KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

EVALUATION OF TRAINING AND DEVELOPMENT PRACTICES IN THE

GHANA POLICE SERVICE.

(A CASE STUDY OF AKROPONG DIVISION IN THE EASTERN REGION)

BY
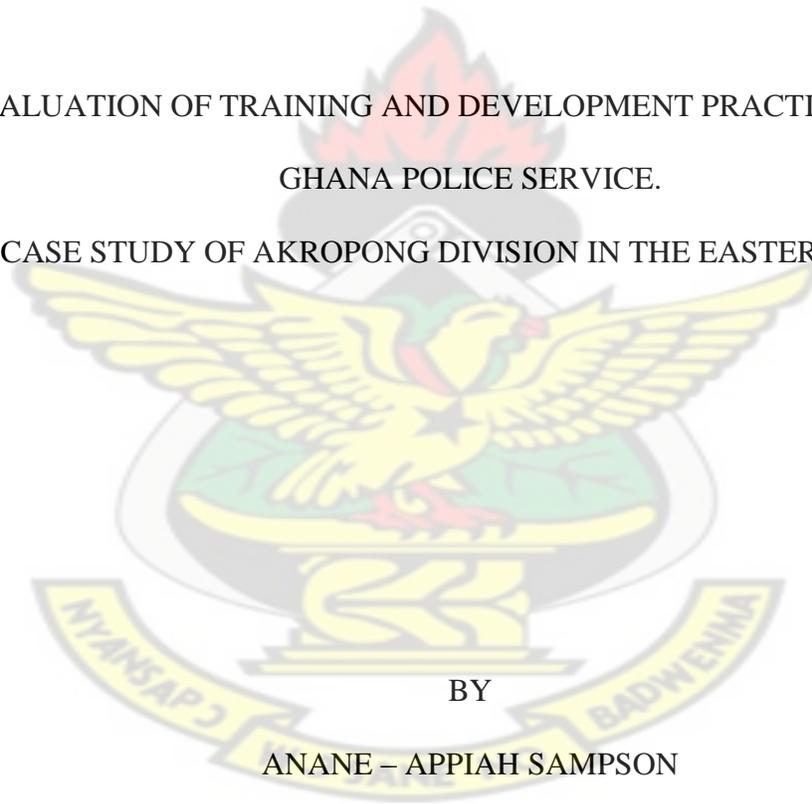
ANANE – APPIAH SAMPSON

MARCH, 2011

EVALUATION OF TRAINING AND DEVELOPMENT PRACTICES IN THE

GHANA POLICE SERVICE.

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A THESIS SUBMITTED TO THE INSTITUTE OF DISTANCE LEARNING IN

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COMMONWEALTH EXECUTIVE MASTERS IN BUSINESS

ADMINISTRATION (CEMBA), DEGREE

BY

ANANE – APPIAH SAMPSON

MARCH 2011

DECLARATION

I hereby declare that this thesis is the true account of my own research work except for references to other people's work which have been fully acknowledged.

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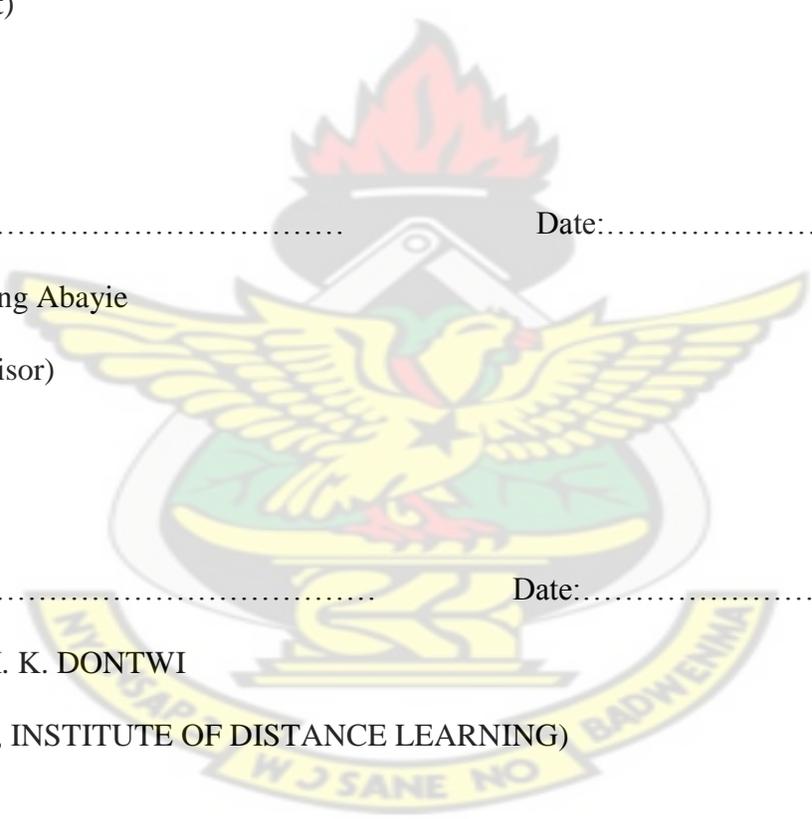
DEDICATION

I dedicate this book to the almighty God

and

secondly to my wife, Mary Abena Owusuaa.

ACKNOWLEDGEMENT

I will first express my profound gratitude to the Almighty God for giving me the knowledge, ability and the zeal to do this study successfully and also for seeing me through.

I would like to express my heartfelt gratitude to Mrs. Rosemary Coffie, Lecturer of School of Business, KNUST, who meticulously supervised this work during the write up. I am also grateful for her guidance and directions which gave me an insight to this project work.

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During my studies we formed learning groups which Mr. Quarshie Emmanuel was very instrumental and encouraged most of us at all times.

My last thanks go to my secretary, Constable Samira Sanni who without hesitation typed all my script for me.

ABSTRACT

This study evaluates the training and development practices of the Ghana Police Service. The study was carried out at the Akropong Division in the Eastern Region. The purposive sampling technique was adopted for this study. A sample of eighty percent which is (200 out of 250), comprising twenty-five (25) Units Heads and one hundred and seventy-five (175) junior officers of the targeted Population (250) responded to administered questionnaire. The main HRD practices identified were save life and property, apprehension and prosecution of offenders, preservation of peace and good order, the right of the vulnerable against all forms of abuse and among others. Major training and development methods used were on-the-job-training, workshops, lectures and seminars. The expected benefits by Unit Heads from the Training Sessions are primarily Team Building and Transfer of knowledge and skills. For subordinates 'Knowledge and Skills' is the paramount benefit. The main challenges confronting the smooth implementation of the staff training and development programme in the Ghana Police Service identified were lack of systematic and comprehensive training and needs analysis; absence of transfer of learning; lack of funds to implement HRD policies. The study found out that pre-determined programmes mostly coming from headquarters are not too popular in the Akropong Division and for that matter the Eastern Region. The study also revealed that on-the-job-training and workshops are the two major modes of training that provides Unit Heads and their respective subordinates' adequate period of time and contact for effective interaction during training and development sessions. It came to light that at least every four (4) months one training session is organized for the official of the Ghana Police Service, and such regular frequency of training programmes puts officers in the right frame of mind and combat ready to fight crimes. The officer performance results are most measured by the use of Employees Appraisal and the use of evaluation Technique by the respondents. It was observed that apart from the Unit Heads who initiates Training and Development in the Region, to a very large extent Training and Development have been the preserve of Headquarters. This research revealed that junior officers of the Ghana Police, particularly, those at Akropong Division were motivated to pay attention to training exercise when there are monetary rewards in the form of course allowances and per diems attached. Finally, the Akropong Division in Ghana Police Service faces some challenges such as lack of funds and not transferring what they have learnt into practice but rather causing them to die unnecessary in the line of duty and behaving unprofessionally.

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LIST OF ABBREVIATIONS

BNI   bureau of national investigation

CHRAJ   Commission on Human Rights and Administrative Justice

CID   Criminal Investigation Department

DOVVSU   Domestic Violence and Victim Support Unit

DSW   Department of Social Welfare

FIDA   International Federation of Women Lawyers

GCMP   Gold Coast Militia and Police

GPS   Ghana Police Service

HRD   Human Resource Development

HRM   Human Resource Management

HRMD   Human Resource Management and Development

IGP   Inspector General of Police

ILO   International Labour Organization

JIT   Job Instruction Training

T & D   Training and Development

UNDAF   United Nations Development Assistance Programme

UNDP   United Nations Development Programme

WAJU   Women and Juvenile Unit

WISE   Women Initiative for Self Empowerment

CHAPTER ONE

INTRODUCTION

1.1   BACKGROUND OF THE STUDY

The training, development and education of employees at all levels within organization are now considered a vital component in maintaining competitiveness in the international arena. It is also of some significance within the human resource management (HRM) and human resource development (HRD) literature. If one accepts a competitive market perspective on HRM or development then a central notion is the view that training, development and education strategies are key meanings by which the inefficiencies of the employment relationship can be reduced and a closer approximation to competitive labour market outcome attained. At the level of the firm these activities provide a means by which a number of key organization outcome can be achieved. Some of the most common outcomes cited in the literature include quality, employee empowerment, teamwork and multi-skilling (Metcaf *et al*., 1994).

It is now almost axiomatic that the strategic goal of contemporary businesses is to create more intelligent and flexible firms that their competitors by hiring and developing more talented human resources and by extending their skill base. It is imperative in the context of today business realities that organizations should be able to continuously innovate, be customer focused, and remain cost- competitive to survive, grow and excel in the long run. During the 1989's, Japanese management practice clearly indicated that business success based on high standard of performance was dependent on a highly trained and

developed workforce (Buckley and Caple, 2009). Recent research also indicates a causal link between high commitment practices (including training and development) and improvement in an establishment's performance and competitive advantage (Patterson *et al*., 1998; Rajan *et al*., 1996).

The new economic and business environment characterized by worldwide competition has influenced contemporary business firms in a number of ways. There is increase need for organizations to achieve higher standard of productivity, quality, and effectiveness in order to survive in the new environment. In this context, corporate training and development are recognized and valued by most of the successful organizations as a powerful competitive tool.

Corporate commitment to Training and Development should be demonstrated not only in quantitative terms, but also more importantly in its quality. Training serves to help increase upward mobility within the organization, to adjust workers to the technological changes effecting the workplace, and often simply to introduce place to the world of work at the entry level. The advantages of organizational training activities may extend throughout a person's entire career and may help develop the individual for future responsibilities. Training, then involves the development of the person's knowledge, skills and attitude. It is a person's resource developmental activity that is closely related to increase or maintaining the productivity of employees.

However, deficiencies tend to constrain training and development activities. As Currie (2004) points out, the various levels of evaluation – reactions, learning, job behaviour, organizational unit and ultimate value - act as power links in a chain of cause and effect. Training leads to reactions; which lead to learn, which leads to changes in job behaviour; which lead to changes in the organizational unit; which lead to changes in the achievement of the ultimate goals of the organization.

Staff development policies in Ghana Police Service seeks to ensure that staff are systematically trained, retrained and developed in order to equip them with knowledge; skills and competence that are required for effective training delivery and monitoring. It is evident that the central government and the private business sector have committed and continues to commit funds into training and development; it is worth finding out if the resources invested in this endeavour are adequately rewarded.

1.2   STATEMENT OF THE PROBLEM

With the new emerging organizational reality where changing competition, workforce demographical changes and business upheavals are eminent, training and development are becoming over more an important method that equip organizations like Ghana Police Service with flexibility, adaptability and durability required for survival, integrity much of the existing literature on corporate training and development (T & D) have lamented the failure of organizational effect to significantly improve the knowledge, skills and attitudes of employees that affect business performance (Campbell, 1971; Kellerman, 1984).

Training courses should support the strategic direction of the organization and training objective should be aligned with organizational goals. An organization undergoing downsizing should have a different training and development focus than an organization actively involved in geographic expansion, product development or quality enhancement (London, 1987). Indeed the type of training and development programme pursued by an organization seriously depend on the organization's goal and policy direction. The statement of the problem is that lack of training and development policies and practices have led to inefficiencies, low level of knowledge and skills of personnel and its effects on low staff productivity in the service. However, there is evidence to suggest that the role of training and development in the growth of an organization cannot be over-emphasized. Can organizations be truly justified for spending little on the training and development of its staff or not doing enough to ensure that their employees receive adequate training to keep them abreast with time? Why will organizations spend so much money in the name of training and development? Do organizations indeed benefit from training employees? Are there challenges in an attempt to train and develop the employee? It is an attempt to find answers to these nagging questions that has necessitated this write –up.

1.3   OBJECTIVES OF THE STUDY

The research objectives focus on the following issues:

1. To identify the training and development policies and practices in the Ghana Police Service at Akropong Division.

2. To assess the training needs of the Ghana Police Service at Akropong Division.

3. To evaluate the training and development methods used in the Ghana Police Service at Akropong Division.

4. To evaluate the effects of the training and development policies and practices in the Ghana Police Service at Akropong Division.

5. To identify the perceived deficiencies and challenges in the implementation of training and development policies and practices in the Ghana Police Service at Akropong Division.

1.4   RESEARCH QUESTIONS

The study will attempt to find answers to the following research questions.

1. What are the training and development policies and practices in the Ghana Police Service at Akropong Division?

2. What are the training needs of the Ghana Police Service at Akropong Division?

3. What are the training and development methods used in the Ghana Police Service?

4. What are the effects of the training and development policies and practices in the Ghana Police Service at Akropong Division?

5. What are the perceived deficiencies and challenges in the implementation of training and development policies and practices in the Ghana Police Service?

1.5   JUSTIFICATION FOR THE STUDY

An employee training has become increasingly important as jobs have become more sophisticated and influenced by technological changes. In this direction employee training need should be taken seriously so as to catch up with the rapidly changing trends. Training is to enable the individual to apply the knowledge and skills required of the job or task. For instance, appropriate training environment is one that mirrors the actual experience. Most often, resources such as monies are wasted when failed to link training with organizational goals and strategies. Rapid changes in job requirement are increasing the importance of cross – job retraining.

It is essential for every organization to take its training and development programmes seriously, in order to get the best returns on the investment made in its employees. It is a fact that organizations that use training technologies to acquire skills and knowledge enable employees to apply whatever they have learned to the job than solely relying on lectures as a means of training employees. An organization or unit such as the Ghana Police Service should aim at evaluating its training and development programmes to determine whether it has accomplished the training needs or there are amendments to be made in the designing of the training programmes.

The study will go a long way to bring out the commitment of personnel in the Ghana Police Service to training and development of its officers at Akropong Division. This will ensure their strength and sustenance in the security services industry bringing about

high sense of discipline and morale lifter in times like these. There is no doubt that the study will add up to the existing body of literate on the subject matter.

1.6   SCOPE OF THE STUDY

The study is coincided to the personnel in Akropong Divisional command of the Eastern Region of the Ghana Police. Not all the staff members were involved in the survey but a sample population. There are two main districts within the Akropong Divisional Command which are involved in the study. The study covers training in general including two training process modules. The various training methods and techniques have been dully reviewed not leaving out evaluation of training and development programmes. Though the literature review is not exhaustive, the concept has been well-dealt with.

1.7   LIMITATION OF THE STUDY

The Research Study could not cover every aspect of Akropong Division because of time and financial constraint. Furthermore the uncooperative attitude of some respondents also delayed the gathering of data for the study.

1.8   BRIEF METHODOLOGY

In conducting the study both primary and secondary data obtainable from various sources were used. Primary data was gathered through personal interviews and the administration of questionnaires to the respondent of Ghana Police Service at Akropong Division. Secondary data was obtained from text books, journals, articles and internet.

The use of secondary data was more important in reviewing the existing literature. Information about the study area was obtained through interviewing. Random sampling technique was use to select the respondent of the questionnaire. Data was analyzed using Microsoft Excel Software. Quantitative and qualitative data were analyze to show how Human Resource Development and Management train its personnel in Ghana Police Service. Data gathered from the field is aid in the drawing of collection and recommendations. Figures, Tables and Charts and written explanations were employed to aid the analysis of the data.

1.9   ORGANIZATION OF THE STUDY

The study is organized into five chapters. The first chapter which is the introduction covers the background to the study, problem statement, objectives of the study, research questions, significance of the study, scope of the study and organization of the study. This is followed by chapter two which reviewed extensive related empirical literature on the subject of discussion. Chapter three covers the methodology for the study which comprises the research population, sample and sampling technique, research design sources of data and data collection instrument, method of data analysis and description of study area. The data presentation and analysis is contained in chapter four. The last chapter which is chapter five writes on the summary of the major findings, conclusion and recommendation for further research. This is followed by the references and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Literature available indicates that a large number of research have been carried out on training. For this study, the literature review is focused on training in general, reasons for training, and identification of training needs; training philosophy, designing and development of training, training methods, transfer of training and assessment of training or assessing the effects of training.

2.1 CONCEPT OF TRAINING

To get the best from employees it is essential that they are provided with appropriate training of all aspects of their work. Then, training is an excellent way for employees to learn new skills and knowledge and to reinforce good work practices. However, success in training can be measured by the availability of opportunities to acquire the skills and knowledge needed to perform new and ongoing enterprise activities. Salas *et al*., (1992), defined training as the systematic acquisition of knowledge (i.e. what we think), skills (i.e. what we do) and attitudes (i.e. what we feel) that lead to improve performance in a particular environment.

According to De Silva (1997) training is transferring of information and knowledge to employees. The same author further explained training as equipping employers to translate that information and knowledge into practices with a view to enhancing

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organization effectiveness and productivity, and the quality of the management of the people. Besides, he stressed that training should be considered along with education policies and systems which are crucial to the development of human resources in an organization. Donnelly *et al.* (1998) termed training as a continual process of helping employees perform at a high level from the first day they start to work. That is training is designed to improve a person's skills to do the current job. Thus whether it occurs at the place of work or at a special training facility, training should always be supervised by experts in the educational process. They mentioned that for training to be effective, a training program must accomplish a number of goals such as;

i. It must be based on organizational and individual needs (meaning training for training's sake is not the aim).

ii. The training objectives should spell out which problem will be solved.

iii. All training should be based on sound theories of learning; that is a major reason that training and management development are not tasks for amateurs.

iv. Training must be evaluated to determine whether the training programme is working.

DeCenzo and Robbin (1996) has also added his view to what training is about. To him, training is learning experience in that is seeking a relatively permanent change in an individual that will improve the ability to perform on the job. Armstrong (2006) viewed training as planned and systematic modification of behavior through leaning events, programmes and instructions, which enable individuals to achieve the level of knowledge, skills and competencies needed to carry out their work effectively. As Reynolds (2003) points out, training has a complementary role in playing accelerating

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learning and he further commented that the conventional training model has a tendency to 'emphasize subject - specific knowledge, rather than trying to build core learning abilities'. In his modern Management Book, Certo (2003) emphasized that after recruitment and selection, the next step is providing appropriate human resources for the organization in training. Training is the process of developing qualities in human resources that will enable them to be more productive and thus to contribute more to organizational goals attainment.

Also, Cole (2000) indicated that training is usually preparation for an occupation or for specific skills; it is narrower in conception than either education or development. It is job oriented rather than personal, Bissoondoyal (2006) look at training as critical to total quality management efforts, because many times the personnel have to be taught how to do things somewhat differently from the way they did them in the past.   He went further to mention one way to minimize this problem from the state is to develop an orientation programme that focused on total quality management and familiarizes all new employees with the company's philosophy and operation system. Also, he reiterated that though total quality firms offer a wide variety of training programme, the firms all have one thing in common; every year they devote an increased amount of their budget for training. This implies the firm's robust commitment to training so as to improve performance.

Garath and Jennifer (2003) "defined training as teaching organizational members how to perform their current jobs and help them acquire the knowledge and skills they need to be effective performers. Basically training involves the changing of skills, knowledge,

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attitudes, or social behaviour. It may mean changing what employee know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisors (DeCenzor and Robbins, 2007).

According to De Ceiri and Kramar (2003) training refers to a planned effort by a company to facilitate employees' learning of job related abilities. These abilities include knowledge, skills or behaviours that are significant for successful job performance. Institutions in Ghana have started to recognize the important role that training plays in improving productivity, quality and competitiveness. Fleck and Kraemer (2004) demonstrated that training has a positive impact for the individual and the organization. Firstly, training increases the learning and opportunities open to every employee. With Armstrong (2006) there is the need to justify your training. Thus formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified when:

- The work requires skills that are best developed by formal instruction;

- Different ways are required by a number of people, which have to be developed quickly to meet new demand and cannot be acquired by relying on experience;

- The tasks to be carried out are so specialized or complex that people are unlikely to make them on their own initiative at a reasonable speed;

- Critical information must be imparted to employees to ensure that they meet their responsibilities;

- Learning needs should be common to a number of people so that the problem which can be really dealt with at a training programme can be met, [for example induction, essential to skills, communication skills.]

