

**IN-SERVICE TRAINING AS CORRELATION OF EMPLOYEE JOB PERFORMANCE
AMONG STAFF OF THE NATIONAL COMMISSION FOR COLLEGES OF
EDUCATION (NCCE), ABUJA**

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Abstract

The study investigated In-Service Training as a correlate of employee job performance among staff of the National Commission for Colleges of Education (NCCE), Abuja. To guide the study, four research questions were raised, and one of them was answered while three were hypothesized and tested at a 0.05 level of significance. The study was a descriptive survey design. The population of the study was all the staff of the National Commission for Colleges of Education, Abuja. The sample of the study consisted of 10 % of the staff of the National Commission for Colleges of Education. A questionnaire titled: In-Service Training and Job Performance of Staff of National Commission for Colleges of Education. The questionnaire was divided into sections A and B. Section A dealt with the bio-data of the respondents, while Section B dealt with the In-service Training and Job Performance variables. The instrument was validated by the researcher's supervisor and two other experts in Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria. The reliability of the instrument was determined with the Pearson Product-Moment Correlation technique, which yielded the value of 0.69. The data obtained for the study were collected, collated, and analyzed using percentage, regression, and analysis of variance. The findings revealed that the level of In-Service Training in National Commission for Colleges of Education is moderate, there was a significant relationship between In-Service training and job performance among staff of National Commission for Colleges of Education based on gender, there was a significant relationship between In-Service Training and job performance of National Commission for Colleges of Education, while there was a significant relationship between In-Service Training and job performance based on the staff educational qualification. Based on the findings, it was recommended, among others, that: a gender-sensitive

motivational policy should be enacted, while the National character should be reflected in the motivational packages made available to workers.

Introduction

The focus of In-Service training is to ensure the preparedness of public officials in service for better service delivery. It is an educational activity aimed at increasing their level of efficiency and increasing their knowledge, experience, and skills so that they can better perform their future duties and responsibilities efficiently and effectively. The in-service training programme helps to acquire new understanding which may lead to effectiveness in the workplace.

An in-service programme is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. In-service training acts as a catalyst for staff's effectiveness. It is also a way of updating employees' skills and knowledge, which may lead to better job performance (Awolliji and Etejere 2021). In-service training represents a significant financial investment for supporting the continued competence of the workforce. In-Service training is an important means through which staff are equipped with the necessary knowledge and skills to improve overall goals and developmental objectives. The extent to which In-Service training achieves or impacts organizational and individual performance is often questioned. Okae-Anti (2007) observed that training had an impact on staff performance in terms of knowledge and skills gained. In-service training represents a significant financial investment for supporting the continued competence of the workforce. The need for in-service training cannot be underestimated. It is a necessity in enhancing work performance and motivation of workers in the field. Absence of in-service training for workers will retard the professional growth of employees as well as "missing gaps between demands and actual achievement levels. In-service education allows for such activities that may include seminars, workshops, conferences, classes, and exhibitions, etc., that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the in-service education of workers to promote their professional growth and development. A better staff development programme is aimed at helping employees to update their knowledge, expertise, skills, and competence in the workplace (Osamwonyi, 2016). In-service training involves both the desire to train staff on skills needed to survive in the workplace and workers' interpersonal style towards co-staff, while Omar (2014) affirmed that a motivated staff is vital for a successful and effective work system. They show up consistently, inspire, and engage their co-workers. Resourceful staff in the modern educational world is an exceptionally challenging task. Beyond the daily work routine, staff also work to manage students' behaviour, family issues, teaching pressure, and many other difficult issues. Therefore, it is the work of every administrator to support and motivate their staff, as motivated staff creates an engaging and collaborative environment for staff to perform (Kroese, 2022).

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms part of human

resources management. According to Gyut, Kenard & Sunday (1999), job performance emphasizes the instrumentality of performance for organizational goals.

Job performance (sometimes also called work performance) is a widely used tool and metric in management. One of the main objectives of any working professional, whether it be a manager or an employee, is to deliver high performance on the job and to support fellow peers, teams, and co-workers to do the same. Consequently, the concept of job performance is an important building block in management. On a general level, job performance describes the contribution of an individual to the overall success of an organization (Ahamed and Hussain 2018).

