KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF MANAGERIAL SCIENCE

ASSESSING EMPLOYEE TRAINING PRACTICES AT KUMASI POLICE TRAINING SCHOOL

KNUST

A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGERIAL SCIENCE, KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

NYANSAPƆ WƆSANE NO BADWENMA

By

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

This work is dedicated to my late Father Nana Kwaku Duah, my Mother Rose Akua Asokwah Kwartemaah and my siblings for their unflinching support in prayers, throughout my education.

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Thanks and adoration to God for His love and mercies bestowed upon me throughout my career. He is the true author of this research work.

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ABSTRACT

The study sought to assess employees training practices at Kumasi Police Training School (KPTS).The underlying problem for the research has been that, despite huge sums of money spent on employees' training, the Police Administration has not been successful in improving the knowledge and skills of the employees and the recent criticism by both the print and electronic media on the conduct and professionalism of the police personnel is a clear testimony to this fact. This has drawn the researcher's attention to the assessment of the employees' training practices at KPTS. The descriptive survey method was used to solicit information from the respondents. Data were obtained through the administration of questionnaires. From the research findings, it was established that, the training needs identification of the employees are given the necessary attention before trainees are selected for training at the KPTS. The training practices at KPTS were on-the-job and off-the-job training. The strengths of employees' training practices are their involvement in the training practices. Training practices at KPTS are designed to meet the expectations of the trainees at KPTS, however some weaknesses were found out. These include lack of equipment and logistics for the training and the time allotted for the training programmes are not adequate. Despite all these weaknesses, there is positive impact of training on employees' performance. In order to make training practices more effective, it has been recommended that the police administration should allocate enough money to acquire equipments and logistics needed for the training since effectiveness of training depends on the availability of these equipment and logistics.

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ABBREVIATIONS/ ACRONYMS

K P T S	=	Kumasi Police Training School
GIMPA	=	Ghana Institute of management and Public Administration.
MDPI	=	Management Development and Productivity Institute.
KMA	=	Kumasi Metropolitan Assembly
KATH	=	Komfo Anokye Teaching Hospital
MSC	=	Manpower Services Commission
SKA	=	Skills, Knowledge and Abilities
BLR	=	Business and Legal Resources
SI	=	Staff Instructor
O C	=	Officer Commanding
CO	=	Commanding Officer
UK	=	United Kingdom
USA	=	United States of America

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Training of employees of late has been given a boost within every organization. This probably is as a result of the need for consistency and employees improvement on the job. Technology changes with time and there is therefore the need for employees in the organizations to have the requisite corresponding training practices in order to facilitate efficiency and effectiveness.

In his book on human resource management, Gary (2005) defines training as the methods used to give new and present employees the skills they need to perform their job. Perhaps the most essential tool for the achievement of organizational goals is the human resource and for that matter employee, hence the need for assessing employees training practices.

A well trained employee is the key to organizational success. Studies have shown that the most successful productive employees are those who have received intensive training practices. They are the cream of crop often having a strong stake in the organizational future.

In an ideal world, you will be able to hire people who already possess the exact skill your organization needs, but today's competitive labour market, demand for skilled workers far exceeds supply, that is where training comes in. Not only does it arm your employee with the needed attitude on the technical skills, but it also shows that you are investing in your employees and interested in building them for the organizational future needs. It helps keep employees motivated and innovated.

However, employee training has traditionally been seen as a cost rather than an investment in many countries, comparatively speaking, some organizations and institutions gives little or no support to training, in spite of it importance to organizations . Unfortunately, our national training framework is voluntary, with government's role limited to encouraging training and development rather than intervening, as in other countries. This is due to the fact that, it is difficult to provide evidence of causal link between employee training and organizational success. Harrison (1993) argues that this is partly because the term "employee development" and 'business' is poorly defined.

In this new era, many companies are discovering that in order to succeed in a competitive marketplace, they need to increase the knowledge base of their employees. A Pricewater House Cooper survey cited by Dullich (2000) identified that 700 out of 1000 fortune companies interviewed, cited lack of trained employees as the number one barrier to growth.

Training is therefore seen as indispensable in the lives of business organizations. Organizations in one way or the other need to train its newly recruited or existing employees in order to acquaint themselves well with the job. Training can be either off-the-job or on-the-job. Off-the-job training occurs in a situation where the employees either the new or existing ones are trained outside the job. On the other hand, on-the-job training is where the newly or the existing employees are trained on the job.

In Ghana, apart from those institutions and companies which provide in-house training for its employees with Kumasi Police Training School (KPTS) not an exception, there are other organizations or institutions which rely solely on the

training offered and provided by institutions such as Ghana Institute of Management & Public Administration (GIMPA) and Management Development and Productivity Institute (MDPI). The idea of a company or organization relying on either in-house training or training provided by GIMPA or MDPI is a matter of choice as each one has its own merits and demerits. The essence of training is to correct performance gap and also to improve the skills and knowledge of employees which are needed for effective and efficient performance of their duties. Thus the essence of training appears to be one of the main reasons why the Ghana Police Service has established the seven training centers in Ghana.

The Kumasi Police Training School which is one of the training centers of the Police Service has over the years grown from a very basic facility to become one of the skills development centers in Ghana. This development has been necessary to meet the challenges presented by the technological advances and the organized crime in Ghana. The training school aims to assist in the development of personnel to enable them satisfy both the expectation of the Ghanaians in terms of safety, quality of service delivery and competence in crime fighting and its detection. The number of courses offered by the training School includes practical Police duties, evidence decree, criminal law and criminal procedure, Human rights, criminal investigations etc.

Most of the resource personnel of the training school are permanent employees of the Police Service and they are of various disciplines. Since they have been working in the Service for so many years in the field, they bring a lot of background experience to bear on the programmes they handle.

It is interesting to know that, since 1992, the Kumasi Police Training School has trained employees from various institutions such as National Youth Employment Programme, KMA guards, security guards from other companies. The training school has a good working relationship with some institutions and companies in Ghana and abroad and they meet occasionally to exchange ideas and even patronize in each other`s programme.

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1.1 Statement of the problem

Kumasi Police Training School is one of the biggest training institutions in Ghana which until recently used to be only police training School at the northern sector of the country. The Institution has committed a lot of financial resources in its training practices. Each year, the Institution allocates huge sums of money to its seven training schools, including Kumasi Police Training School, which trains both the existing and newly recruited employees to acquire knowledge and skills needed in the performance of their duties.

The institution also sponsors employees outside the country to participate in some training programmes organized by its sister organizations in USA, UK, China, Egypt and South Africa. The major objective of these training programmes has been to equip employees of the institution with the knowledge and skills that are required for efficient and effective performance of their duties.

Despite all these efforts and the huge sums of money spent on training practices, public opinion is that the Police Service as an institution is not performing up to expectation as environment and technology keep on changing, new crime

prevention and its detection such as terror threat as a whole require a cultural shift on entrenched attitudes and approaches in law enforcement agencies across the world .However, there seems not to be corresponding improvement or advancement in employee skills and abilities .This study therefore aimed at assessing employee training practices within organizations with Kumasi Police Training School as a case study.

The recent criticism by both the print and the electronic media on the conduct and professionalism of the police personnel has drawn the researcher's attention to assess the strength and weaknesses of training practices used at Kumasi Training School to train its employees to acquire the skills and knowledge needed to do their work so as to achieve the mission and goals of the institution as professionalism of police personnel is critical in the success of our new democracy. For instance on 24th May, 2012 the "Daily Graphic" published a story on its front page "Extortion at Kumasi Police Training School'' where three trainers were alleged to have extorted 10 Ghana Cedis from each of the trainees every month from the beginning of this year. Again on 5th December 2011 another story by the same paper 'Police Scatter KATH' where five police men were alleged to have attacked the Doctors and nurses on duty at KATH. On similar lash on the police, the same "Daily Graphic" published a story on 5th January "Cocaine turn sodium carbonate saga, senior police officer in custody".

Judging from the foregoing, one is tempted to conclude that in spite of the numerous resources and efforts committed to training in the institution, the training practices have not been successful in improving performance of the employee and thus the institution cannot boast of a high caliber of employees who are knowledgeable and skilled enough to perform their jobs efficiently and effectively.

Training in Kumasi Police Training School appears to be routine and thus lacks any thorough pre-training investigations to determine who needs training or what training practices will be of maximum benefit to the organizational goals.

Again, there appears to be no systematic evaluation of the training practices to determine their effectiveness after the training had been conducted.

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1.2 Objectives of the study

The objectives of the study are classified into General and Specific objectives.

1.2.1 General objective

The main objective underlying this study is to assess the employee training practices at Kumasi Police training school {KPTS}.

1.2.2 Specific objectives

In order to achieve the general objective stated above, the study focuses on the following specific objectives.

a) To find out whether training needs assessment are carried out before the training at the KPTS
b) To identify the various training practices available at the KPTS.
c) To determine the strengths associated with employee training practices at the KPTS.
d) To identify the weaknesses associated with employee training practices at the KPTS.
e) To determine the impact of training on the performance of employee at the KPTS

f) To make appropriate recommendation on how to improve employee training at the KPTS.

1.3 Research questions

a) Is training needs assessment carried out before training takes place at the KPTS

b) What are the various training practices available at the KPTS?

c) What are the strengths associated with employee training practices at the KPTS?

d) What are the weaknesses associated with employee training practices at the KPTS?

e) What is the impact of employee training practices on performance at the KPTS?

1.4 Significance of the study

Most often, cedis are wasted by failing to link training with organizational strategies. If institutions design and develop their training practices by considering the training needs of their employees, this will help to correct the performance gap. As `Peter Principle` points out, people are normally promoted to higher positions where they then become inefficient to perform their duties. When such inefficiency sets in, then all other things been equal, training may be one of the solutions to remedy the situation of inefficiency, the desired results required from the training must be achieved since if these desired results are not achieved, then it means training funds have been wasted.

This project will be beneficial to the Police Administration which provides the necessary financial resource for the employee training practices to come into reality, as they will be abreast with some of the lapses in the police training practices.

Human Resource Managers and Training Officers will also find this project beneficial as it will provide information on various training practices, strength and weaknesses of employee training practices, employee training needs assessment. As the research work seeks to look into all these areas as far as the training practices of KPTS are concerned, it will help point out some of the lapses of the training practices of KPTS which will be beneficial to the Institution and it subsidiaries.

Lastly, it is hoped that this research will help in improving the training process of the company or institution which will in turn improve the skills and knowledge of the employees which are needed for effective and efficient performance of their duties. Furthermore this study can serve as reference material for further studies.

1.5 Methodology

The methods and the procedures in collecting information that was necessary to carry out the project work, data for the study were collected from two main sources and these were primary and secondary sources of data. With regard to the primary sources, data were collected from the trainees, Trainers (Facilitators), senior officers at KPTS. Secondly, secondary sources of data for the study were obtained from annual reports, other police books and human resource management textbooks.

Questionnaire was the main technique used in soliciting information from the respondents because it offered greater assurance of anonymity to respondents. Two

separate questionnaires were designed in this research. Respondents were grouped in two categories,

The first group were made up of trainees and the other group were senior officers and trainers.

1.6 Scope of the study

The study was concentrated on a thorough assessment of employee training practices and it is limited to Kumasi police Training School {KPTS}. The various training practices offered by the training school in Kumasi were assessed.

In the assessment of the training practices, the scope covers the strengths and weaknesses of various practices at Kumasi police training school, assessment of employee training needs and the impact of training practices on performance at KPTS.

1.7 Limitations of the study

Firstly, the Officer Commanding was not willing to allow the trainees to answer the questionnaire in connection with the research. Most information could have been gathered if he had decided to give his fullest attention to the researcher. Secondly, the results and analysis of the study were based on the answers given by the respondents and as such the validity of this thesis depends much on their responses to the questions asked. Lastly, since it is difficult to measure the performance of the employees in respect to the training they receive, the researcher has decided to limit

himself to the number of employees continuously trained at KPTS and their ability to respond to the questionnaire.

1.8 Organization of chapters

The study was organized into five (5) chapters. Chapter one was made up of the introduction to the study. The introduction discussed the background of the study, the statement of the problem, objective of the study, research questions, significance of the study, methodology, the scope of the study, limitations of the study and the organization of the study. Chapter two is the review the literature on the problem under investigation. This was done by reviewing publications and materials relating to the problem being investigated. Chapter three analyzes the methodology that was used in conducting the research. This involved the research design, population, data collection techniques, and data collection procedures and data analysis. It also included organizational profile. Chapter four is on data presentation analysis and discussion. Chapter five is on summary of findings, conclusion and recommendation.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature available indicates that a large number of researches have been carried out on training. However for this study, the literature review is focused on employee training in general, various training practices, strength and weaknesses of employee training practices, identification of training needs, impact of employee training on performance.

As society and technology keep on changing day in and out, there is the need to train the employees in organizations to be abreast with the societal needs. As Ghana moved from military rule to a democratic era, there is the need for the Police Service to change its training practices to suite the new era .This calls for training of the personnel to be able to police well in the democratic era.

According to Twumasi (2004) change, growth and placement are facts of modern life of organization. It is important that employees are educated and trained. The most important aspect of an organization`s assets or resources are the human resource, hence the need for training to improve on the quality of the employee in the organisation.

Changes in technology and the organizational environment have called for effective updating of employees to prove equal to the challenge. Dessler (2005) emphasizes that training is futile if the trainees lack the ability or motivation to benefit from it. He stated that employees should therefore be actually involved in the training process. The training process should therefore be tailored toward the interest of respective employees (Cascio 1992)

Training used to focus mostly on teaching technical skills such as training assemblers to solder wires, teachers to write lesson notes (Dessler 2005). He emphases that today, however, such technical training is no longer sufficient. The employers want to make sure their training practices are supporting their institutional strategic goals. A trainer one said; we do not train just to concentrate on traditional training objectives anymore we, sit down with management and help them identify strategic goals and objectives, skills and knowledge needed to achieve them. Then we work together to identify whether our employees have the skills and knowledge and when they do not, that is where we discuss training needs. (Dessler 2011) Training has to make sense in terms of organizational strategic goals. A strategy to improve crime prevention for instance, implies the need for crime prevention training. The challenges and responsibilities facing today's police officers are serving and protecting an ever-changing society .Police agency and their personnel must be able to assess community needs, recognize potential dangers and respond both quickly and appropriately at all the times, this makes strategic training indispensible.

