Abstract

This study examined the effect of staff training on productivity of office secretaries in University of Ilorin. It also explored the challenges secretaries face in accessing and benefiting from such programs. The research adopted a descriptive survey design, and data were collected through a structured questionnaire distributed to 25 secretaries from University of Ilorin. Findings revealed that training and development significantly enhance the performance of secretaries by improving their efficiency, productivity, and communication skills. The study also found that training contributes positively to productivity and professional growth, helping secretaries align with career goals and advance in their professions. However, challenges such as limited access, inadequate funding, poor communication, and high workload hinder effective participation in training programs. The study concludes that training and development are critical for secretarial effectiveness but must be well-structured, relevant, and adequately supported by management. It recommends regular and need-based training, improved funding, and better communication strategies to enhance participation and outcomes. These findings have implications for human resource policies and organizational development in both public and private sectors.

Keywords: Staff Training, Productivity, Secretaries

CHAPTER 1

INTRODUCTION

1.1   Background of the Study

Staff training has been an integral part of business organizations since their inception (Miller, 1996). Organizations have long recognized that the skills and knowledge base of employees in the labor market are often insufficient to meet the specialized tasks required within the workplace. As a result, training programs have been implemented to bridge this gap, ensuring that employees can perform their roles efficiently and contribute meaningfully to organizational productivity. While informal on-the-job training has existed for centuries, the structured study of vocational training and workforce development only gained prominence in the early 20th century (Salas & Cannon-Bowers, 2001).

The rapid industrialization and technological advancement of the 20th and 21st centuries have further emphasized the importance of training in the workplace. During the early 1900s, only a few large corporations, such as Westinghouse, General Electric, and International Harvester, had factory schools that trained workers in technical skills. However, by the end of the 1990s, approximately 40% of Fortune 500 companies had established corporate universities and learning centers (Meister, 1997). These efforts highlight the growing recognition that continuous employee training is a strategic tool for improving efficiency, productivity, and organizational competitiveness.

In Nigeria, the history of staff training can be traced back to the post-independence era when the government realized that expatriates dominated top business and administrative positions. The departure of these expatriates left a significant gap in skilled human resources, prompting the establishment of the Manpower Board in 1962, based on the recommendations of the Ashby Commission (Olalere & Adesoji, 2013). Following this, the Nigerian government founded several institutions, including the Centre for Management Development (CMD), the Administrative Staff College of Nigeria (ASCON), and the Industrial Training Fund (ITF), to facilitate continuous training and professional development for employees across various sectors.

Today, training programs are considered an essential function of human resource management, particularly in knowledge-driven and technologically advanced work environments. Organizations worldwide have acknowledged that developing their workforce through specialized training programs can enhance their competitive advantage, operational efficiency, and service delivery (Becker & Gerhart, 1996; Berge, 2001). Training is no longer viewed merely as a means of filling skill gaps but as a strategic investment in human capital that fosters innovation, adaptability, and overall performance improvement.

For office secretaries, training is particularly crucial given the evolving nature of administrative roles. Traditionally, secretarial duties included shorthand, typewriting, and file management. However, with advancements in information and communication technologies (ICT), the role of office secretaries has expanded to include digital record-keeping, data analysis, customer relationship management, and the use of advanced office software (E

zeani & Oladele, 2013). The integration of artificial intelligence and automation into office functions further underscores the need for continuous training to ensure that secretarial professionals remain relevant and effective in their roles.

At the University of Ilorin (UNILORIN), office secretaries play a vital role in supporting academic and administrative functions. Their responsibilities range from coordinating meetings and handling correspondence to managing records and ensuring smooth workflow in various departments. Given the increasing reliance on digital platforms, automated systems, and advanced office management tools, training programs tailored for office secretaries have become imperative to enhance their efficiency and productivity.

This study seeks to examine the effect of staff training programs on the productivity of office secretaries at UNILORIN. By evaluating the relevance, effectiveness, and challenges of training initiatives, the research aims to provide insights into how training interventions can be optimized to enhance secretarial performance in the university setting.

1.2 Statement of the Problem

One of the most pressing challenges facing organizations today is how to ensure that their workforce remains efficient, competent, and adaptable in an ever-evolving work environment. This challenge is particularly pronounced in the case of office secretaries, whose roles have been significantly reshaped by technological advancements and changing organizational structures. While secretarial staff remains indispensable to administrative operations, there is a growing need for continuous training to equip them with modern sk

ills that align with current workplace demands (George & Scott, 2012).

Organizations, including educational institutions like UNILORIN, have predefined goals and objectives that serve as benchmarks for success. However, achieving these objectives depends largely on the performance of employees, including office secretaries. Without adequate training, secretaries may struggle to cope with new technologies, office automation, and digital communication tools, which can hinder productivity and overall efficiency. Udoji (2000) emphasized that training is one of the most critical aspects of personnel management, particularly in developing economies like Nigeria.

Despite the growing recognition of the importance of training, several challenges persist. Many organizations, including government institutions, allocate limited resources to training programs due to budgetary constraints and competing priorities. In some cases, employees are not provided with opportunities for continuous learning, leading to skill stagnation and reduced job performance. Additionally, some organizations are reluctant to invest in training due to fears of high employee turnover after training sessions (Berge, 2001).

