

# In-Service Training and Higher Productivity: A Case of the Administrative Staff of UEW

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## Abstract

The achievement of the goals of every organization depends on the ability of its staff being given training and the availability of resources within the organization. The study, sought to determine whether the administrative staff of UEW are offered in-service training and if so, how had the in-service training increased productivity in UEW. This was verify as to whether indeed in-service training is the true factor that had propelled the progress of UEW to this far. Simple Random Sampling was used to select 100 administrative staff at Winneba and Ajumako Campuses as the sample units for the study. Self administered questionnaire was used to collect primary data from respondents. The study found that, even though in-service training were done for administrative staff in the university, the training is not done at regular intervals. Those administrative staff who have had the opportunity to attend in-service training indicated that it has contributed to their growth and that of the University as a whole. The study recommended that the University must offer in-service training to its administrative staff annually, with regards to the various offices they work. This will improve their competencies and contribute to their growth and in the long run boost the output and image of the University.

## 1.1 INTRODUCTION

Every organization has its own goals and among such goals is to provide goods and services to its prospective clients. The achievement of the goals depends on the ability of its staff and the available resources within the organization.

Effective performance of assigned roles or duties by staff, mainly depends on the training and further development (in-service training) of the staff in the organisation.

In-service training enables the staff so trained on the job, to refresh their knowledge on how to execute their duties and also keep abreast with development that are evolving in the discharge of their duties. It will also enable them to know which of the old practices they need to retain and which of them they need to forgo. Hence, in-service training and staff development become imperative to the growth of every organisation.

It is worthy to note that, in view of the fast changing operating environment in organisations and their operations, there should be a deliberate training of organizational staff for new tasks and new ways to carry out their business operations. Thus, there should be a constant orientation and re-orientation of the staff for higher productivity. This goes to confirm the saying that the organization that does not plan and train to succeed, plans to fail.

In-service training is an on-the-job training, designed and performed to assist the individual or a group to perform a job or task effectively (Rac, 2001). It is given to staff so that they can contribute meaningfully to the organizational success. In-service training, according to Akinyele (1992) can be defined as specific learning activities which are job performance and contribution towards the achievement of organizational goals and objectives.

It is therefore a major concern of every organizational management to identify in-service training needs of their staff.

## 1.2 Statement of the Problem

The adage, an organization which fails to plan and train, plans to fail, expects that for every organization to succeed in its operations, its staff need to be given an in-service training from time to time. This, it is believed will equip the staff in order to discharge their duties fruitfully.

It could be seen that the University of Education, Winneba has chalked some massive improvement in productivity from the time its autonomy was granted in 2004. Some people have attributed the improvement to the periodic in-service training that are offered to administrative staff. These developments so recorded by the University had also been attributed by some people to other factors such incentives given to staff that cause them to give their maximum services or the staff own zeal that their job was properly done in the university. What then the exact cause was, has become a question to be answered.

This study is to assist the researchers to ascertain as to whether in-service training is offered to the administrative staff in the University. They are also to find out whether it is the in-service training that has propel the University to this far.

Almost all the researches that have been conducted on in-service training were on teaching staff and therefore the researchers found it appropriate to determine if the case or their conclusion was the same for

administrative staff. To carry out the study, the researchers posed the following research questions:

1. Does the University offer in-service training to its administrative staff?
2. How often does the University offer in-service training to its administrative staff?
3. What type of in-service training does the University offer to the administrative staff?
4. How has the in-service training contributed to the growth of the administrative staff?
5. How has the in-service training contributed to the growth of the University and in what way?

### **1.3 Objective of the Study**

The objectives of the study were to;

1. Ascertain whether in-service training is offered to the administrative staff of the University and how often it offered to the staff, it is done at all.
2. Ascertain whether successes that had been chalked by the University were propelled by the in-service training being offered to the administrative staff

### **1.4 Research questions**

The research questions for the study are;

1. Is in-service training offered to the administrative staff of the University and if yes, how often is it done?
2. Has the in-service training contributed to the growth of the administrative staff and the University as a whole?