From the above the operation definition for training refers to a planned effort that seeks a relatively permanent change in an individual to facilitate training of job related abilities which are significant for successful job performance. Thus all the various writers see training as impacting new knowledge, skills and attitudes to be more productive.

2.2 POLICE TRAINING IN GHANA

2.2.1 Human Resource Training and Development Plan

According to the Ghana Police Human Resource Training and Development Plan (2010-2014), training and staff development is indispensable in the Ghana Police Service because the Service has to perform specialized services and achieve objectives which can only be performed and perfected through specific training, such as methods for the; Protection of life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of Peace and good order, enforcement of all relevant Laws and Regulations/ Each area of these objectives requires specific knowledge, regulations and skills for achieving the expected results. Police Service-specific knowledge and skills need to be formally learned in police training institutions and work environment. This is because those institutions exist to provide both the relevant and specific knowledge and skills as well as the right orientation for work in the Service. The relevant institutions are: The six Police Training Schools in six regions

including the National PTS in Accra, the Staff College in Accra. The GPS in-service training institutions provide organization-specific and relevant training using appropriate techniques, cases, simulation methods etc, to ensure that the proper foundation is laid for a career in the Service. Complementary security services training facilities, such as the GAF Staff College, the BNI Training School, etc., are used as appropriate. Other training Institutions like GIMPA, the UG Business School, MDPI, the IPS, etc., are also used. External Institutions overseas, like Bramshill, FBI Institute and many more in others countries are also used, more or less regularly.

2.2.2   Training and Development

Throughout the literature, training is almost similarly defined by various authors. "Training serves to help increase upward mobility within the organization, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the world of work at the entry level" (Deutsch, (1979, Beebe, *et al*., 2004). Werther and Davis (1993) contend that training is the function of helping employees to do their present jobs. The advantages of organization training activities may extend throughout a person's entire career and may help develop the individual for future responsibilities. Training, then involves the development of the person's knowledge, skills and attitudes (Reilly, 1979). It is a human resource developmental activity that is closely related to increase or maintain the productivity of employees (Klinger and Nalbandian, 1986). His 'training activities focus on learning the skills, knowledge, and attitudes required to initially perform a job or task or approval upon the performance or current job or task'

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Training can therefore be defined as a planned learning system aimed at attitude and or behavioural change by equipping individuals with desire knowledge and skills in order to maximize his/her potential performance and therefore, increase organization productivity (Klinger and Nalbandian, 1986).

Training is an integrative system, which requires among other things a high level of collaboration among various human resource management activities. Development and training are terms used frequently in the literature with slightly different meanings. Some authors distinguish between training and development using the criteria of time. Werther and Chandler (2011) viewed training as a short-term organizational concern, which involves helping employee to execute their jobs. Development on the other hand, is concerned with an employee's future responsibilities and / or job. The most rigorous conceptualization of the distinction between development and training in the literature was provided by Nadler and Wiggs (1988). According to these authors, HRD activities primarily comprise training, education and development. Training is the first most common HRD activity. Trigging is short – term oriented. It focuses on the employee learning the skills, knowledge and attitude required initially to perform a job or improve/ enhance on the performance of a current job or task.

A second important HRD activity is education. It is long – term oriented undertaking, which focuses on learning new skills, knowledge and attitudes that will equip an individual to assume a new job or to do a different task at some predetermined future time. Development is the third HRD activity, according to Nadler and Wiggs (1988);

development is oriented to both the person and organization. It is both a present, as well as a future concern. This is no doubt that a greater similarity exists between training and development. Both development and training involve a learning experience. Learning is a function of exploring other possibility and integrating the organization's objective and individual's objectives in a productive and functional framework. Change is also a common ground of both development and training. The extent to which change is conducive to organizational productivity is dependent on the extent to which training and development are successfully planned, implemented an evaluated.

However, Aly-Khayyat and Elegamal (1997) believe that although training and development are similar, the training methods used to execute them are different. While training is concerned primarily with the use of lectures, practical sessions and/ or exercises and workshops, development utilities methods such as job rotation, learning centers, and available literature (e.g. library). Development is also employee self – initiated and voluntary. The role of the organization is primarily to provide the opportunity ad incentive, as in the case of learning centers.

2.2.3 Reasons for Training to the Police Service

According to Currie (2004), organizations initiate training programmes for many different reasons. The strongest motive of training is the need to respond to challenges represented by new technologies. As new technology changes at an increasingly rapid pace, it requires new skills. Improving efficiency and performance to ensure that organization is capable of responding to the challenges of its competitors and sometimes

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require a very different kind of programme. Also in striving for enhance efficiency and level of performance, training should be seen as part of the individual professional development. An organization can increase the likelihood that it will keep valued employees if it demonstrates that it is willing to invest in their professional development, by helping them gain new skills and expertise through organizational support for their training. Training and development helps to ensure that organizational members have knowledge and skills needed to perform job effectively, take on new responsibilities, and adapt to changing conditions. However, the social-learning model and learning principles tell us what training should provide the trainee with a given model to follow specific goals to achieve, an opportunity to perfect the skill, feedback on how well the trainee is progressing, and place for transferring the skills to the job. These recommendations should guide the human resource manager in designing, implementation and operation any employee training. Further, training should focus on ways of orienting new employees, given recognition, motivating a poor performance, correcting poor work habits, discussing potential disciplinary action, reduction absenteeism, handling and complaining employee, reducing turnover and overcoming resistance to change. Cole (2000) also outlines some main reasons why most organizations commit huge sums of money in training employees. The focus was on the following:

i.   The empowerment of existing skills

ii.   An increase in the knowledge and experience of employees,

iii. Improvement in job performance with resulting improvement in productivity overall,

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iv.   Improve servicing customers

v.   Increase value of individual employee's knowledge and skills

vi.   Greater commitment of staff(i.e. increase motivation),

vii.   Personal growth opportunities for employees and

viii.   The provision of pool of skills manpower for the organization,

There are other writers who have also devoted their work to literate on reasons for training. Armstrong (2001) identified some reasons for effective training in support of Cole (2000). In support of training benefits, De Ceiri and Kramar (2003) stated many companies increase their expenditure on structured training. HR focus (1999) pointed out that after a steady decline in training expenditures, Australian organizations are spending more on training, especially in human resource department, according to the latest HR Benchmarking Annual Report, released by the Australian–based HRM consulting. The survey of 1900 organizations found that training investment jumped to $7005 (Australian dollar) in 1998, up from $454. In a new feature of the latest report, HRM measured HR training and investment per employee and found that organizations are spending about $1,024 on training for HR staff.

According to a recent survey by the Nierenberg Group, New York, 72% of employees said that they get enough training from their employers (Rodger, 2001). Employers offered employees the opportunity to add new skills will probably be more successful in attracting new hires and training existing ones those employers without such programs. A structured training should be designed because on organizational analysis to point out the strengths and weaknesses of the employees and then employers will choose training

as the solution to any pressure point. Also, De Cieri and Kramar (2003), suggested employer should give needs assessment to show what is necessary if training is needed. Looking at the various reasons for organizations embarking on training given by Armstrong (2000), Cole (2000), Certo (2003), and others, they emphasized the fact that organizations embark on training to ensure increase in productivity and also to motivate employees by increasing their level of competence, skills and knowledge on the work which they are supposed to do, personnel growth opportunities for empowerment and provision of higher level of services.

2.2.4 The Process of Training in the Police Service

According to Certo (2003), training of individuals has four essential steps or processes;

(1) Determining training needs

(2) Designing the training programme

(3) Administering the training programme

(4) Evaluating the training programme

Armstrong (2006), Cole (2000) and other writers used the same model to explain process of training in four stages as identifying training needs, designing and developing of training programme, carrying out the training and evaluating the training programme. But Cole (2000) differs slightly with the introduction of training policy and establishment organizations. Below is model which is termed as "systemic training"
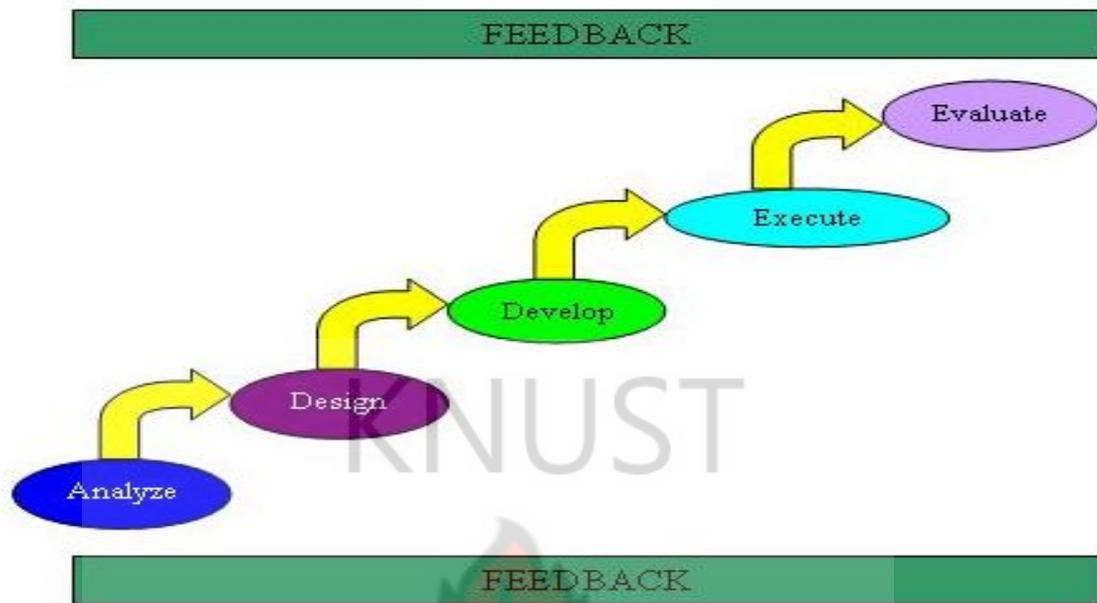
Source: Cole, 2000

2.2.5　Determining Training Needs

From Certo 2003, the effectiveness of training heavily is dependent upon effectiveness of process used to identifying training needs. Training needs are the information or skill areas of an individual or group that require further development to increase the productivity of the individual or group. Only if training focuses on these needs it can be productive for the organization. The training of the organizational members is typically a continuing activity. Even employees who have been with the organization for some time who have undergone initial orientation on skills training need continued training to improve their skills.

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To Armstrong (2001), training need is concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training, i.e. the difference between that people who knows and can do and what they should know and be able to do. To Armstrong, training needs should be analyzed, first, for the organization as a whole- corporate needs; second, for department, teams, functions or occupations within the organization-group needs; and third, for individual employees – individual needs. According to Cole (2000), a training need is any shortfall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job, or the demands of organization change.

2.3   TRAINING METHODS IN POLICE SERVICE

According to Armstrong 2001, training methods are critical to the success of organizational training programmes. The only general rules for conducting training programme are that first, the courses should continually be mentioned to ensure that they are proceeding according to the plan and within the agreed budget and second, all training should be evaluated after the event to check on the extent to which it is delivering the required results. This is the job of whoever has the responsibility for employee development, which should be required to report on progress against plan at regular intervals. There are, however, a number of considerations that affect the conduction of training for special occupations, and these concerned managers and team leaders (these are dealt with jointly because the basic principle are similar). Special approaches may be used for particular group of employee. In his view technical and skills or craft training scheme can be divided into four main types.

➢ Graduate – Postgraduate training leading to a professional qualification.

➢ Student – a course of education and practical training leading to a decree or some other qualification as an engineer, scientist and technologist or technician.

➢ Technician - a course of education and training, which could last up to three or four years, leading to empowerment as a technician and an appropriate technician's qualification.

➢ Skill and Craft –a course lasting a number of years, depending on the level of skill that has to be attained and often leading to a craft certificate or other record of achieved. (Armstrong 2001)

Armstrong 2001 mentioned that there are three phases of skill training as:

1. Basic training- trainees received training in basic skills in a basic training workshop. These training should consist of a series of modules. Clearly, the standard modules should be chosen on the basis of an analysis of the skills required, and additional modules should be specifically developed if necessary.

2. General trainees are given experience in a number of different departments, processes or operations to consolidate training.

3. Final training- trainees settle down in the department of their choice, or the department of which they are best fitted. The aim is to ensure that they are equipped to apply their learning in normal working conditions and at the pace and level of quality expected from a fully experienced and competent individual.

According to Robins and Coulter (2002) managers are responsible for deciding what type of training employees need, when they need it, and what form that training should take. They further grouped employees skills into three categories; technical (these include basic skills - the ability to read, write and do mathematical computations as well as job – specific competencies), interpersonal (this often include learning how to be a better listener, how to communicate ideas more clearly and how to reduce conflict, and problems solving (when the skills of employees are deficient, manager might want to improve them through training. This would include participating in activities to sharpen logic, reasoning, and skills at defining problem). However, their view on training methods state that most training takes place on the job because this approach is simply to implement and is usually inexpensive. Beside, on – the job training can disrupt the workplace and result in a increase in an error while leaning take place.

2.3.1   Techniques for Developing Skills

Technique for developing skills in training programmes can be divided into broad categories; on–the–job and classroom. Technique for developing skills on the job, referred to as on–the-job training, reflects a blend of job–related knowledge and experience. They include coaching, position rotation, and special project committees. Coaching is direct critiquing on how well an individual is performing a job. Position rotation involves moving an individual from job to job to enable the person to gain an understanding of the organization as a whole. Special project committees are vehicles for assigning a particular task to an individual to furnish him or her with experience in a designated area.

Classroom technique for developing skills also reflects a blend of job- related knowledge and experience. The skills address through these techniques can range from technical, such as computer programming skills, to interpersonal, such as leaders' skills. Specific classroom techniques aimed at developing skills include various formats for management games and role playing activities. The most common format for management games required small group of trainees to make and then evaluate various management decisions. The role-playing format typically involves acting out and then reflecting on some people-oriented problems that must be solved in the organization.

In contrast to the typical one–way communication of the lecturer, the skills instructors in the classroom encourages high levels of discussion and interaction among trainees, develops a climate in which trainees learn new behaviour from carrying out various activities, clarifies related information, and facilitate learning by eliciting trainees' job-related knowledge and experience by applying that knowledge. The difference between the instructional role in information dissemination and the instructional role in skill development is dramatic. Taking into consideration the types of training methods, writers such as DeCenzo and Robins (2002), Armstrong (2001), Beardwel *et al*. (2004), Graham and Bennet (1992) and Neil *et al*. (2002) have stated that there are two main methods of training. These are on – the – job and off the- job training.

According to the following Beardwell et al. (2004), Armstrong (2001), and DeCenzo and Robins (2002), organizations rely more on the use of on- the- job training than the off – the – job training. To DeCenzo and Robbins (2007), the popular use of this type of training by organizations/ companies is attributed to the ease of such methods and the impulsion that they are less costly to operate. Commenting about the forms that on – the

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– job training can take, DeCenzo and Robbins (2002) and Neil *et al* (2002) are of the view that the most known ones are apprenticeship training and job instruction training (JIT). To them JIT was developed during the World War II by the war Manpower commission to prepare supervisor to train employees. Neil *et al* (2002) are of the view that JIT consists of four main phases which the trainer needs to follow;

a. Prepare the trainee; the purpose of these phases is to motivate trainee. It requires the trainer to analyze the job in question into the job components, to prepare an instruction plan that proceed from simple to more advanced material in a logical fashion. This phase the trainer puts trainee at ease by building his confidence.

b. Present Instruction; this phase is to promote understand on the part of the trainees. To do this, it is necessary for the trainer to show, tell and demonstrate what is expected from the trainee to do.

c. Application/ Tryout; the phase is to foster active participation of trainee. Trainer is supposed to permit the trainee to try out the job in order to demonstrate his understanding. Errors are corrected and the trainer has to review and retrain the trainees until satisfaction is obtained with the level of performance.

d. Follow – up; application of what has been learnt by allowing the trainees to perform the work on their own. Frequent supervision, encouraging questions and informing them where they should seek help when in difficulty.

To the writers embarking on this phase of JIT, studies have shown that employee's accidents are minimized.

Talking out off–the– job training which occurs outside the type several writers have come out with forms which off- the–job training can take place; among these include

Pynes (2009), Neil *et al*. (2002), Armstrong (2001), DeCenzo and Robins (2002).

Among the forms which off – the job training can take according to the writers are lectures, audiovisual methods, role playing, programmed instruction and vestibule training. However, for the purpose of the study, literature review shall be limited to only lectures, programmed and audiovisual methods. Pyne (1997) and Neil *et al*. (2002) are of the view that the lecture form of off-the–job training must not be used solely for training employees. To them, lectures are beneficial when they are supplemented with other techniques such as discussions and case studies. Despite these advantages of lectures other writers are of the view that it is one of the least expensive and less time consuming ways to present information on a specific topic to a large number of employees.

Also a audiovisual method which is one of the form of off- the- job training, Pyness (2009) and Neil *et al.* (2002), have added their voice to the effect that the most well known audiovisual technique used by trainers is video. With Neil et al (2002) the video technique is used mainly for improving communication skills, interviewing skills, customers service skills and also for illustration how procedures should be followed. To the writers, the video techniques should not be used alone but rather it must be used in conjunction with lectures in order for the trainers to show and explain the trainee' real life experiences and examples.

Considering how Pynes (2009) sees the video technique as a means of training employees, he further mentioned that the video technique is often used during the

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orientation sessions to present the background information on an organization such as its history, purpose and goals. Talking about advantages of the video technique provides the opportunity to slow down, speed up or stop the video to review specific activities and also to enable specific questions to be asked and answered. Despite this advantage, the writers were smart to point out its main disadvantage as being expensive to purchase.

Below are some of the ways that others attest to video technique, thus; it help to ensure that a consistent measure is conveyed during a series of meetings or other events, particularly when different staff member are in charge. It does illustrate different planning scenarios or project alternatives and help people visualize a situation before, during and after construction. Agencies used video technique to document a planning process. They can document proceedings of event in a public participation process. Views are thus exposed to a wide range of participants and their concern. Focus group proceeding are frequently recorded on video for later replay and analysis.

2.3.2 Evaluation of Training Programmes

From Certo 2003, it is also to generate a new training programme but if the training effect is not evaluated, it is also difficult to ascertain the cost and benefit associated with the training programme. It would be nice if all organizations could boast of returns on investment in training. Training evaluation is a systematic process of collecting information for and about a training activity. This information can these be used for guiding decision making and for assessing how will the course he progressing and the objectives are being met. Evaluation is not merely an activity at the end of the training

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course, but is an on- going process throughout the training. To Certo (2003), after the training programme has been completed, management should value its effectiveness. Because training programmes represent an investment – cost include materials, trainer time, and production loss while employees are being trained rather than doing their jobs – a reasonable return is essential. Basically, management should evaluate the training programme to determine if it meets the needs for which it was designed. Answers to questions like the following help determine training programme effectiveness.

1. Has the excessive project rate of products declined?

2. Are deadline being met more regularly?

3. Are labours cost per unit produced decreasing?

If the answer to such questions is yes, the training programme can be judged as a least somewhat successful, though perhaps its effectiveness could be enhanced through certain selection changes. If the answer is no, significant modification to the training programme is warranted. Also, Cole (2000) pointed out that the evaluation of training is part of the control process of training. To him evaluation methods aim to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improvement, where necessary. Further to the above like any other control process, training evaluation is firstly concerned with setting the appropriate standards of training. These may take the form of policies, objectives, adherence to external standards and standards of training – training and qualifications. Clearly, the more precise the standards set, the easier it is to evaluate the success of training.

According to Armstrong (2001), it is important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the learning intervention has planned and to indicate where improvement or changes are required to make training even more effective. Turning attention to some of the benefits an organization may derive from conducting training evaluation such as determining the financial benefits and costs of the programme and also provide feedback and about trainee's performance which can be used in subsequent training.