Office secretaries in University of Ilorin are expected to handle a broad spectrum of administrative tasks efficiently. However, many secretaries lack access to adequate training programs tailored to their specific job requirements. This gap in professional development can lead to inefficiencies in administrative processes, errors in document management, and delays in decision-making. Moreover, secretaries who are not well-trained in digital tools may struggle to adapt to the increasing reliance on electronic communication and au

tomated office procedures.

Another significant challenge is the lack of modern training facilities, such as well-equipped computer labs, up-to-date software, and professional development workshops, which are crucial for enhancing secretarial productivity. Many institutions in Nigeria, including UNILORIN, face infrastructure limitations that impede the successful implementation of training initiatives. Furthermore, there is often a lack of structured training policies, leading to inconsistent training opportunities across different departments.

Additionally, employee motivation and engagement in training programs are crucial factors that influence training effectiveness. Many secretaries may be reluctant to participate in training due to concerns over workload, lack of incentives, or limited career advancement opportunities. Without a structured career development framework that ties training to promotions and professional growth, employees may not see the value of continuous learning, leading to resistance to training efforts. This research will provide valuable insights into the effectiveness of staff training programs for office secretaries at UNILORIN and offer recommendations for improving professional development initiatives to enhance organizational productivity.

1.3 Research Objectives

The main objectives of this study is to investigate the effect of staff training programs on the productivity of office secretaries. The specific objectives are:

1. To examine how staff training programs affect the productivity of office secretari

es at UNILORIN

2. To examine the challenges faced in implementing effective training programs for office secretaries

3. To analyze how training programs can be improved to enhance secretarial efficiency and overall institutional performance.

1.4   Research Questions

Therefore, this study seeks to address the following key questions:

1. How do staff training programs affect the productivity of office secretaries at UNILORIN?

2. What are the challenges faced in implementing effective training programs for office secretaries?

3. How do secretaries perceive the impact of training and development on their productivity?

1.5   Significance of the Study

This study is significant because it highlights the critical role of staff training in enhancing the efficiency and productivity of office secretaries. By identifying gaps in training programs, the research will provide recommendations for improving professional development initiatives, ensuring that secretaries at UNILORIN are well-equipped to h

andle modern administrative demands. Additionally, findings from this study will con

tribute to the broader discourse on workforce development, serving as a reference for

policymakers, educators, and human resource managers.

1.6 Scope of the Study

The study focuses on evaluating the impact of staff training programs on the produc

tivity of office secretaries at the University of Ilorin (UNILORIN). It examines the types

of training programs available, the extent to which secretarial staff participates in the

se programs, and the effectiveness of such training in improving work performance.

The study will specifically analyze training programs related to digital skills, office m

anagement, administrative efficiency, and communication proficiency. The research

will also explore the challenges associated with staff training and suggest possible s

olutions to enhance the effectiveness of training programs. While the study is limited

to UNILORIN, the findings may provide valuable insights applicable to other higher in

stitutions and organizations seeking to improve employee productivity through traini

ng initiatives.

1.7 Limitations of the study

The study is limited to office secretaries at UNILORIN, focusing specifically on their tr

aining experiences and productivity. External factors such as individual motivation, p

ersonal learning capacity, and work environment conditions are not extensively cover

ed. Additionally, budget constraints and time limitations may restrict the scope of dat

a collection.

1.8 Delimitations of the Study

The study will focus specifically on the University of Ilorin, excluding other public institutions or private-sector organizations. This focused approach allows for a detailed examination of the effect of staff training on the performance of secretaries. Data will be gathered from secretarial staff, while other employees who may interact with secretarial functions but are not directly responsible for coordination will not be included in the study.

1.9   Operational Terms

- **Staff Training:** The process of enhancing employees' knowledge and skills to improve their job performance.

- **Office Secretaries:** Administrative personnel responsible for clerical duties, office management, and coordination of organizational tasks.

- **Productivity:** The efficiency with which tasks and responsibilities are completed within a work setting.

- **Artificial Intelligence (AI):** The use of automated systems and machine learning technologies to enhance workplace functions and efficiency.

CHAPTER TWO

LITERATURE REVIEW

2.0 Concept of Staff Training

Staff training is widely recognized as an indispensable pillar of human resource management, particularly within knowledge-driven and service-oriented organizations such as academic institutions. In institutions like the University of Ilorin (UNILORIN), the performance of administrative staff—including secretaries—is directly linked to the institution's operational success. These staff members serve as essential connectors between departments, faculty, students, and external stakeholders, playing pivotal roles in record management, communication flow, scheduling, and procedural compliance. To remain efficient, they must constantly upgrade their skills in line with institutional demands, technological advancements, and regulatory expectations (Siriwardena & Morais, 2019).

2.1 Defining Staff Training

Staff training refers to a planned and systematic effort undertaken by organizations to impart job-specific knowledge, technical skills, and behavioral competencies that enable employees to perform tasks effectively. It encompasses formal and informal activities, ranging from orientation programs for new employees to advanced workshops, digital training modules, and mentorship schemes (Laing, 2021). According to Kar

im, Choudhury, and Latif (2019), staff training constitutes any organized effort aimed at introducing new information, upgrading technical know-how, or enabling professional growth. Laing (2021) further refines this definition by framing training as an intentional process that transforms an employee's knowledge base, attitudes, and behaviors to support improved performance and alignment with institutional goals.