According to Casico (1986) training consists of planned practices designed to improve performance at the individual, group and organizational levels. Considering what Cascio has written about training, it presupposes that training occurs at three main levels namely at the individual, group and organizational levels. This view is also shared by Howe (1995) who considers training occurring at various levels within the organization. The manpower services Commission (MSC) in 1981) considers training as a planned process to modify attitude, knowledge or skill behavior through learning to achieve effective performance in an activity or range of

activities. Looking at what MSC is saying about training, it means training occurs in a situation where it is found that certain attitude or behavior is undesirable or there is a gap between the current knowledge and skill of the employee and the desired knowledge and skill needed to perform the job effectively. De Cenzo and Robbins (1996) have also added their view to relatively permanent change in an individual that will improve the ability to perform on the job. Their point also adds to the view of Manpower Services Commission (1981) that training seeks to change attitude, Knowledge and skill behavior. Bottomley (1990) is commenting on what training is about is also of the view that training is not something that is done once to new employees but it is something that is used continuously in every well-run establishment. To the writer, anytime you get someone to do work the way you want it to be done, then it means you are embarking on training. Looking at the view of this writer, it means that sometimes training is done unconsciously.

An organization which spends huge sums of money on training does it with the objective of gaining higher returns from the money which it has invested in the training. According to Snell (1996) companies such as Motorola, General Motors and International Business (IBM) have invested over billions of dollars in training. The returns on the training enjoyed by these companies far exceed the amount that was invested. In support of this assertion, they emphasized that Motorola has been gaining $30 on every $1 invested in training. This really shows that companies commit huge sums of money training with the aim and objective of increasing productivity which will lead to higher returns on the training funds invested.

One of the major reasons why Ghana police service has invested a lot of money in its employee training practices is to ensure that its employees are far ahead of the criminals in their crime prevention practices as society keep on changing.

Other writers who have also contributed to the reasons why companies embark on training are Bottomley (1990), Cole (1996), Beach (1971), Pratt and Bannet (1990), Crane (1982)and Graham and Bennet (1992). According to Bottomley (1990), the fundamental purpose of training is to provide for the organization's manpower needs. This writer in support Beach (1971) continues to give a further intrinsic aim of training which is to equip individuals with the necessary skills to enable them find employment, to gain a promotion and to have a reasonable expectation of redeployment in the event of their being made redundant. Cole (1996) also outlined six main reasons why most organizations spend huge sums of money in training employees. His outline focuses on the following reasons:

i) To improve existing skills of employees

ii) To increase the knowledge and experience of employees

iii) Improving job performance which will lead to improvement in productivity

iv) To improve service to customers

v) To increase employees' motivation through greater commitment

vi) To serve as personal growth opportunities for employees.

Other authors who have also devoted their work to literature on reasons for training are Graham and Bennet (1992). The authors commenting on reasons why organizations take their training seriously point out the following:

i) To increase productivity and quality

ii) To avoid spoiled work or less scrap

iii) To adopt to new method of work

iv) To avoid accidents in the workplace

V) To increase the job satisfaction of the employees

Assessing the reasons for organizations embarking on training given by Cole (1996) and Graham and Bennet (1992), they all emphasize the fact that organizations embark on training so as to ensure that productivity is increased and also to motivate employees by having a thorough knowledge and skills on the work which they are supposed to do.

To Beach (1971), organizations embark on training with the view to solving some operational problems as outlined by Graham and Bennet (1992).

2.1 Identification of training needs

Training need is any shortfall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job. Jobs which are complex by nature do not only call for the employed to have specialist knowledge but also to have a real understanding of the basic principal underlying the job (Cole, 1996). Armstrong (1995) considers training needs as defining the gap between what is happening and what should happen.

To Beach (1971), managers sometimes decide to set up a training practices because it is the popular thing to do and because other companies are doing it without assessing whether appropriate training practices will help to address the problem in

question. To him, when such a situation occurs, the institution can pour thousands of cedis down the drain.

According to Noe *et al.* (1994), needs assessment help determine whether training is necessary. To them, there are many different `pressure points` that may suggest that training is necessary. Among some of these pressure points which the writers pointed out that may call for training are: Performance problems, introduction of new technology, job redesign, new legislation, changes in customer preferences, and introduction to new products and employees` lack of basic skills. They further pointed out that these pressure points do not guarantee that training is the correct solution. What an organization must do is that it needs to carry out needs assessment to determine whether the pressure points can be successfully addressed by training.

Dressler (2005) has also pointed out that for under performance of current employees, the employers can not conclude that lack of training is the problem, performance analysis needs to be conducted to verify performance deficiency is the problem or something else and to determine whether the employer should rectify such deficiency through training or some other means. Performance analysis is done by comparing the actual performance with the targeted performance .Current employees' performance can be determined by reviewing

.Current employees' performance can be determined by reviewing

a) Performance appraisals
b) Job-related performance data including productivity ,absenteeism and tiredness, a grievances ,waste, late deliveries, product quality ,equipment utilization, and customer complaints,
c) Observation by supervisors or other specialists
d) Interviews with the employees or his her supervisor

e) Tests of things like job knowledge, skills and attendance
f) Attitude surveys
g) Individual employee daily diaries
h) Assessment centre results

For effective training and development, training needs of the individual employees should be assessed so that training is channelled toward satisfying those needs. Hannagan (2005) writes that needs for employee training may arise from the introduction of new technologies or the organizations diversification into different field. He comments that other causes of the need for training might be poor-quality output, high accident rates, high absenteeism or staff turnover or unfavourable performance appraisal reports submitted by managers on their subordinates. According to Blankard and Thacker (1999) as cited by Dessler (2011), in assessing new employees training needs, particularly with lower-level worker, it is common to hire inexperienced personnel and train them. The purpose here is to give the new employee the skills and knowledge they need to do their job. Task detailed study of the job is used to determine the specific skills needed or interview the supervisor to know what the job requires. Job descriptions and specification are important to do this. The jobs specific duties and skills are the basic reference points in determining the training required, training needs can also uncovered by reviewing performance standards, performing the job, and questioning current job holders and their supervisors .Some employers also develop competency models for job in terms of the skills, knowledge and behaviour one would need to do the job well.

Ernest and Joseph (1975) also emphasize that where inexperienced personnel are to be trained for new jobs, the training needs are obvious-namely, the need to help individuals acquired knowledge, skills and attitudes required in the performance of

the job in question. Such training content must then be rooted in a detailed study of the job itself. Most typically, this involves some methods of identifying the tasks to be performed in the job. They further stated that in the case of present employee whose job performance leaves something to be desired, it may be that some type of additional training can help to bring them up to par. Such training needs may be associated with individual employees or the individual involved. Regular personal appraisal may provide the basis for pinpointing the training need of individuals but where there are indications of training deficiencies, general approach to the determination of their training needs may be in order, looking towards the development of training practices to improve their job performance.

In KPTS, training needs analysis are carried out periodically and the information obtained from the analysis are incorporated in the courses run by the Training Departments. The purpose of the Institution conducting such a training needs analysis periodically is to ensure that the courses run by the training schools are relevant to the efforts of the Institution.

In identifying training needs, several writers have come out with how they are identified. Among these writers are Bottomley (1990) who is of the view that manpower planning plays a key role in identifying training needs. Manpower specialists such as the Personnel Director and the Training Officer working together with other functional specialists should analyze the Institution's objectives and then predict the categories and number of employees required to run the company in future. The anticipated pattern of employment must be compared with the existing workforce and after making adjustments for retirements and other staff losses, it is possible to estimate where surpluses or shortages of qualified staff are likely to arise. The writer continues to stress that in failing to embark on manpower policy, needs

can also be identified as arising in one or more of three main areas namely at the organizational, occupational and individual levels.

At the individual level, the writer focused on appraisal method as a means off identifying training need. Cole (1996) commenting on how training needs are identified mentioned several methods used for collecting information for carrying out training needs analysis. Among these methods which he mentioned are:

i) Interviewing managers and supervisors about their subordinates` training needs

ii) Observing the job performance of individuals

iii) Analyzing self-recording diaries kept by manager and supervisors

iv) Monitoring the results of group discussions relating to current work problems.

With regard to all these methods used for identifying training needs, Cole (1996) was quick to point out that most popular one used by organizations is the one which involves interviewing managerial and supervisory staff. He also stressed that appraisal form these days is becoming one of the popular documents which contributes to analysis of training needs. The information found in the appraisal form helps the training officer to identify the current level of job performance so that it can be compared with the desired level of performance and if deviations exist, all other things been equal, training must be conducted to correct this deviation. Armstrong (1995) in adding his voice to the methods of training needs analysis mentioned four of such methods. To him, these methods are the use of job analysis, analysis of performance reviews, training surveys and analysis of human resource plans.

De Cenzo and Robbins (1996) used a model to explain training needs identification. To them, the first thing the training officer needs to consider is; what are the organization's goals? Having considered this, then according to them it is necessary to consider what tasks must be completed to achieve these organizational goals. From this stage, the training officer must consider what behaviours are necessary for each job incumbent to complete his or her arranged tasks. Having considered this stage, then the last stage will be to consider what deficiencies if any do incumbents have in the skills, knowledge of abilities (SKAs) required to exhibit the necessary job behaviours. De Cenzo and Robbins (1996) further stressed that apart from his criteria used for identifying training needs, there are other signals that will alert the manager to be aware that training is necessary. Among these signals in support of Noe *et al*. (1994) are drop in productivity, inadequate performance, increase in the number of accidents, introduction of new technology, job redesign and high reject rate of products by the Quality Control Division.

Other writes who have also added their views on to training needs are identified are Bateman and Snell (1996). To them, training needs can be identified by comparing three issues. These are comparing organization's current results as against desired results or standards set, comparing existing knowledge and skill against knowledge and skill needed and lastly by comparing individual performance as against required standards. The writers pointed out that the difference between these comparisons is the training gap. Following the comment given by Wood and Townsley (1987), they share the same view with Bottomley (1990) that a firm's training needs may be determined by its manpower plan which includes projections of the supply and demand for various classes of labour. The writers apart from sharing their views with Botomley (1990) also added their voice to what was said by De Cenzo and

Robbins (1996), that there are other factors that may signal the Manager that training is needed. Among these factors which Wood and Townsley (1987) commented in support of Noe *et al.* (1994) are poor quality output, high accidents rates, high absenteeism, unfavourable appraisal reports, high rate of employee turnover and introduction of new products and equipment. However, the writers were smart to point out that these factors which they have highlighted do not necessarily mean that training is needed since lack of motivation on the part of the employee can also cause those factors to occur.

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2.2 Employee Training practices

There are many different ways to train employees. Indeed, entire research has been written on the employee training practices. This research defines some of the most common training practices. The method by which training is delivered often varies based on the needs of the company or organization, the trainee, and on the task being performed. According to Beardwell and Holden (1994), many organizations often use inappropriate training practices which can be both costly and time wasting this will bring little improvement in the performance of the employees. Cascio (1986) commenting on the selection of training practices hold as similar view with Pratt and Bennet (1990) that in choosing a particular training practices for training employees, an organization should choose a training practice that:

i) Motivates the trainee to improve his or her performance,
ii) Clearly illustrates the desired skills,
iii) Provides for active participation by the trainee,
iv) Provides an opportunity for practice,
v) Provides timely feedback on the trainee's performance.

Looking at the view of Cascio (1986) with regard to these factors which he has enumerated above, it means that he is cautioning training officers to consider these factors before they choose a particular training practice so as to get the desired results from the trainees. Again, in commenting on the choice of training practice, Attwood (1989) is of the view that it is necessary to select the one which is suitable to the needs of the trainees and also is within the resource of the institution.

2.2.1 Off-the-Job Training practices

Talking about off-the-job training which occurs outside the job, several authors have come out with the forms which off-the-job training can take. Among these authors are Pynes (1997), De Cenzo and Bobbins (1996), Attwood (1998), Oakley and Richmond (1970) and Bottomley (1990). Among the forms which off-the-job training can take according to the authors are lectures, audiovisual, role playing, behaviour modelling, programmed instruction, case study seminars and discussions. But for the purpose of this research, concentration will be on the following:

i) Lectures.

According to Bottomley (1990), lectures are used for imparting knowledge where concepts, theory and problems solving techniques have to be learnt. It is used to impact knowledge to a large number of people at a time. Pynes (1997), Beach (1971), Pratt and Bennet (1990) and Noe *et al* (1994) 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 this advantage pertaining to lecture as a means of training, the writers did not hesitate to point out the limitation of this form

of training. To them, the lecture technique affords little opportunity of group participation on the part of the trainees.

i) Case study

A case study is a description of a real or imagined situation which contains information that trainees can use to analyze what has occurred and why. The trainees recommend solutions based on the content provided. A case study can present a real-life situation which trainees consider what they would do. It can present a wide variety of skills in which applying knowledge is important. Cases can be difficult to write and time-consuming to discuss. The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track.

(iii) Audiovisual

Turning attention to audiovisual training which is one of the forms of off-the-job training, Pynes (1997), has voiced out that the most popular audiovisual training practices used by trainers is video. According to Noe et al (1994), the video technique is used mainly for improving communication skills, interviewing skills, customer service skills and also for illustrating how procedures should be followed. To the writers, the technique should not be used alone but rather it must be used in conjunction with lectures in order for the trainer to show and explain to the trainees' real life experiences and example. Considering how Pynes (1997) sees the video technique as a means of training employees, he mention that the video technique is often used during orientation sessions to present the background information on an organization such as its history, purpose and goals. Talking about the advantage of the video technique, the writer in support of Noe et al (1994) attributed its main

advantage to the fact that 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 these advantages of the video technique, the writers were smart to point out its main disadvantage as being expensive to purchase.

v) Role playing

In a role playing, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and sales training. Trainees can learn possible results of certain behaviours in a classroom situation. They get an opportunity to practice people skills. It is possible to experiment with many different approaches to a situation without alienating any actual customers. A lot of time is spent making a single point. Trainers must be skilled and creative in helping the class learn from the situation. In some role play situations, only a few people get to practice while others watch. (Dessler 2011p. 314) the aim of role playing is to crate a realistic situation and then have the trainees assume the part or role of a specific person in that situation. When combined with the general instructions and other roles, role playing can trigger spirited discussions among the role players /trainees. The aim is to develop trainees' skills in areas like leadership, and delegating.

vi) Conference

The conference training practice is a good problem-solving approach. A group considers a specific problem or issue and they work to reach agreement on statements or solutions. There is a lot of trainee participation. The trainees build consensus and the trainer can use several methods (lecture, panel, and seminar) to

keep sessions interesting. It can be difficult to control a group. Opinions generated at the conference may differ from the manager¡¦s ideas, causing conflict.