Other contributors such as Neil *et al*. (2002) talked about the benefits of evaluating training programmes help to identify whether the programme is meeting the objectives, enhancing learning and resulting in transfer of training to the job. Also, Pynes (2009) and Cascio (1986) suggested four levels upon which training progra mmes can be evaluated. The first level is the participant's reaction to the training programmes. The second level measures whether learning has occurred as a result of attending the training. Did the training impart knowledge, skills and abilities that were deemed important? The third level attempts to measure whether participants have been able to transfer to their jobs the skills, knowledge and attitudes they learned in training. The fourth level of evaluation attempts to measure the impact the training has had on the organization.

Kirkpatrick (2006) has suggested four levels of evaluation training programmes as follows:

1. Reaction – how training participant react to it. A customer satisfaction measures.

2. Learning – the extent to which participant change attitudes, increase knowledge and / or increase skills.

3. Behaviour – the extent to which change in behavior occurred.

4. Results – final result that occurred as a result of training.

In support of Donald Kirkpatrick's view on evaluation training, Marcotte *et al* (2002) in their Occasional Paper on training Issue No. 10, proposed a new evaluation model as an improvement on Donald, which started same four levels. With DeCenzo and Robbins (2007), in evaluating training effectiveness we need to develop substantive data to determine whether training effort achieve its goals; that is, if it is correcting the deficiencies in skills, knowledge, or attitudes that were assessed as needing attention. To them critical to any training activity proper effectiveness is evaluated. Thus evaluation methods can be classified as reactions of participant or mangers, test – retest method, pre- post performance method and experimental – control method. Evaluation criteria should include reaction, learning, behavior and results. In considering which of these methods can organization use, Neil *et al.* (2002) outline certain factors that need to be appreciated:

- Company norms regarding evaluation

- Cost of designing and conducting and evaluation

- The need for speed in obtaining programme effective information

- Purpose of the training

Despite these factors which need to be considered when choosing a particular method of evaluation as outlined by Neil *et al.* (2002), one can realize that Kirkpatrick(2006), DeCenzo and Robins (2007), Pynes (2009) and Cassio (1986) are of the view that the

four levels of evaluation training is crucial in evaluating training effectiveness. Other writers such as Lane and Crane (2002), Prett and Bennet (1990) are also of the view that the most refined method of evaluating training is to measure performance before and after training for both a group and an experimental group.

Horwitz (1999) reported that there are three levels for evaluating training effectiveness. The first level is a reliance on information feedback from line manager and trainees and formal course evaluations. The second level require more systematic, objective measures for evaluating the transfer of learning from classroom to the job. This level remains somewhat illusive in practices. Third and more difficult are measured which systematically evaluate the effectiveness of HRD practices and initiative in enhancing competitive goals.

2.4 CHALLENGES CONFRONTING TRAINING AND DEVELOPMENT OF PROGRAMMES IN THE POLICE SERVICE

The following deficiencies were identified by Yadapadithaya and Stewart (2003) in their study of training and development programme among India and British companies

1. Lack of systematic and comprehensive training and needs analysis

2. Absence of transfer of learning

3. Lack of clear written policy on training and development

4. Failure to evaluate the effectiveness of training and development programmes more rigorously

5. Weak interaction between the industries or services seeking and the institutions providing training.

It is worth to notice that little over 65 percent of the Indian organization perceived the 'absence of transfer of learning' from the training to the workplace as the major deficiencies of their Training and Development system. On the other hand, 61.5 per cent of the British organization reported their 'inability to evaluate the effectiveness of Training and Development programmes more rigorously' as one of the key weaknesses of Training and Development system. Earlier research studies on transfer of learning have provided convincing evidence that the work environment- the physical, social, and psychological condition that individuals experienced at work. Can either encourage or discourage the acquisition and transfer of new skill and ideas (Tannenbaum, 1997).

It follows that the primary responsibility of organizations and the focus of corporate Training and Development policies and practices should be created to foster climate that promotes the successful acquisition and transfer of new skills and ideas. The other major challenges were the firm's ability and willingness to commit major resources and adequate time to Training and Development; to gain the willing corporation and support of the line manager; to link organizational, operational, and individual training need to end to clear establishing connection between strategic business objectives and Training and Development; and to retain employees after training.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE.

3.1   INTRODUCTION

This chapter describes the methodology employed by the researcher in the conduct of the study. The area covered under this chapter include the population, sample and sampling technique, research design, source of data and data collection method, method of data analysis and organizational profile.

3.2   POPULATION

The population of Ghana Police Staff in the Akropong Division of Eastern Regional Command is estimated to be two hundred and fifty (250). This population can be found in all the two (2) Districts in the Akropong Division. The population comprises senior level and junior level officers involved in the day to day policing operations. It is out of this population that the sample has been drawn.

3.3   SAMPLE AND SAMPLING TECHNIQUE

The researcher involved eighty percent (80%) which is 200 of the entire population in the study. The reason is to make the sample as representative of the people as possible. A total of 200 officers from all functional areas of the service have been sampled for the study. The involvement of all areas is to make the finding capable of being generalized since every sector of the services operation has been involved in the study. The researcher used the simple random sampling technique in the selection of the sample.

The reason behind this is to give every officer equal opportunity of being selected for the study. Apart from this; in addition purposive sampling technique was used to select key personnel like the DOVVSU Commander, CID commander, operations commander, Commander in charge of Human Resources and Divisional Commander. This is due to their access to exclusive data pertaining to the organization.

3.4   RESEARCH DESIGN

The research employed a single type of research design. In the first place the researcher used a case study to restrict the study in Akropong Division in Ghana Police. The reason is the bask position in the security services ranking. Also, a longitudinal study design was used in the study. The Police in Akropong Division involvement in training and development activities was evaluated for a period of five years, 2005 - 2009.

3.5   SOURCE OF DATA AND DATA COLLECTION INSTRUMENTS

Two sources of data were involved in the study. The primary source of data was obtained from a field survey conducted on the officers of Ghana Police within the Akropong District. The other source of data was secondary data which was obtained from published reports from newspapers and magazines. The main instrument for data collection is used to ascertain data from the officers of Ghana Police after extensive review of literature on the subject matter. However, due to the busy schedule of key personnel in the command position and their ability to provide detailed explanation, the interview was used to obtain some data.

3.6   METHOD OF DATA ANALYSIS

The result from the study was duly analyzed from carefully worded questionnaires. The Microsoft Excel software was used to analyze the data. The information was organized in a form of descriptive statistics for analysis and discussion. Certain variables were cross - tabulated. The results were analyzed in line with already existing literature on the subject matter to ascertain the true situation pertaining to T & D in Akropong Division in Ghana Police.

3.7   THE GHANA POLICE SERVICE

3.7.1   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. By the early 1960s, the only expatriates who remained on the force were a few technical advisers and instructors. Nkrumah, however, distrusted the police. After an unsuccessful assassination attempt against Nkrumah in 1964 by a police constable, he disarmed the police, discharged nine senior officers, detained eight others, and removed the Border Guards unit from the police and placed it under military control. Nkrumah also reduced the size of the police

force from 13,247 in 1964 to 10,709 in 1965 (Library of Congress Country Studies, 1994).

After the demise of the Nkrumah regime, the size of the police force increased from 17,692 in 1966 to 19,895 in 1968. The government also restored the Border Guards unit to police control (in 1972 this unit again became an autonomous unit). By the early 1980s, the police enjoyed respect from most Ghanaians because, for the most part, they were not involved with government attempts to suppress political dissidents or to punish those suspected of trying to overthrow the Rawlings regime, duties normally assigned to the armed forces (Winslow.2011).

In 1993 Ghana's law enforcement establishment consisted of 351 police officers, 649 inspectors, and 15,191 personnel in other ranks distributed among 479 stations. The national headquarters is in Accra; they operate under command of an inspector general. An eight-member Police Council, established in 1969, advises the inspector general on all personnel and policy matters. 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 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 are 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).

Since the early 1990s, the reputation of the police has improved, because, an increasing number of police have been deployed overseas to support Ghana's commitment to international peacekeeping operations. In 1992-93, for example, a police contingent

served with the United Nations Transitional Authority in Cambodia. In addition to supervising local police and maintaining law and order, this contingent also tried to prevent gross violations of human rights and fundamental freedoms (Library of Congress Country Studies, 1994).

Currently, several security organizations report to various government departments. The police, under the jurisdiction of an eight-member Police Council, are responsible for maintaining law and order. Although the security apparatus is controlled by and is responsive to the Government, the monitoring, supervision, and education of the police in particular remain poor. Police and other security forces have committed some serious human rights abuses (US Department of State, 2000). Security forces have committed a number of extrajudicial killings of criminal suspects. The number of deaths reportedly caused by members of the security services increased from five in 2000 to seven during the year 2001. Police have continued to use rubber bullets and water cannons in crowd control situations. In recent years, the Police Service in particular has come under severe criticism following incidents of police brutality, corruption, and negligence. Public confidence in the police remains low, and mobs attacked several police stations due to perceived police inaction, a delay in prosecuting suspects, rumors of collaboration with criminals, and the desire of the public to deal with suspects through instant justice (US Department of State, 2004).

The Ghana Governance and Corruption Survey, which was completed during the year 2001, found that the police were among the "least trusted, least effective, and most

corrupt" government institutions in the country. In 1999 the presidential Archer Commission issued a white paper critiquing police operations and providing specific directives as to how to address police manpower, training, and logistical needs (Atuguba, 2007). The Inspector General of Police (IGP) publicly acknowledged these problems and attempted to address them through training in human rights and riot control. The Constitution prohibits torture or other cruel, inhuman, or degrading treatment or punishment; however, there have been continued credible reports that members of the police and prisons officials beat prisoners and other citizens. It is generally believed that severe beatings of suspects in police custody occur throughout the country but largely go unreported. Police have set up illegal barriers to demand bribes from motorists. There were also credible reports that police have extorted money from local businessmen and women by acting as private debt collectors and arresting citizens in exchange for bribes from detainees' disgruntled business associates (US Department of State, 2000). Police also have demanded money from suspects as a precondition of their release on bail. Government officials have said publicly that the Government's "zero tolerance for corruption" policy applies to the police and other security officials; however, a survey conducted during the year 2001 by the Center for Democracy and Development showed that 67 percent of respondents said they had paid bribes to the police. There were several cases of police being arrested and standing trial for abuses, including robbery and extortion. "Machomen" (party thugs) and land guards, private security enforcers hired by citizens to settle private disputes and vendettas, have caused injury and property damage during the year 2001. The "Machomen" are not constituted legally, but organized privately and operate outside the law. Police have

arrested a land guard in the Greater Accra Region who was accused of involvement in a killing over a land dispute. The land guard was remanded into custody and was awaiting trial at year's end. The Constitution prohibits such actions; however, this provision is yet to be tested in court, and in practice the Government infringed on rights of privacy at times. Although the law requires judicial search warrants, police do not always obtain them in practice. Security forces conducted a number of searches of the homes of opposition party members, ostensibly looking for illegal arms or evidence of corrupt activities. Police sometimes have arrested persons during searches (US Department of State, 2002).

Policing in Ghana (then the Gold Coast) was originally organized by traditional authorities led by local kings or chiefs. This they did by employing unpaid messengers to carry out executive and judicial functions in their respective communities. Professional policing was introduced by the British Colonial authorities in 1831. The colonial administrator at the time, Captain George Maclean, Governor of the Gold Coast, recruited 129 men to patrol the trade routes between Ashanti and the coast and to protect colonial merchants and officials around the castle (Ankama 1983).

In 1844, these troops were taken over by the British colonial authorities and became the "Gold Coast Militia and Police". In 1871 when the British assumed full sovereignty over the Gold Coast, the 90 men in the Police force was reinforced with 400 Hausa men from northern Nigeria and some Sierra Leonians as well as men from the Northern Territories. All the commissioned officers at the time were British. The force became the "Gold

Coast Constabulary" in 1876. The Police Ordinance, passed in 1894, gave legal backing to the formation of a civilian police force in the colony. By 1902, the police had been divided into General, Escort, Mines and Railway Police and this was legalized by the Police [Amendment] Ordinance of 1904. A Marine Police unit was formed in 1906 but was replaced by the Customs, Excise and Preventive Service in 1942 (Pokoo -Aikins 2002). The Criminal Investigation Department was established in 1922. Following the riots of 1948 led by the Big Six, the Special Branch and the Police Reserves Unit was formed for riot control to prevent destabilization of the government. The Special Branch was to gather intelligence though it was also used to hound political opponents. The Reserves unit was known to deal harshly with street demonstrators and protestors. The Wireless and Communications Unit was opened in June 1950. A women's branch was established with 12 officers in 1952. The Police College was opened in 1959. Prior to this, all officers were trained in the United Kingdom. Ghana has now sought to secure advanced training programs from World Police Academy Canada and the Royal Ulster Constabulary Ireland. The first Ghanaian to head the Ghana Police was E. R. T. Madjitey, who was appointed on October 9, 1958.

3.7.2 Incidence of Crime

The crime rate in Ghana is very low compared to industrialized countries. An analysis was done using INTERPOL data for Ghana. For purpose of comparison, data were drawn for the seven offences used to compute the United States FBI's index of crime. Index offences include murder, forcible rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft. The combined total of these offences constitutes the

Index used for trend calculation purposes. Ghana will be compared with Japan (country with a low crime rate) and USA (country with a high crime rate). According to the INTERPOL data, for murder, the rate per 100,000 population in 2000 was 2.48 for Ghana, 1.10 for Japan, and 5.51 for USA. For rape, the rate in 2000 was 6.85 for Ghana, compared with 1.78 for Japan and 32.05 for USA. For robbery, the rate in 2000 was 2.15 for Ghana, 4.08 for Japan, and 144.92 for USA. For aggravated assault, the rate in 2000 was 448.42 for Ghana, 23.78 for Japan, and 323.62 for USA. For burglary, the rate in 2000 was 1.3 for Ghana, 233.60 for Japan, and 728.42 for USA. The rate of larceny for 2000 was 0.08 for Ghana, 1401.26 for Japan, and 2475.27 for USA. The rate for motor vehicle theft in 2000 was not reported for Ghana. The rate for all index offences combined was 461.28 for Ghana, compared with 1709.88 for Japan and 4123.97 for USA (noting that motor vehicle theft was omitted as part of this total for Ghana) (Winslow.2011).

3.7.3 Trends in Crime

Between 1996 and 2000, according to INTERPOL data, the rate of murder increased from 2.23 to 2.48, an increase of 11.2%. The rate for rape increased from 4.04 to 6.85, an increase of 69.6%. The rate of robbery increased from 1.12 to 2.15, an increase of 92%. The rate for aggravated assault increased from 404.51 to 448.42 per 100,000, an increase of 10.9%. The rate for burglary decreased from 4.42 to 1.3, a decrease of 70.6%. The rate of larceny increased was not reported in 1996, and the rate of motor vehicle theft was not reported in either 1996 or 2000. The rate of total index offences

increased from 416.32 to 461.28, an increase of 10.8% (noting that data on larceny was not reported in 1996 and motor vehicle theft in neither 1996 nor 2000) (Winslow.2011).

3.7.4 Practices of the Ghana Police Service at Akropong Division

According to the constitution of Ghana 1992, Ghana Police Service shall be equipped and maintained to perform traditional role of maintaining Law and Order.

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

The Police Service has been established to protect the lives and properties of every person in Ghana as well as government property. Everyday, Policemen go on beat duties in town, at bungalows, traffic points, government institutions and at other state properties. Policemen are trained to protect life and properties during disasters such as floods, fire outbreak, accident and other causes that put life and property in danger.

Police personnel are well trained to save life and property from all forms of disasters; be it natural causes, deliberate or accidental.

B. Prevention and Detection of Crime

By a properly organized system of beat and town patrol duties day and night, by the Police, criminals are prevented from committing lesser and greater crimes. Persons who commit crime are detected through investigation. Prevention and Detection of crime therefore deals with the Police personnel not allowing criminals to have freedom of undergoing or operating their nefarious acts. The prevention of crime and the absence of disorder is the most important function the Police seeks to achieve. Persons who commit crime are detected through investigation. Police investigations bring out the actual offender who is prepared and put before court for prosecution, and if found guilty of the charge made against him, the court punishes him accordingly.

C. Apprehension and Prosecution of Offenders

Apprehension simply means arrest. Prosecution means putting an arrested person before court or a sitting body for trial. Criminals who arrested are sent to the courts of Ghana to be tried for various offences charged against them. Witnesses would be needed at the court or sitting body. Police personnel are given powers of arrest under section 10 of Act 30/60 of the Criminal Procedure Code. The Police have power to arrest.

i.   With Warrant
ii.   Without Warrant
iii.   Without warrant on reasonable grounds, and
iv.   A private person may arrest without warrant.

D. Preservation of Peace and Good Order

The Society in which we live must be devoid of chaos, disturbances and all forms of behaviour that would injure the serene nature of the public. In a state of fear and terror, individuals cannot go about their business and economic activities in confidence. Unfavourable situations which break public peace include:

i. Rampant robberies with arms.
ii. Riots and Demonstrations
iii. Workers strike actions
iv. Serial killing of women and ritual murders of children
v. Rape and Defilement of females
vi. Tribal and Ethnic wars

The above mentioned disturbances bring confusion and delay economic growth of our country and individual development. The Ghana Police has been established to prevent such happenings in order to preserve peace and ensure Good Order in the country.

E. The due Enforcement of all Laws and Regulations with which it is directly charged.

It is the duty of the Police to enforce all laws. rules. Acts and decrees, and all regulations governing the country. All minor Offences, all major Offences and all wrongdoings which adversely affect Life, Property, the State and Animals and Birds are enforced by the Police.

Apart from this practices, Police has code of conduct which is also followed and practiced as well.

1. Affection to the Profession

Loving the profession and colleagues is considered as showing affection to it. It is the police officer compassion for the job that makes his/her profession valuable.

2. Confidentiality

One of the requirements of Police responsibility is to keep professional secrets confidential. Every profession has its secrets. Intelligence, operations, working methods, weapons and ammunition state are among strands of information to be kept secret.

3. Appearance and Behavorial Patterns

Every Police Officer refrains from words, behaviours and dressings that humiliate or tarnish the image of the Service. Personnel problems should not be carried or transferred into the Service. Professional and social life should not be mixed up.

4. Showing Empathy

Police personnel should view cases from the other person's point of view, understanding clearly his/her feelings and opinion. Empathic behaviour of the Police can help in better understanding and finding solution to problems at early stages.

5. Discrimination

The police is expected to perform its job without partiality and discrimination to the citizens.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.0 INTRODUCTION

The chapter presents the data gathered from the field. The data were represented by graphs, charts and tables. Data were also presented in relation to the literature review and compared to the data collected from the field.

4.1 DEMOGRAPHIC BACKGROUND OF RESPONDENTS

Samples were selected based on targeted units using the non-probability sampling method of random sampling, specifically the purposive sampling technique. This method ensured that representative samples of all the known elements of the population were covered in the sample.

A sample size of eighty percent which is (200 out of 250), comprising twenty-five (25) Unit Heads and one hundred and seventy-five (175) Junior Officers of the target population (250) responded to the administered questionnaire. Break down shown in Table 1 shows the distribution of respondents for the study.

4.1.1 Respondents Distribution

As indicated in Table 1 and Figure 1, 12.5% of the respondents were Unit Heads, while the Junior Officers registered the remaining 87.50%. The research further revealed a ratio of 1.4:1 with regard to male and female distribution as illustrated in Figure 2 below.

