

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT (AAMUSTED)

EMPLOYEE EFFICIENCY AND ORGANIZATIONAL GROWTH OF NON- TEACHING
STAFF AT KUMASI TECHNICAL UNIVERSITY (KsTU). THE MEDIATING ROLE OF IN-
SERVICE TRAINING

ROSEMOND BENILY DADZIE

2023

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**Thesis in the Department of Management Studies, Faculty of Business, submitted to the
School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and
Entrepreneurial Development, in partial fulfilment of the requirement for award of the
Master of Business Administration (Human Resource and Organisational Behaviour)
degree**

SEPTEMBER, 2023

DECLARATION

STUDENT'S DECLARATION

I, ROSEMOND BENILY DADZIE, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of thesis as laid down by Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME: MR. AARON KUMAH

SIGNATURE:

DATE:

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DEDICATION

To my mother, Mrs. Elizabeth Dadzie, and my siblings, Thomas Steel-Dadzie, Nancy Dadzie,
Mrs. Hagar Dadzie, Edmund Steel-Dadzie, and Albert Steel-Dadzie

TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	ii
DECLARATION	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE	1
1.1 Background of the Study	1
1.2 Problem Statement	2
1.3 Research Objectives	3
1.4 Research Questions	3
1.5 Significance of the Study	4
1.6 Limitations of the Study	4
1.7 Scope of the Study	4
1.8 Organization of the Study	5
CHAPTER TWO: LITERATURE REVIEW	6
2.1 Concept of Employee Efficiency	6
2.2 Importance of Employee Efficiency to the Organization	8
2.3 Concept of Training	9
2.3.1 On-the-job training	10

2.3.2	Orientation	11
2.3.3	Leadership training	11
2.3.4	In-Service training	12
2.3.4.1	Effects of In-Service Training on Employee Efficiency	12
2.3.4.2	Effects of In-Service Training on Organizational Growth	13
2.4	The concept of Organizational Growth	13
CHAPTER THREE: METHODOLOGY		15
3.1	Research Design	15
3.2	Population of the study	16
3.3	Sampling and Sampling Techniques	17
3.4	Data Collection Instruments	18
3.5	Validity and Reliability	19
3.5.1	Validity	19
3.5.2	Reliability	19
3.6	Data Collection Procedure	19
3.7	Data Analysis	20
3.8	Ethical Consideration	20
3.9	Profile of Kumasi Technical University	21
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION		22
4.1	Demographic Data of Respondents	22
4.2	Analysis of the study objectives	24
4.2.1	Elements necessary for an effective in-service training programme	24

4.2.2	Effects of in-service training on employees' efficiency at Kumasi Technical University	28
4.2.3	The effects of in-service training on organizational growth at Kumasi Technical University	31
4.2.3.1	Discussion	33
4.2.4	The effects of employees' efficiency on organizational growth at Kumasi Technical University	34
4.2.5	Establishing in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University	36
4.2.5.1	Analysis was run between In-Service Training and Organizational Growth	37
4.2.5.2	Correlation analysis of In-Service Training and organizational growth	37
4.3	Testing of research question	41
CHAPTER FIVE: SUMMARY, CONCLUSION, RECOMMENDATION, AND FURTHER STUDIES		43
5.1	Summary of Findings	43
5.2	Conclusion	44
5.3	Recommendations	45
5.4	Suggestions for further studies	46
REFERENCE		47
APPENDIX 1: QUESTIONNAIRE		51

LIST OF TABLES

CONTENT	PAGE
4.1.1 Gender of respondents	22
4.1.2 Ages of the respondents	23
4.1.3 The Educational status of the respondents	23
4.2.1 Analysis of the elements necessary for an effective in-service training programme	24
4.2.2 Descriptive statistics of the Effects of In-Service Training on Employees' Efficiency at Kumasi Technical University	28
4.2.3 Analysis of the Effects of In-service Training on organizational growth at Kumasi Technical University	31
4.2.4 Descriptive Statistics of employees' efficiency on organizational growth at Kumasi Technical University	35
4.2.5.1 Correlation between In-Service Training and Organizational Growth	37
4.2.5.2 Correlational and descriptive statistics for In-Service Training and Organizational Growth	38
4.2.5.3 Anova ^a for In-Service Training and organizational growth of staff of KsTU	39
4.2.5.4 Residuals statistics for In-Service Training and Organizational Growth of staff of KsTU	39
4.2.5.5 ANOVA test for In-Service Training and Organizational Growth of staff of KsTU	40
4.2.5.6 Anova test results for In-Service Training and organizational growth of staff at KsTU	40
4.3 Test between the In-Service Training and organizational growth of staff at KsTU	41

ABSTRACT

The purpose of this study was to evaluate the effect of in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University (KsTU). The objectives of the study were to assess the effects of in-service training on employees' efficiency at Kumasi Technical University, to determine the effects of in-service training on organizational growth of the University, to analyze the effects of employees' efficiency on organizational growth in the University and to ascertain the effect of in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University. The targeted population was all the non-teaching staff of Kumasi Technical University and the sample size was 191. The method used were quantitative and qualitative where the respondents were divided into two groups, i.e. non-teaching staff and Human Resource Department. The findings of the study were that employees at KsTU work harder as a result of in-service training and the effects of employees' efficiency on organizational growth at the University was enhanced productivity. The study recommended that the University's administration should organize professional development sessions for its employees, encourage and inspire its staff to participate in in-service training programs, and secure funding to support in-service training initiatives for the staff. This will help the University to retain its potential staff.

CHAPTER ONE

1.1 Background of the Study

The public sector is responsible for ensuring that citizens have access to the fundamental services that a nation provides. Multiple studies have demonstrated that the services provided by the public sector do not meet the expectations of citizens or consumers, a phenomenon that is pervasive worldwide, especially in developing nations of which Ghana is no exception. There have been demands in recent years for public sector employees in Ghana to increase their productivity. This occurs in the context of the widespread belief that Ghana's public sector productivity is progressively declining. Indeed, the productivity of the Ghanaian public service has been frequently questioned whenever demands for improved working conditions by public employees have come to the fore. Consequently, it is essential for public sector employees to justify such demands by contributing to the development of their respective agencies and industries with an eye towards efficiency.

Bodies such as the World Bank, International Monetary Fund (IMF) and other agencies that are regarded as Ghana's development partners have contributed in diverse ways towards standardizing and improving the effectiveness and efficiency of the Ghanaian public service.

Amankona, Amo and Danquah (2018), stated in their research that many African countries have turned to various methods, including training and capacity development, in an effort to improve the dwindling quality of public sector service. The goal was to raise the level of professionalism in public sector. Following this, a more microscopic approach might be taken by instituting in-service training as a vehicle to enhance staff efficiency and, eventually, organizational growth. In-service training is perceived among some commentators as a vehicle to promote organizational growth.

Nife (2016) in his work explained that in-service training is a set of planned activities that an organization does to improve its employees' job knowledge and skills, change their job knowledge and skills, or change their attitudes and social behaviour in ways that are in line with the organization's goals and the needs of their jobs.

The Technical Universities Act of 2016 (Act 922) converted Kumasi Polytechnic, among others, into a Technical University with the intention of providing higher education in engineering, applied arts, science, and technology, as well as technical and vocational training. Kumasi Technical University (KsTU) is a prominent and reputable institution of higher education situated in the centre of Kumasi (Asem). Since its conversion, it has become an enviable centre for the training of professionals with entrepreneurial skills in Ghana. The university has a staff strength of 692 and as part of its strategic plan, the university has earmarked a substantial amount to develop the competency of its staff (Kumasi Technical University Strategic Plan 2020-2025). One of the main strategies to be adopted is the adoption of in-service training as a vehicle to develop and retain high caliber staff for the university.

1.2 Problem Statement

Even though there are many benefits to putting in-service training programmes in place in an organization, expecting that its arbitrary application would generate the same beneficial results would be a significant error in judgement. There is a chance that an organization's in-service training courses may not help them reach their goals. In recent years, the university has been organizing training courses for its staff. But can it be said with certainty that the training courses have reached their goals? Has the university's staff grown as expected in terms of how well they do their jobs? Has the university realized the anticipated proportionate increase in staff efficiency? These are knowledge gaps that need to be filled, particularly in light of Ghana's

rapidly expanding tertiary institution environment and the intense competition it has created. In such a cutthroat market, the university must effectively and efficiently manage the advantages and disadvantages of putting in place in-service training programmes in order to create synergies across the various structures and draw in and retain top talent.

1.3 Research Objectives

Using Kumasi Technical University as a case study, this research aims to evaluate the effect of in-service training on the relationship between employees' efficiency and organizational growth.