2.2.2 On-the- Job Training practices

This is one of the traditional and the best employee training practices in Ghana. The trainee is placed on the job and the manager or mentor shows the trainee how to do the job. To be successful, the training should be done according to a structured program that uses task lists, job breakdowns, and performance standards as a lesson plan. The training can be made extremely specific to the employee's needs. It is highly practical and reality-based. It also helps the employee establish important relationships with his or her supervisor or mentor. Training is not standardized for employees. There is often a tendency to have a person learn by doing the job. According to Management Study Guide (2008), on- the-job training methods are those which are given to the employees within the everyday working on employee concern. It is simple and cost effective training practice. The in proficient as well as semi-proficient employees can be well trained by using such method. The employees are trained in actual working scenario. The motto of such training is 'learned by doing'. Instances of such on job- training practices are as follows;

i) **Coaching**

According to Dessler (2011 p. 300) the most familiar on –the –job training is the coaching or understudying practice. Here an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step by step. The goal of job coaching is to improve an

employee's performance Coaching focuses on the individual needs of an employee and is generally less formal than other kind of training.

ii) **Job Rotation**

He further stated that, Job rotation, in which an employee moves from job to job at planed intervals, is another on job training practices .He emphases that with this type of training the employees acquired different skills at different areas of the organisation and that in the absence of an employee, his or her placement will not be difficult.

iii) **Demonstration**

In an article posted (2011) by Business and Legal Resources,(BLR),demonstration is attention grabber. It is an excellent way to teach employees to use new equipment or to teach steps in a new process. It is also effective in teaching safety skills; demonstration is very effective for basic skills training. The trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated. This method emphasizes the trainee involvement. It engages several senses: seeing, hearing, feeling, touching. It requires a great deal of trainer preparation and planning. There also needs to be an adequate space for the training to take place. If the trainer is not skilled in the task being taught, poor work habits can be learned by the trainee.

iv) **Apprenticeship training**

The article further stated that apprenticeship training in which employee become skilful through a combination of formal learning and long –term on-job-training .It

is traditionally involves having the learning /apprentice study under the tutelage of a master craftsperson. It gives the employer the opportunity to shape inexperienced workers to fit existing or future jobs. These programmes give young workers the opportunity to learn a trade or profession and to earn modest income .It combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.

v) **Drills**

Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness.

vi) Mentoring

A mentor can tutor others in their learning. Mentors help employees solve problems both through training them in skills and through modelling effective attitudes and behaviours. This system is sometimes known as a buddy system. It gives the trainee individual attention and immediate feedback. It also helps the trainee get information regarding the business culture and organizational structure. Training can be interrupted if the mentor moves on. If a properly trained mentor is not chosen, the trainee can pick up bad habits.

vii) **Behaviour modelling**

It involves showing trainees the right (or "modelling") way of doing something, letting trainees practice that way, and then giving feedback on the trainees' performance. Behaviour modelling is the most widely used and well researched and highly regarded psychologically based training interventions. \

2.3 Strengths of training practices

Strengths of employee training practices especially on-the-job training can be perceived and valued differently by the stakeholders. The most commonly mentioned qualities perceived to be the major strengths of employee training, according to Harris et al (1998), as cited by Wood (2004),are that registered training organizations were in favour of on-the-job training, with trainees concurring that this type of training was 'a good way to learn'. They reported to be most satisfied with their employers, although ratings were too similar to suggest significant differences between training, employer and training organization performances.

Trainees emphasized their involvement in a 'normal' job while obtaining a certificate as a major strength. This is supported by Harris et al. (1998), who report the 'actual experience of working' to be the greatest asset to be taken from on-the-job learning by trainees. The theme is expanded upon by comments from the registered training organization sample, where it is claimed that trainees profit from a significant amount of incidental learning. This effect may also provide trainees with the opportunity to demonstrate their increasing competence on the job and to earn appropriate levels of work responsibilities (Strickland *et al.* 2001). Similarly, Patterson and Markotic (1999) found in their study that trainees valued the attainment of self-confidence, work experience, and time management and occupational skills as an outcome of their on-the-job training. Linking in with this are discoveries by Strickland *et al.* (2001) who report that trainees appreciated: observing more-experienced workers perform tasks to be learnt consulting with 'older' colleagues in the workplace. It was also mentioned that opportunities arose to participate in workplace committees. This type of activity expands trainees' learning potential to include not only their work skills, but also other broadly applicable

‘generic’ occupational skills. These findings amount to a very convincing case for improved training by incidental learning.

According to Wood (2004), Sample registered training organizations consider that on-the-job training is highly relevant to the job and industry. In a South Australian study investigating on-the-job training, 71% of employers noted that their direct influence on trainees ensures that the trainees’ skill base was relevant to their business. Nearly three-quarters of trainees felt that all the module material was relevant to their job. This may be true for the majority of this sample and in many individual cases. The extent to which on-the-job training is truly ‘relevant’ in a widely applicable sense is therefore relative to each employer’s training capacity and various aspects of training arrangements. Linking in with ‘relevant learning’, as well as the previous point ‘incidental learning’, is the concept of *authentic learning*. This is described as ‘learning from experience that is grounded in reality’ (Misko,*et al* 2000). This ‘reality’ not only involves on-the-job experiences with real tasks and their deadlines, materials and people, but it also entails coping with the responsibility and, importantly, the consequences of decisions or mistakes.

Most employees and organizations consider on job training as the potential for employment opportunities to be identified in the trainee’s workplace as an important strength of fully on-the-job training. It was found that, in some instances, trainees were encouraged to fulfill training tasks or supervisory tasks themselves. This became possible because trainees were learning on the job, with supervisors/ employers being able to observe their progress continually. It must be noted that gaining employment may not be the prime driver for all trainees involved in fully on-

the-job training. Strengths of fully on-the-job training were more clearly recognized and expressed by the training organizations.

Dessler (2005) noted that some trainees correctly view off job training employee training practices like lecture as boring, but studies and practical experience show that they can be effective. As trainees listen, observe, and perhaps take notes. It can be useful in situations in which a large number of people must be given a limited amount of information in a relatively short period; however, it is not effective for learning large amounts of material in a short time period. Thus, an effective off job training should not contain too many learning points. Trainees will forget information in direct proportion to the amount of information provided. Because off the job training provides only information, its usefulness is limited; when the training objective is to have trainees acquire specific factual information, better learning can be achieved at less cost by putting the information into text. This allows trainees to read the material at their leisure and as often as necessary to retain the material. The only added value provided by this training practice is credibility that may be attached to the training or the focus and emphasis provided

He stressed that, discussion training practice which is one of off the job training uses two-way communication between the trainer and the trainees to increase learning opportunities. This practice uses a short period to provide trainees with basic information. This is followed by a discussion among the trainees and between the trainees and the trainer that supports, reinforces, and expands upon the information presented in the short period. Verbal and nonverbal feedback from trainees allows the trainer to determine if the desired learning has occurred. If not, the trainer may need to spend more time on this area and/or present the information again, but in a different manner.

Wood (2004) further stated that, questioning (by trainees or the trainer) and discussions enhance learning because they provide clarification and keep trainees focused on the material. Discussions allow the trainee to be actively engaged in the content of the lecture, which improves recall and use in the future. Trainee questions demonstrate the level of understanding about the content of the lecture. Trainer questions stimulate thinking about the key learning points.

The pure lecture is most useful when trainees lack declarative knowledge or have attitudes that conflict with the training objectives. The discussion training practice is more effective than the pure lecture for learning procedural and strategic knowledge because of the discussion and questioning components. If the training objective is skill improvement, neither the lecture or discussion practice is appropriate.

She emphases that E-learning is effective at developing declarative and, in particular, procedural knowledge. It can be useful in developing some types of skills and for modifying attitudes. E-learning develops declarative knowledge through repeated presentation of facts, using a variety of formats and presentation styles. It can do an excellent job of describing when and how to apply knowledge to various situations. Procedural knowledge is developed by allowing trainees to practice applying the knowledge to various situations simulated by the software. This training practice is valuable because it can automatically document trainee's responses, interpret them, and provide appropriate practice modules to improve areas of weakness. Talking about some of the advantages of lectures, Oakley and Richmond (1970), Bottomley (1990), and Beach (1971) have added their voice to the fact that lecture is one of the least expensive and time consuming way to present information on a specific topic to a large of employee.

2.4 Weaknesses of employee training practices

According to Wood (2004), concerns pertaining to various practices training were largely raised by the registered training organizations, but trainees identified some concerns. These included training processes, content; training materials, assessment and the role of organizations. Trainees participating in on-the-job training enjoy few opportunities to exchange views and experiences with other trainees. The registered training organizations in this study expressed concern with the lack of networking among trainees. Strickland et al. (2001), found that on the- job trainees would appreciate opportunities to 'share experiences' with other trainees. It is clearly desirable for trainees to be exposed to other trainees' problems and mistakes in order to learn from them. It can also be of help to gain support from other trainees by realizing that problems are shared. Robertson et al. (2000) refer to a body of literature supporting the view that one factor of effective traineeships/apprenticeships is Interaction and interpersonal relationships where apprentices and trainees have opportunities to discuss their work with others. This interaction provides the basis for facilitating apprentices and trainees to 'make the connections' between what they have learned and the implications it has for their work. (Robertson *et al*. 2000)

A problem identified by the organizations and trainees relates to the competing demands of work and training which must be managed by the trainees. Trainees on on-the- job training practices claim that they did not have time during work hours to complete their modules, that they were forced to work through their modules at home or during lunch breaks. The main concern raised by the registered training

organizations, as stated by Wood in this regard, is that trainees may not be as likely to complete their training under such circumstances.

The registered training organizations are concerned that the theoretical framework that trainees acquire in on-the-job training may not be as sound as in other training practices. A South Australian study by Misko *et al* (2000) seems to confirm this concern, where 20% of trainees reported to 'work through their manuals individually as a principal method', and 2.9% had not received their theory materials by the time the study took place. The researchers also found that over 75% studied their theory 'when they had a spare minute, or in their own time at home', a situation that is less than ideal. The national sample in this survey showed a marked difference in the proportion of trainees who felt their theory training was somewhat lacking: 29% were forced to study at home or during their lunch break. It was also found that 24% thought that they would learn a lot more if the theory was taught in a traditional classroom, and that 17% had received no reading materials to study. Despite these concerns, 80% believed their employer had good knowledge of the topics they had to learn.

Strickland *et al.* (2001) believed that employers are not trainers are one important problem lay with the employers' commitment to training as well as with their training skills. In this context, the difference between an employer being competent in their work and being competent in instructing trainees adequately must be realized. However, in the workplace environment trainees generally have access to a group of competent co-workers, as opposed to just the one trainer. Trainees in a study by Strickland et al. found that "experienced colleagues facilitated most learning on the work site" and that they "were the best people to learn from". In

contrast, trainees in the same study pointed at the downside of learning from work mates; for example, experienced co-workers who had a negative attitude towards either the trainee (ship) or the work itself were unable to provide worthwhile support and/or training.

Boud & Solomon (2003) raised the concern that trainees were identifying themselves as 'workers' rather than 'students', during on job training practices this potentially affecting their attitude towards learning. This is an understandable point of view from a training organization which, naturally, considers study to enhance a person's capacity to work. To have study at the forefront of their minds appears to be a productive strategy for fully on-the-job trainees who may otherwise conduct menial tasks, forgetting the overall goal of attaining a qualification. Just like the employer–trainer dilemma, the dual role of worker and student is also problematic. It must be understood that being identified as a 'student' can cause a trainee to suffer a degree of pressure, placed in a work environment which perhaps equates 'student's with 'novice'. Trainees enjoy being regarded as legitimate work colleagues. At the same time, it is useful for them to have their 'trainee hood' recognized. According to employers and trainees, learning on the job is beneficial because of the direct exposure to real-life experience, as well as the opportunity for trainees to impress their skill level on colleagues and superiors. Boud and Solomon (2003) found that a 'worker' is more likely to be regarded as an adequate, competent worker. To what degree this labeling becomes a disadvantage for the trainee depends on the social dynamics and hierarchy in each workplace. As with identifying the strengths, most weaknesses were more clearly recognized and expressed by the training organizations.

Patterson and Markotic (1999), highlight the narrowness of training received through on-the-job arrangements as a major *dis*advantage. This suggests that skills and knowledge acquired through fully on-the-job training may not be applicable on a sufficiently general basis.

2.5 Impact of training on the performance of employees

It is easy to generate a new employee training practices but if the training effort is not felt, it becomes difficult to ascertain the cost and benefit associated with the training. It would be better if all companies could boast of returns on investments in training as do Motorola executives who claim they receive $30 in increased productivity for every dollar spent on training. It must be noted that such claim cannot be made without proper evaluation of training (De Cenzo and Robbins, 1996). According to Hamblin (1974), evaluation is any attempt to obtain information (feedback) on the effect of employee training and to assess the value of the training on the performance of employees. To him, impact of training has to do with deciding whether or not the training was worthwhile (preferable in cost-benefit terms) and what improvements are required to make it even more cost effective.

Talking about the levels at which impact of training can be evaluated; Pynes (1997),Cascio (1986) and Dessler (2011)have suggested four levels. To them, the first level is measuring the participants' reaction to the training. The second level of evaluation measures whether learning has occurred as a result of attending the training. That is, did the training impact the knowledge, skills and abilities that were deemed important? The third level of evaluation attempts to measure whether the participants have been able to transfer to their jobs the SKAs the learned in training.

The fourth level of evaluation attempts to measure the impact the training has had on the organization.

Crane (1982) holding a contrast view pointed out that, evaluation occurs on three levels instead of four. To the author, these levels are immediate, intermediate and final levels. The immediate evaluation occurs whilst a course is going on such as asking questions. This evaluation according to the writer will enable the trainer (instructor) change his tactics if it is not meeting the needs of the trainees. The intermediate evaluation takes place just after the completion of a course. To him, this level of evaluation enables the instructor to examine a course`s effect on the trainee`s attitude, behaviour and skills. The final level of evaluation measure the effect of changes in the trainee`s job performance on the organization. Hamblin (1974) holding a different opinion from Crane (1982) and Cascio (1986) has suggested five levels instead of three or four levels at which evaluation can take place. To him, these levels are:

(i) **Reactions:** This level of evaluation according to Hamblin (1974) refers to the trainee's response to the training. It can only serve as a useful measure if the trainer knows what type of reaction he is seeking.

