THE IMPACT OF TRAINING AND DEVELOPMENT ON JOB PERFORMANCE

(A Case Study of the Judicial Service of Ghana)

BY

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DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that, no part of this thesis which I have submitted to the Institute of Distance Learning,

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except in the review of literature quoted from other published sources.

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SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of the thesis was supervised in accordance with

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DEDICATION

This work is dedicated to my mother, Madam Elizabeth Amu who has laid the solid foundation of my education and her tireless effort and unquenchable love and support throughout my two years at the Kwame Nkrumah University of Science and Technology.

My wife, Regina Maame Esi Kennedy, for her love, prayer, concern and encouragement throughout my period of study.

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ABSTRACT

The Judicial Service of Ghana as a Public Service Institution is the organ responsible for the day to day administration of the Courts and Tribunals of the land.

To achieve the above function of the Judicial Service of Ghana, part of its budgetary allocation has been earmarked solely for training of judges, magistrates and judicial staff to enhance their capacity to perform their duties effectively and efficiently so as to achieve the vision and mission statements of the Service.

To this effect, the judicial training institute which has the mandate to promote effective training of judges, magistrates and judicial staff, has over the years conducted and continue to provide training to judges, magistrates and judicial staff to build their capacity to perform their functions effectively.

Notwithstanding the huge investment in training by the Judicial Service of Ghana, the service is confronted with a lot of challenges in achieving its vision and mission statements. These challenges include delays in the processing of court cases and the need to constantly upgrade the skills of judicial staff, judges and magistrates to cope with new trends in efficient justice delivery.

This study seeks to evaluate the impact of the huge investment made in training on job performance of judicial staff.

The researcher used both primary and secondary sources of for the conduct the research.

The research findings revealed that the training conducted by the Judicial Service of Ghana for its employees was very negligible.

The research further recommends that the frequency of Training provided by the Judicial Service of Ghana should be improved to ensure that more employees have access to Training and Development.

Again, Training and Development offered by the Judicial Service of Ghana should ensure a better understanding of the Mission and Vision statement of the Judicial Service of Ghana so that, employees can identify themselves with the organizational values in the discharge of the duties.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The Judicial Service of Ghana is the third arm of government empowered by the constitution and the laws of the Republic of Ghana, autonomous and vested with the Judicial Power of the nation.

It has the sole responsibility of interpreting the Constitution and laws, administering justice and providing other related services.

The Judicial Service as a Public Service Institution is the organ responsible for the day to day administration of the Courts and Tribunals of the land.

In fulfilment of this mandate, the Judiciary under the authority of the Chief Justice intends to; uphold the independence of the Judiciary, show commitment to the true and proper interpretation of the constitution and laws of Ghana.

To ensure the speedy and unfettered administration of Justice to all manner of persons, groups and institutions without fear or favour and maintain a high standard of efficiency in the delivery of justice.

To achieve the above mission statements of the Judicial Service of Ghana, part of its budgetary allocation has been earmarked solely for training of Judges, Magistrates and Judicial Staff to enhance their capacity to perform their duties effectively and efficiently so as to achieve the vision and mission statements of the Service.

To this effect, the judicial training institute which has the mandate to promote effective training of Judges, Magistrates and Judicial Staff, has over the years conducted several training programmes for Judges, Magistrates and Judicial Staff to build their capacity to perform their functions effectively.

1.1 Purpose for the Study

Notwithstanding the vast investment in training by the Judicial Service of Ghana over the past few years, the service is still confronted with a lot of challenges in achieving its vision and mission statements. These challenges include delays in the processing of court cases and the need to constantly upgrade the skills of judicial staff, judges and magistrates to cope with new trends in efficient justice delivery.

The purpose of this study is to evaluate the impact of training and development on job performance of staff of Judicial Service of Ghana.

1.2 Problem Statement

Over the years, the Judicial Service of Ghana has been allocating huge sums of money in its budgetary allocation towards training of judicial staff to build the capacity of staff to perform their job functions effectively.

In spite of that, the Judicial Service of Ghana is still confronted with challenges in the area of effective performance of judicial staff in the provision of Judicial Services.

This research seeks to discuss the impact of training and development of staff on job performance within the Judicial Service of Ghana.

1.3   Research Objectives

General Objective

The broad objective of this study is to examine the impact of training and development of staff within the Judicial Service of Ghana on job performance

Specific Objectives

Specifically the research seeks:

1. To identify the role of training and development on job performance of Registrars, Court Recorders, Bailiffs and Interpreters within the Judicial Service of Ghana.

2. To highlight impact of training and development of staff within the Judicial Service of Ghana.

3. To identify how training and development can be used to improve job performance of staff within the Judicial Service of Ghana.

1.4   Research Hypotheses

➢ Appropriate Training and development of judicial staff can result in efficient performance of their job functions.

➢ Inappropriate Training and development of judicial staff can lead to underperformance of their job functions.

1.5   Significance of the Study

The study would enable management of Judicial Service of Ghana to better appreciate the relationship between training and development and the challenges associated with staff performance.

Again, the findings of the study would also enable the Judicial Service of Ghana to device appropriate training methodologies that would be relevant for improving staff performance.

Also, the research would establish the impact of training and development on job performance of staff of the Judicial Service of Ghana.

Finally, the study would further serve as a reference guide for the Judicial Service of Ghana in developing appropriate training content and methodologies to improve staff performance.

CHAPTER TWO

2.0   A REVIEW OF RELEVANT LITERATURE

2.1   Scope of Literature Review

This section would deal with a review of relevant literature on the following topics: What is training and development?, Effective training for quality job performance, Importance of training and development on job performance, Role and impact of training and development on job performance.

Furthermore, this section would seek to review topics such as: Systematic approach to training and development, Analyzing training goals, Designing methods and materials for training and development, Guidelines for writing learning objectives, Typical ways of learning, Implementing training and development and Selecting a trainer.

2.2   What is Training and Development?

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. *(Harrison 2005)*

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (*Robbins and DeCenzo, 1998*). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, *development* typically refers to long-term

growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term *performance consulting*, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (*Robinson and Robinson, 1995*).

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace. (*Charnov 2000*)

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems

from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem. *(Kim, 1997)*

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them". *(Garavan, Costine, and Heraty 1995).*

Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change. *(Marmer, 1999)*

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development

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as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning. *(Marmer 1999)*

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. *(Jacob, Ronal L. 2003.)*

2.3 Effective Training for Quality Job Performance

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can

improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality. (*Ambler, 2006*)

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program. *(Schwartz 2000)*

In measuring the effectiveness of training, researchers have typically relied upon the subjective reactions of participants (Baker & Titus, 1982; Heppner & Reeder, 1984; Pfaff, 1981; Pritchett, Clay, & Nichols, 1984; Twale & Muse, 1996; Upcraft & Pilato, 1982). Other measures that have been used previously include the performance of task activities within the context of training programmes (Baker & Titus, 1982; Forney, 1986) and follow-up questionnaires designed to assess trainees' subsequent emotional states (Winston & Buckner, 1984) or their ability to apply programme content to hypothetical situations similar to those encountered on the job (Schuh, Stage, & Westfall, 1991). With

the exception of one study by Upcraft and Pilato (1982), in which ratings of job performance were used as a criterion, there appears to have been little or no published research dealing with the effects of training on actual job performance.

2.4 Importance of Training and Development on Job Performance

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training. (*Choo* 2007*)*

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person. (*Bowley 2007)*

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. *(DeCenzo 1998*)

While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development. *(Mondy, R.W. et al 1990)*

Adeniyi, (1995) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

o When needs arise as a result of findings from the outcome of performance appraisal
o As part of professional development plan.
o As part of succession planning to help an employee be eligible for a planned change in role in the organization.
o To imbibe and inculcate a new technology in the system.
o Because of the dynamic nature of the business world and changing technologies

2.5   Role and Impact of Training and Development on Job Performance

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers' skills contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies. (www.oecd.org)

o **Unemployment**

Unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period. (*Noe 2001)*

The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training.

Therefore lifelong learning policies, if well targeted for specific groups, can be effective in improving the labour market performance of these groups, and can form part of a general strategy to reduce unemployment traps.

o **Impact on Wages**

Across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of

young or highly educated employees. Increases in income following training appear to be lower for women than for men.

An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

- o **Impact on Employment Security**
  - ✓ Training can have a positive impact on perceived job security;
  - ✓ Training from a previous job also has a greater impact on perceived job security;
  - ✓ The impact of training is particularly strong in the case of both older and low-educated workers.

Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favorable outcome of training is much lower for women than for men. *(D. Laird 1985)*

Training before job loss tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Workers who receive training or education in the year before losing their job are more frequently re-employed two years later than their untrained peers. This impact is even stronger in the case of workers with lower educational attainment.

Joy Emery (2000) indicates that Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. (*Emery 2000)*

Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties. (*Daft 1983)*

The purpose of this study will be to further explore the relationship between training, development and improvement of job performance, with attention to the frequency of both productive and counterproductive behaviours addressed in training. It is hypothesized that significant overall gains would be found in participants' knowledge of subject matter following training, and that knowledge gained in training would be positively associated with productive behaviors on the job and negatively associated with counterproductive behaviours.

2.6   Systematic Approach to Training and Development

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. *(McNamara, 1997)*

Effective training and development includes using sound principles of performance management and good, basic training techniques.

A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

o   **Analyze** the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

o   **Design** a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.

- **Develop** a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

- **Implement** the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

- **Evaluate** training, including before, during and after implementation of training.

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process. *(McNamara, 1997)*

2.7   Analyzing Training Goals

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard).

Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not. *(Rajan 2003)*

2.8   What is Training Needs Assessment?

A **training need is** a gap between "what is" and "what ought to be" regarding training and development activities. **Training needs assessment** is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes. Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals.

A Training Needs Assessment (TNA) is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization's objectives. *(Bartram, Sharon & Gibson, Brenda 1997)*

According to Boydell 1990, to identify your training needs you need to ask yourself:

- where your business wants to go

- what knowledge and skills you need to help you get there?

- which skills you already have within the business and which skills are you missing?

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In order to fully understand all training requirements one should:

- Identify what you want to achieve by implementing a training programme.

- Ensure your objectives are SMART - Specific, Measurable, Achievable, Realistic and Time-bound.

- Involve staff - ask what training they feel they require, and explain the benefits of training.

- Carry out a full audit of the skills you already have in your business. Some staff could have interests and qualifications that you didn't know about and that they aren't currently using.

Once it can be established which skills are missing, it can be identified what training is required to fill that gap. It is important to note that training should be applicable to the job, relevant to the person carrying out the job and tied to business objectives

It is important to note that employees can require training for a variety of reasons, which usually fall into two categories:

1. Training to fill a "performance gap" as identified during the performance management process

2. Training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organization

2.9 Designing Methods and Materials for Training and Development

During the design phase which is usually closely integrated with the development phase, trainers work from learning goals to Design a training system that learners and trainers

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can implement to meet the learning goals. This phase according to McNamara 1997 typically includes identifying learning objectives which culminate in reaching the learning goals, needed facilities, necessary funding, course content, lessons and the sequence of lessons. The various training media are selected, e.g., instructor-led, computer-based, World Wide Web-based, self-directed, interactive and computer-based, or multi-media. Course content is often piloted during the development phase, or initially tested, to ensure the content is understandable. Therefore, this design phase can also include identifying evaluation criteria to evaluate if course content is understandable by learners.

