CHRISTIAN SERVICE UNIVERSITY COLLEGE

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCES MANAGEMENT

TOPIC:

ASSESSING THE IMPACT OF TRINING AND DEVELOPMENT OF EMPLOYEE
PERFORMANCE A CASE STUDY OF MANHYIA DIVISIONAL POLICE

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A DISSERTATION SUBMITTED TO THE HUMAN RESOURCES MANAGEMENT
DEPARTMENT, CHRISTIAN SERVICE UNIVERSITY COLLEGE IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A DEGREE IN
BACHELOR OF BUSINESS ADMINISTRATION

MAY 2015

i

DEDICATION

This piece of work is dedicated to our parents, guardians, family members, relatives, friends and loved ones who with their support and prayer helped and encouraged us to the successful completion of this course. We humbly say God bless you all.

ACKNOWLEDGEMENT

We wish to first and foremost express our sincere thanks to the Almighty God for sustaining and bringing us this far. To God be the glory.

Our next thanks goes to our parents, guardians and spouses for their indefatigable efforts and reliable love to bring us this far.

We are also indebted to Mr. Kofi Ampong, our supervisor for taking much time off his tight schedule to read through the thesis, making the necessary corrections and numerous suggestions for the successful completion of this research work. Also to Dr. Kofi A. Marfoh the Head of Department (BBA), Madame Evelyn and entire CHRISTIAN SERVICE UNIVERSITY COLLEGE Management and Staff for their enormous assistance towards the achievement of this research work.

Furthermore, we are grateful to the entire Ghana Police service, Manhyia Divisional Headquarters in Kumasi, for their immense contributions towards the success of this research work.

Finally, we are highly grateful to Reginald Boakye Morfoh and David Owusu (Man of God) of Brain Innovations who helped in typing of our work and to all our colleagues and loved ones, for their moral and material support for the successful completion of this research work.

ABSTRACT

The quality of the human resource of an organization is essential to its success. Thus, every organization must seek to improve the quality of its workforce. One way of achieving this is through training and development. The importance of training and development can only be appreciated with a clear understanding of direct impact on employee performance. An improvement in employee performance also leads to an improvement in the organization's performance. It is in this respect that Manhyia Divisional Police was analyzed to establish a correlation between its training and development programs and the success of the organization. The population of this study comprising all staff members working in the Ghana Police service, Manhyia Divisional Headquarters in Kumasi who are 100 in all and for the efficiency and effectiveness of the study the Saunders's sampling technique was used in determining the sample size. Data was derived through questionnaires distributed to selected employees as well as the Divisional Commander and the human resource manager. The results revealed that Manhyia Divisional Police has a comprehensive (planned and systematic) in-house and external training and development programs that every employee was aware of. The objective of the program is to improve both individual and organizational performance. Every employee no matter their educational background or level within the organization had benefited from the in-house training and external programs. The organization is therefore advised to ensure their compatibility with global changes, in crime combat and other services provided by the Ghana Police Service. The possibility of other forms of training and development programs like external courses should be considered to offer employees choice and also allowing those who benefit from external courses to contribute their knowledge and observations to the existing system in the police administration.

TABLE OF CONTENT

CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATION

SKAC	-	Skills Knowledge Ability and Competencies
GPS	-	Ghana Police Service
DOVVSU	-	Domestic Violence Victims Support Unit
MTTU	-	Motor Traffic and Transport Unit
SPSS	-	Statistical Programmed for Social Scientist
AHP	-	Analytical Hierarchy Process
IGP	-	Inspector General of Police
GCMP	-	Gold Coast Militia and Police
ECG	-	Electricity Cooperation of Ghana
DVLA	-	Driver and Vehicle License Authority
KNUST	-	Kwame Nkrumah University of Science and Technology
WAEC	-	West African Examination Council

CHAPTER ONE

1.0 Background Information

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. It can, therefore be concluded that a developing country like Ghana, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resource. It is thus seen that in Ghana the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills (Flippo, 2005).

The provision of secondary and technical schools, vocational training institutes and colleges, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in our workplaces. (Professor Mike Ocquaye, former Minister of the Ministry of Education at the 5th Congregation of Central University College, August 2004.)

With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has subordinates beneath him who are well equipped with skills, talent and knowledge (Donnelly et al, 2007).

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite Skills, Knowledge, Abilities and Competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the

organization's growth, (Barron and Hagerty, 2001).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty, 2001).

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002:329), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training.

It is worth noting that Ghana has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is the Ghana Police Service (GPS). The study intends to investigate the impact of training and development on employee performance at the Ghana Police Service (GPS).

1.1   Statement of the Problem

It is a well known fact that training enhances SKAC and ultimately worker performance and productivity in organizations (G.A Cole, 2002). Many organizations in Ghana engage in training and development of its staff and also have departments, units and sectors responsible for training and development. Ghana Police Service is one of such organization that organizes staff training Programs and has established a training centre's (depots) at Tesano in Accra , Patase in Kumasi , Pwalugu in the Upper East Region , Koforidua in the Eastern Region and Ho in the Volta Region as well as Staff colleges in Accra and Winneba .The Ghana Police Service , at its General meeting for the year 2001 in Accra (April 2012) resolved to raise new capital of US$ 30 million, part of which was to be deployed for capacity building and significant branch expansion. Given the human resource needs that will arise from the capacity building and expansion objectives, it is worth investigating the extent to which training and development will be deployed by Ghana Police as an instrument to meet its human resource requirements for its objectives. The training and development process has been criticized by most academicians. Some of the criticisms are strictly bureaucratic process, biased, lack of facilities, lack of cooperation between superior and subordinates, and does not based on the needs of the organization. It is on the basis of these problems that the researcher intends to take a critical look at the training and development practices in the Ghana police service and how this affects employee's performance.

1.2   Objectives of the Study

1.2.1   General Objective

The general objective of the study is to assess the impact of training and development on employee's performance in the Ghana police Service.

1.2.2   Specific objectives

The specific objectives of the study are as follows:

i.   Assess training and development programs available to personnel at Manhyia divisional police.

ii.   Assess the objectives of training and development programs of Manhyia Divisional Police.

iii.   Examine some of the problems associated with training and development of employees by Manhyia divisional police.

iv.   Make recommendations for the improvement of the training and development criteria for employees by Manhyia divisional police.

1.3   Research Questions

This study is aimed at ascertaining some basic questions such as;

i.   What are the training and development programs available to personnel's at Manhyia Divisional Police?

ii.   What are the objectives of training and development programs of Manhyia Divisional Police?

iii.   Are there any problems associated with training and development of employees by Manhyia divisional police?

iv.   What are the recommendations to improve the training and development criteria for employees by Manhyia decisional police?

1.4   Significance of the Study

The study will help the Ghana police service (Manhyia division) to understand the importance of training programs. It will also enable them structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance. This will also ensure the existence of a pool of skilled workforce who can be

utilized for national development.

Labour is a major input in the success of every organization. If labour is efficient it will help improve the performance of the organization and as organizations perform better, they are able to increase output and contribute positively to the growth of the economy.

Companies are able to grow and expand which leads to the hiring of more people thus helping decrease the level of unemployment. As these companies perform very well, they are also able to compete with others thus enabling the economy to remain vibrant.

Moreover, the study will serve as a source of information to students, academia and researchers who engage in similar or related topics as a basis of literature review and also as a reference point. It is intended to add new information to the already existing knowledge and to gain a thorough insight into training and development practices.

1.5   Scope of the Study

The Ghana police have 130 branches in Ghana and are located in the regional, districts and major cities in country. However the study is conducted using the management and the employees oat Manhyia divisional police headquarters Kumasi in the Ashanti Region. The study area is selected because the respondents were within reach of the researcher and also time allocated for conducting the study could not permit visiting of other divisions in the police service.

1.6   Limitation of the Study

i.   Problems such as the swearing of an oath of secrecy and indifference on the part of interviewees and respondents were limitations to the study as some of the personnel felt uncomfortable and other were simply not bothered.

ii.   The absence or inaccessibility of reliable records and reports on Manhyia divisional police activities also limited the research investigation.

iii.   The unwillingness of senior police officers to divulge strategic information in the name of confidentiality is a limitation to the study.

iv.   Time was not on the side of the researcher due to the volume of work involved. This affected the quality, reliability, validity and the accuracy of the study

v.   The researcher had to constantly travel to the study area - Manhyia divisional police and that cost a substantial amount of money

However due to the constraint of time, materials, finance, the study was conducted at the Manhyia divisional police only. Therefore there is the need for the researcher to conduct similar studies on other divisions in order to make further generalization of this study possible.

1.7   Organization of the Study

The study is organized into five chapters. Chapter one introduces the study by giving the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study and the organization of the study.

Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference to how it applies to Ghana police service (Manhyia division).

Chapter three discusses the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections and how results were analyzed.

Chapter four presented the findings on the practices and impact of training and development in Ghana police service (Manhyia division). It will also lay out the researcher's analysis on the organization's responses to the impact and role of such training on its employees in terms of performance.

Chapter five presents the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter will present a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it will discuss findings of related research to the study.

