Supervision Practices and the Performance of Non-Teaching Staff at the Islamic University in Uganda

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Abstract
The study examined the relationship between Supervision Practices and performance of non-teaching staff at IUIU. The study was guided by three hypotheses. The population of the study was 197 comprising of Supervisors and Supervisees, from which a sample size of 130 was selected; using stratified random sampling and convenience sampling techniques. Self-constructed close ended questionnaires were used for data collection. Validity of the instrument was 0.9 while the reliability was .909. Descriptive statistics of frequencies and percentages, Pearson product moment correlation and linear regression were used to analyze data in order to establish the extent of the relationship between supervision practices and performance of Non-teaching staff. The study found out a weak positive relationship between monitoring and performance of nonacademic staff indicated by correlation value of r = .257, n=130, p< 0.05 .the study findings also revealed a weak positive relationship between appraisal and feedback and performance of nonacademic indicated by correlation value of r = .200, n=130, p< 0.05). Lastly the study also revealed a weak positive relationship between staff coaching on job by supervisors and their performance at work as indicated by the correlation value of r = .152, n=130, p< 0.05.The study found out that there is a statistically significant relationship between monitoring, appraisal & feedback and coaching of non-academic staff on job by supervisors and their performance at work as indicated by beta values of β=257, β=200, β=152 respectively. All the three null hypotheses were rejected. It was therefore concluded that supervision practices like monitoring, appraisal & feedback and staff coaching on job improves performance of nonacademic staff. The study therefore recommended that IUIU should focus on improving close monitoring, continuous appraisal and feedback, mentoring and coaching of staff on duty, formal staff training and development, provision of adequate remuneration packages and to improve staff performance at work.

Keywords: Supervision; Performance; Non-Teaching Staff; Job; Monitoring.

Introduction

Supervision has been described as the process of overseeing subordinates in order to ensure effective execution of assigned duties/tasks according to instructions or orders in the course of performance (Gupta, 2011). According to Hawkins and Smith (2007) supervision practice is an effective tool or a core activity that could be used in an institution to promote good results as far as staff performance is concerned. Similarly, Bernard (2014) explains Supervision practice as a delicate and often misunderstood function that can have huge consequences on the productivity of staff. According to Inuwa and Muhammad (2016) Performance of staff is a completion of a task with application of knowledge, skills and abilities. However, in the context of this study, performance of staff involves timely completion of assignment, customer care and meeting set targets.

On the other hand, Muhammed and Munir (2017) in their study carried out in Nigeria found out that, getting the best out of employees has become a challenge in many organizations. Uganda's case is not different from what is happening elsewhere in the world. In the study carried out by Yawe (2010) on public Universities and using Makerere as a case study, It was found out that there is consistent decline in staff performance, which has consequently lead to overall decline in the performance of Makerere University as per the ranking in annual reports by Cyber metric Lab and Unit of the National Research Council.

For the case of IUIU, although it has put in place supervisory measures such as clock in and out, observation of staff present on duty, staff appraisal and continuous meeting at different levels to ensure effective performance of Non-teaching staff, it has been noted that they are not performing to organization's expectation as evidenced by delayed completion of assignment, mishandling of clients in some cases, dodging duties and late coming among some staff as per Minute extracts. Ideally, Non-teaching Staff just like other workers in organizations are expected to be effective in performing their duties for organizations to achieve their objectives and goals. IUIU has put in place all

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supervisory measures such as monitoring, staff appraisal and feedback and then staff coaching, to ensure that there is effective performance of duties by Non-teaching staff (IUIU Statute 1988).

Despite the above measures, it has been reported that some staff come late, dodge their duties, delay with assignments and mishandle clients, most especially students (Min 6 of the 292nd University Management Committee Meeting, 2015; Min 5 of the 234th Executive Board Meeting, 2015; and Min 6 of the 12th Health Centre Management Committee Meeting, 2016). If effective supervision practices are not put in place, it is likely that staff performance will continue to decline and compromise the quality of services provided in IUIU. Therefore, it is up on this background that the researcher was inspired to carry out a study on supervision practices and performance of Non-teaching staff in IUIU.