Table 1: Respondents Distribution

Respondent Distribution				
	Male	**Female**	**Total**	**Percentage (%)**
Unit Heads	22	3	25	**12.50%**
Junior Officers	93	82	175	**87.50%**
Total	115	85	200	**100.00%**
Percentage (%)	**57.50%**	**42.50%**	**100.00%**	

Source: Field Survey, March, 2011

Figure 1: Respondent Distribution
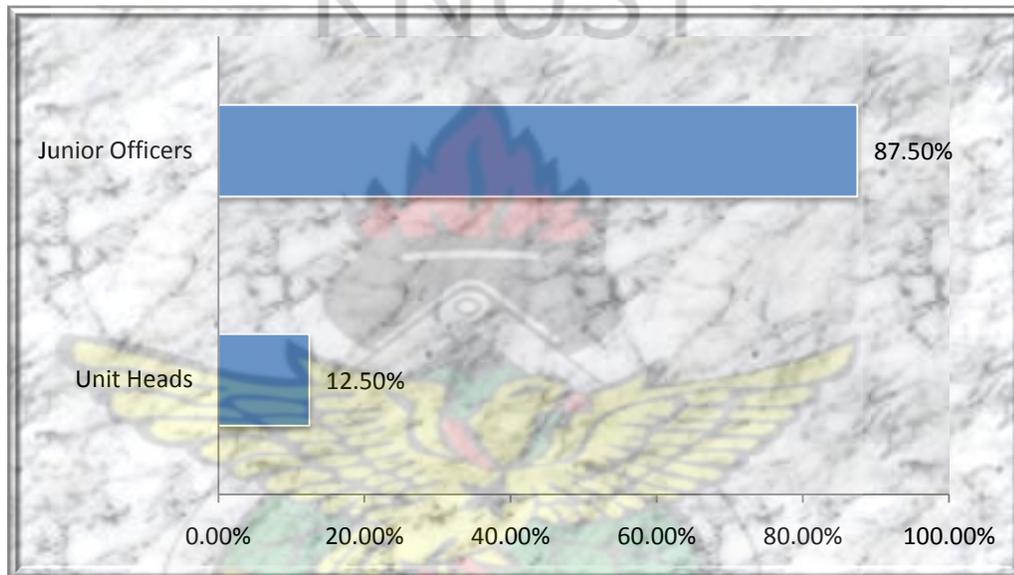
Source: Field Survey, March, 2011

The ratio indicated enough evidence of almost 60% of male dominance in the service, thus, lays credence to the assertion that the Police Service is men's' world. The police since its inception have been a male dominated institution until 1952 when the first woman was recruited due the dangers exposed to officers in the fight against crime.

Figure 2: Gender Ratio

Female, 42.50%   Male, 57.50%
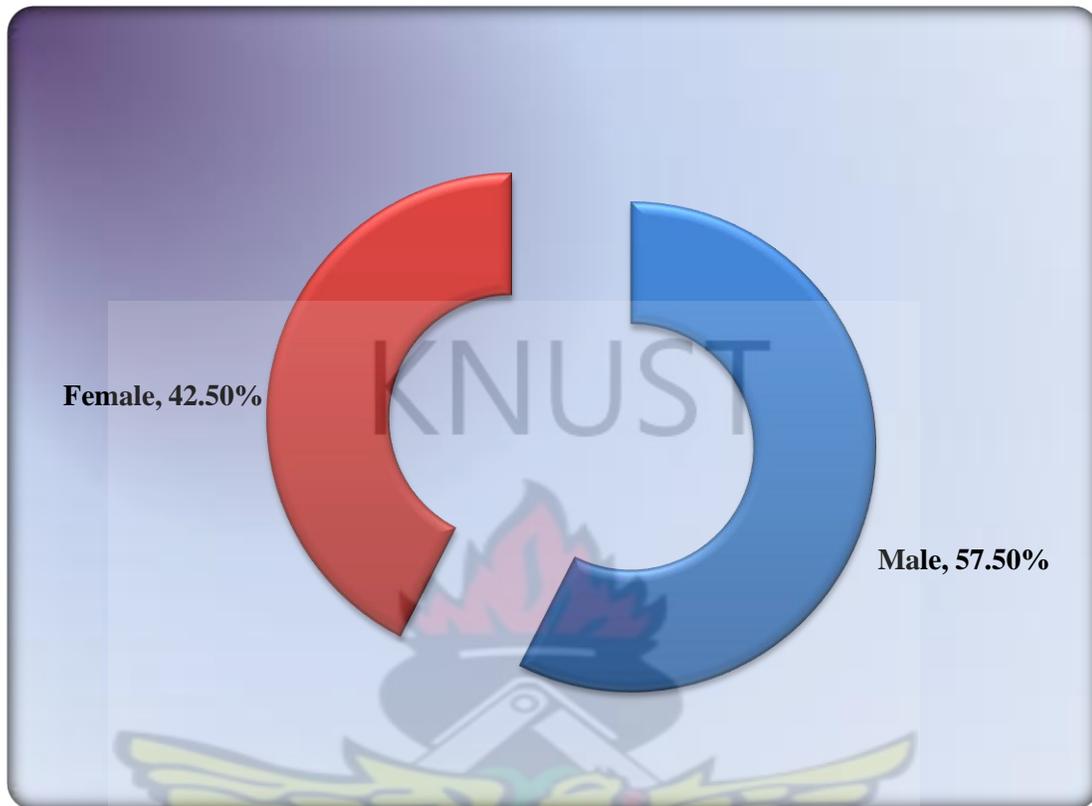
Source: Field Survey, March, 2011

4.1.2 The Ages of Respondents

The ages of the respondents were within the range of 20 and 60 years. The study exhibited bi-modal age groups, which are 20 – 25 years and 46 – 50 years; and closely followed, by age group 26 – 30 years. Majority of the junior officers' ages fell within 20- 25 years; with age group 26 – 30 years closely on the heels of the latter. There were no representations for the age groups 51 – 55 years and above 60 years for the junior officers' category as shown in Table 2 below.

Table 2: Ages of Respondents

Age (Years)	Frequency			Percentage (%)
	Unit Heads	Junior Officers	Total	
20-25 years	1	34	35	17.50
26-30 years	1	31	32	16.00
31-35 years	6	25	31	15.50
36-40 years	3	22	25	12.50
41-45 years	6	19	25	12.50
46-50 years	4	31	35	17.50
51-55 years	2	0	2	1.00
56-60 years	1	13	14	7.00
60+ years	1	0	1	0.50
Total	**25**	**175**	**200**	**100.00**

Source: Field Survey, March, 2011

The Unit Heads category had age groups 31 – 35 years and 41 – 45 years as its bi-modal group with a frequency of 6. A frequency of 1 was represented for groups 20 – 25 years, 26 – 30 years, 56 – 60 years and above 60 years.

In summary, the study indicated that the workforce had a fair balance of a mixture of youthful and energetic with the more courteous, circumspective and intelligent middle age officers in the Police Service. It further showed that 0.50% of respondent (i.e. 1 in absolute terms) was due for pension while about 7% were nearing pension and needed to be replaced.

The ages of respondents are also represented in Figure 3.

Figure 3: Age Distribution
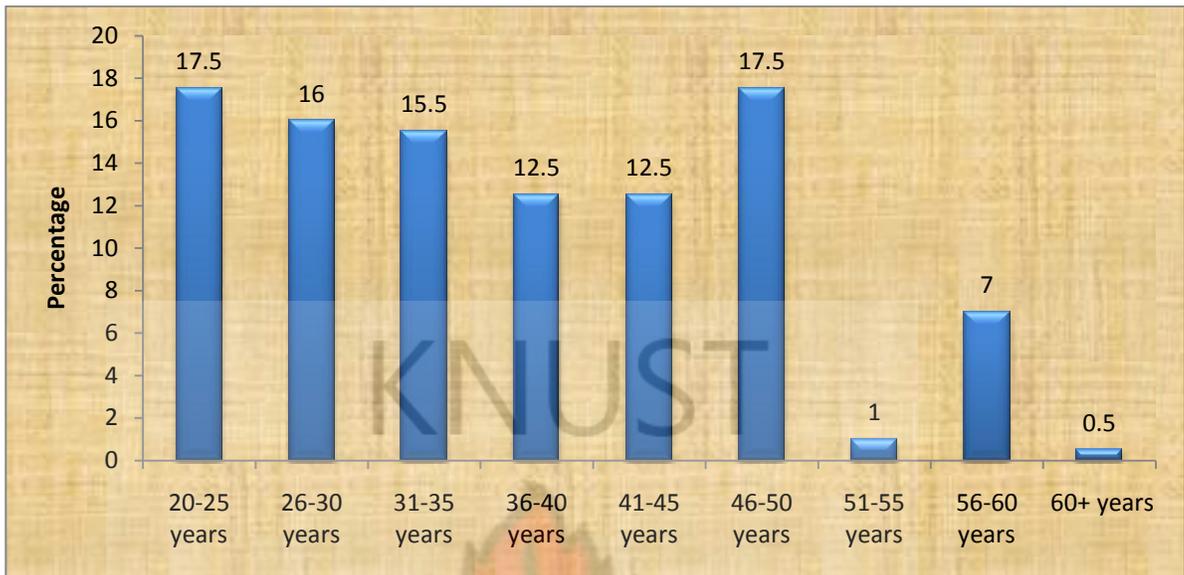
Source: Field Survey, March, 2011

4.1.3 Educational Background

The study first and foremost revealed that no illiterates and holders of Teacher and Agricultural Training Certificate Holder were recruited into the Police Service .As many as 105 respondents (representing 53.00%); comprising 6 Unit Heads and 99 Junior Officers had SHS certificates as the highest attained educational level. This also happens to be the modal class. In terms of the Unit Heads class, it was detected that 40% of the class total population of 25 were university graduates; while 26 (i.e. 14.9% of the class total population of 175) fell under the Junior Officers class; thus cumulatively indicating 18% representation. Polytechnic and MSLC graduates attained 13% and 11% respectively. Generally, it could easily be said that both the Unit Heads and the Junior Officers were educated, well informed and competent in their area of operations.

Table 3: Educational Level

Level	Frequency			Percentage (%)
	Unit Heads	Junior Officers	Total	
No School attended	0	0	0	0
MSLC/JHS	4	18	22	11
SHS	6	99	105	53
Vocational/Technical	1	10	11	6
Teacher/Agric. Training	0	0	0	0
Polytechnic	4	22	26	13
University	10	26	36	18
Total	**25**	**175**	**200**	**100**

Source: Field Survey, March, 2011

This further showed that there was a strong group of personnel that were trainable and could also be relied upon to act responsibly and professionally. Figure 4 below exhibits a picturesque representation.

Figure 4: Level of Education
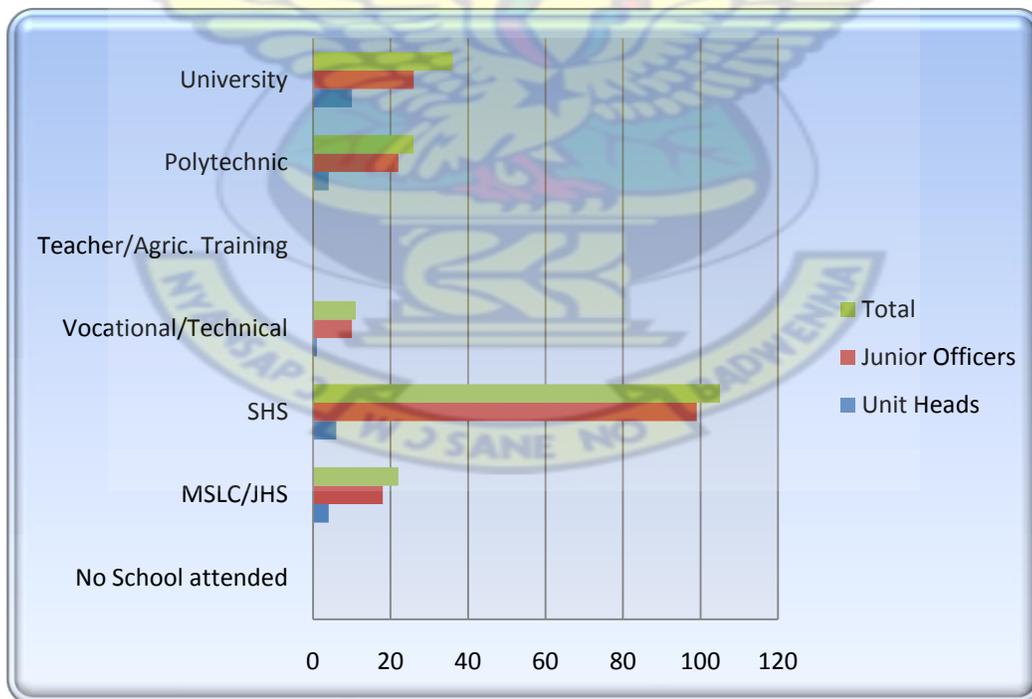
Source: Field Survey, March, 2011

4.1.4 Unit/Departmental Distribution

The research indicated that the DOVVSU department of the Police Service had as many as 55 respondents (representing 27.50% of the sample size), with the CID section closely on its heels by 45 respondents (representing 22.50%); the Operations Unit boasted of 18% representation (36 respondents in absolute terms); the MTTU and the Technical/Engineering Units did not do too bad with their respective representation of 14.50% and 10.00% respectively. Details provided in Table 4.

Table 4: Unit/Departmental Distribution

Unit	Frequency			Percentage (%)
	Unit Heads	Junior Officers	Total	
HRMD	1	5	6	3.00
CID	5	40	45	22.50
DOVVSU	4	51	55	27.50
Operations	12	24	36	18.00
Audit	0	7	7	3.50
Finance	2	0	2	1.00
MTTU	1	28	29	14.50
Technical/Engineering	0	20	20	10.00
Total	**25**	**175**	**200**	**100.00**

Source: Field Survey, March, 2011

However, the HRMD, Audit and Finance Units attained 3.00%, 3.50% and 1.00% representation respectively and accordingly illustrated picturesquely in Figure 5 below. This research therefore indicated a fair representation of all relevant departments/units as far as the regular Police Service is concerned.

Figure 5: Unit Distribution

Technical/Engineering, 10.00%
HRMD, 3.00%
MTTU, 14.50%
CID, 22.50%
Finance, 1.00%
Audit, 3.50%
Operations, 18.00%
DOVVSU, 27.50%
KNUST
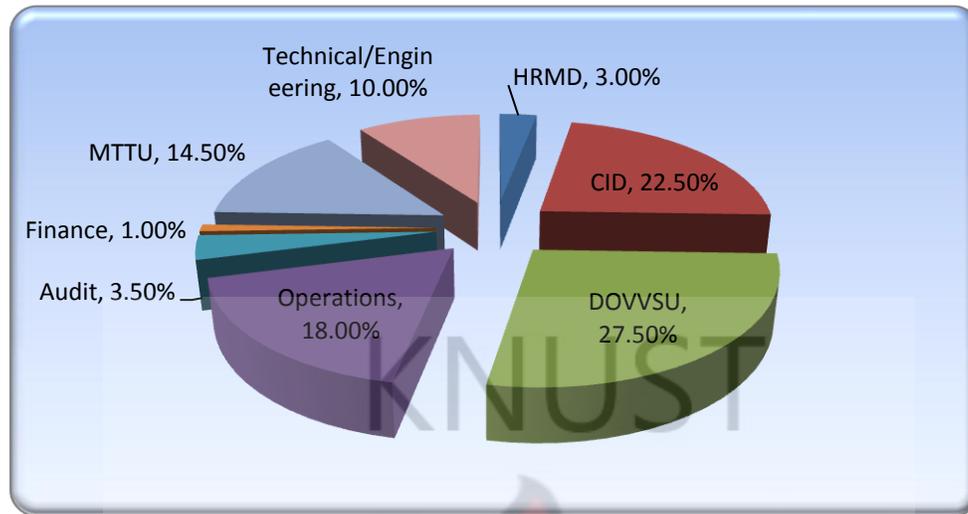
Source: Field Survey, March, 2011

4.1.5 Years of Service

As many as 103 officers (51.50% of the respondents; both Unit Heads and Junior Officers) had held their current positions for the period 6 – 10 years while 7.00% had been there for more than 10 years. Simply put, this cumulatively was about 58.5% of respondents have had rich experience on their respective schedule of work, although the remaining 41.50% fell between the period of 1 and 5 years as illustrated in Table 5 and Figure 6. These respondents indicated that they were better off with the Police Service than joining any private security service whose service conditions fall short of that of the police.

Table 5: Number of Years in Current Position

Years	Frequency			Percentage (%)
	Unit Heads	Junior Officers	Total	
Less than 5 years	7	76	83	41.50
6 -10 years	15	88	103	51.50
More than 10 years	3	11	14	7.00
Total	**25**	**175**	**200**	**100.00**

Source: Field Survey, March, 2011

Figure 6: Years served in Current Position
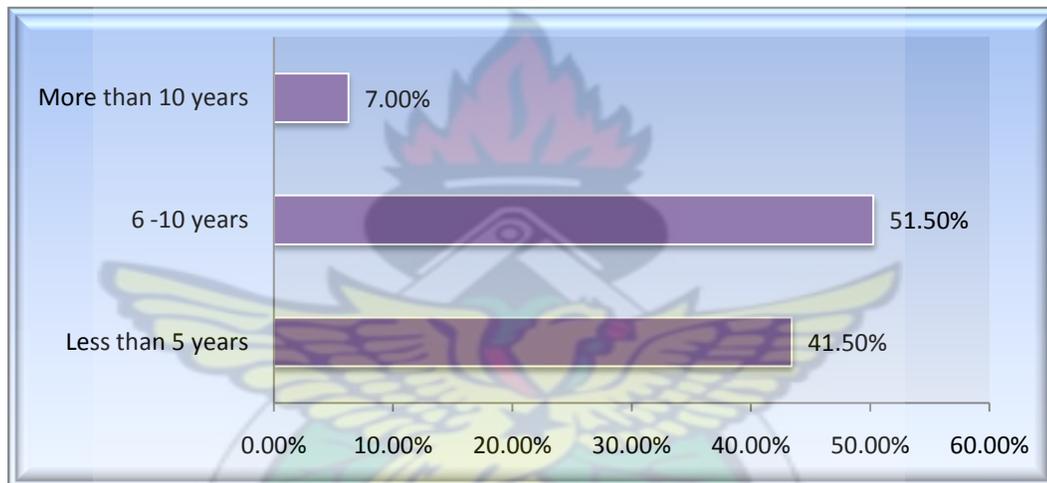
Source: Field Survey, March, 2011

4.2 HRD POLICIES AND PRACTICES OF GHANA POLICE SERVICE

The Human Resource Development (HRD) policies identified were training and educational policies. The training policy under Section 10 of the "Conditions of Service for Officers of the Ghana Police Service" stipulates that: "A training schedule, which is subject to annual review, shall be prepared by the Police Administration for all officers subject to the needs of the Service. Statutory training period for Recruits shall be nine

(9) months, Cadet Officers, six (6) months and Professionals three (3) months." Training programmes undertaken included induction courses, refresher courses, command courses (regional, divisional, district, station and post), training in Local and Overseas Institutes, attendance of seminars (local and overseas), In-Service training, professional / specialized courses and certificate / diploma degree courses. Educational policy under Section 17.0 of the "Conditions of Service for Officers," stipulates as follows: study leave with pay / Sponsorship and study leave without pay shall be prescribed and approved by the Police Administration and shall be circulated to all Regions / Divisions / Units at the beginning of every year.

Practices identified include the following: protect the rights of the vulnerable against all forms of abuse; prevention and detection of crime; handling offences involving juveniles; apprehension and prosecution of offenders; investigate all cases of domestic violence and child abuse; preservation of peace and good order; enforcement of all relevant laws and regulations and collaborating with other organizations that may be able to offer specialized help i.e. referrals (medical, clinical psychologist, DSW, FIDA, Legal Aid, Counselors WISE etc.)

4.3 TRAINING METHODS USED TO ADDRESS SKILLS REQUIREMENT

All analysis under this sub-head were undertaken with the sample size of 200 in mind, thus, computations were performed with the latter as the base figure of the percentages quoted, 25 unit heads responded to the questionnaire. Therefore, the entire work was done within the 100% mark.

4.3.1   Mode of Training and Development

The study found out that training and development methods used to improve the skills of officers in Ghana Police Service in Akropong Divisions were seminars, workshops, lectures and on-the-job training,. Out of the training methods identified, the most preferred was on-the-job-training (56%), followed by workshops (28%), lecturing (12%) and seminars (4%).