2.1   Operational Definition of Key Concept

2.1.1 This is the process where people acquire capabilities to aid in the achievement of organizational goals. This process is tied to a variety of organizational purposes; training can be view either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use in their present job. Sometimes a distinction is drawn between training and development with development being broader in scope and focusing on individual gaining new capabilities useful for both present and future jobs (Jackson 2005).

2.1.2   Development

This is the effort to improve employee's ability to handle a variety of assignments and to cultivate capabilities beyond those required by the current job. Development benefits both the organization and the individual. Employees and managers with appropriate experience and abilities may enhance organizational competitiveness and the ability to adapt to a changing environment. In the development process, individual's career also may evolve and gain new or different focus (Jackson 2008).

2.1.3   Performance

This is essentially what employees does or does not do. Employee performance common to most jobs include the following elements; quality of output, quantity of output, timeliness of output, presence at work and cooperativeness. Specific job criteria of job performance identify the most

important elements in the most given job. A catholic professor job might include the criteria of teaching, research and service. Job criteria are the most important factors people do in their job because the define what the organization pays an employee to do; therefore, the performance of individuals on job criteria should be measured and compared against standards, and then the results communicated to the employee.

2.1.4   Employee

This is the one who was recruited, screened, interviewed, placed in an organization or institution and uses his skills or labour regularly in return for payment of salary of wages (Mathis, 2009). should be viewed therefore as an integral part of the process of total quality management.

2.1.5   Human Resource Management

For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. The effective management of people at work is Human Resource Management, Armstrong (2010). Human Resource Management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations. Several new technologies are used to ensure the creation and delivery of services and goods in modem economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Beer et al (2000) define Human Resource Management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees-the human resources. According to Beer et al (2000), general management make important decisions daily that affect this relationship, and this

leads to a map of Human Resource Management territory, the core of which they refer to as the four 'Cs' and these are;

Competence of employees: High competence creates a positive attitude towards learning and development. Commitment of employees: High commitment means that employees will be motivated to hear, understand and respond to management's communication relating to the organization of work.

Congruence between the goals of employees and those of the organization: Higher congruence is a reflection of policies and practices which bring about a higher coincidence of interest among management, shareholders and workers alike.

Cost effectiveness of Human Resource Management practices: means that the organization's human resource cost, that is wages, benefits, training and indirect costs such as strikes, turnover and grievances, have been kept equal to or less than those of competitors.

2.2   Training

According to Cole (2002:330), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behaviour through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 2003).

The Manpower Services commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an

activity or range of activities.

According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization (Certo, 2003)

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

According to Armstrong (2006), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.

This was also affirmed by Sherman et al (2005). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked.

What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program.

McGhee et al (2009) wrote on the nature of learning and said learning is a term used to describe

the process by which behavioural changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behaviour prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioural change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behaviour of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (2006).

2.3   Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

i.   High morale - employees who receive training have increased confidence and motivation;

ii.   Lower cost of production - training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

iii.   Lower turnover - training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;

iv.   Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

v.   Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

vi.   Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

vii.   Help to improve the availability and quality of staff.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences.

It helps to reconcile the gap between what should happen and what is happening - between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Casio (2009) puts it this way, the economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.4   Principles of Training

Since the object of training is to assist a learner acquire the behaviour necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare.

According to Leslie (2009), there are four main requirements for learning to take place. The first is motivation. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its

effectiveness will be limited.

Flippo (2005) also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is response.

Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent. (Leslie 2009).

Finally, feedback - the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.5   The Training Process

Scores of Literature available on training (Armstrong, 2006, Renolds, 2003, Italsey, 2011) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.5.1   Training Policies and Resources

Kenney et al (2004) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed

14

out that training policies are necessary for the following reasons:

a) To provide guidelines for those responsible for planning and implementing training;

b) To ensure that a company's training resources are allocated to pre-determined requirements;

c) To provide for equality of opportunity for training throughout the company; and

d) To inform employees of training and development opportunities

2.5.2 Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002:339) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives.

These perspectives are; organizational, departmental or functional, job and employee. Organizational need - the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented. According to Kaufman (2010), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need - at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit.

The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need - Kaufman continues that employees' training needs could be measured by the individual performances of the employees.

He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance (DeCenzor and Robinson, 2007).

The researcher thinks that these three levels - organizational, functional and individual gaps between expected results and actual results can suggest training needs, for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas. The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken. If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of efforts (De Ceiri and Kramar, 2003).

Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures.

Armstrong (2008) however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.5.3 Determining Training Objectives and Training Plan

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a framing program it *is equally important to consider what the trainees should* know

or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. Zaccarelli (2007) outlines the process of planning training as;

i)   Develop a Training Plan

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained.

ii)   Design a Training Lesson

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose;

   a) It provides a content outline for the lesson

   b) It suggests activities/specific instructions which will help to make training easier.

   c) It defines suggested time to be spent on each segment within the segment

iii) Select the Trainer(s)

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

iv) Prepare the Trainer(s)

Training is one of the most important things any organization does. As a result, the personnel

responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics.

Remotely linked to this, trainees must also be concerned and prepared for the learning experience.

2.5.4 Methods of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (2002) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the equipment used by Ghana police service especially weapons and ammunitions both off-and on-the-job training would be very ideal.

i.On-The-Job Training

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the now employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or

18

experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses.

Mentoring: this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and job rotation: this usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well structured and planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience (Chandler, 2006).

Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills (Currie, 2004)

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that on-the-job method of

training has a setback.

A critical review of the method reveals that, although employees learn doing the job, their productivity tends to be low because they do not have the skills and knowledge needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off- the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices (Certo, 2003).

ii.   Behaviour Modelling

Here, some of the methods used in the assessment centres include business games, in-basket, simulation, problem-centred cases, and many others, to enable the trainee learn the behaviours appropriate for the job through role-playing. The use of behaviour modelling is based on social theory, and it is in particular an effective method for interpersonal or social training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviours are to be avoided.

Behaviour modelling is often based on the demonstration of the right and effective way to behave as a result, trainees are provided with facilities to practice this.

Bryn (2010) puts it this way, that behaviour modelling is where target behaviours are selected and videos on each of the behaviours produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

iv. Case Study

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will

later face on the job.

The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

v.   Group Training

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the *trainer. If organized* proper*ly, it* offers trainees from different *backgrounds* an opportunity to share valuable information and learn from each other's experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants whiles providing opportunities from trainees to learn from each other. The T- group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback (Cole, 2009).

2.5.5   Evaluation of Training

Upon checking the effectiveness of training, Kenney et al (2005) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives.

2.5.6   Methods of Evaluation

There are several methods for evaluating training. Beardwell and Holden (2008), Kirkpatrick, (2006) have cited some of these methods as follows;

i.   Questionnaires (feedback forms): this is a common way of eliciting trainee responses to

courses and programs.

ii.   Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees.

iii.   Projects are initially seen as learning methods but they can also provide valuable information to instructor about the participants' understanding of subject matter.

iv.   Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.

v.   Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group, face-to-face or by telephone.

2.6   Training, Performance and Productivity

The quality of employees and their development through training are major factors in determining log-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only.

This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements. Organizations that are committed to quality invest in training and development of its employees (Evans and Lindsay 2004). According to Evans and Lindsay (2004), Xerox Business Products and Systems invest over $125 million in quality training.

Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly.

Training and development have become an essential responsibility of HRM departments in organizations particularly as employees require new skills, knowledge and abilities, which

should not be cost-justified as most public sector organizations engage in.

2.7   Human Resource Development

One of a manager's most important jobs is to manage the employee development of an employee which includes his/her personal growth and career development Maund (2001). In previous business environments, career planning was handled in the main by the organization which employed an individual, who was likely to be in that organization's employment for life. However, nowadays the work environment is rapidly changing with increasing work mobility bringing about alternatives and potential for almost any worker, (Maund 2001).

Sandra Kerka (2002) defines Career Development as an organized approach used to achieve employee goals with the business needs of the agency workforce development initiatives. According to the author, the purpose of Career Development is to;

a) Enhance each employee's current job performance

b) Enable individuals to take advantage of future job opportunities

c) Fulfil agencies' goals for a dynamic and effective workforce

Stressing on the importance of career development, Evans and Lindsay (2004) reported that the massive career development program embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employee passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service. In the past there was a failure to provide avenues for career change which produced great losses in social productivity and in human satisfaction. Employers now realize that they do not benefit by locking their employees into careers that long ago ceased to be rewarding and challenging to them.

2.7.1   Human Resource Development Advantages

Nowadays the necessity for dedicated professionals has increased with the rising demands of

business and the level of competency. It is significant to have professional knowledge on how to handle complicated situations. Career development schools make certain that people take advantage in the training given to them. The advantages are based on the quality, standardization and methodology applied. It assists in building confidence, promotion of personal development and is a focus for quality staff. Superiority is a major concern in any business and career development.

It is not limited to the products but the performance of the professionals as well. Lack of quality affects standard of performance, however career development takes the chance to develop on the defects and bring quality products.