General Objective

The study assessed the relationship between Supervision Practices and the Performance of Non-Academic Staff in IUIU.

Specific Objectives

1. To examine the relationship between the monitoring of Non-teaching staff duties by supervisors and their performance at work in IUIU.
2. To establish the relationship between Appraisal and Feedback given by Supervisors and performance of Non-teaching staff at work in IUIU.
3. To determine the relationship between on the job coaching of Non-teaching staff by supervisor and their performance at work in IUIU.

Research Hypotheses

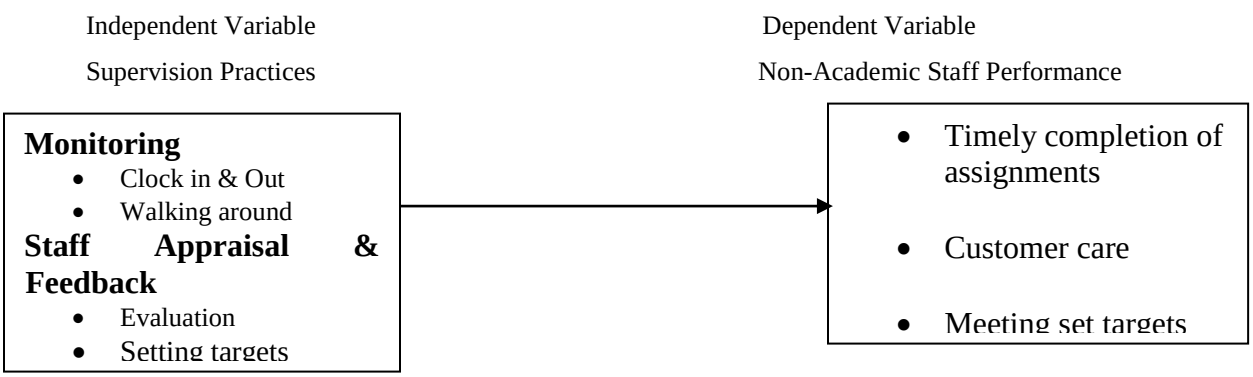
The study tested the following hypotheses: -

$H_{O1.}$There is no statistically significant relationship between monitoring of Nonacademic staff by Supervisors and their performance at work in IUIU.

H_{O2}. There is no statistically significant relationship between Appraisal and Feedback given by Supervisors and performance of Non-teaching staff at work in IUIU.

Ho_3. There is no statistically significant relationship between on the job coaching of non- academic staff by supervisor and their performance at work in IUIU.

Conceptual Framework



Source: Adopted with modification from Manthosi & Makhudde (2016)

Figure 1: Conceptual Framework for the Study

The conceptual framework in Figure 1 illustrates the hypothetical relationship between the independent and dependent variables. The researcher assumes that supervision practices have a great impact on the performance of Non-teaching staff. The study was therefore guided by the following concepts: The Independent variable is Supervision practices while the Dependent variable is performance of Non - teaching staff. The Independent

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variable was discussed in consideration of Monitoring, Appraisal & feedback, and coaching. The Dependent variable focused on timely completion of assignments, customer care and meeting set targets.

Methodology

Research Design

In order to realize the objectives of the study, a correlation research design was used. Correlational research design was useful in determining or measuring the extent of the relationship between the independent and dependent variables (Pallant, 2007). In the context of this study, it was appropriate in determining the relationship between supervision practices and the performance of Non-teaching staff. Quantitative approach was applied.

Study Population

The study targeted a total population of 197 respondents comprising of Supervisors and Supervisees who constituted Non -academic staff as shown in Table 1 below. In this respect the Administrative heads of departments and Deans of Faculties were considered to be supervisors while the other categories of staff were considered to be supervisees. They were chosen on the basis that they were believed to have adequate information regarding the objectives of the study.