The specific objectives of the study are:

1. To assess the level of employee efficiency at Kumasi Technical University.
2. To determine the level of in-service training at Kumasi Technical University.
3. To ascertain the level of organizational growth at Kumasi Technical University.
4. To analyze the mediating role of in-service training in the relationship between employee efficiency and organizational growth at Kumasi Technical University.

1.4 Research Questions

In view of the above stated objectives, the following relevant questions needed to be asked.

1. What is the level of employee efficiency at Kumasi Technical University?
2. What is the level of in-service training at Kumasi Technical University?
3. What is the level of organizational growth at Kumasi Technical University?
4. What is the mediating role of in-service training in the relationship between employee efficiency and organizational growth at Kumasi Technical University?

1.5 Significance of the Study

The significance of this study stems from the effects that in-service training has on staff productivity and the organization's overall success. It is anticipated that the study will provide Management of public organizations, especially tertiary institutions, with feedback that will assist them in implementing effective policies aimed at improving overall staff performance and the bottom line of the institution. Again, it could serve as a resource for researchers, students, policymakers, and others.

1.6 Limitations of the Study

Some respondents may be biased when responding the questionnaire. Due to human and financial constraints, the extent of the sample may impact the results. Due to confidentiality, it is possible that certain information/documents will be difficult to access.

1.7 Scope of the Study

The study was conducted on the campus of Kumasi Technical University in the Ashanti Region with a concentration on the non-teaching staff from all ranks and departments. As part of its strategic plan, the university has allocated substantial resources to the capacity and competence development of its employees. Therefore, the selection of the university as a case study is optimal.

1.8 Organization of the Study

This study consists of five (5) chapters. The first chapter is the introduction, which provides context, and the second chapter is the literature review, which provides the theoretical framework for the study. The third chapter concentrates on the research methodology, while the fourth chapter describes the data presentation, analysis, and discussion. The fifth and final chapter presents the study's findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

1.0 Introduction

The study's goal is to assess the level of in-service training on the relationship between employee efficiency and organisational growth, with non-teaching staff at KsTU serving as a case study. This section examines the pertinent literature on the subject, delving into other researchers' perspectives and understanding of the variables and their relationships. The researcher examines the works of others and then provides a personal assessment of each, focusing on how those assessments affect the study's objectives.

2.1 Concept of Employee Efficiency

In recent years, there has been a constant call for public sector employees to be more efficient in carrying out their duties, especially given how much the government spends on them. This situation justifies the focus that has been placed on the concept of employee efficiency.

Efficiency is the capacity to do a task with little or no waste, labor, or energy. Being efficient involves using your resources as effectively as possible to attain your goals. In effect, it involves the ability to do something or produce something without wasting materials, time, or energy. Bronwyn (2018), also defined efficiency as having the capacity to do something or produce something with the least amount of waste, money, or labor possible. She further stated that there are two sorts of efficiency which are static efficiency and dynamic efficiency. Static efficiency is concerned with improving existing products, processes, or opportunities within existing constraints and dynamic efficiency is the constant development of new products, processes, or opportunities in order to increase profitability.

According to Berlin School of Business and Innovation (2019), Employee effectiveness relates to the ability to achieve set goals, which should be directly proportional to that of an organisation's. The further stated that an organisation's goals are focused on enhanced productivity, establishing a healthy work environment and better revenue and profits. Bakshi (2023), also had it that, employee efficiency is the quantifiable outcome derived from the allocation of resources towards a specific task or project, or the level of output achieved relative to the input invested. This concept is also commonly referred to as employee productivity.

The enhancement of employee efficiency is crucial for optimizing productivity and attracting investments to an organisation. However, there exist various factors that can influence employee efficiency, such as experience, motivation, skills, and knowledge. In order to enhance employee efficiency and bolster their morale, it is advisable to allocate them with responsibilities that facilitate the acquisition of new skills and leadership experience. In addition, it is imperative for organisations to establish explicit and well-defined objectives. The absence of such goals can significantly impede employee productivity.

Afeke (2020), in his dissertation, stated that just like investing in physical capital, investing in human capital plays a crucial role in increasing individual's labor productivity. Given that a skilled workforce boosts productivity and attracts investment to entrepreneurship, this suggests that the development of the labor force is improved in terms of both quality and quantity.

Indeed Editorial Team (2022), in their Article titled "12 Simple Strategies to Improve Work Efficiency" explains that a well-functioning and successful firm depends on its employees being efficient or effective at their jobs.". It continues that, to improve work efficiency,

Employees should measure the amount of time it takes to accomplish each task and try to increase the efficiency of those tasks as well as their time-management abilities to handle daily responsibilities.

2.2 Importance of Employee Efficiency to the Organisation

Employee efficiency should be a major concern of every organization because it indicates how well an employee can use his limited work hours to produce the best result. More productive workers indicate that organisation's human resource allocation is being used effectively. According to McConnell (2021), efficiency in the workplace is important because workers optimize output for the organization while minimizing input. They also meet expectations and has tangible benefits for the company. Leonard (2019) stated that, achieving a goal is one of the most important factors in employee performance additionally, efficient workers get things done properly. They also create great working environment and increase overall productivity.

Core (2013) stated in his article that, any effective and successful firm is aware of the value of workplace productivity. Being productive can help the business in developing and utilizing its human resource potential. Workplace productivity often correlated to positive customer interactions and customer service. It also helps to motivate the workplace culture and boost moral, producing even better company environment.

Pushfar.com in their article titled "How to improve Productivity in the Workplace and the Advantage of it", is of the view that the success and happiness within your company are greatly

influenced by workplace productivity. Employee productivity affects the amount of work done and its' benefits to the organization as a whole.

This indicates that employee productivity is a great indicator that your company is successful, healthy, and has a strong culture. Moreover, to improve and increase productivity and efficiency at work, an organization that cares about its overall performance should have goals in place.

2.3 Concept of Training

The human resources of the organization are those that have the capacity for development, improvement, and creativity stimulation, all of which, when appropriately stimulated, may guarantee the company's long-term survival. Employees can only be efficient and effective through training they acquire from their institutions. Training, as defined by Collins dictionary, is the process of learning the skills that you need for a particular job or activity or the process of bringing a person, etc to an agreed standard of proficiency, etc by practice and instruction. Management Study Guide in their publication titled "Training of Employees – Need and Importance of Training" defined training as the process of improving individuals' abilities, capacities, and knowledge to do a specific job. It continues to state that, training process moulds the thinking of employees and leads to quality performance of employees.

The goal of training is to help employees reach their maximum potential by providing them with the information, abilities, and skills they need to do the needed tasks effectively. INDIAFREENOTES (2021) stated that, training is intended to change the thinking and behaviour of individuals. It acquaints the employee with the requisite skill, real life situations at the workplace and helps in the faultless accomplishment of the work. It further indicated that, an

effective training programme should have the following characteristics: create an attitudinal change by creating awareness of the overall process; enhance skills in the organizational and managerial areas; have relevance to the job requirements. A good training performance should prepare the trainee mentally before they are imparted any job knowledge or skills. Employees that have received training are more adept at problem-solving and decision-making than untrained personnel. Monitoring trained personnel enthusiasm and motivation is also less important.

Implementing in-service training programmes in an organisation can provide future organisational human resources with the necessary knowledge and aid in their empowerment. In general, the primary goal of in-service training appears to be increased productivity and real productivity. One of the most pressing issues that organisations face today is assisting employees in reaching their peak levels of productivity. Employees who are more efficient can use the same resources more effectively and deliver better results.

Training comes in different types which includes on-the-job training, orientation, leadership training, in-service training among others which helps in the development of employee's skills and the organization as a whole.

2.3.1 On-the-job training

On-the-job training is employees learning how to perform their daily job better or effectively while at workplace. Bouchrika (2023) explains in his article that on-the-job training is a practical approach of transferring the essential knowledge, skills, and competences needed by employees to complete certain tasks at work. A person's skill set may be increased through on-

the-job training, which might lead to enhanced employee growth. An employee is more likely to be able to perform his job more efficiently when he has the opportunity to learn new skills or improve existing ones while he is employed. The following are the various methods of on-the-job training used in an organization: Job Rotation, Mentoring, Job Instruction, Committee Assignments, Internship Training, Job Shadowing, Self-instructional training, and Apprenticeship, (Sharma 2022).

Afeke in his dissertation titled *The Effect of Training on Employee Performance* (2020) cited that, on-the-job training helps in the organizational success and boost employees' performance as they learn and carry out the task on way. This is because employees can relate directly from their everyday operations when they are receiving on-the-job training. (Salau et al, 2014; Tukuimulongo, 2016).