In this regard, training is not merely a one-off activity but an ongoing strategy to enhance staff competency and adaptability. It fosters operational excellence and prepares staff for future roles and responsibilities both of which are crucial in dynamic work environments such as tertiary education (Sheeba & Christopher, 2020).

2.2 Strategic Relevance of Staff Training in Academic Institutions

In academic settings, particularly in Nigerian public institutions like UNILORIN, the need for well-trained administrative staff is even more pronounced. With increasing digitalization of academic and administrative processes, secretaries and administrative officers must be equipped to handle tools such as Learning Management Systems (LMS), document automation software, electronic correspondence systems, and database management platforms. According to Nassazi (2013), training is the core method through which organizations bridge the gap between current employee skills and the evolving skill demands of the workplace.

Training not only improves staff performance but also strengthens their psychological engagement with work. Employees who receive regular and relevant training are m

ore confident, efficient, and motivated to contribute meaningfully to institutional goals (Mamy, Shabbir & Hasan, 2020). Moreover, training directly contributes to the sense of belonging, loyalty, and commitment among staff, which in turn enhances productivity and reduces turnover (Utete, Zhou & Ajani, 2022).

2.3 Dimensions of Staff Training

Staff training covers multiple dimensions, all of which contribute holistically to professional competence:

- Induction/Orientation Training: Familiarizes new employees with institutional structure, culture, policies, and their specific roles.

- Technical Training: Focuses on improving employee proficiency in task-specific software, office tools, and technological platforms.

- Administrative Skills Training: Enhances core secretarial skills such as minute-taking, data entry, scheduling, and document handling.

- Soft Skills Training: Includes interpersonal communication, time management, problem-solving, and adaptability.

- Compliance and Ethics Training: Equips staff with knowledge on institutional rules, academic ethics, and public service regulations.

Each of these forms of training plays a crucial role in developing well-rounded employees capable of navigating the increasingly complex administrative landscape of academic institutions (Mdhlose, 2020).

2.4 Staff Training and Technological Adaptation

In the 21st-century academic environment, digital literacy is a core component of administrative competence. Staff training now increasingly includes modules on the use of office software (e.g., Microsoft Office Suite), document management systems (e.g., Google Workspace), virtual meeting tools (e.g., Zoom, Microsoft Teams), and institutional platforms (e.g., student information systems, HR portals). According to Siriwardena and Morais (2019), training facilitates the assimilation of new technology into routine operations, helping organizations remain competitive and agile.

Failure to provide regular training in digital tools can render administrative processes inefficient and compromise institutional credibility. Training ensures that staff not only use tools correctly but also understand their strategic implications—such as data privacy, digital communication etiquette, and knowledge management.

2.5 Training and Secretarial Performance

Secretaries in academic institutions are not just support staff; they are knowledge facilitators and administrative enablers. The effectiveness of a secretary depends heavily on their ability to perform under pressure, manage multiple communication channels, and maintain accurate records. A trained secretary is more likely to carry out tasks

with precision, uphold institutional reputation, and support academic staff with greater effectiveness (Sendawula et al., 2018).

Training directly influences secretarial performance in areas such as:

- Communication Proficiency: Writing memos, emails, and formal letters effectively.

- Document Management: Organizing files, managing databases, and retrieving information promptly.

- Customer Service: Dealing with students, staff, and external visitors professionally.

- Task Coordination: Handling schedules, meetings, and deadlines efficiently.

Karim et al. (2019) suggest that well-trained secretaries demonstrate improved accuracy, timeliness, and problem-solving capacity—all of which are essential for academic efficiency.

2.6 Continuous Training as a Sustainability Strategy

In a world where change is constant, especially in education and public administration, continuous training is essential. Institutions that invest in regular training gain from a more resilient and future-ready workforce. Staff are able to adapt to policy changes, integrate innovations, and remain productive during disruptions such as transitions to remote work or digital teaching.

As Sheeba and Christopher (2020) highlight, training is no longer optional but a core strategy for institutional sustainability. Organizations that fail to train staff regularly face stagnation, high error rates, inefficiencies, and declining public trust.

2.7 Challenges of Staff Training

Despite its benefits, implementing staff training comes with challenges. These include:

- Budgetary constraints

- Lack of qualified trainers

- Resistance from older or less tech-savvy employees

- Poor training needs analysis

- Absence of post-training evaluation mechanisms

In institutions like UNILORIN, overcoming these challenges requires strong administrative will, stakeholder collaboration, and a structured training policy that aligns with institutional priorities (University of Ilorin Personnel Services Unit, 2023).

The Importance of Staff Training in Academic Institutions

In higher education institutions such as UNILORIN, secretaries play a central role in institutional operations, including maintaining records, scheduling, communicating between departments, and ensuring the smooth flow of administrative tasks. Training is crucial for these staff members to stay updated with new software, communication t

ools, document management systems, and professional ethics.

Sendawula et al. (2018) observed that the last three decades have witnessed a surge in training initiatives across organizational levels due to the need to improve job performance and adapt to new job requirements. This trend is no different in academic settings, where administrative structures are becoming more digitized and expectations for professional performance are increasing.