Some considerations during this phase are:

o   How complex is the training that is needed?

o   How much time do learners have to learn the new knowledge and skills?

o   How much money is available to pay for the training, whether in-house or using a consultant?

o   How capable are learners to undertake the training?

o   What are learner's learning preferences and styles?

2.10   Guidelines for Writing Learning Objectives

Training programmes should be designed by trainers and/or learners to achieve certain overall goals for the learner. Programmes should also include various learning objectives that when reached culminate in the learner achieving the overall goals of the training programme. Learners implement one or more learning strategies/methods/activities to reach learning objectives.

When designing a training plan, each learning objective should be designed and worded to the extent that others can clearly detect if the objective has been achieved or not.

As much as possible, learning objectives should also be written to be SMART (an acronym for **S**pecific, **M**easurable, **A**cceptable to you, **R**ealistic to achieve and **T**ime-bound with a deadline). (*McNamara, 1997*)

2.11   Some Typical Ways of Learning

According to McNamara 1997, training methods are either on-the-job, implemented outside the organization or a combination of both .The following is a brief overview of rather typical methods of development (in alphabetical order):

- o **Apprenticeships**

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized mastercrafts person. Particularly during times of low unemployment, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill.

- o **Career Counseling**

Learners have the opportunity to work with their supervisors to develop career plans which identify areas for improvement or advancement, and how those areas can be addressed and when.

- o **Coaching**

Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish,

develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

- **Continuous Learning**

Continuous learning is learning how to learn. Typically, this involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights. It also involves the ability to conceptualize the learning process. Continuous learning is often associated with the concepts of systems thinking and organizational learning.

- **Courses**

Universities, colleges and training centers often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses -- otherwise, the learner is collecting information (hopefully, knowledge), rather than building skills.

- **Distance Learning**

Distance learning has become a mainstream approach in training and development. This typically includes learning by getting information and / or guidance from people who are not face-to-face with the learner, e.g., learning via satellite broadcast, broadcast over the Internet, e-mail or postal mail correspondence, etc. Some people consider online learning (e.g., information, tutorials, etc., available on diskette, CD-ROM, over the Internet, etc.) to be distance learning, as well.

o **Internships**

Internships are offered usually by organizations to college students wanting to find work experience during the summer months. The internships offer precious, real-life job experience and the organizations often get skilled, highly dedicated service. Many times, interns go on to be hired by the organizations, as well.

o **Job Assignments**

Job assignments are wonderful opportunities from which to learn. To cultivate learning, consider having employees to write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job.

o **Job Rotations**

This can be one of the most powerful forms of development, allowing learners to experience a broad range of managerial settings, cultures and challenges.

o **Lectures**

Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations, not just in classrooms. Professional associations often bring in speakers. Guest lectures are often sponsored by local universities, colleges and training centers, and announced to the public. Many times, the lectures are repeated over local radio and television.

o **Management Development Programs**

Local universities, colleges and training centers usually offer these programmes. They carefully review their programme content and design to ensure that training includes real-life learning activities during which learners can develop skills for the workplace.

o **Mentoring**

Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

o **Online Training**

There are an increasing number of approaches to online learning. Sources of online training include learning from computer diskette, CD-ROM, the Internet or Web-based training, etc.

o **On-the-Job Training**

This form helps particularly develop the occupational skills necessary to manage an organization, e.g., to fully understand the organization's products and services and how they are developed and carried out.

o **Other-Directed Learning**

This includes having someone other than the learner identify the training goal, methods to achieve the goal, and approaches to evaluating the training and progress toward achieving the training goal.

o **Orientation to New Jobs or Roles**

A carefully developed procedure for orienting new employees is very helpful for getting employees "off on the right foot" when starting their jobs.

o **Peer-Based Methods**

This includes formats where peers focus on helping each other learn, e.g., by exchanging ongoing feedback, questions, supportive challenges and materials.

o **Professional Organizations**

A wide variety of professional organizations often offer courses, seminars, workshops and sessions from conventions.

o **Self-Directed Learning**

Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify that they've met the objectives, as well.

o **Television**

Various television networks often have a wide variety of very enlightening shows about basic job skills, such as computer basics, business writing, etc.

o **Tutorials**

Tutorials include guidance to proceed through learning some technique or procedure, e.g., a tutorial on using a computer software package.

o **Training Courses and Workshops**

Workshops, seminars, convention sessions, etc. are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

o **Workshops**

Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.

o **Distance Learning**

Distance learning is where the learner is geographically removed or distanced from the source of the learning. An example is a correspondence course where a training organization sends training materials via postal mail to the learner who returns completed assignments over postal mail. Another example is "online learning" or "e-learning" where a learner uses a variety of computer and networking technologies to access (often remote) training materials, interacts with learners. (*McNamara 1997*)

o **Online Learning**

Online learning (or eLearning) is where a learner uses a variety of computer and networking technologies to access (often geographically remote) training materials, interact with learners, etc. (Note that not all online learning or e-learning is distance learning, for example, a learner might use an interactive CD-ROM on his or her computer.)

2.12   Implementing Training and Development

The implementation phase of systematic training includes delivering the training materials and process to learners. Associated activities can include clarifying training materials, supporting group feedback, administering tests and conducting the final evaluation. This phase can also include several administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc. (*Greenaway 1986*)

2.13   Selecting A Trainer

The most important consideration when selecting a trainer is if he/she is well suited to the training design required to meet the learning goals.

For example, if learners prefer computer-based instruction, they'll benefit from a trainer who understands online training technologies. If learners prefer ongoing coaching, they will benefit from a trainer who is readily accessible to the employee for ongoing advice and guidance. If learners struggle with communication skills, they will benefit from a trainer who can integrate remedial communication strategies with other training methods.

- o **Collaborate**

Consider whether other supervisors or companies have employees who need similar training. If so, one might combine your needs and funding to get a trainer to conduct in-house training.

- o **Former Employees as Trainers**

Consider using an ex-employee who has the skills needed by the learner. Of course, this option depends on whether the ex-employee left the organization under good terms and remains in good standing with the organization.

- o **Consultants as Trainers**

If hiring a consultant to conduct training then consider issuing a Request for Proposal which asks potential trainers for the following information.

- a written proposal for how they would carry out training, evaluation methods, cost, etc.
- the goals preferred from the training, when to have training and what evaluation results should occur
- request that trainers remain available for follow-up consultation if desired
- ask the trainer what methods he/she used to ensure his/her consultation projects is successful with clients

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- ask for at least three references
- consider having the employee to briefly meet with the consultant to discuss training needs and establish a rapport.

Carter McNamara believes that effective implementation of these approaches regarding training and development is comprehensive enough to impact positively on job performance. (*McNamara 1997*)

CHAPTER THREE

METHODOLOGY USED FOR THE STUDY

3.0 Choice of Research Methodology

The methodologies used and their justification for conducting this research are primary and secondary sources of data and can be examined as follows.

A primary source of data was chosen because there was the need to obtain information at first hand from the selected respondents within the Judicial Service of Ghana to objectivity with data analysis.

Also, secondary source of data was selected to obtain information for literature review of the research work.

This chapter in concerned with a description of Choice of Research, Sample Size, Constraints to sample size, Data Collection Methods and Method of Data Analysis.

3.1 Sample Size

The sample size for this research is limited to twelve (12) selected courts within the Judicial Service of Ghana in the Greater Accra region. Four (4) courts each from the High Court, Circuit Court and District Court were selected. The target respondents (staff) from each of the selected courts were the **Registrar, Court Interpreter, Bailiff and Court Recorder**.

The above respondents have been selected because they constitute the core operational staff in any type of court within the Judicial Service of Ghana. The sample size has been limited to the selected courts as a result of insufficient funds and time constraints for the researcher to conduct the study in all the numerous courts within the Judicial Service of Ghana.

The twelve (12) selected courts is therefore a representative sample for the High Courts, Circuit Courts and District Courts within the Greater Accra region.

3.2   Constraints to Sample Size

As a result of the busy schedule of wok by the selected respondents, it took about three weeks for the researcher to collect filled questionnaires since most of the respondents were always busy dealing with court processes.

3.3   Data Collection Methods

The methods of data collection for this research are from primary and secondary sources of data. The reasons for selecting the above sources of data collection among other methods of data collection can be explained as follows:

Primary data

There was the need to obtain data afresh and for the first time and to ensure objectivity with the data analysis.

For the purpose of this study, primary data comprises responses obtained through questionnaires administered to target respondents under study.

There are several advantages associated with the use of this method within the Judicial Service of Ghana and they include:

- Access to direct data or response from selected respondents

- Un biased information

- Original data

Secondary data

Secondary data was selected as a source of data collection for this research to enable information to be obtained for literature review for the study.

The sources of secondary data for this research consist of mainly published text books, training and development publications and other human resource publications.

Data was also collected from web databases like the *OECD Employment Outlook 2004.*

The advantages associated with this method among other sources of data collection are outlined as follows:

- Secondary data is readily available and is usually quite inexpensive

- Collecting secondary data and analysing it saves time and effort

- Secondary data is unobtrusive. It is easily available and the researcher can get it without much struggle

3.4   Method of Data Analysis

The research hypothesis is a sensitive and complex one and establishing viable results would demand varied but effective analytical tools.

In trying to examine the impact of training and development on employee job performance within the Judicial Service of Ghana, responses were grouped and analysed using frequency tables, percentages and graphs for pictorial representation of the data collected and for summarizing responses from the respondents.

KNUST

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0   Introduction

This chapter thoroughly examines and analyses the data gathered on the sampled respondents in understudying the impact of training and development on job performance for some selected courts within the Judicial Service of Ghana.

These findings and the subsequent analysis carried out on the responses relate to the key areas of Impact of training and development on job performance in for some selected employees within the Judicial Service of Ghana. Responses from multiple questions in some cases were more than the sample size as respondents had the option to choose more than one answer.

4.1   Analysis of Findings

Tables, charts and descriptive explanations have been employed to illustrate data collected from the field to make the research findings more meaningful. The following analysis shows the responses received from 48 staff of the Judicial Service of Ghana.

4.1.1 Findings from Staffs at the High Court, Circuit Court and District Court

A total number of forty eight (48) staff comprising sixteen (16) responses each from the selected High Courts, Circuit Court and District Courts respectively. The target respondents (Registrars, Court Recorders, Bailiffs and Interpreters) were selected to

provide answers to the structured questionnaire. The staffs were expected to provide

reasons for their choice of an answer.

