

# Assessment of The Effect of In-Service Training On Development Of Sense Of Achievement Among Employees Serving In The Universities Of Ghana, With Focus On Ghana Communication Technology University

William Aryee Armah  
Senior Assistance Registrar, Ghana Communication Technology University (GCTU)  
Email: warmah@gctu.edu.gh

## Abstract

The research was designed to assess the effect of In-service training on development of sense of achievement among employees serving in the universities of Ghana, with focus on Ghana Communication Technology University (GCTU). Analysis in the study was carried out with employees' gender and their work experience. Purpose behind this extended focus was to have an idea about training as key motivator. All faculty members in GCTU were considered as population of the study. A sample of 200 faculty members was selected through convenient sampling technique and data was collected with the help of a questionnaire based on two major sections (training & sense of achievement). Professional training of faculty in this study was taken as an independent variable while sense of achievement was as dependent variable. The scale found reliable with reference to both sections at .95 and .91 respectively at Cronbach Alpha. The data proved that training has significant effect on sense of achievement of employees. Finally the study reflected interesting results that males were more satisfied with opportunities of training provided while amazingly female faculty was having high sense of achievement.

**Keywords:** Training, intrinsic motivation, achievement need, organizational management

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## Introduction

Today significant and continuous success of an organization relies heavily on human capital available in form of employees (Boudreau & Ramstad, 2007). Business without effective role of employees is not possible now in this rapidly advanced era. Armstrong (2002) and Koubek (2004) are of the opinion that management means to manage employees' performance intelligently. Performance can be ensured for longer period of time by sharing and declaring clear pre-determined standards (Hall, 2008). Good performance provides usually a sense of satisfaction which may be ultimately touched to optimal level of motivation in a worker.

This study is aimed at impact of training, as a strategy for development of sense of achievement, one of the sources of intrinsic motivation. In this scientific era, no one can deny from the crucial role of human beings, therefore, at the same time employees' capacity building and motivation is getting importance day by day. While on the other hand employees are also convinced that skill development is unavoidable for securing more significant jobs. Training is one of the more potential extrinsic motivation tools, benefitting both organization and individual.

On the other hand, organizations try to ensure good performance of their employees through getting them involved in expected outcomes. Effective and desired performance of employees can be ensured through motivating them intrinsically. Intrinsic motivation also depends on some extrinsic types of rewards or strategies like training, feedback, recognition in form of acknowledgment and promotion etc. Someone may be encouraged internally for a particular task through needs and wishes associated with outside world. Training should enhance quality of employee performance leading towards job satisfaction. Interrelationship between training and sense of achievement can be justified that one's proud of accomplishment which is exclusively wanted by organization, may gain through training process polishing skills and knowledge of employees. According to Puffers and Cohen (1984) when companies need to have some special kind of inputs from their employees, they arrange training process focused on those special needs. Chen, T.Y., Chang, P.L. and Yeh, C.W. (2004) interrelate training with emotions and attitudes of employees in the sense that required training process minimize the stress and anxiety of people related to expected outcomes which resultantly develop a sense of satisfaction and achievement.

### **Research Objectives**

The research was developed with the following objectives:

1. To assess the effect of training programs on developing the sense of achievement among employees.
2. To evaluate gender based differences about provision of professional training programs by the organization.
3. To evaluate gender based differences about development of sense of achievement in faculty.
4. To analyse the difference among faculty regarding provision of training opportunities with reference to employees' work experience.
5. To analyse the difference among faculty's sense of achievement with reference to employees' work experience.

### **Hypotheses**

To achieve the objectives, the following null hypotheses were formulated:

H0<sub>1</sub> Training programs have no effect in developing sense of achievement among employees.

H0<sub>2</sub> There is no difference between male and female employees in provision of training programs.