(ii) **Learning**: This level of evaluation requires the measurement of what trainees have learned as a result of their training. That is, the new knowledge and skills they have acquired.

(iii) **Job behaviour**: Job behaviour evaluation is concerned with measuring the extent to which trainees have applied their learning to the job. That

is, it constitutes an assessment of the amount of transfer of learning that has taken place from an off-the-job training course to the job itself.

(iv) **Organization:** According to the author, this level of evaluation tries to evaluate the effects of training upon the organization in respect of such thing as quality of work, improvement in output, sales turnover etc.

(v) **Ultimate value:** This level of evaluation aims to measure how the organization as a whole has benefited from the training in terms of greater profitability, survival or growth.

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The five levels according to Hamblin (1974) links in a chain. That is training leads to reactions which lead to learning, which leads to changes in job behaviour, which lead to changes in the organization, which lead to changes in the achievement of ultimate goal. Hamblin (1974) was however quick to point out that these levels do not bind managers since most managers might prefer to evaluate training at levels `iv to v` only. However for effective evaluation to be done, he cautions managers to ensure that the five levels of evaluation are followed.

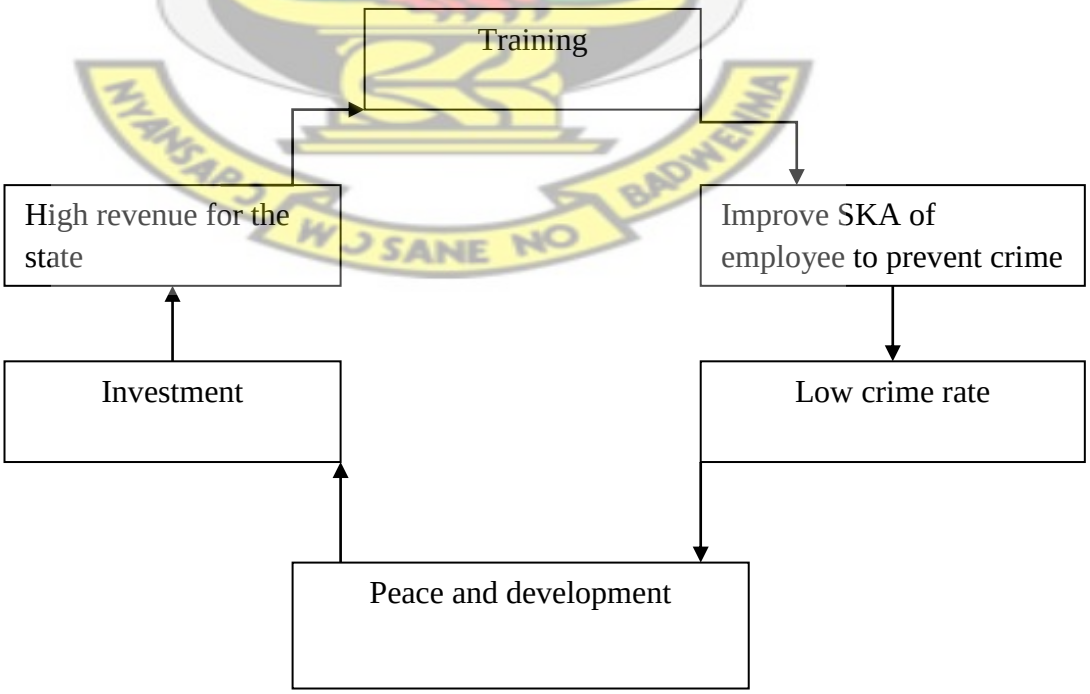
Several authors have in their contributions also devoted their work to literature on various methods of evaluation. Such authors as De Cenzo and Robbins (1996), Beach (1971), Crane (1982) have identified one of these methods as pre-post training with control group. According to De Cenzo and Robbins (1996), this method is the most sophisticated method of training evaluation. Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo training. On the other hand, the experimental group is given the training. At the conclusion of the training, the two groups are re-evaluated. If the training is

really effective, the experimental group`s performance will be improved and its performance will be substantially better that of the control group. The authors were however smart to point out the limitation of this method of evaluation. According to them, this method may not be useful in the situation where the control group is not co-operative.

Another method of evaluation the impact of training according to De Cenzo and Robbins (1996) and Noe et al (1994) is post-test method. Under this method, participant`s performance is measured only after attending a training. This method according to the writers is commonly used in educational institutions were students are evaluated by means of test after receiving the training. The writers however criticized this method of evaluation on the grounds that it lacks pre-training testing against which post-training testing can be compared.

2.6 Conceptual framework

CONCEPTUAL FRAMEWORK OF POLICE TRAINING



Author`s construct, 2012

From figure 2.1, the training of Police personnel improved skills, knowledge and ability of the personnel in crime prevention and its detection. This crime prevention and detection will lead to low crime rate in the county which will in turn bring peace, infrastructural development, and attract investments into the country to increase revenue for the state. The high revenue will also be channelled to regular training of the personnel in Ghana Police Service to again improve their skills, Knowledge and ability.

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CHAPTER THREE

METHODOLOGYAND ORGANIZATIONAL PROFILE

3.0 Introduction

This chapter focuses on the methods and procedures used in soliciting information necessary to carry out this project work .This chapter is categorized into the following components; population, Instruments of data collection, procedures and data analysis. In conducting this research, the researcher wanted to examine, understand and assess employees training practices in Ghana police service, taking Kumasi police training school as the case study. This type of research therefore used by the researcher was descriptive type of research. In using the descriptive type of research, the researcher had to follow certain systematic procedures to provide a clear description of the formation at hand. The facts gathered therefore, were thoroughly examined so as to give a clear description of the training practices at the Kumasi police training school.

3.1 Sources of data

Two main sources of data were collected for the research. These are mainly primary and secondary sources.

3.1.1 Primary data

Two different types of questionnaires were used in this research to collect information from the employees. One for the trainees and the other one for the seniors' officer and the trainers and senior employees at KPTS. All the questionnaires were divided into six sections. Section A seeks background

information of the respondents', Section B, training needs assessment of employees at the KPTS. Section C, Training practices at the KPTS. Section D Strengths of training practices at the KPTS, Section E Weaknesses of employee training at the KPTS and F impact of training on the performance of employees at the KPTS.

3 .1.2 Secondary data

Secondary data were also collected from books written by senior police officers, thesis, reports, newspapers and other management textbooks

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3.2 Population

The whole staff at the KPTS(population) was used for the study and it was made up of 18 senior officers ,12 males and 6 females ,22 trainers consist of 12 males , 10 females and 241 trainees made up of 163 males and 78 females.

Table 3.1: Population at KPTS

STAFF CATEGORY	MALE	FEMALE	TOTAL
SENIOR OFFICER	12	6	18
TRAINERS	12	10	22
TRAINEES	163	78	241
TOTALS	**187**	**94**	**281**

Source: Field work, 2012

3.3 Data collection instrument

The data collection instruments for the study was questionnaire, with regard to questionnaire all the population was used as sample and both open and close ended questionnaires were used. Two separate questionnaires were prepared, one for trainees and the other for trainers and senior employees. The questionnaire was categorized into six; namely personal information, training needs assessment, employee training practices, strength and weaknesses associated with employee training practices and the impact of training on the performance of employees.

For the purpose of this research, the researcher used both primary and secondary data .Primary data are the information the researcher received directly from the respondents' by means of questionnaires. Secondary data on the other hand are the already existing materials that were obtained from KPTS. Other published materials and from the internet .The importance of the secondary data is that, it exposes the already existing information which is related to the study.

3.4 Data analysis techniques

The data collected were analysed using statistical software called Statistical package for social sciences (SPSS) and presented bin the form of statistical tables and figures. Population unit was stated on the tables to give visual picture of the information gathered .The illustrations on the statistical tables were explained with explanatory notes before each table. This was done to provide clear and explicit understanding to this study so that it could be useful to its users.

3.5 Profile of the Kumasi Police Training School

The Police Training School, Kumasi was established in the year 1967 to train Inspectors and Chief Inspectors on refresher Courses. The School continued to serve for this purpose until 1991 when twenty Recruits mainly professionals were enlisted to be trained to augment the strength of the Regional Service Workshop here in Kumasi. In February 1992, the first batch of these twenty (20) recruit passed out and are currently performing marvellously at the Service Workshop, Kumasi. After the training of the Twenty (20) constables, the School assumed its original status as the training Centre for Refresher Courses.

In July 2004, the school again received another batch of 100 Recruits made up of Seventy-nine (79) Males and Twenty-one (21) females. The arrival of these 100 Recruits called for the Re-commissioning of the school. This was done by no other person than our highly respected king of the Ashanti Kingdom; "Otumfuo Osei Tutu II" on the 15th day of September, 2004 since then there has not been a turning back. In 2005, the Police Administration began an expansion of facilities at the training School which included the following;

a) Construction of a Dias on the School parade grounds which hitherto was not available since the inception of the school in the 1960's.

b) Provision of two (2) Boreholes fitted with high powered pumping machines.

c) Installation of a liquefied Gas Plant at the Recruit Mess.

d) Renovation and Refurbishing of the Two Recruit Blocks.

e) Provision of a Modern Clinic to cater for Recruits and other police personnel at the training School.

f) Construction of a Three Unit Classroom Block to accommodate Three Hundred (300) Recruits.

Interestingly, due to these expansion projects, the recruit's intake at the school has risen dramatically from One Hundred (100) recruits in 2004 to over Five Hundred (500) in current capacity. Again, from 2006 to date, the school has assisted the National Youth Employment Programme to train over Two Thousand Five Hundred (2500) community Protection Assistants (CPA's) for both Ashanti and Brong Ahafo Regions. Some refresher courses were also organized in the school from 2006 to date, notably among them is the training programme for more than Nine hundred Personnel of the service on Election 2008.

Currently, the School is having five permanent and Twelve (12) visiting classroom instructors who are mostly University Graduates. There are Twelve (12) Drill Instructors with two (2) weapon instructors in addition. Currently, under the ingenuity and visionary leadership of the current Inspector-General of Police Mr. Paul Tawiah Quaye, the school is having ultra modern Ambulance, with a mobile Clinic and a well resourced ICT centre as part of the five year development plan of the Police Service.

3.6 Objectives of KPTS

Any law enforcement educational or training establishment like KPTS provides basic police training for its employees. These employees go through practical police training to mould them to acquire skills and knowledge necessary to perform their job. KPTS is one of the institutions predominantly responsible for training personnel for maintaining order and safety in public places and at public events. The competencies of the personnel trained at KPTS might include their ability;

i)To maintain law and order in public areas.

ii) To act as a traffic authority and control traffic and transport.

iii)To provide the best policing service to the local community to ensure people's safety and to protect their life and property ,taking into consideration the different needs of groups such as sex age ethnicity, etc.

iv) To co-operative with the local society to prevent, detect and suppress the crime.

v) To act according to the law, recognizes unlawful acts detect offenders and properly used police powers.

vii) To exercise authority and available powers in cases of production, sales and the uses of certain devices and materials that poses a threat to public security.

viii) To aid and assist in emergencies of all kinds and in the event of major threat.

ix) To provide protection against acts that imminently endangers or harms the life or bodily integrity of persons or the security of property.

x) To provide information and help to those in need of such assistance.

3.7 Staffing Situation At KPTS

The staffing position of the KPTS is categorised into junior ranks, Inspectorate and Senior Officers. The junior ranks are easily identified by position of their ranks which is found on their lower shoulder and the Inspectorate has bars on their shoulders whiles Senior Officers have theirs at their shoulders. This is given to them when one attains the rank or the position. One of the purposes of these positioning to

the employees is to enable one to distinguish easily between who is a junior staff and a senior staff in the organization.

At KPTS the junior staff position is categorized into four levels starting from Constable with no rank, Lance corporal with one chevron, Corporal with two chevrons and a sergeant with three chevrons. At the Inspectorate level, Chief Inspectors have four Bars with a Black star on them whiles Inspectors have three bars with Black on them. With regard to the senior staff category, it is divided into two, an Assistant Superintendent and Deputy Superintendent with two and three stars respectively. The other category is Superintendent with a rank of two eagles facing each other on their shoulders and Chief Superintendent with two eagles facing each other cum one star.

Table 3.2: Various Categories of Staff at KPTS

Category	**Ranks**	**Total**
Junior Ranks	Constable Lance Corporal Corporal Sergeant	65 51 50 31
Inspectorates	Inspector Chief Inspector	46 20
Senior Officers Category	Assistant Superintendent Deputy Superintendent Superintendent Chief Superintendent	7 6 4 1
Grant Total		**281**

Source: Field Work, 2012

3.8 Training Activity at KPTS

All the training activities are directly under the supervision of the inspector in charge training (I T) who is also responsible to the staff Instructor(SI) and the SI reports to the Officer Commanding (O C) Kumasi Police Training School (KPTS). The training of employees are carried out in accordance with schedule of training which may be approved by the Commanding Officer (CO) from time to time. All employees are trained and instructed on foot drill, physical training, weapon and the care of arms, saluting with arms, general police duties, conduct in court etc, are carried out through on the job training practices such as apprentice, demonstration, mentoring at KPTS .Other aspect of training is the theoretical which include human rights, social psychology, process of investigations, evidence decree, and code of conduct governing the Police Service are taught in the classroom by the Instructors.

Training at the KPTS is organized with a view to attaining the following objects;

a) Development of physique, bearing and general appearance to a high standard.
b) Inculcation of a strict sense of discipline and duty of the rules and regulations covering the conduct of members of the police service.
c) The understanding of responsibilities of a police Officer and a realization of the relationship between police and the public, a full appreciation of the attitude of courtesy and consideration combined where necessary with fairness and firmness that must be adopted towards the public .
d) Acquiring a sure grounding in Criminal Law and procedure, the elements of Criminal Investigation and police duties in general.

3.9 Vision of KPTS

The vision of KPTS is "To train police personnel to be come world class police officers capable of delivering planned, democratic, protective and peaceful up to standards of international best practices".

3.10 Organizational Structure of KPTS

Kumasi Police Training School (KPTS) operates through a clearly defined organizational structure. The Commanding Officer (CO) is in charge of all Police Training Schools in Ghana including Kumasi Police Training School, and he is responsible to the Director Training at the police headquarters .