The review has so far revealed the importance and purpose of training in an organization, and how it contributes to productivity. The essence of training needs has also been explained. How and why training needs should be assessed was not overlooked. The fundamental bases for which personnel may be chosen or selected for training, the kinds of training methods are identified.

In summary, this study is designed descriptively to find out whether there exists any setback in the training and development schemes in Ghana Police service, and thus offer recommendations as to how these setbacks may be reduced if not entirely eliminated.

Training is seen as a key instrument in the implementation of Human Resource Management policies and practices, particularly those involving cultural change and the necessity of introducing new working practices. First of all the organization will need a training policy that specifies what training means to the organization, who qualifies for training, how training should be conducted and so on. The next step is to analyze the training needs of the organization in relation to the organization's strategy and equate it with the needs of the individuals within it (Cole, 2005).

A variety of methods could be adopted to carry out a training needs analysis. Job analysis,

interview with managers and supervisors and performance appraisal are few methods commonly used. Despite the available variety of methods, an organization has to be cautious when selecting training methods for its use. A careful use of training methods can be a very cost-effective investment. Although one of the most important stages in the training process, evaluation and monitoring is often the most neglected or least adequately carried out part (Cole, 2005).

2.7.2 Conceptual Framework of the Study

Manhyia divisional police relies on its own human management practices such as training and development to build the skills, capabilities, competencies of its employees, these employees are initially introduced into the doctrine, rules, regulations and conditions of service. Other training programs include; job/technical training, problem solving training, innovation training, on the job training etc.

Externally, Manhyia divisional police resulted to external training firms, consultants and other entities to build a capacity of its employees. Moreover, the divisional police develop the employees with specific capabilities such as the ability to use past knowledge in a new situation, ability to work under pressure; ability to work independently etc. the human resource management practices discussed above shaped the working life of the employees to perfection.

However, they have now acquired the following credibility's; creativity ability, innovative ability, improved service delivery with minimum supervision, participation in decision making process etc. Eventually, these reflect improved standards and efficiency in employee's performance. The conceptual framework is provided in figure 2.1 below;

CONCEPTUAL FRAME WORK OF THE STUDY

Figure 2.1: Conceptual frame work of the study

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                    ┌─────────────────────────────┐
                    │  EFFICEINCY IN EMPLOYEES'    │
                    │        PERFORMANCE           │
                    └─────────────────────────────┘
                                  ▲
                    ┌─────────────────────────────┐
                    │        EMPLOYEES'            │
                    └─────────────────────────────┘
            ▲              ▲                        ▲
┌──────────────────────┐        ┌──────────────────────────────┐
│ Orientation,         │        │ Ability to use past knowledge│
│ Job/Technical        │        │ in a new situation, Ability  │
│ Training, problem    │        │ to work under pressure,      │
│ solving Training,    │   ⬭    │ Ability to work              │
│ Innovative Training, │Outsourcing│ independently etc.        │
│ on the Job.          │Of Training└──────────────────────────┘
└──────────────────────┘                        ▲
         ▲                 ▲
┌──────────────────┐ ┌──────────────┐  ┌──────────────────┐
│ INTERNAL TRAINING│ │ EXTERNAL     │  │   DEVELOPING     │
│    PRACTICES     │ │ TRANING      │  │    SPECIFIC      │
└──────────────────┘ │ PRACTICES    │  │  CAPABILITIES    │
         ▲           └──────────────┘  └──────────────────┘
                           ▲                    ▲
   ┌────────────┐                     ┌──────────────────┐
   │  TRAINING  │                     │   DEVELOPMENT    │
   └────────────┘                     └──────────────────┘
          ▲                                    ▲
              ┌──────────────┐
              │     HRM      │
              │  PRACTICES   │
              └──────────────┘
                     ▲
          ┌────────────────────────┐
          │  MANHYIA DIVISIONAL     │
          └────────────────────────┘
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Source: Author's own construct, June, 2014

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter presents the methodology employed for data gathering as well as relevant statistical analytical tools that were employed for analyzing the survey results gathering during the study.

3.1   Research Design

The research design gives and overall view of the method chosen and the reason for that choice. It also includes the data collection methods, instruments used for the data collection mi how data collected are analyzed. (Sanders et al, 2009).

However, this study is a survey in the form of cross sectional study in which data was collected once across a population through sampling. Seventy-two (72) respondents were selected using convenience sampling technique, to which questionnaires were administered. The questionnaires were administered personally by the researcher to the respondents, selecting every 4th employee counted from the various units.

Qualitative research approach would also be adopted for the study and in particular the case, method.

3.1.1   Rational for Case Study Approach

The of case study approach to assess the impact of training and development on employee's performance at Manhyia Divisional Police in Kumasi. According to Yin (2003), the reliance on the qualitative research approach of case study becomes useful where one needs to understand a particular phenomenon, system or situation in which great - depth and where one can identify cases that have abundant information in respect of the phenomenon being investigated. Since the study intends to have a deeper understanding of training and development, the case study

approach becomes appropriate in gathering the detailed information required for the study.

3.2 Population and Sampling

A research population is generally a collection of individuals or objects that serve as the main focus of a scientific query (Saunders et al, 2009). This section looks at the population of the study as well as the sampling techniques employed in selecting the respondents for the study.

3.2.1 Population of the Study

The population of this study comprising all the staff members working at the Ghana Police service, Manhyia Divisional Headquarters in Kumasi who are 100 in all. The composition of the police personnel are illustrated below;

Senior police officers, inspectorate, non - commissioned officers and other ranks. By virtue of their experience and technical-know- how, the researcher believed they could adequately answer the research questions that were stated in chapter one.

3.2.2 Sampling and Sampling Techniques

Due to the large size of population involved in research works, researchers often cannot test every individual in the population because it may be too expensive and time consuming. To address this issue, researchers rely on sampling techniques. For this study, the Saunder's sampling method (Saunders et al, 2009) was used in determining the sample size. This formula is presented as follows;

An estimated total population of 100 was chosen. The level of accuracy of the estimated population was rated at 95% and this corresponds to Z score of 1.95 (Saunders et al, 2009).

The estimated sample size was assumed to be accurate within plus or minus five percent of the true percentage (that is the margin of error that may occur). From a pilot survey by the researcher, it was discovered that 5 out of 20 employees are considered eligible for the practices,

which means 25% to the specified category and 75% do not.

The researcher estimated that, the response rate for the questionnaires would be 75%, therefore, in calculating for the actual sample size, the following formulas were used;

i. Calculating for the minimum sample size using the formula below;

$n = p\% \times q\% \times (z/e\%)^2$; where

n is the minimum sample size required,

P % is the proportion belonging to the specified category,

Q % is the proportion not belonging to the specified category,

Z is the z score value of the level of certainty required, and

E *%* is the margin of error required (Source: Saunders M. et al, 2009)

ii. Calculating for the adjusted sample size:

n^1 - n/1 + n/N), where

n^1 is the adjusted sample size n is the minimum sample size N is the total population (Source: Saunders et al, 2009)

iii. Calculating for the actual sample size using the formula below;

$\underline{n^{a=}n \times 100}$

re *%*   where,

n^a is the actual sample size required

n is the minimum sample size and

re % is the estimated response rate expressed as a percentage

(Source: Saunder et al, 2009)

Now substituting the figures into the formula;

i.   Calculating of minimum sample size n = 25x75x $(1.95/5)^2$

$=$ 1875 x (0.1521)

= 285.18

ii.   Calculation of adjusted sample size

n^1 =285.18

1+ (285.18/100)

= 285.18

1+2.8518

= 2 85.18

3.8518

= 54.33

iii. Calculation of actual sample size

     n^a = 54.33 x 100

        75%

   = 5433

     75

   = 72.454

   = 72

The staff was able to give comprehensive information which enhance a concrete analysis on

HRM practices of which seventy - two respondents were randomly selected

3.2.3   Sources of Data collection

Both primary and secondary source of data were used in conducting the research.

3.3.1   Primary Sources

In getting primary data there are several approaches available to gathering data. In order to collect reliable and valid information, the researcher will have to contact employees of the human resource department of Manhyia Divisional police or the Divisional Commander. The method used in collecting the primary data was questionnaire.

3.3.2   Secondary Sources

The study will also make use of secondary data in collecting information. The sources of the secondary data include books, internet search, articles, and journals among others. This helps to identify how others have defined and measured key concepts, the data sources of others used and this will help the researcher to discover how this research project is related to other studies.

3.3.3   Questionnaires

The purpose of using questionnaire is to assess the impact of training and development on employee's performance, a case study of the Manhyia Division Police. A set of questionnaire will be prepared with open - ended as well as close ended questions.

3.4   Research Instrument

Comprehensive research instruments were developed and tested before the real investigation started. A questionnaire for this research was administered to seventy - two (72) personnel's. Tie items were subsequently edited and vigilantly selected bearing in mind the research questions. The questionnaire was in one part only, constituting the main items, which directly addressed the research questions. Items 1-3 was expected to provide an answer to the number of years personnel's had worked with the organization, their gender as well as educational background.