### **1.5 Significance of the Study**

The study will contribute to public policy in the following ways;

- It will establish whether or not, the in-service training being offered to the administrative staff in UEW are adequate in terms of the periodic schedule or should be amended.
- It will outline or identify the essence and importance of the in-service training in the University.
- It will help identify the new training needs that that are to be offered to the administrative staff of the University.

## **2.0 LITERATURE REVIEW**

The researchers reviewed many published works in the area of in-service training. The information gathered indicated almost all the researches done in the area were carried out on teaching staff. Below were the sub-headings that were reviewed;

### **2.1 Meaning of In-service Training**

In-Service training is important to every organization and it provides for the training of staff who become result oriented in the discharge of their duties. It also allows the staff so trained, to recognize opportunities and needed objectives of the organizations.

Madubum (1992) viewed in-service training to be concerned with increasing knowledge and skills in doing a particular job. Its purpose is to effect change in knowledge, skill and attitude of staff.

In-service training, according to Chukuwueeka (1998), is a learning process that involves the acquisition of skill, concepts, rules or attitudes to increase performance of the employees. It is worth noting that some schools of thought see in-service training as an investment, used to acquire assets, which in turn allows a stream of resources to be generated in future. The assets so acquired, can be education, skill and mental or managerial utility.

Udo Udo-Aku (1998), also defined in-service training as the development of specific attitude needed for a job, to maximize productivity of individual staff and improve the overall organizational efficiency. It could be observed from his work that in-service training is an organized procedure by which people acquire knowledge and skill for a definite purpose. Its objective is to effect change in behaviour of organizational goals and increase productivity.

The concept is also seen by Armstrong Michael (1993) as the modification of behavior through experience, the transfer of skills and knowledge from who have them to those who need to acquire the knowledge. It is also for a significant improvement in job performance as a result of instruction, practice and experience.

Thanyer (1963) also defined in-service training as the formal procedure which a company uses to facilitate employees learning so that their resultant behaviour will contribute to the attainment of the company's goals and objectives.

### **2.2 Types of In-service Training**

The purpose of in-service training is to supplement the employees' knowledge to enable them to carry out higher responsibility. It is worthy to note that there are many types of in-service training and each is tailored in with

accordance to the needs of a given organisation under study. The training can be classified into the following;

**a) Introduction Training or Orientation**

This is done for new employees to become familiarized to the structure, functions, policies and ethics at the work environment of a given organisation.

**b) On-the –Job Training**

This training is given to staff who are already employees of a given organisation. It is to help them to know more of the rudiments, techniques and in-depth of their job to ensure efficiency and increase productivity of the given organisation.

**c) Supervisor Training**

This training is to inculcate in employees, the skill of supervising, controlling and training other employees on the job, with the aim of increasing productivity. It also enable them to train staff who are rotated to the various units in the organisation.

**d) Management Training**

This training is to give suitable employees adequate training to prepare them to occupy higher managerial positions in an organisation.

### **2.3 Importance of In-service Training**

In-service training is important to every organisation particularly the higher education institutions, such as UEW. The following are some of the benefits that can be derived for in-service trainings.

According to Odo (2000), in-service training reduces training time to reach acceptable standard of performance. Here, employees are able to use shorter learning periods which results into high productivity for the employer or the organisation. It also improves performance on the present job. In-service training satisfies the manpower needs of the employees, especially when it is difficult to recruit suitable worker for a given task in the organisation.

According to Nwachukwu (1992), in-service training instills confidence in the employees to be able to perform on the job.

## **3.0 METHODOLOGY**

### **3.1 Research Design**

Descriptive survey design was chosen for this study. Descriptive study is concerned with the relationship that prevails, beliefs, points of view held, ongoing processes, effects that are being felt and trends that are developing (Cohen & Manion, 1994; Creswell, 2002). This does not involve somewhat manipulation of variables. The descriptive study was considered appropriate for conducting this study because it is the one that deals with things as they currently are (Creswell, 2002). The design also provides information on which sound decisions could be based. It has the potential for providing a lot of information that could be obtained from quit a large number of individuals (Fraenkel & Wallen, 2000). The design was also considered to be useful in generating data that could facilitate decision making as to whether the assertion that in-service training could lead higher productivity will be confirmed.