Table 1: Showing Target Population

Category	Population
Supervisors	
Top Managers	19
Deans of Faculties	7
Supervisees	
Administrative Secretary	23
Administrative Assistant	21
Accounts Assistants	14
Library Assistant	23
Office Assistants	19
Nurses	9
Midwives	3
Drivers	10
Security guards	49
Total	197

Source: IUIU, University Secretary's Office (2018)

Sample Size

A total sample size of 130 respondents was used. It was determined according to Krejcie and Morgan (1970) Table of sample determination.

Kothari (2004)'s formula was also used to determine proportionate samples for each staff category as indicated below:

$\frac{ni}{n} xpi$ Where $n =$ Total population

ni= Number of respondents in each staff category.

pi= Total sample size

Table 2: Showing Sample Size and Sampling Techniques

Category	Population	Sample Size	Sampling Technique
Top managers	19	13	Stratified Sampling
Deans of Faculties	7	5	and convenience sampling

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Administrative secretary	23	15	"
Administrative Assistant	21	14	"
Accounts Assistants	14	9	"
Library Assistant	23	15	"
Office Assistants	19	13	"
Nurses	9	6	"
Midwives	3	2	"
Drivers	10	7	"
Security guards	49	32	"
Total	197	130	

Source: IUIU, Secretary's Office (2018)

Sampling Technique

The researcher used a stratified random sampling. This was useful in dividing the targeted population into subgroups along shared characteristics. And then a convenience sampling technique was used to obtain the number of respondents from each stratum because it was convenient, readily available and easier to reach during the study. (Amin, 2005) convenience sampling was used to ensure that every respondent had an equal chance of being included in the sample, which helped to avoid bias and therefore, provide useful information.

Data Collection Instrument

Questionnaire

The researcher used two sets of questionnaires. Amin (2005) defines questionnaire as a form of data collection tool that consists of interacting questions prepared by the researcher about the research problem under investigation, and objectives of the study. Closed ended questionnaires were used. This was chosen because it gives respondents freedom to respond, free from bias of the researcher, short, easy to be understood, and interpreted. The questionnaires were administered on both supervisors and supervisees.

Responses were rated using a 5 quasi Likert scale of Always (A), sometimes (S), undecided (UD), Rarely (R), and Never (N).

The questionnaire was divided into 3 sections, and each section contained items believed to be characteristics of the variable that was intended to be measured. Section A consisted of 5 items on Bio data. Section B consisted of 15 items on supervision practices and Section C consisted of 15 items on performance of Non-Academic staff.

Validity and Reliability of Instruments

The reliability and validity of instruments was tested in the following ways;

Validity of the Instrument

To ensure validity of the research instrument, it was developed under the guidance of the supervisor, and later validated by other two experts with knowledge in the area of the study. The researcher believed that the judgment of the experts would assess the ability of the instrument to collect the required data by linking the items to the objectives and aligning them properly.

The validity of the instruments was then calculated using content validity index (CVI) developed by Waltz and Bausll (1983) as per the formula below;

$$CVI = \frac{R}{N}$$

Where CVI = Content Validity Index

R = the number of items rated as relevant

N = the total number of items in the instrument

Therefore CVI = $\frac{30}{33} = 0.9$

The CVI was 0.9, which was above 0.6 determined by Pallant (2007) as validity level of research instrument. The research instrument was therefore considered to be valid and used for data collection.

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Reliability of the Instrument

To ensure reliability, the researcher pre-tested (conducted pilot study) the instrument on 50 respondents. Question items were tested using SPSS program version 20, to obtain Cronbach Alpha Coefficient that was used to measure consistency of question items. Cronbach Alpha Coefficient of .909 was obtained. This was above 0.6 determined by Pallant (2007) as acceptable level of reliability. The tool was therefore considered to be reliable and was used for data collection

Table 3: Showing Reliability Statistics

Cronbach's Alpha	Number of Items
.909	33

Data Collection Procedure

The researcher asked for introductory letter from the University Secretary which introduced her to respective heads of departments for permission. Informed consent was sought from the respondents and the purpose of the information was clearly explained before administering the questionnaires. The researcher distributed 150 questionnaires in anticipation of collecting minimum of sample size of 130 respondents. The respondents gave 5 days in which duly filled questionnaires were collected. The researcher collected them personally.

