



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research
Vol. 09, Issue, 10, pp. 30508-30514, October, 2019



RESEARCH ARTICLE

OPEN ACCESS

IN-SERVICE TRAINING AND JOB PERFORMANCE OF NON-TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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ARTICLE INFO

Article History:

Received 19th July, 2019

Received in revised form

21st August, 2019

Accepted 02nd September, 2019

Published online 16th October, 2019

Key Words:

Job Performance,
Public Secondary,
Akwa Ibom State.

ABSTRACT

The study investigated the influence of Training and Job Performance of Non-teaching Staff in Public Secondary Schools in Akwa Ibom State. One objective, one research question and one hypothesis guided the study. The descriptive survey research design was used for investigation. The population for the study comprised of all typist and library assistants in 227 Public Secondary Schools in Akwa Ibom State which stood at 610. Multi-stage sampling technique which involved stratified and purposive were used to select 305 as sample. This represents 50% of 610 non-teaching staff from the three Senatorial Districts in Akwa Ibom State to respond to the questionnaire items. Two researcher- developed instruments, "In-Service Training and Job Performance of Typists Questionnaire (ITJPTQ)" and "In-Service Training and Job Performance to Library Assistants Questionnaire (ITJPLAQ)" were used to gather data. Reliability index of .7992 and .8047 were obtained respectively for the instruments using Cronbach Alpha Coefficient. The data obtained were analyzed using mean and standard deviation to answer the research question, while t-test analysis was used to test the null hypothesis at 0.05 level of significance. The finding of the study revealed that, there is no significant difference in the views of typists and library assistants on in-service training and their job performance in public secondary schools in Akwa Ibom State. It was therefore concluded that, in-service as well as other diverse training programmes for the non-teaching staff of this caliber and others, should be encouraged to boost their job performance. It is therefore recommended among others that, the government of Akwa Ibom State through the State Secondary Education Board, should institute policies and make budgetary allocations to support training scheme to improve the competence of the non-teaching staff.

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Citation: Ereh, Cecilia Emuji and Ette, Mercy Udeme. 2019. "In-service training and job performance of non-teaching staff in public secondary schools in Akwa Ibom State, Nigeria", *International Journal of Development Research*, 09, (10), 30508-30514.

INTRODUCTION

To equip an employee through training is to ease and quicken a working process thereby enhancing competence, sustainability and good representation of the organization. The twenty-first century has witnessed increased interest in the training of employees of organization as an important management function, as it is the crux of success or failure of any organization. Training is very vital to the development of any organization. This is also applicable to the educational sector where the personnel working within the system need to

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be developed in addition to the pre-service training acquired earlier. The school can only achieve its set goals and objectives through the staff performing effectively the various duties assigned to them. These employees can only perform these tasks based on the various skills acquired through training and retraining. Monyatsi (2005) maintained that, the success or failure of any organization, especially educational organization is to a large extent dependent on training and retraining of its employees. Abiodun (2008) saw training as a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task for optimum productivity. In effect, training is a means of supporting people at work to acquire skills needed to make them competent in their jobs for effective job performance. Adeniji (2010) defined training as a planned organizational

effort or activities that can help employees to acquire specific and immediate useable skills, knowledge, concepts, attitudes and behavioral changes that can enhance their optimum performance in the organization. This therefore means that, training is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing their effectiveness in their present job positions as well as preparing them for future positions in their jobs. Training of human resources may be the key to the success of any organization, if meaningful input is to be made through continuous updating of information, knowledge, technology and innovations. It is an investment aimed at upgrading skills and reducing system's dependency on external sources (Oribabor, 2000). This means that public secondary school system depends on employees of all category, for service delivery, and the quality of the human resources in public secondary school is essential for its success. Thus, the educational setting must seek to improve the quality of its workforce and one of the ways of achieving this is through training. The importance of training can only be appreciated with a clear understanding of its direct impact on employee's performance. An improvement in employees' performance also leads to an improvement in the educational sector. This means that, high quality and well-motivated employee and a supportive professional culture are essential in building excellence.