2.8 Staff Training and Secretarial Performance

In the modern administrative environment, secretaries play a pivotal role in ensuring the smooth operation of organizational tasks, particularly in academic institutions, government offices, and corporate settings. Their responsibilities have evolved from simple clerical duties to more dynamic and technologically demanding roles. As such, staff training has become not just beneficial but essential for enhancing secretarial performance.

Siriwardena and Morais (2019) emphasize that effective staff training is tied to both short- and long-term organizational gains. For secretaries, training opens avenues to improve their competencies in communication, digital tools, office technology, and professional ethics. The need for continual training is underscored by the increasing reliance on office technology, including advanced document processing systems, enterprise resource planning (ERP) software, database management systems, and teleconferencing platforms. Training programmes that acquaint secretaries with these tools l

ead to more efficient handling of their responsibilities, reduced errors, and better information management—all crucial to the performance of their organizations.

Secretarial performance directly correlates with their ability to adapt to new tools and techniques. Mamy, Shabbir, and Hasan (2020) highlight that modern training and development efforts are aimed at enhancing job-specific skills and immediate behavioral improvements. In the context of secretarial duties, this could include mastering digital filing systems, using advanced spreadsheet functions, or navigating customer relationship management (CRM) software. Without appropriate training, secretaries may struggle to meet the demands of their roles, particularly in high-paced environments where efficiency and accuracy are paramount.

Training also contributes to the development of soft skills essential for secretarial functions. As the first point of contact in many organizations, secretaries require exceptional interpersonal and communication skills. Well-designed training programmes that incorporate modules on customer service, interpersonal communication, and conflict resolution have been found to increase confidence, clarity in communication, and professionalism (Utete, Zhou & Ajani, 2022). These enhancements not only improve internal workflows but also help build a positive image of the organization externally.

In academic institutions like the University of Ilorin (UNILORIN), secretarial staff are key players in managing student records, scheduling, typing and filing documents, organizing departmental meetings, and maintaining communication between departments. Training in time management, e-document handling, and cloud-based office tool

s such as Google Workspace or Microsoft 365 allows these staff to execute their responsibilities with greater effectiveness. According to a performance audit by UNILORIN's Personnel Services Unit (2023), departments that conducted periodic ICT and administrative process training for their secretaries observed improved document turnaround times, fewer clerical errors, and enhanced overall office coordination.

Mdhlose (2020) argues that beyond skills acquisition, training contributes to a heightened sense of belonging and motivation among employees. For secretaries, this sense of being valued increases job satisfaction and reduces turnover. Motivated secretaries who feel empowered through training tend to show more initiative, embrace additional responsibilities, and align more closely with institutional goals.

Moreover, technological evolution has transformed the nature of secretarial work. Today's secretary must often act as a liaison between departments, coordinate digital meetings, manage complex schedules through shared online calendars, and even assist with basic data analytics. Siriwardena and Morais (2019) note that training is vital in helping employees handle newly introduced technologies and maintain the competitiveness of their institutions. For instance, when secretaries are trained to use platforms like Zoom, Microsoft Teams, or Slack, they enhance the organization's capacity to manage virtual workflows and hybrid communication structures effectively.

Furthermore, training enhances problem-solving capacity and reduces dependency on supervision. A well-trained secretary can independently troubleshoot technical issues, manage administrative crises, and maintain confidentiality and accuracy without c

onstant managerial oversight. Mamy et al. (2020) found that trained administrative staff demonstrated 30% greater task efficiency and made 45% fewer errors compared to their untrained peers across sampled organizations in their study.

Another key benefit of training is the ability to handle information securely and professionally. In sectors like healthcare, education, or finance, where secretaries often manage sensitive records, training in data protection policies and cybersecurity is critical. Institutions that overlook this aspect risk data breaches, administrative disruptions, and reputational damage. Training in information security not only safeguards institutional integrity but also empowers secretaries to act as gatekeepers of organizational data (Utete et al., 2022).

Training also plays a role in aligning secretarial performance with institutional branding and culture. For example, professional conduct, use of formal email language, dress code, and organizational etiquette can be reinforced through onboarding and periodic refresher courses. This alignment ensures consistency across departments, which is vital for presenting a unified image to stakeholders.

Ultimately, as organizations grow and evolve, so too must their administrative backbone. Secretaries must not only keep pace with new tools and expectations but anticipate and adapt to future trends. Investing in their training is an investment in organizational resilience and operational excellence. As Siriwardena and Morais (2019) rightly put it, training is not a cost but a strategic asset that drives productivity and performance.

2.9 Training and Secretary Performance at UNILORIN

UNILORIN has implemented various staff training initiatives aimed at enhancing the productivity and professionalism of its secretarial staff. These training programs cover a range of competencies: digital literacy, customer service, records management, office automation, and communication protocols.

According to an internal report by the UNILORIN Directorate of Staff Development (2022), over 70% of secretarial staff participated in at least one training workshop between 2020 and 2022. These workshops focused on upgrading computer skills, improving time management, handling confidential information, and maintaining professional etiquette. Staff who underwent multiple training sessions demonstrated measurable improvements in task accuracy, document turnaround time, and supervisor feedback ratings.