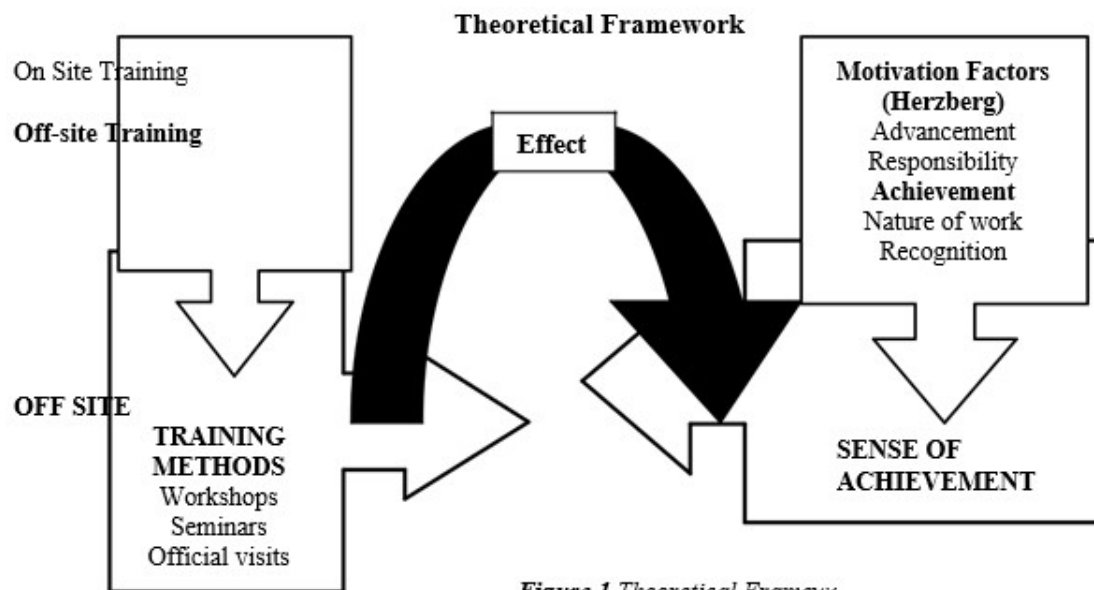
H0<sub>3</sub> There is no difference between male and female employees in development of sense of achievement.

H0<sub>4</sub> There is no difference among employees on the basis of employees' work experience and perceived training programs.

H0<sub>5</sub> There is no difference among employees on the basis of work experience and its impact on sense of achievement of the employees

### **Theoretical Framework**

Two-factor Theory of motivation presented by Herzberg provided the base for the study. One type of the factors "motivation" was selected as dependent variable. On the other hand, off site training method for in-service training was selected as independent variable. Further it is explained that multiple methods for offsite training are in practice, workshops, seminars and official visits were incorporated in the study.



*Figure 1 Theoretical Framework*

### Literature Review

Human Resource management approach is just meant for employees' induction and retention. Motivation of employees is ultimate and the only source of getting desired performance. Linder (1998) referred to Kreitner (1995) and Higgins (1994) for motivation as an urge to behave in certain manner for the sake of certain goals. Motivation is like an in-built potential which enables to put extensive efforts towards desired directions (Young, 2000). Motivation is directly correlated with satisfaction of one's needs. Needs to be satisfied will later on decide how much efforts will or can be exerted for the purpose (Antomioni, 1999). Achievement of the goal according to Greenberg and Baron (2003) depends on internal set of processes which actually operate human behaviour. In the words of Bassett-Jones and Llyod (2005) in their study, spotlighted two sides of human nature, "Taylorism" according to them is one way to behave at workplace where people show reluctance, avoidance and non-serious attitude towards job which can only be tackled with extrinsic rewards.

On the other hand, "The Hawthorne studies" unfold other side of the picture that people can be motivated if their tasks will be correlated and connected with their interests and potentials. This type of human nature in fact asks for intrinsic type of incentives. With reference to the motivation, content theories are available for guidance. Maslow (1943) defined human need classification which is hierarchical in nature and comprised of five needs like basic needs, security need, social, esteem and self-actualization needs. One of the content theorists, Herzberg (1959) presented his motivation theory for employees. In this Two-factor theory, two major factors were described "Hygiene" and "Motivation". For satisfaction in job was associated with tangible accessories like salary, employee-leader relationship, policies of organization, etc. If and when satisfaction is attained then a worker may proceed further towards motivation factor. As far as motivation factors are concerned, achievement, recognition, advancement, nature of work and advancement in profession are considered important. Schmidt (1976) concluded from his study on educational managers of Chicago that achievement, advancement and recognition were more elevated factors for satisfaction. In this context it may be recommended that job description should be redefined in such a way to provide chance to achieve their goals meaningfully (Herzberg, 1959). Productivity as prime concern of all organizations can be attained through motivation while Hygiene factors can reduce sense of dissatisfaction only.

