UNIVERSITY OF CAPE COAST

STAFF TRAINING AND THE ATTAINMENT OF ORGANISATIONAL

GOALS AT GHANA STATISTICAL SERVICE HEAD OFFICE, ACCRA

EMMANUEL LARBI

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BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE COAST, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE DEVELOPMENT

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature…………………………   Date: ……………………

Name: Emmanuel Larbi

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:…………………………   Date:……………………

Name: Dr. F. Enu-Kwesi

ABSTRACT

This study was conducted on the premise that despite the importance of staff training in the attainment of organisational goals, most organisations do not handle staff training programmes well. The objective of the study was to examine staff training policies in Ghana Statistical Service (GSS), to find out the extent of implementation of such policies if they exist, analyse the implementation of the policies to see if they meet best practice and also ascertain the importance of staff training in relation to the attainment of organisational goals.

Multi stage sampling techniques were adopted to arrive at a sample size of 57 valid respondents, out of a sample frame of two hundred and forty nine (249). There was also a purposive sampling of the Government Statistician and the Director of Administration to ascertain certain vital information. Questionnaires and interviews were used to solicit the information.

The study revealed that even though, there are some forms of training activities going on in GSS and various investments being committed into it, the organisation does not have a detailed and an elaborate training policy, let alone a document to that effect. Staff training activities in GSS are haphazard and uncoordinated and fall short of best practices. However, the question of the importance of staff training in the attainment of organisational goals was overwhelmingly endorsed by the respondents. It is therefore being recommended that GSS should develop an elaborate and comprehensive training policy document which spells out details and regulations governing training activities and commit resources to its implementation.

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I must however, emphasise that I am directly responsible and liable for all errors, either of omissions or commissions. Do not hesitate to point out any such errors or short comings you find, to guide me in any such future work.

DEDICATION

To my wife Comfort and my lovely children, Lily and Duke.

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ACRONYMS

CBA   Collective Bargaining Agreement

GCE   General Certificate of Education

GSS   Ghana Statistical Service

HND   Higher National Diploma

HR   Human Resource

ICT   Information and Communication Technology

NGO   Non Governmental Organisation

PNDC   Provisional National Defence Council

TNA   Training Needs Assessment

CHAPTER ONE

INTRODUCTION

Background to the study

Training is an important ingredient in productivity, which affects both quality and quantity delivery. There is a creative ability in every human being, which when properly developed, can lead to effective job performance and subsequently, attainment of individual, organisational and national goals. Human beings constitute the ultimate basis for wealth of nations and are considered the most essential resource in production. Capital and natural resources are passive factors of production, while human beings are the active agents who accumulate capital and exploit natural resources to build social, economic and political organisations, and carry forward national development. According to Todaro (1992), a nation which is unable to develop the skills and knowledge of its people and utilise them effectively in the national economy will be unable to develop anything else.

Human resource refers to the physical, mental talents and abilities of individuals, used in the production of goods and services. According to Brontis, Dragonetti, Jaconsen and Roos (1999), the human factor in the organisation, is the combined intelligence, skills and expertise that give the organisation its distinctive character. It can also be explained as the human element in the nation

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that harnesses natural resources and capital to produce goods and services to satisfy the needs of man. Mulhearn and Howard (1999) also posit that the quality level of the human resource is generally accepted to have a positive correlation with the performance and running of an organisation. Human resource as a factor of production is able to blend or put the other factors together to obtain a desired product or achieve a desired goal. Therefore, the development of human skills and capabilities through training is seen as an essential means for sustaining economic growth and instrumental in poverty reduction.

Every organisation has goals and objectives which guide its operations. All organisations, including government agencies, at the time of their establishment, have stated objectives, goals and visions and the realisation of these depend on the availability of competent, skillful and knowledgeable staff. These requisite staff are acquired through recruitment and further training while working, to enable them perform well and contribute to the attainment of the organisation's goals and visions. Thus, for an organisation to be effective in realising its objectives, it needs to provide the necessary training, either specific to the requirements of the job or general (Kaplan, 1999).

According to Kaplan (1999), some indicators of an effective organisation include: a strong sense of direction and focus through an inspiring vision and mission, inspiring shared values, which are practically lived by the organisation members, and adequacy of skills and competencies. Others are the ability to take time to develop the staff beyond just academic qualifications, policies, systems and procedures that facilitate work, as well as responsiveness to employees needs.

Achieving organisational goals usually depend on the quality of staff within an organisation. The quality of staff is therefore central to the effectiveness of every organisation. However, an effective workforce may also depend on availability of human resource policies, which include staff training and development programmes in organisations.

Most corporate bodies have mission and vision statements as well as training philosophies that influence the way they carry out their staff training activities. Governmental agencies' training policies may be enshrined in the acts that established them, and other policy documents. Armstrong (2001) considers the training philosophy of an organisation as an expression of the degree of importance it attributes to training. According to Armstrong, some firms maintain and adopt a laissez-faire approach to training, believing that employees will find out what to do for themselves. He asserts that other firms also believe that training is an investment that will forestall potential skills shortages that can threaten the organisation's potential growth and as a result, adopt training programmes to have higher staff quality. He further indicates that it is not enough for organisations to only believe in training as an act of faith, but that this belief must be supported by positive and realistic philosophy of how training contributes to the bottom line objectives of return on investment and pay back. In his opinion, human resource (HR) policies are guidelines on the approach an organisation intends to adopt in managing its people. The policies define the philosophies and values of the organisation on how people should be treated and how managers are expected to act when dealing with human resource matters including training.

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Another issue worth considering in human resource development and staff training practices is the availability of training resources and facilities in an organisation. Such resources and facilities may include sufficient financial budget, well equipped training centre and other modern gadgets which facilitate teaching and learning as well as a human resource development manager and a training department. Lack of these amenities or inadequacies of it are likely to affect staff training and development activities. Robinson, Clemson and Keating (1997) state that continuous learning and training must move along with allocating resources, since the ability to learn is not sufficient. An organisation with a learning culture and a policy of developing its staff must display a number of features which include establishing a philosophy and practice of a set of life long learning processes, covering continuous learning and training, as well as encouraging and facilitating staff members to learn. Britton (2002) in his opinion, also posits that learning should be encouraged and supported and that managers must make it part of their responsibilities to ensure that workers are given personal encouragement to contribute to the attainment of the organisational goals. Therefore, learning according to him, must be given adequate resources such as time and sufficient budget allocation.

The Ghana Statistical Service (GSS), which is the study organisation for this research, is the sole central government organisation charged with the responsibility of collecting, compiling, analysing and publishing statistical information relating to social and economic sectors of the economy of Ghana. Such statistical information is vital for policy formulation, planning and decision

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making for both government and the private business community in the country as well as international development partners and donor agencies.

The history of the Ghana Statistical Service dates back to 1948, when the office of the Government Statistician was established under the colonial administration to oversee issues relating to statistics. In 1961, the Statistics Act (Act 37) was promulgated to establish the Central Bureau of Statistics as a government department, which expanded the scope and the lenses of statistics in the country, with the office of the Government Statistician as the head of the institution. In 1985, the Statistical Service Law (PNDC Law 135) came into force to establish the Ghana Statistical Service and its Board. The law raised the status of the Central Bureau of Statistics from a government department to an autonomous Service within the Public Services of Ghana. With regards to the Service's mandate and the highly technical nature of its work, it requires adequately skilled and qualified personnel with the requisite competence to handle the various aspects of the work. However, not all employees may have the exact skills required for a particular job though they may have the academic qualification. Therefore, training is required intermittently to sharpen the skills of staff and to re-orient them to do their work.

In article 12 of the Ghana Statistical Service's Collective Bargaining Agreement (GSS, 2000:8), is an item titled "on-the-job training". The first clause of this article says that "the employer recognizes the importance of training on the job as a supplement to formal training and as a way of enhancing the promotion prospects of its employees. The Service will therefore encourage deserving

employees, through in-service and institutional training in relevant areas, to enhance their efficiency and develop their potentials". This is in recognition of the fact that Statistical Service like several other organisations believes that on-the-job training or staff training is important for efficiency, which leads to increased productivity and attainment of organisational goals. It would therefore be interesting to note how the above clause in the Collective Bargaining Agreement of the Ghana Statistical Service translates into staff training and development practices in the Service.