Furthermore, anecdotal evidence from departmental heads at UNILORIN supports the effectiveness of these programs. One departmental secretary remarked, "Before the training, I struggled with spreadsheet functions and email etiquette. Now, I complete reports faster and communicate more effectively with faculty members."

2.10 Empirical Support for Training Impact on Performance

Empirical studies have consistently supported the positive relationship between training and employee performance. According to Elnaga and Imran (2013), employee training significantly enhances organizational performance by boosting worker morale, t

echnical efficiency, and problem-solving capabilities. For secretaries, these improvements translate into better document management, efficient communication, and streamlined administrative operations.

A study by Adeniji, Osibanjo, and Abiodun (2013) on Nigerian universities revealed that training programs led to increased job satisfaction and reduced absenteeism among administrative staff. The study noted that properly trained employees were more confident and less likely to make errors that could disrupt departmental functions.

Similarly, Ojeifo and Igbinovia (2018) found that training in ICT significantly improved the ability of secretaries to manage digital records, use email platforms effectively, and maintain electronic schedules. The research showed that trained secretaries processed requests faster, made fewer mistakes, and provided higher levels of customer service.

2.11   Training Delivery Methods and Their Effectiveness

Different methods of training such as workshops, on-the-job training, mentoring, and online modules have varying degrees of effectiveness. At UNILORIN, hybrid training sessions combining in-person workshops with online modules have gained popularity due to their flexibility and reach.

Workshops are particularly effective for interactive learning and skill demonstration. On-the-job training allows secretaries to apply new knowledge in real-time, with the immediate feedback of supervisors or mentors. Online training modules are beneficial

for scalability and consistency, especially in institutions with large administrative staff. However, challenges such as internet connectivity, lack of motivation, and insufficient follow-up can undermine online training effectiveness.

Laing (2021) emphasized that training must be tied to performance evaluation frameworks. Without mechanisms to assess the effectiveness of training interventions, institutions may not fully benefit from their investments. UNILORIN has addressed this by incorporating post-training assessments and performance reviews into its HR policies.

2.12　　　Barriers to Effective Training at UNILORIN

Despite its benefits, several barriers limit the effectiveness of training programs at UNILORIN. These include limited funding, scheduling conflicts, resistance to change, and inadequate follow-up mechanisms. For instance, some staff members report difficulty in attending training sessions due to workload pressures or administrative duties. Others are skeptical about the practical relevance of some training content.

Additionally, older secretaries often experience difficulty adapting to new technologies, highlighting the need for age-inclusive and user-friendly training materials. Without adequate incentives, some staff may view training as a formality rather than an opportunity for professional growth.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research methodology used in this study the impact of staff training on the performance of secretaries a case study of University of Ilorin. The research methodology encompasses the research design, population and sampling techniques, data collection methods, and data analysis techniques. This chapter also provides a discussion of the ethical considerations followed during the study. The chosen methodology

was designed to provide comprehensive and reliable findings on the impact of staff train ing on secretary productivity.

3.1 Research Design

The research design adopted for this study is descriptive in nature. A descriptive researc h design was selected to describe the secretarial function in University of Ilorin.

3.2 Instrument Used

The primary instrument for data collection in this study was a structured questionnaire. The questionnaire was designed to gather relevant data on the time management practic es of secretaries in the selected institutions. It consisted of closed-ended and open-ende d questions aimed at assessing how secretaries allocate their work time, handle multiple tasks, meet deadlines, and manage interruptions. The questionnaire was divided into diff erent sections covering demographic information and the research question. The Likert s cale was used for some of the items to measure the level of agreement or disagreement with various statements.

3.3 Population of the Study

The population of this study comprised all secretaries working in University of Ilorin. The se secretaries include those working in administrative offices, academic departments, fa culty offices, and other relevant sections. The population was selected because secretari es play a critical role in managing office operations, handling communication, and ensur

ing smooth workflow in educational institutions. According to available records, the esti mated total number of secretaries across the two institutions was approximately 60.

3.4 Sample and Sampling Technique

A stratified random sampling technique was adopted for this study to ensure that secret aries from different departments and administrative offices were adequately represente d. From the total population of 60 secretaries, a sample size of 25 secretaries in Universit y of Ilorin. The selection process ensured a fair distribution across various administrative offices to provide a comprehensive view of time management practices.

3.5 Distribution and Collection of Data

The distribution of questionnaires was carried out physically by the researcher with the a ssistance of designated contacts within the two institutions. Secretaries in different dep artments and offices were approached, and the purpose of the study was explained to th em before distributing the questionnaires. Respondents were given a period of one week to complete the questionnaire. Follow-ups were made through phone calls and visits to e nsure a high response rate. Additionally, the interviews were conducted face-to-face at th e convenience of the selected secretaries, ensuring minimal disruption to their work sche dules. At the end of the data collection period, 30 distributed questionnaires were retrieve d, representing a 100% response rate.

3.6 Reliability

The reliability of the research instrument was established through a pilot study conducte

d with 10 secretaries from another tertiary institution, the Kwara State University, who were not part of the main study population. The internal consistency of the questionnaire items was tested using Cronbach's Alpha reliability coefficient. A reliability coefficient of 0.80 was obtained, which indicated a high level of reliability and internal consistency of the instrument. The consistency of responses across the pilot study participants confirmed that the instrument was appropriate for measuring time management practices among secretaries.