Officer Commanding (OC), KPTS is responsible for the day today activity of all the staff including the trainees and he reports directly to the Commanding Officer (CO). Officer Commanding (OC) is assisted by his staff Instructors

The staff instructors at the KPTS direct both the Drill and Classroom Instructors as to how and what Training practices to adopt during training of the employees. The Inspector Training (IT) is the Supervisor, who ensures that the policies and practices are adhere to, and he reports to the staff Instructors (SI). Beside Inspector Training (IT), there are various units at KPTS, such as Administration, Clinic, Mess, Drill and Classroom Instructor. All these units have men headed by senior officers. Mess, clinic and administration staffs provide supporting services to the trainees while classroom Instructors train the employees mainly on theoretical aspect of the training and the drill Instructor handle on-job Training practice

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The results of the study have been presented and discussed in this chapter. This chapter gives the results of respondents on employee training practices at Kumasi Police Training School (KPTS). The results of the study are presented according to the study objectives and key variables with tables, graphs and charts. This chapter also provides a detailed analysis and discussion of the findings of the study as it is related to policies and reviewed literature, so as to make useful deductions. The discussions include the views, observations, and comments of the researcher with regard to the findings obtained from the respondents.

4.1 Respondents' Profile

The study considered a total of 280 respondents. Males were represented by 191 (68.2%) respondents while 94 (33.5%) respondents were females. The age groups of respondents were as follows, 166 (59.2%) respondents' were aged between 18-32 years, while 73 (26%) respondents were aged between 33-42 years. Only 47 (16.7%) respondents were aged between 43-57 years. In terms of respondents ranks, 65 (27%) out of 280 trainees, were constables, 131(46.7%) were non commission officers (NCOs) and the remaining 66 (23.5%) were at the inspectorate rank. Finally18 (6.4%) respondents were senior officers. Furthermore, 152 (54.2%) trainees perform general duties while, 91 (32.5%) respondents' were detectives. Only 36 (12.8%) respondents were tradesmen. Considering respondents number of years in the service, 164 (58.5%) respondents have served with the Service between 1-20 years. However, 114 (40.7%) have served between 21-40 years (Table 4.1).

Table 4.1: Respondents' profile

	Frequency	Percentages (%)
Gender		
Male	186	66.4%
Female	94	33.6%
Total	**280**	**100**
Age		
18-22 years	42	15%
23-27 years	54	19.2%
28-32 years	64	22.8%
33-37 years	37	13.2%
38-42 years	37	13.2%
43-47 years	21	7.5%
48-52 years	22	7.8%
53-57 years	4	1.4%
Above 57 years	-	-
Total	**280**	**100**
Rank		
Constable	65	23%
NCOs	131	46.7%
Inspectorate	66	23.5 %
Senior Officers	18	6.4%
Total	**280**	**100**
Units		
General	152	54.2%
Detective	91	32.5%
Trade	36	12.8%
Total	**280**	**100**
Number of years in Service		
1-5 years	16	5.7%
6-10 years	39	13.9%
11-15 years	55	12.5%
16-20 years	53	18.9 %
21-25 years	49	17.5%
26-30 years	39	13.9%
31-34 years	21	7.5%
35-40 years	4	1.4%
Above 40 years	-	-
Total	**280**	**100**

Source: Field Survey, 2012

From table 4.1, 191(68%) of the respondents are male. This is a clear indication that, staff at the KPTS is dominated by male as police work is challenging and needs the stronger sex to do the job. This agrees with the reason why in 1840 the then Gold Coast Government recruited 700 strong Hausa men to from Northern Nigeria to form Gold Coast Police force.

Out of the total number of 280 respondents, 166 (59.2%) of them were aged between 18-32 years. This indicates that the employees selected for training are young and have long years to serve in the service. The researcher believes that, the Police Service wanted to spend money on only those who are young and have more years to serve so that the organization can benefit from them in future.

It could be observed from Table 4.1 that Constables and NCOs formed 196 (69.7%) of the total respondents at the KPTS as the actual work is done by these men. The Inspectors are supervisors of the men. In relation to the units of the employees at the KPTS,152(54.2%) respondents perform general duties as there is a general notion that prevention is better than cure. Based on this, the Police Service ensures that preventive police (general duty men) exceeds the other units. The responses show that at the KPTS 164 (58.5%) respondents have served in the service for between 1-20 years.

4.2 Training Needs Assessment

For training needs assessment, four questions were asked and responded to by the employees.

4.2.1 Appraisal of employees

A question was posed to the senior officers and the trainers whether they appraise trainees regularly. All the 39(100%) respondents asserted that there is regular appraisal of trainees. The following table depicts the responses.

Table 4.2: Regular appraisal of employees

Variable	Frequency	Percentage
Yes	39	100%
No	-	-
Total	**39**	**100%**

Source: field Survey, 2012

From table 4.2 above 39(100%) respondents stated that there is regular appraisal of trainees performance at the KPTS .This confirms Dessler (2011) that every manager/trainer needs to appraise employees' performance. If the employees' performance is good, then it is reinforced. If performance is bad then corrective measures are taken to improve it. Organizations need to appraise their employees regularly so as not to waste it resources on training. The appraisal pinpoints to the manager whether there is the need for training and what type of training is needed to improve performance. This was confirmed by the senior officers and the trainers at KPTS.

4.2.2 Procedure for employees' selection

The researcher wanted to find out from employees why they were selected for the training. Eighty-seven (36%) respondents claimed that they were selected for training because they lacked skills, knowledge and ability needed to do their work.

Seventy (29%) respondents suggested that they were selected through other means such as their relationship to their supervisors, personal connection and through luck. More so, 30 (12.4%) respondents claimed, they were nominated for training on the basis of the number of years they have served in the Service while 34 (14.1%) respondents claimed that they were selected because they needed to be motivated through a training course. Only 2 (0.8%) respondents were selected through response to emergency.

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Table 4.3: Procedures for employees' selection

Procedures	**N**	**Percentage**
Through self-initiative	18	7.4%
On the basis of the number of years in the service	30	12.4%
Through Lacked of required knowledge, skills and abilities	87	36%
Need to be motivated through participation in the training	34	14.1%
Respond emergence	2	o.8%
Others	70	29.0%
Total	**241**	**100**

Source: Field Survey, 2012

If the researcher is to use the responses of the trainees as a yardstick, then one can conclude that at KPTS 87 (36%) trainees were selected on the genuine grounds of improving skills, knowledge and ability. One could say that at KPTS, the trainees were selected not on any other means than the purpose of training as stated by Cole, (1996) that training need is any shortfall in terms of employees' knowledge, understanding, skills and attitudes against what is required by the job.

Training happens to be a cost to every organization so there is the need to select only those who needed to be trained. Someone needs to monitor the employees closely to know their weaknesses and know the type of training that can be used to correct the

performance gap**.** This monitoring and evaluation can be done well by the employee immediate supervisor.

4.2.3 Expectations at the start of the course

A question was posed to the employees at the KPTS whether they had expectation before the training. Out of the 280 employees, 177(70.2%) of the respondents had the expectation before the training while 75(29.9%) of the respondents had no expectation before the training and the 28 respondents failed to answer that particular question.

Table 4.4 Showing the expectation of the employees at the start of the course

Variables	**Frequency**	**Percentage**
Yes	177	70. 2%
No	75	29.8%
Total	**252**	**100%**

Source: Field Survey, 2012

It could be observed from the table above that 177 (70.2%) respondents had the expectation before the training course. This means that before training course begins, the employees at the KPTS knew what they were expecting from the training. Both the trainees and the trainer expect that the training would enhance the performance of the trainees.

4.2.4 Whether the Expectations were met

Out of 280 respondents, 141 (79.6%) respondents stated that their expectations were met after the training course. Only 36 (20.4%) respondents stated that their expectations were not met after the training course. One hundred and three respondents failed to provide responses as to whether their expectations were met or not.

Table 4.5 Whether the Expectations were met

Variables	Frequency	Percentage
Whether expectation were meet		
Yes	141	79.6%
No	36	20.4%
Total	**177**	**100%**

Source: Field Survey, 2012

From Table 4.5, as many as 141(79.6%) respondents at the KPTS asserted that their expectations were met. If the researcher is to use the responses of the respondents as a measure, then one could say that training practices in KPTS are always designed in such a way that employees' expectation would be met. Some of the employees stated that their expectations are acquiring new skills, knowledge and attitude to do their job, new procedures for crime fighting and prevention. One could say that training practices at KPTS have been successful taking into account that expectations of trainees are always met.

4.3 Various Training Practices at Kumasi Police Training School

In order to know various training practices at the KPTS, six questions were **raised** for the respondents to answer.

4.3.1 Awareness of Training practices

The researcher asked the trainees whether they were aware of the training practices at the KPTS and the survey suggested that out of 241 respondents, 128 representing 93% stated they were aware of the training practices. Also, 16 (7%) respondents indicated that they were not aware of the various training practices at KPTS (Fig. 4.1).

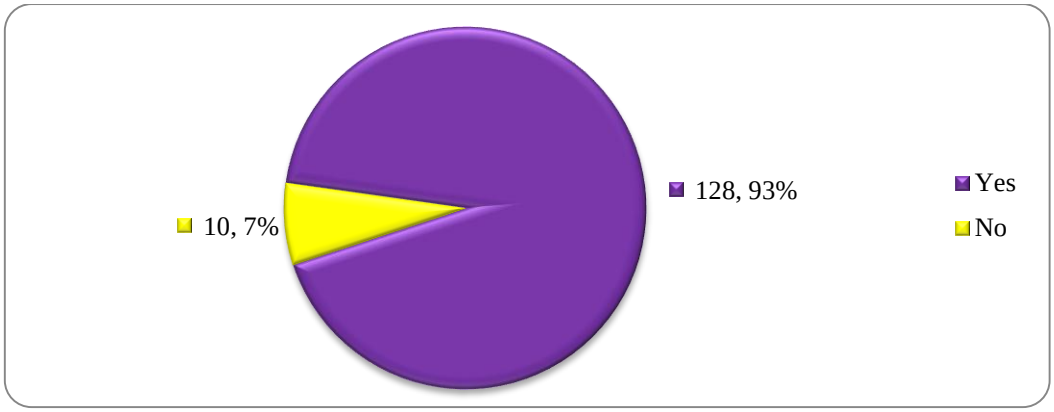

Fig. 4.1: **Awareness of training practices**

Source: Field Survey, 2012

By analyzing the responses from the trainees, it appears that 128 (93%) respondents knew about the training practices at the KPTS. From the researcher's view, being aware of the training practices is irrelevant but whether the practices can impact the desired skills, knowledge and attitude to perform the job or correct the wrong behaviour of employees is what every employer will look at before investing on the employees.

4.3.2: Appropriateness of the training practices at KPTS

Trainees were asked whether the training practices at the KPTS were appropriate to impact the needed skills and knowledge to perform their duties. About 218 (90%) respondents indicated that the training practices at KPTS were appropriate to improve upon their job performance and as low as 23 (10%) respondents indicated that the training practices at KPTS were not appropriate to improve their job performance.

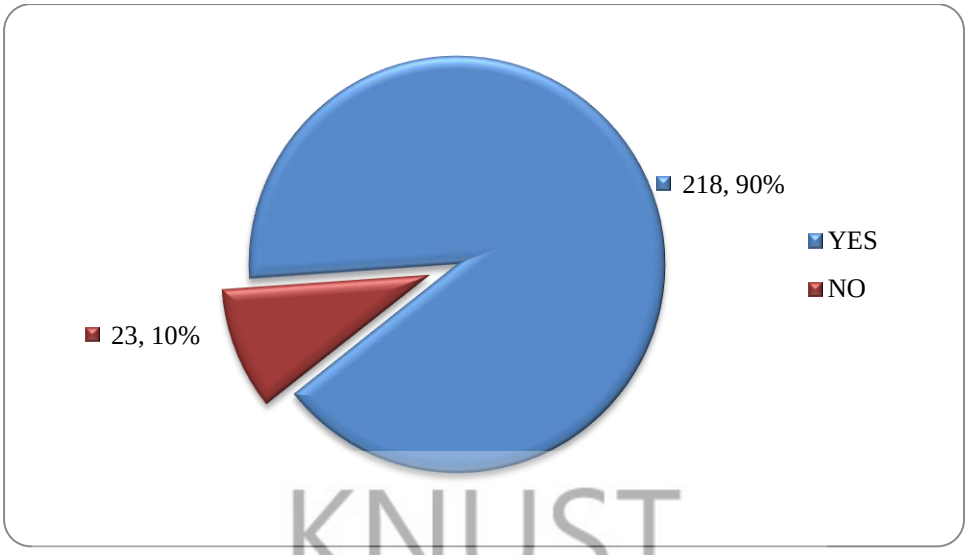

Fig. 4.2: Appropriateness of training practices

Source: Field Survey, 2012

From Figure 4.2 above, 218 (90%) respondents stated that the training practices are appropriate. This is a clear indication that at KPTS, the training practices are appropriate to deliver its function as a training Institution. This support the assertion of Bearwell and Holden(1994) that if inappropriate training practices are used, it can be costly and time consuming and it will have a little improvement in the performance of employees. This means that once appropriate training practices are used at KPTS, it will cost less and will not consume time to bring much improvement in the performance of employees.

4.3.3 Types of training Attended by Trainees

In response to the various training practices trainees attended, About 155(64 %) respondents said that they attended both on-the-job and off-the-job training. Seventy five (31.5%) respondents indicated that they attended only off-the-job training and 50 (20.6%) respondent indicated having attended on-the-job training.