Dessler (2008) saw training as giving new or current employees the skills they need to perform their jobs. This involves showing employees what they have to do and how to do it. Denisi and Griffith (2005) wrote that training is a planned attempt by an organization to facilitate employee's learning of job-related knowledge, skills and behaviours. Training process molds the thinking of employees and leads to their quality performance. It is continuous and never ending in nature. The emphasis on training is the belief that, if the educational system must remain in the competitive age, it is desirable to focus more attention on areas which in the past, have been relatively neglected. This is because, every organization regardless of its size, must provide for the needs, interest and desire of its personnel within the work environment, if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively. Abtahi (2009), supporting this, opined that achieving educational goals depended on the ability of the employees to perform their duties and adapt to the changing environment and training of non-teaching staff will therefore make them more prepared and better equipped to do their specific tasks and take newer and higher responsibilities in schools. Elisa (2011) asserts that training is a planned organizational effort concerned with helping an employee acquire specific immediate useable skills, knowledge, concepts, attitudes and behaviour, which can enhance optimum job performance in the school system. This means that, training involves teaching and learning of specific job-related skills and behaviours.

Armstrong (2009), stated that training is the practice of equipping employees with skills, knowledge and abilities, with the aim of building organizational capabilities and increasing organizational productivity. A job consist of duties, responsibilities and tasks that are defined, specific and could be quantified, measured and rated, while performance is the accomplishment of a given task measured against preset standards of accuracy, completeness and speed. This therefore means that, job performance is the sum total of a worker's execution of assigned tasks. To meet the training needs of non-

teaching staff, the administrators in public secondary schools in Akwalbom State need to be intelligent enough to identify areas of training needs and be able to recommend this group of personnel for training and retraining. Owens (2006), noted that training need is the gap between what people know and can do, and what people should know and be able to do. This therefore means that, when organization observes that, there is a gap between what is happening and what should happen, there is a training need. Nwadiani (2008) developed a formula of identifying training needs as follows;

$D=B-K$ where

D = Deficiency in the employees

B = Behaviour necessary for mastery of the job

K = knowledge of necessary behaviour that employee already possesses.

By identifying the behaviour or traits required to perform a job and finding out what non-teaching staff lack, training can then be concentrated on areas of deficiency. Deficiency means the inability of the non-teaching staff to carry out their assigned duties. This means that training would be a waste of time and resources if the area of emphasis of training need is not properly identified. Tella and Popoola (2007), claimed that, training begins when needs are confirmed, followed by planning, implementation and evaluation. Ayeni (2010) stated that usually, before training or development programmes are organized, efforts are being made through individuals and organizational appraisals to identify the training needs of the personnel. After the training and development programmes, an evaluation is carried out, to ascertain the effectiveness of the programme in line with the needs, which had been identified. It is worthy of mention that, the effectiveness of the educational system depends on the development of staff who manage all the resources of the organization. This is to say that, no school system can become effective and efficient, until the staff has applied the required skills and knowledge. In other words, training is aimed at ensuring that the right person is available for the right job at the right time. This means that, the success of the school system depends on the ability and expertise of those who operate it, both at the managerial and lower levels of operation, such as the non-teaching staff. Such abilities and expertise usually stem from the knowledge they acquire through training. This means that, non-teaching staff in public secondary schools in Akwalbom State are bound to fail if they are not developed mentally, socially and intellectually, through training to bring about progressive changes in the system.