2.3.2 Orientation

Orientation, according to HRZONE, is the process of educating employees on company policies, job duties, and other organizational characteristics and concepts that will aid in their smooth transition into the position. It also refers to a process of introducing new employees to the company and assimilating them with its policies, benefits and culture. The objectives are to increase employee commitment, lessen new recruit fear, explain the company expectations to them, and let them know what to anticipate from the position and the organization., (talentlyft.com). Oragui (2020) defined employee orientation as a process that offers a new hire the opportunity to get acquainted with core company values, get up close and personal with a wealth of departmental functions, meet new colleagues, and ask any burning work-related questions they might have up their sleeve. He added that employee orientation is crucial to the

development and success of any firm since it lowers employee turnover and increases engagement.

2.3.3 Leadership training

According to Wooll (2022), leadership training consists of initiatives aimed at improving the capacity of employees for problem-solving, decision-making, communication, and adaptability. Despite the disappointing results which sometimes happened in leadership training, the primary reason senior executives and HR invest in management training is to make their leaders and organizations more effective, (Beer, Finnström & Schrader, 2016).

2.3.4 In-Service Training

In-service training is a staff development programme where employees are trained to develop their skills in order to be more efficient and effective in performing their assigned tasks. This type of training is intended to promote professional development and increase skills and knowledge. Rezaei & Akhlaghi (2013) in the International Journal explain that, in-service training is a series of training needs assessment and planning activities designed to develop employees' knowledge, skills, attitudes, and behavior in order to perform their jobs more effectively. As cited in the International Journal of Academic Research in Business and Social Sciences by Nife (2016), in-Service training is a set of planned activities on the part of an

organization to increase the job knowledge and skills or to modify the job knowledge and skills or to modify the attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirements of the. It is also a kind of education, which is done to help the individuals in organizations to acquire knowledge, skills and attitudes in their jobs.

2.3.4.1 Effects of In-Service Training on Employee Efficiency

An organization's in-service training aims to increase employee productivity. It also provides employees with the knowledge, skills, and attitudes necessary to perform better, be more effective, and enjoy their jobs more. Samphina Academy in their Article titled Effectiveness of In-Service Training on Employee's Development and Productivity revealed that in-service training has significant effect on employee's morale, efficiency, productivity and organizational performance. In view of that organizations should periodically undertake in-service training of their employees so as to continue to improve their performance and productivity (Ugwu, 2023)

Fejohi and Faniran (2016) in the finding of their study indicated that, in-service training and staff development had little combined effects but significant relative effects on employees' maximum job productivity. According to Okae-Anti (2007), In-Service Training gives room for employees to grow professionally, helps to recruit more talented employees, and also ensures that services are of high quality.

2.3.4.2 Effects of In-Service Training on Organizational Growth

Employees are the greatest asset of the organization and investing in their training and development is key to sustain business growth and success. Jehanzeb & Bashir (2013) stated

that, every organization should have employees who can quickly adapt to a constantly changing business environment. They continued that, most businesses today spend a significant amount of money on employee training and development in order to remain competitive and successful.

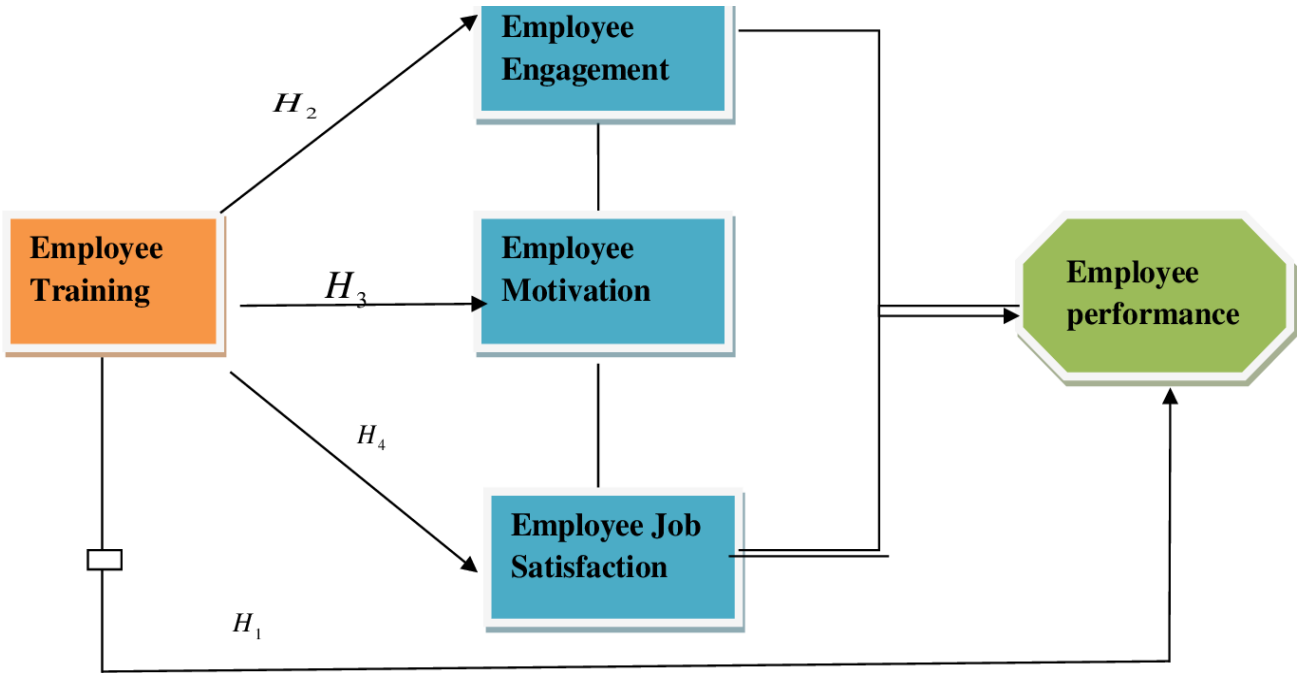
2.4 The concept of Organizational Growth

Growth is defined as an increase in an organization's size as measured by its workforce (Starbuck, 1965). A corporation might explore expansion during the stage of organizational growth and may start looking for additional ways to increase revenue. According to IGI Global, organizational growth is the process by which the structure of a multigent system organization increases roles and connections. Organizational growth is essentially a quantitative process. Indeed Editorial Team (2022) also defined organizational growth as a stage that a business reaches and might consider expansion and search for other opportunities to increase revenue. Organizational growth is often a function of industry growth trends, business lifecycle and the owners' desire for equity value creation.

As human beings have stages in growth so do organizations, and according to Upwork Team (2022), there are five stages of organizational growth which include existence, survival, success, take-off, and resource maturity. The survival and growth of an organization is not just showing up in numbers but the drivers that make the organization grow. The four main drivers to organizational growth are people, processes, alignment, and focus (Kissos, 2021). In Kissos point of view, employees are the most important component of growth, and there should be a defined process in place to enable them achieve results in the most effective way. The people

must also be aligned in their daily tasks and operations in accordance with the company's goals and focus on the areas for growth.

2.5 Conceptual Framework



Source : Adopted from Nushrat N.A (2018)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter examines the methodology employed for data collection in the given context, aiming to address the research questions and achieve the study's objectives. The chapter also explains the methodology employed in the research, encompassing details pertaining to the study's population and sampling technique, the instruments utilised for data collection, the procedures followed for data collection, and the methods employed for data analysis. It also provides a concise overview of Kumasi Technical University.

3.1 Research Design

A research design is the blueprint for the study that is intended to address the research objectives and answer any questions that may arise. It describes the researcher's "mode of operation." A research design thus provides a general overview of the chosen method as well as the reason(s) for that choice. It describes the data collection methods, instruments used, and how the data collected is analyzed (Saunders, Lewis & Thornhill, 2007). The study used both quantitative and qualitative methods. Respondents were divided into two groups: non-teaching staff and the Human Resource Department.

In terms of quantitative data, a survey approach based on the use of questionnaires will be used. For the required information, questionnaires will be distributed to the non-teaching staff of the University. The data collected will be subjected to statistical computations in the form of frequencies, percentages, graphs, and charts to aid in data analysis.

In terms of the qualitative aspect of the study, the researcher chose to collect detailed information relevant to the study through interviews. The interview guide is designed to gather information from the Human Resource Department. This was crucial in obtaining the information sought by the researcher on the process involved in conducting in-service training of the non-teaching staff.

3.2 Population of the study

A research population is a collection of people or things that are the subject of a scientific investigation (Saunders, Lewis & Thornhill, 2009). Target population refers to the total number of subjects or the environment or the entire framework from which a sample of the survey data is to be used to make inferences (Machoki, 2014). There are 365 non-teaching staff members at the University irrespective of rank: junior staff, senior staff, and senior member. They are in charge of the University's overall operations and provide support services to the teaching staff. Among them are the Registrars, the Finance team, the Internal Audit team, the Planning Unit officers, the Quality Assurance team, the Clinic team, the ICT Directorate officers, the Procurement team, the Works and Physical Development team, and the Security Officers.