However, (Ukata and Luke 2020) affirm that In-Service training and job performance in any organization can be influenced by many issues or factors such as the gender of the workers. There is always a dichotomy between male and female staff's approach to motivation, due to their diverse training background and orientation about the place of work climate. The educational qualification of staff will also definitely influence the management of staff motivation and job performance in any organization.

The educational qualification of staff will also definitely influence the management of staff motivation and job performance in any organization. However, the staff is often expected to understand the organization they work in better and handle normal job performance in any work setting better; hence the need for in-service training (Ahiatrogah, 2017). In view of this, the study intended to investigate in-service training and job performance in the National Commission for Colleges of Education. This issue has become a burden in the organization and therefore calls for analysis.

Statement of the Problem

It is generally assumed that in-service training enhances organizational job performance. Most organizations that do not carry out In-Service training may have poor job performance, which has continued to degenerate into inefficiency among staff. This issue may have led to redundancy among staff. In-Service staff training has continued to generate comments among the commission's stakeholders. In-service training, which is primarily derived from the need to equip staff for the assigned work, may be undermined by a number of factors such as higher levels of professional stress, inhibition of staff autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness, and limited growth potential. Motivation is needed in any system, as they are intrinsic to human beings, forming an integral part of their moral and emotional growth. Likewise, in all organizations. An organization is designed in a way where staff are framed for job performance, manifests itself daily and assumes relevance, being the result of the multiple interpersonal relationships that occur in the organizational context.

Despite all administrative efforts to expose staff of the National Commission for Colleges of Education Abuja to in-service training due to its effects on job performance, improper staff training

appears to occur across the lineage of staff gender, the status of the staff, as well as their educational qualification in the Commission. Therefore, this study seeks to investigate in-service training and job performance in the National Commission for Colleges of Education. This issue has become a burden in the organization and therefore calls for analysis.

Purpose of the Study

The purpose of the study is to examine the influence of In-Service training on the job performance of staff of the National Commission for the Colleges of Education. Specifically, the study sought to:

1. find out the level of In-Service training in the National Commission for Colleges of Education, Abuja
2. ascertain the level of In-Service training in the National Commission for Colleges of Education based on gender
3. examine the influence of In-Service training on workers' job performance based on State of Origin
4. determine the influence of In-Service training on workers' job performance based on staff educational qualification

Scope and Delimitation of the Study

The study investigated In-Service training and workers' job performance in the National Commission for Colleges of Education, Abuja. It covered all the categories of required In-Service training that will lead to staff productivity. However, the study was delimited to only the staff working at the Abuja office of the Commission and variables of gender, state of origin, and staff educational qualification.

Research Questions

The following research questions guided the study:

1. What is the level of In-Service training in the National Commission for Colleges of Education, Abuja?
2. What is the level of In-service training in the National Commission for Colleges of Education based on gender?
3. What is the influence of in-service training on job performance in NCCE based on State of Origin?
4. What is the influence of In-service training on staff job performance in NCCE based on staff educational qualification?

Hypotheses

Research question 1 was answered, while 2-4 were hypothesized.

1. In-Service training will not significantly influence workers' job performance in the National Commission for Colleges of Education based on gender

2. In-Service training will not significantly influence workers' job performance in NCCE staff based on State of Origin
3. In-Service training will not significantly influence workers' job performance in NCCE staff based on State of Origin, based on staff educational qualification.

Methodology

This study was a descriptive survey that adopted a correlational research design. The descriptive survey design was considered applicable for this study since relevant information was collected through the use of questionnaires to describe and interpret In-Service training and workers' job performance among staff of the National Commission for Colleges of Education, Abuja. The population of this study comprises all the staff of the National Commission for Colleges of Education, Abuja. A total of 74 staff formed the population of the study. The purposive sampling technique was used to select the sample size used for the study. A total of 74 staff of the Commission were selected. The research instrument (INSTAJPONCCE) was administered by the researcher and two trained research assistants. The researcher and the trained assistants guided the staff of the Commission on how to fill out the questionnaire. The administration of the instrument lasted for two months. A structured questionnaire was used for the collection of data comprises two (2) sections. Section A was used to collect relevant demographic information about the staff who responded to the questionnaire, while Section B was used to collect data on In-service training and workers' job performance. The collected data were analyzed using descriptive statistics such as of percentage, regression and analysis of variance were used to test hypotheses formulated at 0.05 alpha level of 0.05.

