performance.

In a similar way, Ojeme and Nwachukwu (2024) conducted a study on training and staff job performance in Igbo-Eze North Local Government Area in Enugu State, Nigeria. The study adopted a correlational research design, with a sample size of 71 staff members selected through simple random sampling. Data were collected using two instruments: The Training Scale (TS) and the Job Performance Scale (JPS). It was concluded that using effective training methods can significantly improve employee productivity during learning and development within Nigerian organizational context.

Also, Olutobi and Oyeleke (2022) conducted a study examining the influence of effective training methods on employee development in Nigerian organizations. The results revealed that:

(i) Job training was rated as the most effective method for attracting employees' attention and enhancing learning.
(ii) Apprenticeship schemes and vocational training were also rated highly by technical staff.
(iii) Managerial staff preferred conferences, workshops and industrial training programs.

In a similar manner, Olanrewaju and Bello (2024) investigated the effect of periodic training on job satisfaction and performance among non-teaching staff in the South-West Nigerian universities. Their study revealed that regular, structured training significantly enhanced staff competence, improved job satisfaction, and fostered greater alignment with institutional objectives. The study' findings highlighted the importance of continuous professional development in promoting employee motivation, productivity, and institutional efficiency.

Ayobami and Maryam (2025) in another study, examined the impact of employee training programmes on job performance among non-teaching staff. The findings revealed that that structured training initiatives, such as workshops and seminars, significantly improved staff productivity and the quality of work.

Looking also into training administrative staff without monitoring, Ementa and Orabueze (2024) investigated the combined effects of various human resource management practices including staff monitoring and development on the job productivity of business educators in tertiary institutions in Anambra State. The findings revealed that these practices did not significantly influence job productivity.

Despite the growing body of evidence supporting the benefits of continuous training, many Osun State-owned tertiary institutions continue to experience significant gaps in staff development initiatives, particularly for non-academic personnel. This study seeks to examine the impact of in-service training specifically, training programs with content focused on administrative skills and information and communication technology (ICT) on the job performance of non-teaching staff in these institutions. In addition, the study investigates the relative effectiveness of two distinct variants of such training on staff performance outcomes.

By addressing the existing knowledge gap on the role of integrated and ICT-based training, this research aims to support evidence-based decision-making and inform strategic planning for staff development and capacity building. Ultimately, the findings are expected to enhance institutional efficiency and effectiveness across Nigerian tertiary institutions.

Purpose of the Study

The general objective of the study was to investigate the impact of exposing the non-

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teaching staff in the tertiary institutions of Osun State, Nigeria to an in-service training on their job performance.

The specific objectives of the study were to:

(i) Examine whether job performance of the non-teaching staff who were exposed to an in-service training was better than that of those not exposed to the training; and

(ii) Examine whether the job performance of non-teaching staff who were exposed to an in-service training with 'monitoring' was better than that of those exposed to the training without monitoring.

Research Hypotheses

The following two hypotheses were generated:

1. Hypothesis 1 (H_1):
The three groups (training with daily monitoring group, training without daily monitoring and control group) were not significantly different on the pretest measures of job performance among selected non-teaching staff in the tertiary institutions of Osun State.

2. Hypothesis 2 (H_2):
Selected non-teaching staff in the tertiary institutions of Osun State in the three groups (training with daily monitoring group, training without daily monitoring group and control group) were not significantly different after the training on job performance.

Methods

Research Design

The research design adopted for the study was a pre-test post-test experimental approach, aimed at measuring the changes resulting from the intervention.

01	X1	02
03	X2	04
05	-	06

Where 01 03 05 were the pre-test for the Experimental group 1, Experimental group 2 and the control group respectively. 02 04 06 were the post-test for the three groups. X1 is treatment 1 (Training with monitoring) for experimental group 1, X2 is Treatment 2 (Training without monitoring) for experimental group 2.

Population of the Study

The population for the study consisted of all non-teaching staff of the four tertiary institutions in Osun State.