Methods of Data Analysis

Data collected was coded, entered in the computer and analyzed using descriptive statistics of frequencies and percentages that were generated using SPSS computer program version 20. Pearson Product Moment Correlation and linear regression were then used to establish the degree of the relationship between the two variables.

Ethical Considerations

The following ethical issues were observed in the process of data collection and reporting;

i. The respondents were assured that all information given out was only for academic purpose and it would not be used for any other purposes.
ii. Confidentiality of respondents was also assured.
iii. Cited sources to which reference was made were also acknowledged
iv. Respondents were also assured of their right to access the findings of the study upon its completion.

Presentation, Discussion and Analysis of Findings

Objectives One: **To examine the relationship between the Monitoring ofNon-teaching staff duties by Supervisors and their Performance at work in IUIU**

This section presents data analysis on monitoring practices of supervisors using frequencies and percentages, findings from descriptive statistics and their implications on performance ofNon-teaching staff at work in IUIU.

Staff presence on duty

The study sought to find out whether supervisors do routine monitoring of their staff to ensure their presence on duty. Findings are presented in table 4.

Table 4: Routine Monitoring of Staff presence on duty

Supervisees			Supervisors	
Response	Frequency	Percent	Frequency	Percent
Never	2	1.8	0	00.0
Rarely	11	9.8	0	00.0
Un Decided	8	7.1	0	00.0
Some Times	23	20.5	3	16.7
Always	68	60.7	15	83.3
Total	112	100.0	18	100.0

Source: Kemba (2019)

Table 4 showed that 2(1.8) of the respondents indicated that their supervisors never do routine supervision, 11(9.8%) indicated that they rarely do it, 8(7.1%) were undecided, 23(20.5%) indicated that they sometimes do it, while 68(60.7%) who were the majority indicated that their supervisors always do routine monitoring to ensure their

presence of on duty. The above finding revealed that the supervisors at IUIU do routine monitoring to ensure presence of Non-teaching staff on duty. Responses from the supervisors equally revealed that they do routine monitoring to ensure presence of Non-teaching staff on duty, as indicated by 15(83%) out of 18, who indicated that they always do it. The finding collaborates with that of Gupta (2011), who views routine staff monitoring as essential in ensuring effective execution of assigned duties. Routine monitoring of staff is a good practice that ensures their presence at work for effective service delivery.

Correlation between monitoring and performance of Non-teaching staff

The study sought to find out the relationship between monitoring and performance of Non-teaching staff. Findings are presented in table 5.

Table 5 Showing Pearson Correlation coefficient for Monitoring and performance of Non-academic staff

Variables		Monitoring	Staff Performance
Monitoring	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.000
	N	130	130
Staff Performance	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.000	
	N	130	130

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation product moment in the table 5 above revealed a weak positive relationship between Monitoring of Non-teaching staff by supervisors and their performance at work, as indicated by the correlation value of r = .257, n=130, P<0.05 .The finding therefore revealed weak positive relationship between staff monitoring and their performance at work. This therefore implies that the relationship between monitoring and performance of Non-teaching staff at work in IUIU is statistically significant. Basing on the above finding, the null hypothesis $H0_1$ was therefore rejected. This implies that when there close monitoring of staff on duty at IUIU by supervisors their performance likely to improve.

Regression analysis for monitoring and performance of Non-teaching staff

The study sought to carry out the regression analysis for monitoring and performance of Non-teaching staff. Findings are presented in Table 6.

Table 6 Showing Regression Analysis results for Monitoring and Non-academic Staff Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	47.481	4.018		11.816	.000
TotalM	.631	.210	.257	3.011	.003

a. Dependent Variable: TotalSP

According to the results in table 6 above, it is observed that monitoring of Non-teaching staff by supervisors influence their performance by 25.7%. This implies that there is a positive relationship between monitoring by supervisors and performance of Non-teaching staff in IUIU, as revealed by B value of .257. This implies that when there is close monitoring of Non-teaching staff by supervisors their performance is likely to increase by 25.7%. The null hypothesis $H0_1$ was therefore rejected. Correlation and regression results when collaborated yielded the same value of 25.7. This finding is consistent with Hawkins and Smith (2007) in who views, supervision practice as an effective tool and a core activity that promotes and improves staff performance and yields good results for an institution, but inconsistent with that of Savitte and Rojoand (2015) whose study conducted in the University of Winston, found no close correlation between workers supervision and their performance.