This is why Goessi (2002) affirms that, school personnel's (non-teaching staff) training brings about human capital effectiveness and increased productivity in a given task because, man is dynamic in nature and needs to be current and relevant in all spheres of human endeavors. Training is therefore a necessity, to keep track with current events and methods. The more satisfied they are and the greater their morale, the more they will contribute meaningfully to educational success which will result in reduced absenteeism and turnover rate. Non-teaching staff who acquire skills and efficiency through training will become more eligible for promotion and this will make them become assets for the institution. Well trained employees will show both quantity and quality performance. Training therefore, involves series of activities, which the educational system needs to embark upon, such as orientation programme, on-the-job training, in-service

training and attendance at seminars. For the purpose of this study, only in-service training is considered. In-service training as a training programme is conducted outside the working environment. It is also a training programme where individuals in an organization are given the opportunity to further their education in a formal college, to enable them prepare for future position. Training therefore, could either be formal or informal, long term or short term, whatever the chosen format, it aids competencies in the workplace. Through training, non-teaching staff can fit adequately into the changes in the educational system and will be equal to their new challenging responsibilities. Continuous training is relevant to all non-teaching staff as, it is about making progress in their career, increasing their skills, knowledge as outlined in the professional standard of school personnel (Griffith, 2004). With this, non-teaching staff can share in the smooth running of an educational system, in which the success of school depends. This is because no matter the amount of capital invested in the school, success or failure depends highly on the quality of personnel who carry out its programme. Money, materials and machinery which are among the organizational resources cannot solely achieve the desired result in the school system. Hence, training is an important aspect of human resource management in the educational system. This is because it is a function that seeks to make available for the school system, skills that are necessary for its functioning which will help those neglected to improve on their job over time.

For example, the typists and library assistants need to be trained on how to relate effectively with colleagues and students, acquire the knowledge of information communication technology and use it in their job delivery. The job of non-teaching staff complements teaching, no wonder Ikpe (2005), stated that, teaching staff alone cannot function effectively in a school system. There is a marked inter-relationship existing between teaching and non-teaching staff. By this, managers, cashiers, typist, cleaners, watchmen and school counselors all work together to manage school facilities. In line with this, Nnabuo (2001) opined that, teaching and non-teaching staff of a school must work as a team, towards achieving the set goals of the schools. This therefore means that, training should not be restricted to only teachers and administrators, and could take various forms, but the focus this study is on in-service training programme. In-service training is a training programme conducted outside the work environment in schools, colleges and other institutions of higher learning, where theoretical and practical knowledge on a chosen career is taught. Miller and Asinski (2002) referred to such training as a means to educational change through programmed activities that contribute to professional growth and to enhance competence. This therefore means that, if assistant librarians and typists are exposed to in-service training, it will impact positively on them and will help them manage information well and make it available to aid students learning. Increased developments in information and communication technology have brought significant changes into the educational sector.

The non-teaching staff needs to be updated and refreshed with the new knowledge and professional skills, through training and re-training. Every organization including the school needs to organize in-service training for this purpose. Hasniza, (2009) maintained that, in-service training is an important tool for upgrading the skills and competencies of the staff of any

organization, for them to keep abreast with the modern trends in achieving the organizational objectives. In this sense, non-teaching staff in public secondary schools are not an exception to training. Sajedi (2009) opined that in-service training is a form of training which individuals in an institution are given opportunity to further their education in a formal college, to enable them prepare for future positions. In-service training for school personnel generally is therefore a process for continuous updating of their knowledge, skills and interest in their chosen profession. Maleki (2009) also explained that in-service training helped teachers to keep abreast with current development and trends in classroom instruction. In a similar study, Adeniji (2010), studied 'Training and its Multiplier Effects on Productivity at the Olabisi Onabanjo University Library, Ago-Iwoye, Ogun State, Nigeria using 190 workers of the library as sample. The findings of the study showed that certain training programme such as In-service training were provided for the different cadre of the staff which helped improved their productivity.