Sample and sampling Procedure

There are four tertiary institutions in the state, namely; Osun State College of Technology, Esa -Oke; Osun State College of Education, Ila – Orangun; Osun State College of Education, Ilesa; and Osun State Polytechnic, Iree. Three of the institutions through simple random sampling were selected for the study. The three institutions were by a further process of simple random sampling designated as Experimental group 1, Experimental group 2 and the Control group. In particular, Osun State College of Education, Ilesa was chosen as Experimental group 1, College of Technology, Esa – Oke as Experimental group 2 and Osun State College of Education, Ila – Orangun as the Control group. In order to obtain representative sample, the population of the non-teaching staff was obtained from the establishment division of the institutions. A random sample of thirty (30) workers were selected across job categories in each institution, using the workers' register, to obtain a sample size of ninety (90). The selected members of staff were contacted and their cooperation sought. They were all excited to participate in the exercise.

Instruments

Two instruments namely: job Performance Evaluation Format (JPEF) and a Training manual were used.

The JPEF was used by the immediate supervisors of the respondents to score their job performance. The instrument comprised two sections, A and B. Section A requested for biodata information such as age, sex, status, department/ unit, work experience. Section B examined the level of transfer of training to practice by the respondents. That is, this section measured the job performance of the respondents. It was a 25-Item rating scale covering job performance measuring criteria such as rate of performing tasks, accuracy of performing tasks, quality of work, courtesy and respect, acceptance of responsibilities, personal appearance, punctuality, etc. The items were the relevant ones drawn from the Annual Performance Evaluation Report (APER) form of

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the three institutions selected for the study and the performance appraisal indicators identified by Okolocha and Baba (2021).

The ratings were on a 5 – point Likert scale: Excellent – 5, Very Good – 4, Good – 3, Fair – 2, Poor – 1. The JPEF was completed for each participant by his/her supervisor. Since the maximum and minimum score on each item were 5 and 1 mark respectively, the maximum score of any participant in the JPEF was 5 x 25 = 125 and the minimum score was 1 x 25 = 25. However, since some of the items on the format were not relevant to some of the respondents the minimum and maximum mark obtainable varied. Therefore, to ensure a common denominator for all respondents all marks were converted to percentages. The score per hundred of each participant in the JPEF formed his/her job performance score. This instrument was used as the pretest and posttest.

The training manual contained the contents area for both the administrative and the ICT components of the training. It also provided guides as to how the contents were to be taught so that there was uniformity of training in the treatment groups. The administrative content of the manual included areas such as work ethics, file and record keeping, loyalty to the organization, punctuality, secrecy of official information and other relevant topics. The ICT component included use of word and excel for keeping data, internet connectivity, e-mailing, etc.

The investigator gave the instruments to two independent assessors (one an experienced public administrator and the other an expert in measurement and evaluation) to comment on the contents as well as the construction of the items. Based on their suggestions, the manual was updated while some of the items in the JPEF were reconstructed and some completely removed. This was to enhance the validity of the instruments. The instruments were then taken to a tertiary institution outside Osun State where they were field tested on a set of non-teaching staff. Data obtained from the field test was used to compute the reliability coefficient of the JPEF as 0.82 using the Kuder-Richardson Formular 21.

Personnel used in the Study

The main personnel used for the study were the trainers and the supervisors. The trainers were in two categories: the administrative content trainers and the ICT content trainers. The administrative content trainers were experienced and seasoned administrators who had a minimum of Postgraduate Diploma in Public Administration in addition to a first degree. The ICT trainers were experienced computer and ICT experts. The two categories of trainers taught the administrative and the ICT contents of the training in the experimental groups. The trainers were appointed from within the institutions.

The supervisors were responsible directly to the researcher. They were drawn from within the institutions and were the immediate supervisors of the officers (the participants) in their regular work place. They assisted the researcher in ensuring that both the trainers and the participants were taking the exercise serious. Moreover, they performed daily monitoring for the participants in the experimental groups, employing the JPEF as the assessment tool.

Data Collection Procedure

The experiment lasted eight weeks. The first week was for the pre-experimental activities such as distribution of subjects into groups (experimental and control groups) and briefing of personnel that were involved in the exercise. The subjects in all the three groups were also scored on the JPEF as the pretest during the first week, prior to the commencement of training.

The subjects in the three groups were then exposed to the training for 4 weeks. Two experimental groups were established: Experimental group 1-TWDM (training with daily monitoring) and Experimental group 2-TODM (training without daily monitoring). For each group, there was 1 hour training session and 3 times a week for the four-week duration. The training sessions were after working hours, usually 4pm-5pm. Maximum cooperation was received from the participants, perhaps because the training was a non-fee-paying programme which would enhance their knowledge and efficiency.