Table 6: Mode of Training and Development

Type	Frequency	Percentage (%)
On-the-job-Training	14	56
Seminar	1	4
Workshops	7	28
Lecturing	3	12
Total	**25**	**100**

Source: Field Survey, March, 2011

Figure 7: Mode of Training and Development
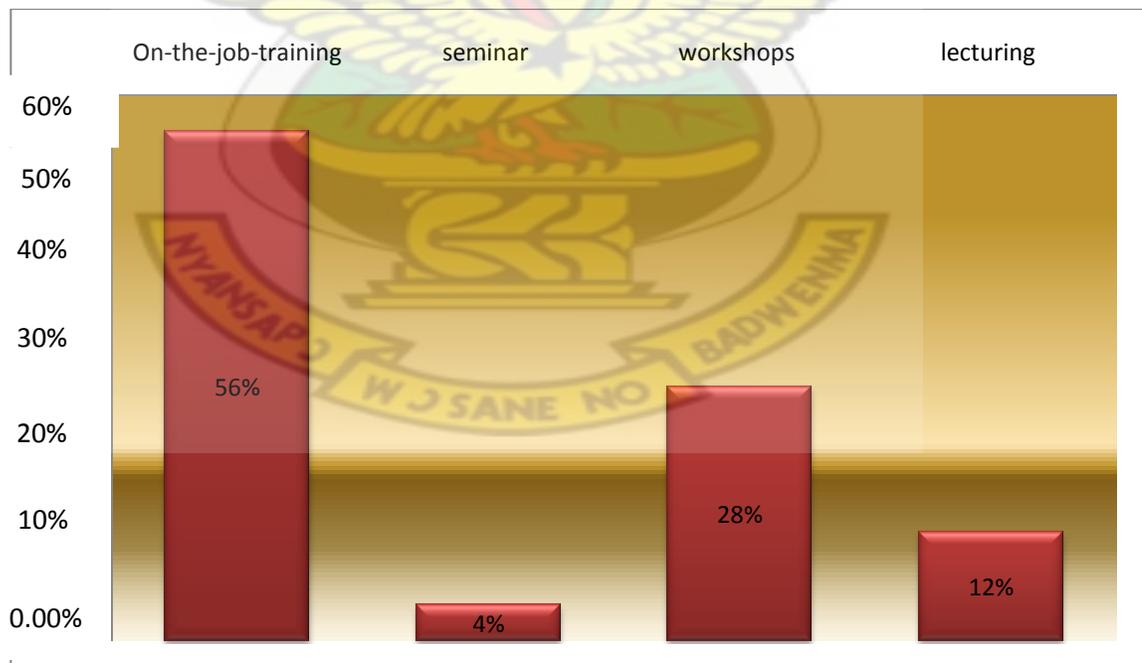
Source: Field Survey, March, 2011

Further prying revealed that as far as the Unit Heads are concerned these two major modes of training provides them and their respective subordinates adequate period of time and contact for effective interaction during training and development sessions.

4.3.2   Frequency of Organizing Training Programme Annually

The survey revealed an overwhelming support for 1 – 3 times of organizing Training programmes within a year; while just 8% favoured 4 times in a year. Details elucidated in Table 7 and Figure 8 below.

Table 7: Frequency of Organizing Training Program Annually

Type	Frequency	(%)
1 - 3 times	22	88.00%
4 times	2	8.00%
5 times	1	4.00%
6 times	0	0.00%
Total	**25**	**100%**

Source: Field Survey, March, 2011

This revelation showed that at least every four (4) months one training session or the other is organized for the official of Ghana Police Service at Akropong Division. Such regular frequency of training programmes puts officers in the right frame of mind and combat ready to fight juvenile and domestic violent crimes.

Figure 8: Frequency of Organizing Training Program Annually
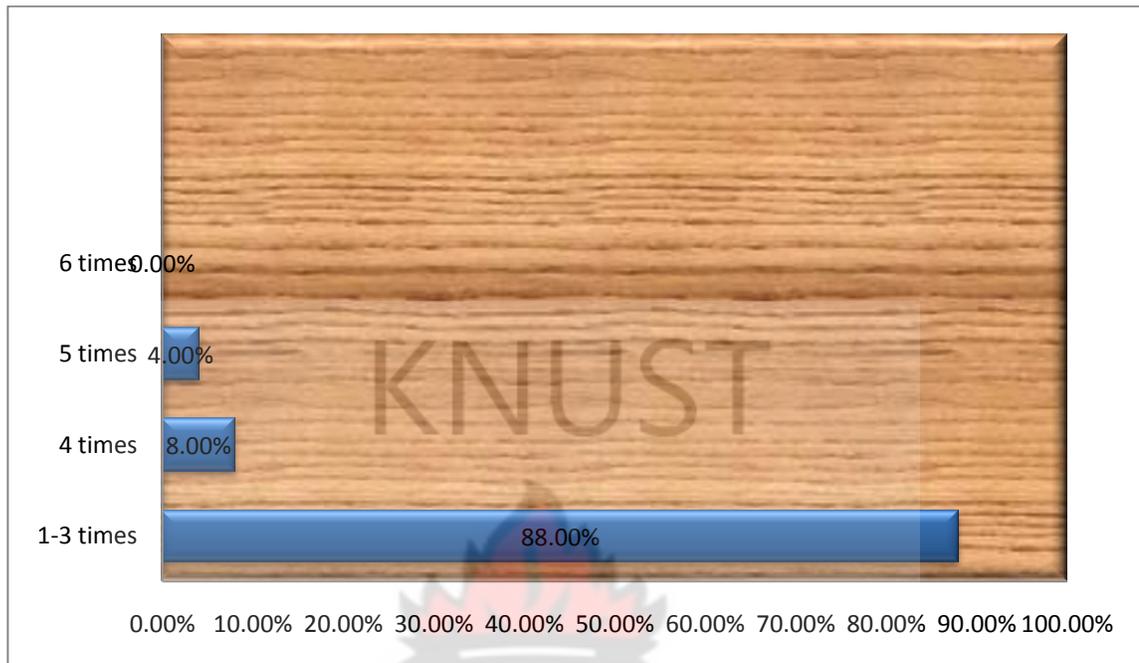
Source: Field Survey, March, 2011

4.4 TRAINING AND DEVELOPMENT PROGRAMMES ON OVERALL PERFORMANCE OF GHANA POLICE SERVICE IN AKROPONG DIVISION.

4.4.1 Expected Benefits in Training Sessions to Unit Heads

The research showed that the expected benefits by Unit Heads from the Training Sessions are primarily Team Building (56%) and Transfer of knowledge and skills (36%). They did not ascribe that training exercises provide 'closer relationship with subordinates' and 'evaluation of employees' performance. Table 8 showed the details and Figure 9 its graphical representation below.

Table 8: Expected Benefits in Training Sessions to Unit Heads

Type	Frequency	Percentage (%)
Closer relationship with subordinate	1	4.00
Team work building	14	56.00
Transfer of knowledge and skills	9	36.00
Evaluate performance of workers	1	4.00
Exhaust Budget	0	0.00
TOTAL	**25**	**100**

Source: Field Survey, March, 2011

Figure 9: Expected Benefits in Training Sessions to Unit Heads
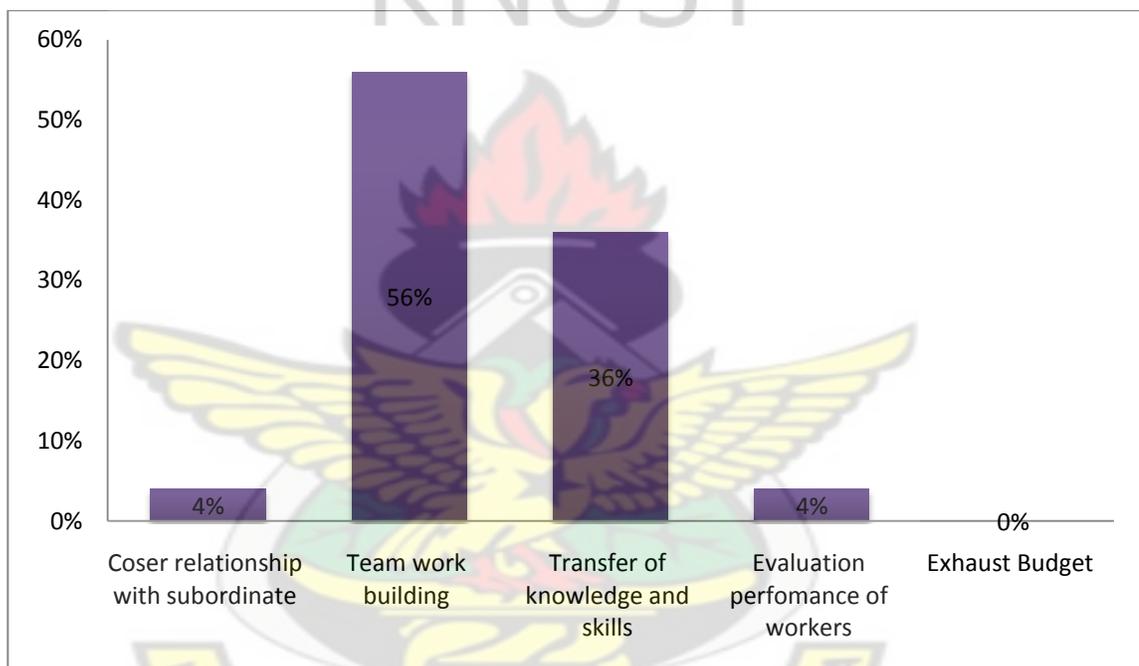
Source: Field Survey, March, 2011

4.4.2 Benefits in Training Sessions to Subordinates

This survey established that as far as the Unit Heads are concerned, 16 out of the 25 respondents (64%) intimated that 'Knowledge and Skills' is the paramount benefit to the subordinates. The rest of the parameters did not measure at all in this area, even though 'Ideas sharing' showed a 16% representation as illustrated in Table 9 and Figure 10.

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Table 9: Benefits in Training Sessions to Subordinates

Type	Frequency	Percentage (%)
Knowledge and Skills	16	64.00
Reinforcing good works practices	2	8.00
Reinforcing good relationship	2	8.00
Uniform approach to achieve goals	1	4.00
Ideas sharing	4	16.00
Total	**25**	**100**

Source: Field Survey, March, 2011

Figure 10: Benefits in Training Sessions to Subordinates
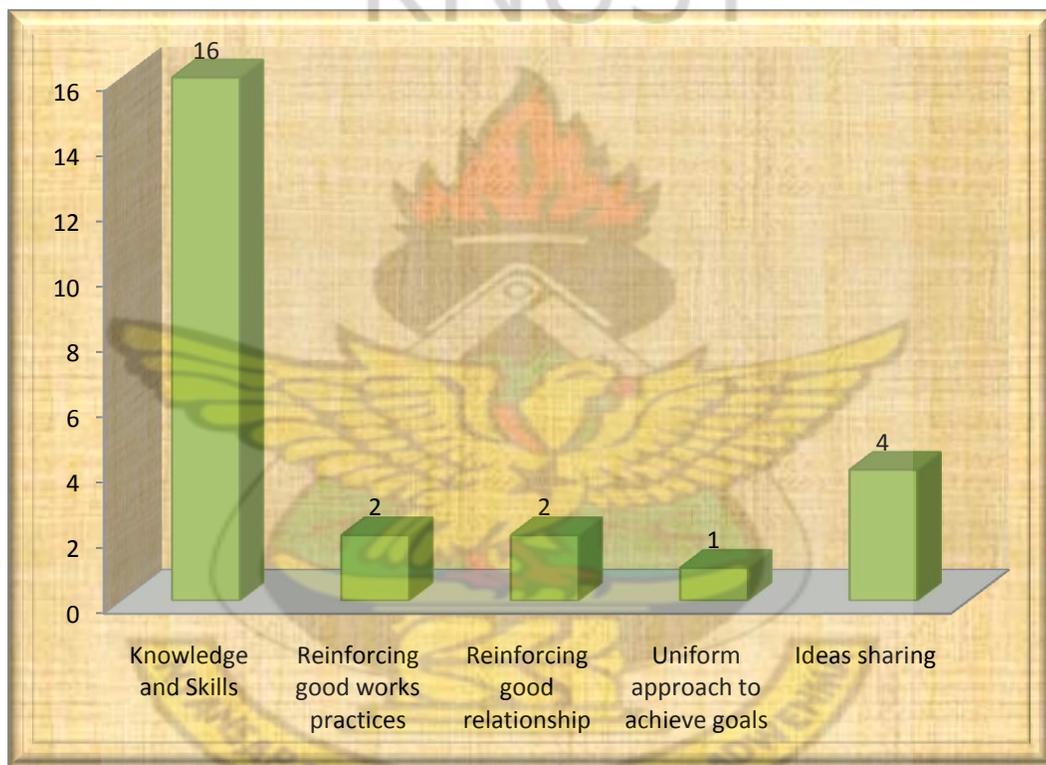
Source: Field Survey, March, 2011

4.4.3   Mentor in the Unit

Units Heads in this research indicated that Training Officer and Previous Unit Heads were their mentors by the showing of 44% and 32% representation respectively. The

Regional Director and the HRMD did not do too well in mentoring Unit Heads. The Unit Heads by this revelation means that they would take after and look up to these mentors, whose actions and inactions are mostly influenced in the development as leaders in Akropong Division in the Eastern regional Directorate of the Ghana Police. Details are shown in Table 10 and Figure 11 below.

Table 10: Mentor in the Unit

Type	Frequency	Percentage (%)
Previous Unit Head	8	32.00
Regional Director	3	12.00
Training Officer	11	44.00
HRMD	2	8.00
Others	1	4.00
Total	**25**	**100**

Source: Field Survey, March, 2011
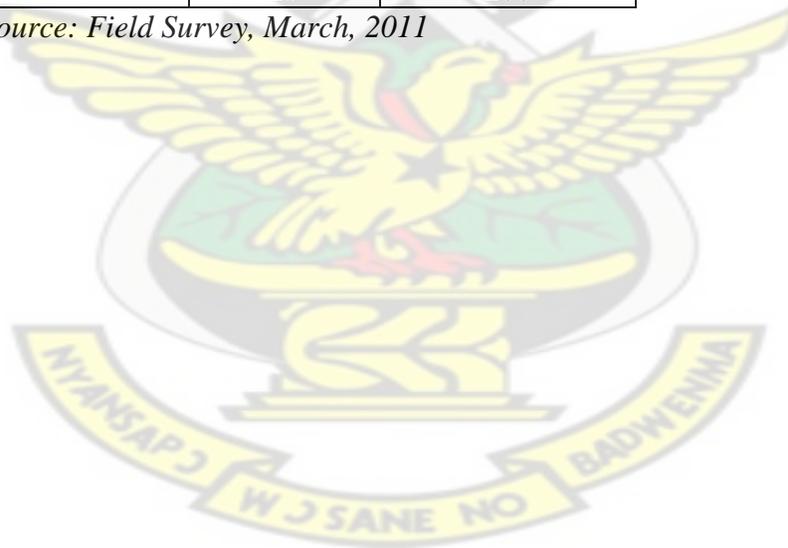
Figure 11: Mentor in the Unit
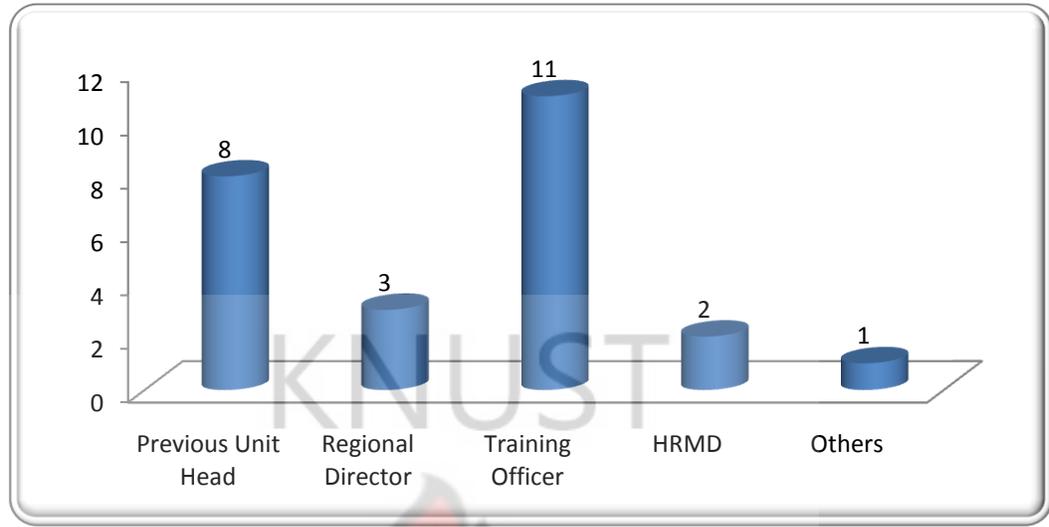
Source: Field Survey, March, 2011

4.4.4 Preferred Methods of Training in the Unit

The preferred method of training in the units as indicated in Table 11 and Figure 12 was on-the-job-training (13 out of 25 respondents, i.e., 52%); and Workshops (20%) came as the next loved method of Training and development. Seminars in this wise came out strongly with the 16% representation.

Table 11: Adopted Methods of Training in the Unit

Type	Frequency	Percentage (%)
Seminars	4	16.00
Lecture Method	3	12.00
Workshops	5	20.00
Simulation Exercise	0	0.00
On-Job-Training	13	52.00
Total	**25**	**100**

Source: Field Survey, March, 2011

This revelation buttressed the earlier findings in this survey that as many as 13 out of the 25 Unit Head (52%) are in favour of on-the-job-training, and followed by workshops (20%).

Figure 12: Adopted Methods of Training in the Unit
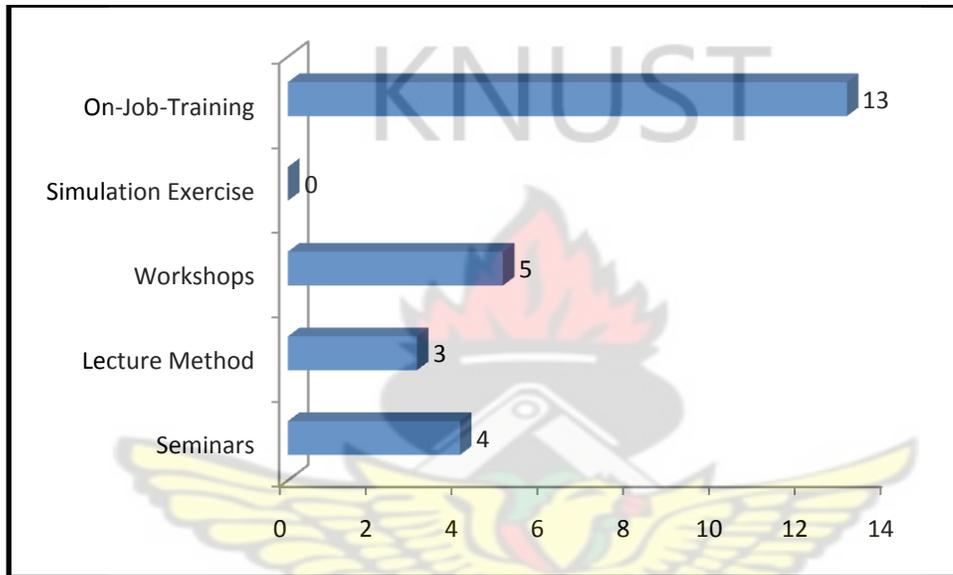
Source: Field Survey, March, 2011

4.4.5   Methods of Measuring Activities Results

The four measuring tools used in assessing the results of operations in the units exhibited a fair representation by the 36% of 'Through Appraisals', 'Activity Evaluation technique' – 28%, 'Post Activity' – 24% and lastly 'Clinic Supervision Technique' – 12% (Table 12 and Figure 13).

Table 12: Methods of Measuring Activities Results

Type	Frequency	Percentage (%)
Through Appraisals	9	36.00
Clinic Supervision Technique	3	12.00
Activity Evaluation Technique	7	28.00
Post Activity	6	24.00
Total	**25**	**100**

Source: Field Survey, March, 2011

Figure 13: Methods of Measuring Activities Results
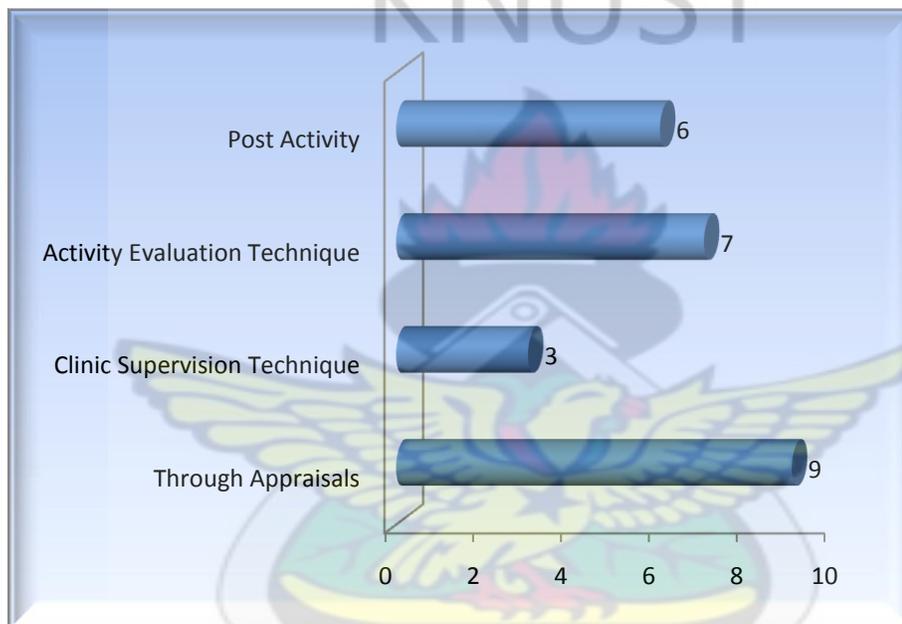
Source: Field Survey, March, 2011

The officer performance results are most measured by the use of Employees Appraisal and the use of evaluation Technique by the respondents.