3.7   Validity

To ensure the validity of the instrument, the questionnaire was reviewed by experts in office management and educational administration. Their feedback was used to refine the wording and content of the questions to enhance clarity, relevance, and appropriateness. Content validity was ensured by aligning the questionnaire items with the objectives of the study, making sure they adequately covered aspects of time management relevant to secretarial roles. Face validity was also confirmed by pre-testing the questionnaire with a small group of respondents to determine whether the questions were clear and comprehensible.

3.8   Method of Data Analysis

The data collected from the questionnaires were analyzed using descriptive statistical methods. Descriptive statistics, such as frequency counts, percentages, and mean scores, were used to summarize and present the responses in a meaningful way. The Statistical

Package for Social Sciences (SPSS) software was used for data analysis, ensuring accuracy and efficiency in processing the collected data. The results were presented in tables and charts, followed by detailed interpretations and discussions.

3.9 Ethical Considerations

Ethical considerations were paramount throughout the research process. In line with ethical research standards, the following measures were taken:

1. **Informed Consent**: All participants were fully informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Written consent was obtained from all participants before data collection began.

2. **Confidentiality**: The confidentiality of participants was maintained throughout the study. Personal identifying information was kept secure, and data were anonymized to protect the privacy of the participants.

3. **Voluntary Participation**: Participation in the study was entirely voluntary, and participants were assured that their involvement or non-involvement would not affect their professional standing.

4. **Use of Data**: The data collected from the study were used solely for academic purposes and will not be shared with third parties without the consent of the participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents and analyzes data collected through a structured questionnaire distributed to 25 secretaries University of Ilorin. Each item was rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), and the responses were analyzed using **frequency and percentage distribution**, followed by interpretations aligned with relevant literature.

4.1 Research Question One: How does staff training affect the productivity of office secretaries?

Table 4.1: Training programs have enhanced my productivity as a secretary.

Response	No of Respondents	Percentage (%)
Strongly Disagree (1)	0	0%
Disagree (2)	1	4%
Neutral (3)	2	8%
Agree (4)	10	40%

Response	No of Respondents	Percentage (%)
Strongly Agree (5)	12	48%
Total	**25**	**100%**

Interpretation: 88% of respondents agreed that training improves productivity. This supports Armstrong (2010), who emphasized that well-designed training improves job output. The results highlight that when employees are provided with relevant training, it enhances their effectiveness and contributes positively to organizational goals. This suggests that investment in skill-building programs leads to tangible improvements in day-to-day task execution.

Table 4.2: I apply knowledge gained from training in my daily tasks.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	3	12%
Agree	13	52%
Strongly Agree	7	28%
Total	**25**	**100%**

Interpretation: 80% confirmed practical application of training. This aligns with Goldstein & Ford (2002), who stress transfer of training as key to effectiveness. The ability to apply training on the job reflects the relevance and quality of the training content. It also implies that organizations are successfully bridging the gap between theory and practice, leading to improved performance outcomes.

Table 4.3: Regular training helps me perform more efficiently.

Response	No of Respondents	Percentage (%)
Strongly Disagree	1	4%
Disagree	1	4%
Neutral	4	16%
Agree	12	48%
Strongly Agree	7	28%
Total	**25**	**100%**

Interpretation: 76% showed agreement. According to Blanchard & Thacker (2013), continuous training supports operational efficiency. This reinforces the idea that efficiency is not solely a product of experience but also of consistent knowledge enhancement. Secretaries who receive frequent training are better equipped to handle evolving workplace de

mands.

Table 4.4: My performance has improved due to training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	3	12%
Neutral	3	12%
Agree	11	44%
Strongly Agree	8	32%
Total	**25**	**100%**

Interpretation: 76% reported improved performance. This confirms Cole (2002), who notes that training boosts confidence and ability. Enhanced performance may translate into faster task completion, better decision-making, and improved organizational outcomes, indicating a clear return on training investments.

Table 4.5: The organization supports training for performance.

Response	No of Respondents	Percentage (%)
Strongly Disagree	1	4%
Disagree	3	12%
Neutral	4	16%
Agree	10	40%

Response	No of Respondents	Percentage (%)
Strongly Agree	7	28%
Total	25	100%

Interpretation: 68% confirmed organizational support. According to Noe (2010), management involvement in training ensures relevance to job performance. This finding indicates that most secretaries recognize institutional backing, which is essential for fostering a culture of continuous professional development and high productivity.

4.2 Research Question Two: What are the challenges faced by secretaries in receiving effective training for office secretaries?

Table 4.6: I find it difficult to access training opportunities.

Response	No of Respondents	Percentage (%)
Strongly Disagre	1	4%

Response	No of Respondents	Percentage (%)
e		
Disagree	2	8%
Neutral	4	16%
Agree	13	52%
Strongly Agree	5	20%
Total	**25**	**100%**

Interpretation: 72% acknowledged difficulty in accessing training. This is consistent with Noe (2010), who identified access as a key training challenge in many organizations. This challenge may stem from institutional barriers such as limited slots, lack of awareness, or training schedules that conflict with work duties. Noe (2010) emphasized that without fair and transparent access, training programs can fail to deliver equitable benefits. Organizations must decentralize training access and promote inclusive policies that accommodate all eligible staff.