In the Experimental Group 1 there was daily

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monitoring from the supervisors. The supervisors who were overseeing the activities of the participants observed the participants under their supervision daily during their normal work and pointed their attention regularly to what they might be doing right or wrong in relation to what they were being taught during the training. The essence of introducing this factor was based on the general notion that the major problem in the public sector might not be actual absence of periodical training/updates but absence of monitoring (supervision) to keep the workers on their toes to translate knowledge to practice. Participants in the experimental group 2 (TODM) were exposed to the training but were not subjected to the daily monitoring. The control group during the four weeks were only met for mere chats and administrative discussions without any training. Two extra weeks were allowed at the end of the training for the impact of the training to be further felt and observed. At the end of the two extra weeks, the subjects in the three groups were again scored on the two instruments as the post-test. Records of scores in the pre-test and posttest were kept for data analysis.

Results

The two hypotheses raised were tested simultaneously as the results were from the same analysis tables. The pretest and posttest scores of the three groups were subjected to the Analysis of Variance (ANOVA). The descriptive statistics of both the pretest and posttest scores are presented together in table 1 while the ANOVA for the pretest and posttest scores are presented in tables 2 and 3 respectively.

Hypothesis One:

The three groups (training with daily monitoring group, training without daily monitoring and control group) were not significantly different on the pretest measures of job performance among selected non-teaching staff in the tertiary institutions of Osun State.

In order to check whether there was a significant difference in the background of the participants in terms of job performance tables 1 and 2 were considered.

Table 1: Descriptive Analysis of the Job Performance Pretest and Post test Scores of the Three Study Groups

Group	Number of Participants	Mean		Standard Deviation	
		Pretest	Posttest	Pretest	Posttest
Experimental Group1	30	52.1	68.80	6.942	6.718
Experimental Group2	30	50.0	62.90	6.941	6.950
Control (Untreated) Group	30	51.3	59.10	6.814	7.448
Total	90	51,2	63.60	6.877	8.039

Source: Field work

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Table 2: ANOVA of the Job Performance Pretest Scores of the Three Study Groups

Source of variance	Sum of squared difference	Degree of freedom	Deviation from the Mean	F	P
Among Groups	67.40	2	33.70	0.708	0.495
Within-subjects	4141.10	87	47.60		
Total	4208.5	89			

Source: Field Work

Table 1 showed that the mean scores of the experimental group1(Training with Monitoring), experimental group2 (Training without Monitoring) and the control group in the pretest scores were 52.1, 50.0 and 51.3 while their standard deviations were 6.942, 6.941 and 6.814 respectively. The ANOVA table (Table 2) showed the pretest mean scores did not differ significantly across groups [$F_{(2,87)} = 0.708$, $p > 0.05$]. Therefore, the conclusion was drawn that the participants in all the three groups, statistically, have the same job performance prior to the training. Hence, whatever difference in the posttest job performance would be attributable to the training.

Hypothesis Two:
The selected non-teaching staff in the tertiary institutions of Osun State in all the three groups (training with daily monitoring group, training without daily monitoring group and control group) were not significantly different after the training on job performance.

The results of the analysis of the posttest job performance scores of the three groups are presented in ANOVA tables 3 with the descriptive statistics presented together with that of the pretest scores in table 1.

Table 3: ANOVA of the Job Performance Posttest Scores of the Three Study Groups

Source of variance	Sum of squared differences	Degree of freedom	Deviations from the Mean	F-ratio	P-value
Among Groups	1433.40	2.0	716.70	14.44	.000
Within-subjects	4318.20	87	49.634		
Total	5751.60	89			

Source: Field Work

Table 1 shows that the mean scores of the experimental group1(Training with Monitoring), experimental group 2 (Training without Monitoring) and the control group in the posttest scores were 68.80, 62.90 and 59.10 indicating that training had a positive effect on performance compared to no training (control), and that monitoring further enhanced the effectiveness of the training. The 6-point difference between Group 1 and Group 2 suggests that monitoring during training contributes to learning outcomes while their standard deviations were 6.718, 6.950 and 7.448 respectively. These relatively similar values in the standard deviation indicate that the scores within each group were fairly consistent, with the Control Group showing slightly more variability. The lower standard deviation in Group 1 suggests that monitoring may also help in reducing inconsistencies in learning, leading to more uniform performance.