4.4.6 Evaluation of Effects of Learning Activities in the Unit

The Unit Heads in their assessment indicated that the learning activities are 'Good' by the 12 out of the 25 response (48%); albeit, it further revealed 32% and 20%

representation for 'Very Good' and 'Excellent' respectively as illustrated in Table 13 and Figure 14 below.

Table 13: Effects of Learning Activities in the Unit

Type	Frequency	Percentage (%)
Excellent	5	20.00
Very Good	8	32.00
Good	12	48.00
Bad	0	0.00
Total	**25**	**100**

Source: Field Survey, March, 2011

Figure 14: Effects of Learning Activities in the Unit
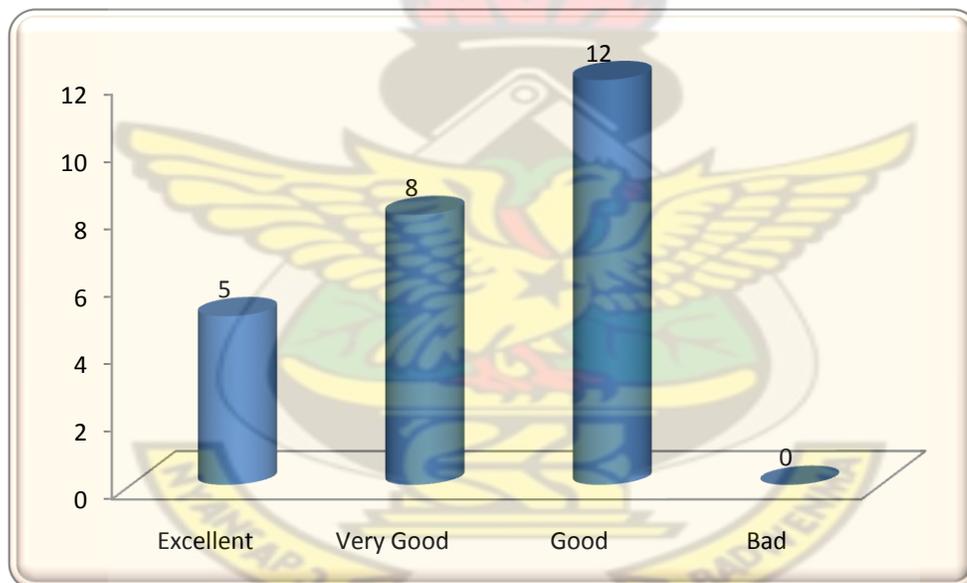
Source: Field Survey, March, 2011

4.4.7 Subordinates Assessment towards Learning Activities in the Unit

According to the Unit Heads the subordinates' assessment of the learning activities was overwhelmingly (i.e. 72% which is 18 out of 25 respondents) 'Encouraging' and 24% (6

out of the 25 respondents) showed that it was 'Very Good'. There was no respondent for 'Casual' while only 1 respondent (representing 4%) went in for 'Bad'. Details are shown in Table 14 and Figure 15 below.

Table 14: Subordinates Assessment towards Learning Activities in the Unit

Type	Frequency	Percentage (%)
Encouraging	18	72.00
Very Good	6	24.00
Casual	0	0.00
Bad	1	4.00
Total	**25**	**100**

Source: Field Survey, March, 2011

Figure 15: Subordinates Assessment towards Learning Activities in the Unit

Source: Field Survey, March, 2011

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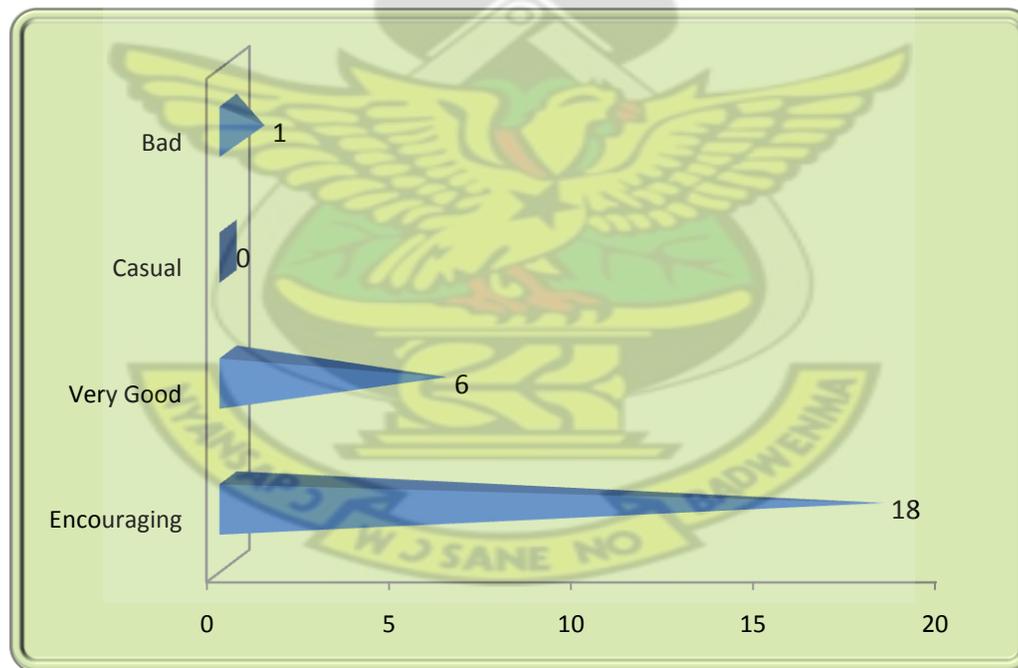
4.5 CHALLENGES CONFRONTING SMOOTH IMPLEMENTATION OF STAFF TRAINING AND DEVELOPMENT PROGRAMMES

The major challenges confronting the smooth implementation of the staff training and development programme in the Ghana Police at Akropong Division arose from the study are as follows:

1. Lack of systematic and comprehensive training and needs analysis

2. Absence of transfer of learning

3. Lack of funds to implement HRD policies.

4. Failure to evaluate the effectiveness of training and development programmes more rigorously

5. Weak interaction between the industries or services seeking and the institutions providing training.

4.5.1   Responses of Junior Officers on Training and Development

All analysis under this sub-head were undertaken with the sample size of 200 in mind, and 175 responded to the questionnaire thus, computations were performed with the latter as the base figure of the percentages quoted with the response rate of 100%. Therefore, the entire work was done within the 100% mark.

4.5.2   Initiation of Training and Development

The study showed that as many as 87 junior officers, representing 49.71% of the total respondents intimated that Training and Development for the Units has been initiated by

Headquarters; while 36.57% (64 respondents) maintained that Training and Development was initiated by the Unit Heads.

Table 15: Initiation of Training and Development

Unit	Frequency	Percentage (%)
Headquarters	87	49.71
Unit	16	9.14
Unit Head	64	36.57
HRMD	0	0.00
Director	8	4.57
Total	**175**	**100**

Source: Field Survey, March, 2011

This therefore means that apart from the Unit Heads who initiates Training and Development in the Region, to a very large extent Training and Development have been the preserve of Headquarters so far as their initiation and contents and targeted group of officers are concerned. Details are shown in Table 15 above and Figure 16 below.

Figure 16: Initiation of Training & Development

Source: Field Survey, March, 2011

70
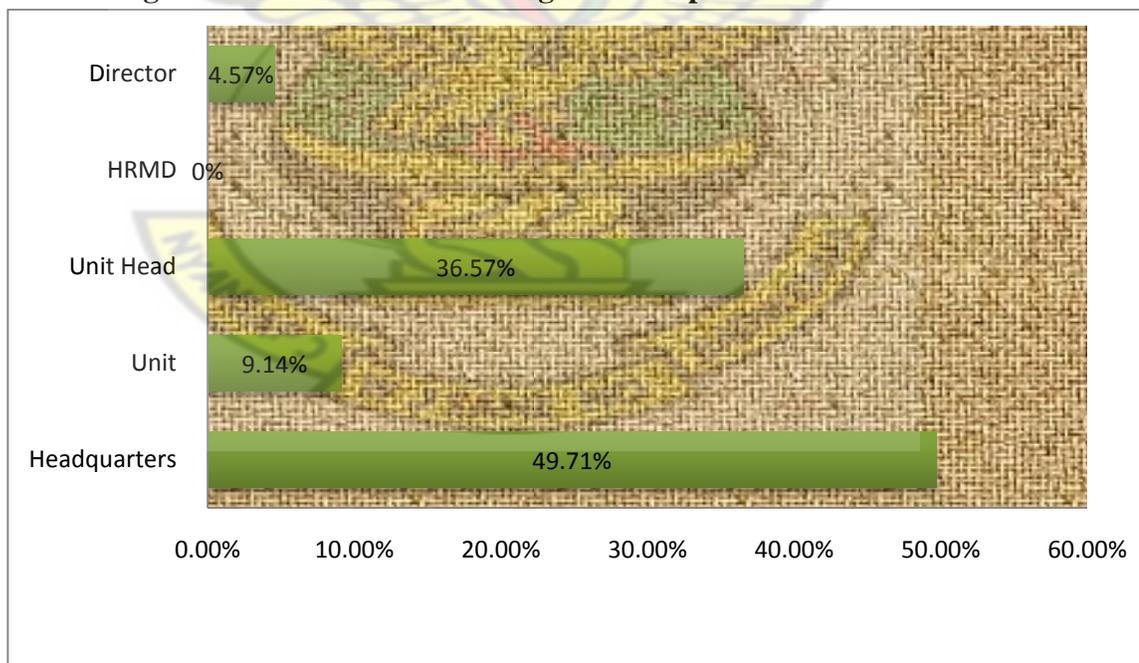
4.5.3   Orientation Period into the District

The study revealed that there was no specified period of orientation into a district as indicated by the 48% (84) respondents while 18.28% (32) believed it takes 1 -2 days, 16% (28) opted for 3 – 5 days, 13.71% (24) chose two weeks and 4.00% (7) went in for three weeks. Table 16 and Figure 17 provide the details.

Table 16: Orientation Period into the District

Period	Frequency	Percentage (%)
1 - 2 days	32	18028
3 - 5 days	28	16.00
Two weeks	24	13.71
Three weeks	7	4.00
None	84	48.00
Total	**175**	**100**

Source: Field Survey, March, 2011

The results as portrayed above with about half of the distribution showing varying period of orientation buttressed the earlier point of the modal class of 'None'; perhaps the period of orientation is ascertained based on the circumstances pertaining to the Training and Development at the time.

Figure 17: **Orientation Period into the District**
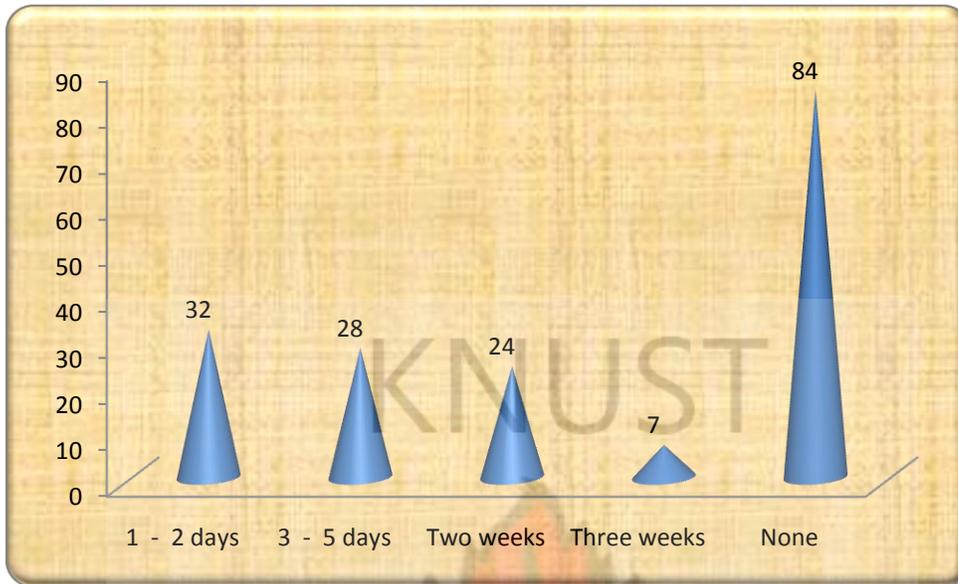
Source: Field Survey, March, 2011

4.5.4   Workplace Mentor

The survey showed that 100 out of the 175 respondents (57.14%) went in for Unit Heads as their workplace mentors, while 18.29% chose the Regional Commander. This is in sharp contrast to the earlier showing by Unit Heads in paragraph 4.5.2 as the Training Officer being their Workplace Mentors

.

Table 17: Workplace Mentor

Mentor	Frequency	Percentage (%)
Unit Head	100	57.14
Training Officer	12	6.86
Regional Commander	32	18.29
Divisional Commander	6	3.43
Others	25	14.28
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 18: Workplace Mentor
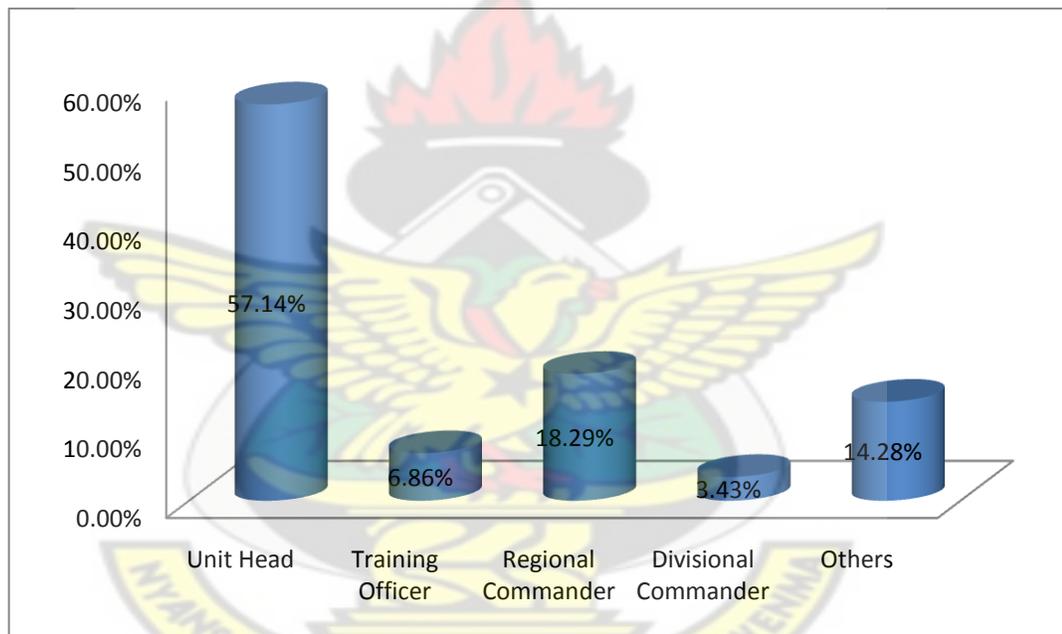
Source: Field Survey, March, 2011

4.5.5   Mode of Unit Training

It was detected during the survey that as many as 87 out of the 175 Junior Officers (49.71%) are in favour of on-the-job-training, followed by 40% (70) for workshops. Simulation and JIT Learning were not favoured by the respondents' showing of 5.71% and 4.57% respectively as shown in Table 18 and Figure 19. The findings give more credence on the earlier outcome in the case of Unit Heads in paragraph 4.5.4 wherein on-the-job-training is the most preferred, followed by workshops as the mode of training in the Ghana Police Service and for that matter the Eastern Regional Directorate.

Table 18: Mode of Unit Training

Training Mode	Frequency	Percentage (%)
On-the-Job-Learning	87	49.71
Workshops	70	40.00
Apprenticeship	0	0.00
Simulation Exercise	10	5.71
JIT Learning	8	4.57
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 19: Mode of Unit Training
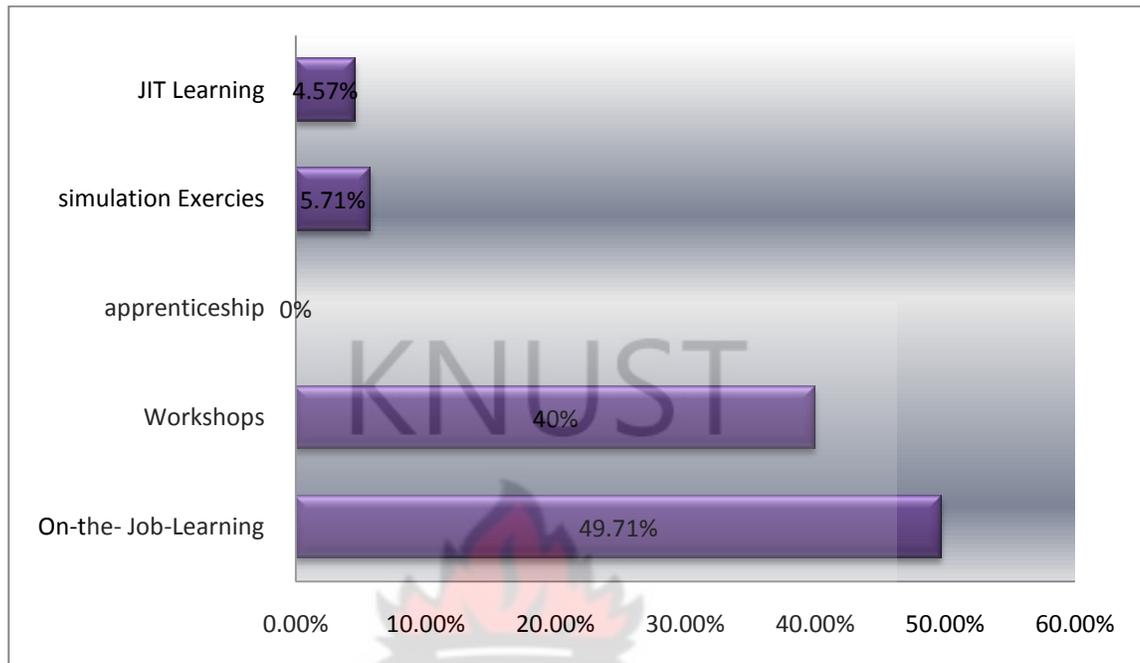
Source: Field Survey, March, 2011

4.5.6 Frequency of Organizing Training Programme Annually

As many as 21 respondents, representing 20% were either undecided or unaware of the number of times training programs are organized within a year. The modal period for this issue was 'Once', which attained 38.86% (68), followed by 'Twice' which also had 32.57% (57). The survey further revealed that 3 times and 5 times attained the same frequency of 6.29% (11); while 4 times represented the least of 4.00% (7) as illustrated in Table 19 and Figure 20.