Despite the above provision on staff training in the CBA, the Ghana Statistical Service does not have an actual policy frame work which guides training in the Service. Training is mostly initiated by individual staff members who fear to lose their positions to others and therefore, embark on various training programmes to upgrade themselves. Some of these training programmes are later recognised by management, who subsequently promote the holders of the certificates. Those whose programmes or certificates are not recognised eventually leave to look for jobs elsewhere. Any official training programmes which come up are embarked upon at the whims of management. Most of such programmes are usually short courses. No laid down procedures are usually followed with respect to who attends what programme and an assessment to ascertain the benefits of such courses on individual staff members and the organisation as a whole.

Problem statement

Employees are very critical and crucial resource of an organisation and must be sharpened through training to optimize their contributions to an organisation. In spite of the importance of training and the prominence given to human resource management and development practices globally, human resource management, particularly as in staff training practices is not receiving the necessary attention that it deserves in the Ghana Statistical Service. In the midst of the staff training challenges, is an absence of a proper training scheme for the organisation. Apart from the mere mentioning of training in article 12 of the CBA, there is no elaborate detail or any document on staff training policy and implementation for the Ghana Statistical Service.

A chat with the head of human resource (July, 2007) revealed that the Service has no document which stipulates clear guidelines as to how training should be carried out. For instance, there is no document which specifies how many members of staff should be trained in a year, what type of training should be given to staff, what selection method should be adopted to choose staff for training, and what category of the staff could be trained to enhance productivity. Any form of training activities that go on in the Service are not well coordinated and are haphazardly carried out. Furthermore, the structure (building) referred to as the training room lacks all the facilities of any serious training centre and is virtually abandoned for that purpose. In addition, there is an absence of a training or human resource development department, whose duty is to oversee staff training activities as well as a qualified training officer, among other difficulties.

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It is in the light of the above gaps that the study was conducted. It essentially sought to find out how adequate or inadequate staff training is carried out in GSS. It was also to find out how elaborate and detailed training programmes or otherwise can influence the attainment of goals in GSS.

Objectives of the study

The general objective of the study was to examine staff training and the attainment of organisational goals in Ghana Statistical Service. The specific objectives were to:

1. examine the extent of implementation of staff training policy in GSS

2. evaluate the implementation of the staff training policies with respect to best practices

3. establish the importance of staff training in the attainment of organisational goals

4. make recommendations for effective implementation of staff training policies and programmes in GSS

Research questions

Based on the above objectives, the following research questions were posed to guide the study:

1. what are the policies for staff training at GSS and to what extent are they being implemented?

2. how does the implementation of the policies conform to best practices?

3. how is staff training important in the attainment of organisational goals at GSS?

Significance of the study

The purpose of the study is to add to the pool of academic knowledge, with respect to staff training and the attainment of organisational goals. Furthermore, the findings and the recommendations of the study will help improve staff training activities in the Ghana Statistical Service, and the Public Service as a whole.

Scope of the study

The scope of the study is to examine staff training practices in the Public Service of Ghana, using the Ghana Statistical Service as a case study. The study focused on the head office of the GSS, where major policies such as that of training emanate.

Organisation of the study

The study has been organised into five chapters. The first chapter contains discussions on the background. It includes the following sub-topics: background to the study, statement of the problem, the research objectives and the research questions, significance of the study, the scope, and the organisation of the study. Chapter two is based on review of related literature on staff training and its

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benefits, leading to the attainment of organisational goals. Chapter three comprises the methodology of the study. It contains sub-topics like the study organisation or institution, the study design, the population or the sample frame of the study, the sample design or techniques and size for the study, the data collection instrument, administration of the study, as well as the data capturing and processing techniques.

Chapter four deals with presentation, analysis and discussions of the data. Appropriate tables and charts have been used to give a pictorial understanding of the analyses. Chapter five comprises the summary and conclusions drawn from the findings. Recommendations and suggestions have also been proffered for an effective implementation of staff training policies in GSS.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This section is devoted to a review of literature. Some specific areas discussed include definitions and types of training, key concepts related to training, importance of staff training, policies on training, and determining training needs. Others were the role players in staff training, environmental influences on training activities, organisational training philosophy, values and culture, as well as training evaluation. The theoretical or the conceptual framework which underpins the study was also discussed in this chapter.

Definitions and types of training

Training is a very broad subject area and has been variously defined by several writers with varying degrees of emphasis. However, some of such definitions which are consistent with the objective of this study were examined. According to Laird (1985:11), training may be defined as "an experience, a discipline or a regimen, which causes people to acquire new, pre-determined behaviours". Denning (1986) also argues that the purpose of training is to improve knowledge and skills as well as change attitudes, thereby increasing confidence, motivation and commitment of staff. He emphasises that training is a

key element for improved organisational and individual performance. Training is also seen as an essential component of organisational policies and is considered an important management tool that is used to develop the full effectiveness of the organisation's most vital resource, its people (Jerling, 1996). Garavan (1997) also says that training is a planned and systematic effect to modify or develop knowledge, skills, attitudes, and abilities through learning experiences, to achieve effective performance in an activity or a range of activities. Ivancevich (1998) adds that training is the planned and systematic modification of behaviour through learning events, which result in the participants achieving the levels of knowledge, skills and competence needed to carry out their work effectively.

The above definitions may vary in terms of emphasis but they all point to one common thing which is evident in the fact that training is usually expected to bring a change in attitude and behaviour and provide the necessary skills for goal achievement. The above definitions are closely aligned and also point to the fact that training certainly prepares individuals, both psychologically and physically, to perform their duties effectively. The only ambiguity in the above definitions is the fact that they did not take into consideration, the various types of training which will equip an individual with a specific or a particular skill. Armstrong (2006) makes reference to various types of training. The types of training include orientation, on- the-job training or coaching, mentoring and formal academic training.

Orientation also referred to as induction, is a process by which new recruits are welcomed into an organisation, familiarising them with the

environments and operations of the organisation. On the-job-training or coaching is another type of training which takes place when new recruits are taught or coached to do their work. It has been defined by The Industrial Society (1999), cited in Armstrong (2006) as the art of facilitating the enhanced performance, learning and development of others. This is done either consciously in a classroom learning situation or by a supervisor teaching or directing recruit subordinates how to do their work on a daily basis while working to help them develop their skills and competence levels. Mentoring, as a type of training, takes place when a subordinate is assigned to a superior and more experienced officer to understudy him. Armstrong (2006) indicates that it is a process of using specially selected and trained individuals to provide guidance and support to persons allocated to them to learn and develop This usually takes place when the superior officer is about to go on pension or leave office. It gives the subordinate officer the opportunity to tap from the vast knowledge and experience of his superior before he leaves office. Formal academic training also provides the staff an opportunity to go to school to upgrade themselves from one level of the academic ladder to the other. Notwithstanding the type of training one receives, it certainly equips him to be more effective in the performance of a task. However, to relatively understand training better, there is the need to discuss some key concepts which are occasionally used synonymously with training and how they are interlinked.

Key concepts related to training

There are several concepts that are related to effective performance, as well as quality and quantity delivery. Some of these concepts are sometimes used interchangeably to mean the same thing as training, though they may have slightly different emphasis. The concepts include the following: career development, performance, empowerment and their relationship to productivity and work place quality delivery.

According to Davis and Davis (1998), training is the process through which skills are developed, information is provided and attitudes are nurtured in order to help individuals to become more efficient in their work. Thus, training comes in either as a solution to lack of performance of the employees or when there is a need to effect change in the way things are being done. In addition, Gravett (2001) argues that training can be perceived as a systematic development of certain necessary skill patterns that are required by employees in order to reach a certain level of competency to operate differently and efficiently in their execution of day- to- day tasks. In other words, training helps individuals to develop their skills which eventually empower them to perform their jobs.

According to De Cenzo and Robbins (1996), there seems to be a thin line separating training and development. They argue that training is more of a learning experience that seeks to bring about a relatively permanent change in an individual that will improve his/her performance on the job, while development, on the other hand, focuses more on long term personal growth of the employee. Therefore, training is about identifying, assuring and helping planned learning in

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key areas that enable individuals to perform well on current or future jobs. It is aimed at improving both performance and capacity, thus helping individuals to develop their potentials for bigger work challenges.

Rae (1993) argues in general terms that development is an overall approach to individual or group's improvement and enhancement. It can involve series of training events of various types that lead to total learning experience and leave the employee stronger. Furthermore, Forojolla (1993) is of the opinion that development implies a change in certain or specific direction, an upward mobility. Thus, the definitions suggest that development has to do with a deliberate attempt at improving the current status quo. This means that there is a link between development and improvement.