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ISSN: 2714-3449 (Online)

The ANOVA results, table 3, showed significant differences in the posttest mean scores across the three groups [$F_{(2,87)} = 14.44$, $p < 0.05$], indicating that the mean job performance scores in the three groups were not equal. To know exactly between which pairs of groups the differences lie, the data was subjected to the Scheffe post hoc test. The results are shown in table 4.

Table 4: Scheffe Post-Hoc Analysis Results for ANOVA

	Training with monitoring		Training without monitoring		Control (untreated) group	
	Difference in Means	P-value	Difference in Means	P-value	Difference in Means	P-value
Training with monitoring			5.900*	.007	9.700*	.000
Training without monitoring	-5.900*	.007			3.800	.119
Control group	-9.700*	.000	-3.800	.119		

*Significant at the 0.05 probability level

The Scheffe post hoc test, table 4, shows that there was a significant difference between the mean job performance score of the group who were trained with monitoring and those who were not trained at all, that is, the control group (mean difference 9.700, $P < 0.05$). However, contrary to expectation, the results (table 4) indicated that there was no significant difference between the job performance of the group who received training without monitoring and the control group who did not receive any training (mean difference 3.800, $P > 0.05$). Thus, the first hypothesis that stated that non-teaching staff who were exposed to in-service training would demonstrate significantly better performance than those who were not exposed to the training was upheld only when the training was with monitoring but did not hold when the training was without monitoring.

The Scheffe post hoc test also indicated that the mean job performance scores of the participants who received monitored training were significantly higher (mean difference 5.90, $P < 0.05$) than those who received training without monitoring. Thus, this result upholds the second hypothesis which states that non-teaching staff who received in-service training with monitoring will demonstrate significantly better performance than those who receive in-service training without monitoring.

Discussion of Findings

It was found out from the results that the workers who participated in in-service training that was reinforced with monitoring by their superiors had better job performance than those not exposed to training at all; the workers who participated in in-service training that was reinforced with monitoring by their superiors had better job performance than those exposed to training that was not reinforced by monitoring

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by their superiors; but those who participated in in-service training not reinforced by monitoring were not different in terms of job performance from those who did not receive any training at all.

The implication of these findings was that training that involves monitoring by the trainees' superiors (to ensure that knowledge gained from the training is put into practice) did not only enhance workers' job performance but did better than the one in which there was no monitoring. On the other hand, training without monitoring was not different from complete absence of training as both of them did not enhance the job performance of workers. These findings align with those of Ementa and Orabueze (2024), who found that staff monitoring and development practices did not significantly influence job productivity among business educators in tertiary institutions in Anambra State. This suggests that training initiatives, when not effectively monitored and evaluated, may fail to enhance job performance but only differ from this present in the use of research design used which was correlational.

The results also agreed with that of Ojeme and Nwachuckwu (2024) who conducted a study investigating the link between training programs and job performance among academic staff in the Nigerian tertiary institutions and found that a positive relationship existed between consistent academic staff training and heightened job performance. The duo also concluded that using effective training methods can significantly improve employee productivity. Such effective method is the training with monitoring used in the present study. These results also align with the findings of Nwanzu and Uche-Okolo's (2024), who reported a similar relationship between variables affecting job performance among Non-academic staff of Delta State Polytechnic, Ogwashi-Uku, Nigeria The duo particularly found that non-teaching staff who participated regularly in in-service training had a better performance than those who never participated in in-service or participated only seldomly, thus confirming further the significance of the degree of effectiveness of the training being used. However, Nwanzu and Uche-Okolo's (2024), used an ex-post facto while Ojeme and Nwachukwu's (2024) study used a correlational design. The present study uses a pre-test post-test experimental approach, differing from both studies.

The findings from the present study were also in tandem with that of Ayobami and Maryam (2025) who examined the impact of employee training programmes on job performance among non-teaching staff and found that structured training initiatives, such as workshops and seminars, significantly improved staff productivity and the quality of work.

This study revealed that while various training programs had been implemented, their impact on employee performance was limited. The research highlighted that the management needs to re-evaluate the training packages, as most employees believed that training and development were effective tools for both personal and organizational success, yet the existing programs did not significantly enhance their performance.