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Objective Two: **To examine the relationship between Appraisal and Feedback given by Supervisors and Performance of Nonacademic Staff at work in IUIU.**

This section presents data analysis on appraisal and feedback using frequencies and percentages, findings from descriptive statistics and their implications on performance of non- academic staff on duty at IUIU.

Regularity of Staff Appraisal

The study sought to establish whether nonacademic staff in IUIU are regularly appraised by their supervisors. Findings are indicated in table 7.

Table 7: Regularity of staff Performance Appraisal at work

Supervisees			Supervisors	
Response	Frequency	Percent	Frequency	Percent
Never	72	64.3	4	22.2
Rarely	23	20.5	8	44.4
Un Decided	3	2.7	0	00.0
Some Times	4	3.6	4	22.2
Always	10	8.9	2	11.1
Total	112	100.0	18	100.0

Source: Kemba (2019)

Table 7 shows that 72 of the respondents representing 64.3 % indicated that they are never regularly appraised by their supervisors, 23(20.5%) indicated were rarely appraised, 3(2.7%) were undecided, 4(3.6%) indicated they were sometimes appraised, while 10(8.9%) indicated that they are regularly appraised and given feedback by their supervisors. The finding revealed that the majority of Non-teaching staff at IUIU 72(64.3%) is not regularly appraised by their supervisors. The finding from the supervisors equally confirmed that of the supervisees as indicated by 12 supervisors who either indicated that they never or rarely regularly appraise their staff. Waiting for one summative appraisal at the end of the year or contract does not improve staff performance on duty. Good supervision practice should therefore involve continuous staff appraisal and feedback for them to fill the performance gaps along the way as they perform their duties. In the view of Paul and Hempel (2001) staff appraisal is one way of giving accountability to the supervisors for the work done, identifying performance gaps, talents and successors for critical positions. In the absence of this important supervision practice, it becomes very difficult for the above to be realized.

Correlation between staff appraisal & feedback and performance of Non-teaching staff

The study sought to find out the relationship between staff appraisal & feedback and performance of Non-teaching staff. Findings are presented in table 8.

Table 8: Showing Pearson correlation coefficient for non-teaching staff Appraisal & feedback and their performance

Variables		Appraisal & Feedback	Staff Performance
Appraisal & Feedback	Pearson Correlation	1	.200*
	Sig. (2-tailed)		.000
	N	130	130
Staff Performance	Pearson Correlation	.200*	1
	Sig. (2-tailed)	.000	
	N	130	130

*. Correlation is significant at the 0.01 level (2-tailed)

Results in table 8 above revealed a weak positive correlation between appraisal & feedback and Non-teaching staff performance, indicated by the correlation value of r = 200; n=130; P<0.05. This finding indicated that the relationship between appraisal & feedback and performance of nonacademic staff at IUIU is statistically significant. This implies that regular staff appraisal and provision of feedback improves the performance of nonacademic staff at work place in IUIU.

The regression analysis for staff appraisal & feedback and performance of Non-teaching staff

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The study sought to find out regression analysis for staff appraisal and performance of Non-teaching staff. Findings are presented in table 9.