Table 19: Frequency of Organizing Training Program Annually

Period	Frequency	Percentage (%)
None	21	12.00
Once	68	38.86
Twice	57	32.57
3 Times	11	6.29
4 Times	7	4.00
5 Times	11	6.29
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 20: Frequency of Organizing Training Programme Annually
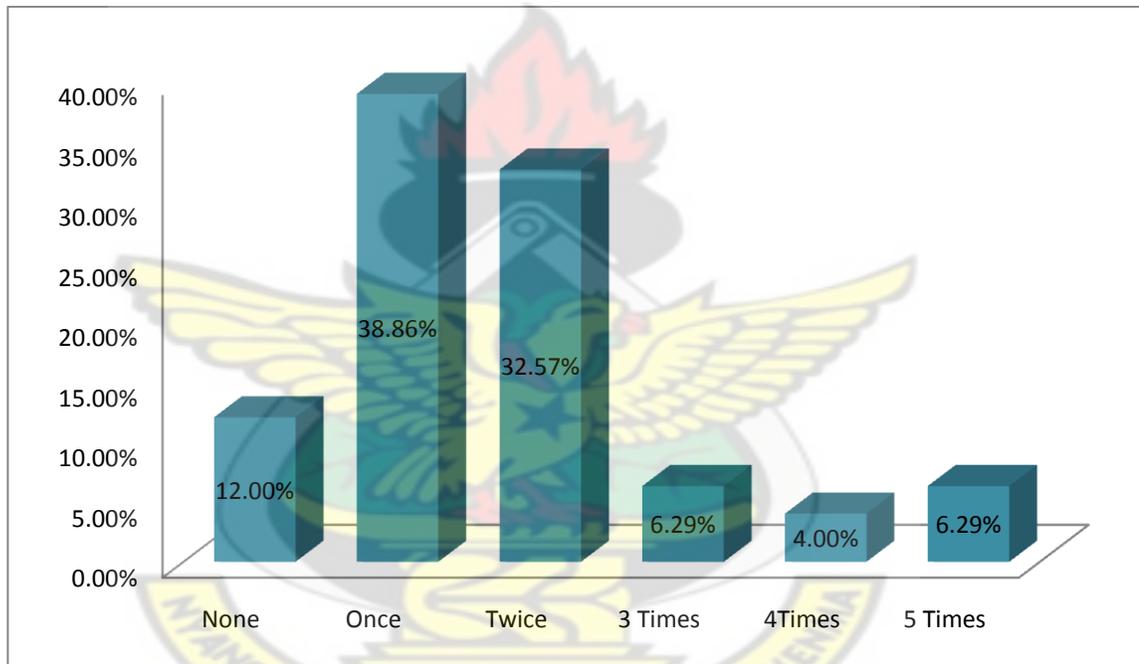
Source: Field Survey, March, 2011

4.5.7 Attendance of Training Session

Subordinate respondents indicated that in a period of two years 110 (62.86%) of them have attended Training Sessions only 2 times; thus on the average, they attended a training programme once in a year. This therefore buttressed the point that officers' takes part in training once in a year as indicated in paragraph 4.3.2 above and further

illustrated in Table 20 and Figure 21. It is worth noting that 37 (21.14%) attended training 3 times, 2.29% for once and 4 times, 2.86% for 5 times, 5.14% for 6 times and 3.43% more than 7 times.

Table 20: Attendance of Training Session

Period	Frequency	Percentage (%)
Once	4	2.29
2 Times	110	62.86
3 Times	37	21.14
4 Times	4	2.29
5 Times	5	2.86
6 Times	9	5.14
More than 7 Times	6	3.43
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 21: Attendance of Training Session
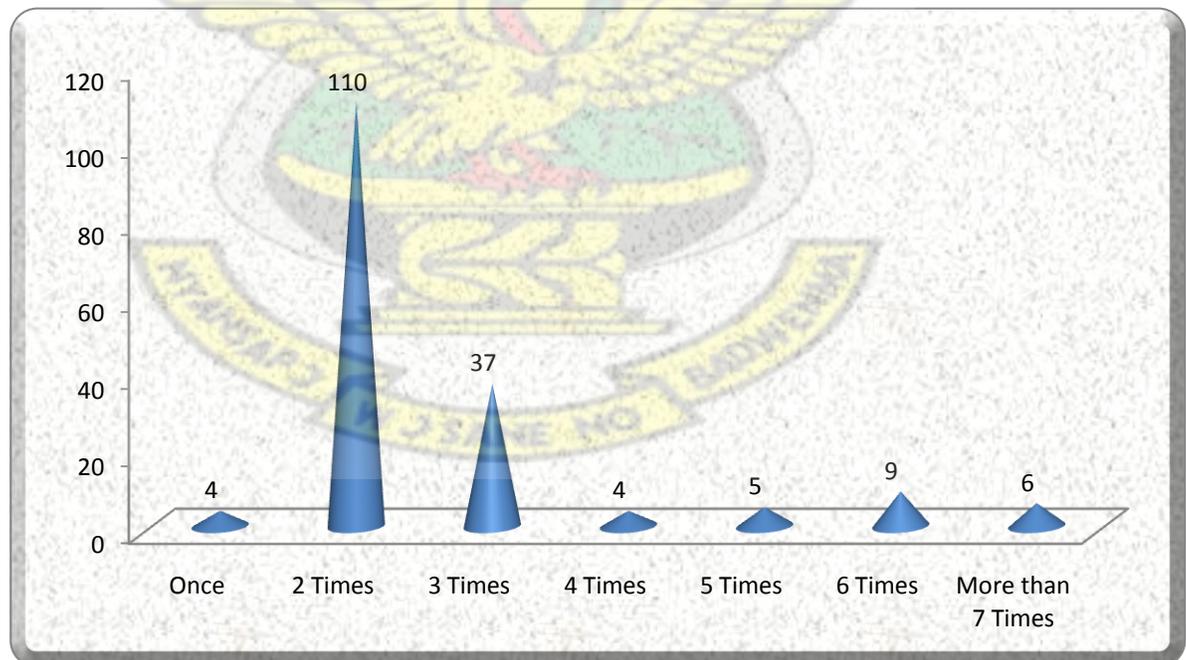
Source: Field Survey, March, 2011

4.5.8 Assessment of Recent Workplace Training

The study exhibited that 63 (36.00%) respondents were of the view that in recent times the training sessions undertaken have 'Well-Equipped' them, while 52 (29.71%) chose 'Very Good' and another 52 (29.71%) assessed it as 'Normal'. Meanwhile 8 (4.57%) described the training as fair and there was no representation for 'Bad'.

Table 21: Assessment of Recent Workplace Training

Assessment	Frequency	Percentage (%)
Very Good	52	29.71
Normal	52	29.71
Fair	8	4.57
Well-Equipped	63	36.00
Bad	0	0.00
Total	**175**	**100**

Source: Field Survey, March, 2011

This therefore intimates that the training programme is effective and efficient since it has enhanced the competence and skill of the average police officer.

Figure 22: Assessment of Recent Workplace Training
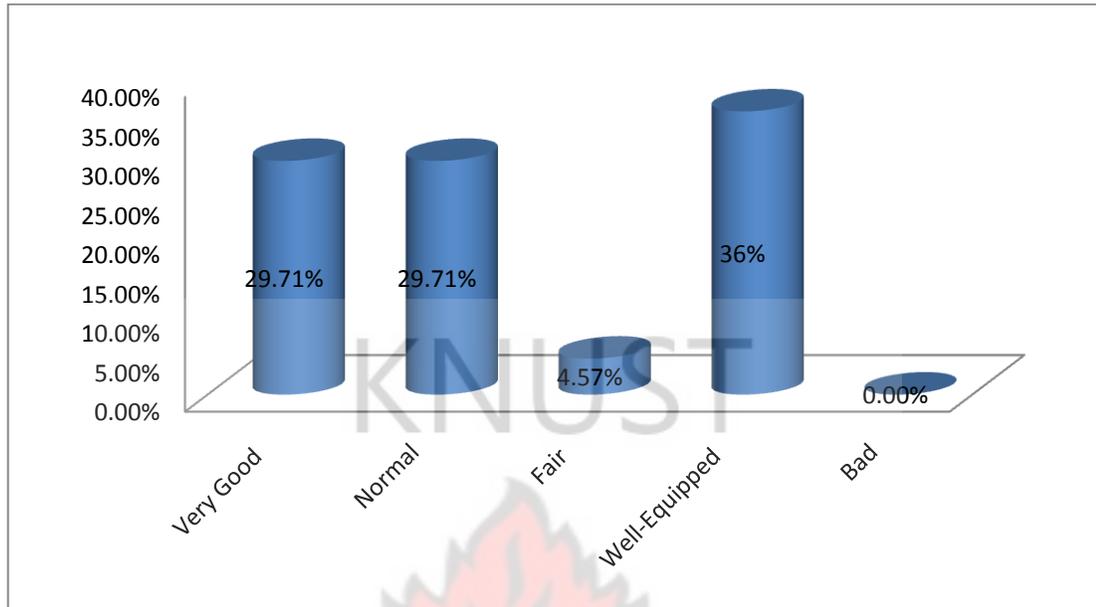
Source: Field Survey, March, 2011

4.5.9 Driving Force to Training Exercise

The study showed that 63 out of the 175 (36%) indicated that apart from the acquisition of knowledge what drives them to pay attention to training exercise is Monetary Rewards; 'upgrading of skill' and 'revision of methods', each had 52 (29.71%) respondents, with 'Establishing Good Relationships' scoring 4.57% (8) as illustrated in Table 22 and Figure 23.

Table 22: Driving Force to Training Exercise

Driving Force	Frequency	Percentage (%)
Up grading of skill	52	29.71
Revision of Methods	52	29.71
Establishing Good Relationship	8	4.57
Monetary Rewards	63	36.00
Nothing	0	0.00
Total	**175**	**100**

Source: Field Survey, March, 2011

This research reveals that junior officers of the Ghana Police, particularly, those at the Akropong Division were motivated to pay attention to training exercise when there are monetary rewards in the form of course allowances and per diems attached.

Figure 23: Driving Force to Training Exercise
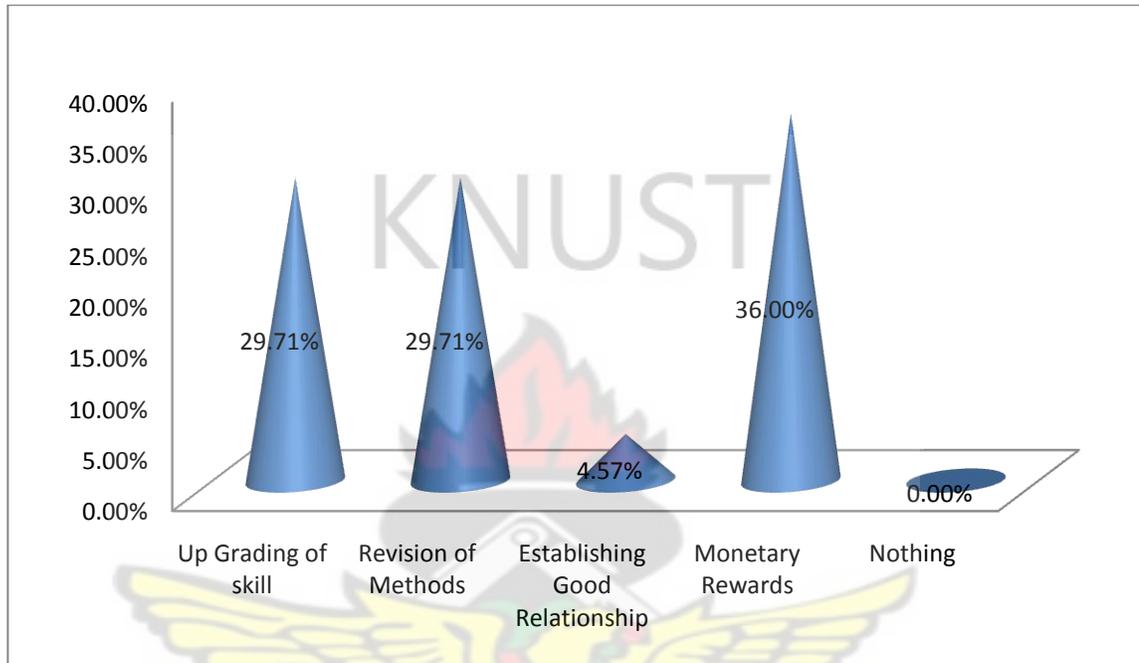
Source: Field Survey, March, 2011

4.6   Justification for Continuous Training at the Workplace

It was observed that 60.57% (106 respondents) were of the view that the major justification for continuous workplace training was because of 'Increase one's performance'. 'Transfer of knowledge & experience had 22.86% and 'Introduction of new technology achieved 16.57%.

Table 23: Justification for Continuous Training at the Workplace

Justification	Frequency	Percentage (%)
Increase one's performance	106	60.57
Introduction of new technology	29	16.57
Transfer knowledge & experience	40	22.86
Identify common training needs	0	0.00
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 24: Justification for Continuous Training at the Workplace
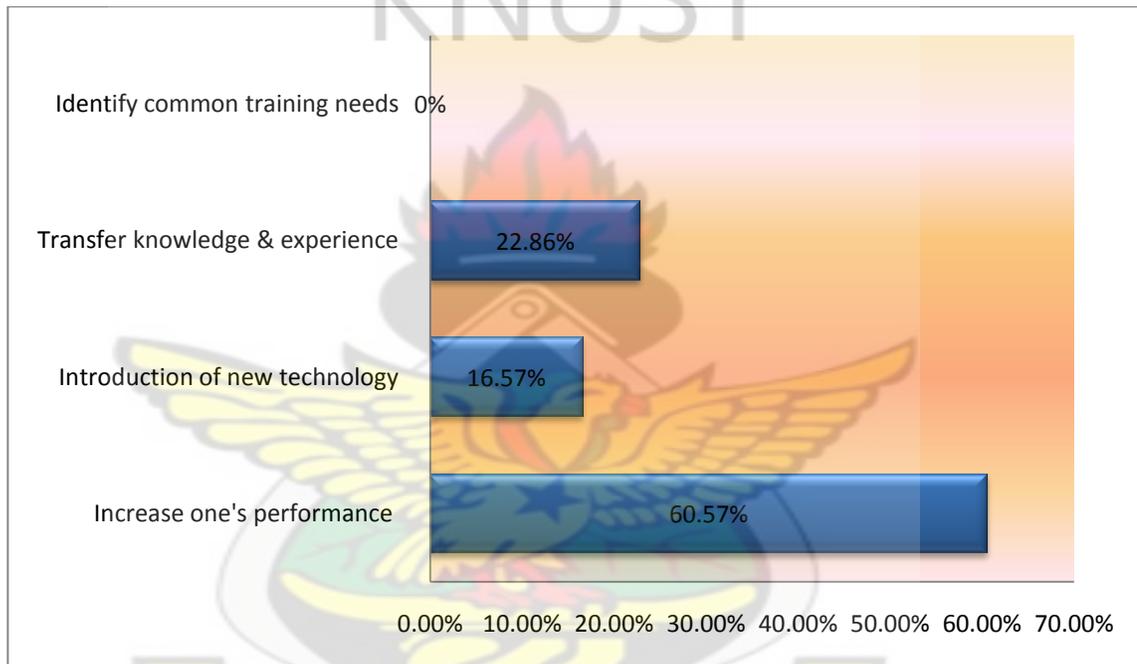
Source: Field Survey, March, 2011

4.6.1 Employees' Assessment to Workplace Training

The survey indicated that 100 out 175 (57.14%) respondents intimated that the method of assessment of employees through the use of personal appraisal in the training exercise at the workplace chose 'Reinforcing effective job performance; 21.71% for 'Identify employees with problem' and 21.14% for Reviewing Development Plans.

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Table 24: Employees' Assessment to Workplace Training

Type	Frequency	Percentage (%)
Reviewing Development Plans	37	21.14
Reinforcing effective job performance	100	57.14
Identify employees with problem	38	21.71
Suggesting new methods	0	0.00
Total	**175**	**100**

Source: Field Survey, March, 2011

Figure 256: Employees' Assessment to Workplace Training
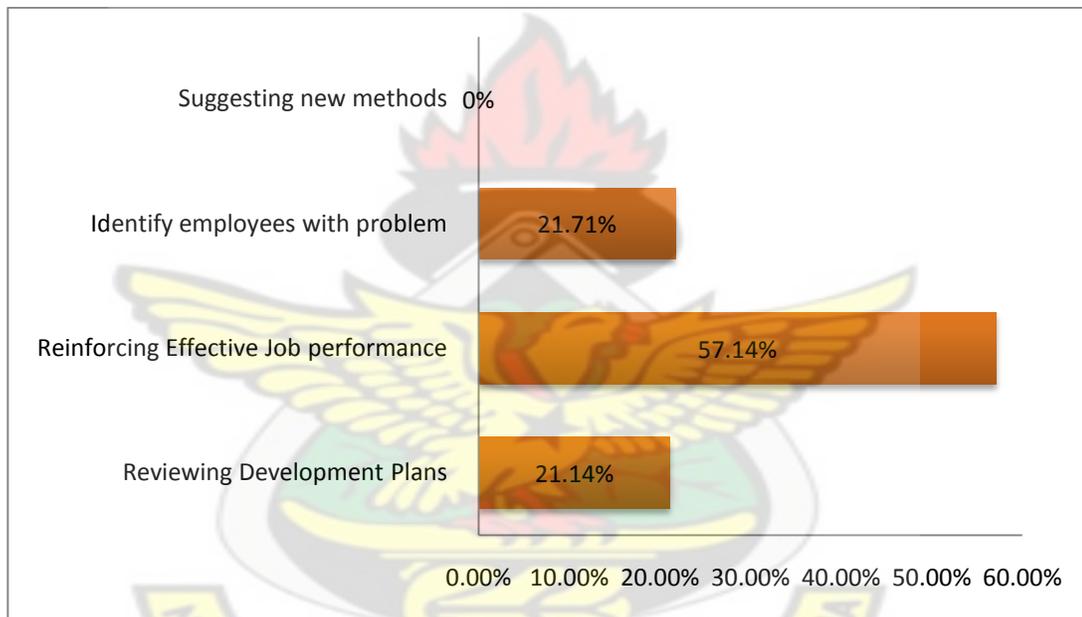
Source: Field Survey, March, 2011

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter provides exposé on the summary of the research findings, conclusions drawn from the study and recommendations.

5.2 SUMMARY OF FINDINGS

Training and development are very important methods that equip organizations like Police with flexibility, adaptability and durability required for survival in the new emerging organizational reality where change competitive, workforce demographical changes and business upheavals are eminent. The type of training and development programme pursued by an organization seriously depend on the organization's goal and policy direction significantly improving the knowledge, skills and attitudes of employees that affect business performance.

5.2.1 Demographic Data

- 12.5% of the respondents were Unit Heads, while the Junior Officers registered the remaining 87.50%; a ratio of 1.4:1 with regard to male and female distribution was observed.

- The ages of the respondents were within the range of 20 and 60 years. The study exhibited bi-modal age groups, which are 20 – 25 years and 46 – 50 years; and closely followed, by age group 26 – 30 years. Majority of the junior officers'

ages fell within 20 - 25 years; with age group 26 – 30 years closely on the heels of the latter. There were no representations for the age groups 51 – 55 years and above 60 years for the junior officers' category. The Unit Heads category had age groups 31 – 35 years and 41 – 45 years as its bi-modal group with a frequency of 6. A frequency of 1 was represented for groups 20 – 25 years, 26 – 30 years, 56 – 60 years and above 60 years.

- The study first and foremost revealed that no illiterates and holders of Teacher and Agricultural Training Certificate Holder were recruited into the Police Service. As many as 105 respondents (representing 53.00%); comprising 6 Unit Heads and 99 Junior Officers had SHS certificates as the highest attained educational level. This also happens to be the modal class. In terms of the Unit Heads class, it was detected that 40% of the class total population of 25 were university graduates; while 26 (i.e. 14.9% of the class total population of 175) fell under the Junior Officers class; thus cumulatively indicating 18% representation. Polytechnic and MSLC graduates attained 13% and 11% respectively.

- The research indicated that in Akropong Division of the Police Service had as many as 55 respondents (representing 27.50% of the sample size), with the CID section closely on its heels by 45 respondents (representing 22.50%); the Operations Unit boasted of 18% representation (36 respondents in absolute terms); the MTTU and the Technical/Engineering Units did not do too bad with their respective representation of 14.50% and 10.00% respectively. However, the

HRMD, Audit and Finance Units attained 3.00%, 3.50% and 1.00% representation respectively.

- As many as 103 officers (50.29% of the respondents; both Unit Heads and Junior Officers) had held their current positions for the period 6 – 10 years while 6.25% had been there for more than 10 years. Simply put, this cumulatively was about 56.57% of respondents had had rich experience on their respective schedule of work, although the remaining 43.43% fell between the period of 1 and 5 years.

5.2.2 HRD Policies and Practices of Ghana Police Service

The major HRD policies identified were training and education policies. Training programmes undertaken included induction courses, refresher courses, command courses (regional, divisional, district, station and post), training in Local and Overseas Institutes, attendance of seminars (local and overseas), In-Service training, professional / specialized courses and certificate / diploma degree courses. Educational programmes also undertaken consist of study leave with pay / Sponsorship and study leave without pay. Practices identified were protect the rights of the vulnerable against all forms of abuse; prevention and detection of crime; Handles offences involving juveniles; apprehension and prosecution of offenders; investigate all cases of domestic violence and child abuse; preservation of peace and good order; enforcement of all relevant laws and regulations and collaborating with other organizations that may be able to offer specialized help i.e. referrals (medical, clinical psychologist, DSW, FIDA, Legal Aid, Counselors WISE etc.)