Findings from High Court

Table 4.1.1: Impact of Training and Development on Employee job performance at High Court

Category	Responses from Staff of High Court							
	Registrars		Court Recorders		Interpreters		Bailiffs	
	Count	%	Count	%	Count	%	Count	%
Can current training assist in achieving job objectives	4	100.0	3	75.0	3	75.0	0	0
Has training improved your job performance	3	75.0	4	100.0	3	75.0	0	0
Are skills & knowledge obtained important to your job	3	75.0	4	100.0	3	75.0	1	25.0
Does Training & Development have benefits on job performance	1	25.0	4	100.0	2	50.0	0	0
Can training & development help achieve set targets at Judicial Service of Ghana	4	100.0	3	75.0	3	75.0	0	0
Is training and development addressed in work conditions	3	75.0	3	75.0	3	75.0	1	25.0
Has training & development impacted on your organization	2	75.0	3	75.0	2	50.0	1	25.0
Does frequency of training have any impact on performance	4	100.0	3	75.0	2	50.0	1	25.0

Figure 4.1.1a   Responses from Registrars at High Court
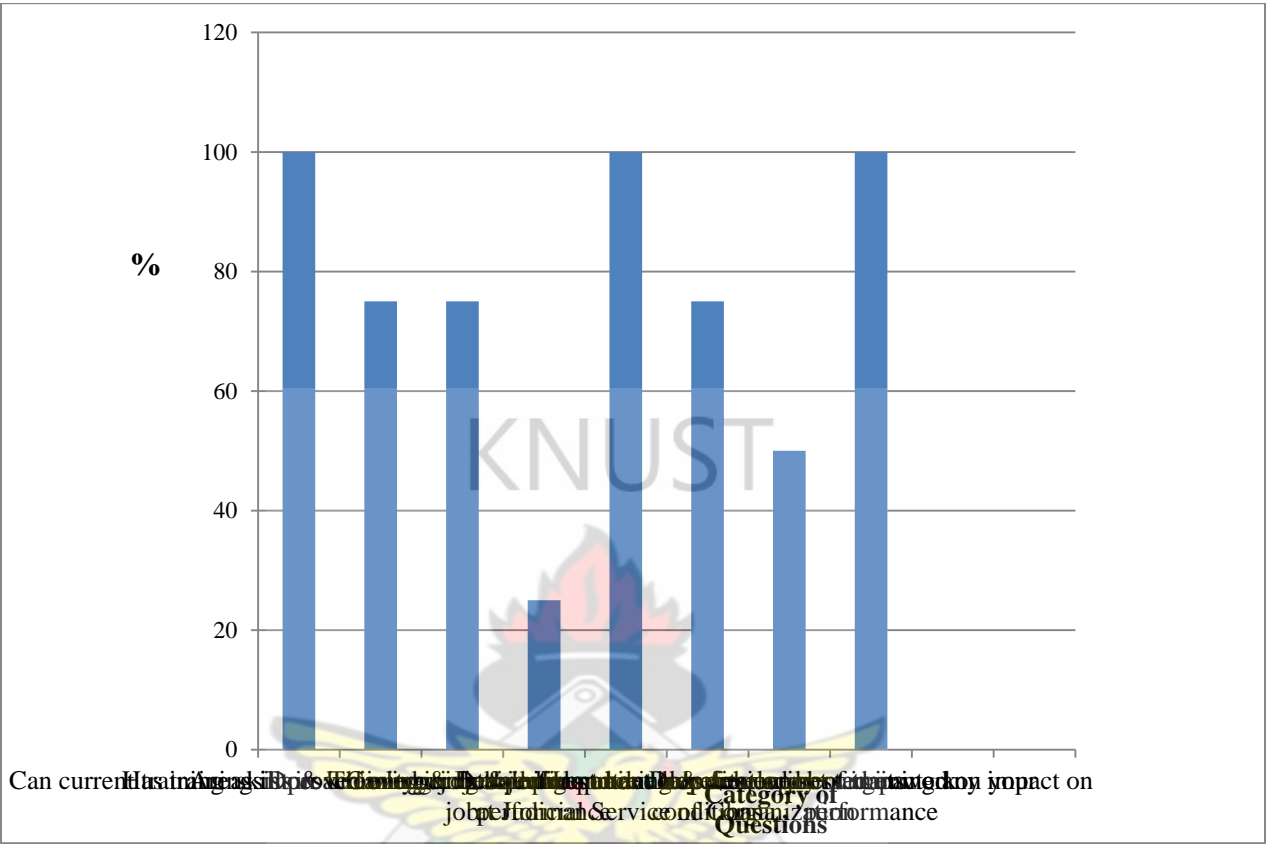
Figure 4.1.1b   Responses from Court Recorders at High Court
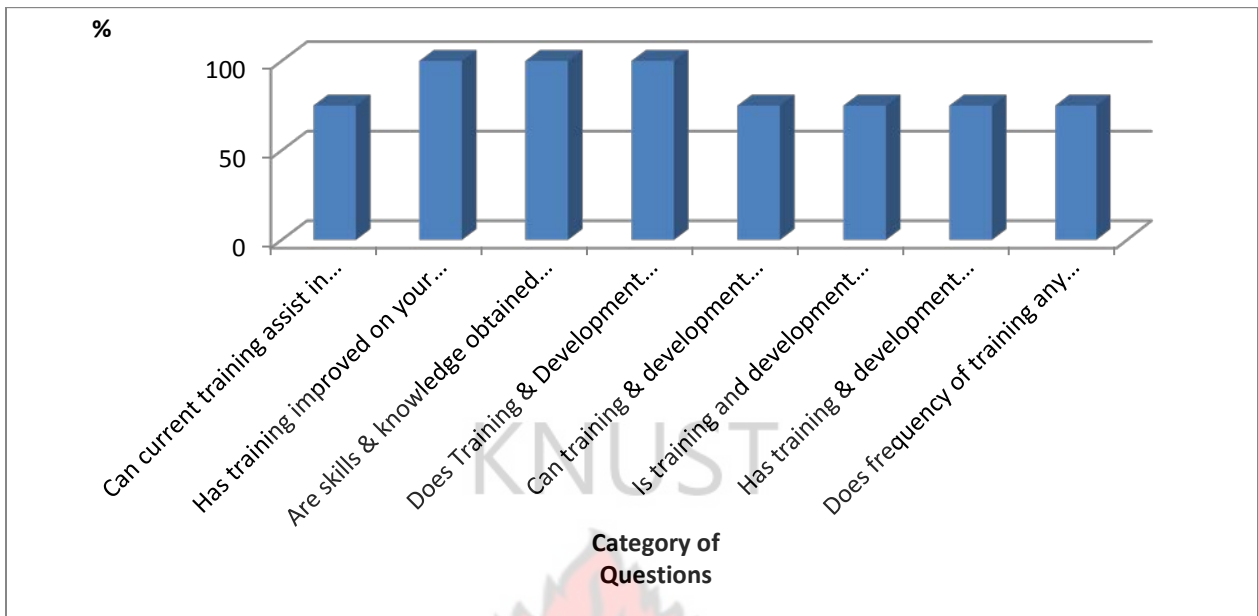
Figure 4.1.1c   Responses from Interpreters at High Court
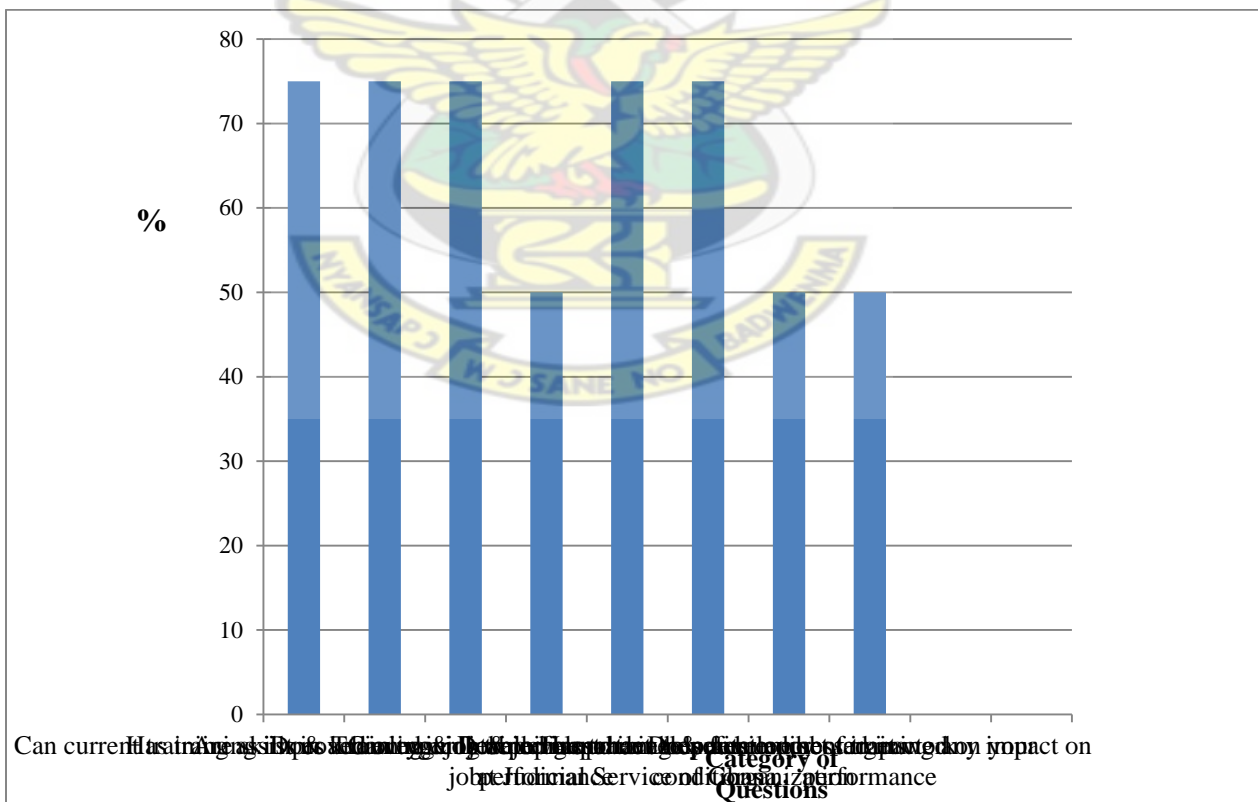
Figure 4.1.1d   Responses from Bailiffs at High Court
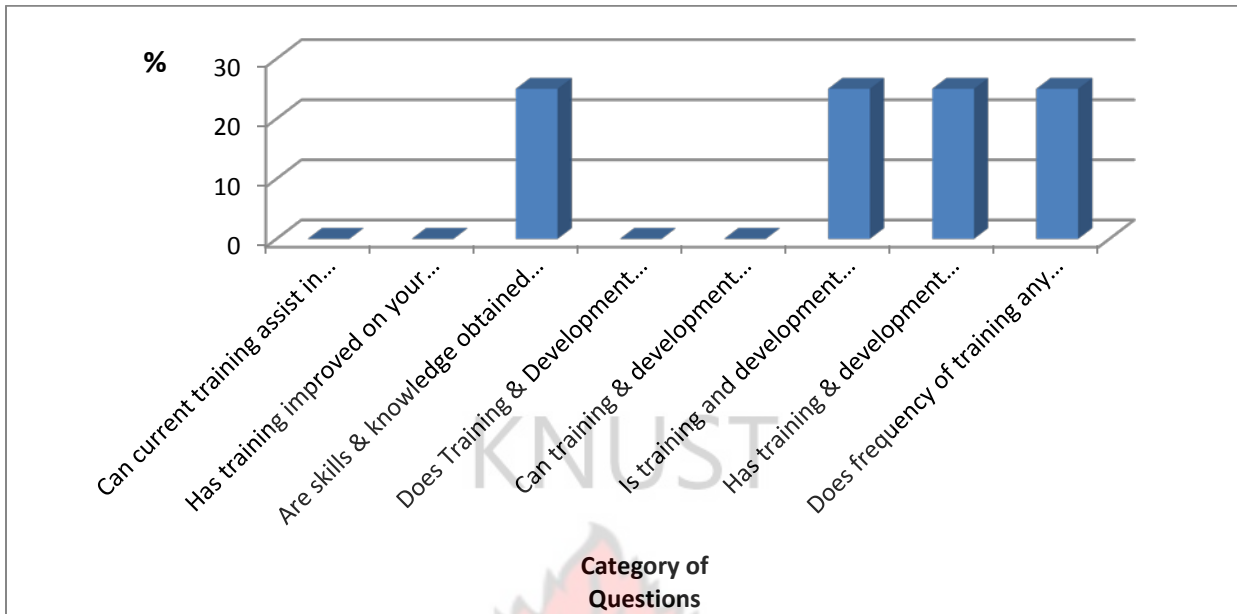
Table 4.1.1a Analyses on time periods which staffs have participated regarding Training and Development organised by Judicial Service of Ghana (High Court)

