

*Full Length Research Paper*

# **Training and utilization of staff and job performance in post primary education board, in North Senatorial District of Delta State, Nigeria**

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**This is an empirical study which examined the relevance of training and utilization of staff for job performance in Post Primary Education Board, in North Senatorial District of Delta State, Nigeria. To guide this study, three null hypotheses were formulated. The design of the study was survey. The sample of the study was 20 (13.24%) schools / offices and 200 (3.5%) staff, drawn from 5,734 staff of Post Primary Education Board and 153 public schools / offices, through stratified sampling technique. The major instrument used for data collection was a questionnaire which was validated and found reliable at 0.75 reliability coefficient. The results revealed that there is a high significant difference between the performance of NCE graduates and University graduates; the work reveals that there is a significant difference between full-time and part-time graduates. Also, the study exposed that there is significant difference between deployment of staff according to sex**

**Key words:** Training, utilization, staff, job performance, post primary education board, Nigeria.

## **INTRODUCTION**

The Post Primary Education Board and the public schools have become so complex that the administration cannot be left in the hands of those who have no formal training. The educational system needs those who can harness the human, physical and materials resources available to achieve the set objectives. Hence, there is a widespread acceptance of the argument that more training needs to be provided, but there is a lack of enthusiasm to make the provision. The significance of this for personnel managers is substantial. Training and staff utilization is a major feature of the personnel function and makes up one third of the course for professional membership of any establishment, yet apathy towards training by other managers causes personnel specialist themselves to lose interest and to advocate the need for training of staff with insufficient vigour.

It has been suggested that the most significant features of employment package offered by recruiters to new graduates is the extent of training and utilization of staff that is promised in the offer. There is no obvious need to offer training in order to recruit the next people; and this will become more acute as the effect of the single

Nigerian market develops.

In fact, training is not, however, a separate authority that can be limited to training school. It must be closely connected with the work places of those that are to be trained. Hence, a saying that:

“With the increasing range both of areas in which training is needed and of ways in which this training can be provided, specialists have a major role to play.”

However, they are unlikely to be playing that role effectively if they are operating in isolation from the line managers of those trained.

The training officer also has to maintain contacts with potential external providers of training. Training is the area of personnel work in which there is the greatest use of consultants and other external providers. These range from colleges, universities, commercial consultants, government agencies, to suppliers of do-it-yourself training facilities, like computer-based training. Figure 1 shows the training officer's basic network of contacts.

There are a number of advantages to be drawn on outside sources for training, as it provides a range of