Table 9 Showing Regression analysis for Appraisal and feedback and Performance of Non-teaching staff

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	58.957	2.036		28.960	.000	54.929	62.985
TotalAF	.352	.152	.200	2.309	.023	.050	.654

a. Dependent Variable: TotalP

Results in table 9 above revealed a regression coefficient index of β =.200. The study therefore found out that there is a statistically significant relationship between appraisal & feedback given to Non-teaching staff by supervisors and their performance at work in IUIU. According to the results in table 4.20, it is observed that appraisal and feedback to Non-teaching staff, increases their performance at work by 20.0%, other factors affecting performance remaining constant. Basing on this finding therefore, the null hypothesis $H0_2$ was rejected. The collaboration of correlation and regression indices gave a uniform value of .200. Appraisal and feedback to Non-teaching staff by their supervisors therefore has a statistically significant relationship with their performance at work in IUIU. This finding is consistent with that of Naming (2005) whose study conducted on performance appraisal of administrative staff in tertiary institution in New Zealand; found out that appraisal helps the staff to improve on career development, punctuality, and timely completion of assignment.

Objective Three: To determine the relationship between on the job coaching of Non-teaching staff by supervisor and their performance at work in IUIU.

This section presents data analysis on job coaching of Non-teaching staff by supervisor using frequencies and percentages, findings from descriptive statistics and their implications on performance of non- academic staff on duty at IUIU.

Staff training in relevant skills and knowledge

The study sought to establish whether nonacademic staff is trained in skills and knowledge related to their specific job tasks. Findings are presented in table 10.

Table 10: Staff training by supervisors in Skills and Knowledge related to their tasks at work

Supervisees			Supervisors	
Response	Frequency	Percent	Frequency	Percentage
Never	71	63.4	1	5.6
Rarely	14	12.5	7	38.9
Un Decided	3	2.7	0	00.0
Some Times	15	13.4	6	33.3
Always	9	8.0	4	22.2
Total	112	100.0	18	100.0

Source: Kemba (2019)

Information in Table 10 shows that the majority of the respondents 71(63.4%) indicated that they are never trained in skills and knowledge related to their specific job tasks, 14(12.5%) indicated they are rarely trained, 3(2.7%) were undecided, 15(13.5%) indicated that they are sometimes trained and 9(8.0%) indicated that they are always trained in skills and the knowledge related to their specific tasks at work. The finding revealed that the majority of supervisors 71(63.4%) don't train their staff in skills and knowledge related to their specific tasks. On the other hand, 1(5.6%) findings from the supervisors indicated that they train their staff in skills and knowledge related to their work although the training is not regular. The finding is inconsistent with view of Osae (2012) who believes that good supervision practices should involve relationship between supervisors and supervisors that serves to enhance the skills of the supervisees.

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Correlation between staff coaching and performance of Non-teaching staff

The study sought to find out the relationship between staff coaching and performance on Non-teaching staff. Findings are presented in table 11

Table 11 Showing Pearson product Moment Correlation Coefficient for Staff Coaching

Variables		Staff Coaching on job	Staff Performance
Staff Coaching on job	Pearson Correlation	1	.152
	Sig. (2-tailed)		.000
	N	130	130
Staff Performance	Pearson Correlation	.152	1
	Sig. (2-tailed)	.000	
	N	130	130

Correlation is significant at the 0.01 level (2-tailed).

Results in Table 11 above revealed a weak positive Pearson correlation coefficient between Non-teaching staff coaching and their performance on duty, indicated by the correlation value of r= .152, n=130, p<0.05.This implies that the relationship between Non-teaching staff coaching on job and their performance at work is statistically significant, meaning that the coaching of non-academic staff on duty by their supervisors in IUIU significantly improves their performance at work. This finding is consistent with that of Claudio (2014) who believes that well coached workers have higher job-related competencies and perform better at work. Staff coaching on job is therefore important in improving their performance at work

The Regression Analysis for staff coaching and Non-teaching staff

The study sought to carryout regression analysis for staff coaching and performance on Non-teaching staff. Findings are presented in Table 12.

Table 12: Showing Regression Coefficient Index for Non-academic Staff Coaching and their Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	60.520	1.786		33.884	.000	56.986	64.054
TotalSC	.220	.127	.152	1.734	.085	-.031	.471

a. Dependent Variable: TotalP

Regression analysis results in Table 12 above revealed a weak relationship between Non-teaching staff coaching on job and their performance at work as indicated by the β value of .152. According to the results, Non-teaching staff coaching on job by supervisor increases their performance by 15.2%. Basing on this finding, the null hypothesis $H0_3$ was rejected. This implies that the relationship between Non-teaching staff coaching by supervisors on job and their performance is statistically significant. Non-teaching staff coaching on job by supervisors therefore significantly improves their performance on duty. Collaboration of correlation and regression analysis results revealed the same of .152.