In recent times, new technologies have been introduced into educational process in the form of electronic learning (Abraham, 2010). In the era of fast technological advancement and minimization of distance through the use of internets, it is pertinent that, every school personnel (non-teaching staff) should be equipped with basic knowledge in computer technology. Computer programmes are increasingly being utilized by school personnel, especially in urban private schools for compiling of results and in account sections. Nwadiani (2008) pointed out that, school personnel training in computer improves skills and knowledge. Non-teaching staff who are computer literate will contribute in no small measure to solving problems and achieving significant results, for the overall improvement of the school goals and objectives. They could also serve as facilitators for the basic computer courses for other school personnel. Gareth (2003), studied on 'Teacher's Involvement in In-service Training: Emphasis on Mathematics and Science subjects.' The study made use of 60 respondents randomly selected out of a population of 230. The findings of the study revealed that teachers were more prepared to implement change in teaching practice, improved knowledge and teaching skills, when the training is much related to daily experiences.

That is why, continuous training of non-teaching staff is vital to meet the changing work environment, which will render obsolete some of the pre-service skills and knowledge acquired, such as the use of manual typewriters and manual storage of books in the library. Due to the rapid changes in the society, it is agreed by educationist generally, as has been seen from researches that, initial training of personnel (non-teaching staff) is totally inadequate for continued success in their assigned duties. Training can be encouraged through in-service training of non-teaching staff as this will help broaden their knowledge of Information and Communication Technology (ICT). During such training, computers are provided, for one on one basis for better understanding and application of concepts and principles. This will enable them acquire basic knowledge of what ICT is. The reason is that, ICT has become an integral part of our lives and it has become increasingly important that non-teaching staff should have basic understanding of how these technologies can be utilized in their personal and professional lives. Hussain (2011), studied the 'Impact of In-service Training on Non Academic Staff' at the University of Education, Ghana, and using fifty randomly

selected non-academic staff. Questionnaire and interviews were used to elicit data. The study revealed that in-service training enhanced job performance as well as career development. In a similar study, Froughi (2010), carried out a study on "Training, Development and Education of Library Manpower in information technology in University libraries in Nigeria". The entire staff population of 21 universities were used as purposive sample. The findings showed that, few of the workers recruited were computer literate and these were mainly professional librarians. This author also, discovered that the workers acquired training through in-service, on-the-job training and attendance at seminars and workshops. Danesfard (2010), reflected on the need for in-service training for non-teaching staff for effective support of administrators and teachers in the running of the school system to enhance their job performance. Karroubi (2009), opined that, Nigeria must massively invest in training and re-training of school personnel, if educational system must be uplifted to international standard, to be able to face the challenges of the 21st century. Exposure of library assistants to in-service training will assist them in the following ways:

- Assisting students and staff in the circulation of library materials, and the use of online catalog;
- It will enable them use the online database resources;
- Prepare circulation desk for services on a daily basis with needed supplies;
- Process new library materials received for circulation.

Non-teaching staff challenges in recent times are their ability to deal with changes, learn from it and assist in the running of the school. This is why Lucas (2008) concluded that with fast growing domain of knowledge, it is rather impossible for any non-teaching staff to play their support roles comprehensively to the success of educational goals. This point to the training needs of the non-teaching staff in public secondary schools, especially in Akwa Ibom State. Khan Mohammed (2010) also studied the Effect of In-service Training among Employees of Universities of Bilesavar in Iran, using 140 out of 607 employees as sample, using questionnaire titled: Influence of In-service Training Questionnaire (ITQ) as instrument for data collection. In testing the reliability, 40 employees were used and tested using the Cronbach alpha coefficient, it showed that the instrument had a high reliability of (0.98). T-test was used in testing the hypotheses. Data collected were analyzed in both descriptive and inferential methods (F test) using SPSS 18 software. The result of the study revealed that in-service training had influential effect on employees' personal abilities and organizational abilities, their knowledge level, their professional knowledge and their promotion. Raina (2005) conducted a study on Opinion of Secondary School Teachers on Effectiveness of In-service Training Programmes in enhancing their Professional Competencies in Iran. A normative survey method was adopted to collect data and analyze the 320 teachers in Thirrvanthapuram district. The result of the study revealed that, in-service training programmes are effective in developing teachers' professional competence.