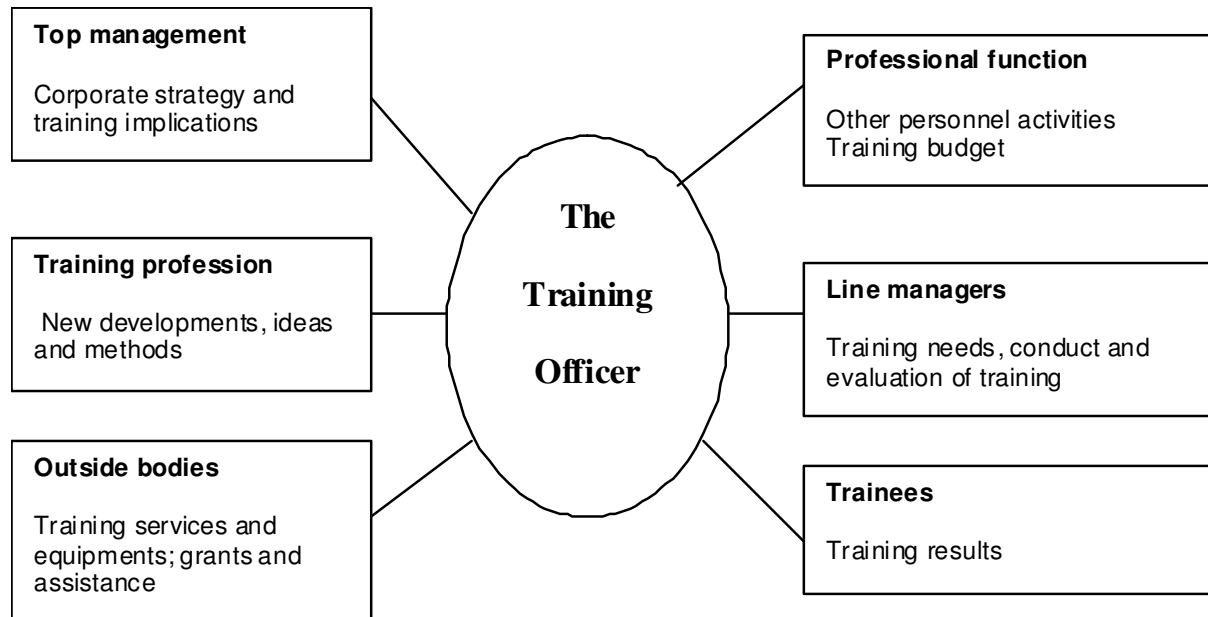


Figure 1. The training officer's network.

skills that very few organizations can maintain in-house, and means that the commissioner of training need only think of what is needed to provide good training, without any concern about keeping trainers occupied. It also provides the opportunity of saving in costs overall as there are not the continuing month-by-month employment costs of training personnel.

Furthermore, there is the tendency for the external supplier to provide nothing but courses even though the training need might be better served by some other strategy, and are external supplier will be tempted to diagnose a problem that needs a training solution rather than a different type of solution

In fact, the success of any organization depends on the quality and quantity of its factors of production human and materials resources. Of all the factors, the human resources appear to be the most important because, according to the human resource theorists, without human effort all other factors are inept. For instance, land, machines and money cannot be useful except they are managed and coordinated by human resource. Itedjere (1995) believes that the quality and efficiency of staff that perform functions necessary for the achievement of organizational goals and objectives determine the success of such an organization.

The quality and efficiency of staff are the functions of the level of training and utilization of such staff. The staff of a system may become obsolete if they do not update themselves with new knowledge, skills, and new work methods for the progress of the organization in which they work. The entire system may become rustic and obsolete also, if it lacks, the systematic means of continually developing and renewing the systems'

capabilities. Nakpodia (2006) reported that "engineer's knowledge of his field is cut into half every ten years because of the advancement of the field unless he or she continues to work". Training is a planned programme of both staff and the system.

According to Peretomode and Peretomode (2001), training is a planned organizational efforts concerned with helping an employee to acquire specific and immediately useable skills, knowledge, concepts, attitudes and behaviours to enable him or her perform more efficiently and effectively on his present job.

Also, training is a specialized process through which one learns to perform directly tasks of varying complexities and acquires expected job behaviours, Obadan (2000) opined that training personnel cannot be said to be effective or even be of any importance unless the trained personnel are utilized to the advantage of the individual in the system.

In addition, utilization is development of staff to his area of specialization. If a staff is not developed in his or her area of specialization, he will not be efficient or effective in job performance. So, it is necessary to ensure that the right peg is in the right hole.

The Delta State Post Primary Education Board recognizes the importance of training and utilization in the achievement of its goals, hence, over the years a good amount of its budget has been invested in staff training.

### Statement of the problems

A look to any established educational institution will confirm that various resources are usually allocated to

schools. Even though the resources allocated may vary depending on the system, location and population of the school, resources are usually allocated to schools and their different management depends on training and institution, especially on the human aspect. The human resource includes the staffing of teachers, the arrangement of non-teaching staff to existing position and role of the principal. Each of these classes of people has roles to play in the running of the school. The proper utilization of each of these people becomes very necessary in order to ensure school effectiveness. This is because effectiveness can be classified as the harmonization between performance and the set of objectives which cannot be of value judgment, reveal what is causing the problem or failure within the system in terms of training and utilization of the staff for effective job performance.

Many organizations have increased their quality training because of the need for product to meet high standard in customer satisfaction.

The general staff shift towards a market orientation in some organizations has partly replaced the external stimulus that was previously provided by training board. Although, that type of stimulus carries with it the inevitable concern with the immediate and short term and only a limited range of training objectives can be quickly satisfied.