There was no rank segregation of respondents in order to obtain a fair representation of the views of all the various categories of respondents. This allows for a more objective evaluation. The researcher also intends to gather information from those directly responsible for organizing in-service training for the non-teaching staff of the University (Head of Human Resource Department). Because the head of Human Resources oversees the organization of in-service training, it was deemed appropriate to conduct an interview with the department.

3.3 Sampling and Sampling Techniques

Researchers cannot and do not test every individual in the sample frame (population) due to the large sizes of the populations involved in research works. Researchers frequently use sampling techniques that allow them to focus on a subset of members or events rather than the entire population to make their work easier (Saunders et al; 2009).

For this study, two groups of respondents have been identified. Purposive sampling was used to select respondents for the interview, the head of the Human Resources Department. According to Saunders et al. (2009), the use of the purposive sampling technique in identifying the Head of the Human Resource Department for interview was ideal because the purposive sampling technique is appropriate when the researcher requires information about an event, situation, or phenomenon and can identify a source that can provide the needed information more readily than other sources. The Head of Human Resources was thought to be in a better position to provide the necessary information about the University's employee efficiency, in-service training programmes and organizational growth. An interview guide will be used to help the researcher direct his line of questions to obtain the relevant information for the study.

The Slovin's (1960) sampling method was used to determine the sample size for the survey.

The formula is as follows: $n = N / [1 + N (e)^2]$ (where n is the sample size, N is the sample frame, and e is the margin of error/confidence level). As previously stated, the University has a non-teaching staff population of 365 people.

Using a margin of error of 5% and the Slovin's formula to calculate the sample size, the following results were obtained:

$$n = \frac{N}{1 + N(e)^2} = \frac{365}{1 + 365(0.05)^2} = \frac{365}{1.9125} = 190.849$$

∴ the sample size is 191

The sample size selected was 191 and as a result, the researcher chose 191 non-teaching staff to serve as respondents. The sample size was then subjected to simple random sampling. According to Saunders et al. (2009), the simple random sampling technique is appropriate when respondents are required to provide uniform, consistent, and non-biased responses about a phenomenon. The researcher deemed it prudent to afford everyone an equal chance to serve as a respondent for the study irrespective of rank or office, thus justifying the use of a simple random sampling method.

3.4 Data Collection Instruments

This section discusses the methods that will be used to collect data for the study. It also shows the instruments to be used for data collection. For data collection, two methods will be used: semi-structured interviews and a survey. These will be done with interview guides and questionnaires, respectively.

The research guide for the semi-structured interview will comprise a flexible list of questions to allow for detailed explanations of issues from the interviewees, the Head of Human Resource Department. It will be used to solicit detailed information about the implementation of the in-service training programmes at the institution. In the survey's implementation, questionnaires will be distributed to the non-teaching staff. It will be used to collect information in a consistent, non-biased manner. Given the nature of the information required, these two (2) data collection techniques, semi-structured interview and a survey, were deemed appropriate.

3.5 Validity and Reliability

3.5.1 Validity

Heale and Twycross (2015) defines validity as the extent to which a concept is accurately measured in a quantitative study. A significant amount of effort and time was expended to ensure the study's validity. The approach chosen was thought to be objective, and the use of surveys and interviews was thought to be appropriate in increasing the validity as more information was obtained. Face-to-face interview is to be conducted so that any difficulty or ambiguity could be explained. This increased the credibility of the methodology used.

3.5.2 Reliability

Reliability is concerned with determining whether similar results of a study could be obtained using the same methodology and under the same conditions. According to Heale & Twycross (2015), reliability determines the accuracy of an instrument. The term is commonly used to determine whether the measures used to reach conclusions in a study are consistent. This is accomplished by ensuring the study's repeatability, so that if a similar study were conducted using the same methodology, there would be an assurance or likelihood of obtaining a similar result. It is believed that the proper methodology has been adopted and the appropriate respondents chosen to provide a more accurate picture of the subject matter under investigation. As a result, it is widely assumed that the findings of this study could be replicated using a similar methodology.

3.6 Data Collection Procedure

To obtain the necessary data for the study, the study used both primary and secondary sources. Interview and surveys were used to collect primary data from respondents. Secondary

sources of information included selected texts, journal articles, relevant publications on the subject, and other internal documents from Kumasi Technical University.

3.7 Data Analysis

The study will employ a blend of qualitative and quantitative methodologies for the purpose of data collection and analysis. The qualitative analysis entails the documentation of the interviewee's responses, which will be subjected to content analysis in accordance with the research objectives. Regarding the quantitative analyses, the data acquired from the distribution of questionnaires will be categorized and labelled appropriately. The responses will subsequently be analyzed in relation to the categorizations, considering the study's objectives and research questions, to ensure compliance and consistency. The data gathered will undergo analysis using the Statistical Package for Social Sciences (SPSS). The results will be presented using descriptive measures such as frequencies, percentages, and visual aids such as graphs and charts.

3.8 Ethical Considerations

The goal of research ethics is to prevent others from being hurt or suffers adverse consequences from research activities (Hamidza, 2018). This principle was followed by taking precautions to ensure that neither the respondents nor any other participants in this research work were harmed in any way. Permissions will be obtained before conducting interviews and administering questionnaires, and the study's goals and objectives will be clearly communicated to the appropriate authorities (management) as well as the respondents. Management and participants will be assured that the study will be used solely for academic purposes and will not be used for any other purpose. Participants will not be forced to participate, but rather encouraged to do so voluntarily. The study's information will be kept strictly confidential.

3.9 Profile of Kumasi Technical University

The Technical Universities Act of 2016 (Act 922) transformed Kumasi Technical University, among others, into a Technical University to provide higher education in engineering, applied arts, science, and technology, as well as technical and vocational training. KsTU is a prominent and reputable technical university located in the heart of Kumasi. Since its transformation, it has become an enviable university in Ghana for the training of professionals with entrepreneurial skills and currently employs 692 people. The university's 29 academic departments offer a range of diploma, higher national diploma, bachelor of technology, and master of technology programmes. These new programmes have led to a rapid growth of the institution which now proudly boasts of six faculties, a School of Graduate Studies, an Institute of Research, Innovation and Development, an office for International Affairs and Institutional Linkages, an ICT Directorate, a Directorate for Works and Physical Development among other offices and units

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter presents the analysis of collected data from staff of the Kumasi Technical University in Kumasi through one hundred and ninety-one (191) self-administered questionnaire. The findings were presented with the help of tables and figures to complement the interpretation of data collection. The data was analyzed into descriptive statistics using the IBM for Scientist, version 28. The chapter also presents details on set research objectives and the approaches used in achieving them. The research objectives of the study were to assess the effects of in-service training on employees' efficiency at Kumasi Technical University, to determine the effects of in-service training on organizational growth at Kumasi Technical University, to analyze the effects of employees' efficiency on organizational growth at Kumasi Technical University and to ascertain the effect of in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University. The study was at a correlation is significant at the 0.05 level.

4.1 Demographic Data of Respondents

The specific demographic features of the respondents were as follows:

4.1.1 Gender of the respondents

Table 4.1.1 Gender of the respondents.

Gender	Frequency	Percentages
Male	119	62.3
Female	72	37.7
Total	191	100

Source: Fieldwork survey, 2023.

Table 4.1.1 shows that 119(62.3%) of the respondents were male while 72(37.7%) of the respondents were female. This implies that majority of respondents are males.

4.1.2 Ages of the respondents

Ages of the respondents	Frequency	Percentages
20-29	39	20.4
30-39	66	34.6
40-49	49	25.7
Over 50 years	37	19.4
Total	191	100

Source: Fieldwork survey, 2023

Table 4.1.2 show that 39(20.4%) of the respondents are between the ages of 20-29 years, 66(34.6%) of the respondents are between the ages of 30-39 years, 49(25.7%) of the respondents are between the ages of 40-49 years and 37(19.4%) of the respondents are above 50 years. This mean that the modal class of the respondents are between the ages 30-39 years.

4.1.3 The Educational status of the respondents

Educational level of the respondents	Frequency	Percentages
HND	33	5.8
FIRST DEGREE	58	30.4
MASTERS	63	33
PHD	37	19
Total	191	100

Source: Fieldwork survey, 2023

Table 4.1.3 show that 33(5.8%) of the respondents have HND as their educational qualification as a staff while 58(30.4%) of the respondents have first degree as their educational

qualification as a staff and again 63(30.4%) of the respondent's master as their educational qualification as a staff and 37(19%) of the respondents have PHD as their educational qualification as a staff. This mean that majority of respondents have masters as their educational qualification as a staff.

4.2 Analysis of the study objectives

This section presents the objectives of the study in different categories enumerated below.