Items 8 – 12 of the questionnaire were to elicit information on training programs available at Ghana Police Service Manhyia Division, their benefits to personnel's in the various units, items 13-15 sought information on employees' development and the role of management in assisting item. Items 16-24 were to provide insight into the perception of employees as to whether employees were aware of any career progressions that management had outlined for them.

The remaining items were basically to throw more light on Ghana Police's training policies, the importance they attach to it and employees awareness of any such policies. The questionnaire greatly helped the researcher in her data analysis. Other minor tools used were personal interviews, occasional conversations and direct observation.

The Group the Divisional Commander and Human Resource Manager were also interviewed to ascertain whether Ghana Police service has been involved in training and development for employees over the last 10 years (2003-2013), whether there is a documented training policy in place, and whether there are career progression projections for all employees.

3.5   Administration of the Instrument

In the first technique, the Group Training and Development Manager as well as the Divisional Commander were interviewed personally to ascertain the training policies and programs available for staff, that is, non graduate employees of Ghana Police Service Manhyia Division. The same procedure was used to determine the importance attached to employee training and development, and their associated obstacles, and how training programs are evaluated.

To support the data collected through these interviews, questionnaires were administered to the various groups of employees of Ghana police Service Manhyia Division. A total of seventy-two (72) questionnaires constituting twenty - three (23), specially designed questions were administered personally to personnel's in the various departments at convenience. Employees

were given a couple of days to carefully fill out the questionnaires.

3.6   Analysis of Data

The processing started with physical sorting and rallying of the questionnaires. At the end of each day during the data collection, the questionnaires were checked for errors, omissions and inconsistencies.

In order to ensure logical completeness and consistency of responses, data editing was also carried out each day by the researcher. However, the data was organized into tables and figures based on the questionnaires given out to the respondent. The results were then analyzed and converted into percentages and other chats.

Quantitative and qualitative methods were employed in the analysis of the data. The qualitative data from interviews and secondary documents were analyzed using content analysis and logical techniques. Quantitatively, diagrammatic representation of the statistical summaries of the result was presented in the form of pie chart, histogram and frequency tables.

Computer data analysis such as statistical programmed for social scientist (SPSS) and other relevant software such as Analytical Hierarchy process (AHP) were the main tools employed to analyze the data in order to help interpret results.

3.7   Organizational Profile

3.7.11 History

The Ghana Police Service is the main law enforcement agency in Ghana. It is organized at national level and has a unitary command under the Inspector General of Police (IGP). Although there are many regional and divisional commands, they all report to the National Headquarters in Accra (Wikipedia, 2011). The origin of Ghana police force lies in efforts by the British council of merchants to protect trading routes and depots. In 1830 the committee hired numerous guards

and escorts. Fourteen years later, the British established the 120- member Gold Coast Militia and Police (GCMP). The authorities disbanded this force in 1860 and created a ninety-member corps called the Queen's Messengers. Military units assumed the GCMP's paramilitary duties (Library of Congress Country Studies, 1994).

During the Asante wars, the Queen's Messengers joined the Hausa Constabulary, imported from Nigeria, and formed the Gold Coast Armed Police Force. In 1876 the British reorganized this unit into the Gold Coast Constabulary, which was divided into two forces in 1901, with the paramilitary mission assigned to the Gold Coast Regiment and the police functions given to the Gold Coast Police Force. The Northern Territories Constabulary, which the British created in 1907, joined the Gold Coast Police Force shortly after World War I. This left Ghana with one police force, a situation that prevailed until independence (Pokoo - Aikiens, 2002). During the 1950s, the British instituted several changes in the Gold Coast Police Force to modernize, enlarge, and better equip the force. Of greater importance was Britain's decision to Africanize the police. During the first decade of this century, the British had restricted access to senior positions in all branches of the colonial administration. This restriction became a major concern of Ghanaian nationalists, who agitated against it, an action that gradually caused a reduction in the number of British officers. In 1951, for example, sixty-four of eighty senior police officers were foreigners; however, by 1958, only eleven of 128 senior officers were foreigners (Duah 1995).

This Africanization continued under Nkrumah. In 1958 Nkrumah appointed the first Ghanaian police commissioner, E.R.T. Madjitey.

The national headquarters is in Accra; they operate under command of an inspector general. The inspector general supervises twelve police regions, each commanded by a Deputy or Assistant commissioner of police. The police regions in turn are divided into divisions, districts, stations,

and posts. The Police Service is composed of General Administration, Criminal Investigations Department, which Domestic Violence and Victim Support Unit (DOVVSU) is attached to it, Police Hospital, Communication Department and National Ambulance Service.

Recruitment into the police is conducted at the rank-and-file and the commissioned-officer levels. All recruits must be between eighteen and twenty-five years of age and graduates between twenty-six and thirty-five years and must pass a medical examination, and must have no criminal record. Escort Police applicants must have at least basic facility in spoken English, General Police applicants must have completed middle school or Junior High School Senior High School, and officer corps applicants must hold a University Degree or Higher Diploma.

Training for rank-and-file personnel in the Escort and the General Police forces is conducted at the Elmina police depot; now Winneba, Accra, Kumasi, Ho, Koforidua and Pwalugu. Escort Police also have been trained at several regional depots. Since 1975 recruits have attended a nine-month course of instruction in physical training and drill, firearms use, unarmed combat, and first aid. Escort Police are given general education and instruction in patrol and escort duties. General Police is trained in criminal law and procedures, methods of investigation, current affairs, social sciences and Police duties.

The Accra Police College, established in 1959, offers a nine month officer cadet course and two- to six-week refresher courses in general and technical subjects. Police officers staff college; guest lecturers come from the police, other government agencies, and universities. The officer cadet course offers instruction in criminal law and procedures, laws of evidence, police administration, finance, social sciences, practical police work, and physical fitness. Upon graduation, cadets are sworn in and promoted to assistant superintendent (Ghana Police Service, 2011).

3.7.2   Profile of Manhyia Division

1.   Vision

To be a world - class Police Service committed to the delivery of planned, democratic, protective and peaceful service.

2.   Mission Statement

The Ghana Police Service exists to deliver services in crime prevention, detection, apprehension and prosecution of offenders, consistent with the expectations of Ghanaian stakeholders for maximum protection, safe, security and peaceful communities.

Ghana Police Service has a core role in discharging their duties. Among them are:

   a.   Protection of Life and Property

   b.   Prevention and Detection of Crime

   c.   Apprehension and Prosecution of Offenders

   d.   Preservation of Peace and Good Order

The Manhyia Divisional Headquarters was established on January 1977 with Chief superintendent B.Y. Opata being the First Divisional Commander. The Division has had over 30 different Divisional Commanders with the present Commander being Ms. Deborah Addison Campbell who is also a Chief Superintendent of Police.

In a more difficult community like the Manhyia Division, however, it is essential that an additional robust strategy is adopted to reduce crime, increase public confidence in the police md provide a reliable source of intelligence gathering to help in combating the prevalent niiiaimgsi recorded in the area.

The Manhyia Division of the Ghana Police Service has jurisdictional responsibility over two Districts namely the "B district (Zongo) and Asawasi District which is in turn supervise 6 Police

Stations, One Container Police Post and Two Tent City Post. Other units under the Divisional include the Divisional Crime, Divisional Motor Traffic and Transport Unit (MTTU) and the Domestic Violence victims Support Unit (DOVVSU).

This formation as are manned by a total of 380 SPO's and other ranks.

Significant /vital installations in the division's area of responsibility include the Kumasi Airport, Offices of the Electricity Corporation of Ghana (ECG), Ghana Water Company and the Driver and Vehicle Licensing Authority (DVLA), Manhyia and Asokore Mampong Palaces, the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi Polytechnics, West Africa Examination Council (WAEC), Kumasi Central Mosque, the Roman Cathedral and the St. Cyprians Anglican Cathedral.

The Divisions scope of security also covers half of the Kumasi Central Market and parts of the Central Business District of the Metropolis as well as 24 banks and Financial Institutions.

There are also some abandoned building projects in the jurisdiction like the uncompleted hospital building at Adukrom/Kumasi, popularly known as the "Farm" and the Pencil Factory which has become criminal hideouts.

In addition to its routine policing obligations, the Division also supports the Regional Police Headquarters (RHQ) with staff to meet its numerous operational commitments.

The Division covers five (5) constituencies made up of forty (40) electoral areas with total voter population of approximately 316,869. The breakdown is as follows;

Table 3.8.2   Electoral Area Covered By Manhyia Divisional Police

S/No	Constituency	Total Electoral Area	Population
1	Manhyia North	7	62,623
2	Manhyia South	6	49,783
3	Oforikrom	15	109,650
4	Asawasi	10	94,813
5	Subin (small part of)	Unable to access info	

Source: Manhyia Divisional Police Archives 2003

Pundits claim the Division's area of operations spans oven the largest Zongo Community in West Africa. Some of the areas are fast developing communities, like Ayeduase, Kotei and Deduako which have no police stations, many Hostel facilities are cited in the areas and they are criminal targets. The KNUST has supported the Division with One Container Police Post at Ayeduase. Community Partnership is however still needed there to abate the crime we situation in the area, other areas like Ayigya, Bomso, Aboabo No. 1 and 2, Sawaba, Akwatia line, Alabar, and Ashtown are also very highly populated and notorious for most of the predominant crimes recorded in the Division.