5.2.3 Training Methods Used To Address Skills Requirement

Mode of Training and Development

On-the-job-training, workshops, lecturing and seminars were the main staff development programmes pursued.

Frequency of Organizing Training Programme Annually

The survey revealed an overwhelming support for 1 – 3 times of organizing Training programmes within a year; while just 8% favoured 4 times in a year.

5.2.4 Training and Development Programmes on Overall Performance of Ghana Police Service at Akropong Division

Expected Benefits in Training Sessions to unit Heads

The expected benefits by Unit Heads from the Training Sessions are primarily Team Building (56%) and Transfer of knowledge and skills (36%). They did not tick that training exercises provide 'closer relationship with subordinates' and 'evaluation of employees' performance.

Benefits in Training Sessions to Subordinates

This survey established that as far as the Unit Heads are concerned, 16 out of the 25 respondents intimated that 'Knowledge and Skills' is the paramount benefit to the subordinates. The rest of the parameters did not measure at all in this area, even though 'Ideas sharing' showed a 16% representation.

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Mentor in the Unit

Units Heads in this research indicated that Training Officer and Previous Unit Heads were their mentors by showing 44% and 32% representation respectively.

The Regional Director and the HRMD did not do too well in mentoring Unit Heads.

Preferred Methods of Training in the Unit

The preferred method of training in the units is on-the-job-training (52%); and Workshops (20%) came as the next loved method of Training and development. Seminars in this wise came out strongly with 2% representation.

Methods of Measuring Activities Results

The four measuring tools used in assessing the results of operations in the units exhibited a fair representation by the 36% 'Through Appraisals', 'Activity Evaluation technique' – 28%, 'Post Activity' – 24% and lastly 'Clinic Supervision Technique' – 12%.

Evaluation of Effects of Learning Activities in the Unit

The Unit Heads in their assessment indicated that the learning activities are 'Good' by the 12 out of the 25 response (48%); albeit, it further revealed 32% and 20% representation for 'Very Good' and 'Excellent' respectively.

Subordinates Assessment towards Learning Activities in the Unit

According to the Unit Heads the subordinates' assessment of the learning activities was overwhelmingly (i.e. 72% which is 18 out of 25 respondents) 'Encouraging' and 24% (6 out of the 25 respondents) showed that it was 'Very Good'. There was no respondent for 'Casual' while only 1 respondent (representing 4%) went in for 'Bad'.

5.2.5 Challenges Confronting Smooth Implementation of Staff Training and Development Programmes

The main challenges confronting the smooth implementation of the staff training and development programme in the Ghana Police at Akropong Division identified were lack of systematic and comprehensive training and needs analysis; absence of transfer of learning; lack of funds to implement HRD policies; failure to evaluate the effectiveness of training and development programmes more rigorously and finally weak interaction between the industries or services seeking and the institutions providing training.

5.2.6 Responses of Junior Officers on Training & Development

Initiation of Training & Development

The study showed that as many as 87 junior officers, representing 49.71% of the total respondents intimated that Training and Development (T & D) for the Units has been initiated by Headquarters; while 36.57% (64 respondents) maintained that T & D was initiated by the Unit Heads.

Orientation Period into the District

The study revealed that there was no specified period of orientation into a district as indicated by the 48% (84) respondents while 18.28% (32) believed it takes 1 -2 days, 16% (28) opted for 3 – 5 days, 13.71% (24) chose two weeks and 4% (7) went in for three weeks.

Workplace Mentor

The survey showed that 57.14% respondents went in for Unit Heads as their workplace mentors, while 18.29% chose the Regional Commander. This is in sharp contrast to the earlier showing by Unit Heads in paragraph 4.5.2 as the Training Officer being their Workplace Mentors.

Mode of Unit Training

It was detected during the survey that 49.71% of respondents are in favour of on-the-job-training, followed by 40% for workshops. Simulation and JIT Learning were not favoured by the respondents' showing of 5.71% and 4.57% respectively, giving more credence on the earlier outcome in the case of Unit Heads wherein on-the-job-training is the most preferred, followed by workshops as the mode of training in the Akropong Division and for that matter the Eastern Regional Directorate.

Frequency of Organizing Training Programme Annually

12% of respondents were unaware of the number of times training programmes are organized within a year. The modal period for this issue was 'Once', which attained

38.86%, followed by 'Twice' which also had 32.57%. The survey further revealed that 3 times and 5 times attained the same frequency of 6.29%; while 4 times represented the least of 4%.

Attendance of Training Session in Two Years

Subordinate respondents indicated that in a period of two years 62.86% of them have attended Training Sessions only 2 times; thus on the average, they attended a training programme once in a year. It is worth noting that 21.14% attended training 3 times, 2.2% for once and 4 times, 2.86% for 5 times, 5.14% for 6 times and 3.43% more than 7 times.

Assessment of Recent Workplace Training

The study exhibited that 36% respondents were of the view that in recent times the training sessions undertaken have 'Well-Equipped' them, while 52 (29.71%) chose 'Very Good' and another 52 (29.71%) assessed it as 'Normal'. Meanwhile 8 (4.57%) described the training as fair and there was no representation for 'Bad'.

Driving Force to Training Exercise

The study showed that 36% indicated that apart from the acquisition of knowledge what drives them to pay attention to training exercise is Monetary Rewards; 'upgrading of skill' and 'revision of methods', each had 52 (29.71%) respondents, with 'Establishing Good Relationships' scoring 4.57% (8).

Justification for Continuous Training at the Workplace

60.57% of respondents were of the view that the major justification for continuous workplace training was because of 'Increase one's performance'. 'Transfer of knowledge & experience had 22.86% and 'Introduction of new technology achieved 16.57%.

Employees' Assessment to Workplace Training

The survey indicated that 57.14% of respondents intimated that the method of assessment of employees through the use of personal appraisal in the training exercise at the workplace chose 'Reinforcing effective job performance'; 21.71% for 'Identify employees with problem' and 21.14% for Reviewing Development Plans.

5.3 CONCLUSION

The research indicated that the Unit Heads in the Service, particularly, Ghana Police at Akropong Division are very innovative in their preparation of Training programmes. In other words, training programmes are first of all initiated based upon the ingenuity of the Unit Heads looking at needs of the relevant department and the new style of emerging crimes with inputs of other group members, highly cherished. Pre-determined programmes mostly coming from headquarters are not too popular in the Akropong Division and for that matter the Eastern Region.

Further prying revealed that as far as the Unit Heads are concerned on-the-job-training and workshops are the two major modes of training that provides them and their

respective subordinates' adequate period of time and contact for effective interaction during training and development sessions.

It came to light that at least every four (4) months one training session or the other is organized for the official of the Ghana Police, particularly, Akropong Division. Such regular frequency of training programmes puts officers in the right frame of mind and combat ready to fight crimes.

Officials of the Ghana Police look up to previous unit heads and training officers as their mentors, whose actions and inactions are mostly influenced in the development as leaders in Ghana Police Service at Akropong Division.

The officer performance results are most measured by the use of Employees Appraisal and the use of evaluation Technique by the respondents.

It was observed that apart from the Unit Heads who initiates T & Ds in the Region, to a very large extent T & Ds have been the preserve of Headquarters so far as their initiation and contents and targeted group of officers are concerned; and training programmes are effective and efficient since they have enhanced the competence and skill of the average police officer.

This research revealed that junior officers of the Ghana Police, particularly, those at Akropong Division were motivated to pay attention to training exercise when there are monetary rewards in the form of course allowances and per diems attached.

Finally, Akropong Division in Ghana Police Service faces some challenges like lack of funds and not transferring what they have learnt into practice but rather causing them to die unnecessary in the line of duty and behaving unprofessionally.

5.4 RECOMMENDATIONS

In view of the findings of the research the following were recommended:

Initiation of Training and Development

In as much as T & D is mostly initiated from the headquarters level to the various units and regional commanders, it takes away the aspect of meeting the training needs of the officers. It is therefore important for the input of both unit heads and junior officers in the organization of T & D programmes.

Proper Assessment of Training and Development

The Police command needs to assess its officer's skills training needs and then structure the way that the training and development is to be delivered, and senior officers have a key role to play in helping this process. Officer's personal strengths and capabilities - aims and desires and special talents (current and dormant) - also need to be assessed, so as to understand, and help the person understand, that the opportunities for their development and achievement in the Police Service are not limited by the job role, or the skill-set that the institution inevitably defines for the officer.

Effective Mentoring

Effective mentoring produces excellent officers, hence, the individuals pick as mentors need to possess certain basic quality traits. Since the research intimated that training officers and unit heads have most of the times been mentors for officers it is important when such officials are being selected. Mentoring and proper coaching should be used alongside formal structured training anyway, but this type of support can also greatly assist 'whole-person development', especially, where the mentor or coach is seen as a role-model for the person's own particular aspirations.

It is important that senior officers understand themselves well before coaching, or training or mentoring others. The adequacy of skills, style of leadership, communication skills, approach to tasks, and motives among others. These all affect the way an officer sees and performs in the coaching or mentoring role..

Effective Training and Development

Conventional 'training' is required to cover essential work-related skills, techniques and knowledge, and much of this section deals with taking a positive progressive approach to this sort of traditional 'training'. The most effective way to develop people is quite different from conventional skills training, which many subordinates regard quite negatively. They will do it of course, but they would not enjoy it much because it is about work, not about themselves as people. The most effective way to develop people is instead to enable learning and personal development, with all that this implies. When the basic work-related skills training focuses on enabling learning and development for

people as individuals - which extends the range of development way outside traditional work skills and knowledge, and creates far more exciting, liberating, motivational opportunities - for people and for employers.Training is also available far beyond and outside the classroom. More importantly, training - or learning, to look at it from the trainee's view - is anything offering learning and developmental experience**.** Training and learning development includes aspects such as: ethics and morality; attitude and behaviour; leadership and determination, as well as skills and knowledge.

Money Reward as a Driver

Development is not restricted to training - it is anything that helps a person to grow, in ability, skills, confidence, tolerance, commitment, initiative, inter-personal skills, understanding, self-control, motivation and more. It is perhaps this misunderstanding that compelled officer to pay attention to T & D as way receiving per diem and other course allowances.

Innovative Training and Development

Training and learning must extend far beyond conventional classroom training courses. Creativity, innovation, and open-mindedness are the qualities needed in order to discover learning in virtually every new experience.

Prioritizing Training and Development

Given the vast range of skills and other competencies which can be developed in people it is useful for some sort of prioritizing to take place so that training focuses on the areas

which will yield best benefit, in other words, return on investment (typically in terms of organizational performance, although the needs of teams and individuals can also be very significant in prioritizing training and development, depending on the situation.

Other methods for prioritizing training are: *Essential/Desirable* - simply and quickly define each activity (skill, competency, whatever) according to whether it is essential or desirable for the job purpose and organizational performance. Training priority is obviously given to developing essential competencies.

Importance/Competency matrix - the highest training priorities are obviously the activities (skills, competencies, whatever) which are high importance (of task to organizational performance) and low competence (of trainee skill level).

Adequate and Appropriate Logistics

The fight against modern crimes cannot be performed effectively with archaic tools. All the modern accoutrements (such as sophisticated communication gadgets, high speed vehicles and motor bikes, modern ammunitions) for the fight of crime in contemporary times should be provided, thereby reducing the risk of losing lives which are obviously avoidable. This would make T & D in contemporary policing relevant and efficient.

These recommendations, if implemented, will help improve the work of the Police Service. That, in turn, will help restore public confidence in the Police Service by making them effective in policing, crime combating and the maintenance of law and order. Furthermore, if the implementation is carried out properly, it could make the

police and the general public excited. The police as an institution will also gain the positive image they need to win the confidence of the public.

Finally, it would not be out of place if the Police Administration formulated a well structured policy on T & D which could be reviewed periodically.

5.5   SUGGESTIONS FOR FUTURE STUDIES

As a result of inefficiencies in the system, a second look should be taken into the Police Service to make it more efficient, reliable and better. It is highly recommended that any further research in training of IT should be included in the content of their schedule of re-training to enable police personnel become more computer literate.

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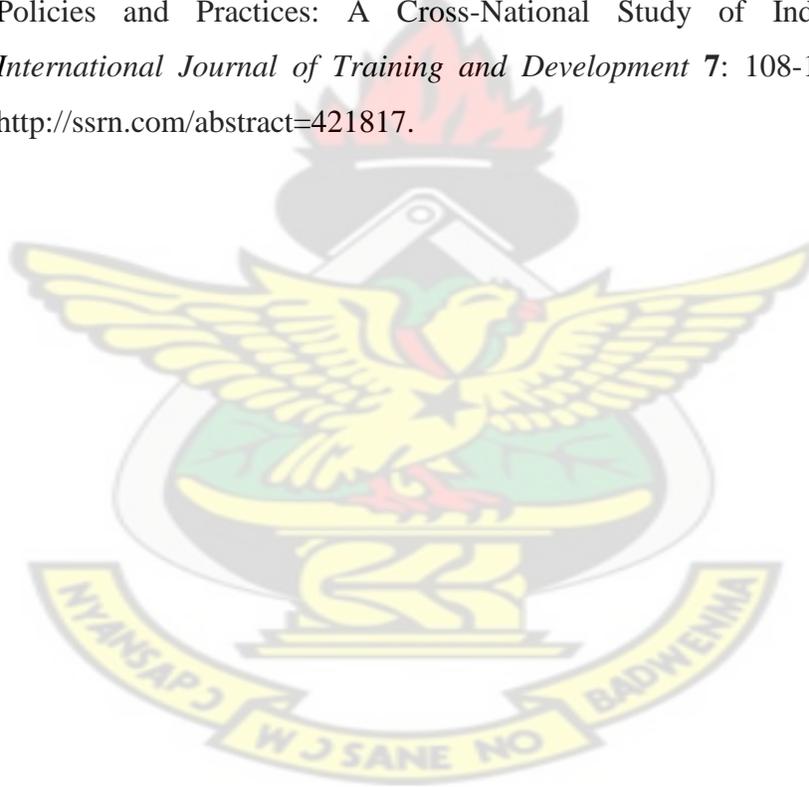
APPENDIX 1: QUESTIONNAIRES FOR UNIT HEADS

Please tick the relevant box [X] for each question.

Background Information

1. Respondent Age Group.

    [ ] 20 – 25 years,   [ ] 26 – 30 years,   [ ] 31 – 35 years,,

    [ ] 36 -40 years,   [ ] 40 – 45 years,   [ ] 46 – 50 years,,

    [ ] 51 – 56 years,   [ ] 57 – 60 years,

    [ ] above 60 years,

2. Sex: Male [ ]   Female   [ ]

3. Highest Formal Education Attained

    [ ] No school attended   [ ] Middle School / J.S.S

    [ ] Secondary School   [ ] Vocational / Technical

    [ ] Teacher / Agriculture Training   [ ] Polytechnic

    [ ] University

4. Which unit do you function / work?

    [ ] HRMD   [ ] CID   [ ] DOVVSU

    [ ] Operation   [ ] Audit   [ ] Finance

5. Who prepare programmes for the unit?

    [ ] Group Input   [ ] HRMD

    [ ] Pre determine programs   [ ] Unit Initiate

Training and Development Methods Used

6. Mode of training and development.

    [ ] on the job learning,   [ ] Seminar

    [ ] Workshops   [ ] Lecturing

7. How frequent does your unit organize training programs within a year.

    [ ] 1 – 3 times   [ ] 4 times   [ ] 5 times   [ ] 6 times

8. What benefits do you as the head of a unit expect to achieve in training exercises

    [ ] Closer relationship with subordinate

[ ] Team work building

[ ] Transfer of knowledge and skills

[ ] Evaluate performance of workers

[ ] To exhaust budget

9. What does the officers of the unit gain from the organization in attending training or exercises,

[ ] Knowledge, and skills

[ ] Reinforcing good works practices

[ ] Reinforcing good relationship

[ ] Uniform approach to achieve goals

[ ] Idea sharing.

10. Who has been your mentor in the unit?

[ ] Previous head of unit   [ ] Regional Director

[ ] Training Officer   [ ] HRMD   [ ] Others (Specify)………..

11. Which of the training methods adopted in your unit did you prefer most?

[ ] Seminars   [ ] Lecture Method

[ ] Workshops   [ ] Simulation Exercises

[ ] on job training

12. How are results of activities measured?

[ ] Through appraisal   [ ] Clinical supervision technique

[ ] Activity evaluation technique   [ ] Post activity

13. How would you evaluate the effects of learning activities in your unit?

[ ] Good   [ ] Very good

[ ] Excellent   [ ] Bad

14. What had been the responds of subordinate towards, learning activities?

[ ]   Encouraging   [ ] Bad

[ ]   Very good   [ ] Casual

APPENDIX 2: QUESTIONNAIRE FOR JUNIOR OFFICERS

Please tick the relevant box [X] for each question.

<u>**Background Information**</u>

1. Respondent Age Group.

 [ ] 20 – 25 years,   [ ] 26 – 30 years,   [ ] 31 – 35 years,   [ ] 36 -40 years,

 [ ] 40 – 45 years,   [ ] 46 – 50 years,   [ ] 51 – 56 years,   [ ] 57 – 60 years,

 [ ] above 60 years,

2. Gender: Male [ ]   Female [ ]

3. Highest Formal Education Attained

 [ ] No school attended   [ ] Middle School / J.S.S

 [ ] Secondary School   [ ] Vocational / Technical

 [ ] Teacher / Agriculture Training   [ ] Polytechnic

 [ ] University

4. Which unit do you function / work?

 [ ] HRMD   [ ] CID   [ ] DOVVSU

 [ ] Operation   [ ] Audit   [ ] Finance

 Others (Specify)…………………………………………………………………………

<u>**Training and Development Needs**</u>

5. Who initiate training and development in your Unit?

 [ ] Headquarters   [ ] Unit Initiative   [ ] Head of Unit

 [ ] HRMD   [ ] Director

6. How long have you been working at the current station.

 [ ] 1 – 2 years   [ ] 3 -5 years   [ ] 6 – 10 years   [ ]   11 – 15 years

7. Your orientation into the district division took.

 [ ] 1 – 2 days   [ ] 3 -5 days   [ ] 2 weeks   [ ] 3 weeks   [ ] none

8. Who is your mentor at the workplace?

[   ] Head of Unit   [   ] Training Officer   [   ] Regional Commander

[   ] Divisional Commander   [ ] Others (Specify) ……………………

<u>Training and Development Methods Used</u>

9. What has been the mode of training in your unit?

[   ] On the job leanings   [   ] Workshops   [   ] Apprenticeship

[   ] Simulation Exercises   [   ] Just in time learning

10. How frequent does your unit organizes training and development in a year.

[   ] Once   [   ]   Twice

[   ] 3 Times   [   ]   4 Times   [   ]   5 Times

11. How many times have you attended training sessions in the last 2 years?

[   ] 2 Times   [   ] 3 Times

[   ] 4 Times   [   ] 5 Times   [   ] 6 times

[   ]   More than 7 times

12. How did you feel after going through your recent training in the workplace?

[   ] Very Good   [   ] Well Equipped

[   ] Normal   [   ] Bad   [   ] Fair

13.   Apart from the acquisition of knowledge, what is the driving force that enables you
     to pay attention   to training exercises.

[   ] Up grading of skills   [   ] Revision of methods

[   ] Establishing good relationship   [   ] the monetary rewards

[   ] nothing

14. What is the justification for continuous training in your workplace?

[   ] To increase ones performance

[   ] For the induction of new technology

[   ] To transfer knowledge and experiences

[   ] To identify training needs common that has to be met.

15. How does the method of assessment of employees or individuals through personal appraisal help in the training exercises at the workplace?

[   ] By reviewing development plans

[   ] By reinforcing effective job performance

[   ] By identifying employees with problems

[   ] By suggesting alternative plans

APPENDIX 3: INTERVIEW GUIDE

1. What are the HRD policies in Ghana Police Service?

   …………………………………………………………………………………….

   …………………………………………………………………………………….

   ……………………………………………………………………………………

   …………………………………………………………………………………….

   ……………………………………………………………………………………

2. What are the practices of Ghana Police Service in Akropong Division?

   …………………………………………………………………………………..

   …………………………………………………………………………………….

   …………………………………………………………………………………..

   …………………………………………………………………………………….

   ……………………………………………………………………………………

3. What the challenges confronting the smooth implementation of staff training and development programmes in Ghana Police Service at Akropong Division?

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   …………………………………………………………………………………………

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   ………………………………………………………………………………………

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