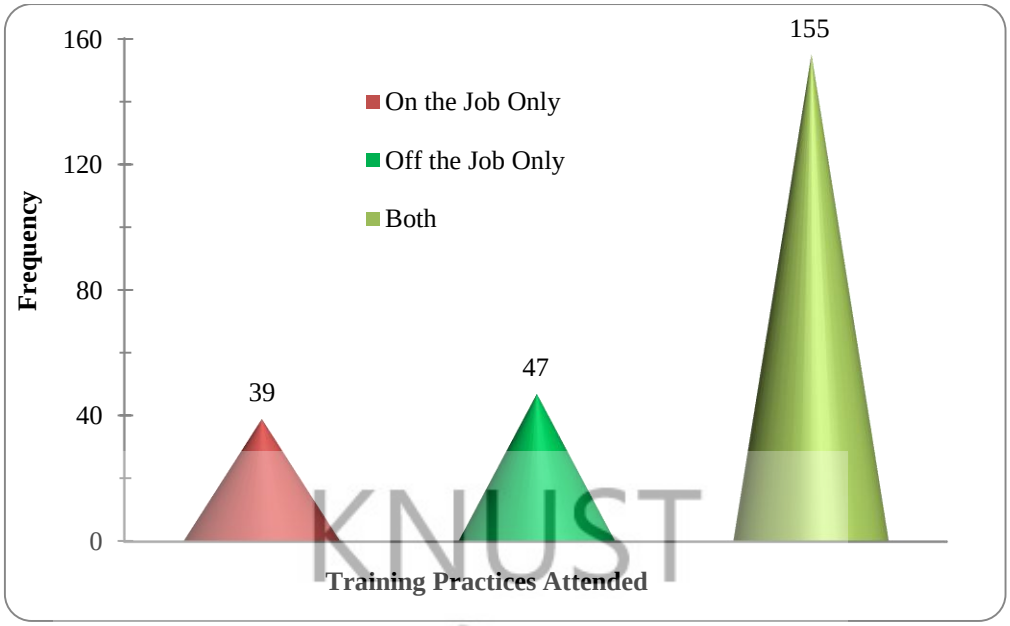

Fig. 4.3 the various training programmes trainees attended at KPTS

Source: Field Survey, 2012

In figure 4.3 above, 155 (64%) trainees have gone through the two types of training practices. This shows that the training is designed in a way that all the trainees will go through all the training practices and afterwards, the knowledge acquired is expected to equip the trainees to perform better. This shows that at the training school, training practices conform to what Dessler (2011) said, that the most familiar training practices are on- the -job and off- the- job training practices. This means that 155 (64%) of the trainees have been exposed to the most familiar training practices.

4.3.4 Determinants of training practices

The researcher wanted to know from the trainers and the senior officers what determines training practices at KPTS .The data collected indicated that, 12(31%) respondents stated that the type of training practices to be used depends on the number of trainees. Nine (23%) of the respondents stated that the type of training

practice to be used depends on the budget for the training. Three (8%) respondents stated that the training practices to be used depends on the tools/equipments available. Six (15%) stated that the time required for training will determine the type of a particular training practices to be used while 9(20%) respondents claimed that the training practices to be used depends on the training course itself.

Table 4.6: Determinant of the training practices to be used

Variables	frequency	Percentage
The number of trainees	12	31%
Cost involved	9	23%
Equipment available	3	8%
Time required for training	6	15%
On the subject matter	9	23%
Total	**39**	**100%**

Source: field survey, 2012

From Table 4.6 above, the respondents responded to all the possible answers raised .This shows that at KPTS, several factors are taken into consideration before training practices are used. These include the number of trainees, cost involved in training, equipments available, time required for training, and the subject matter of training. This is contrary to Cascio's (1986) assertion which is similar to the views of Pratt and Bennet (1990) that in choosing a particular training practice for training employees, an organization should consider one that motivates the trainees to improve upon their performance, clearly illustrates the desire skills, provides active participation by the trainees, provides an opportunity for practices, provides timely feedback on the training performance.

The researcher is of the view that other factors like the age and educational background of the trainees will also affect the type of training practices to be used.

4.3.5 Expectations on training practices

In knowing whether the training practices at KPTS met the expectation of the trainees, a question was asked to solicit the views from the trainees. Out of 241 (100%) responses obtained at KPTS, 182 (75.8%) employees stated that the training practices met their expectation while 58(24.2%) stated that the training practices did not meet their expectation while one failed to answer the question.

Table 4.7: Training practices meeting expectations of trainees

Variables	Frequency	Percentage (%)
Whether training practices meet expectation		
Yes	182	75.8%
No	58	24.2%
Total	**240**	**100%**

Source: Field Survey, 2012

From Table 4.7 above, 182 (75.8%) respondents said the training practices met their expectations. Some of the respondents claimed that before the training was organized, they had forgotten a lot of things they learnt some years back. Others stated that they have been introduced to new things such as proactive policing methods which they consider as a new strategy in crime fighting. Some also stated that they met old friends they have never met since they passed out from police training school and had the opportunity of discussing what had happened at other stations. From the reasons given by the trainees that the training practices met the expectations, one can say that KPTS is far behind modern day policing, where members of the Service can only hear and find solutions to problems when they go for training instead of making use of internet which is simple, fast and cheap.

Some of them claimed that the practices have not changed for a long time and that they were expecting some differences from what used to exist when the School was set up. Other respondents also stated that they knew what were taught already.

4.3.6 Perception of training practices

In knowing about the perception of employee training practices, a question was posed to both the trainees, trainers and the senior police officers at the KPTS. In analyzing the employees' perception about the training practices at the KPTS, 118 (45.5%) respondents rated the training practices at KPTS as good, 62 (23.9%) viewed the training practices to be satisfactory, 60 (23.2%) respondents rated the training practices to be excellent while 16 (6.2%) of the employees rated the training practices as unsatisfactory.

Table 4.8: Perception about training practices at the KPTS

Variables	Frequency	Percentage
Excellent	60	23.2%
Good	118	45.5%
Satisfactory	62	23.9%
Unsatisfactory	16	6.2%
Total	**259**	**100%**

Source: Field Survey, 2012

By analyzing the responses from the respondents about their perception on the training practices, it appears that majority of the respondents 240 (93.8%) have given their perception about the training practices to be satisfactory and above. One can conclude that the training practices at the KPTS have been useful in addressing the needs of the trainees, trainers and the senior officers. It therefore sounds as a good

idea that the training practices at the KPTS and its contents are relevant to the respondents and organizational needs.

4.4 Strengths of Employee Training Practices at the KPTS

In the strengths of employee training practices six questions were raised for the trainees, trainers and the senior officers to respond.

4.4.1 Benefits of Training practices

In order to know the strength of employee training practices, trainees were asked whether they had benefited from the training. In an answer to question,209 (87%) respondents stated that they benefited from the training practices, 32 (13%) of the trainees indicated that they did not benefit from the training practices.

Table 4.9: Benefits of training practices

Variables	Frequency	Percentage (%)
Yes	209	87%
No	32	13%
Total	**241**	**100%**

Source: field survey, 2012

From the Table 4.9 above, one can confidently say that, using responses as a yardstick, 209 (87%) trainees benefited from the training practices and stated their benefits as follows; they had opportunity to learn and improve on their safety skills; they had the opportunity to practice and perform the task being demonstrated; have a chance to listen, observe and the materials to refer to when the needs arises. Some also claimed that they have acquired knowledge from different areas or units in the job. Others said they have acquired knowledge of handling new equipments, all these helped to improve on their skills. This collaborates the six reasons outlined by Cole (1996), that an organization spends huge sums of money in training employees

to improve the existing skills of employees, to increase the knowledge and experience of employees, to improve job performance which will in turn lead to improvement in productivity, to improve service to customers, to increase employees motivation through commitment and to serve as personal growth opportunities for employees.

4.4.2 Involvement of trainees in training practices

Concerning the involvement of the trainees in the training practices, the trainees were asked about their involvement in the training practices. One hundred and twenty-three (53%) respondents stated that they were directly involved in the training practices, while 110 (46%) claimed that they were not involved in the training practices at the KPTS. Three of them failed to respond to that question.

Table 4.10: Involvement of trainees at training practices

Variables	Frequency	Percentage
Yes	128	54%
No	110	46%
Total	**238**	**100%**

Source: Field Survey, 2012

The data from Table 4.10 above shows that 128 (54%) respondents stated that they were involved in the training practices. They gave their involvement in the form of discussions and practical demonstration. This finding is in consonance with the work of Pratt and Bennet (1990) that in choosing training practice for training employees, the organization should choose one that provides active participation by the trainee. This shows that at the KPTS, the trainers adopt training practices that trainees can

participate and their participation improves the skills of the trainees as there is a saying that practice makes man perfect.

4.4.3 Number of years in the field of training

The researcher wanted to know the number of years the trainers and the senior officers have served in the field of training and out of the number of 39, 17(44%) respondents have served between 1-5years, 11(28%) respondents served between 10-15years, 7 (18%) served between 6-10 years and 3(8%) served for more than 15years.

Table 4.11: Duration for training employees at the KPTS

Variables	Frequency	Percentage
1 – 5 years	17	44
6 – 10 years	7	18
10 – 15 years	11	28
15 years and more	3	8
Total	**39**	**100**

Source: field survey, 2012

From Table 4.11 above, one can observe that 17(44%) respondents have worked in the field of training for less than 6 years. This could be attributed to lack of motivation at the training school unlike their counterparts in the field who get "thank you thank you" apart from their normal salary. This will not motivate them to stay with their experience. If one wants to stick to the general notion that experience is the best teacher, then one can conclude that the trainers and the senior officers do not have experience and as a result are not the best in the field of training.

4.4.4 Proficiency in imparting KSA into the trainees

The researcher wanted to know from the employees whether the trainers have the skills, knowledge and ability to deliver training, so a question was posed to employees to find out their views about trainers proficiency in imparting knowledge and skills into the trainees. Out of the 280 respondents, 117 (42%) respondents gave the performance to be excellent, out of this 117 ,35 of them were the trainers, 143 (51%) respondents gave their performance to be good out of which 4 of them were trainers, 14 (5%) respondents said the trainers' performance to be satisfactory 6 (2%) respondents said the trainers performance was unsatisfactory.

Table 4.12: Skilful in imparting knowledge, skills in trainees

Variables	Frequency	Percentage (%)
Excellent	117	42
Good	143	51
Satisfactory	14	5
unsatisfactory	6	2
Total	**280**	**100**

Source: Field Survey, 2012

From Table 4.12 above, 117 rated the performance of the trainers to be excellent, 35(29%) of them were the trainers and 4(2.7%) respondents who rated trainers performance to be good are trainers and senior officers. This means that 82 of those who rated the trainers to be excellent are trainees. This shows that a greater number of trainers rate their performances to be excellent, while a greater number of trainees rated their performances as good. The researcher can conclude that the proficiency of trainers at the KPTS in imparting skills and knowledge into the trainers is good

4.4.5 Usefulness of skills and knowledge acquired elsewhere.

Questionnaires required employees to know whether the knowledge and skills acquired by the employees could be used elsewhere apart from the police duties. In all, 40 questionnaires were sent to the trainers and the senior officers to solicit their views, 39 questionnaires were retrieved. Only 8(21%) claimed that the knowledge cannot be used elsewhere, while 31(79%) of the trainers stated that what the trainees were taught at KPTS could be used elsewhere, such as investigation of cases which is not limited to police circle alone, self-defence training tactics which can also help an individual to defend him/herself when under attack. However, the data collected from the trainees differ. Out of 241 trainees, 216(89.6%) responded that the skills and knowledge acquired cannot be used anywhere apart from the police while 25 (10.4%) respondents agreed with the trainers that the skills and the knowledge acquired during training could be used elsewhere.

Table 4.13: Usefulness of skills and knowledge elsewhere

Variables	**Frequency**	**Percentage**
Yes	31	79
No	8	21
Total	**39**	**100**

Source: Field Survey, 2012

From the responses above, one can conclude that the trainers and senior officers have a different view from the trainees with respect to the uses of skills and knowledge acquired during the training. The views of the trainees could be attributed to the fact that no certificate is given to the trainees after the course

4.4.6 Preference for a particular training practices

To know the trainees' preference to a particular training practice, trainees were asked to state whether they have preference for any training practices at the KPTS. It is clear that out of the total of 238 at KPTS who responded, 192 (80.7%) have preference for a particular training practice. About 46 (19%) have no preference for any training practices at KPTS and 3 did not answer that question.

Table 4.14: Preference for any training practices

Variables	Frequency	Percentage
Yes	192	80.7%
No	46	19.3%
Total	**238**	**100%**

Source: Field Survey, 2012

It can be observed from Table 4.14 that 192(80.7%) respondents have preference for a particular training practice, while 46 (19%) trainees have no preference for any particular training practices. Out of the number of 192 who have preferences, 133 (69%) of them prefer on-the-job training practices to off-the-job training practices, while 59 (31%) of them prefer off-the-job training practices to on-the-job training practices.

Table 4.15: Type of training practice

Variables	Frequency	Percentage (%)
Off-the-job training	59	31%
On-the-job training	133	69%
Total	**192**	**100%**

Source: Field Survey, 2012

One can say that, from table 4.15, 133 (69%) respondents at the KPTS prefer on-the-job training to off-the-job training practices. Majority stated that, in the case of on-the-job training, there is opportunity to practise actual work to be done during the training and also does not involve too much reading of concepts which is sometimes

difficult to memorize. The active participation of trainees also motivates them sharpen their skills. The trainees' preferences for a particular training practice was commented by Attwood (1989), who was of the view that in selecting training practices, it is necessary to select the one which is suitable to the needs of the trainees and also is within the resources of the organization. This means that on-the-job training which is one of the training practices at KPTS fulfils the needs of 69% of the trainees at the KPTS.

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4.5 Weaknesses of Employee Training practices at the KPTS

The researcher wanted to know the weaknesses associated with employee training practices. Four questions were raised for the trainees, trainers and senior officers to respond.

4.5.1 Monitoring and Evaluation exercise

The researcher wanted to know whether there is monitoring and evaluation system at the KPTS and from the data retrieved, out of 241 trainees, 65(20%) indicated that there is no monitoring and evaluation exercise at the training school, whiles 176 (73%) said there has been monitoring and evaluation exercise.