Furthermore, an increase in training is usually the fruit of success rather than its cause; although continue training may be seen as a essential to sustaining that success as it is said that:

“High performances of jobs attracts as it is likely to train, and train twice as many employees as low performance business, and high performance jobs increase their training by 25% over the last five years, with low performance reducing their training by 20% (Sloman, 1989).”

The Post Primary Education Board is an office charged with the responsibilities of training, and utilizing their trained staff in their areas of specialization in the various secondary schools in the state.

This office sees that its staff which are secondary school teachers and non-teaching staff are trained through seminars, conferences and workshops. Staffs are also granted study leave with or without pay for programmes in higher institutions such as in-services training, sandwich, weekend, part-time and regular programmes.

Some of these trainings are done through the best person for the job and training him thoroughly in the best tasks and procedure to be followed and giving him jobs for which he is best suited physically as well as intellectually.

The researcher tries to find out the extent to which training affects the job performance of staff through proper utilization in secondary schools in Delta State, Nigeria.

## Research hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference between NCE graduates and university graduates in their job performance in Post Primary Education Board.
2. There is no significant difference between the staff trained under full-time and part-time programmes in their job performance in Post Primary Education Board.
3. There is no significant difference between male and female staff trained in their job performance in Post Primary Education Board.

## LITERATURE REVIEW

### Training and utilization of staff

Training as defined by Peretomode et al. (2001) is the planned organizational efforts or activities conceived with helping an employee acquire specific and immediately usable skills, knowledge, concepts, attitude and behaviours to enable him or her perform more efficiently and effectively on his present job.

Also, Obadan (2000) saw training as “a specialized process through which one learns to perform direct tasks of varying complexity and acquire expected job behaviours”

These definitions implies that training is an organized procedure by which people learn and acquire knowledge and skills for a definite purpose; and a continual process of helping employees to perform at a high level (Donnelly, 1995).

Training is a process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work.

In fact, training is defined as the teaching of vocational or practical that relate to specific skills.

Although training of personnel is important but training without utilization of trained staff is a waste because without the application of acquired skills to the task that is to be performed, there cannot be progress or advancement (Nwagwu, 1992).

Hence, Obadan (2000) sees utilization as “useful engagement of staff in his area of specialization for effectiveness and efficiency”. To him, utilization as an active involvement of people in their area of specialization through out the organization; and that whatever basket of skills knowledge, ability and experience is available, it is only a part of the larger system and requires a deliberate alignment of effective human utilization to achieve an effective goal.

### Utilization of Staff

Most NCE and first degree holders are employed as secondary school teachers. Holders of post graduate degrees such as M.Ed., M.Phil. and Ph.D. are appointed as lecturers in tertiary educational institutions such as colleges of education and universities. Some educators are employed in Local Government Education Authorities, Teaching Service Commission, University Registries, and so on.

Banks also employ a number of graduates of educational management. Such people are utilized in personnel, training and development, etc. A number of trained education managers have established private consultancy outfits providing valuable service to educational organizations. Holders of post graduate degrees can also tap job opportunities from international agencies such as UNESCO, UNICEF, World Bank, African Development Bank and so on. Lectureship appointments in universities abroad are also available to holders of Ph.D. in education management. One potential avenue of utilizing education managers is their participation in the Technical Aid Corps programme. Under this programme, Nigerian professionals are posted to some African countries to assist them in their national development efforts, since shortage of human capital is a major problem of development in most African countries. Trained Nigerian education managers can assist such African countries in the management of their education systems to achieve national development objectives.

One of the major problems of utilizing trained education managers is the recruitment into principalship based on years of teaching experience. Most graduates of educational administration are appointed as classroom teachers. Their full potentials are therefore not harnessed in this circumstance. When a teaching subject is not indicated on the certificate, graduates find it difficult to get teaching appointments. As suggested earlier, there is the need to place less emphasis on the undergraduate programme.

When graduates of educational management are to be appointed as supervisors in Local Government Education Authorities, teaching experience may still be required in spite of their professional training in instructional supervision. One will recommend that selection interviews should be conducted when such supervisors are to be employed. The abilities of candidates can be determined at this stage.

### Features of job performance

Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the work place. It most commonly refers to whether a person performs his/her job well. Despite the confusion over how it should

be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success. Coming from the psychological perspective, Campbell (1990) describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance and national performance which are higher level variables.