### **3.2 Population and sampling**

The population under study was the administrative staff of the University of Education, Winneba. Simple random sampling technique was employed to select a sample size of 100 administrative staff for the study. According to Nwana (1993), a researcher should always bear in mind that a sample size of thirty (30) or more is required to provide a pool, largely enough to even the simplest kind of analysis. It should also be noted that the sample size needs to be large enough to ensure that it is theoretically possible for each sub-group (cell) to have at least 5 cases (Bouma & Atkinson, 1995). Hence, the selection of the sample size of one hundred (100) units for the study was appropriate.

### **3.3 Method of data Collection**

The study was based on only primary data collected from the respondents. The method of data collection for the study was self-administered questionnaire. The questionnaires were distributed to the sample units who responded to the question items on the instrument.

### **3.4 Method of data analysis**

The data collected with the questionnaire were analyzed descriptively with cross tabulation and contingency tables. This was done with the help of the Statistical Package for Social Scientists (SPSS) software.

## **4.0 PRESENTATION OF RESULTS**

This chapter presents and discusses findings that emerged from the study. The presentation consists of

preliminary and secondary data. The primary data were given by the respondents through self administered questionnaire. The data presented, touched on the bio data and general knowledge as well as the working experiences of the respondents.

**Table 4.1: A table depicting the cross tabulation of Sex and Age ranges of the respondents**

		Sex		Total
Age		Male	Female	
Age	18-30	10	16	26
	31-40	24	28	52
	41-50	14	6	20
	51-60	2	0	2
Total		50	50	100

As indicated from table 4.1 above, the study was conducted by using the sample size of 100, which consisted of 50 males and 50 females. It could be recalled that the majority of the respondents were between the age ranges of 31-40 and followed by 41-50. This depicts that the University has energetic administrative working staff.

**Table 4.2: A table depicting the cross tabulation of Respondents Age and Category of Staff**

		Category of staff			Total
Age		junior staff	senior staff	senior members	
Age	18-30	3	17	6	26
	31-40	2	32	18	52
	41-50	2	12	6	20
	51-60	0	1	1	2
Total		7	62	31	100

Table 4.2 above, depicts the respondents ages and staff categorisation. The majority of the respondents were Senior Staff. The table also depicts that the majority of the respondents have more years to work for the University because they will be in active service for a long period before retiring.

**Table 4.3: A table depicting the academic level of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NVTI	4	4.0	4.0	4.0
	NACVET				
	Diploma	18	18.0	18.0	22.0
	1st Degree	46	46.0	46.0	68.0
	2nd Degree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 4.3 above shows that the majority of the respondents are graduates. Therefore, per their training and knowledge, administrative staff will be able to deliver in their quest to serve the University. It could therefore be asserted that if the administrative staff given regular in-service training, their output delivery in their administrative duties would be boosted.

**Table 4.4: A table depicting the number of years respondents had worked in the University**

No. of years served	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	41	41.0	41.0	41.0
6-10	22	22.0	22.0	63.0
11-15	14	14.0	14.0	77.0
16-20	23	23.0	23.0	100.0
Total	100	100.0	100.0	

Table 4.4 above, gives details of how many years the respondents had served as administrative staff in the University. It could be recalled that the majority of the respondents had served for period of six (6) years and over. This shows that the administrative staff of the University have therefore gained enough experience on the job.

Respondents were asked to briefly state their understanding about *in-service training*. Almost all the respondents answered that the phrase was about the retraining of staff that are already on the job. Their response suggested that they have idea about it and also benefited from such training in the University before.