The findings here however appear to run contrary to that of Yahuza and Suleiman (2024) who found that training programmes in A.D. Rufa'I College of Education, Misau, and College of Education, Kangere in Nigeria had no positive impact on job performance among the staff in the institution. The finding by Yahuza and Suleiman (2024) however might not be unconnected with the effectiveness of the training methods used as observed by Nwasu and Uche-Okon and Ojeme and Nwachuckwu (2024) or as shown by the difference in effectiveness between the training with and without monitoring methods used in the present work.

Conclusion

Based on the findings, the conclusion was drawn that in-service training that is reinforced with monitoring (which ensures that the participants are transferring knowledge into practice) improved job performance among non-teaching staff in Osun State-owned tertiary institutions. Training not backed up with monitoring was not different from outright absence of training as it was found to be significantly not effective in improving job performance of the staff in the institutions.

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Recommendations

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

1. The management of Osun State-owned tertiary institutions and higher education institutions more broadly should provide regular in-service training for their non-teaching (administrative) staff to improve their job performance and professional capacity.
2. Such training programs should be accompanied by robust monitoring and evaluation mechanisms. This will help ensure that employees are applying the knowledge and skills acquired during training to their daily responsibilities, thereby maximizing the return on training investments.
3. In situations where institutional sponsorship is limited or unavailable, staff members should be encouraged to cultivate a culture of self-sponsorship for professional development. This will not only enhance individual competencies but also contribute to the overall productivity of the institution.
4. Institutions should implement follow-up strategies after training programs to assess the impact, provide feedback, and offer continuous support to employees in applying what they have learned.

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Perceived Implication of Cyber Relational Addiction on Young Adults Social Well-Being in Ogun State, Nigeria

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Abstract
This study assessed the implications of Cyber Relational Addiction (CRA) on social well-being of young adults in the study location. The study used descriptive survey design and a sample size of five hundred young adults selected through convenience sampling techniques. The instrument used for the study was a self-structured questionnaire with reliability index of 0.85. Data obtained were analyzed with the aid of Statistical Package for Social Science, using frequency count, percentage and Chi-square to answer the research questions. The CRA exists among 62.2% female and 79% among age 21 - 25 years, and there was a slight difference in the magnitude based on educational level with 46.2% Secondary and 53.8% post-secondary education. Chi-square result indicates that its negative implications on the Aspects of young adults Social Well-Being are significant are at 0.05 level in the study location. The finding was that CRA negative implications outweigh its positive effects in the study location. Based on this, among the recommendations made was that schools and institutions should organize aggressive awareness campaign to educate students on the risks and negative impact of CRA on social well-being as well as encourage the young adults to balance online and offline relations.
Keywords: Addiction, Cyber Relational Addiction, Well-Being, Social Well-Being

Introduction
The high influence of technology on lifestyle has an important bearing on both the physical and mental health of an individual. Young adults spend a significant amount of time on the internet. The easy access to the internet changes their lives and directly or indirectly affecting their ideas, habits and behaviour. Their overindulgence is problematic to their individual`s life and their immediate community. According to Baroncelli, et al., (2020) and Bastiaensens, et al., (2020), the population of young adults that used the internet has increased from 0.7% to 89.4%. This is an indication that the internet is highly accessible by young adults. The high accessibility is due to cheap prices, online business and educational activities they engaged on. Progress in technology especially in the area of information and communication has no doubt improved livelihood and has bought dexterity in human day-to-day activities in all areas. However, its tremendous advantage and the increasing roles played in social life has led to its excessive use which, is consequently threatening safe social life (Chen, et al., 2021).

Cyber relational addiction encompasses obsession to all modes of social networking, face-book, and online dating services such as UniformDating.com along with many other communication platforms, (Fitzgerald, 2023). This is a social problem among young adults due to the Internet's overindulgence. In recent time, increasing level of this addiction has been reported as one type of behavioural addiction among the internet users' especially young adults (Levy, 2023; Das, et al., 2020). Inquiries in some states in Nigeria recorded alarming rates of 10.2%, its prevalence and depression in Enugu, 29.0% mild addiction, 20.0% moderate addiction, and 10.2% severe addiction. The prevalence is 3.3% in a male to female ratio of 3:1 among young adults, (Obi, et al., 2019; Ogboghodo, et al., 2024). Based on these submissions, this study therefore examined the implication of Cyber relational addiction on subjective wellbeing of young adults in Ogun State, Nigeria.

The CRA is a subtype of Internet Addiction Disorder (IAD). It is an unhealthy obsession with virtual relationships formed through social media, chat rooms, messaging apps, online