On the other hand, Dean, Murk and Del Parte (2000) are of the opinion that development contributes to organisational effectiveness. Thus, if people who work for an organisation are better developed and prepared to do their jobs, the organisation becomes more efficient and effective in service delivery. According to them, career development, means various things and can be described as work related experiences that span the course of life. Career development has career planning and career management as underlying concepts. Career planning is a deliberate process of becoming aware of self, opportunities, constraints, choices, and identifying career-related goals. Self-development is central to advancing employee's knowledge and skills for personal and professional use. Therefore, development that employees undergo should be seen by the very employees as

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adding value to their own personal and professional career. The above expatiation shows that there is a relationship between training and career development.

Another training related concept known as performance or performance management has in many instances been given various meanings and interpretations. In order to give an explicit view of the concept, the following definitions are found to be consistent with the purpose of this study. Performance is the outcome of actions on the job, as well as the actions that produce that outcome (Lefton, Buzzotta, Sherberg & Karraker, 1974). According to them, performance involves inputs (the actions people put into the job) and outputs (the consequences of those actions) and further link performance to results and behaviour.

Langdon (2000) considers performance as the actual work that is done to ensure that an organisation achieves its mission. In his view, all performances produce an output in a form of a product, service or knowledge. He also regards feedback as an essential element of performance. Armstrong (2001) agrees with Lefton et al.'s (1974) and Langdon's (2000) definitions of the concept and states that performance management is a process for assessing and improving performance based on the agreement of objectives, competence requirements and development needs, the measurement of achievements and performance in relation to those needs and agreed objectives. According to him, a full performance management process is concerned with the output and behavioural aspect of how the roles are being played by both the individual and the organisation. From the above explanation, it can be said that training has some

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correlation with performance, since training is meant to correct performance gaps and discrepancies. For performance to be effective therefore, the individual must be empowered by the organisation to deliver.

According to Blasé and Blasé (2001), empowerment is about investing in employees, the right to participate in the determination of work place politics and the right to exercise professional judgment about the curriculum and the means of instructions. Thus, empowerment is about arming employees to the apex with the knowledge, skills, and the positive attitude that is required for maximum performance in the work place, which is virtually the same as training. Manning and Curtis (2003) affirm that empowerment in the work place is generated by efforts to improve performance. It takes efforts of employees to solve problems with the view of meeting customer needs. Thus, empowerment is anchored in 'investment in people'.

The four concepts, namely training, development, performance and empowerment are closely linked as far as effective and quality delivery is concerned, even though, they differ slightly in emphasis. Training is central in achieving development, performance and empowerment. Training, which is usually short term in focus, prepares an employee gradually to achieve career development. In the process, the employee is empowered to perform effectively, leading to the attainment of an organisational goal. Therefore, the success or otherwise of training determines the levels and the effectiveness of the three concepts, development, performance and empowerment. Following from the above discussion, it is pertinent to establish the importance of training to an

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organisation. The question therefore is; what benefit would an organisation derive in investing its scarce resources in the training and development of its staff?

Importance of staff training to an organisation

Training has the ability to contribute to the overall effectiveness and efficiency of an organisation and can be regarded as necessary for the long-term success of the organisation. In the opinion of Kenny and Reid (1989), training helps employees to learn their jobs quickly and effectively, thereby minimizing or limiting the cost involved in production and assists existing staff to improve their work performance and to be abreast with the dynamics in their fields of specialization. It also leads to greater volume of output from staff as they work more quickly, and a reduction in work errors which can benefit the organisation as management will have more time to spend on planning and development activities instead of correcting mistakes. Labour turnover among new staff due to ineffective learning and inadequate training can be reduced, and staff members that are helped by induction and training are more likely to achieve a high level of job satisfaction. Furthermore, training in safe working practices can reduce accidents, resulting in social and financial benefits to employers and society, and also tend to attract better and high quality staff, that are not likely to be frustrated in furthering their careers.

Kaplan and Norton (1996) emphasise the critical need for employee training in today's organisation's success. They assert that almost all routine work has been automated. Computer controlled manufacturing operations have

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replaced workers routine jobs, and service companies are increasingly giving their customers direct access to information and data through the information and communication technology (ICT) systems. They also contend that doing the same job over and over at the same level of efficiency and productivity is no longer sufficient for organisational success and that, for an organisation to maintain and grow beyond its existing relative performance, it must continually improve. For the improvement to take place, they suggest a paradigm shift towards a major reskilling of employees to improve their knowledge and capabilities that will enable them contribute effectively towards the achievement of their organisational goals. Mayo (1998) reiterates that an important strategic imperative in growing value in an organisation is the ability for it to grow the intellectual capital: the people in the organisation, their capabilities and potential and how they are led and organised. In his assertion, training equips and empowers staff to give of their best, leading to high productivity. Ondari-Okemwa (2000) also states that regardless of the nature of the organisation, and in whatever way the activities of management are identified, staff training is an essential part of the functions of management.

Since training resources are limited, organisations often ensure that any training they provide to their staff realise some benefits. According to Armstrong (2001), some of the benefits that organisations derive by providing training to their employees include improvement in individual, team and corporate performance in terms of output, quality, speed and overall productivity. It also leads to improved operational flexibility by extending the range of skills

possessed by employees, attraction of higher-quality employees by offering them learning and development opportunities, as well as increase their level of competence and enhancing their skills. It further increases their commitment by encouraging them to identify with the mission and objectives of the organisations. Armstrong (2001) continues that training helps to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations. He further asserts that training helps workers to develop a positive culture in the organisation that will orient staff towards improvement in performance and provide higher level of service to the customers and clients.

Therefore, inferring from the assertions of the above authors, it is imperative that training becomes a major human resource policy in every organisation, in order to equip staff to work effectively towards attainment of organisational goals. For training programmes to be effective however, there should be specific policies and procedures in place to guide the conduct of such activities within an organisation.

Human resource policies and procedures relating to training

Human resource (HR) policies also referred to as personnel policies, are guidelines on the approach an organisation intends to adopt in managing its people. They define the philosophies and values of the organisation on how people should be treated and how managers are expected to act when dealing with personnel matters including training. According to Jucius (1963), personnel

policies are basic rules established to govern functions so that they are performed in line with desired objectives. In his opinion, the policies restrain executives from performing undesirable functions or mishandling specified programmes. Jucius (1963) submits that areas of an organisation where personnel policies should cover include employment, dismissals, promotions, transfers, vacations and training. Personnel and for that matter human resource policies therefore serve as reference points when human resource management practices are being developed and decisions are being made about staff.

Armstrong (2001) states that it is important for an organisation to have HR policies in place to ensure that there exist reference points to enable managers to deal with people in accordance with organisational values and goals. He argues that the policies help to forestall arbitrariness. Armstrong further reiterates that HR policies also provide the framework within which consistent decisions are made and equity is promoted in dealing with employees. For instance, an HR policy on training will determine what type of training should be given to staff, who should benefit from training, the methods and procedures to adopt in carrying out the training, and how to even manage events after training. A good HR policy on training would therefore provide the guidelines for the conduct of a good training programme.

Therefore, a well crafted HR policy on training will guide an organisation in the scientific determination of its training needs in such a way that the right staff will be chosen for right training programmes, for the benefit of the

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organisation. This will ensure that proper needs assessment at both the organisation and the individuals' levels are conducted.

Determining training needs

Training involves the determination of needs, such as individuals, group and organisational training needs, and also the methods of determining these training needs. Wellins, Byham and Wilson (1991) emphasise the need to invest in training and suggest that the most logical starting point to carry out staff training is through job analysis. They arrived at the following dimensions as criteria for carrying out effective job analysis: ability to learn attention to details, initiative, job fit, judgment, oral communication, physical health, influence, tolerance and work standards among others. In their opinion, these factors will determine the training needs of both the organisation and the individuals. According to Armstrong (1998), training must have a purpose and that purpose can only be defined if the training needs of the organisation, groups and individuals within it have been identified and analysed. The analysis of training needs therefore should aim at defining the gaps between what is happening and what should be happening. Van Dye, Nel, Leodoff, and Haasbroek (1998) agree with this by stating that every organisation, irrespective of its structure, aims and missions has certain needs which must be satisfied to ensure that the organisation is economically viable and continues to grow. Van Dye et al. (1998) differentiate between three types of training needs, namely; organisational needs, group needs and individual needs.

Organisational needs are needs that are unique to the organisation and include improving productivity, building morale and better competitive status. These needs are derived from the organisation's development activities, such as goals, objectives and principles. Group needs refer to the specific job levels or categories of employees. These needs of the group as a whole may require that additional training be provided, where departmental or organisational objectives are set in relation to group interactions. Individual needs are determined by analysing the background, education and training, aptitude, experience, knowledge and skills of the individual employee. Training needs for the individual consist of the difference between their existing knowledge, skills, attitudes, and abilities and what is required of them to effectively discharge their current and future jobs.