Performance is a multidimensional phenomenon whose elements include effectiveness, efficiency, economy, productivity, quality and behaviour. (Obadan, 1999). The sub-concepts of job performance are explained as follows:

1. Effectiveness measure the extent to which an employee achieves the output requirements of his position, with the emphasis not so much on "how" it is achieved but on organization or employee is therefore effective when the results attained are the same as those initially intended.
2. Efficiency is a measure of how well resources are being used to produce output or result. It is a comparison of actual achievement during a given period.
3. Quality – refer to the desired characteristics of the achieved output or result. These could be timeliness, reliability, accuracy, frequency, accessibility, convenience, mating time and response time.

Assessing organizational or school performance is, however, a particular challenge for organizations such as the Post Primary Education Board where human resources are used for imparting knowledge on students. In such a case, all elements of performance are required; and having known the various elements should be evaluated to achieve the required goals and objectives of the system.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended towards achieving peripheral goals. For example, the efforts put toward the goal of getting to work in the shortest amount of time, is not performance, except when it is concerned with avoiding lateness. Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour. Campbell (1990) proposed an eight factor model of performance existent (to a greater or lesser extent) across all jobs:

1. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that

delineate one job from another.

2. On the other hand, non-task specific behaviours, the second factor, are those behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour or a sales person might be training new staff members.

3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

4. An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.

5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.

6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping to maintain group goals.

7. Many good jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.

8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

### **NCE graduates and trained University graduates**

Among the staff of Post Primary Education Board are graduates with National Certificate in Education (NCE). They are trained specifically for teaching. This is because their main course of study comprises of education courses, since the aim is for them to be specialists in the teaching field.

This certificate is acquired after a period of three years studies. During the programme they are usually sent out on teaching practice for a period of time, exposing them

to the job ahead. This class of staff are now restricted to teaching in Junior Secondary School (JSS1-3). They are also teaching the Senior Secondary where there are not enough university graduates teaching to teach in the senior secondary classes and up till today, and still used where there are lack of teachers.

The NCE graduates are made to teach the junior students because; the level of their studies is to be able to teach such students. They do not have in-depth studies of the courses as it is done in the degree programme, that is why their performance should be lower than that of the trained university graduates, who can teach in Junior and Senior secondary schools.

Also, among the staff of Post Primary Education Board are another class of staff, the trained university graduates. This class of staff is trained specifically for teaching and is specialists in the teaching field. They have in-depth study of their subject areas; this certificate is acquired after a period of four years studies. Their main area of specialization is done along with education courses and that qualify them as specialists in their areas as teachers. The trained graduate teachers are qualified to teach in both junior and Senior secondary schools. Infact, it is expected that the subjects will be better taught in all the classes by them because of their in depth knowledge of their courses. The performance of trained graduate teachers can in no way be compared with that of an NCE graduate staff in terms of all standards. They should be regarded as a more qualify staff to NCE graduates and as a result, should perform more effectively and efficiently and assist in the co-ordination of the performance of other staff within the system. Some of these university graduates in the system are not trained.

### **Forms of staff training programmes in post primary education board**

There are various forms of training programmes available to staff of Post Primary Education Board. The staffs in this system are offered training programmes that enables them acquires new and improved skills and knowledge that help them to perform better thereby enhancing their level of productivity. The formal of training programmes as discussed by Oder (1995), are equally applicable to Post Primary Education Board. They are thus explained.

#### ***Full- time programmes***

Full-time programmes could be for both academic and non-academic staff, they fall into three categories:

I. In-Service Training: This is where by the trainee receive his monthly salaries, the cost of the training (that is, School fees, accommodation fees, books allowances, projected allowances etc). It could be long or short term

courses. Population benefits from such trainings are usually selected by the Board according to laid down criteria to study courses relevant to the system.

II. Study leave with pay: unlike the in-service training, the trainee receives only the monthly salaries for periods approved by the Board. He pays for the cost of training. The beneficiaries are expected to have serviced for a stipulated period of five years before they are granted the offer. They are usually absorbed immediately after the training, but must have studied course relevant to the system.