Rostam (2013), carried a study on the Relationship Between In-service Training and Employee Empowerment of Industrial Firms in Ardabil, Iran. A sample size of 405 out of the population of 1304 was selected through stratified random sampling technique. Data were collected through a researcher structured questionnaire. Pearson Product Moment Correlation

was used to test the null hypotheses. The study revealed that the perception of these employees showed a coefficient relationship with employee empowerment. This means that, in-service training positively relates with employee empowerment. Nonprofessionals could through in-service training become professionals. Rowden (2005), noted that in-service programmes include the following:

- Activities aimed at assisting school personnel to acquire mastery of their assigned duties;
- Activities that will help non-teaching staff develop self-confidence in providing leadership;
- Activities that foster cooperation with other school personnel in finding solutions to problems of common interest;
- Activities that assist non-teaching staff to develop skills in using modern technology for effective job performances.

In-service training comprises all the activities engaged in by professional personnel during their service, and is designed to contribute to professional improvement on the job. In-service training at the secondary school level for non-teaching staff includes sandwich and continuing education programmes. Also, from time to time, they will need to attend some refresher courses through attendance at seminars as regards their job roles. Non-teaching staff are supportive personnel found in schools, aside from the teaching staff, that perform various supportive roles. Non-teaching staff are employees allocated to work in schools to assist the administrators and teachers to address educational needs within the school. They are many categories of non-teaching staff such as, secretaries, bursars, clerks, store-keepers, typists, library assistants, matrons, messengers, securities and workshop attendants. It seems difficult and challenging to get non-teaching staff to have the ability to satisfy the present and future requirements of the complex information needs. It is therefore, very crucial for the administrators to pay attention to the training needs of the non-teaching staff working in these offices. As much as there are categories of non-teaching staff in public secondary schools, the nature of their work is also different, ranging from managerial duties to administrative work such as telephone services, management of information, maintenance of the school grounds, photocopying and many more duties. The functions of these staff cannot be over-emphasized as their activities have direct and indirect bearing on the performance of teachers, administrators, students and the entire educational system (Etudor, 2011). Hence, the dysfunction of this group of staff cannot be overlooked, as their actions and inactions may lead to achievement of the set goals or not. Non-teaching staff have to fit adequately into the changes in the educational system and be equal to their new challenging responsibilities, in order not to slow down the progress in the educational system. Etudor (2011) opined that all personnel including the non-teaching staff contribute to the success of any educational institution and as such must be well coordinated and motivated in order to reduce uncertainty and ineffectiveness.

This means that lack of training will result in lack of ability to use existing knowledge, which causes low productivity. Well trained non-teaching staff will know the scope and expectation of their work and will be able to add building blocks to their expertise as they progress through their career. The training of library assistants is very important because of the increased variety of information formats and increased dependence on

automated machine systems. This implies that, library assistants need to be encouraged to go for library training through continuing education programs, which will help improve their job performance. Drucker (2007), defined job performance as accomplishment in terms of the person's expectation. Aswathappa (2008), maintained that, performance is essentially what an employee does or does not do. This therefore means that, job performance is the sum total of workers execution of assigned tasks. Hence, non-teaching staff job performance is their ability to support teaching /learning and the smooth running of the school, like assisting in preparing of learning material and management of students' information.