Methods of determining training needs

Laparo (1989) has suggested that training should be the first choice solution to lack of job knowledge and skill. Therefore, he opines that training must necessarily address a problem in job performance. Van Dye et al. (1998) also say that training needs arise when there is a hindrance to the achievement of the present or proposed organisational objectives, which could be reduced if there is an introduction of new or revised training processes. According to Van Dye et al., these methods may have to be tailored to the organisational needs, the group needs or the individual needs.

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Organisational needs method is carried out in relation to poor functioning within the organisation, where a section of it does not meet its objectives, and as a result indicate that training is needed to improve performance for these employees. Problem of scarcity of resources (money, time) would need to be taken into consideration in determining the organisational training needs. This requires the organisation to prioritise its training needs to meet emerging and urgent needs that will influence productivity. In the opinion of Craig and Bittel (1967), one of the considerations to be made when determining training needs of both individuals and the organisation is resources. According to them, time, money and effort would be wasted if training is not based on valid present or emerging needs. The organisational training needs identification will also involve environmental screening in order to provide the appropriate training that will meet the demand of external factors such as political and socio-economic, in order to stay competitive. Individual or group needs involve individual staff members proactively taking initiatives and showing interest as well as adopting positive attitudes towards their own development and training. DeSimone and Harris (1998) opine that it is directed at determining the training needs of the individual employees and is typically on how well each employee is performing key job tasks. The focus is to analyse the actual needs of the staff, avoid training programmes that might be ill-directed and inadequately planned. It also provides the framework, tools, techniques, processes and skills for designing and implementing efficient, effective, timely and productive training for these staff, and ensures that the training is designed to meet the staff requirements.

Various methods and techniques can be used to identify training needs and these may vary from individuals requesting for training, to the use of surveys, staff performance appraisals and other methods. The following are some of the techniques identified by Goldstein (1993) that can be used for identifying the training needs of the organisational staff; observation, questionnaire (may be in the form of survey or polls of random sampling of respondents) and key consultation (obtaining information from those persons who by virtue of their formal or informal standing, are in a good position to know the training needs of particular groups like supervisors, members of a professional association etc). The print media, which include professional journals, legislative news, in-house publications etc, interviews, group discussions, tests, records, work samples can also be used to identify training needs.

In the light of the above however, the question one may ask is how effective are the various instruments and methods in determining training needs? It is therefore believed that certain role players also work in concert with the various methods in determining training needs of organisational staff.

Role players in staff training activities

According to Stoner and Freeman (1989), organisations can assist individuals to manage their careers. Career management however, is the ultimate responsibility of the individual worker. Clark (1992) also states that there is currently a move away from the traditional approach of "the organisation knows what is available and what is best for you", to a corporate philosophy of everyone

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is responsible for his or her career development. Traditionally, organisations were seen to be responsible for the career management and development of their personnel. However, recent schools of thought suggest that individuals themselves should be responsible for managing their careers.

Gutteridge, Leibowitz and Shore (1993) were of the opinion that culture shift towards the empowerment of employees and new roles for managers are very much in line with the two central emphasis of career development. The first emphasis enjoins employees to take responsibility of their own career development, and the second, admonishes managers to play an important coaching and facilitation role in the career development of employees. According to them, both employees and managers have specific roles to play in a career development system. Whereas employees must be responsible for their own career management by identifying their career needs and availing themselves for it, managers on the other hand, should be responsible for familiarising themselves with the employee's career aspirations and how that can best be met. When both parties play their respective roles, the employee's career aspirations, and the organisation's operational objectives would be met.

Another major role of managers or management of an organisation with respect to training and development needs of their employees is financial assistance or any form of sponsorship. Most employees may want to accept the challenge or the responsibility of their own career development but may be constrained financially. In the opinion of Becker (1993), human capital which refers to the human resource or staff of an organisation is similar to physical

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means of production, e.g., factories and machines. He explains that one can invest in human capital through education, training, medical treatment and one's outputs will depend partly on the rate of return on the human capital that he owns. Thus, human capital is a means of production, into which additional investment yields additional output. Becker's submission hinges on sponsoring or assisting staff financially to develop themselves through training, so that the organisation reaps the benefits later from the efficient output of the staff.

Armstrong (1999) also makes reference to a concept known as 'financial incentives' to workers, which is aimed at motivating them to achieve their objectives, improve their performance or enhance their competence or skills. Such motivation includes sponsoring employees to develop themselves through training and other related programmes. In Armstrong's opinion, that will reinforce a performance-oriented culture and also demonstrate organisational belief in the importance of developing skills and competences, among other benefits.

Sponsorship is crucial in staff training activities, without which most career development aspirations of workers would not be met. For instance, the former president of the Republic of Ghana (J.J. Rawlings) once made a statement in support of this assertion and has been published in the National Directory of Scholarships and Financial Assistance, by the Ministry of Education (2000). According to him, some parents cannot afford the ancillary costs of the education of their wards even though, the government bears the tuition fees and provides free test books to students at the lower levels of education. He further suggested that, it is the reason "why government has established 110 District Education

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Funds and the Ghana Trust Fund, and has encouraged and welcomed the establishment of complementary education funds and scholarship schemes by traditional authorities, religious bodies, commercial firms, non governmental organisations (NGO) and other social groups". It is therefore pertinent from the above discussions, for organisations or managers to support or sponsor their employees financially in their career development drive.

Better still, there are other factors which influence training activities in an organisation, beside the individuals and their managers. These include the environment within which it operates.

Environmental influences on training activities

Organisations do not operate in a vacuum but are conditioned by the environment in which they operate. The environmental factors refer to those factors (political, economic, socio-economic and technological) impacting on the work of the organisation and which may in return, affect the organisation's capacity to train and retain staff in order to realise their goals and aspirations. For instance, the prevailing economic conditions in a country at a particular time will determine the area an organisation will channel its relatively scarce resources, for competition and survival. An oil producing country is likely to have a chunk of her human resources work in the petrol chemical industry and as such, can influence and direct training policies towards that direction. This then can affect training positively or negatively.

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Cummins (1999) writing specifically for Non- Governmental Organisations (NGO) as service entities, advised that not-for-profit organisations need to place their work and overall effectiveness within a wider framework of political, economic and social changes, so that assessment is realistic in terms of options for the organisation in the future. He stressed that, while the environmental factors have an impact on the organisation, the choices that the organisation makes are more crucial. To a large extent however, an organisation's training activities depend on its philosophy, vision and mission.

Organisational training philosophy, vision and mission

Most corporate bodies have mission and vision statements as well as training philosophies that influence the way they carry out their staff training activities. Governmental agencies' training policies may be enshrined in the acts that established them, and other policy documents.

O'Conner, Bronner and Delaney (1996) consider an organisational philosophy as a system of values, and its mission as an activity that is to be carried out. Armstrong (2001) considers the training philosophy of an organisation as an expression of the degree of importance it attributes to training. According to Armstrong, some firms maintain and adopt laissez-faire approach, believing that employees will find out what to do for themselves. Others also believe that training is an investment that will forestall potential skills shortages that can threaten the organisation's potential growth and as a result, adopt training programmes to have higher-quality staff. He further indicates that it is not enough

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for organisations to only believe in training as an act of faith, but that this belief must be supported by positive and realistic philosophy of how training contributes to the bottom line objectives of return on investment and pay back. Armstrong suggests that the areas training should develop must include strategic approach to training, which should take a long-term view of what skills, knowledge and levels of competences staff of an organisation need, with emphasis on training as integral part of the organisation's development and effective performance.

From the above discussions, training must be relevant so as to satisfy identified training needs that support organisational vision, and performance objectives. Training should also be planned and be problem-solving in order to fill the gaps between what people can do and what they are expected to do now and the future. It must be action-oriented. Training philosophy should therefore aim at making things happen, getting people into action, and to ensure that they improve and find better ways of carrying out their current job roles. Furthermore, training must be performance- related and should be a continuous process and a policy of continuous development. Training philosophy should be included in the training policy of an organisation and should provide guidelines on the amount of training that should be given (e.g. everyone, managers, supervisors), the proportion of the budget that should be allocated to training, the scope and aims of training schemes, and the responsibilities for training (individuals, teams, management).

However, organisational values and culture play a significant role in how training is generally organised. In other words, training must be tailored to suit a

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particular organisation and must address specific problems and performance discrepancies in that organisation.