Winer and Schiff (1980) presented a gist of many other Two-factor theory based studies which revealed that "achievement as motivator" was on top ladder in respondents opinion. On the other side, from hygiene factors, employee-boss relationship was frequent response for job satisfaction (Lucas, 1985). In teaching profession,

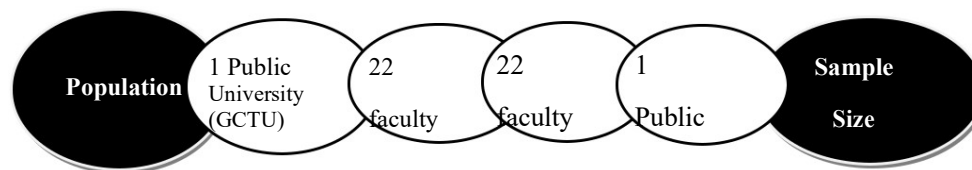
knowledge and skill are both equally required qualities. For changing a concept of teacher as a guide, mentor, and scholar, training is unavoidable (Association of Teachers of Social Studies, 1967). According to the Asu (2004) teachers' in-service training program must be focused on beliefs, teaching practices, practices overall in the organization and students' achievements. In this regard Government of New Zealand (2000) enlisted number of in-service training strategies like; "refresher courses" extremely helpful in polishing current strengths of a teacher. Seminar is just like a way forward for consensus on common reservations. For teachers' training "field trip" is also very effective option for observing ground realities about phenomenon.

### Significance of study

The study will highlight the significance of perceived professional training programs and its positive influence on employee work motivation. The study findings will help university management to understand the importance of achievement for teaching faculty in their professional career. The study will highlight the significance of sense of achievement especially in female faculty members as one of the motivation factors. In the context of public sector universities of Ghana (GCTU), it is apparent fact that study results will be highly effective and supportive in diagnosing and bridging up gaps in rewards systems. Findings of the study will also provide a base for resetting of budget allocation of universities with special emphasis on employee motivation techniques availability. Management of higher education organizations may reset their training need assessment system in light of this study finding.

### Study Method

Method of the study in this part articulates the procedure and format followed by the researcher during this study.



*Figure 2* Sample of Study

The population of the research consisted of all the faculty members serving in GCTU. According to the data available, there were 22 faculty members were serving as teaching faculty. Convenient sampling technique was used to select the sample for the research. For the purpose two hundred faculty members were targeted.

### Instrument of the Study

The study was designed keeping in view the quantitative approach. The research procedure employed survey approach for gathering required data. The self-developed questionnaire was used to collect data. For making the tool more effective and appropriate, it was validated through three Experts in the field. In light of their comments three questions were excluded from section three which were having complex meanings. The language was also simplified. The scale included three major sections; first section was about demographical information of respondents, second section was about "in-service training" opportunities offered by the organizations containing 14 items (Crobach's Alpha reliability .95) and the third section was related to "sense of achievement" in teaching faculty as a result of trainings attended, having 06 items (Cronbach's alpha reliability .91). The questionnaires were distributed among respondents through personal visits made by the researcher, postal mails and e-mails. All respondents were explained in face to face discussion and through clear instructions attached with the questionnaires about filling in. Respondents were not forced to mention their names and further they were assured through a letter of promise attached with by the researcher that their information will never be used for any other purpose except the research. Respondents were given enough time of three weeks. For the purpose of analysis of data *t*-test, ANOVA and Regression test were used.

### Results

For the analysis of data, inferential and descriptive statistics were incorporated. Reliability was checked through Cronbach's Alpha coefficient. Mean scores of variables were calculated. Analysis of variance and application of *t*-test were used for gender based comparison. Assessment about interrelationship between independent and dependent variables was done through regression test.

**Table 1**

*Reliability of Study Tool*

Scale	Items	Cronbach's Alpha Reliability
Training	14	.95
Achievement	06	.91

Table 1 depicts that the Cronbach's Alpha Reliability Analysis shows that the scale (training & achievement) was reliable at .95 and .91 level. It shows that the scale can be used by future researchers with a good level of confidence.