**Table 4.6: A table depicting whether or not UEW organises in-service training for its staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	82.0	82.0	82.0
No	18	18.0	18.0	100.0
Total	100	100.0	100.0	

Table 4.6 above answers the question as to whether or not the University of Education, Winneba, organises in-service training for its administrative staff. This goes to answer the research question 1 which seeks to enquire as to whether in-service training is offered to the administrative staff of the University. Per responses in the table, it could be concluded that in-service training is offered to the administrative staff of the University. However, considering the minority responses as per the table, it could be suggested that though in-service training is offered to administrative staff of the University, not all the staff had benefited from any of such training and therefore it will prudent if the training could cover all administrative staff annually.

**Table 4.7: A table depicting whether UEW organises in-service training for all categories of administrative staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	82.0	82.0	82.0
No	18	18.0	18.0	100.0
Total	100	100.0	100.0	

Table 4.7 above answers the question as to whether or not the University of Education, Winneba, organises in-service training for all categories of administrative staff. The responses from table indicate that in-service training is not organised for all categories of administrative staff in the University. It will therefore be better if the University could offer the retraining to all administrative staff to boost their work output.

**Table 4.9: A table depicting how often the respondents attend in-service training in the University**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once a year	64	64.0	64.0	64.0
	twice a year	10	10.0	10.0	74.0
	quarterly	8	8.0	8.0	82.0
	None	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

Table 4.9 above depicts how often the University offer in-service training to its administrative staff. The majority of the respondents stated that the training is done once a year whereas other indicated half-yearly or quarterly. Few others also indicated that in-service training is not done in the University for the various categories of administrative staff. This could suggest that there were other administrative staff who had not benefited from such training.

A follow-up question as the type of in-service training that are given to the administrative staff, the majority of the respondents indicated that they were given some training at the time they appointed as staff of the University. Some of the training they mentioned were drafting and typing of documents such as letters and memos, filing of documents, receiving and despatching of documents, taking minutes as secretaries of committee at the various levels. In addition, they indicated that they are given some period orientations to refresh their minds and also to enhance their work.

In the case of the Senior Members, they stated that they meet with the Registrar of the University every fortnight to hold discussions on how the work in the Registry could progress. In addition, they indicated that they hold annual review meetings to discuss progress and challenges of the administrative activities in the previous year and make recommendations on activities to be carried out in the ensuing year.

**Table 4.10: A table depicting whether the in-service training the respondents received had contributed to their growth as administrators**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	80.0	80.0	80.0
	No	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Table 4.10 above gives the response as to whether the in-service training the respondents had received, had contributed to their growth as administrators of the University. From the table, it could be recalled that the majority answered affirmatively which indicates that the in-service training they had received, had contributed to their growth as administrators in the University.

**Table 4.11: A table depicting how the in-service training had contributed to the growth of UEW**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	66	66.0	66.0	66.0
	negative	4	4.0	4.0	70.0
	somehow	14	14.0	14.0	84.0
	no idea	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

Table 4.11 above depicts the responses of the respondents as to how the in-service training they had received, had contributed to growth of the University. The majority indicated that their training had contributed

positively to the growth of the University. It could therefore be said that when more in-service trainings are offered to the admission staff, it will go a long way to improve the image and standard of the University in terms of its administrative activities.

## **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The part presents the summary, conclusion and recommendations for the study.

### **Summary**

The study sought to establish as to whether or not the administrative staff of the UEW are given regular in-service training. It was also to find out whether the training had contributed to their growth and University as a whole.

In all, 100 administrative staff were sampled out of the Administrative staff of the University. Data from the respondents were collected with the help of self administered questionnaires and were analysed with the help of Statistical Package for Social Sciences (SPSS).

### **Conclusion**

The study concluded that even though in-serve training is offered to administrative staff in the university, not all administrative staff were given such training. Some even indicated that they have no idea as to what in-service training was all about. However, the administrative staff who have had the opportunity to attend in-service indicated that it has contributed to their growth and that of the growth of the University as well.

### **Recommendation**

On the basis of the findings of the study, the following recommendations are made:

The University must offer in-service training to its entire administrative staff annually. The training must be tailored to suit their respective offices. This will improve their competencies and contribute to the increase of their output delivery in the University.

### **References**

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