Time Period	Registrar		Court Recorder		Interpreters		Bailiffs	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Quarterly	1	25.0	0	0.0	0	0.0	0	0.0
Twice in a Year	1	25.0	0	0.0	1	25.0	0	0.0
Once in a Year	1	25.0	0	0.0	0	0.0	0	0.0
Rarely	0	0.0	2	50.0	0	0.0	1	25.0
None	1	25.0	2	50.0	3	75.0	3	75.0

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Figure 4.1.1a Analyses on None response on frequency of training by Judicial Service from staff at High court
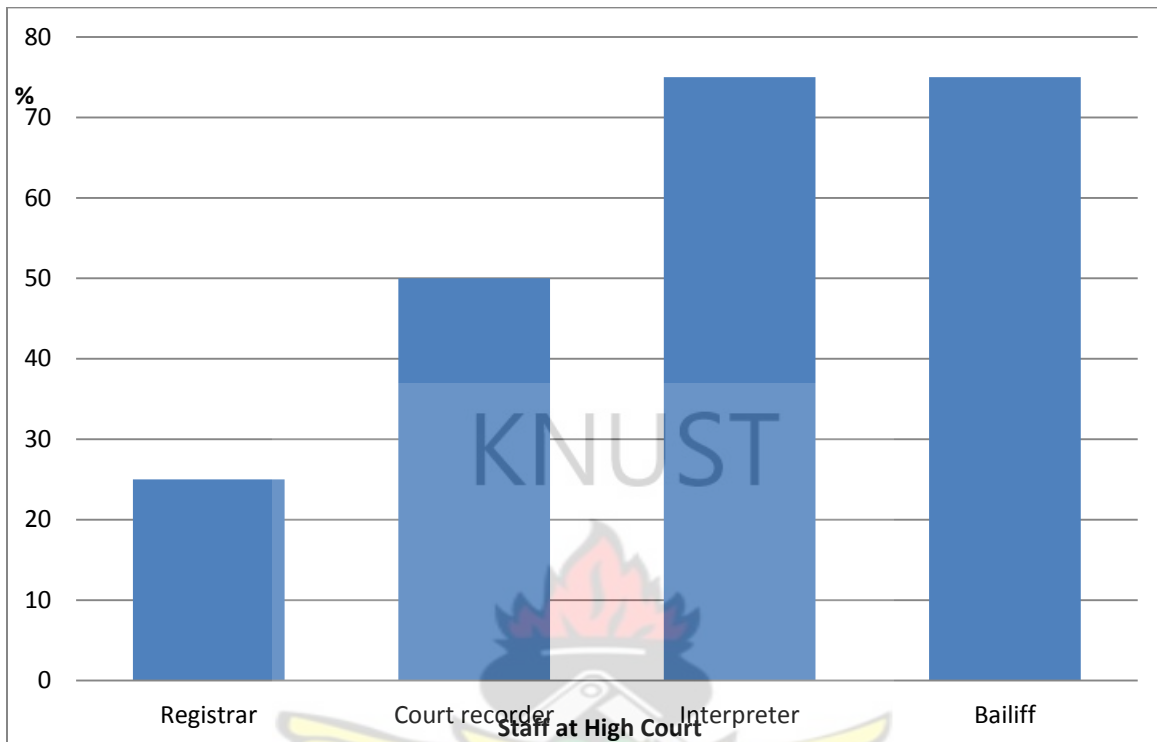
INTERPRETATION (*High Court*)

From table 4.1.1 the staffs were asked to indicate whether skills & knowledge obtained were important to their job performance, 3 responses representing 75.0% (Registrars), total of 4 responses representing 100.0% (Court Recorder), 3 responses representing 75.0% (Interpreters) and finally 1 response representing 25.0% of total responses (Bailiff) all indicated that they were important.

The question of frequency of training having any impact on performance was predominantly popular among the responses, Registrars (4 responses representing 100.0%), Court Recorders (3 responses representing 75.0%), Interpreters (2 responses representing 50.0%) and Bailiffs (1 response representing 25.0%) respectively.

Also the question of Training & Development having benefits on job performance was the least popular among Registrars, Interpreters and Bailiffs at the High Court as disclosed by 1, 2 and none response representing 25.0%, 50.0% and 0%. However all the 4 Court Recorders (100.0%) unanimously indicated that Training and Development has benefits on job performance.

Majority of staffs in the High Court (4 Registrars – 100.0%, 3 Court Recorders – 75.0%, 2 Interpreters – 50.0% and 1 Bailiff response – 25.0%) support the implementation of frequent training and development of best practises in the Judicial Service of Ghana as evident on table 4.1.1, however 0 Bailiffs representing a none response (0%) on the question that, can current training assist in achieving job objectives?

Table 4.1.1 indicates that, 3 Registrars representing 75.0%, the entire Court Recorder responses (4) representing 100.0% and 3 Interpreters representing 75.0% respectively interviewed shared the view that training has improved job performance. However, there was a none response (0%) from Bailiffs as to whether training has improved their job performance.

In addition, 3 Registrars representing 75.0%, 3 Court Recorders representing 75.0%, 3 Interpreters representing 75.0% and 1 Bailiff representing 25.0% interviewed agreed that training and development was addressed in work conditions.

In summary it can be deduced from the above responses that, there was not enough training for staff in areas of effective management, demonstrating team work, improved communication skills, efficient data management and improved interpersonal relationship since majority of respondents mentioned that the only type of training received was employee orientation. However majority of staffs at the High Court interviewed indicated that training and development provided by Judicial Service have impact on their main activity in terms of increased job security, improved working condition/environment and increased job satisfaction.

It is obvious from table 4.1.1 that out of a total sample size of sixteen (16) respondents at the High Court only 10 representing 63.0% of the respondents said that training has improved their performance. Meanwhile, 69.0% of the respondents said skills & knowledge obtained is important to job performance and productivity. This means that responses from staffs at High Court indicated that training and development have

impacted positively on their job performance but much work needs to be done to cover staffs in all departments.

Regarding table 4.1.1a and figure 4.1.1a, majority of staffs i.e. 3 Interpreters representing 75% and Bailiffs at the High Court confirmed that, they have not participated in training and development organised by the Judiciary Service of Ghana ever since they joined the service. Only 1 response representing 25.0% at Registrar unit had participated in training and development quarterly.

Findings from Circuit Court

Table 4.1.2: Impact of Training and Development on Employee job performance at Circuit Court

Category	Responses from Staffs at Circuit Court							
	Registrar		Court Recorder		Interpreters		Bailiffs	
	Count	%	Count	%	Count	%	Count	%
Can current training assist in achieving job objectives	4	100.0	2	50.0	1	25.0	1	25.0
Has training improved on your job performance	4	100.0	2	50.0	2	50.0	1	25.0
Are skills & knowledge obtained important to your job	4	100.0	2	50.0	2	50.0	1	25.0
Does Training & Development have benefits on job performance	4	100.0	2	50.0	2	50.0	1	25.0
Can training & development help achieve set targets at Judicial Service of Ghana	4	100.0	2	50.0	2	50.0	1	25.0
Is training and development addressed in work conditions	3	75.0	3	75.0	0	0	1	25.0
Has training & development impacted on your organization	4	100.0	3	75.0	2	50.0	1	25.0
Does frequency of training any impact on performance	4	100.0	3	75.0	1	25.0	1	25.0