**Table 2**

*Effect of In-Service Training on Sense of Achievement of faculty*

Independent Variable	Dependent Variable	<i>B</i>	<i>t</i>	Sig.	<i>R</i> <sup>2</sup>
Training	Achievement	.10	2.07	.04	.02

Table 2 reflects that relationship exists between independent and dependent variable. Training opportunities if provided to the faculty members in the university can be helpful in development of sense of achievement among them. Results revealed that *R*<sup>2</sup> value is evident that effect is not very strong in nature.

**Table 3**

*Gender Based comparison of faculty members based on Training opportunities*

Variable	<i>N</i>	Mean	<i>t</i> -value	<i>df</i>	Sig.	
Training	Male	71	45.10	1.37	198	.17
	Female	129	42.73			

Table 3 reflects a comparison of male faculty members and female faculty members with reference to opportunities of training offered by their universities. There was no significant difference (*t* = 1.37) between male and female respondents. Mean values show that males were slightly more advantaged by training programs.

**Table 4**

*Gender based comparison of faculty based on sense of achievement*

Variable	<i>N</i>	Mean	<i>t</i> -value	<i>df</i>	Sig.	
Achievement	Male	71	10.35	-2.49	198	.01
	Female	129	13.27			

Table No. 4 displays a comparison of male and female faculty members on the basis of sense of achievement. According to the values given in the table there was significant difference (*t* = 2.49) between male and female respondents on the basis of sense of achievement.

**Table 5**

*Comparison of faculty about Training opportunities and their job experiences*

Variable	(Groups)	N	Meandf	f	Sig
Training	0-3	57	41.70196	1.00	.39
	4-6	102	44.61		
	7-10	32	42.75		
	11+	09	46.56		

Table 5 shows comparison of respondents on the basis of their job experience and opportunities of training provided by their organizations for them. Values of the table exhibit insignificant ( $F = 1.00$ ) difference among mean scores across the four groups (based on job experience). It means that respondents with diverse job experiences had almost equal chances to attend training programs.

**Table 6**

*Comparison of faculty about Sense of Achievement with reference to their job experience*

Variable	(Groups)	N	Mean	df	f	Sig
Achievement	0-3	57	9.30	196	4.10	.00
	4-6	102	13.79			
	7-10	32	12.78			
	11+	09	11.22			

Table 6 shows a comparison of respondents on the basis of their job experiences and sense of achievement in job related activities. In this respect,  $F = 4.10$  shows that there were significant differences among all four groups (based on job experience). Hence, respondents with 4-6 years job experience had better sense of achievement whereas employees with 0-3 years' work experience were lacking in sense of achievement.

### Discussion

Job satisfaction of employees directly influences their performance which is an ultimate goal of both organization and employees. Locke (1991) advocates that sense of achievement promotes one's performance in job. It is observed that people with high need of achievement demonstrate better results in jobs as compared to other co-workers (Klich & Feldman, 1992). In words of Hogan and Hogan (1996) employee's involvement can be obtained through intensity of achievement need in them. For this purpose, managers usually set challenging tasks for their workers holding higher expectations for achievement. Warren (1989) defined motivation as an urge to do something as a result of different causes. Heap (1987) explained that companies should promote sense of achievement through different tactics like recognition and acknowledgment. Employees of any organization if they are provided with pride, can be motivated in terms of sense of achievement (Reddy, 2006).

Employees need to be competent in respect of their job related skills for effective performance and achievement of desired goals (Griffen & Moorhead, 1995). In a study on 135,000 employees from different countries proved that motivating strategies usually incorporated by the organizations include vital features, achievement and equity (Sirota et al., 2005). Herzberg (1966) explained two crucial factors for motivation hygiene and motivation. Hygiene factors include extrinsic types of incentives like salary, training programs, leadership styles etc. which may bring people out of the phase of no motivation to satisfaction in job.

Motivators are components intrinsic in nature and responsible for motivation. These motivators include sense of achievement and recognition, work itself, growth and responsibility. People with achievement need prefer to join organization where they may have opportunity to choice and control the activities till the accomplishment (McClland, 1961). It highlighted that training opportunity was not enough but content and conduct of training were also significant for achievement of certain goals.