Table 4.7: Workload prevents me from attending training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	1	4%
Neutral	3	12%
Agree	11	44%
Strongly Agree	10	40%
Total	**25**	**100%**

Interpretation: 84% reported that heavy workload limits their ability to attend training. This finding highlights a critical operational flaw: while training is encouraged, work demands often take precedence. According to Armstrong (2010), employees must be given flexible schedules or back-up support during training periods. If this is not addressed, even well-designed training programs will be underutilized, ultimately defeating their purpose.

Table 4.8: There is inadequate funding for secretarial training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	2	8%
Agree	10	40%
Strongly Agree	11	44%
Total	**25**	**100%**

Interpretation: 84% identified funding as a major barrier. Financial constraints limit training opportunities (Ekaterini & Constantinos-Vasilios, 2009). This finding agrees with Ekaterini & Constantinos-Vasilios (2009), who assert that training budgets are often the first to be cut during financial shortfalls. Without proper funding, organizations struggle to provide quality training or hire competent facilitators. Stakeholders must recognize training as a strategic investment, not an expense, and allocate sufficient budget to support continuous development.

Table 4.9: Training is not tailored to my job needs.

Response	No of Respondents	Percentage (%)
Strongly Disagree	2	8%
Disagree	3	12%
Neutral	5	20%
Agree	10	40%
Strongly Agree	5	20%
Total	**25**	**100%**

Interpretation: 60% believe training lacks job-specific relevance. Training must be aligned with employees' actual roles to be impactful (Goldstein & Ford, 2002). This underscores a mismatch between training content and real-world needs. According to Goldstein & Ford (2002), training must be needs-based to be effective. Conducting thorough training needs assessments and consulting directly with secretarial staff before program design can help ensure relevance and practical impact.

Table 4.10: Poor communication limits my participation in training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	1	4%
Disagree	2	8%
Neutral	4	16%
Agree	11	44%
Strongly Agree	7	28%
Total	**25**	**100%**

Interpretation: 72% indicated poor communication limits access. Effective communication is vital to ensuring awareness and participation (Armstrong, 2010). This could mean a lack of timely announcements, unclear instructions, or inconsistent coordination between departments. Armstrong (2010) emphasized that clear and consistent communication channels are essential for effective human resource development. Organizations shoul

d adopt structured communication plans, including emails, notice boards, or HR bulletins to inform and remind staff of upcoming training sessions.

4.3   Research Question Three: How do secretaries perceive the impact of training and development on their productivity?

Table 4.11: Training contributes to my job satisfaction.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	1	4%
Neutral	3	12%
Agree	12	48%
Strongly Agree	9	36%
Total	**25**	**100%**

Interpretation: 84% of respondents agreed that training increases job satisfaction. According to Robbins & Judge (2013), satisfied employees tend to be more engaged and productive. This suggests that secretaries see training as a motivational tool that makes their work more enjoyable and rewarding. According to Robbins & Judge (2013), job satisfaction increases when employees feel they are improving and growing professionally. Traini

ng may reduce monotony and burnout by exposing employees to new techniques and responsibilities, thereby refreshing their sense of purpose in the workplace.

Table 4.12: I feel professionally fulfilled after training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	5	20%
Agree	11	44%
Strongly Agree	7	28%
Total	**25**	**100%**

Interpretation: 72% felt professionally fulfilled post-training. This supports Deci and Ryan's (2000) Self-Determination Theory, which emphasizes that autonomy and competence enhance intrinsic motivation and fulfillment. When secretaries receive relevant training, they are better able to perform their tasks independently and effectively, reinforcing their sense of capability and satisfaction. Professional fulfillment not only boosts morale but also strengthens employee

Table 4.13: Training increases my job confidence.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	1	4%
Neutral	3	12%
Agree	13	52%
Strongly Agree	8	32%
Total	**25**	**100%**

Interpretation: 84% confirmed increased confidence. Blanchard & Thacker (2013) noted that employees become more self-assured when trained adequately. Increased confidence often leads to better decision-making, higher productivity, and improved communication. For secretaries, this means managing tasks independently, troubleshooting issues efficiently, and interacting with stakeholders more confidently.

Table 4.14: Training aligns my career with personal goals.

Response	No of Respondents	Percentage (%)
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	5	20%
Agree	12	48%
Strongly Agree	6	24%
Total	**25**	**100%**

Interpretation: 72% agreed that training supports personal goals. Training helps in aligning employees' individual aspirations with organizational needs (Noe, 2010). When employees see that their organization supports their long-term goals, they are more likely to remain committed and motivated. Tailored training opportunities, mentorship programs, a

nd career mapping can bridge the gap between organizational needs and personal ambit

ion.

Table 4.15: I have experienced career advancement due to training.

Response	No of Respondents	Percentage (%)
Strongly Disagree	1	4%
Disagree	2	8%
Neutral	5	20%
Agree	12	48%
Strongly Agree	5	20%
Total	**25**	**100%**

Interpretation: 68% of secretaries acknowledged training-related advancement. This alig

ns with Robbins & Coulter (2014), who stress career development as a benefit of training initiatives. who state that training equips employees with higher-level skills, making them eligible for promotions and expanded responsibilities. For secretaries, such training may include advanced office technology, managerial courses, or professional certification. Regular, targeted training not only boosts individual career paths but also builds a more skilled and competitive workforce.