Figure 4.1.2a: Responses from Registrars at Circuit Court
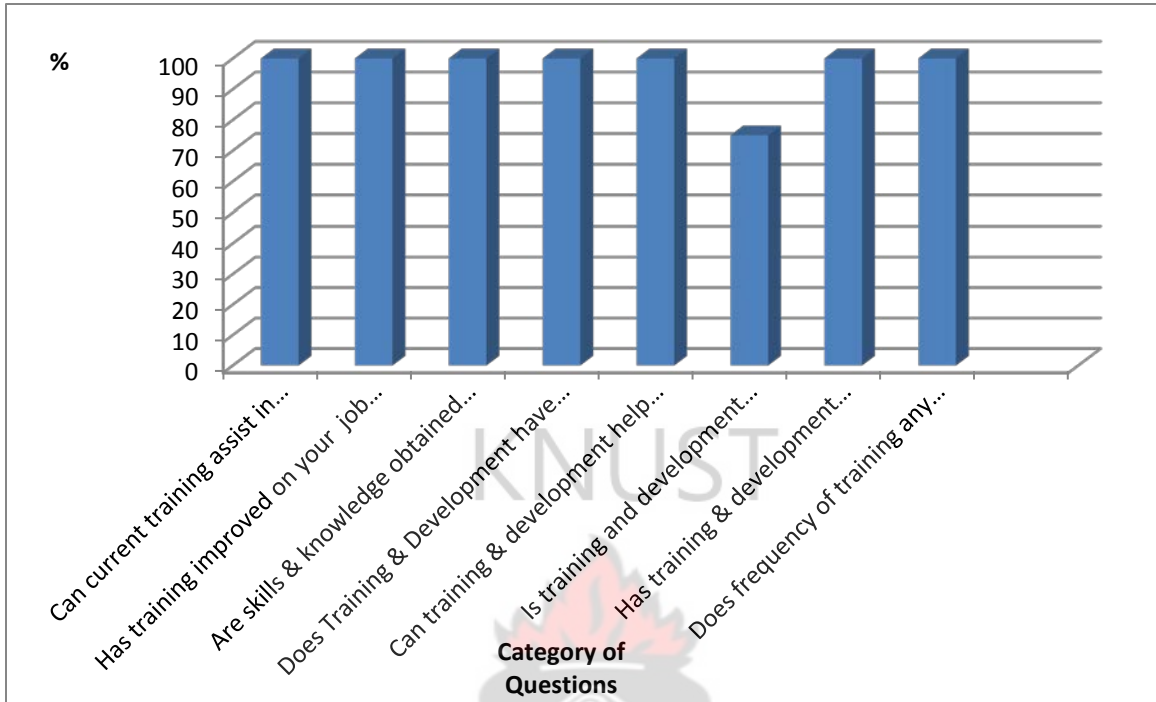
Figure 4.1.2b: Responses from Court Recorders at Circuit Court
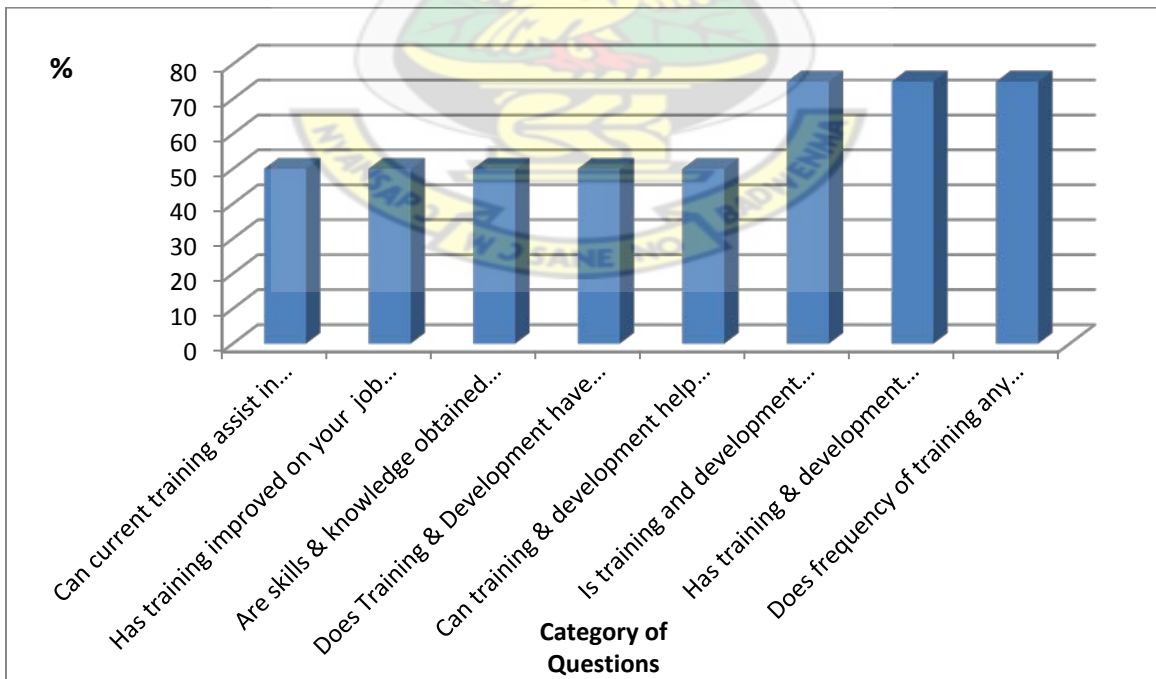
Figure 4.1.2c: Responses from Interpreters at Circuit Court
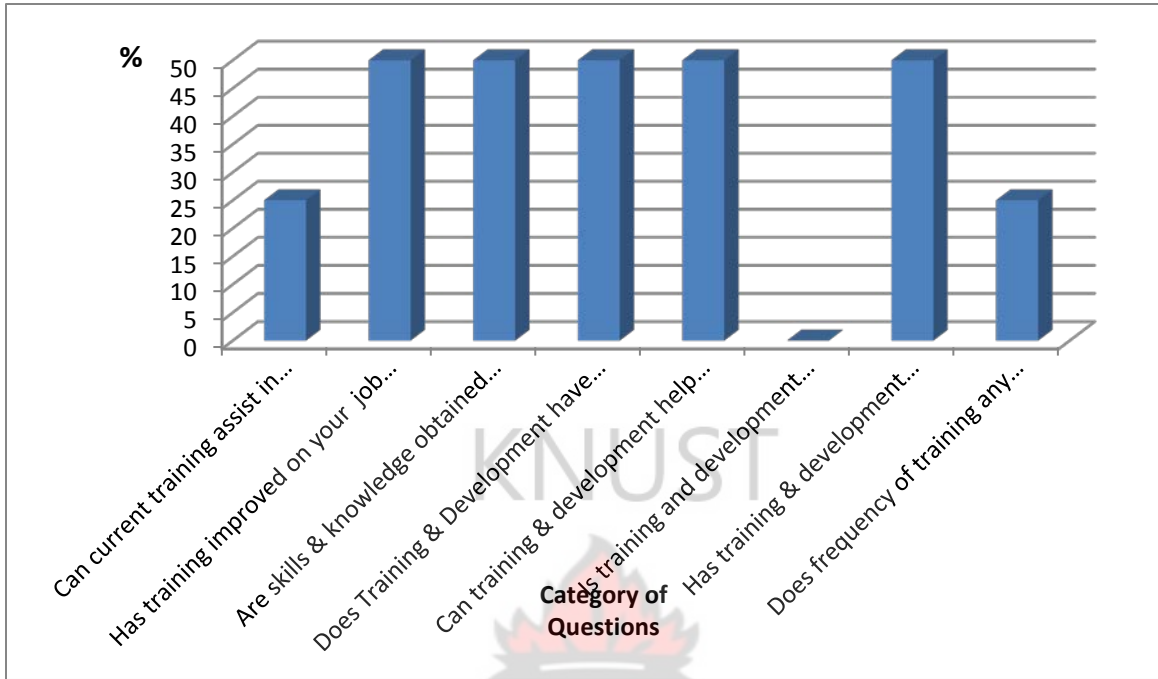
Figure 4.1.2d: Responses from Bailiffs at Circuit Court
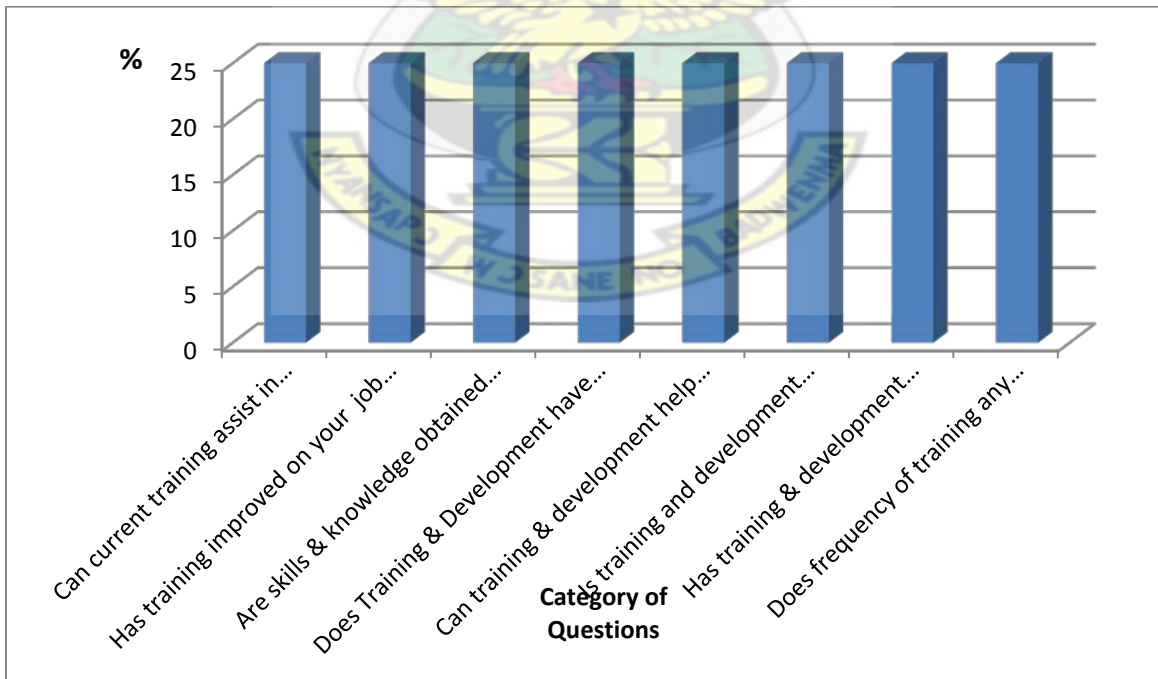
Table 4.1.2a Analyses on time periods which staffs have participated regarding Training and Development organised by Judicial Service of Ghana (Circuit Court)

Time Period	Registrar		Court Recorder		Interpreters		Bailiffs	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Quarterly	0	0.0	0	0.0	0	0.0	0	0.0
Twice in a Year	2	50.0	0	0.0	1	25.0	0	0.0
Once in a Year	0	0.0	0	0.0	0	0.0	0	0.0
Rarely	2	50.0	0	0.0	0	0.0	0	0.0
None	0	0.0	4	100.0	3	75.0	4	100.0

Figure 4.1.2a **Analyses on None response on frequency of training by Judicial Service from staff** *at Circuit Court*
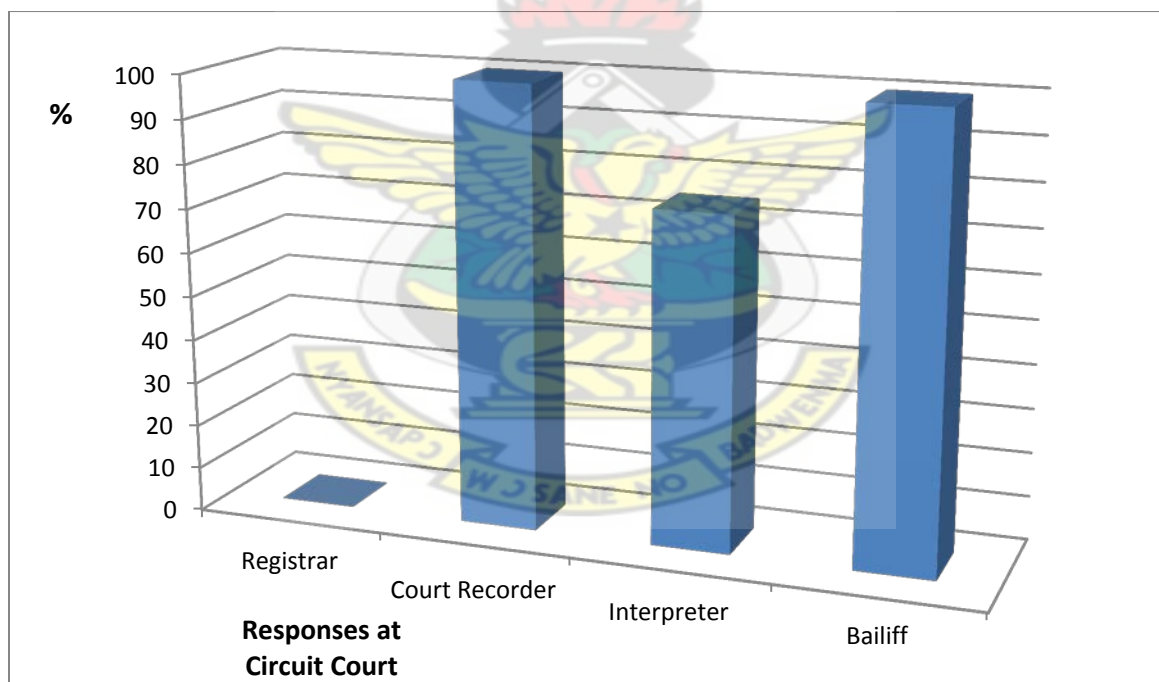
INTERPRETATION (*Circuit Court*)

Table 4.1.2 shows the response from the staffs at the Circuit Court. Responses from Registrars (4) representing 100.0%, 2 Court Recorders representing 50.0%, 1 Interpreter representing 25.0% and 1 Bailiff 25.0% respectively indicated that current training can assist in achieving job objectives. Again, there was a significant response regarding improvement of job performance as a result of training which was disclosed by all Registrars (4 responses) representing 100.0%, 2 Court recorders representing 50.0% and 2 Interpreters representing 50.0%. Only 1 Bailiff representing 25.0% confirmed that training can improve job performance. These observations indicate that training has an enormous impact on performance of job among Registrars, Court Recorders and Interpreters. However, the Bailiffs recorded a constant low count of 1 response (25.0%) in all categories of questions, this can be attributed to inadequate training programmes organised for the Bailiff unit as indicated from the responses.