*Hypothesis 1 was rejected as there was a relationship between training and achievement but a weak relation.*

Training in any organization makes their employees more aware of trends, challenges, problems, solutions and most importantly expectations related to their work. Increasing competition in world of work, forces managers to incorporate latest technology and strategies in organization and ultimately they have to arrange training sessions. Training is an organized procedure to modify human behaviour through specific activities information and skill teaching (Gordon, 1992). Cole (2001) expressed number of positive effects of training like successful adjustment of change, selection of talented workforce, reduction of turnover of employees, keeps individuals' morale high and increase remuneration of workers on the basis of improved performance. Torrington, D., Hall, L. & Taylor, S. (2005) identified three main needs working behind training in any kind of company, for the sake of solution of problems, improvement in current system of the organization and alter some of less effective practices.

*Hypothesis 1* depicted that training need assessment is not only enough but it is also important that all other interdependent systems of organization like reward, salary package, recruitment and selection etc. it is considerable that training material and trainees' selection both depend on training objectives, in other words, needs of organization and employees.

*Hypothesis 2 was accepted and results approved that males and females both had equal opportunities of training in their respective universities.*

Ward (1993) claims that individuals with high achievement needs perform extraordinary in organization just for sake of an accomplished level. Sense of achievement is a way to be intrinsically motivated (Herzberg, 1966).

*Hypothesis 3 was rejected on the basis of development of sense of achievement which was high in female teaching faculty members as compared to male teaching faculty.*

According to Wognum (2001) training programs are generally designed at various levels for fulfilment of certain needs. At first, top managers diagnose needs and problems of organization overall which is called strategic level. Training needs may also be determined during development of coordination among sub-sectors of an organization. These needs are usually highlighted by middle managers at tactical level. Third level of training needs is operational level decided by the first line managers focusing within the unit problems.

Two classical approaches are generally applied for planning of training representing needs, profile comparison and problem-cantered (Torrington et al, 2005). First one approach deals with skills of the employees while other one is focused on performance. According to Churcher and Johnson (1996) employees can contribute positively if they are well-equipped with required competencies. In almost all types of organizations, general problems faced by the management are lack of punctuality, dissatisfaction, shifting and shuffling from one job to another, may be reduced if people in organization are trained to that extent which provides a sense of achievement (Pigor& Myers, 1989). Every training opportunity always has some unique benefits irrespective of employees' work experience, gender, qualification and designation.

*Hypothesis 4 was also accepted in light of the results obtained that work experience of university faculty had no significant effect on learning from training offered to them.*

After determining levels, needs and approaches for employees' training programs, most crucial phase is selection of appropriate teaching method for trainees. Effectiveness and practicability of any training session heavily hinge on the way information is being delivered. The content of the training may be based on the context. In this regard, two methods are considered useful on-job-training and off-job-training (Nadler, 1984). On-the-job training, in the words of Armstrong (1995) is a way to teach and guide people right on the workplace during job execution by the experts and skilled people. This method may include job rotation, job enrichment and mentoring. As far as other method off-job-training is concerned, organizations engage their employees in specific training programs inside and outside locations. Employees keep them involved in activities according to the schedule given by the organization like attending conferences, seminars, and role playing etc. In light of this study results, people with minimum experience in job had no sense of achievement, they need to have sufficient learning platform for doing and knowing the nature of work which may result in sense of achievement.

*Hypothesis 5 was rejected according to the results obtained, work experience of university employees was significantly influencing their achievement need.*

## Recommendations

In light of the results obtained following recommendations were given for meeting up gaps identified:

1. Universities may make in-service trainings attractive and mandatory for the faculty, especially for female faculty so that they would have more clarity and command in their professional domain.
2. Training opportunities may be provided to the females possibly on campus.
3. Training content may include topics of psychological satisfaction along with academic topics.
4. Top management of the universities may also be developed and trained in terms of employee appraisal and relationship with employees.
5. Constant and constructive feedback may be a permanent part of management system; it may give a sense of achievement among employees.
6. University employees may be provided with attractive incentives with special emphasis on intrinsic motivation by the organization.
7. University management might develop a sense of pride to their employees for fulfilling their need of achievement through multiple techniques like celebrating success, survey about their opinions, recognition programs, maximum career development opportunities etc.
8. Results of a training evaluation provided by the faculty may be considered seriously while initiating training next time.

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