Descriptive findings on Staff performance at work in IUIU

This section presents data analysis Performance of nonacademic staff using frequencies and percentages, findings from descriptive statistics and their implications on performance of nonacademic staff on duty at IUIU.

Punctuality of staff on duty

The study sought to find out whether nonacademic staff in IUIU report on duty in time. Findings are presented in Table 13

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Table 13: Punctuality of staff in reporting on duty

Supervisees			Supervisors	
Response	Frequency	Percent	Frequency	Percent
Never	11	9.8	0	00.0
Rarely	6	5.4	1	5.6
Un Decided	2	1.8	0	00.0
Some Times	30	26.8	6	33.3
Always	63	56.3	11	61.1
Total	112	100.0	18	100.0

Source: Kemba (2019)

Table 13 shows that 11(9.8%) of the Non-teaching staff never report on duty in time, 6(5.4%) indicated that they rarely report on duty in time, only 2(1.8%) were undecided, 30(26.8%) indicates that they report on duty in time, whereas 63(56.3%) who constituted the majority indicated that they always report on duty in time. The finding revealed that nonacademic staff at IUIU report on duty in time. This finding collaborated with that from their supervisors. Out of 18 supervisors, 11(61.1%) reported that their staff report on duty in time. Reporting on duty in time is a good practice among staff that is associated with good service delivery and effectiveness in job performance.

Rarely	4	3.6	0	00.0
Un Decided	13	11.6	0	00.0
Some Times	50	44.6	6	33.3
Always	44	39.3	12	66.7
Total	112	100.0	18	100.0

Source: Kemba (2019)

Results in Table 13 shows that only 1(0.9%) never follow up and take action on issues agreed upon with their supervisors, 4(3.6%) rarely follow up, 13(11.6%) were un decided, while 50(44.6%) sometimes follow up and take action and 44(39.3%) always follow up and take action on issues agreed upon and take action. the finding revealed that the majority of Non-teaching staff in IUIU follow up and take action on issues agreed on with their supervisors. Finding from the supervisors is in agreement with that of their staff indicated by 6(33.3%) and 12(66.7%) who indicated that they sometimes and always follow up and take action on issues agreed on.

First Hypothesis $H_{O1.}$ There is no statistically significant relationship between Monitoring of Non-Academic Staff by Supervisors and their Performance at work in IUIU.

The hypothesis sought to establish whether there is statistically significant relationship between monitoring of Non-teaching staff by supervisors and their performance at work in IUIU. The results of linear regression analysis are presented in table 4.44 below:

Table 14: Showing Regression Coefficient Index for Monitoring and Non-academic Staff Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	47.481	4.018		11.816	.000
TotalM	.631	.210	.257	3.011	.003

a. Dependent Variable: TotalSP

Results in Table 14 revealed a regression coefficient index of β =.257. The study therefore found out that there is a statistically significant relationship between Monitoring of non-academic staff by their supervisors and their performance at work in IUIU. According to the results, it is observed that close monitoring of Non-teaching staff by supervisors increases their performance at work by 25.7%, other factors affecting performance remaining constant.

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Basing on this finding, the null hypothesis $H0_1$ was therefore rejected. The collaboration of correlation and regression indices gave a uniform value of .257. The relationship between Monitoring of Non-teaching staff by their supervisors and their performance at work in IUIU is therefore statistically significant. This implies that close monitoring of Non-teaching staff by their supervisors is likely to improve their performance at work.