The following statistics for the first three quarters of 2013 of the predominant crimes in the Division provides a graphic presentation to the worrying situations:

Crime	1st Quarter	2nd Quarter	3rd Quarter
Assault	534	176	502
Fraud	217	113	69
Stealing	615	105	62
Threatening	236	125	88
Causing Harm	65	45	32
Robbery	65	36	26

Source: Manhyia Divisional Crime Statistics, 2012 - 2013

These shows that personnel transferred or posted to this division must have been trained well on crime relate issues or needs retraining in crime combat

CHAPTER FOUR

PRESENTATION OF FINDINGS AND ANALYSIS

4.0   Introduction

This section focuses on the analysis and the interpretation of the data collected. It describes the analysis of data on the responses provided by the employees of Manhyia Divisional Police Headquarters who were randomly selected for the study after they had administered the questionnaire on the impact of training and development on employees' performance.

Mathematical table and statistical tools such as frequencies, percentage and pie charts were used for the analysis.

The data was analysed and discussed to find answers to the research questions set out in chapter one.

4.1   Demographic Characteristics of Respondents

4.1.1   Sex Classification of Respondents

The sampled respondents for the study were police personnel of Manhyia Divisional Police who were seventy-two (72) numerically.

It was realised that:

i.   Majority of the respondents were males which representing 60 percent and constituted forty-two (42) police personnel.

ii.   Minority of the respondent were females which representing 40 percent and constituted thirty (30) police personnel. Figure 4.1 below, summarised the sex structure of respondents selected for the study.
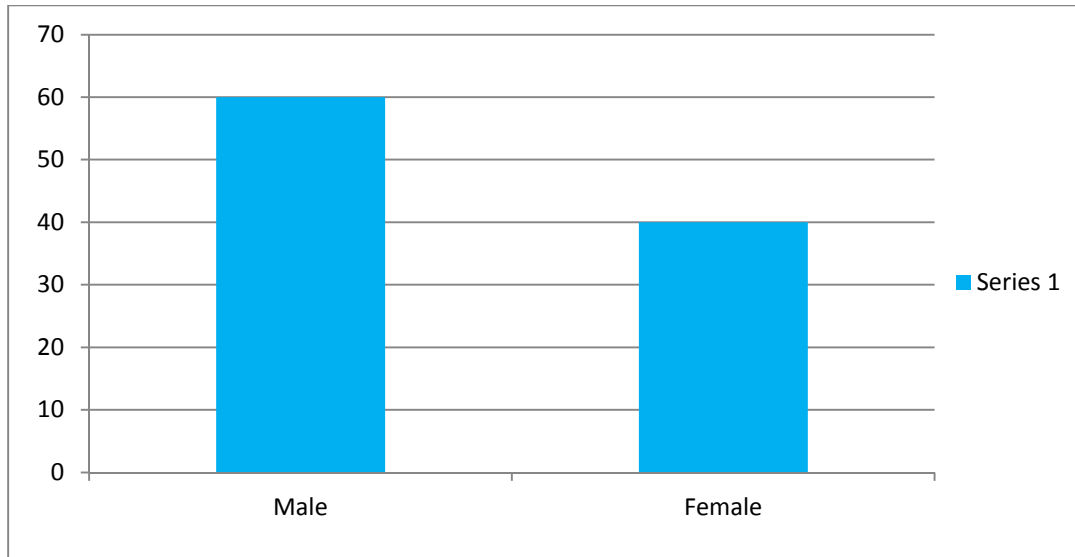
Figure 4.1: Sex Structure of Respondents Source: Researcher's Own Construct, July, 2014

4.1.2 Age Distribution of Respondents

The study shows that, majority of the respondents fall between the age brackets of 40 - 49 years. They were twenty-nine (29) police personnel and represented 40 percent of the total sample size selected for the survey.

The 30 - 39 year age group was the next dominant police personnel who were twenty-two (22) responded to the questionnaire representing 30%. It was identified that, respondents within the following age brackets: 20 - 29 and 50 — 59 years had percentages of 20 and 10 representing fourteen (14) and seven (7) respectively.

From the above analysis, it could be realised that majority of the respondents were within the energetic working group who were much concern with training and development practices in the police service.

Figure 4.2: Age Distribution of Respondents
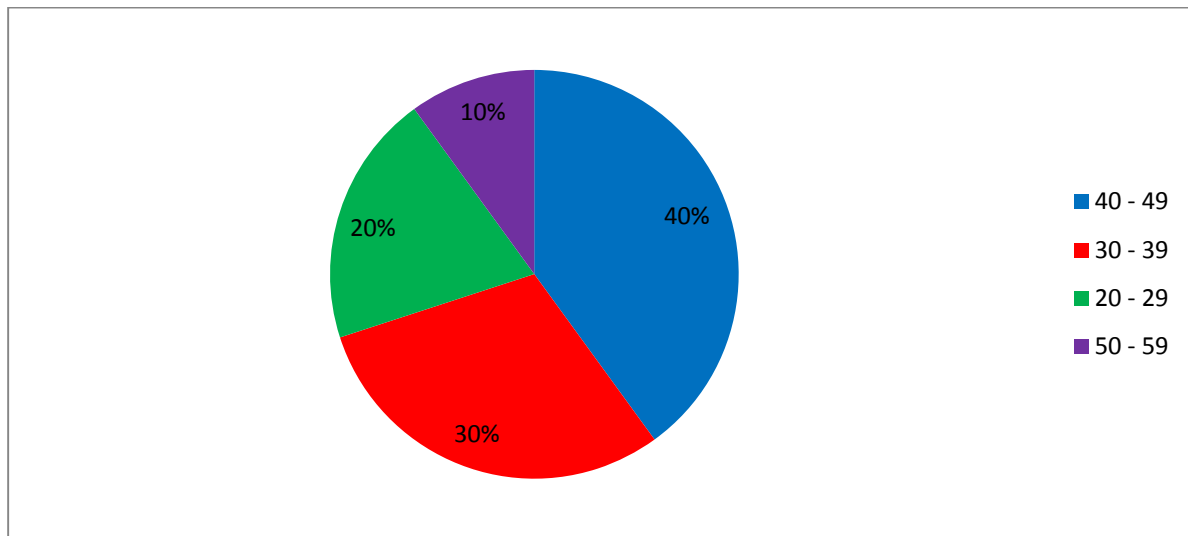
Source: Researcher's Own Construct, July, 2015

4.1.3 The Level of Education of Respondents

The research work shows that, out of the total sampled size of seventy-two (72) randomly selected for survey, the majority of fifty (50) respondents representing 70% had SSSCE / 'O' or 'A' Level. Fifteen (15) representing 20% were the first degree holders. Five (5) respondents representing 7% claimed that they had second degree and the remaining two (2) respondents representing 3% from the total sample size claimed that they have got their Doctorate Degree (PhD).

Empirically, the study shows that, all the respondents were literate and had the ability to read, write and understand. It stands to reason that, the administration of the questionnaire was done without intermediary who is most likely to result in misinterpretation and distortions.

However, it was found that their level of education enhanced their capabilities to administer the questionnaire and provide credible responses required for the study to meet the basic principles of reliability, validity and consistency.

Table 4.1 and figure 4.3 below summarised the level of education of respondents.

Table 4.1: Showing the Level of Education of Respondents

Level of Education	Frequency	Percentages (%)
SSSCE / 'O' and 'A' Level	50	70
First Degree Holders	15	20
Second Degree Holders	5	7
PhD Holders	2	30
Total	**72**	**100**

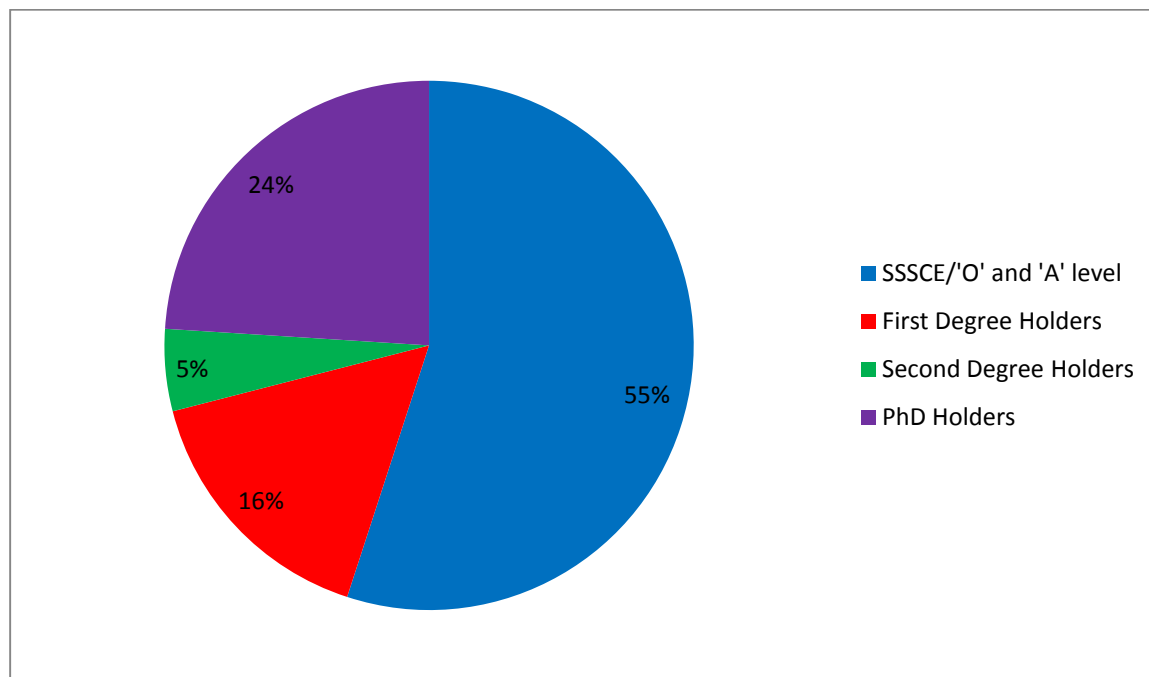**Source: Researcher's Own Construct, June, 2015**