Organisational values and culture relating to training

Training, like all other aspects of an organisation, is concerned with performance on the part of both individual employees and the organisation as a whole. In order to provide training that is suitable for the organisational needs, O'Connor et al. (1996) suggest that most training departments in organisations must focus on providing answers to questions such as: what do people need to learn in order to perform, what do people need to learn for the organisation to perform, and where and how learning can support performance in the organisation. They state further that, organisations do constantly experience an influx of new employees. Such employees are asked to take new tasks and jobs relating to new areas of the business, which calls for new skills, knowledge, abilities, and the use of new tools and processes. In their view, organisations also have recurring needs to overcome performance deficiencies of all kinds. Such deficiencies, according to O'Connor et al. (1996), are caused by many factors including lack of knowledge or lack of skills which will then call for training in knowledge acquisition to address the specific knowledge and skills deficiency.

For organisations to be effective in satisfying their employees' training and career development requirements, they will need to develop and establish cultural values and practices that support training and learning in the organisations. Scholars and practitioners who are advocating for the concept of a 'Learning

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Organisation', have pointed out that continuous learning in order to acquire new skills for the organisation to meet ever-changing customer demands is an important capability of the organisation (Nevens, 1992). Robinson, Clemson and Keating (1997) also state that continuous learning and training must move along with allocating resources, since the ability to learn is not sufficient. An organisation with a learning culture displays a number of features which include establishing a philosophy and practice of a set of life long learning processes, covering continuous learning and training, as well as encouraging and facilitating staff members to learn. One such cultural value and practice is sharing training materials or making training information available to those who may need it, especially the training programmes organised by the corporate institution. This is a very useful practice in information and knowledge management.

According to Scarborough, Swan, and Preston (1999), knowledge management is any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations. In certain cases, the training materials are deposited in a library where other members of staff can have access to. An organisation is thereby saved the rigorous exercise, cost and other resources of organising the same training programmes which have been embarked upon already for other members of staff. Such a practice also provides an avenue for an orientation for new members of staff and newly promoted officials to keep abreast.

In addition to these considerations, Britton (2002) emphasises that at the most fundamental layer of organisational culture are the underlying assumptions,

which shape the organisation's beliefs. Britton stresses further that a learning culture is an organisational environment which enables, encourages, values, rewards and uses the learning of its members both individually and collectively to achieve its goals. He also indicates that organisations with training and learning culture demonstrate that learning is a legitimate activity**.** In other words, learning is seen as an integral part of each individual's work responsibilities, and not something to be done in the individual's own time. He is of the opinion that learning should be encouraged and supported and that managers must make it part of their responsibilities to ensure that their colleagues are given personal encouragement to contribute to the attainment of the organisational goals. Learning according to him, must be given adequate resources such as time and sufficient budget allocation. From the above discussions, it is worth noting that training of staff should essentially help an organisation to achieve its goals, failure of which amounts to waste of the organisation's resources.

Staff training and organisational goals

Globalization, demographic trends and technology have changed the way work is done. These trends have forced organisations to rethink their roles and responsibilities to maintain skilled and knowledgeable workforce. This therefore calls for the effective use of the organisations' resources such as the human capital, in order to remain in business and to realize organisational goals. According to O'Connor, Bronner, and Delaney (1996), the emphasis on change and effective use of resources means that training efforts must support

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organisational goals, which are increasingly tied to seeing that problems and opportunities are addressed in a new way. They contend that training resources like all other resources, are limited and the challenge is to use them wisely and to provide evidence of their value to the organisation. While it is difficult to measure learning and its impact on organisations, it is important that training programmes must contribute to organisational goals. They further suggest that training and organisational goals can easily be linked if training is carried out strategically to respond to both short and long term needs of the organisation.

DeSimone and Harris (1998), in emphasising the need for employee training, identify three broad work place required competencies for employees in order to meet the current rapid changes in technology, changing organisation visions and goals and restructuring, that have created a knowledge and performance gap. These are basic skills, which involve training that focuses on upgrading, reading, writing and computational skills. They also make mention of technical training which refers to training that involves the process of upgrading a wide range of technical skills such as computer skills, new methods and procedures, safety, specific job knowledge and skills, and quality management. Finally, mention is also made of interpersonal skills training which focuses on an individual's relationship with others, including communication, team work, customer relations and services delivery.

By and large, it is believed that every organisation would train its staff with its meager resources in anticipation of helping that organisation to achieve its goals. Armstrong (2001) says that while some organisations do not train their staff

at all, others also embark on training for its sake. According to him, some organisations have committed themselves to training in areas where the benefits in terms of improved performance in key activity areas have not been spelt out. Therefore training must be relevant in that it satisfies identified and appropriate training needs. It is therefore pertinent and rational for organisations to evaluate or conduct impact assessment of training programmes for staff in order to ascertain their benefits to the organisation.

Training evaluation

Providing training to staff involves great cost such as the cost of resources involved in preparing and giving the training, traveling expenditure, accommodation, feeding, and staff being away from the workplace. Consequently, management in organisations would usually want to evaluate that the staff members have not only acquired new knowledge, skills, attitudes, and abilities from the training activity, but can put them into practice back on the job. Hamblin (1974) says that evaluation is an integral part of training and asserts that it is the attempt to obtain information or feedback on the effects of training programmes and to assess the value of the training in the light of that information. As cited in Nickols (2000), Kirkpatrick classifies training evaluation activities and outcomes into four broad areas, namely: reactions, learning, job behaviour and results. According to Kirkpatrick, 'reactions' refer to how well the trainees liked the particular training programme or the intervention. If trainees like the programme, there is the likelihood that they will participate in the next session

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and also put the knowledge they acquired into practice and the reverse shall also be the case. The 'learning' outcome looks at what principles, facts and techniques were understood and absorbed by the trainees during the training exercise, whether they were in line with the training objectives. 'Behaviour' also measures changes in attitude and conduct on-the-job after the training event. Training is useless if it is not transferred to the job. 'Results' indicate reduction in cost of production, staff turnover, absenteeism, grievances, increase in quality and quantity of goods produced and improved morale. The expected result of a training activity is to ensure efficiency and effectiveness in individual participants and the organisation as a whole.

Evaluation therefore is such an important tool in determining the success or otherwise of a training programme. In the opinion of Armstrong (2001), it is important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified, when the training intervention was planned. It also indicates where improvements or change are required to make the training even more effective. It is a way of conducting cost-benefit analysis to establish the effect of a training activity on the overall effectiveness of an organisation, in relation to the resources invested. The outcome of an evaluation exercise is what informs future decisions on training.

Theoretical and conceptual framework of the study

This study is guided by the "Human Capital Theory", in line with the review of the relevant literature. The use of the term 'Human Capital' in modern

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economic literature and the real application of the theory are through the work of Mincer and Becker of the Chicago School of Economics. Becker's book entitled "Human Capital" published in 1964 became the standard reference for many years as far as the human capital theory is concerned. In his view, human capital is similar to physical means of production, for example, factories and machines. He asserts that one can invest in human capital through education, training, medical treatment and one's outputs will depend partly on the rate of return on the human capital he owns. Thus, human capital is a means of production, into which additional investment yields additional output.

Basically, the human capital theory is about educating and developing people to acquire the needed skills, which are brought to bear on their productive capabilities and job performance, which in turn impact on general output and profit levels of an organisation. Begg, Fischer and Dornbusch (1991) submit that, to invest in schooling, there is an associated cost which yields a high future monetary income and also a greater job satisfaction. In their opinion, the human capital theory puts emphasis on investment in individuals by way of training and education, which adds to their value and productive capabilities. The investment is often associated with cost and returns. Simply put, the human capital theory posits that formal education and other forms of training though may be costly in terms of money and time, tend to be highly rewarding and instrumental in improving the productive capacity of people. The development of human capital therefore sharpens that part of the productive power of human or labour resources,

resulting from investment in education or training. It is commonly taken to include people's knowledge, skills and abilities acquired partly through learning.

Human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production. Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations, and carry forward national development. According to Todaro (1992), a country which is unable to develop the skills and knowledge of its people and utilise them effectively in the national economy will be unable to develop anything else. Human capital therefore is the capacity of human beings to create and add value to the state of things, goods and services. Human beings are regarded as assets in which organisations can invest to generate worthwhile returns. The human capital is the combined intelligence, skills and expertise that give an organisation its distinct character. The realisation that human capital, also referred to as the human resource, is the hub around which the success of an organisation revolves, has brought a renewed interest in human resource management. The emphasis on investment of physical and fiscal capital as the main determinant of growth and productivity has changed. The new direction and idea is that the skilled human resource is rather the engine of growth, which accounts for the difference between nations and organisations in terms of growth and development.