4.2.1 Elements necessary for an effective in-service training programme

An effective in-service training program is crucial for the professional development of employees and can significantly contribute to the success of an organization. To ensure that in-service training program is effective, the study seek to analysis the elements necessary for an effective in-service training program.

The level of in-service training of employee efficiency at Kumasi Technical University.

Table 4.2.1: Analysis on the elements necessary for an effective in-service training programme.

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Rank
	F	P(%)	F	P	F	P	F	P	F	P	
In-service training programme should incorporate staff involvement in deciding on training programme	128	67.1	14	20.0	5	7.1	4	5.7	0	0	1 st
In-service training targets should be realistic and attainable.	84	44.3	19	27.1	8	11.4	9	12.9	3	4.3	2 nd
In-service training programmes should be based on staff	84	44.3	11	15.7	4	5.7	7	10.0	17	24.3	3 rd

training needs assessment.											
In-service training should align with organizational and individual goals.	76	40.0	19	27.1	9	12.9	10	14.3	4	5.7	4 th

Source: Field survey, 2023

This section seeks to analysis the elements necessary for an effective in-service training programme at KsTU. The element that ranked first was In-service training programme should incorporate staff involvement in deciding on training programme with 128(67.1%), the second was In-service training targets should be realistic and attainable with 84(44.3%), In-service training programmes should be based on staff training needs assessment was ranked third with 84(44.3%) and lastly In-service training should align with organizational and individual goals with 76(40.0%).

In-service training programs are invaluable for the professional development and growth of employees within any organization. In the context of Kumasi Technical University (KsTU), it is essential to understand the specific elements that contribute to the effectiveness of an in-service training program and one of the most important element is the active involvement of staff members in the design of the training program. According to the data collected, this element was ranked first with 67.1% strongly agreeing. This finding underscores the importance of engaging employees in decisions regarding the content, format, and delivery of in-service training. When staff members are actively involved in designing the training program, several benefits emerge which include the following: it ensures that the training is relevant to their specific roles and responsibilities within the organization and also foster a sense of ownership and commitment to the training program.

When employees have a say in its design, they are more likely to be invested in its success, actively participate, and take responsibility for their own learning. This aligns with the notion of adult learning principles, where individuals are more motivated when they have a sense of autonomy and when learning is problem-centered and practical (Knowles, Holton, & Swanson, 2015). To implement this element effectively, KsTU should establish a structured mechanism for gathering input from staff members, such as suggestion boxes, focus groups, or regular meetings dedicated to training program design. By doing so, KsTU can harness the collective wisdom and experience of its workforce to create training programs that are truly effective and impactful. The second critical element identified for an effective in-service training program is the importance of setting realistic and attainable training targets. According to the data, 44.3% of respondents ranked this element as second in importance. This aspect emphasizes the necessity of ensuring that training objectives are not only challenging but also achievable within the given time frame and resource constraints. Setting realistic and attainable training targets is essential for several reasons. Firstly, it prevents participants from feeling overwhelmed or demotivated by unrealistic expectations. When targets are attainable, employees are more likely to stay engaged throughout the training process, as they can see a clear path to success.

Secondly, it allows for better tracking and assessment of training outcomes. When targets are realistic, it becomes easier to measure progress and determine whether the training program has achieved its intended objectives. This data-driven approach enables KsTU to make informed decisions about the effectiveness of the training and make necessary adjustments. To implement this element effectively, KsTU should establish a clear process for setting training objectives. This process should involve input from both trainers and participants to ensure that the targets are challenging yet attainable. Additionally, regular progress monitoring and feedback sessions

should be integrated into the training program to assess whether the objectives are being met and to make adjustments as needed. The third element identified as crucial for an effective in-service training program is the need to conduct needs assessments which, according to the data, had 44.3% of respondents.

Needs assessments involve systematically identifying the specific training needs of staff members to tailor the training program accordingly. It is also a fundamental step in designing effective training programs as they provide valuable insights into the knowledge and skills gaps that need to be addressed. By understanding these gaps, KsTU can develop training content that directly addresses the most pressing needs of its employees, making the training more relevant and impactful. To conduct effective needs assessments, KsTU can use a variety of methods such as surveys, performance evaluations, interviews, and feedback from supervisors. These assessments should be conducted periodically to ensure that the training program remains aligned with the evolving needs of the organization and its staff. The fourth and final element highlighted for an effective in-service training program at KsTU is the alignment of training with organizational and individual goals. According to the data, this element was ranked last, with 40.0% of respondents indicating its importance. However, it is important not to underestimate the significance of this alignment.

When in-service training aligns with the overarching goals of KsTU, it becomes a strategic tool for driving organizational success. This alignment ensures that the skills and knowledge gained through training directly contribute to the university's mission and objectives. It also fosters a sense of purpose and connection between the training program and the broader vision of the organization, motivating employees to excel in their roles. Moreover, aligning training with individual goals is equally important. Employees are more likely to engage with

training when they see how it can benefit their career advancement and personal development. KsTU can achieve this alignment by offering opportunities for participants to set personal learning goals and by providing support for achieving those goals.

To implement this element effectively, KsTU should establish a framework that clearly links the content and outcomes of the training program to both organizational and individual goals. Regular communication about these connections can reinforce the relevance of the training and its value to participants.

In conclusion, an effective in-service training program at KsTU must incorporate several key elements, as identified through the analysis of the data. These elements include staff involvement in program design, setting realistic and attainable training targets, conducting needs assessments, and aligning training with organizational and individual goals. By recognizing and implementing these elements, KsTU can enhance the effectiveness of its in-service training programs, leading to improved employee performance and contributing to the overall success of the university.

4.2.2 The level of in-service training on employees' efficiency at Kumasi Technical University

This study explores the effects of in-service training programs on employees' efficiency at Kumasi Technical University. They are designed to update employees' knowledge and skills in their respective fields. These programs offer staff members the ability to learn more about the most recent innovations, technologies, and best practices in their respective fields. As employees acquire new knowledge and skills, they become more competent in their roles, resulting in improved efficiency.

Table 4.2.2 Descriptive statistics of the level of In-Service Training on Employees' Efficiency at Kumasi Technical University

Statement	Mean	SD	Mode	N	Rank
Improved Knowledge and Skills	2.91	1.387	1	191	1 st
Increased Job Satisfaction	2.85	1.310	1	191	2 nd
Enhanced Problem-Solving Abilities	2.77	1.269	1	191	3 rd
Adaptation to Technological Advancements	2.76	1.412	1	191	4 th
Enhanced Teamwork and Communication	2.69	1.416	1	191	5 th
Employee Retention	2.64	1.533	1	191	6 th

Source: Fieldwork survey, 2023.

In-service training is a critical component of professional development, and its effects on employees' efficiency are of great importance to institutions like Kumasi Technical University (KsTU). This analysis delves into the findings presented in Table 4.2.2, which reveal the outcomes of in-service training programs on employee efficiency at KsTU. The table ranks various effects with improved knowledge and skills, increased job satisfaction, enhanced problem-solving abilities, adaptation to technological advancements, enhanced teamwork and communication, and employee retention being the key factors. This analysis will provide an in-depth exploration of the findings and their implications for KsTU. The data from Table 4.2.2 indicated that the top-ranked effect of in-service training at KsTU is the improvement of knowledge and skills, with a mean score (M) of 2.91 and a standard deviation (SD) of 1.387. This suggests that employees who participate in these training programs experience significant enhancements in their knowledge base and skill sets. Such improvements are essential in an academic institution like KsTU, where expertise and competencies directly impact the quality of education and service delivery.

In-service training programs that focus on imparting new knowledge and refining existing skills can help KsTU employees stay up-to-date with the latest developments in their respective fields. This, in turn, contributes to the university's commitment to providing high-quality education and maintaining its reputation as a center of excellence. Ranked second in the effects of in-service training is the increase in job satisfaction, with an M of 2.85 and an SD of 1.310. Job satisfaction is a vital factor in employee motivation and retention. When employees are satisfied with their roles and the organization, they tend to be more engaged, committed, and productive.

In the context of KsTU, where the quality of education is paramount, job satisfaction can have a direct impact on the effectiveness of faculty and staff. Satisfied employees are more likely to go the extra mile to ensure the success of their students and the university as a whole. The third-ranked effect is the enhancement of problem-solving abilities, with an M of 2.77 and an SD of 1.269. Problem-solving is a critical skill in academia, where faculty and staff often encounter complex challenges that require innovative solutions.

In-service training programs that emphasize problem-solving can equip employees with the tools and techniques needed to address these challenges effectively. This does not only improve their individual efficiency but also contributes to the university's ability to overcome obstacles and adapt to changing circumstances. Ranked fourth in the list of effects is the adaptation to technological advancements, with an M of 2.76 and an SD of 1.412. In today's digital age, staying updated with technological advancements is crucial for any educational institution. KsTU's commitment to technological excellence is reflected in this finding.