The commitment of non-teaching staff to their job performance reflects in their dedication to duty, obedience, and willingness to go extra miles in order to achieve the educational objectives. This shows a reflection of how they are motivated through training, thereby being able to meet the expectation that, they should work efficiently and effectively to support teaching and learning. This implies that, they are supposed to put in their best, so as to realize the optimum output in terms of excellent results by students in internal and external examinations. In this regard, non-teaching staff job performance could be measured through annual report of their activities in terms of performance in assisting teachers, preparation of teachings aids, maintenance of learning environment and mastery of job roles. The study was carried out in Akwa Ibom State which is situated within the tropics and shares a common boundary with Abia State in the North, Cross River State in the East, the Bright of Bonny and Rivers State in the South. It lies between latitude $70^{\circ} 35'$ and $8^{\circ} 25'$ west, with a population of 3.9 million people (Census, 2007). It is one of the largest oil producing states in the South-South geo-political Zone of Nigeria, with Uyo as its capital. The State is divided into three Political Zones namely; Akwa Ibom North-East, Akwa Ibom North-west and Akwa Ibom South Senatorial District respectively. The major ethnic groups are Ibibio, Annang and Oron, with a land mass of 7,245,935sq.Kms and 31 Local Government Areas, with 256 Public secondary schools, grouped into 25 local Education Committees (LECs).

There are four tertiary institutions namely, the University of Uyo, Uyo, Akwa Ibom State University, Akwa Ibom State Polytechnic, College of Education and 1,146 public primary schools as at 2016/2018 school year. The occupation of the people of Akwa Ibom State are farming, fishing and trading, while a good number of the people are civil servants. Akwa Ibom State is often referred to as the civil servant state. The public secondary schools in Akwa Ibom State are operated by different categories of personnel, the principals, teachers and the non-teaching staff. However, the emphasis of training seems to be focused on the principals and teachers, there seem to be no formal training for the non-teaching staff. This group of personnel (Non-teaching staff) seem to acquire positions of responsibility. The non-teaching staff especially Typists and Library Assistants in public secondary schools in Akwa Ibom State were chosen for the study, because they met the criteria for this study. They were used for the study to see if training could create a positive difference in their job performance. A Survey research design was used to obtain the views of Typists and Library Assistants on how training can influence their job performance. This design was adopted because the study involved a large population, for which a sample of the

population was studied and inference drawn based on analysis of the data collected. The population of the study was 610 non-teaching staff comprising of 412 Typists and 198 Library Assistants from the 227 public secondary schools in Akwa Ibom State. This population was based on the 2016/2018 academic session public secondary statistics from the state ministry of education (Research and Statistics Department of the State Secondary Education Board, Akwa Ibom State). The sample for the study consisted of 305 out of 610 non-teaching staff representing 50 % of the population. These comprised of 206 typists and 99 library assistants. To draw the sample for the study, the multi-stage sampling technique was used. In stage one, the cluster sampling technique was used to cluster the area into three Senatorial Zones.

In stage two, the proportionate random sampling technique was used in selecting 50% of schools from each of the three senatorial districts. Simple random sampling technique of balloting was then used to select the schools for the study. This was done through assigning numerical values, where all even numbered schools were used. Lastly, Purposive sampling technique was used, where all the Typists and Library Assistants in the selected schools were used because they met the criteria for the study. Two Researcher-developed instruments titled: In-Service Training and Job Performance of Typists Questionnaire (ITJPTQ) In-Service Training and Job performance of Library Assistants Questionnaire (ITJPLAQ) were used to gather data for the study. The items assessed the training variable on the influence of job performance of typists and library assistants in Public Secondary Schools in Akwa Ibom State. The responses were rated as follows:

Strongly Agree	-	(SA) 4
Agree	-	(A) 3
Disagree	-	(D) 2
Strongly Disagree	-	(SD) 1.

To establish the reliability, the two instruments were separately administered to 30 randomly selected typists and 15 library assistants in public secondary schools in Akwa Ibom State who did not participate in the actual study. The data collected were subjected to Cronbach Alpha Analysis. The result of the analysis showed that the reliability of TJPTQ (Typist) was .7992 while TJPLAQ of library Assistant was .8047. On the basis of the high reliability indices, the instruments were deemed appropriate to measure what they were meant to for. The instruments were administered to the respondents through the help of three research assistants and they were retrieved on the same day. Three hundred and five copies of the questionnaire were administered and a total of 290 copies were returned, giving 95percent rate (95%). Descriptive statistics of Mean and Standard deviation were used to answer the research questions, while independent t-test were used to test the null hypotheses at $P > .05$ alpha level.