### ***Part- time programmes***

This form of training is becoming one of the commonest training programmes for obtaining further qualifications after employment, it is usually done in the evenings after the day's work. It is very popular because it is convenient for the trainees who could not obtain study leave, with or without pay. Non- teaching staff could utilize such programmes because they are not usually free always the long vacation.

### ***Sandwich programme***

This form of training has also become one of the commonest programme for obtaining further qualifications after employment, certificates such as OND, NCE, HND, B.Ed, B.Sc, B.A. M.Ed, M.Sc and P.hD, these certificates are relevant to Post Primary Education Board.

### ***Week-end programmed***

This programme again is a very common training programme among the staff for obtaining higher qualifications after employment to be able to acquire some skills, knowledge and attitudes to be able to meet organizational needs and developed one's self. The relevant certificates are same with those seen above.

### **Training and utilization of staff by staff**

The pattern of development in Post Primary Education Board does not lay emphasis on sex, but gives some consideration to the married women, who in one way or the other should be with their husbands. But development in the system has taken a different shape, since the political reality and other factors, like God fathers and God mothers among the government high officer. These requests have diverted the sense of direction from what the system is set up to achieve to pleasing the

individuals. As a result of these alarming requests vacancies are no more considered in relationship with the subjects. The staff are developed indiscriminately especially the female staff, the relevance of neither the subject nor withstanding. There could be ten English teachers in a school for instance; where only five English teachers are needed, same thing applies to almost all the subjects taught in the urban secondary schools, over staffing the urban secondary schools. In this situation, the staff will not have normal periods and as a result they learn about.

Egwunyenga (2000) pointed out that one of the scientific management principals of Frederick Taylor is "a large daily task: A clearly defined daily task should be assigned to every workers". The same principle was explained in another way that each person in the organization high or low, should have a clearly defined daily task that requires a full days effort complete (a large daily task), and should be given such standardized conditions and appliances as will enable him to accomplish his task with certainty (Peretomode, 2001). In a situation where a staff/teacher does not have enough work/period to occupy him/her for the period/school/office hours, then the management has failed in its duties.

In the case, these staff they should be regarded as not being adequately utilized. This drift of staff from the rural secondary schools to urban secondary schools is leaving the rural secondary schools with inadequate staff.

The situation becomes worse especially on the rural schools where among the few staff; some female staff would have to go on maternity leave for a period of three months. The performance of the remaining staff will be ineffective and inefficient as they will be over laboured. And in other to cover the scheme of work will be rushing the students, thereby giving them have measures the average manpower expert should be interested in the utilization of skills by developing them in their areas where the skills are most needed. It is through adequate can be achieved. In deployment, sex should not be considered or favoured, otherwise, the system will not achieve the aim and objective of training and utilization which is aimed at improving job performance.

### **METHODOLOGY**

The design employed for the study was survey. This design was most appropriate and suitable for the study since questionnaire was the major instrument used for collection of data from the sampled schools and offices.

### **Population of the study**

The population of this study includes one hundred and fifty three (153) schools / offices and five thousand seven hundred and thirty-four (5,734) staff of Post Primary Education Board in Delta North Senatorial District as shown in the Table 1.

**Table 1.** Population size of schools, offices and staff of Post Primary Education Board in the North Senatorial District according to Local Government Area of Delta State, Nigeria.

S/n	Delta North Senatorial District LGAS	Number of Schools and Offices	Number of Staff	% of Schools	% of Staff
1.	Aniocha North	18	547	11.8	9.5
2.	Aniocha South	19	635	12.4	11
3.	Ika North East	21	846	13.7	14.8
4.	Ika South	19	978	12.4	17
5.	Ndokuna East	17	269	11	4.7
6.	Ndokuna West	20	450	13	7.9
7.	Oshimili North	10	462	6.5	8.1
8.	Oshimili South	14	841	9.2	14.7
9.	Ukwuani	12	386	7.8	6.7
10.	PPEB H/Q	1	306	0.7	5.3
11.	Zonal Offices	2	14	1.5	0.3
		153	5734	100	100

Source: Post Primary Education Board Department of Planning Research and Statistics, Asaba March, 2009.

**Table 2.** Size of simple random sampling of school/offices staff in the public secondary schools in Delta North Senatorial District of Delta State, Nigeria.