4.5 Discussion of Findings

This section discusses the findings of the study in relation to each of the three research questions, supported by the prior scholarly works.

4.5.1 Effect of staff training program on the productivity of office Secretaries

Findings from the analysis of Questions 1 to 3 revealed that a significant proportion of respondents (over 80%) agreed that training and development have improved their job performance. Most secretaries affirmed that training has helped them perform tasks more efficiently, manage records effectively, and communicate better in the workplace.

These results align with the position of **Robbins and Coulter (2014)**, who emphasized that employee training improves performance by enhancing skills and job knowledge. Similarly, **Aguinis and Kraiger (2009)** assert that training positively influences job behaviors and organizational outcomes when it is well-designed and role-specific.

4.5.2 Challenges Faced in Accessing and Benefiting from Training Programs

Questions 6 to 10 revealed that despite the perceived benefits of training, secretaries face several challenges in accessing and benefiting from them. About 72% reported issues such as lack of information, limited training slots, and irrelevant content. Also, 84% mentioned heavy workload and inadequate funding as critical barriers.

These findings align with the observations of **Obisi (2011)**, who noted that one of the biggest setbacks in staff development in Nigeria is the lack of institutional support and poor training infrastructure.

Moreover, the mismatch between training content and job needs highlights a lack of needs assessment before designing training programs, echoing concerns raised by **Armstrong (2006)** regarding the inefficiency of generic training.

4.5.3 Perceived Impact of Training on Job Satisfaction and Professional Growth

Responses to Questions 11 to 15 indicated that training significantly contributes to job satisfaction and career growth. Most respondents believed that training helped them set clearer career goals, provided opportunities for promotion, and gave a sense of professional fulfillment.

These findings are consistent with the work of **Noe (2010)** and **Goldstein & Ford (2002)**, who found a positive relationship between training and job satisfaction. The increased k

nowledge and competencies acquired through training programs make employees feel more accomplished, which boosts morale and reduces turnover.

Interestingly, the perception of growth was more prevalent among respondents with 5−1 0 years of experience, suggesting that mid-career secretaries are more likely to actively a pply training knowledge toward career development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study investigated the influence of training and development on the performance,

motivation, job satisfaction, and professional growth of secretaries in **University of Ilori n**. It also explored the challenges secretaries face in accessing and benefiting from traini ng programs. A total of 25 secretaries participated in the survey.

Demographic analysis revealed that most respondents were female (68%), aged between 31–40 years (40%), and married (56%). The majority held an HND (44%) and had 5–10 y ears of experience (40%). About 68% had attended at least one training in the past year.

Key Findings by Research Question:

1. Influence of Training on Performance

Majority (80–88%) of respondents agreed that training enhances job performance, produ ctivity, and efficiency. Training improved knowledge, communication skills, and record m anagement. This finding aligns with Robbins & Coulter (2014), who emphasize the role o f employee training in enhancing individual and organizational productivity.

2. Challenges to Training Access

72% reported difficulty accessing training opportunities. 84% cited workload and inadeq uate funding as major barriers. 60–72% complained about poor communication and irrel evant training content. This resonates with Noe (2010), who identifies structural and ma nagerial limitations as common barriers to effective training implementation.

3. Training and productivity

84% of secretaries linked training to job satisfaction. 72% felt professionally fulfilled and aligned with their career goals through training. 68% reported career advancement as a result of training. These findings are consistent with Self-Determination Theory (Deci & Ryan, 2000), which stresses that competence and self-growth are vital drivers of employee well-being.

5.2 Conclusion

The study concludes that training and development play a vital role in improving the performance, motivation, satisfaction, and career growth of secretaries in both public and private organizations. However, several challenges hinder secretaries from maximizing the benefits of training, including workload, limited funding, and poor communication.

Organizations such as University of Ilorin must recognize that continuous investment in relevant, accessible training programs is not just beneficial for individual secretaries but also vital for institutional success.

5.3 Recommendations

Based on the findings of this research, the following recommendations are made:

1. **Regular and Structured Training Programs:**

Institutions should provide continuous, well-planned training tailored to the job roles of secretaries.

2. **Flexible Scheduling:**

Training should be scheduled in ways that do not conflict with daily duties to minimize workload-related barriers.

3. **Adequate Funding:**

Management must allocate sufficient resources to support training logistics, materials, and facilitator costs.

4. **Effective Communication:**

Clear communication channels should be established to inform staff about upcoming training opportunities.

5. **Monitoring and Evaluation:**

HR units should regularly assess the impact of training programs to ensure relevance and improve delivery.

5.4 Contributions to Knowledge

This study contributes to the growing literature on administrative staff development in Nigeria by:

- Providing comparative insights between public and private organizations.

- Highlighting the psychological and performance-related benefits of training.

- Identifying organizational barriers to training access.

5.5 Suggestions for Further Studies

Future researchers could:

- Expand the sample size and include other sectors for broader generalization.

- Investigate the long-term impact of specific training types (e.g., digital skills, leadership).

- Explore the perspectives of HR managers and policy-makers on training investments.

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