Figure 4.3: Showing the Education Level of Respondents

Source: Researcher's Own Construct, June, 2015

4.2   Training and Development programs available to personnel's at Manhyia Divisional Police

Access to the training and development programs available which is aimed at improving the technical skills of the police personnel. The task was to find out the training and development available to personnel. To achieve this goal, seventy-two (72) respondents were randomly selected for the analysis. Of the seventy-two (72) respondents, twenty-five (25) of them which represent 30% said they are aware of technical training which is a necessity to make the police personnel productive. Fifteen (15) respondents representing 22% claimed that they have been taken through interpersonal and problem solving training which has enhanced their efficiency in service delivery. Ten (10) respondents representing 15% also claimed that orientation is available. Twelve (12) respondent representing 18% claimed that there is training and development and innovative training, whereas the remaining ten (10) respondents representing 15% said there is on-the -job training. This is indicated in table 4.2 figure 4.4 below:

Table 4.2: Training and Development Programs available to personnel's at Manhyia Divisional Police

Training	Frequency	Percentage (%)
Technical Training	25	30
Interpersonal and Problem Solving Training	15	22
Orientation	10	15
Development and Innovative Training	12	18
On-The-Job Training	10	15
Total	**72**	**100**
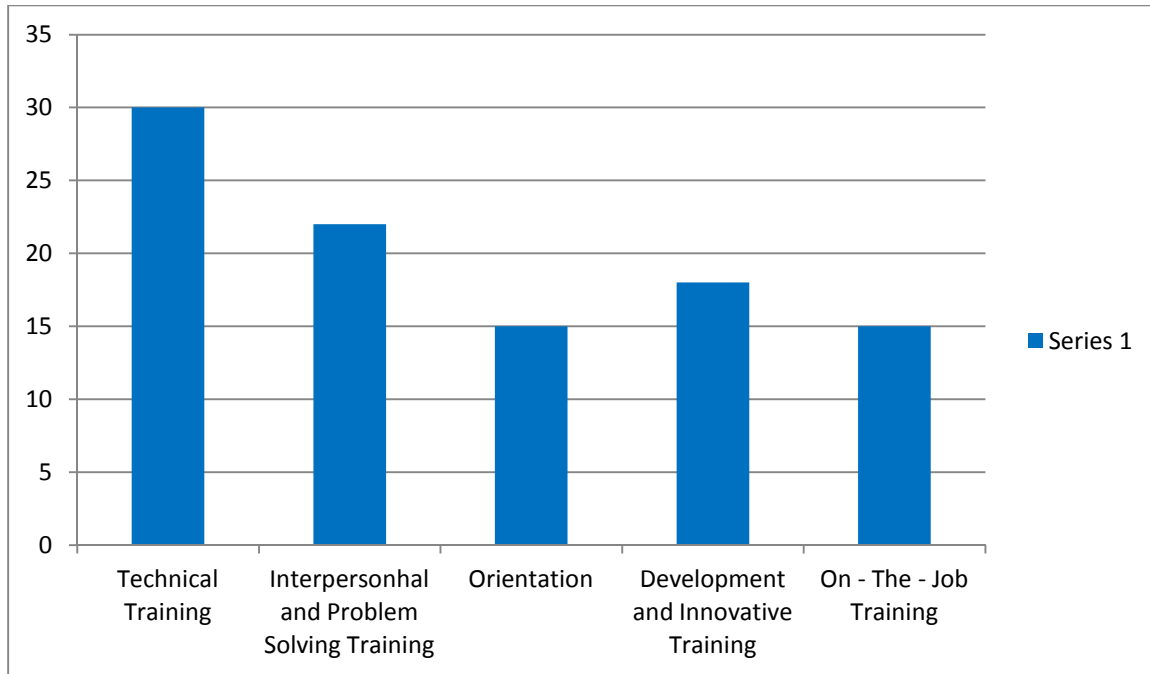
Figure 4.4 Training and Development Programs available to personnel's at Manhyia

Source: Researcher's Own Construct, June, 2015

4.1.4   Divisional Police Source: Researcher's Own Construct, June, 2015

From the above, it could be deduced that, prior to the training need assessment, management must develop a strategic training plan of which the framework contains four major stages; HR and training managers must first work with management to determine how training will link strategically to the strategic service plan, with an eye toward personnel and service performance improvement. Secondly it must occur in order to deliver training that will provide positive results for the service and its personnel. As part of planning, the objectives and expectations of training should be identified and specific, measurable learning objectives created in order to track the effectiveness of the training. Thirdly, it must be organized by deciding how training will occur, obtaining the resources needed, and developing the training interventions.

All these activities culminate in the actual training, finally, measuring and evaluating the extent to which training meets the objectives set will legitimize training efforts.

Past mistakes in training can be explicitly identified in this phase. Learning from these mistakes provides an effective way to improve future training.

However, the study identified required and regular training which complies with mandated legal requirements and serves as training for all police personnel.

Job / technical training which enables police personnel to perform their jobs, tasks and responsibilities well were also available. Interpersonal and problem solving-training which address both operational working relationships.

Developmental and innovative training which provides as long-term focus to enhance individual and police service capabilities for the future was also available to employees.

In addition to the above, mentoring, a relationship in which an experienced managers aid individuals in the earlier stages of their concern was deemed essential for development tool. Encapsulated development, the situation in which an individual learns new methods and ideas in a development course and returns to a work unit that is still bound by old attitudes and methods. All these are expected to impact positively on the police personnel at Manhyia Divisional Police. In this respect, the human capital in the production process in the country would be enhanced in the long term.

4.5.1 The Objectives of Training Programs

This section emphases the respondents' assessment of the objectives for which the management trained and developed police personnel. Out of the seventy-two (72) respondents, thirty (30) of them represented 42% said that, quality decision making, ethical values, and technical skills constituted the objectives for which the personnel were trained. Ten (10) respondents represented 16% claimed that ability to work under pressure was the main focus for the training and development scheme by the HR management of the police service. Fifteen (15) respondents

represented 19% said that ability to work independently was the bases.

Another fifteen (15) respondents also represented 19% claimed that problem solving ability should be the bases for the program. The remaining two (2) respondents represented 6% were in favour of ability to use past knowledge in a new situation should be the focal point.

The summary of this analysis is presented in table 4.3 and figure 4.5 below:

Table 4.3: Showing the Objectives of Training Programs

Objectives	Frequency	Percentage (%)
Quality decision-making, ethical values and technical skills	30	42
Ability to work under pressure	10	16
Ability to work independently	15	19
Ability to solve problems quickly	15	19
Ability to use past knowledge in a new situation	2	6
Total	72	100

Figure 4.5: Showing the Objectives of Training Programs
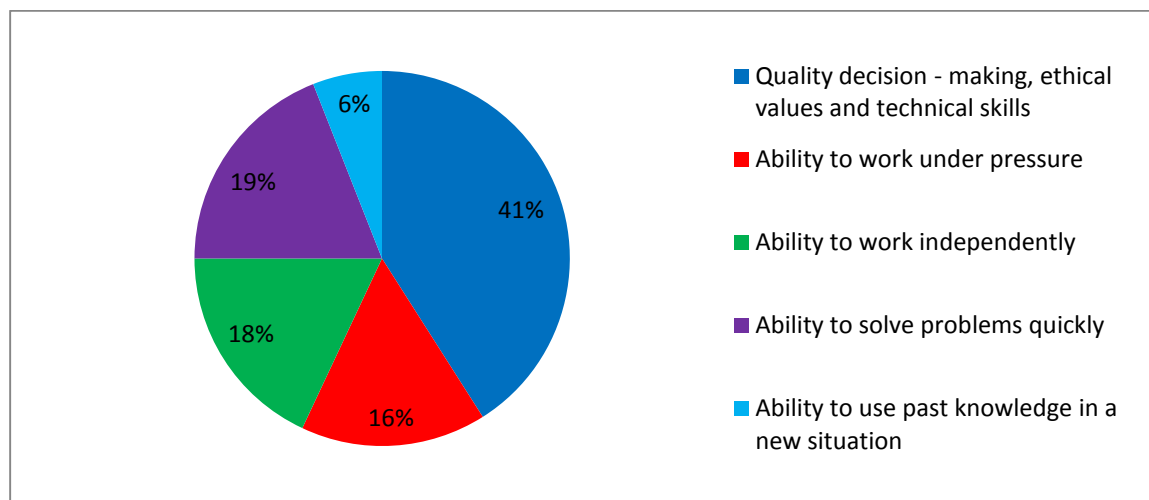
Source: Researcher's Own Construct, June, 2015

From the above, it could be realised that all the respondents perceived the study was essential for developing specific capabilities which were illustrated above. Personnel development programs would make them self sufficient in pursuance of their obligations.