S/n	Delta North Senatorial District LGA	Number of School	Number of sampled School	% Number of sampled School	Number of Staff	Number of sampled Staff	% Number of sampled Staff
1.	Aniocha North	18	2	10	547	20	10
2.	Aniocha South	19	3	15	635	25	12.5
3.	Ika North East	21	3	15	846	35	17.5
4.	Ika South	19	3	15	978	40	20
5.	Ndokwa East	17	1	5	269	5	2.5
6.	Ndokwa West	20	2	10	450	10	5
7.	Oshimili North	10	1	5	462	10	5
8.	Oshimili South	14	2	10	841	35	17.5
9.	Ukwuani	12	2	10	386	10	5
10.	PPEB H/Q & Zonal	1	1	5	306	10	5
11.	Zonal Offices	2	-	-	-	-	0
	Total	153	20	100	5734	200	100

Source: Post Primary Education Board Department of Planning Research and Statistics, Asaba March, 2009.

### Sample and sampling technique

The researcher sampled 20 schools and offices representing (13.24%) and 200 staff representing 3.5% from the target population of 5,734 staff of Post Primary Education Board and 153 public secondary schools/offices in Delta North Senatorial District through stratified random sampling technique because local government areas trained and untrained staff, including male and female staff strata were considered in the study Table 2.

### Instrument

The research instrument titled "training and utilization of staff and Job performance questionnaire (TUSJPQ)" was used in the study to generate information on the basis of the research hypotheses

formulated for this study. The questionnaire is made up of two sections, which consist of thirty (30) items.

### Validity of the Instrument

Two types of procedures were adopted by the researcher to establish the validity of the instrument. These include face and content validity. The researcher presented the instrument to experts in the field of discipline for moderation and approval. Their comments and advice were used to review the instrument to ensure its face value. Also, in terms of its content values, items in the questionnaire were scrutinized by experts to ensure that they adequately cover the areas of training and utilization of staff and to eliminate items that tend to repeat themselves. The highest score of 4 was scored for each response, indicating the most positive

**Table 3.** T– test analysis on training and utilization of staff of NCE and university graduates.

Source	N	X	SD	Df	t-cri	t-cal	Decision
Trained	120	287.2	71.8	198	1.96	7.29	Significant
Untrained	80	227.4	25.3				

\*P≤ 0.05 level of significance.

**Table 4.** T – test Analysis on Training and Utilization of Staff of Full-time and Part-time trained staff.

Source	N	X	SD	Df	t-cri	t-cal	Decision
Trained	120	282.8	11.6	198	1.96	7.94	Significant
Untrained	80	220.4	8.3				

\*P≤0.05 level of significance.

training and utilization of staff and a score of 1 of the response, indicative of the most negative.

#### Reliability of the Instrument

The reliability of the battery of test was determined by conducting a split half reliability test in which case, only one test is administered to eliminate measurement errors such as differences in testing conditions. The data of the two scores were correlated by employing the Spearman Brown Prophecy Formula to estimate the reliability of the instrument which yielded 0.75 reliability coefficient. This showed that the reliability coefficient has a high internal consistency.

#### Administration of Instrument

To ensure high percentage return of the research instrument, the researcher administered the questionnaire personally to the respondents in the sampled schools and offices, and retrieved them instantly.

#### Method of data analysis

The study made extensive use of tables for the presentation and for analysis of data. In testing for the significant difference of the null hypotheses formulated, a t-test statistic was employed.

## RESULTS

The results of this study were presented and discussed accordingly with respect to the hypotheses formulated.

#### Hypotheses testing

**H<sub>1</sub>:** There is no significant difference between NCE graduates and university graduates in their performance in Post Primary Education Board.

The Table 3 shows a t-critical value of 1.96 and a t-calculated value of 7.29. The t critical value of 1.96 is less

than the t calculated value of 7.29; hence, the null hypothesis was rejected which means that there is a significant difference between NCE and University graduate. These findings could be justified as most of the University graduates are acquainted with new approaches in solving both educational and administrative problems.

**H<sub>2</sub>:** There is no significant difference between the staff trained under full-time and part-time programmes in their performance in Post Primary Education Board.