In-service training programs that focus on technology enable employees to leverage the latest tools and platforms for teaching, research, and administrative tasks. This adaptation to

technology not only enhances efficiency but also positions KsTU as a forward-thinking institution. Fifth in the ranking is the enhancement of teamwork and communication, with an M of 2.69 and an SD of 1.416. Collaboration and effective communication are fundamental in an academic environment, where interdisciplinary work and knowledge sharing are common. In-service training programs that promote teamwork and communication skills foster a collaborative culture at KsTU. This can lead to improved research outcomes, better student support, and more efficient administrative processes. Lastly, employee retention shares the sixth position with an M of 2.64 and an SD of 1.533. While it is equally important as the other effects, it is noteworthy that retention was ranked lower in this particular survey. However, it should not be underestimated, as retaining experienced and skilled employees is essential for the long-term success of KsTU. In-service training programs that invest in employees' growth and development can contribute to higher retention rates. When employees perceive opportunities for learning and career advancement within the organization, they are more likely to stay committed to KsTU.

In conclusion, the effects of in-service training on employee efficiency at Kumasi Technical University (KsTU) are multifaceted and have significant implications for the institution's mission and performance. These effects, including improved knowledge and skills, increased job satisfaction, enhanced problem-solving abilities, adaptation to technological advancements, enhanced teamwork and communication, and employee retention, underscore the importance of investing in professional development programs.

4.2.3 The level of in-service training on organizational growth at Kumasi Technical University

Table 4.2.3 Analysis of the level of In-service Training on organizational growth at Kumasi Technical University

Statement	1	2	3	4	5	Descriptive Statistics				
	F	F	F	F	F	Total	Mean	Mode	SD	Rank
Employees at KsTU work harder because of the In-service training.	45	36	21	46	43	191	3.03	1.00	1.51	1 st
Members of staff know their job schedule / what is expected of them.	54	45	17	42	33	191	2.76	1.00	1.95	2 nd
Generally, most employees' performance meet/satisfy standards.	42	71	27	27	24	191	2.58	1.00	1.32	3 rd
Staff members know what constitutes good performance.	56	51	24	39	31	191	2.57	1.00	1.38	4 th

Source: Fieldwork survey, 2023.

Table 4.2.3 seeks to analysis the effects of in-service training on organizational growth. In today's dynamic and competitive business landscape, organizations like Kumasi Technical University (KsTU) recognize the pivotal role of in-service training in fostering growth and development. This analysis delves into a table that examines the effects of in-service training on organizational growth at KsTU. The table highlights three key effects: increased employee motivation, enhanced job clarity, and improved performance alignment with standards. With

mean scores (M) and standard deviations (SD) providing quantitative insights, this analysis explores these effects and their significance for KsTU's organizational growth. Topping the list of effects, with a robust mean score of 3.03 and a standard deviation of 1.51, is the finding that employees at KsTU work harder as a result of in-service training. This suggests a strong positive correlation between training initiatives and employee motivation to excel in their roles. The data underscores the crucial role of in-service training programs in boosting the enthusiasm and dedication of employees. The link between training and motivation is well-established in organizational literature. When employees receive opportunities for skill development and career advancement, as facilitated by in-service training, they tend to feel more valued and engaged (Noe, 2016). This motivation can translate into higher productivity, increased quality of work, and greater commitment to the organization's goals—factors that are integral to organizational growth.

The second effect highlighted in the table is that members of staff at KsTU have a clearer understanding of their job schedules and what is expected of them due to in-service training, with an M of 2.76 and an SD of 1.95. This finding underscores the role of training in providing employees with the knowledge and guidance needed to excel in their roles. Job clarity is vital for organizational growth as it reduces ambiguity and fosters efficiency. When employees know their job schedules and expectations, they can align their efforts with organizational objectives more effectively. This, in turn, leads to streamlined operations, reduced errors, and improved overall performance. In-service training programs should continue to prioritize clarity in job roles and responsibilities. This can be achieved through well-structured training modules that not only impart knowledge and skills but also outline specific job expectations and performance standards. Clear communication and regular updates regarding job roles and responsibilities can

reinforce this effect. Ranked third in the table is the finding that, generally, most employees' performance meets or satisfies organizational standards, with an M of 2.58 and an SD of 1.32. This suggests that in-service training plays a role in aligning employee performance with organizational benchmarks. Performance alignment is crucial for organizational growth as it ensures that the efforts of employees are in sync with the strategic goals of the institution. When employees are well-trained and understand their roles, they are more likely to deliver results that meet or exceed established standards. In-service training programs should continue to focus on improving performance alignment by setting clear performance standards and regularly assessing and providing feedback on employee performance. Performance management systems that are closely linked to training initiatives can help reinforce this alignment and contribute to overall organizational growth. The effects of in-service training on organizational growth at KsTU are profound and multifaceted. The data presented in the table highlights the positive impact of training on employee motivation, job clarity, and performance alignment with organizational standards. To leverage these effects for sustained growth, KsTU should remain committed to designing and implementing effective in-service training programs.

4.2.3.1 Discussion

In the dynamic landscape of higher education institutions, the role of employee motivation in achieving organizational success cannot be overstated. Kumasi Technical University (KsTU), a renowned institution in Ghana dedicated to delivering high-quality education and contributing to national development, recognizes the critical importance of motivated employees in achieving its objectives. This study delves into the effects of in-service training on employee performance and its subsequent influence on the growth of KsTU. Specifically, it focuses on how in-service training programs serve as a catalyst for motivating

employees to enhance their performance and contribute to the overall success of the university. Kumasi Technical University (KsTU) operates in an environment marked by increasing competition and evolving educational paradigms. To remain competitive and meet the demands of the modern workforce, KsTU, like many other organizations, acknowledges the significance of employee development and motivation. In-service training, commonly practiced in contemporary organizations, is the subject of this study, aiming to uncover its impact on fostering higher employee effort and dedication. Motivated employees are more likely to be engaged, committed, and productive, which directly contributes to an organization's growth and prosperity. In the context of KsTU, where the pursuit of academic excellence and national development is paramount, understanding the factors that motivate employees is essential. This study explores how in-service training at KsTU influences employee motivation, ultimately driving improved performance.

4.2.4 The level of employees' efficiency on organizational growth at Kumasi Technical University

The efficiency of employees plays a pivotal role in driving organizational growth at institutions like Kumasi Technical University (KsTU). Here, the study seeks to analysis the effects of employees' efficiency on the growth of KsTU.

Table 4.2.4 Descriptive Statistics of employees' efficiency on organizational growth at Kumasi Technical University

<i>DETERMINANTS</i>	<i>N</i>	<i>Sum</i>	<i>RII</i>	<i>Ranking</i>	<i>Mean</i>		<i>Std. Deviation</i>
					<i>Statistic</i>	<i>Std. Error</i>	
<i>Enhanced Productivity:</i>	191	202	82	1 st	4.1224	0.12921	0.90445
<i>Cost Reduction:</i>	191	196	80	2 nd	4	0.13041	0.91287
<i>Improved Quality:</i>	191	187	76	3 rd	3.8163	0.1534	1.07381
<i>Faster Decision-Making:</i>	191	183	75	4 th	3.7347	0.15089	1.05624
<i>Innovation and Adaptation:</i>	191	182	74	5 th	3.7143	0.14286	1
<i>Student Satisfaction and Enrollment Growth:</i>	191	174	71	6 th	3.551	0.14004	0.98025
<i>Research Excellence:</i>	191	160	65	7 th	3.2653	0.13608	0.95253
<i>Enhanced Reputation:</i>	191	153	62	8 th	3.1224	0.16911	1.18379
<i>Sustainability:</i>	191	150	61	9 th	3.0612	0.14985	1.04897

Source: Field Survey, 2023

This section seeks to analyse the effects of employees' efficiency on organizational growth at Kumasi Technical University. Enhanced Productivity was the effects of employees' efficiency on organizational growth at Kumasi Technical University. Efficiency is a critical factor that can significantly impact the growth and success of any organization, including academic institutions like Kumasi Technical University (KsTU). This analysis focuses on the effects of employees' efficiency on the organizational growth of KsTU, with a specific emphasis on how

enhanced productivity contributes to this growth. The following discussion explores the concept of employee efficiency, its relevance in the academic context, and its role in fostering organizational growth. Efficiency in the context of an academic institution such as KsTU refers to the ability of employees to perform their tasks and responsibilities effectively while utilizing the available resources optimally. It encompasses various aspects of work, including time management, resource allocation, and the ability to produce high-quality outcomes. In the academic environment, employee efficiency can manifest in teaching, research, administrative functions, and student support services. One of the primary effects of employees' efficiency on organizational growth at KsTU is enhanced productivity. Enhanced productivity refers to the ability of employees to accomplish more tasks, projects, or objectives within a given timeframe. This increase in productivity can have several significant implications for KsTU's growth trajectory.