Being self sufficient means the police personnel would be able to take additional responsibility, become initiative, be productive, maximised output with minimum supervision, because creative etc. This means that their performance on the job would be improved. Hence better service delivery and the improvement in the service of the economy in general

4.5.1 Problems Associated with Training and Development of Employees

The study tries to identify whether the execution of HRM practices such as training and development to equip the employees at the Manhyia Divisional Police have got associated problems. To achieve this objective, seventy-two (72) respondents were randomly selected.

Of the seventy-two (72), twenty-seventy 27 respondents constituting 34% said that inadequate logistics such as vehicle, teaching and learning materials, funds etc. were the major constraints to impede efficient training and development agenda.

Twenty-five 25 respondents representing 31% said that facilities such as buildings, machines and other equipment were woefully inadequate. Fifteen (15) of them which represent 24% also said that they completed their level of education before the evolution of computer and its accessories.

Hence, using computer system as a medium for training and development programs would be difficult to coup with. The remaining five (5) respondents represented 11% said that HRM did their best as possible to introduce training and development scheme for the employees. The employees rather resist these opportunities offered by the HR management with the intention to

remain their current status to enable them to access few kick-balls and also to avoid increasing responsibilities as they improve their academic work and take up higher responsibilities. Table 4.4 and figure 4.6 below summarised the results.

Table 4.4 Problems Associated with Training and Development of Employees

Associated Problems	Frequency	Percentage (%)
Inadequate Logistics	27	34
Inadequate Facilities	25	31
Employees Computer Illiteracy Syndrome	15	14
Employee Resistance to Training and Development Programs	5	11
Total	**72**	**100**
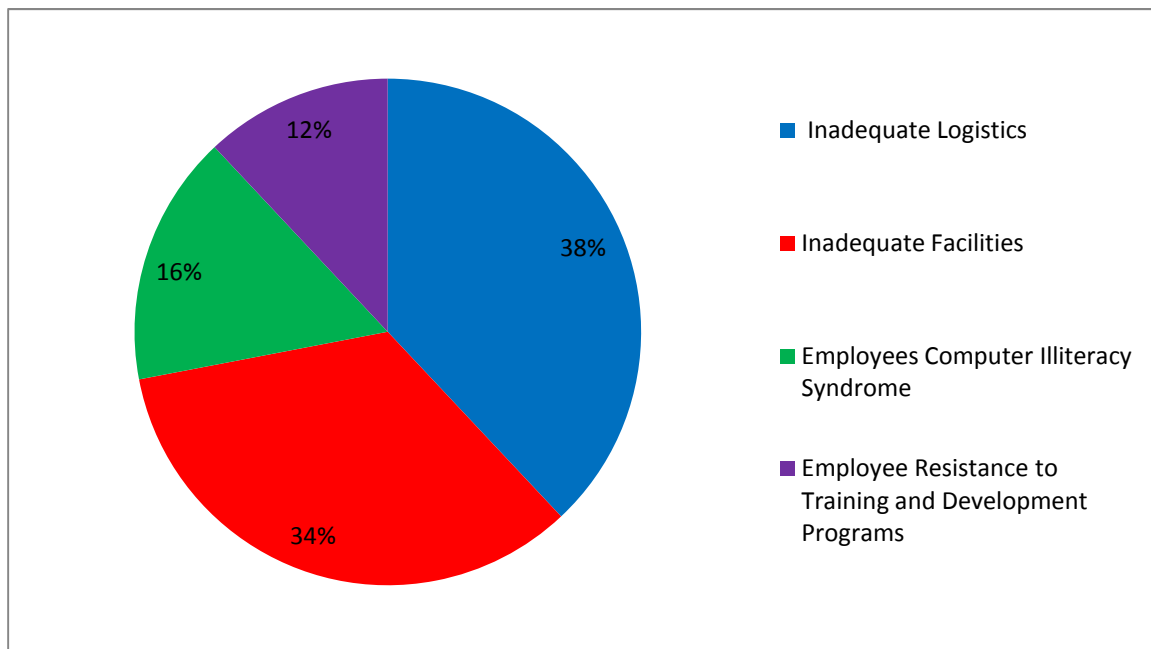
Source: Researcher's Own Construct, July, 2014

4.6 Problems Associated with Training and Development of Employees Source:

From the above analysis, it could be concluded that only 11% of the problems constitute an entrenched resistance position by the employees for advancement or training and development programs by the police service.

According to the study, most of the problem areas about 89%, are within the capability and competency of the management to address in order to hire the best qualified personnel to be responsible for middle and senior level management roles in the police service which eventually end-up with quality service delivery.

4   Recommendation to Improve the Training and Development Programs for Employees.

As a strategy to improve the efficiency of police personnel to meet the requirement for quality service delivery. The task was therefore to identify the recommendations made by the respondent who were selected for the study.

Out of the seventy-two (72) respondents, forty-two (42) of them represented 60% said that management must have constantly dialogue with the ministry of interior, Ghana Peace Council and the Local Government Authorities to support Ghana Police Service financially to enable the sector to update its logistics and infrastructure provisions such as vehicles, fuels, administrative and residential facilities, machines and other equipment, computer and its accessories etc.

The remaining thirty (30) respondents represented 40% said that computer illiteracy has contributed to their inefficiency in pursuing any personal development and academic work.

Hence recommended that management must organise both internal and external training and development schemes such as short courses, seminars, conferences, workshops, acting capacities, attitude surveys, job knowledge tools, developmental and innovative training, on-the-job training, E-learning: Training on-line etc. The results are summarised in table 4.5 and

49

Figure 4.7 below:

Table 4.5: Recommendation to Improve the Training and Development Programs

Recommendations	Frequency	Percentage (%)
Dialogue with the authorities for logistics and infrastructural provision	45	60
Management must organise both internal and external training and development schemes	30	40
Total	**72**	**100**

Source: Researcher's Own Construct, June, 2015
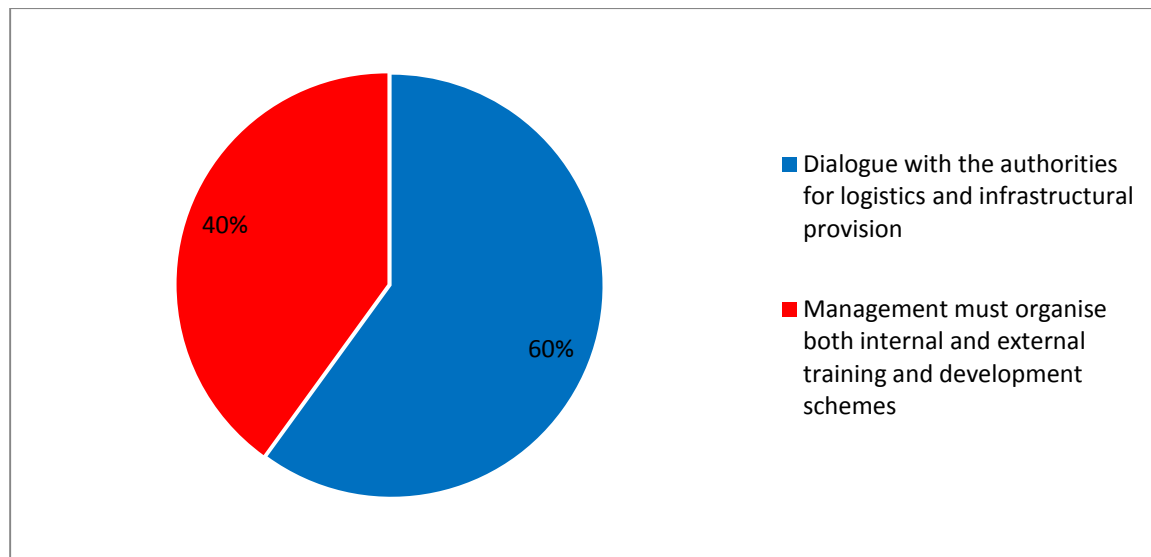

Figure 4.7: Recommendation to Improve the Training and Development Programs Source: Researcher's Own Construct, June, 2015.

When evaluated from the above, it could be concluded that executing the above recommendations by the management would improve the competency, ability and capability of employees of the police personnel for quality service delivery by the police service.