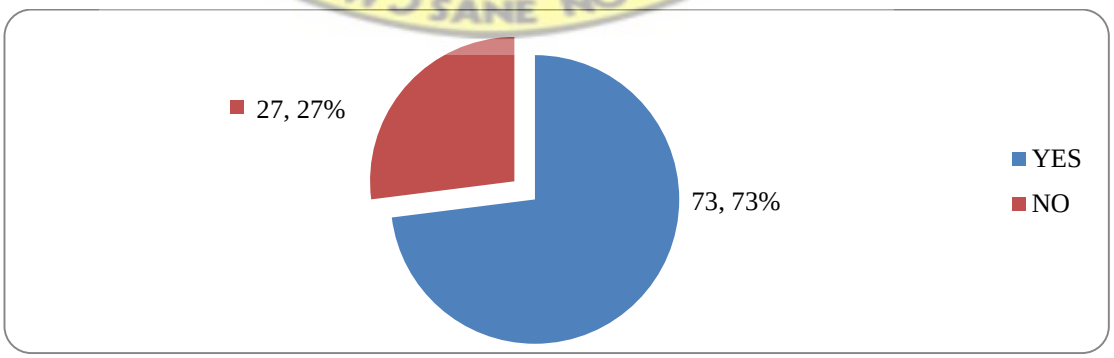

Fig. 4.4: A Monitoring and Evaluation exercise

Source: Field Survey May, 2012

From Figure 4.4 The view of the researcher is that, the essence of training is to ensure that there is a positive change in the employee's behaviour which will finally improve the effectiveness of the employee's performance. Organizations in one way or the other invest in training of employees with the aim of benefiting from the training. It must be noted that for such benefits to be justified by the organization, the training practice needs to be monitored and evaluated. By evaluating the effectiveness of training practices, weakness can be identified and improvement made. Strength can also be identified for further strengthening of positive aspects of the organization. It is said that most organizations consider the main component of training to be delivering the massage to participants and therefore do not take the monitoring and evaluation aspect seriously or if taken, little attention is given to it. Unlike KPTS, monitoring and evaluation of training practices is carried out regularly to identify weaknesses for improvement.

4.5.2 Conductors of monitoring and evaluation

The researcher wanted to know who conducts monitoring and the evaluation exercise at the KPTS and out of the 241 respondents 16 (7%) respondents said monitoring and evaluation exercise is conducted by their employer,100 (41%) respondents indicated that their immediate supervisors conduct the exercise, 96 (40%) stated that their trainers and the remaining 29 (12%) stated their colleagues.

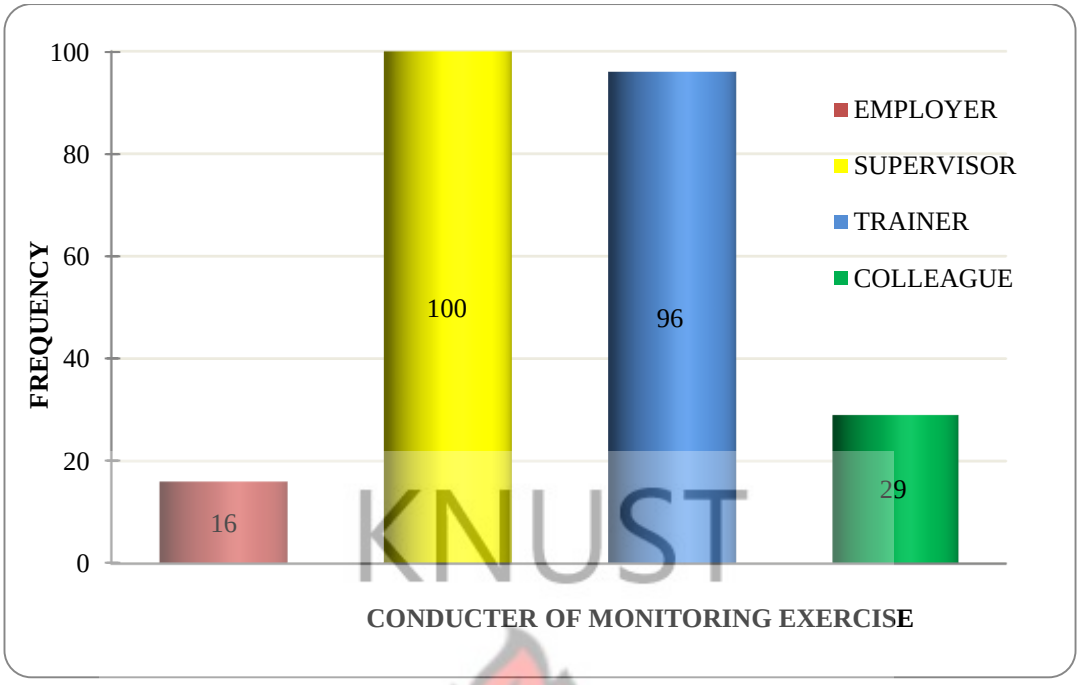

Fig. 4.5: Officials who conducted the monitoring and evaluation Exercise

Source: Field Survey, 2012

From Figure 4.5 above,100 (41%) respondents stated that their immediate supervisor have experience and direct supervision of their work and can confidently give account of their performance while 96 (40%) respondents also stated that their trainers do the monitoring and evaluation of the training practices, when the employees are at the training school.

4.5.3 Problems encountered during training

The researcher wanted to know the problems encountered by the trainees during their training at the KPTS and as such a question was posed for trainees to respond to. Out of the 241 trainees, 17 (7%) respondents indicated that their instructors/trainers were not having the necessary skills, knowledge and experience to impart the desired skills into them during the training, 97 (40.2%) respondents indicated that the duration for the training was not enough during the training,83

(34.4%) respondents indicated that the logistics and facilities were not adequate for the training , 28 (11.6%) respondents indicated that there is too much of command during training that most at times trainees have no option than to comply without complain and this affects their performance.

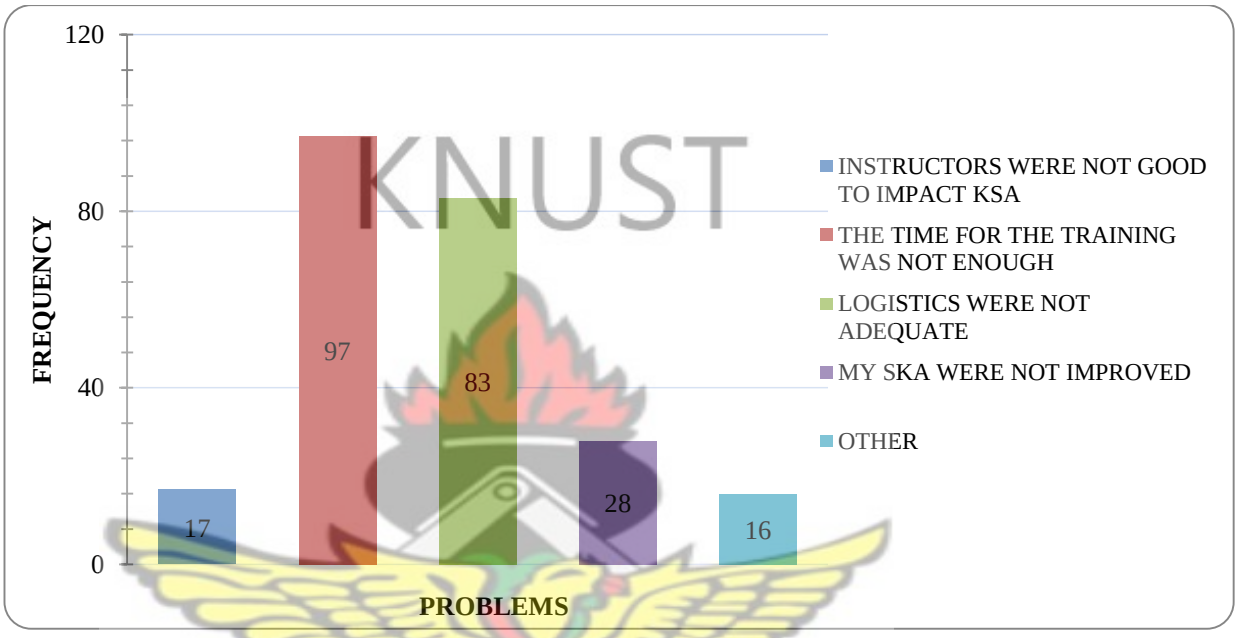

Fig. 4.6 Problems encountered during training

Source: Field Survey, 2012

From Figure 4.6, 97(40.2%) respondents at the KPTS stated that time needed for the training is not enough to cover all the required programme whiles, 97(40.2%) respondents also claimed that the logistics and the facilities at the KPTS were not adequate for the training programme. From the responses above, one can say that the major weaknesses confronting the trainees at the KPTS were, time needed for the training and the availability of logistics and the facilities. Others also stated that sometimes trainees were used to do the actual police work outside the training which disrupts the training programme. This finding supports the problems identified by organizations and trainees as stated by Wood (2004) that competing demands for

work and training which must be managed by the training, in a research conducted by Wood on the Registered Nurses Organizations, trainees on on-the-job training claimed that they did not have time during working hours to complete modules, that they were forced to work through their modules at home or during lunch breaks. The main issues raised here by the registered training organizations are that the trainees may not be likely to complete their training under such circumstances.

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4.5.4 Problems encountered in the trainer's field of training

In order to find out the problems encountered by the trainers and senior officers, a question was posed to them to respond to the problems they face in the course of training. Out of the total number (40) 39 questionnaires retrieved from the respondents, 1 (2.5%) respondent stated that the logistics at the training school were not enough for the trainees, ten (25.6%) respondents also indicated that the time or the duration for the training is not sufficient, 2 (5%) respondents stated that the trainees were being used to perform other work which disrupt the training programme. Seventeen (43.5%) respondents stated other problems, all of them stated lack of motivation at the KPTS.

Table 4.16: Problems encountered in the field of training

Variables	N	Percentage
Logistics for training are not enough	1	2.5%
Time needed for training is not enough	10	25.6%
Complains of SKA of the trainers	-	20%
Trainees serve as a reserve for police.	2	5%
Others specify	17	43.5%
Total	**39**	**100%**

Source: field survey, 2012

From the data above, 17(43.5%) respondents stated other problems and all relates to motivation, which is contrary to responses from the trainees and also in disagreement to the finding of Strickland et al. (2001) that the employers as a trainers is one big problem for organizations in training. Most of the employers see themselves as trainers and at the end fail to deliver as required. One can conclude that at KPTS motivation for the trainers is big challenges in the eyes of the trainers but the trainees also have a different view which is also contrary to the views of the trainers and Strickland *et al* (2001). In the opinion of the researcher weaknesses differ depending on the organization and the individuals.

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4.6 Impact of training on the performance of employees

The researcher wanted to know whether the training course has impacted positively on the performance of trainees, three questions were asked for the respondents (trainees, trainers and the senior officers) to respond to them.

4.6.1 Performance of employees before training

A question was asked for the respondents to rate the trainees performance before training and out of the total respondents, 147 (52.5%) stated that the performance of trainees needed improvement before training was began, 24 (8.6%) respondents stated that the performance of trainees were excellent before training, 44(15.7%) indicated that the performances of trainees were good before training, 33(11.7%) respondents claimed that the performance of trainees were satisfactory before training, while 31(11.1%) of the trainees stated that their performances were unsatisfactory before the training.

Table 4.17: Performance of employees before training

Variables	Frequency	Percentage (%)
Excellent	24	8.6%
Good	44	15.7%
Satisfactory	33	11.7%
Needs improvement	147	52.5%
Unsatisfactory	31	11.1%
Total	**280**	**100%**

Source: Field survey, 2012

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From Fable 4.17, 147 (52.5%) respondents asserted to the fact that the performance of trainees needed improvement. One can therefore conclude that at the KPTS, the performance of trainees who are selected for training needed improvement. This finding is in line with Twumasi (2004) who argued that the most important aspect of an organization's assets or resources is its human resource, hence the need for training to improve on the quality of employees in organization. This finding is also in consonance with the 5 year (2010-2014) national strategic policing plan which is to embark on in-service training for the employees with the aim of improving their performance.

4.6.2 Evaluation after training

The respondents were asked whether there was evaluation after the training and out of the respondents of 280 made up of trainees, trainers and the senior officers 266 (95%) said that there was evaluation, while 13 (5%) claimed that they were not evaluated after the training.

Table 4.18: Evaluation after training

Variables	Frequency	Percentage (%)
Yes	266	95%
No	14	5%
Total	**280**	**100%**

Source: Field Survey, 2012

From table 4.18, the data revealed that 266 (95%) respondents asserted that the KPTS conducts monitoring and evaluation after training. Training is effective if, it can positively cause a change in employee's behaviour which will finally improve employee's performance. Employers' invest in training its employees with the aim of getting benefits from the training it has invested. It must be noted that for such benefit to be justified by the employers, the training must be monitored and evaluated. Most organizations consider the main component of training to be delivering the training to participants and therefore do not take the monitoring and evaluation aspect seriously or if taken little attention is given to it. Responses retrieved from the respondents indicate that there is monitoring and evaluation system in place in KPTS.

Again, data retrieved form the respondents on training evaluation also show that trainers deliver the training to the trainees and at the end of the training, they evaluate the trainees. This means looking at the data, one can form opinion that their main task is to impact knowledge to the trainees and also to ensure that the training has been successful or not. Those who responded yes said that the evaluation took the form of test in both written and practical which was conducted by the trainers after the training course.

4.6.3 Performance of employees after training

After the training, employees were asked to rate trainees,(trainees, trainers and the seniors officers) to find out the performance of trainees after training, 154 (55%) respondents stated that the performance of trainees was excellent after training. 91 (32.5%) indicated that trainees performance was good after the training, 32(11.4%) stated that their performance was satisfactory after the training, 18(6.4%) said the performance of trainees was indifferent while 5(1.7%) said the trainees performance was still unsatisfactory

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Table 4.19: Performance of trainees after training

Variables	**N**	**Percentage**
Excellent	154	55%
Good	91	32.5%
Satisfactory	32	11.4%
Unsatisfactory	18	6.4%
Indifferent	5	1.7
Total	**280**	**100%**

Source: Field Survey, 2012

From Table 4.19 above by using 154(55%) respondents stated that the performances of trainees after the training were excellent. By using the data as a yardstick, one can confidently conclude that, the performances of trainees increased after training. The essence of training is usually to ensure that, there is a positive change in employee's behaviour which will finally improve the effectiveness of the trainee's performance. Employers invest in training its employees with the aim of getting benefits from the training it has invested. It must be noted that for such benefit to be justified by the organization, there should be a change in the behaviour of the trainee after the

training. This is in agreement with the findings of manpower service commission (MSC 1981) which claimed that the training occurs in a situation where it is found that certain attitude or behaviour is undesirable or there is a gap between the current knowledge and skills of employees and the desired knowledge and skills are needed to perform the job effectively.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

The following are the summary of findings

5.1.1 Training Needs Assessment

The data collected from the trainees, trainers and the senior officers at KPTS indicated that, employees were selected for training, when their immediate supervisors, observed that the employees lack skills, knowledge and ability to do their job. For instance 110 respondents (39.2%) confirmed that, the employees are selected for training due to the lack of SKA in doing their job. This shows that, the organization spent huge sums of money on the training of employees and achieved better results.