Second Hypothesis H_{O2}. There is no statistically significant relationship between Appraisal and Feedback given by Supervisors and performance of Non-teaching staff at work in IUIU

The study sought to establish whether there is a statistically significant relationship between appraisal and feedback given by supervisors to nonacademic staff and their performance at work in IUIU. The results of regression analysis are presented in table 15

Table 15 Showing Regression Analysis for Appraisal & Feedback and Performance of Non-academic Staff

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	58.957	2.036		28.960	.000	54.929	62.985
TotalAF	.352	.152	.200	2.309	.000	.050	.654

a. Dependent Variable: TotalP

Results in Table 15 revealed a regression coefficient index of β =.200. The study therefore found out that there is a statistically significant relationship between appraisal and feedback given to non-academic staff by their supervisors and their performance at work in IUIU. According to the results, it is observed that appraisal and feedback to non-academic staff, increases their performance at work by 20.0%, other factors affecting performance remaining constant. Basing on this finding therefore, the null hypothesis $H0_2$ was rejected. The collaboration of correlation and regression indices gave a uniform value of .200. Appraisal and feedback to non-academic staff by their supervisors therefore has a statistically significant relationship with their performance at work in IUIU. This implies that if there is regular staff appraisal and provision of appraisal feedback, performance of non-academic staff at work in IUIU is likely to improve.

Third Hypothesis Ho_3. There is no statistically significant relationship between coaching of Non-teaching staff on job by supervisor and their performance at work in IUIU.

The study sought to establish whether there is a statistically significant relationship between coaching on job by supervisors to non-academic staff and their performance at work in IUIU. The results of linear regression analysis are presented in table 16.

Table 16: Showing Regression Coefficient Index for Coaching of Non-academic Staff and their Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	60.520	1.786		33.884	.000	56.986	64.054
TotalSC	.220	.127	.152	1.734	.000	-.031	.471

b. Dependent Variable: TotalP

Results in Table 16 revealed a regression coefficient index of β =.152. The study therefore found out that the relationship between coaching of Non-teaching staff on job by supervisors and their performance at work in IUIU was statistically significant. According to the results, it is observed that coaching of Non-teaching staff at IUIU increases their performance at work by 1.52%, other factors affecting performance remaining constant. Basing on this finding therefore, the null hypothesis $H0_3$ was rejected. The collaboration of correlation and regression indices gave a uniform value of .152. Coaching of Non-teaching staff by their supervisors therefore has a statistically significant relationship with their performance at work in IUIU. This implies that if the non-academic are coached by supervisors, their performance at work in IUIU is likely to improve.

Conclusions and Recommendations

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The study revealed a weak positive relationship between monitoring and performance of Non-teaching staff. This implies that close monitoring of Non-teaching staff by supervisors improves their performance at work. Thus, the relationship between monitoring of Non-teaching staff on duties by supervisors and their performance at work in IUIU is statistically significant. This was supported by descriptive findings.

The study revealed a positive weak relationship between Appraisal and Feedback given by Supervisors and performance of Non-teaching staff. This implies that appraisal and feedback given by supervisors improves performance of Non-teaching staff at work. Thus, the relationship between appraisal and feedback of Non-teaching staff by supervisors on their performance at work in IUIU statistically significant. This was supported by descriptive findings.

The study revealed a weak positive relationship between coaching of Non-teaching staff on job by supervisors and their performance at work. Thus, there is statistically significant relationship between coaching of Non-teaching staff on job by supervisors and their performance at work in IUIU. This implies that coaching of Non-teaching staff on job by supervisors improves their performance at work. This was supported by descriptive findings.

Recommendations

Basing on the major findings and conclusions, given that the study revealed statistically significant positive relationship between supervision practices and performance of Non-teaching staff, the researcher strongly recommends that: -

i) Monitoring of Non-teaching staff should be strengthened as it has been discovered to have a positive correlation with their performance at work in IUIU.

ii) There should be continuous appraisal of staff in the course of executing tasks related to their duties other than waiting to evaluate them at the end of the year or contract. One summative appraisal at the end of the contract may not help staff to improve their performance at work since it does not give chance to both the supervisors and supervisees to identify and fill performance gaps.

iii) Deliberate effort should be made by supervisors to mentor and coach the staff under their supervision on job. This should be based on the performance gaps identified after appraisal, with the intention of improving staff performance in adherence to IUIU work standards. This is essential if the University is to realize its overall goals and objectives.

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