It can be confirmed from table 4.1.2 that, all Interpreters (4 responses representing 100.0%) indicated that, the issue of training and development is not addressed in their work conditions. Meanwhile, 3 Registrars out of a total 4 (75.0%), and 3 Court Recorders (75.0%) of the Circuit Court disclosed that, the issue of training and development is addressed in their work conditions. On the other hand, 1 Bailiff (25.0%) mentioned that, the issue of training and development is addressed in their work conditions.

It was observed in Table 4.1.2, that, a total of 4 Registrars (100.0%) and 3 Court Recorders (75.0%) pointed out that, training & development impacted on their organization. The degree of skills & knowledge obtained which is important to job performance was confirmed by all staffs at the Circuit Court comprising 4 Registrars (100.0%), 3 Court Recorders (75.0%), 2 Interpreters (50.0%) and 1 Bailiff responses (25.0%).

With regards to the issue of training and development having benefits for the organization, all staff at the Circuit Court indicated a strong conviction. This can be illustrated as follows, 4 Registrars representing 100.0%, 2 Court Recorders representing 50.0% and 1 Bailiff representing 25.0% and 1 Interpreter 25.0%.

Table 4.1.2b shows the analyses of time periods of training and development programmes organised by the Judicial Service of Ghana, which staffs at the selected Circuit Courts have participated. The following staff, 4 Court Recorders and 4 Bailiffs responses representing 100.0% each mentioned that they have not been part of any training and development programmes organised by the Judiciary Service of Ghana. In addition, 3 Interpreters representing 75.0% also pointed out that, they have not been part of any training and development programmes. Two (2) Registrars representing 50.0% indicated that they had rarely participated in any training and another 2 responses representing 50.0% confirmed that they participated in training and development programmes twice in a year.

Findings from District Court

Table 4.1.3: Impact of Training and Development on Employee job performance at District Court

Category	Responses from Staffs at District Court							
	Registrar		Court Recorder		Interpreters		Bailiffs	
	Count	%	Count	%	Count	%	Count	%
Can current training assist in achieving job objectives	2	50.0	3	75.0	3	75.0	2	50.0
Has training improved on your job performance	2	50.0	3	75.0	2	50.0	2	50.0
Are skills & knowledge obtained important to your job	2	50.0	3	75.0	3	75.0	2	50.0
Does Training & Development have benefits on job performance	1	25.0	3	75.0	4	100.0	1	25.0
Can training & development help achieve set targets at Judicial Service of Ghana	1	25.0	3	75.0	4	100.0	2	50.0
Is training and development addressed in work conditions	2	50.0	1	25.0	2	50.0	2	50.0
Has training & development impacted on your organization	3	75.0	2	50.0	4	100.0	1	25.0
Does frequency of training any impact on performance	2	50.0	1	25.0	3	75.0	2	50.0

Figure 4.1.3a: Responses from Registrars at District Court
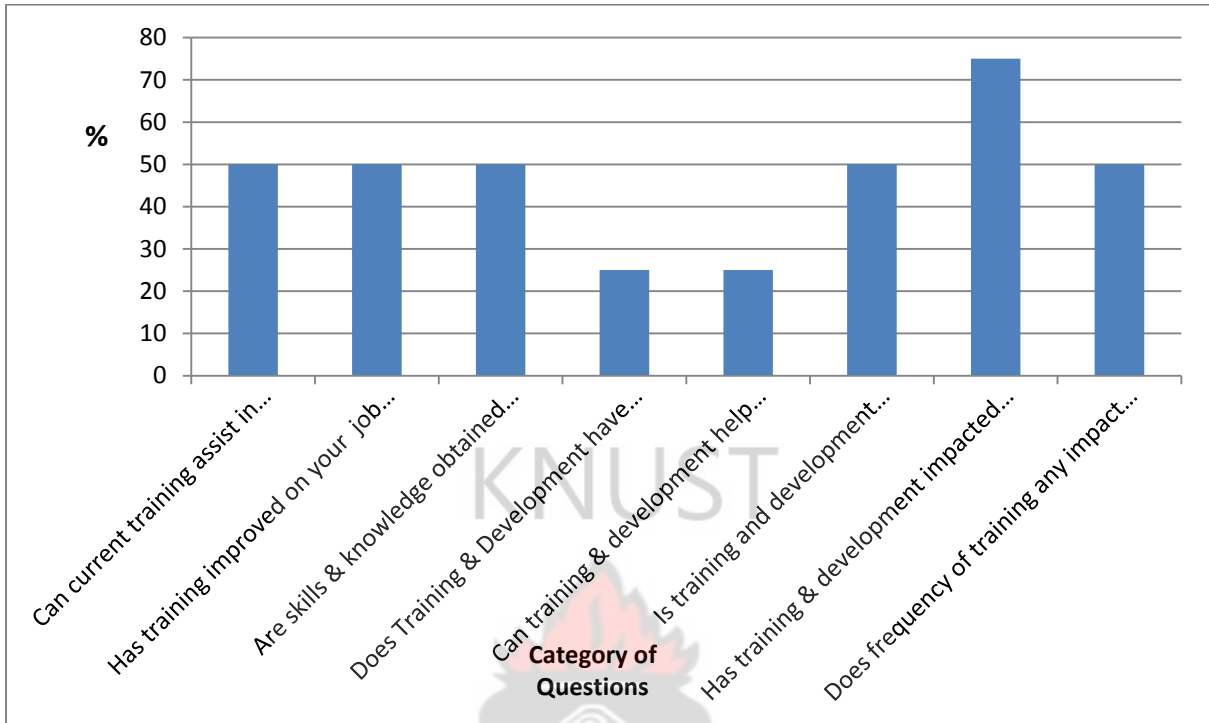
Figure 4.1.3b: Responses from Court Recorders at District Court
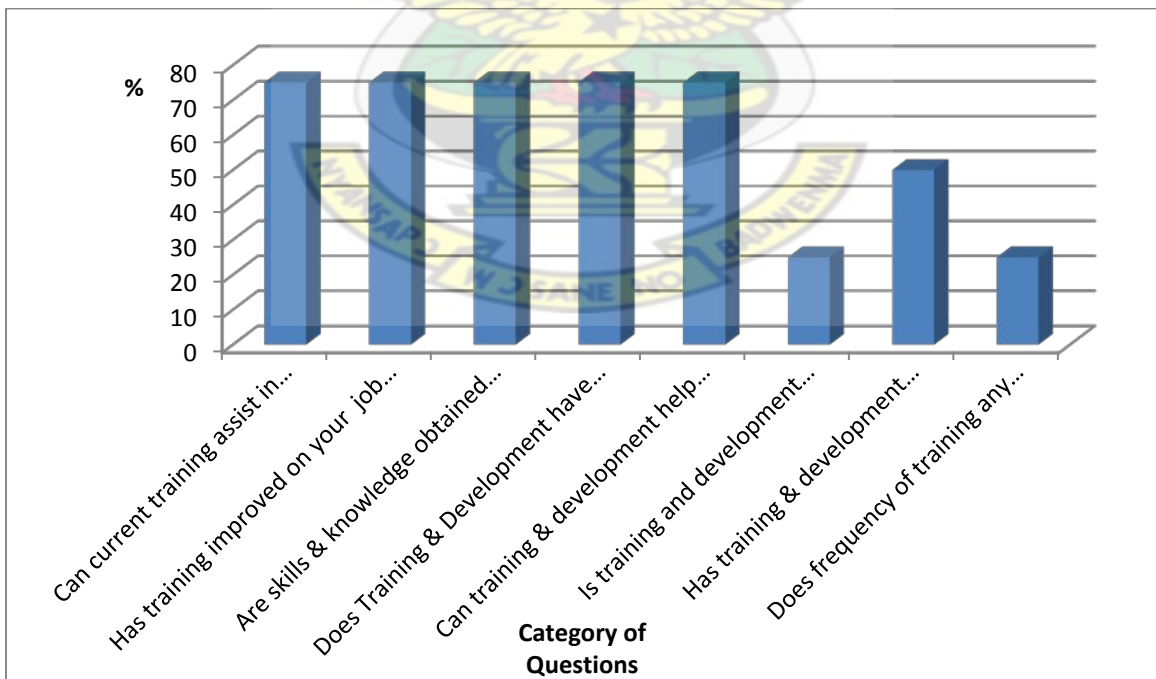
Figure 4.1.3c: Responses from Interpreters at District Court
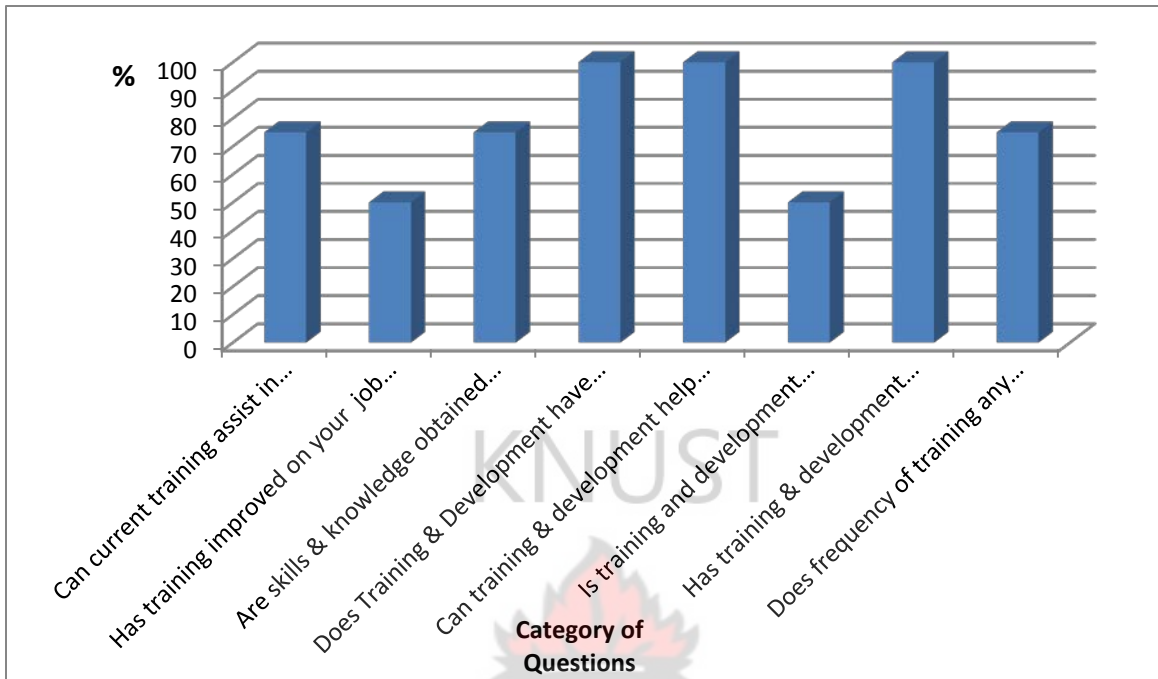
Figure 4.1.3d: Responses from Bailiffs at District Court
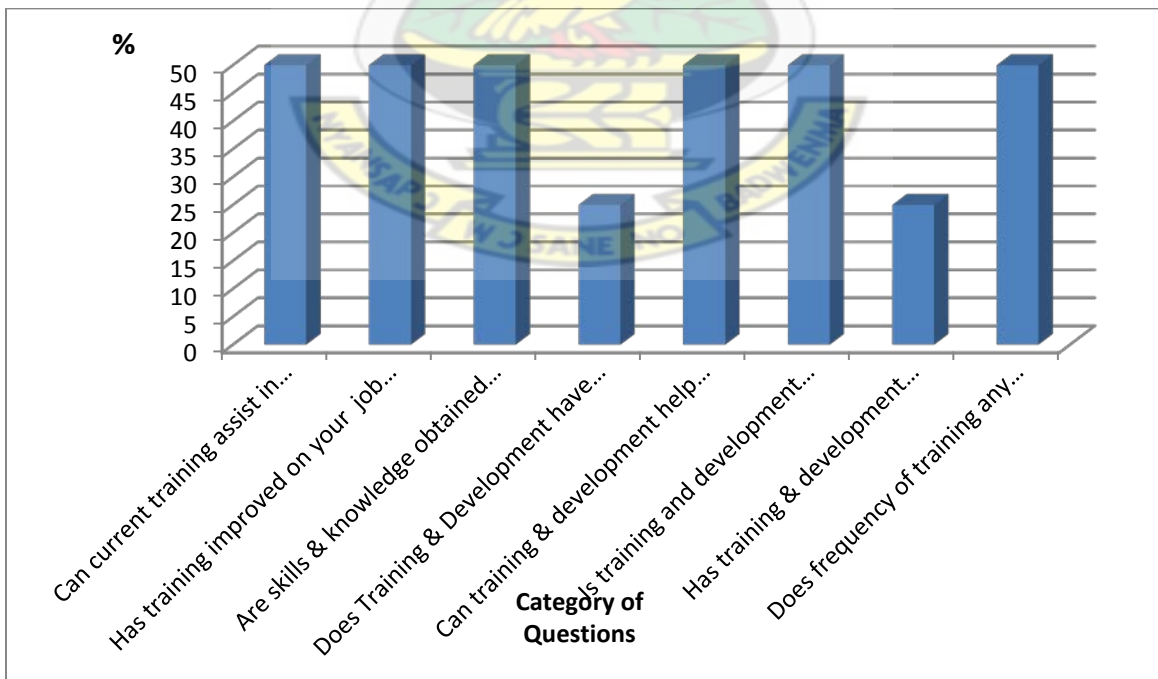
Table 4.1.3a Analyses on time periods which staffs have participated regarding Training and Development organised by Judicial Service of Ghana (District Court)