CHAPTER FIVE

THE SUMMARY OF FINDINGS OF THE STUDY, CONCLUSION AND THE

RECOMMENDATION

5.1   Introduction

This chapter is in three sections comprising the summary of the findings of the study, conclusion drawn from the findings and the necessary recommendation for further research.

5.2   Summary of the Findings of the Study

5.2.1   Demographic Factors

The study showed that majority of the respondents were within the energetic working group who were much concern with training and development practices. It was revealed that twenty-nine (29) respondents representing 40% were within the age bracket of (40-49), and twenty-two (22) of the respondents representing 30% were also within (30-39) age bracket.

5.2.2   Training and Development Programs available to employees at Manhyia Divisional Police

The study identified the training and development programs available to employees at Manhyia Divisional Police as follows; technical skills, interpersonal and problem solving training, orientation, development and innovative training as well as on the job training with technical training being the most preferred.

5.2.3   Objectives of Training and Development Programs at Manhyia Division

The objectives realised from the study were quality decision-making, ethical values and technical skills; ability to work under pressure, ability to work independently, ability to solve problems quickly, ability to use past knowledge in a new situation.

5.2.4   Problems Associated with Training and Development of employees at Manhyia Divisional Police

It was revealed through the study that the associated problems include the following; inadequate logistics, inadequate facilities, employees computer illiteracy syndrome, employees resistance to training and development programs.

5.3   Recommendation to improve the training and Development programs for Employees at Manhyia Divisional Police

The respondent's recommendation to the HRM was to improve training and development programs through dialogue with the authorities both the local and the central government for logistics, infrastructural provision. It was also recommended that management organizes both internal and external training and development schemes.

5.3.1   Conclusion

It is an undeniable fact that in recent times many organisations have come to the realization of the importance of the role of training and development programs as it increases the organisations staff efficiency, skills and productivity. In modem economy, nature of work is constantly changing. New technology also mean new skills are constantly required. Training and development has undoubtedly become part and parcel of organizations, and cannot be de-linked from a successful organizational life. It can be concluded from the study that, notwithstanding the problems faced by management of Manhyia Divisional Police, all personnel no matter their rank receive training and development program of a sort.

It is therefore recommended that efforts are made by management to constantly monitor and improve the schemes to make it more up-to-date to meet the needs of the ever-changing environment.

5.3.2   Recommendation

In order to reap the full benefits of training initiative, Ghana police service (Manhyia Division) should ensure that the following are instituted at the work place.

5.3.3   Demographic Factors

Since the study revealed that the majority of the respondents were within the energetic working group who were much interested in training and development programs, it is recommended that these programs should be conducted on bi-annual or on annual basis.

5.3.4   Training and Development Programs available to Employees at Manhyia Divisional Police

It is recommended that training and development programs are made in line with the employee's needs and values. Management should always look out for courses that are valuable to both employees and the Manhyia Divisional Police to enable it serve its true purpose.

Training should be situation specific and not only be based on employees perception. Manhyia divisional police must assess its environment and design training and development needs to suit it.

5.3.5   Objectives of Training and Development Programs at Manhyia Divisional Police

The identified objectives were geared towards improving service delivery by personnel. The researcher therefore recommends that the objectives should benefit both the organization and the personnel side-by-side. Therefore, training and development programs should be made in such a way that personnel's can further pursue them as courses at the universities and other tertiary institutions.

5.4.1 Problems Associated with Training and Development Programs at Manhyia Divisional Police

Identified problems such as inadequate logistics and inadequate facilities can be dealt with by provisions from the central government through the ministry of interior as well as assistant from private organizations, donor agencies, individuals and other organizations under the Manhyia division who benefits from the services rendered by the Manhyia Divisional Police. Having a computer laboratory will also help personnel get themselves acquainted with the computer.

Personnel can also be motivated through allowances, promotion, wage increases after every training and development programs to reduce resistance to training and development programs by employees.

5.4.2 Recommendation to Improve Training and Development programs for Employees at Manhyia Divisional Police

It is recommended that any future training and development should be done in line with the needs of the organization as well as that of the personnel. Personnel's should be educated on the importance of training and development programs so that they will be motivated to show data interest in such schemes.

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QUESTION: CHRISTIAN SERCVICE UNIVERSITY COLLEGE

Questionnaire for the Human Resource Manager of Manhyia Divisional Police.

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researchers of Christian Service University College, Kumasi to complete their research on the topic; ASSESSING THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE:

A CASE STUDY OF GHANA POLICE SERVICE (MANHYIA DIVISIONAL POLICE) in pursuance of a degree in business management (Human Resource Option)

NB: All information giving will be treated with utmost confidentiality. Thank you.

1) Does the Ghana police service have any structured training programs for personnel's?

Yes [ ] b) No [ ]

2) If yes, please explain briefly?

3) How long have you been running this training for your personnel's?

4) How long have you been working as an HR manager with the Manhyia Divisional Police?

    a) 1-3 years [ ]

    b) 4-6 years [ ]

    c) 7-9 years [ ]

    d) 10-12 years [ ]

    e) Any other, specify_____

5) What are the objectives of these training programs?

6) What are the other modes of training besides the structured training programs described above?

7) What has been the performance of the personnel's for the last five years?

SECTION-A DEMOGRAPHIC DATA

(PLEASE TICK WHERE APPROPRIATE)

Basic Demographic data on respondents

1. Age

    a) 20-29   [ ]

    b) 30-39   [ ]

    c) 40-49   [ ]

    d) 50-59   [ ]

2. Gender

    a) Male   [ ]

    b) Female   [ ]

3. Educational Background:

    a) PHD holder   [ ]

    b) Master degree holder   [ ]

    c) First degree holder   [ ]

    d) HND holder   [ ]

    e) SSSCE/'O' or [4] A' Level [ ]

    f) Any other, specify

SECTION B

IMPACT OF TRAINING ON DEVELOPMENT PROGRAMS AVAILABLE TO EMPLOYEES AT MENHYIA DIVISIONAL POLICE

Information on training programs at Manhyia Divisional Police

4. What is your position in Ghana Police Service?

   a) Upper level management [ ]

   b) Middle level management [ ]

   c) Lower level management [ ]

   d) Any other, specify ……………………………………………………………..

5. How long have you been working with the Ghana Police Service, Manhyia divisions?

   a) 1-3 years   [ ]

   b) 4-5 years   [ ]

   c) 6-9years   [ ]

   d) 10-12years   [ ]

   e) Any other, specify _____

6. Are you aware of any training programs in the Ghana Police Service?

     Yes [ ]   No [ ]

7. Have you had any form of training since you joined the Ghana Police Service?

     Yes [ ]   No [ ]

8. If yes, what type of training programme did you go through?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

9. And how long did you go through the training programme?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

10. What are the training and development programs available to personnel at Manhyia Divisional Police?

a. Technical training   [ ]

b. Interpersonal and problem solving training   [ ]

c. Development and innovative training   [ ]

d. Orientation   [ ]

e. On-the-job training   [ ]

11. Any   other,   specify

………………………………………………………………………………………………

………………………………………………………………………………………………

12. If you have been with Manhyia Divisional Police in the last six years, how many times have you had any form of training?

a) Only once [ ]   b) Twice [ ]   c) Never [ ]

SECTION C OBJECTIVES OF TRAINING AND DEVELOPMENT PROGRAM AT MANHYIA DIVISION

13. What are the objectives of training and development at Manhyia Divisional Police?

a. Quality decision-making, ethical values and technical skills [ ]

b. Ability to work under pressure [ ]

c. Ability to work independently [ ]

d. Ability to solve problems quickly [ ]

e. Ability to use past knowledge in a new situation [ ]

14. In your opinion, do you think training at Ghana Police Service is planned and

systematic?
a) Yes [ ]   b) No [ ]   c) Not sure [ ]

15. Are you motivated by and satisfied with the training program of Ghana Police

Service?
a) Yes [ ] b) No [ ]

16. Has the training given you any knowledge?

   a) Yes   [ ]   b) No   [ ]

17. If yes, please specify

………………………………………………………………………………………

………………………………………………………………………………………

18. What skills have you gained?

....

....

SECTION D

INFORMATION ON EMPLOYEES PERCEPTIONS, PROBLEMS AND RECOMMENDATIONS

19. Are there any problems associated with training and development of employees by Manhyia Divisional Police?

    a. Yes [ ]   b. No [ ]

20. If Yes, which of the following constituted to the associated problem?

    a. Inadequate logistics   [ ]

    b. Inadequate facilities   [ ]

    c. Employees computer illiteracy syndrome   [ ]

    d. Employees resistance to training or development programs [ ]

21. How has the training helped you to improve?

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

22. In your opinion, has the training had any impact on the growth of the service?

    a) Yes [ ]   b) No   [ ]

23. If yes, how?

24. Do you see yourself working with Manhyia divisional police in the next 5years?

    a) Very likely   [ ]

    b) Likely   [ ]

    c) Not likely   [ ]

    d) Not sure   [ ]

25. Other comments

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………..

26. What are the recommendations to improve the training and development criteria for employees by Manhyia Divisional Police?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………