Training of all types provides the avenue for human capabilities to be developed. The knowledge, skills and abilities acquired, galvanise all the other factors of production, design production processes and determine the right

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technology to drive them to effectively produce goods and services. Mulhearn and Howard (1999) say that human capital is the stock of expertise accumulated through training. It is valued for its productive capabilities and income earning potential in the future. It therefore follows that if an organisation would do well and be able to achieve its goals and targets, it must develop a blue print for continuous training of employees to grow internal capacity, though at a very high cost. It must also provide a framework to make knowledge and information seeking and sharing a way of life of that organisation and by that way, the organisation's human capital or the workers would be able to play their critical role of wealth creation, expansion and development. Therefore, staff training as a concept of investing in workers with an expectation of increased proportional return to an organisation's production capacity, hinges on the same principle as the human capital theory which underpins this study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is focused on the methodology of the study. It contains discussions on the study organisation or institution, the study design, the population and the sampling frame of the study, the sample techniques and size, the data collection instrument, the administration of the study and the data capturing and processing technique.

The study organisation

The Statistical Service is charged with the responsibility of collecting, compiling, analysing and publishing statistical information, relating to social and economic sectors of Ghana. The office of the Government Statistician was established in 1948 under the colonial administration to oversee issues relating to statistics. In 1961, the Statistics Act (Act 37) was promulgated to establish the Central Bureau of Statistics, with the office of the Government Statistician as the head of the institution. In 1985, the Statistical Service Law (PNDC Law 135) came into force to establish the Ghana Statistical Service and its Board.

The service has a tall organisational structure, and a narrow span of control, with many layers and strata. The Government Statistician is the head of the

institution, with two deputies; all government appointees. Under the two deputies, are four chief statisticians who are technocrats, and the senior-most members of staff, who supervise the core activities of the Service. Beneath this stratum are Assistant Chief Statisticians, a Director of Administration and a Financial Controller who are the heads of the ten divisions currently in operation in the Service. Under the various divisions, are 38 Sections headed by officers with varying qualifications, statuses and competencies (Refer to appendix C). The Service has offices in all the 10 Administrative Regions of the country.

The study design

The research is a case study of staff training and how it can influence attainment of organisational goals in Ghana Statistical Service. A case study in research is used to investigate the underlying causes of specific problems. According to Robson (1993), a case study is the development of detailed, intensive knowledge about a single "case", or a small number of related "cases". It is normally tailored to examine a specific phenomenon in a particular arena. Robson further asserts that case study approach in research has considerable ability to generate answers to questions of 'why', 'what' and 'how' a particular issue is the case or not. Therefore, due to the nature of case studies in research as explained above, they are said to be parochial in focus and difficult to generalise.

The study has also made use of both qualitative and descriptive methods. Qualitative studies are subjective, based on perceptions attitudes and opinions of people. Though, it provides fair assessment of what people feel and think

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generally about a particular issue at a time, it cannot be subjected to strict proof or scientific laboratory experiment.

With reference to this particular study therefore, the study design employed is more appropriate. In the first place, the study is focused on examining a specific phenomenon (staff training) in a particular institution (GSS), hence, the case study approach. Furthermore, the study seeks to describe the phenomenon as it exists in GSS now and how it ought to be in relation to best practice and internationally acceptable standards. In addition to describing the phenomenon, the data obtained from the respondents were mainly based on their opinions and perceptions with varying degrees of disagreements on the same issues, thus necessitating the adoption of descriptive and qualitative methods for the study.

Population

The study population for this research was the Head Office staff of the Ghana Statistical Service (GSS). The total staff population of GSS Head Office was 340, made up of 233 males and 107 females (GSS, 2008). The entire staff comprises two main categories of personnel: the core staff and the supporting staff. The core staff are those with background in statistics and other related areas, whose job functions are directly related to the mandate of the Service, that is, collection, compilation, processing, analysis and dissemination of data. The supporting staff are those in administration, accounts and audit, in addition to drivers, security personnel/watchmen, messengers/labourers and charwomen, whose activities help the core staff in the performance of their duties in achieving

the mandate of the Service. However, for the purpose of this study, the unskilled category of staff (drivers, security personnel/watchmen, messengers/labourers and charwomen) totaling 91, that may not need a structured and an elaborate training programme to be able to do their work, have been excluded. The staff population for this study was therefore 249.

Sample design

A multi stage sampling technique was adopted in the selection of respondents for this research. A complete list of all relevant staff at the head office of GSS was obtained from the administration section. At the first stage of the sampling process, the staff list was stratified into two, the management staff and the rest of the workers, having already excluded the unskilled category of the staff (drivers, watchmen, messengers, labourers and charwomen). The management staff numbering 14 comprises the Government Statistician and her deputies, all chief statisticians, all assistant chief statisticians, and directors of administration and finance divisions, respectively.

For the purpose of the study, the Government Statistician who is the head of the institution and the Director of Administration who implements policies of the Service, were purposively selected to answer a different set of questions through an interview schedule (refer to Appendices A&B) and were therefore not part of the main respondents. The remaining 12 of the management staff were also purposively selected. The reason for this was that as management staff, they formulate policies of the Service and were likely to make inputs into a staff

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training policy, if any. Therefore, there was the need to include them in the list of respondents to solicit certain vital information from them.

Having dealt with the 14 management staff out of the sample frame of 249 workers, random sampling technique was adopted to select the required number of respondents from the remaining 235 staff members for the study. According to Kirk (1995), a population of 235 must have a sample size of about 144 for the sample to be representative. However, due to time limitation and resource constraints on the part of the researcher, a sample size of 60 was chosen for the study, which is about a quarter of the remaining population.

At this stage, the rest of the staff were further stratified into groups. Rank was used for the core staff (statisticians and technical officers) and job functions for the supporting staff (accounts, audit and administration). The reason for this was to proportionally select the respondents across the divide. A sample fraction of approximately 5 was obtained by dividing the remaining staff population of 235 by 48, which is the remainder sample size to be considered after purposively sampling the Government Statistician, the Director of Administration and the 12 management staff members. Table 1 shows the details of the management-staff and job categorisation as well as total number of staff in each category and the corresponding number of respondents.

Table 1: Job categories, total number of staff and corresponding number of respondents

Job category	Total number of staff	Number of respondents
Management	12	12
Other professionals	66	12
Technical officers	107	21
Accounts and audit	22	4
Administration	42	8
Total	249	60

Source: Fieldwork, 2008

Proportionate sampling was adopted to determine the number of respondents to be selected in each stratum. Based on the sample fraction of 5, a systematic sampling was used to arrive at each respondent. There was a first pick of the number 3 randomly, between the numbers 1 to 5 in each category of the strata. Every fifth person after that was chosen, till the proportionate sample size was obtained in each stratum for all the categories.

Questionnaire and data collection

The study made use of both primary and secondary sources of data. Primary data was elicited from respondents through answers to specific questions on the subject matter. Information was also obtained from internet websites of certain international institutions and magazines, as well as other administrative

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documents carefully selected for the purpose of the research and these constituted the secondary data.

A self-administered questionnaire was developed (Refer to Appendix A). The questionnaire was divided into five sections. Section A of the questionnaire dealt with background information of the respondents with focused on training and educational career since their employment in the Ghana Statistical Service. Section B had questions which sought to elicit information on respondents' knowledge of the contents of the Statistical Service training policy document, if any. The remaining sections concentrated on the implementation of staff training policy and its importance to an organisation. The Likert scale format for eliciting responses was adopted in the questionnaire. Respondents were to indicate their opinions by circling 1-strongly disagree; 2- disagree; 3- agree; 4-strongly agree and in certain cases, 5- don't know. For the purpose of easy classification and analysis however, the strongly disagree and disagree responses were merged as implying the same thing, as well as agree and strongly agree responses, except for emphasis in particular cases with overwhelming responses.

Administration of the instrument

The questionnaires were distributed in the first week of October 2008, and were assembled by the middle of November the same year. Three people were involved in the distribution of the questionnaires, which took two weeks to complete due to unavailability of some of them. Sixty (60) questionnaires were

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distributed and 57 were returned or collected. The response rate was therefore ninety five percent (95%).

Field challenges

There was the difficulty of availability of some of the respondents and eventually five of them were replaced. There was also the challenge of misplaced questionnaires by some of the respondents which were replaced, and others, the reluctance to fill the questionnaires. In addition to the above, were occasional calls for some explanations and clarifications from some of the respondents. All these contributed in one way or the other, to the delay in assembling the questionnaires.