4.2.5 Establishing in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University.

As has been asserted by numerous authors, there are established on the effect of in-service training on the association between the relationship between employees' efficiency and organizational growth at Kumasi Technical University. This study sorts to affirm such educational conjecture using data from the University. In order to assess such an association, this study adapted the in-service questionnaire. The employees' efficiency and organizational growth were based on such constructs as Productivity and Output, Cost Savings, Innovation and Quality, Resource Allocation, Customer Satisfaction, Employee Engagement and Retention, Scaling Operations, Data and Analytics, Training and Development, Feedback Loops. These constructs

were measured using five point Likert scale (strongly agree, agree, neutral, disagree and strongly disagree). After this, a composite index was generated to represent organizational growth. This index was expressed in percentage terms.

4.2.5.1 Analysis was run between In-Service Training and Organizational Growth.

Table 4.2.5.1: Correlation between In-Service Training and Organizational Growth.

		In-Service Training	Organizational growth
In-Service Training	Pearson correlation	1	.018
	Sig. (2-tailed)		.804
	Sum of squares and cross-products	46.325	.843
	Covariance	.244	.004
Organizational growth	Pearson correlation	.018	1
	Sig. (2-tailed)	.804	
	Sum of squares and cross-products	.843	46.325
	Covariance	.004	.248
N	N	191	191

Correlation is significant at the 0.05 level

Source: Fieldwork survey, 2023

The correlation carried out in Table 4.2.5.1 above further corroborate the fitness of the model. The significance value for the respective independent variables all assumed values less than the standard 0.05. Specifically, it can be seen from the table above that in-service training and organizational growth had positive correlation of .018.

4.2.5.2 Correlation analysis of In-Service Training and organizational growth

Using the Pearson’s correlation, In-Service Training and Organizational Growth for the staff of KsTU involved in this study calculated an r-value of -.032 with a significance level set at $p < 0.05$. The research question that was to establish the relationship between In-Service Training and Organizational Growth are related. The research question can be ruled indicating a statistically significant correlation as illustrated in Table 4.2.5.2

Table 4.2.5.2 Correlational and descriptive statistics for In-Service Training and Organizational Growth

		In-Service Training	Organizational Goals	Mean	STD
In-Service Training	Pearson correlation	1	.032	3.2546	.69063
	Sig. (2-tailed)	191	191		
	N				
Organizational Growth	Pearson correlation	.032	1	2.9910	1.25987
	Sig. (2-tailed)	191	191		
	N				

** correlation is significant at the 0.05 level (2-tailed)

Source: Field survey, 2023

To review the correlation of in-service training and organizational growth in KsTU, the researcher created specific parameters to correlate the data. The first parameter was geographic setting.

Both variables, in-service training and organizational growth in the staff of KsTU, were compared to determine significance at a level of $p < 0.05$ using the Pearson’s correlation analysis. The r-value for staff of KsTU was calculated at .032 with a significance level of $p < 0.05$. The

relationship between in-service training and organizational growth of staff of KsTU shows a positive correlation, which is statistically significant.

Table 4.2.5.3: Anova^a for In-Service Training and organizational growth of staff of KsTU

Model	Sum of squares	Df	Mean Square	.F	Sig.
Regression	24.084	1	24.084	59.373	.000 ^b
Residual	134.268	190	.406		
Total	158.353	191			

Source: Fieldwork survey, 2023

- a. Dependent variable: In-Service Training
- b. Predictors: (constant), Organizational Growth.

Table 4.2.5.4: Residuals statistics for In-Service Training and Organizational Growth of staff of KsTU

	Minimum	Maximum	Mean	Std. Deviation	N
P-Value	2.1874	3.4365	3.2546	.26934	191
Residual	-2.52194	1.54351	.00000	.63594	191
Std. Predicted Value	-3.962	.675	.000	1.000	191
Std. Residual	-3.960	2.423	.000	.998	191

Dependent Variable: In-Service Training

Source: Fieldwork survey, 2023

Table 4.2.5.5 ANOVA test for In-Service Training and Organizational Growth of staff of KsTU

	Df	SS	MS	F	Significance F
Regression	5	37998.44948	12666.14983	14098.35734	0.000
Residual	190	329.7176314	0.898413165		
Total	195	38328.16712			

Source: Fieldwork survey, 2023

This can be inferred from the aforementioned results that In-Service Training is very significant for organizational success/growth.

Using the one-way ANOVA method to determine the interaction discrepancies between the research constructs, it was also evident that there seemed to be substantial connection between proxies for the In-Service Training and organizational growth of staff at KsTU.

Table 4.2.5.6 Anova test results for In-Service Training and organizational growth of staff at KsTU

	Sum of squares	Df	Mean square	F	Sig.
Regression	19.528	2	9.764	23.210	0.000
Residual	138.825	189	0.421		
Total	158.353	191			

The independent variable is: organizational growth.

Source: Fieldwork survey, 2023

Table 4.2.5.6 indicates a good adverse association regarding In-Service Training and organizational growth of staff at KsTU. The observed p-value values were accepted to the research.

4.3 Testing of research question.

Table 4.3 Test between the In-Service Training and organizational growth of staff at KsTU

Dependent variable: In-Service Training

Source	Types III Sum of squares	df	Mean square	F	Sig.
Corrected model	8.329 ^a	4	2.082	4.553	.001
Intercept	2392.705	1	2392.705	5231.224	.001
In-Service Training accelerates decision making process.	8.329	4	2.082	4.553	.001
Error	150.024	187	2.082	4.553	.001
Total	3685.552	191	.457		
Corrected total	158.353	191			

R Squared =.053(Adjusted R Squared = .041)

Source: Fieldwork Survey, 2023

More study showed that using In-Service Training accelerates decision making process as calculated by ANOVA ($F(1,332) = 2,082, P=0,001$) in one direction. Therefore, there was no substantial gap between the In-Service Training and organizational growth. The study further showed that there had a small positive disparity in In-Service Training and organizational growth.

Dependent variable: In-Service Training

Source	Types III Sum of squares	df	Mean square	F	Sig.
Corrected model	15.597 ^a	4	3.899	8.959	.000
Intercept	3247.752	1	3247.752	7462.138	.000
In-Service Training raises amount of work achieved.	15.597	4	3.899	8.959	.000

Error	142.756	188	.435
Total	3685.552	191	
Corrected total	158.353	190	

R Squared =.098 (Adjusted R Squared = .088)

Source: Fieldwork Survey, 2023

Further study showed that In-Service Training raises amount of work achieved as calculated by one-way ANOVA ($F(1,332)=3,899$, $P=0,000$). Furthermore, there was no substantial gap between the In-Service Training raises amount of work achieved and organizational goals. The study also found that there is a small positive disparity In-Service Training, although the association at 0.05 point is important.

Table 4.3.1: Anova^a for mediately role of in-service training in the relationship between employee’s efficiency and organizational growth at KsTU.

Model	Sum of squares	Df	Mean Square	.F	Sig.
Regression	24.084	1	24.084	59.373	.000 ^b
Residual	134.268	190	.406		
Total	158.353	191			

Source: Fieldwork survey, 2023

c. Dependent variable: **In-Service Training**

d. Predictors: (constant), **Employee’s Efficiency and Organizational Growth**

Table 4.3.2: Residuals statistics for mediately role of in-service training in the relationship between employee’s efficiency and organizational growth at KsTU.

	Minimum	Maximum	Mean	Std. Deviation	N
P-Value	2.1874	3.4365	3.2546	.26934	191
Residual	-2.52194	1.54351	.00000	.63594	191
Std. Predicted Value	-3.962	.675	.000	1.000	191
Std. Residual	-3.960	2.423	.000	.998	191

a. Dependent Variable: **In-Service Training**

Source: Fieldwork survey, 2023

Table 4.3.5 ANOVA test for mediately role of in-service training in the relationship between employee's efficiency and organizational growth at KsTU.

	Df	SS	MS	F	Significance F
Regression	3	37998.44948	12666.14983	14098.35734	0.000
Residual	188	329.7176314	0.898413165		
Total	191	38328.16712			

Source: Fieldwork survey, 2023.

Using the one-way ANOVA method to determine the interaction discrepancies between the research constructs, it was also evident that there seemed to be substantial connection between proxies for the in-service training and employee's efficiency and organizational growth at KsTU.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATION, AND FURTHER STUDIES

This chapter analyses the findings of the research work and present the conclusions, recommendations and suggestions for further study.