Time Period	Registrar		Court Recorder		Interpreters		Bailiffs	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Quarterly	0	0.0	0	0.0	0	0.0	0	0.0
Twice in a Year	0	0.0	0	0.0		25.0	0	0.0
Once in a Year	0	0.0	0	0.0	0	0.0	0	0.0
Rarely	1	25.0	0	0.0	1	25.0	1	25.0
None	3	75.0	4	100.0	3	75.0	3	75.0

Figure 4.1.3a **Analyses on None response on frequency of training by Judicial Service from staff** *at District Court*
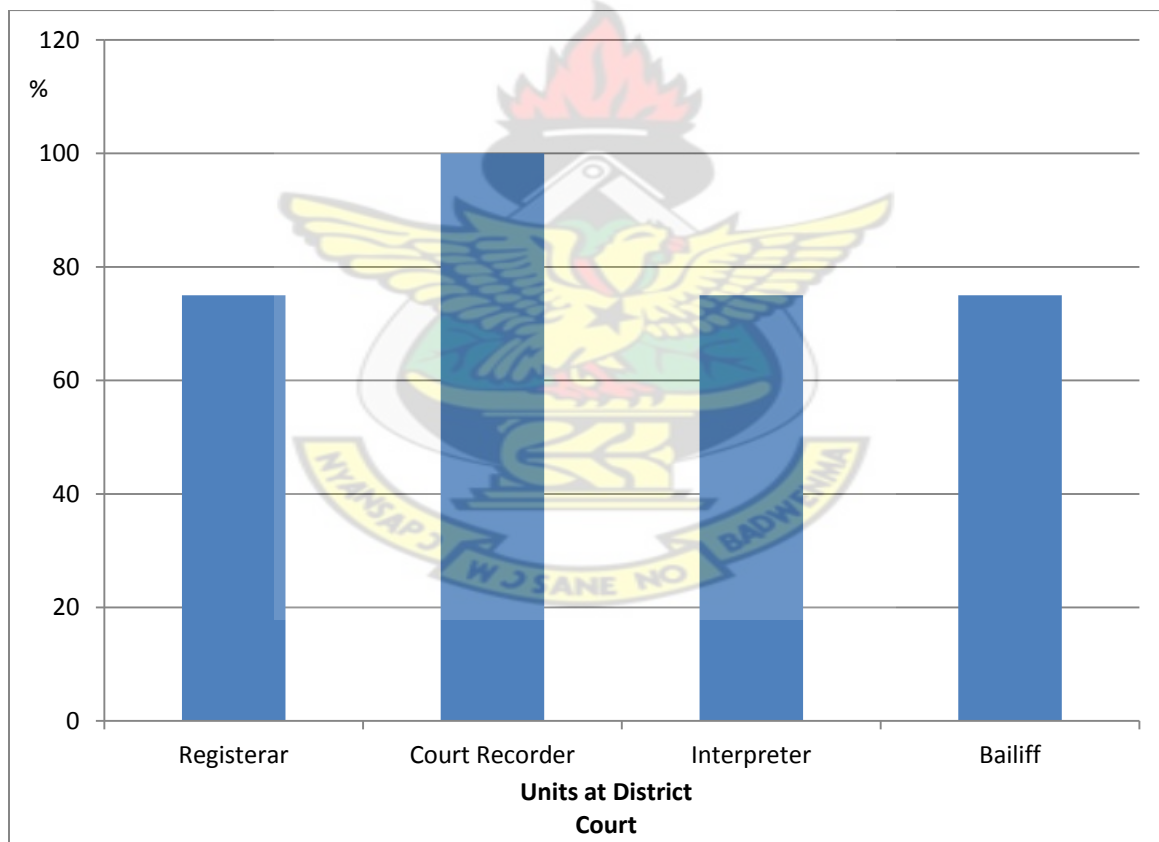
INTERPRETATION *(District Court)*

As shown on table 4.1.3, a total of 4 responses from Interpreters representing 100.0% and 3 Court Recorders (75.0%) of the District Court mentioned that Training & Development really have benefits on job performance. However 1 Registrar representing 25.0% and 1 Bailiff representing 25.0% indicated otherwise.

Responses on the impact of Training & development on organizations among Registrar (3 responses), Court Recorder (2 responses) and Interpreter (4 responses) representing 75.0%, 50.0% and 100.0% respectively in the District court. However responses from Bailiffs (1) representing 25.0% shared the same view.

Table 4.1.3 highlights the impressions of staffs at the District court about whether skills and knowledge obtained from training were important to their job. Three (3) Court Recorders and 3 Interpreters representing 75.0% each indicated that, the skills and knowledge obtained from training were important to their job. An average of 2 Registrars and 2 Bailiffs representing 50.0% and 50.0% respectively were of the view that skills and knowledge obtained in training were important to their job.

With regards to the issue of current training assisting in achieving job objectives, 3 responses each from Court Recorders and Interpreters representing 75.0% respectively indicated that training can assist in achieving job objectives. Two (2) Registrars and 2 Bailiffs representing 50.0% each shared the same view.

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In the District court, 3 responses from Court Recorders representing 75.0% mentioned that training has improved job performance. In addition, 2 responses each from Registrars, Interpreters and Bailiffs representing 50.0% respectively confirmed that training has improved job performance.

It was evident from table 4.1.3 that only 1 response from the Registrar unit (25.0%) indicated that training and development can help achieve set targets at Judicial Service of Ghana. Also 3 responses from Court Recorders representing 75.0%, Interpreters (4 responses representing 100.0%) and Bailiff (2 responses representing 50.0%) all confirmed that training and development can help achieve set targets at Judicial Service of Ghana.

Regarding the issue of Training and Development addressed in work conditions, table 4.3.3 shows that, only 1 Court Recorder representing 25.0%, mentioned that, Training and Development was addressed in their work conditions. 2 responses each from Registrars, Interpreters and Bailiffs representing 50.0% respectively disclosed that Training and Development was addressed in the work conditions.

With frequency of training having any impact on performance, the above table shows that out 4 sampled respondents in the District court, 3 Interpreters representing 75.0% were supportive of the view. Two responses each from Registrars and Bailiffs representing 50.0% respectively mentioned that training and development have an impact on job performance.. However only 1 Court Recorder (25.0%) pointed out that frequent training has impact on performance.

Analysis on time periods which staffs have participated regarding Training and Development organised by Judicial Service of Ghana (District Court) as shown on table 4.1.3 indicates that all 4 responses from Court Recorders representing 100% expressed that they have not participated in any Training and Development programmes organised by the Judicial Service of Ghana. Regarding Registrars, Interpreters and Bailiffs, 1 respondent each representing 25.0% mentioned that they rarely participate in Training and Development programmes organised by the Judicial Service of Ghana.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

The purpose of this research was to evaluate the impact of Training and Development on job performance within some selected High Courts, Circuit Courts and District Courts in the Greater Accra region of the Judicial Service of Ghana. The target respondents for the selected courts comprised Registrars, Court Recorders, Court Interpreters and Bailiffs. This chapter deals with summary, findings, conclusions and recommendations of the research.

5.1   Summary

Training and development have achieved a high degree of recognition for their importance in helping individuals become better performers and assisting organizations in achieving their goals. The field has become more visible, training processes more clearly defined, and the need for training more evident as societal and technological changes have occurred.

Through designing training and development activities, the benefits outlined in this project work both direct and indirect can be achieved. Further, when employees learn new skills and acquire new knowledge, they increase their career potential and add extra value to their employers and others whose work is impacted by their performance.