As a result of the random sampling technique adopted using the official staff list of GSS, other issues also emerged during the data collection exercise. Most of the respondents wondered how they got selected and not their colleagues. There was therefore the need to explain to them how and why they were selected to be part of the study. Furthermore, some of the respondents wanted to know who was conducting the research before deciding to be part of it and as such, had to be told. Finally, the 'research fatigue syndrome' had affected some of the respondents and they needed to be convinced and chased to respond to the questions.

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Data capturing and processing

After assembling the questionnaires, editing was done to check for consistencies, skipped patterns and other omissions. The various responses were then given number codes for easy categorisations. Data capture template was designed in EPIINFO version 6 to capture the data. After the data capture, editing for data entry errors was done. The data were analysed using the Statistical Product and Service Solutions (SPSS) software programme. The tables generated were finally formatted in Microsoft EXCEL programme.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the results and discussion, which are presented in four parts. The first part comprises the background and general information on respondents, while the subsequent parts reflect the objectives of the study. The discussions focus on the implementation of staff training policies in GSS with respect to best practices, and the importance of staff training in the attainment of organisational goals, using appropriate tables and charts.

Background of respondents and general information

The statistics show that 3 out of every 4 respondents (75%) were males. Out of the total of 57 respondents, 43 were males and 14 were females. The ages of the respondents were also obtained to ascertain the caliber of the working staff, with respect to age in GSS. For the purpose of easy analysis however, the ages were categorised into three: staff above forty years, those between thirty one and forty years and those below thirty one. The age categorisation was purposively used to represent the older working staff, the middle aged and the younger staff, as far as public working age is concerned (18- 60).

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The study showed that twenty nine (29) out of the 57 respondents (50.9%) were above 40 years of age. Twenty five (43.9%) of them were males and four were females (7.0%). Nineteen of them (33.3%) were also aged between 31 and 40 years. Out of this number, thirteen (22.8%) were males and six (10.5%) were females. The remaining 9 (15.8%) were below 31 years, out of which five were males and four females. The modal class of the ages of the respondents is therefore 40 years and above. This shows that most of the staff are old and may require refresher courses and training in new methods and techniques. The younger age category (below 31 years) who were the fewest , might also need a lot of 'on- the- job' training, as well as career development programmes to acquire more working experience. The figures also portray that a sizeable number of the staff in GSS (33.3%) were in the middle working age category (31- 40 years) and would need training to maximize their outputs and to be retained. The age statistics help human resource managers to plan and to fashion out HR policies including training and is in line with an assertion by Armstrong (2001). According to him, human resource policies provide the framework within which consistent decisions are made and equity is promoted in dealing with employees and age therefore is not an exception.

Furthermore, the research sought to find out how long the respondents have been with GSS. Once again, due to the widespread and varying responses to the question and also for easy analysis, the years staff had worked with GSS were categorised into three: below 5 years, between 5-20 years and more than 20 years. According to the statistics, 12 out of the 57 respondents (21.0%) had worked with

the Service for 20 years or more. Out of this number, nine were males and three were females, representing 15.8% and 5.3% respectively. Twenty nine (50.9%) of the respondents had also been in the Service between 5 and 20 years. Twenty five (43.9%) out of this number were males and four (7.0%) were females. The remaining 16 (28.1%) had been less than 5 years in the Service, out of which nine (15.8%) were males and the remaining seven (12.3%) were females.

Table 2 shows the distribution of respondents by sex, age and the number of years the respondents had worked in GSS. The number of respondents in each case has been put into brackets with the corresponding percentage on top. The total number of respondents was fifty seven. Table 2 indicates that in both age and the duration of work categories, the males were more than their female counterparts.

Table 2: Distribution of respondents by sex, age and duration of work

Sex	Age (in years)				Duration of Work (in years)			
	Below 30	31 to 40	Over 40	Total	Below 5	5 to 20	Over 20	Total
Male	8.8%	22.8%	43.9%	75.4%	15.8%	43.9%	15.8%	75.4%
	(5)	(13)	(25)	(43)	(9)	(25)	(9)	(43)
Female	7.0%	10.5%	7.0%	24.6%	12.3%	7.0%	5.3%	24.6%
	(4)	(6)	(4)	(14)	(7)	(4)	(3)	(14)
Total	15.8%	33.3%	50.9%	100%	28.1%	50.9%	21.0%	100%
	(9)	(19)	(29)	(57)	(16)	(29)	(12)	(57)

N=57

Source: Fieldwork, 2008

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The statistics show that most of the staff members have stayed on the job for a long time in GSS, an indication of a low labour turnover. In other words, 75.4% of the respondents had worked with the Service between 5 years and twenty years or more. Its implication on training is that when the Service commits resources to train the staff, they will stay on the job to work for the Service to reap the benefits as indicated by Becker (1993) in his concept of the human capital. According to Becker, human capital is similar to physical means of production, for example, factories and machines. He asserts that one can invest in human capital through education, training, medical treatment and one's outputs will depend partly on the rate of return on the quality of human capital he owns. Thus, human capital in his opinion is a means of production, into which additional investment yields additional output. Therefore, you can only invest by way of training the staff who are prepared to stay on the job and work.

Staff training policy and implementation in GSS

In line with the first objective of the study, respondents were asked of their qualification when they were first employed in GSS in relation to their current qualifications. This was to explore training activities being carried out in GSS and to find out whether the respondents had received any form of training since they were employed.

This is presented in Table 3. It was revealed that the lowest qualification at the time of entry into the Service was GCE ordinary level and the highest was a second degree. Holders of first degree at the time of employment into the Service

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were 20 and constituted the largest group of the respondents (35%), followed by second degree holders, numbering 14 (24.6%). Holders of the two qualifications together added up to 34 and constituted more than half (59.6%) of the total number of different qualifications held by respondents when they were first employed into GSS.

Table 3: Educational qualification of staff when first employed

Qualification	No. of Staff	Percentage
GCE 'O'	5	8.8
GCE 'A'	6	10.5
Diploma/HND	7	12.3
1ST Degree	20	35.0
2nd Degree	14	24.6
Other	5	8.8
Total	57	100

Source: Fieldwork, 2008

Table 4 shows the changes that had occurred in the qualifications of the respondents since they were first employed. It was found out that, with the exception of those who entered the Service with a second degree, most respondents had been able to upgrade themselves or embark on a training course. More than half of the first degree holders at the time of first employment in GSS (11 out of 20) had been able to acquire the second degree. Some holders of GCE 'A' level and diploma had also been able to complete courses leading to the award

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of first and second degrees. For instance, out of the six 'A' level holders at the time of first employment, one had acquired a 1st degree; one had also acquired a 2nd degree, and another had embarked on a certificate course. Three of them still held the 'A' level certificate since they were employed. The statistics also show that 26 of the respondents currently have 2nd degree, as against 14 at the time of employment. The number of the 1st degree holders has reduced from 20 to 13, a pointer to the fact that some of them have moved up to acquire a 2nd degree.

Table 4: Changes in qualification since employed

Qualification	No. of Staff	Percentage
GCE 'O'	2	3.5
GCE 'A'	3	5.3
Diploma/HND	5	8.8
1ST Degree	13	22.8
2nd Degree	26	45.6
Prof. Acct. Cert.	5	8.8
Stenography	2	3.5
Certificates Course	1	1.7
Total	57	100.0

Source: Fieldwork, 2008

These give an indication that some form of staff training activities go on in GSS and also reflect that some staff of GSS are conscious of training and when given the opportunity, they will avail themselves for it.

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Still in line with the first objective of examining staff training policy and implementation in GSS, it was further ascertained from respondents whether they received any type of sponsorship when they embarked on their various programmes or courses. The different types of sponsorship available at the GSS and the various types of training programmes attended by respondents are shown in Table 5. Full sponsorship means the total cost of the training is borne by the Service or a scholarship is solicited by the Service on behalf of the trainee, which covers the total cost of the training. Study leave with pay is a condition where the Service does not directly bear any cost of the training but the trainee is permitted to take leave for the training period and receives the normal salary. For study leave without pay, the staff is not paid any salary for the period he/she pursues the course and neither is the cost of the training borne by the office, but still remains a staff of the Service.