Research Question

What is the difference in the views of Typists and Library Assistants regarding the influence of in-service training on their job performance in public secondary schools in Akwa Ibom State?

Mean and Standard Deviation were used to answer the research question and summary data shown in Table below

Table 1. Mean and Standard Deviation of Typist and Library Assistant on the influence of in-service training on their job performance

Group	N	X	SD
Typist	200	3.51	1.57
Library Assistant	90	3.48	1.50

N = 290

The item mean of 3.51 for typists and 3.48 for library assistant indicated that the typists and library assistants strongly agreed that in-service training could influence their job performance. The Standard Deviation of 1.57 for typists and 1.50 for Library Assistants showed that their response were homogeneous.

Hypothesis

There is no significant difference in the opinion of typist and library assistant on the influence of in-service training on their job performance. Independent t-test was used in testing the null hypothesis and summary data shown in Table 10.

Table 2. Difference in the opinion of Typist and Library Assistant on the influence of in-service training on their job performance

Group	N	X	SD	t _{cal}	T _{cri}
Typist	200	17.15	1.76	0.67*	1.96
Library Assistant	90	17.55	1.69		

N = 290, *Not significant P > .05; df = 288

From Table 10, the obtained t-value is -0.67. The value was tested for significance by comparing it with the t-critical value at 0.05 levels with 288 degree of freedom. The calculated t-value 0.67 is less than the critical t-value 1.96. Hence, the null hypothesis is retained. Therefore, there is no significant difference in the opinion of typists and library assistants on the influence of in-service training on their job performance.

DISCUSSION

The finding revealed that there is no significant difference in the opinion of typists and library assistants on the influence of in-service training on their job performance. The null hypothesis was retained. This means that both typists and library assistants were of the opinion that, in-service training could help improve their job performance in public secondary schools in Akwa Ibom State. The result agrees with the assertion of Hasznia (2009) that, in-service training is an important tool for upgrading the skills and competencies of the staff of any organization, for them to keep abreast with the modern trends in achieving the organizational objectives. The finding of the study is in consonant with the assertion of Baruch (2006) that, in-service training accelerate the initiative ability and the creativity of the workforce to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or inability to cope with technological changes. In the same vein, the finding agrees with the finding of Hussain (2011) that, in-service training helped teachers to keep abreast with current development and trend in classroom instruction. The findings of the study upheld that, in-service training can positively influence the job performance of non-teaching staff in public secondary schools in Akwa Ibom State. This finding agrees with the opinion of Lucas (2008) that, with fast growing domain of knowledge, it is rather impossible for any non-teaching staff to play their support roles comprehensively to the success of educational

goals. This may then mean that training and re-training of non-teaching staff is an essential component in improving job performance, as the non-teaching who are not professionals could through in-service training become professionals. Hence, there is need for them to be exposed to in-service training. This will help to build capacity in knowledge and skills as it relates to current and potential assignments.

Conclusions

Training has been identified by various Scholars to be very crucial to any organization and boost personnel effectiveness. In view of this, it was concluded based on the result of this study that, the Typists and Library Assistants should be exposed to training schemes such as in-service training, seminars, and so on. This will help equip them with skills to face new technologies, cope with work challenges to support the work of the administrators as well as the teachers. The study therefore concludes that, diverse training programmes for the non-teaching staff of generally, should be encouraged to boost their job performance in the public secondary schools. It was therefore recommended based on the finding that, the State Secondary Education Board (SSEB) should make in-service training a regular exercise and eliminate bottle neck in staff admission procedures to enhance personal and professional growth.

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