Result and Discussion of Findings

Research Question One: What is the level of In-Service training in the National Commission for Colleges of Education, Abuja?

Table 1: Level of In-Service Training

Level of In-Service Training	Frequency	Percentage
Low	20	27
Moderate	30	40
High	24	32
Total	74	

The data in Table 1 reveal that 24 (32%) out of the 74 workers used for the study recorded a high level of In-Service training, 30 (40%) accounted for a moderate level of effect, while 20 (27%) accounted for a low level of In-Service training. It therefore implies that the level of In-Service training in National Commission for Colleges of Education, Abuja, is moderate.

Hypothesis One: In-Service training level will not significantly influence workers' job performance among staff in National Commission for Colleges of Education based on gender

Table 2: Regression Summary of In-Service Training and Workers' Job Performance based on Gender

	R	R Square	Adjusted R Square	Std-Error of the Estimate	R Square Change	F Change	Sig. Change
1	.002a	.001	1.011	.4210	.0002	.001	.615

Table 3: Analysis of Variance of In-Service Training Level and Employee Job Performance

	Sum of Squares	DF	Mean Square	F	Sig.
1 Regression	.000	1	.000	4.001	.0300b
Residual	10111	88	.167		
Total	10111	89			

There was a significant relationship between In-Service training and workers' job performance among staff of the National Commission for Colleges of Education based on gender. This can be observed from the data above. The R-Value 0.002 shows a good degree of co-linearity between the variables. The R-Squared value of .001 and the F-statistic value of 4.991 show that In-Service training affects employee job performance at a p-value of $0.0300 < 5\%$ (0.05) level of significance.

Hypothesis Two: In-Service Training will significantly influence worker job performance

Table 4: Regression Summary of In-Service Training and Workers' Job Performance

	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. Change
1	.002a	.001	1.012	.3210	.0002	.001	1.602

Table 5: Analysis of Variance of In-Service Training and Workers' Job Performance

	Sum of Squares	DF	Mean Square	F	Sig.
1. Regression	.000	1	.000	3.001	.0200b
Residual	10112	88	.156		
Total	10112	89			

There was a significant relationship between In-Service training and employee job performance of the National Commission for Colleges of Education. This can be observed from the data above; the R-Value of .002 shows a good degree of co-linearity between the variables. The R-Squared value of .0002 and the F-statistic value of 3.001 show that In-Service training affects the employee job performance of staff at a p-value of $0.0200 < 5\%$ (0.05) level of significance.

Hypothesis Three: In-Service Training will not significantly influence employee job performance based on the staff educational qualification

Table 6: Regression Summary of In-Service Training and Workers' Job Performance based on the Staff Educational Qualification

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change		
1	.002	.001	1.011	.3211	.0002	.001	1.502.

Table 7: Analysis of Variance of In-Service Influence and Employee Job Performance based on the Staff Educational Qualification

	Sum of Square	DF	Mean Square	F	Sig.
1. Regression	.000	1	.000	2.001	.0200b
Residual	10111	88	.154		
Total	10111	100			

There was a significant relationship between In-Service training and employee job performance based on the staff educational qualification in junior secondary school. This can be observed from the data above; the R-Value of .002 shows a good degree of co-linearity between the variables. The R-Squared value of .0002 and the F-statistic value of 2.001 show that In-Service training affects employee job performance based on the staff educational qualification.

Conclusion

Based on the findings of the study, it was concluded that In- Service training is a correlate of employee job performance among staff of the National Commission for Colleges of Education. Therefore, policies, plans, and strategies must evolve that will further enhance employees' job performance.

Recommendation

Based on the findings, the following recommendations were made;

- i. Gender sensitive employees’ motivation policy should be enacted.

- ii. Employees' education-biased motivational packages should be developed.
- iii. In-service training should be a core mandate, and in respective gender, state of origin, and employee qualification.
- iv. There is a need for training and re-training of the staff periodically to ensure optimal job performance and the exhibition of new ideas into the organization.

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