5.1.2 Various Training Practices at KPTS.

Data collected from trainees, trainers and senior officers show that, both on-the-job and off-the-job training practices were available and both are used in training the employees at the KPTS and most of the trainees were aware of the training practices. One hundred and fifty-five (64%) of the trainees attended both training practices during their training, 218 of the trainees asserted that, the training practices at KPTS are appropriate in improving their SKA in the performance of their job. Data collected also shows that the trainees knew about the training practices, as 93% of the trainees were aware of the training practices at KPTS.

5.1.3 Strengths of employee training practices at the KPTS

The data collected from the trainees, trainer and the senior police officers at the KPTS shows that, the training practices adopted at the KPTS met the needs of the trainees as 182 (65%) employees asserted that, the training practices met their expectations. It also came to light that at the KPTS there is trainee's involvement in the training practices as data from the respondents shows that 128 (54%) respondents agreed to the fact that, they were involved in the training. Some of them gave their involvements through discussion, demonstrations and practical application, on the job.

5.1.4 Weakness of employee training practices at KPTS

Fourthly, another objective of the study was to find out the weaknesses of employee training practices at the KPTS, and the data collected from the trainees, trainers revealed some weaknesses. As shown from the data collected 97 respondents stated that the time needed for the training was not enough as some of the trainees are used to perform other duties outside the training, there by disrupting the training programmes and as such could not cover all the needed areas. The data also shows that, 83 respondents also asserted that, the equipment and logistic for on-the-job training were not available. It was also observed that the trainers and the senior officers have a different view. In the data collected from them, their major challenge was the lack of motivation for the trainer and the senior officers and as such does not stay at the training school to gain enough experience.

5.1.5 Impact of training on the performance of employees

The data collected from the trainees, trainers and the Senior Offices shows that, 178(63.5%) respondents stated that the performance of trainees were below satisfactory and needed improvement but after the training only 23 (8.2%) respondents stated that, the performance of trainees was below satisfactory and needs improvement. This clearly suggests an improvement in the performance of the trainees.

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5.2 Conclusion

Considering all the responses and analysis, one can conclude that, training needs identification of the trainees at the KPTS are given the needed attention before employees are selected for training. One can confidently say that, training practices at the KPTS are off-the-job and on-the-job training practices in delivering the desire results. Strength of the training practices are that the trainees' involvement of the training practices at the KPTS is very encouraging. However there are some weaknesses which need to be addressed as the respondents mentioned that, time allotted for the training programmes are not adequate as trainees were serving as a reserve force at the KPTS. Logistics and equipment for the training were not also adequate, the trainers and the senior officers are not motivated to stay at the KPTS to share their experiences with the trainees. Despite all these weaknesses there is a positive impact on the employee's performance after the training.

5.3 Recommendations

The following recommendations need to be taken into consideration in order to make employee training practices more effective at KPTS.

5.3.1 Equipment and Logistics problems

The major problems confronting KPTS in respect of employee training are equipment and logistic needed for the training, as the effectiveness of on-the-job training rest of the equipment and logistic. It is therefore recommended that the Police administration should allocate enough money to acquire the needed items for KPTS to make employee training more effective.

5.3.2 Problem of pre-Training Evaluation

The system of monitoring and evaluation that exist at the KPTS, where the trainees are tested after training lack pre-training performance of trainees to make effective evaluation of the their performance so as to know whether, there has been impact of training on the performance of employees. It is therefore recommended that more effective method, which will reveal the performance of employees before and after the training.

5.3.3 Problem with Selection of Employees for training

In the study conducted at the Kumasi Police Training School only 87 (36%) respondents were selected because they lack skills, knowledge, and ability to do their job, the rest were selected for reasons different from the purpose of training which wasted their time and the organizational resource. To make proper use of resources, the immediate supervisors should be warned to ensure right employees who actually needed training are selected for training rather section of employee on the basis of

seniority, connection and relations with the authorities. It is recommended that, the immediate supervisors should conduct proper training needs analysis such as obtaining information from performance appraisal report and discussing it with the employees in relation to their performance, so that the supervisors will know which employee should be selected for a particular training course. As a means of ensuring that the training is more effective, the selection of employees for training should be based on what training programme is available in terms of the content of the course, the categories of employees needed in terms of their educational background and their units so that, there will be fairness.

5.3.4 Problem with using trainees as workers

In order to ensure that, the training at the KPTS get enough time to cover all the areas, it is recommended that, no time should be allotted for training but, the programme should be run until all the needed areas are exhausted. In addressing the problems of the trainees being used to serve as a reserve, it is recommended at that, while the trainees are on course at the training school they should not be used to perform any other duty outside the training school so is not to disrupt training programme.

5.3.5 Strengthening of the theoretical Aspect of Training

In the study conducted at the KPTS, it was revealed that most of the trainees have preference for on-the-job training and the recent criticism is about the conduct of the personnel and their professionalism, it is recommended that, the training should be centred more on knowledge acquisition practices on off-the-job training which will help the employees acquire the theoretical aspect of the work of Police. In the opinion of the researcher, KPTS on a means of ensuring better delivery of training to

its employees should embrace the “Training of trainers” course to sharpen the skills of both the classroom and drill instructors.

5.3.6 Making Internet and Computers available at the Stations

It also came out during the study that, employees attend training so as to meet old friends to discussed what has happened in other stations and the solution found to them. It is recommended that the training aspect should also cover computer training and the computers and internet facilities are made available at all police stations for the personnel to use so as to connect them to other stations and the rest of the world.

5.3.7 Problem of “do before complain attitude” during training

The research revealed that despite the numerous problems confronting trainees at the KPTS, the culture of do before complain during training have moulded the trainees to issues instructions and expected the civil society also to comply without complain. This culture contradicts with the principles of human rights and policing in a democratic era, this usually brings conflict between the personnel and civilians. It is therefore recommended that training of employees should cover their rights as human being so that they can extend the same thing to the civilians they are policing so as to strengthening the democracy in Ghana.

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APPENDIX 1

FOR TRAINEES AND THE JUNIOR OFFICERS AT THE KPTS

I wish to introduce myself to you as a Master of Business Administration Student of the School of Business, Kwame Nkrumah University of Science and Technology. As part of the Programme l am required to write a thesis whose title is "Assessing Employee Training Practices at Kumasi Police Training School". Your organization has granted me the permission to use it as my case study Organization. Consequently, sample of which you are a member are required to fill the following questionnaire. I will be grateful, if you could please spare a few minutes of your precious time to answer all the questions that follow. You are assured that all the data you provide will be treated with utmost confidentiality. I thank you in advance for your cooperation

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Section A Respondents profile

Please tick or respond [ ] as appropriate

1. Age; 18-24yrs [ ] 23-27yrs[ ], 28—32yrs [ ], 33-37 yrs [ ], 38-42yrs[ ], 43-47yrs[ ], 48-52yrs[ ], 53-57yrs[ ], 58yrs+
2. Sex; male [ ] Female [ ]
3. Rank; [ ] Constable[ ] NCOs [ ] Inspectorate [ ]
4. Units;
5. Number of Years in the Service ; 1—5 [ ], 6--10 [ ], 11---15 [ ], 16-20 [ ], 21-- 25[ ], 26—30[ ], 31—34[ ], 35—40 [ ], 41+

SECTION B: TRAINING NEEDS ASSESSMENT

6 How were you selected for training?

a Through self initiative [ ]

b I was picked on the basis of the number of years I had served with the service [ ]

c I was picked because I lacked the required Knowledge ,Skills and Abilities [ ]

d I was picked because I needed to be motivated through participation in the training [ ]

e Respond emergence

f Others (specify)

7. Did you have any expectations at the start of the course?

a. Yes [ ]

b. No [ ]

8. If 'yes' Were your expectations met?

a Yes [ ]

b No [ ]

If 'Yes' what expectation was addressed?

If No what expectation was not addressed?

SECTION C : VARIOUS TRAINING PRACTICES AT KPST

Please tick [ ] as appropriate

9. Are you aware of the various training practices at KPTS?
   a. Yes [ ]
   b. No [ ]
10. Do you think training practices at KPTS are appropriate to improve SKA your job.
   a. Yes [ ]
   b. No [ ]
11. Have you attended any of the training practices at the KPTS?
   a. Yes [ ]
   b. No [ ]
12. If Yes type of training did you attend?
   a. On the job training [ ]
   b. Off the job training [ ]
   c. Both on the job and off the job training practices
   d. Others please specify……..
13. Did the training practices meet your expectations?
   a. Yes [ ]
   b. No [ ]

   If 'Yes' in what ways did it meet your expectation?

   If 'No' what expectation was not addressed?

   ---

14. What is your perception about the training practices at the KPTS?
Excellent [ ] Good [ ] Satisfactory [ ] Unsatisfactory [ ]

SECTION D: STRENGHS OF EMPLOYEE TRAINING PRACTICES AT THE KPTS?

15 . Has the training been beneficial to you?

a. Yes [ ]
b. No [ ]
If 'Yes' what ways?
……
If 'No' what was the problem?
---

16. Were you actively involved in the training?

a. Yes [ ]

b. No [ ]

17. How did you rate the proficiency of the trainers at KPTS?

a. Excellent

b. Good

c. Satisfactory

d. Unsatisfactory

18. Do you have preference for any of the training practices?

a. Yes [ ]

b. No [ ]

19. If Yes Please indicate your preference.

a. Off -the- Job training [ ]

b. On- the -Job training [ ]

c. Others [ ]

Please state you reason

SECTION E: WEAKNESSES OF EMPLOYEE TRAINING PRACTICES AT THE KPTS?

20. Has there been any monitoring and evaluation system at KPTS?
    a. Yes [ ]
    b. No [ ]

21. Who conducted the monitoring and the evaluation exercise?
    a. Employer [ ]
    b. Supervisor [ ]
    c. Trainer [ ]
    d. Colleague [ ]

22. Which of the following problems did you encounter during your training?
    a. Instructors/Trainers were not good to impact KSA
    b. The time for the training was not enough
    c. Logistics and equipments were not adequate.
    d. My SKA were not improved
    e. Other

SECTION F: PERFORMANCE OF EMPLOYEES BEFORE AND AFTER THE TRAINING

23. How did you rate your performance before the training?
    a. Excellent [ ]
    b. Good [ ]
    c. Satisfactory [ ]
    d. Needs improvement [ ]
    e. Unsatisfactory [ ]

24. Have you been evaluated after attending the course?
    a. Yes [ ]
    b. No [ ]

25. How would you rate your performance after the training?
    a. Excellent [ ]
    b. Good [ ]
    c. Satisfactory [ ]
    d. Unsatisfactory [ ]
    e. Indifferent [ ]

FOR TRAINERS AND SENIOR EMPLOYEES AT THE KPTS

I wish to introduce myself to you as a Master of Business Administration Student of the School of Business, Kwame Nkrumah University of science and Technology. As part of the programme l am required to write a thesis whose title is "Assessing Employee Training Practices at Kumasi Police Training School". Your organization has granted me the permission to use it as my case study organization. Consequently, sample employee of which you are a member are required to fill the following questionnaire .I will be grateful ,if you could please spare a few minutes of your precious time to answer all the questions that follow. You are assured that all the data you provide will be treated with utmost confidentiality. I thank you in advance for your cooperation.

KNUST

Section A: Respondents profile

1 Age; 18---22yrs. [ ] 23 -27 yrs. [ ] 28—32 yrs. [ ] 33—37 yrs. [ ] 38 -- 42 yrs. [ ] 43—47 yrs. [ ] 48 – 52 yrs. [ ] 53-- 57 yrs. [ ] 58+

2 Sex; male □ Female □

3 Rank; Inspectorate □ Senior Officer □

4 Units;

5 Number of Years in the Service; 1—5 **yrs.** [ ] 6---10 **yrs.** [ ] 11---15 **yrs.** [ ] 20---25 **yrs.** [ ] 26----30 **yrs.** [ ]

SECTION B: TRAINING NEEDS ASSESSMENT

6. Do you appraise your employee regularly?

a. Yes [ ]

b. No [ ]

If ' No' why?

7. Did you have any expectations at the start of the course for the employees?

a. Yes [ ]

b. No [ ]

If 'Yes' were your expectations met.

a. Yes [ ]

b. No [ ]

SECTION C: VARIOUS TRAINING PRACTICES AT THE KPST

Please tick or respond [ ] as appropriate

8.. What determines the training practices to be used at KPTS

.

a. The number of trainees [ ]

b. Cost involved [ ]

c. Equipment available [ ]

d. Time required for training [ ]

e. On the subject matter [ ]

9. What is your perception about the training practices at the KPTS?

a Excellent [ ]

b. Good [ ]

c. Satisfactory [ ]

c. Unsatisfactory [ ]

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SECTION D: STRENGHS OF EMPLOYEE TRAINING PRACTICES AT THE KPTS?

10. How long have you been involved in training of the employees at the KPTS?

1– 5yrs [ ] 6 – 10yrs [ ] 10 – 15yrs [ ] 15yrs + [ ]

11. Do you think you are skilful in impacting knowledge, skills in the your trainees?
    c. Yes [ ]
    d. No [ ]

12. Apart from the Police can your training skills and knowledge acquired be used elsewhere?

    a. Yes [ ]
    b. No [ ]

13. Which of the following training practices are the most effective?

a. Trainees participation [ ]

b. Combination with other training practices [ ]

C. Cost effectiveness [ ]

d. Less time is consumed [ ]

e. Trainees can learn on their own [ ]

SECTION E: WEAKNESSES OF EMPLOYEE TRAINING AT KPTS?

14 . Which of the following problems do you encounter in your field of training?

a. Logistics and the facilities at KPTS are not enough

b. Time needed for training is not enough

c. Trainees complain about SKA of the trainers

d. Trainees serve as a reserve for police

e. Others ,please specify----------

SECTION F: PERFORMANCE OF EMPLOYEES BEFORE AND AFTER THE TRAINING

15. What was the performance of employees before the training?

a Excellent [ ]

b. Good [ ]

c. Satisfactory [ ]

d. Needs improvement [ ]

e. Unsure [ ]

16. Do you evaluate the performance of employees after training course?

a. Yes [ ]

b. No [ ]

17.. How would you describe performance of employees after the training?

a. Excellent [ ]

b. Good [ ]

c. Satisfactory [ ]

d. Unsatisfactory [ ]

e. Indifferent [ ]

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