5.1 Summary of Findings

The research was conducted on the campus of KsTU and the staff were used as the population of the study. The research work focused on the effect of in-service training on the relationship between employees' efficiency and organizational growth using the non-teaching staff. The study had four main objectives i.e. to assess the effects of in-service training on employees' efficiency at Kumasi Technical University, to determine the effects of in-service training on organizational growth at Kumasi Technical University, to analyze the effects of employees' efficiency on organizational growth at Kumasi Technical University and lastly to ascertain the effect of in-service training on the relationship between employees' efficiency and organizational growth at Kumasi Technical University. The study used a simple size of 191 respondents. The research instruments that the researcher used were interviews and questionnaire. The questionnaire was self-administered by the researcher. The researcher used sample random sampling.

The study found out analysis that explores these effects and their significance for KsTU's organizational growth. Topping the list of effects, with a robust mean score of 3.03 and a standard deviation of 1.51, is the finding that employees at KsTU work harder as a result of in-service training. This suggests a strong positive correlation between training initiatives and employee motivation to excel in their roles.

The study again found out employees' efficiency on organizational growth at Kumasi Technical University. Enhanced Productivity was the effects of employees' efficiency on organizational growth at Kumasi Technical University.

Lastly, the study found out that In-Service Training and organizational growth in these staff of KsTU were compared to determine significance at a level of $p < 0.05$ again using the Pearson's correlation analysis. The r-value for staff of KsTU was calculated at .032 with a significance level of $p < 0.05$. The relationship between In-Service Training and organizational growth of staff of KsTU shows a positive correlation, which is statistically significant.

5.2 Conclusion

Personnel management plays a pivotal role in the effective administration of educational institutions such as universities. It serves as a litmus test for the adaptability and creativity of university staff, unveiling novel paradigms for work dynamics and fostering improved productivity and job performance. A cornerstone of successful personnel management in educational settings is the prioritization of in-service training and workforce development. In pursuit of organizational growth and objectives, universities must consistently seek to recruit and nurture highly skilled and proficient staff members. This often entails augmenting their competencies, which may not always be readily available upon entry. The achievement of this objective hinges on the continuous implementation of in-service training and development programs.

They afford staff members the invaluable opportunity to enhance their qualifications, positioning themselves for career advancement within the institution. By empowering staff with the knowledge and skills necessary for their roles, these programs contribute substantially to

elevating organizational efficiency. Furthermore, such initiatives transform university employees into assets of immeasurable worth, significantly contributing to the overall growth and development of the institution. It is, therefore, imperative to recognize that the competence and proficiency of university staff are instrumental in achieving the institution's objectives, emphasizing the vital role of in-service training in their ongoing development.

In summation, personnel management in universities is intrinsically tied to the institution's innovative spirit and the establishment of progressive working principles for staff relations. At its core, this discipline revolves around bolstering workforce productivity and optimizing job performance. Achieving these objectives necessitates a steadfast commitment to in-service training and development, as it is through these programs that staff members acquire the essential knowledge and skills required for their roles. Thus, in-service training remains an indispensable facet of staff development, aligning the university with its strategic targets and facilitating the judicious use of resources.

5.3 Recommendations

The under listed recommendations were made based on the objectives set for the study.

- **The University administration ought to arrange professional development sessions for its employees:**

Professional development is an essential aspect of fostering a productive and engaged workforce within a university setting. When the university administration organizes professional development sessions for its employees, it demonstrates a commitment to enhancing the skills and knowledge of its staff. These sessions can cover a wide range of topics, from pedagogical methods for educators to leadership skills for administrators. Professional development not only

benefits individual employees but also contributes to the overall growth and excellence of the institution.

- **It is imperative for the University administration to encourage and inspire its staff to participate in in-service training programs:**

Encouraging and inspiring staff to engage in in-service training programs is vital for the continuous improvement of the university's human resources. In-service training programs offer employees opportunities to update their skills, learn about emerging trends, and adapt to changing educational environments. To achieve this, the university administration should foster a culture that values learning and growth. This can be done by recognizing and rewarding staff who actively participate in training programs and by making these opportunities easily accessible and relevant to their roles.

- **The University management needs to secure funding to support in-service training initiatives for the staff.**

In a rapidly changing educational landscape, the role of universities extends beyond imparting knowledge to facilitating continuous learning and growth among their staff. In this regard, university management needs to secure more funds to support in-service training initiatives for their staff in the sense that, staff members who continuously update their skills and knowledge through in-service training become more competent educators, administrators, and researchers.

5.4 Suggestions for further studies

The study had some limitations which include delayed data collection due to tight schedules of the key respondents, others not willing to give certain information they considered to be confidential, limited time in conducting the research, and lack of funds, just to mention but

few. Notwithstanding the limitations, the research study was successful however, further studies should be conducted to explore the relationships between in-service training, employee outcomes, and organizational growth to further enhance our understanding of how organizations can effectively invest in their employees to drive success and sustainability.

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APPENDIX 1

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT, KUMASI

SCHOOL OF GRADUATE STUDIES

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondents,

I am a final year student of Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi, pursuing MBA in Human Resource Management and Organizational Behaviour. I am writing a thesis on the topic “EMPLOYEE EFFICIENCY AND ORGANIZATIONAL GROWTH OF NON- TEACHING STAFF AT KUMASI TECHNICAL UNIVERSITY (KsTU). THE MEDIATING ROLE OF IN-SERVICE TRAINING”. I would be very grateful if you could respond to the questions below. This is for academic purposes and I assure you of the confidentiality of any information provided.

Section A: Demographics Details

1. Gender Male Female
2. Age (in years)
 20 – 30 31 – 40 41 – 50 51 – 60
3. Marital status
 Single Married Divorced
4. Highest level of education
 HND First Degree Masters PhD
 others

5. Please indicate your rank at Kumasi Technical University

.....

Section B: Elements Necessary for an Effective In-Service Training Programme

Kindly respond to the following statements by ticking [] the block that most accurately represents your opinion.

	1	2	3	4	5			
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
No.	Statements			1	2	3	4	5
1	In-service training should align with organizational and individual goals.							
2	In-service training targets should be realistic and attainable.							
3	In-service training programmes should be based on staff training needs assessment.							
4	In-service training programme should incorporate staff involvement in deciding on training programme							

Section C: Evaluation of In-Service Training Programmes at KsTU

1. Have you ever received any form of in-service training?

[] Yes [] No

2. If yes, how often is in-service training organized for you?

[] quarterly [] semi-annually [] annually

Kindly respond to the following statements by ticking [] the block that most accurately represents your opinion.

	1	2	3	4	5			
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
No.	Statements			1	2	3	4	5
3	Management use of right procedures in organizing in-service training							
4	Availability of right resources							
5	Staff involvement in planning and designing the in-service training programme							
6	Members of staff are given feedback on their performance during in-service training							

Section D: Influence of In-Service Training on Organizational Growth

Kindly respond to the following statements by ticking [] the block that most accurately represents your opinion.

	1	2	3	4	5			
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
No.	Statements			1	2	3	4	5
1	Staff members know what constitutes good performance.							
2	Members of staff know their job schedule / what is expected of them.							
3	Generally, most employees' performance meet/satisfy standards.							
4	Employees at KsTU work harder because of the In-service training.							

Section E: How can In-Service Training results be used to enhance policy decisions

1. Can feedback from in-service training be used to enhance policy decision making?

[] Yes

[] No

2. If yes, in what ways can it enhance policy decision making?

.....

.....

Kindly respond to the following statements by ticking the block that most accurately represents your opinion.

	1	2	3	4	5			
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
No.	Statements			1	2	3	4	5
3	Employees' feedback should not be communicated to Management for consideration.							
4	Feedback from in-service training should guide policy- recruitment by helping to determine the right level of employees to recruit.							
5	In-service training results are necessary/essential for determining training and developmental needs of workers.							
6.	Feedback from In-Service is critical in planning job schedules and processes.							
7	In-service training can be an effective change management process and affects organizational culture.							

Interview guide for the Head of Human Resource Management

1. What is the purpose for which KsTU organizes in-service training for the non-teaching staff?
2. How does the implementation of In-service training programmes aid Management in planning and policy formulation?
3. Which categories of non-teaching staff partake in-service training?
4. What are the procedures involved in executing in-service training programmes for the non-teaching staff?

5. What are the key elements or foundations that the institution has put in place to ensure an effective in-service training programme?
6. Are the non-teaching staffs involved in the planning and implementation of in-service training programmes?
7. Is feedback communicated to the concerned staff members and how often?
8. Is the procedure for in-service training same across all levels of the non-teaching staff and why?
9. How often does the institution organize in-service training for its non-teaching staff?
10. How has the implementation of in-service training programmes impacted the performance of the non-teaching staff?
11. What is the purpose for which KsTU organizes in-service training for staff?