Following a well-structured plan for designing, implementing, and evaluating training and development programs is helpful in ensuring the effectiveness of the program and

achieving a return on investment. To be effective, training should reflect the following guidelines:

- *It should be tied to the organization's culture and goals*. The current mission and goals should guide the development of all training and development activities. Each potential training activity should be reviewed by asking: How will this help achieve the organization's mission or goals?

- *It should be perceived as important by trainee*. Training should be viewed as important and relevant for achieving personal success and high performance levels.

- *It should be relevant to the needs of the trainees*. Some form of assessing the needs of the trainees should be completed prior to training to ensure that the program and learning activities are relevant to what the trainees need to learn or do.

- *It should be linked to the workplace*. Once training is completed, a plan should be completed by all trainees outlining how they will integrate the training results into their job. Some type of action plan—defining what activities will be completed, how they will be done, and when they will be implemented— should be used.

- *It should be applied but based on sound learning principles*. Current learning and training theories and principles should be used as the foundation for developing and delivering training programs, but the learning activities should stress how these theories and principles can be used in daily job duties.

- *It should be supported and reinforced*. If training is to be implemented effectively, support should be given by the trainees' supervisor and others who have an impact

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on the performance of trainees. In addition, policies and performance reward systems should help to support the training efforts and recognize when performance has improved as a result of training.

Data Analysis obtained from the research indicate that most of the staff within the selected courts confirmed that Training and Development can improve job performance. It was also observed that, the only form of Training received by majority of the respondents was job orientation.

Again, a large number of the respondents were of the view that, the frequency of training received can have an impact on job performance. However, less than half of the respondents indicated that, Training and Development was addressed as a key issue in the work conditions of the Judicial Service of Ghana.

A large number of the respondents confirmed that, the current Training provided by the Judicial Service of Ghana can assist in achieving set targets and objectives of their job functions.

5.2   Findings

The following findings were obtained from the research analysis:

- Effective Training and Development can improve job performance of the respondents within the Judicial Service of Ghana.

- Appropriate Training content and delivery approaches can assist in achieving set targets and objectives of the Judicial Service of Ghana.

- The frequency of Training conducted for employees within the Judicial Service of Ghana was very negligible.

- The conduct of best practices Training programmes for the respondents within the Judicial Service of Ghana was rarely done.

- It was observed that most of the respondents had rarely received external Training targeted at improving their job performance in the Judicial Service of Ghana.

- A large number of the respondents indicated that, some of the benefits of Training and Development provided by the Judicial Service of Ghana include improved customer service and a reduction in the number of complaints from clients.

- Majority of responses analyzed indicated that Training and Development provided by the Judicial Service of Ghana resulted in the acquisition of new skills to cope with changes in the internal and external work environment.

- Less than half of responses analyzed indicated that Training and Development provided by Judicial Service of Ghana resulted in efficient data management and improved interpersonal relationship.

- Most of the respondents indicated that, Training offered by the Judicial Service of Ghana did not provide a better understanding of their performance objectives.

5.3   Conclusions

Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness.

As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization.

The following conclusions were obtained from the research findings.

- It can be concluded that, the role of Training and Development in the Judicial Service were, establishment of training gaps and to build capacity of employees relative to achieving the overall vision and mission statements of the Judicial Service of Ghana.

- The study concluded that, the impact of Training and Development in the Judicial Service of Ghana were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization.

- Also, it can be concluded from the research that, Appropriate Training and Development of Judicial staff can result in efficient performance of their job

functions; therefore, inappropriate Training and Development of Judicial staff can lead to underperformance of their job functions.

- Finally, the research findings concluded that, Training and Development would enable management of Judicial Service of Ghana to better appreciate the challenges associated with staff performance.

5.4   Recommendations

For any organization to succeed, training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Accordingly, when organizations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instil in all employees the need for and value of training and development on a continual basis.

The following recommendations are outlined for future reference:

- Training content and delivery approaches should be relevant to the job functions of employees.

- Training and development provided by the Judicial Service of Ghana should result in a better understanding of performance objectives of employees.

- The Judicial Service of Ghana should conduct appropriate training needs assessment to ensure that, Training content for employees would result in efficient data management and improved interpersonal relationship.

- The frequency of external Training provided by the Judicial Service of Ghana should be improved and targeted at improving employee job performance.

- The Judicial Service of Ghana should encourage best practices Training programmes for employees to ensure consistency in the performance of their job functions.

- The frequency of Training provided by the Judicial Service of Ghana should be improved to ensure that more employees have access to Training and Development.

- Training and Development offered by the Judicial Service of Ghana should ensure a better understanding of the Mission and Vision statement of the Judicial Service of Ghana so that, employees can identify themselves with the organizational values in the discharge of the duties.
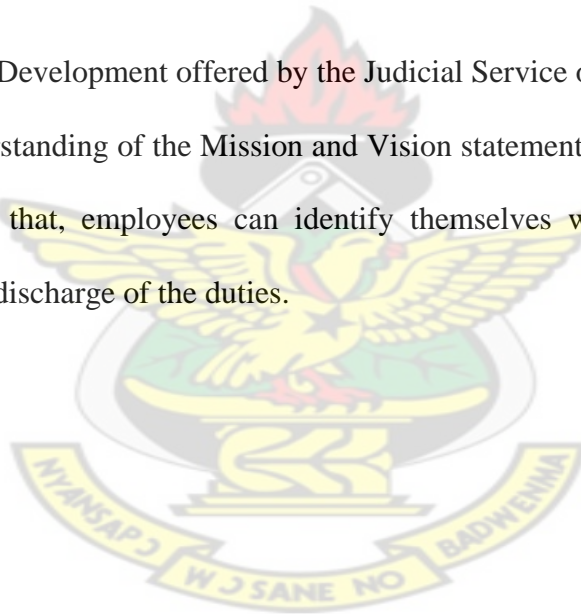
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(Appendix)
QUESTIONAIRE ON THE
IMPACT OF TRAINING AND DEVELOPMENT ON JOB PERFORMANCE

(A Case Study of Staff of the Judicial Service of Ghana)

This questionnaire is designed to evaluate the impact of Training and Development on job performance as an academic exercise.
Please tick the appropriate box or write in the space provided.

Please, note that any information provided would be treated confidential

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A. Respondent's Occupational Information

1. What is your job position?…………………………………………………………….........

2. How long have you been in the Service?..

3. How long have you worked in your current position?

☐ Ten years or more.   ☐ At least 6 years, but less than 10 years.

☐ At least 3 years, but less than 6 years.   ☐ At least 1 year, but less than 3 years.

☐ At least 3 months, but less than 12 month   ☐ Less than 1 month.

☐ At least 1 month, but less than 3 months.

B. Impact of Training & Development on employee job performance

4. Do you think the current Training provided by your organization contains appropriate Training content and delivery methodologies that can assist you in achieving your job performance objectives?

☐ Yes   ☐ No

5. In what way has Training and Development provided by your organization impacted on your work or main activity in terms of the following?

(a) Increased salaries/Wages   ☐ Agree   ☐ Disagree.

(b) Increased job security   ☐ Agree   ☐ Disagree.

(c) Improved working condition/environment ☐ Agree ☐ Disagree.

(d) Increased job satisfaction ☐ Agree ☐ Disagree

(e) Acquisition of new skills to cope with changes in the internal and external work environment.

☐ Agree ☐ Disagree

(f) Increased knowledge in the use of ICT. ☐ Agree ☐ Disagree

6. To what extent would you agree or disagree that Training offered by your organization has been a worthwhile investment for your rights as a staff.

(a)Strongly Disagree   (b) Disagree   (c) Undecided   (d) Agree (e) Strongly Agree
☐   ☐   ☐   ☐   ☐

7. Do you think the current Training provided by your organization has improved your job performance?
Yes ☐   No ☐

If no, give reasons
…………………………………………………………………………….

…………………………………………………………………………………………

8. Are the skills or knowledge obtained during Training provided by your organization important to your job?

Yes ☐   No ☐

If no, give reasons

……………………………………………………….......................................

If YES, how important is this new knowledge or skill to the performance of your current job?

(a) Provided a better understanding of my performance objectives ☐

(b) Improved understanding of my job functions ☐

(c) Improved my knowledge on ICT ☐

(d) Ensured better understanding on the Vision and Mission statement of the Judicial Service ☐

9. To what extent has Training provided by your organization improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not applicable)

Performance Areas	Not Applicable	Not at All 1	2	3	4	To a Great Extent 5
Demonstrating Team work	N/A	1	2	3	4	5
Effective management of complaints from litigants	N/A	1	2	3	4	5
Improved Communication skills	N/A	1	2	3	4	5
Efficient data management	N/A	1	2	3	4	5
Improved interpersonal relationship	N/A	1	2	3	4	5

10. If you are doing other aspects of your job more effectively, efficiently or better as a result of Training offered by your organization, briefly describe those improvements.

(a) Increased job satisfaction and morale among employees ☐

(b) Increased employee motivation ☐

(c) Increased capacity to adopt new technologies and methods ☐

(d) Increased efficiencies in processes, resulting in financial gain ☐

(d) Increased innovation in strategies for service delivery ☐

11. Do you think the current Training and Development given by your organization has some benefits on your job performance?

Yes ☐   No ☐

12. What do you think are some benefits of Training and Development on your job performance

(a) Increase productivity ☐   (d) Increase employee feedback ☐

(b) Reduce absenteeism ☐   (e) Improved customer service ☐

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(c) Lower the number of complaints ☐

C. Impact of Training & Development in Judicial Service of Ghana

13. Do you think the type of Training and Development currently provided by your organization can improve your capacity to achieve set targets and objectives of the Judicial Service of Ghana?

    Yes ☐   No ☐

    If no, give reasons …………………………………………………………………….

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

14. What type of Training have you received from your organization?

    (a) Employee orientation ☐   (d) On-the-job Training ☐

    (b) Mentoring ☐   (e) External Training ☐

    (c) Refresher ☐

15. Is Training and Development addressed as a key issue in the work conditions of your organization?

    Yes ☐   No ☐

16. If yes, have you acquired any new skill or knowledge through training that has impacted positively on achieving the mission and vision of your organization?

    Yes ☐   No ☐

17. If no, kindly explain …………………………………………………………………....

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

18. Do you think Training and Development has impacted positively on your organization?

    Yes ☐   No ☐

19. What are some of the benefits of Training and Development to your organization?

(a) Offering learning and developments opportunities for staff ☐

(b) Aids in Understanding and carrying out organizational policies ☐

(c) Helps promote organizational image ☐

(d) Improvement in organizational communication ☐

(e) Improvement of knowledge and skill at all levels in the organization ☐

D. Frequency of Training conducted for Employees of Judicial Service

(21) How often do you receive training from your organization?

Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely ☐ None ☐

(22) Do you think the frequency of Training and Development provided by your organization really has any positive impact on your performance?

Yes ☐ No. ☐

(23) How frequently do you receive best practice training programmes.

Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely ☐ None ☐

(24) How often do you receive external Training on improving your job performance?

Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely ☐ None ☐

(25) How often have you participated in Training and Development to improve your job performance organized by the Judicial Service of Ghana?

Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely ☐ None ☐