The Table 4 shows a t-critical value of 1.96 and a t-calculated value of 7.94. The t critical value of 1.96 is less than the t calculated value of 7.94, hence, the null hypothesis was rejected which means that there is a significant difference between Full-time and Part-time trained staff. These findings could be justified as majority of the subjects believed that staffs trained in Full-time and Part-time programme do not perform equally.

**H<sub>3</sub>:** There is no significant difference between male and female staff trained in their performance in Post Primary Education Board.

The Table 5 shows a t-critical value of 1.96 and a t-calculated value of 12.5. The t critical value of 1.96 is less than the t calculated value of 12.5, hence, the null hypothesis was rejected which means that there is a significant difference in the deployment of staff according to sex. This may be justified as most of the subjects believed that deployment according to sex, influences staff performance.

## DISCUSSION

Hypotheses 1 revealed that there was a significant difference between NCE and University graduates as shown in Table 3. These findings may be accepted as



**Table 5.** T – test Analysis on Training and Utilization of Staff of staff according to sex.

Source	N	X	SD	Df	t-cri	t-cal	Decision
Trained	120	314.2	23.7	198	1.96	12.5	Significant
Untrained	80	210.8	7.4				

\*P≤0.05 level of significance.

University graduates have in-depth study of the courses and are acquainted with better skills and approaches in solving both educational and management problems. This is in consonance with Nakpodia (1998) who opined that training is often organized for staff to upgrade and update their knowledge and skills.

Hypothesis 2 showed that there was a significant difference between full-time and part-time trained staff as shown in table 4. The findings may be accepted as majority of the respondents responded that staff trained in full-time programmes performs better than part-time trained. This finding supports the work of Odor (1995) who opined that job performance of the full-time trained staff is higher than that of part-time trained as the former is usually highly coordinated, because of the relaxed manner in which the course was studied.

Hypothesis 3 showed that there was a significant difference between deployments of staff according to sex as shown in table 5. These findings may be accepted as majority of the respondents responded that deployment of staff according to sex influences staff performances negatively, as many teachers have very few periods or schedule of work to do in the urban areas while those in the rural areas are faced with so much loads. This study supports the work of Peretomode (2001), which pointed out clearly that each person in an organization, high or low, should have a clearly defined daily work that requires a full day's effort. The study further revealed that there was a significant difference in the deployment of trained and untrained staff as shown in table 5. These findings may be accepted as majority of the respondents agreed that deployment of staff affect effective performance of staff. This is in consonance with Peretomode (2001), who believed with the scientific management theory of scientifically selecting the best person for the job and training him thoroughly in the tasks and procedures to be followed and giving him jobs for which he is best suited physically as well as intellectually.

## Findings

The following findings were made in the study:

1. There is a high significant difference between the performance of NCE graduates and University graduates.
2. The work reveals that there is a significant difference between full-time and part-time graduates.

3. The study exposes that there is significant difference between deployment of staff according to sex.

## Conclusion

As a result of the findings, the following conclusions have been drawn that this paper dealt with training and utilization of staff and job performance. Some improvements needed in the quality of staff training and utilization and the associated problems were also highlighted. The study revealed that the performance of the university graduate staff is far above that of NCE graduate staff as a result of the in-depth knowledge of the course studied. The researcher also reached the conclusion that graduates who had full-time studies performed better than part-time graduates. This is because the former had the studies in a relaxed manner and more in-depth knowledge of the course than the part-time graduates. In addition, the research has shown that the deployment of staff according to sex affects performance adversely. The female staffs are mainly deployed to the urban areas while the male staffs are mainly in the rural areas.

In fact, the quality of training received by staff will go a long way in determining the employment opportunities available to staff and their competence on the job.

## RECOMMENDATIONS

The researcher has advanced the following recommendations:

1. The staff should be encouraged to go on further training through any form of training that is available in the interest of the staff and the organization which he/she serves.
2. Full-time studies are recommended for staff who are qualified for better performance at the end of their studies. Although part-time is not ruled out since it's one of the ways staff can train themselves.
3. Deployment of staff according to sex congests schools and offices in urban areas, leaving the schools in rural areas with just a few staff to handle both subjects studied and the ones not studied. Staff should be evenly distributed for effective job performance in the interest of the school system.

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