In all, a total of 77 training courses or programmes had been attended by the respondents, some leading to the acquisition of academic certificates and others for sharpening on-the-job skills. It is an indication that some of the respondents had attended more than one course. Generally, 48 (62.3%) of the training courses or programmes undergone by respondents were covered with full sponsorship and 9 (11.7%) with study leave with pay. Short courses, which were usually related to the person's job function and with the aim of improving on-the-job skills, constituted the most frequent type, 52 (67.5%) of the courses attended by respondents. Thirty eight (73%) of the short courses were fully sponsored.

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Table 5: Training programmes and type of sponsorship

Programme	No Sponsorship	Study leave without pay	Full sponsorship	Schooling with work	Total
1st Degree	0	2	2	0	4
2nd Degree	0	2	6	4	12
Post Dip.	0	1	2	1	4
Dip. / HND	0	1	0	1	2
Professional	1	0	0	2	3
Short Course	6	3	38	5	52
Total	7	9	48	13	77

Note: Multiple responses

Source: Fieldwork, 2008

For those who pursued courses leading to the award of first degree, two were fully sponsored and two of them had study leave with pay. For courses leading to the award of second degree, six were fully sponsored while two also received study leave with pay. Four of them also combined their schooling with work. None of those who pursued professional, courses had any form of sponsorship. The above information is a pointer to the fact that GSS committed some resources to staff training, especially for short courses. However, the figures showed inconsistencies in sponsoring courses. Some particular courses or programmes, for example second degree, received full sponsorship in certain cases, study leave with pay in other cases and no sponsorship in other cases.

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There might be reasons such as the courses not being relevant to the organisation or management not informed of those courses, to account for the inconsistencies and that could be explored for further studies.

However, the statistics show that GSS did sponsor most of the training programmes embarked upon by its staff at the time of the study and is important for workers development. This finding is consistent with Armstrong's (1999) view. Armstrong makes reference to the fact that workers should be given financial incentives to motivate them to achieve their objectives, improve their performance or enhances their competence or skills. Such motivation includes sponsoring employees to develop themselves through training and other related programmes. In Armstrong's opinion, that will reinforce a performance-oriented culture and also demonstrate organisational belief in the importance of developing skills and competences, among other benefits.

Responding to the question of whether there is a staff training policy in GSS, 40 (70%) out of 57 respondents stated that there was no staff training policy in place in the Service. Management corroborated the 'no training policy' position. This therefore generated more interest in knowing from management, the basis of their assertion and what guides the conduct of training activities in GSS. They emphasised that there was no elaborate training policy in place except some provisions in the collective bargaining agreement of GSS (C.B.A.) which stated that the Service would support deserving staff through in-service and institutional training in relevant areas, to enhance their efficiency and develop

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their potentials. Strictly, these did not constitute a comprehensive training policy but might be a guide to drawing up one.

The absence of training policy as per the findings contrasts an assertion made by Armstrong (2001). Armstrong suggests that it is important for an organisation to have HR policies in place to ensure that there exist reference points to enable managers' to deal with people in accordance with organisational values and goals. For instance, HR policy on training will determine what type of training should be given to staff and the methods and procedures to adopt in carrying out the training. A well crafted HR policy on training will guide an organisation in the scientific determination of its training needs. This will help in choosing the right staff for the right training programmes for the benefit of the organisation.

Staff training practices in GSS and whether they conform to best practice

The second objective of the study was to evaluate the implementation of staff training policy in GSS with respect to best practice. With reference to this objective, respondents were asked whether training needs assessment or analysis (TNA) was conducted before training programmes are embarked upon in GSS. Twenty nine of them (50.9%) disagreed that training need assessment was conducted before training was embarked upon, as against 11 of them, (19.3%) who agreed that needs assessment was conducted before training in GSS. The remaining 17 (29.8%) said they did not know whether the practice was carried out or not. More of the respondents disagreed that training need assessment was

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carried out before training was embarked upon in GSS. This contrasts the recommendation by Armstrong (1998) that training must have a purpose and that purpose can only be defined if the training needs of the organisation, groups and individuals within it have been identified and analysed. According to Armstrong, such analysis should aim at defining the gaps between what is happening and what should be happening as far as job performance and productivity are concerned.

Evaluation is an important component of training programmes, as it helps to assess the impact or the influence of a particular training on the performance or productivity of the staff, after it is carried out. Out of the 57 respondents, 35 (61.4%) disagreed with the statement that training programmes embarked upon by staff of GSS were evaluated. Twelve (21.1%) of the respondents agreed with the statement and 10 (17.5%) of them said they did not know if the practice was carried out or not. This finding is inconsistent with the assertion by O'Connor, Bronner, and Delaney (1996) that training resources like all other resources are limited and the challenge is to use them wisely and to provide evidence of their value to the organisation. According to them, the impact of training programmes may be measured in terms of increase in sales, higher production, less staff turnover, improvements in attitude, and commitment to work. They further suggest that training and organisational goals can easily be linked if training is carried out to respond to the needs of the organisation, hence, evaluation.

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Another issue addressed was whether training programmes embarked upon by staff in GSS were monitored. The distribution of responses is shown in Figure 1.
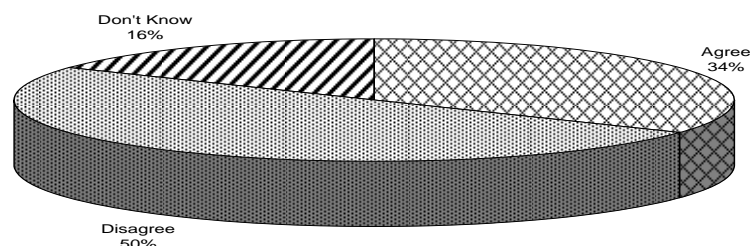
Note: Percentages in the Figure have been rounded up/down.

Figure 1: Monitoring of training courses

Source: Fieldwork, 2008

Twenty eight (50%) out of 56 respondents who answered the question said that training programmes were not monitored, while 19 (33.9%) said that there was some monitoring going on. The remaining 10 (17.5%) did not know whether training courses embarked upon by staff were monitored or not. These findings are inconsistent with suggestions by Armstrong (2001). It is believed that every organisation would train its staff with its meager resources in anticipation of helping that organisation to achieve its goals. In the view of Armstrong however, whereas some organisations do not train their staff at all, others also embark on training for its sake. According to him, some organisations have committed themselves to training in areas where the benefits in terms of improved performance in key activity areas have not been spelt out. If training programmes

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embarked upon by staff are not monitored, there is the likelihood that most of the programmes to be undertaken would not benefit the organisation. Therefore, training is relevant as far as it satisfies identified and appropriate needs of both individuals and an organisation.
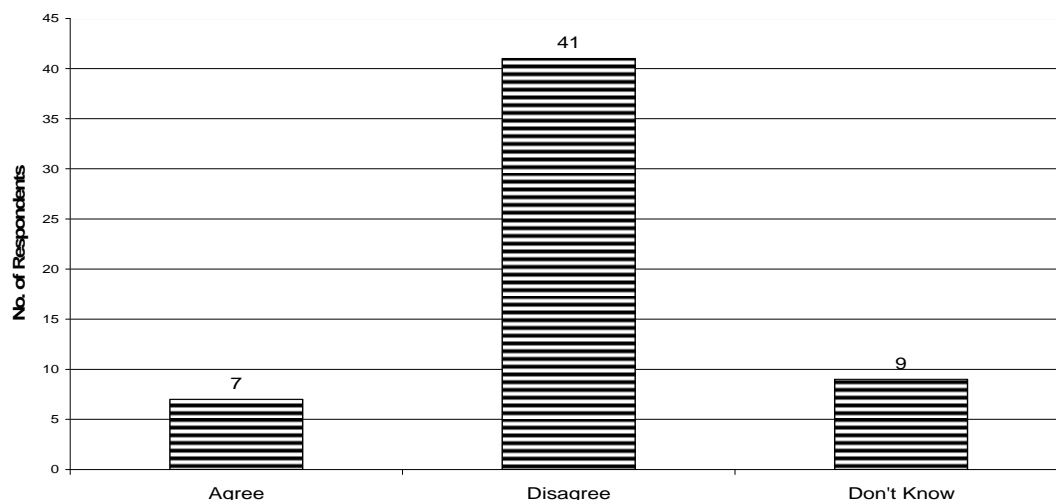
Figure 2: Adequate training facilities and resources

Source: Fieldwork, 2008

Respondents were also asked whether there were adequate training facilities in GSS for staff training programmes. Forty one (71.9 %) out of the 57 respondents said facilities were inadequate for training activities while (12.3%) of them said there were adequate facilities. The remaining 9 (15.8%) said they did not know whether there were adequate facilities or not. This is shown in Figure 2.

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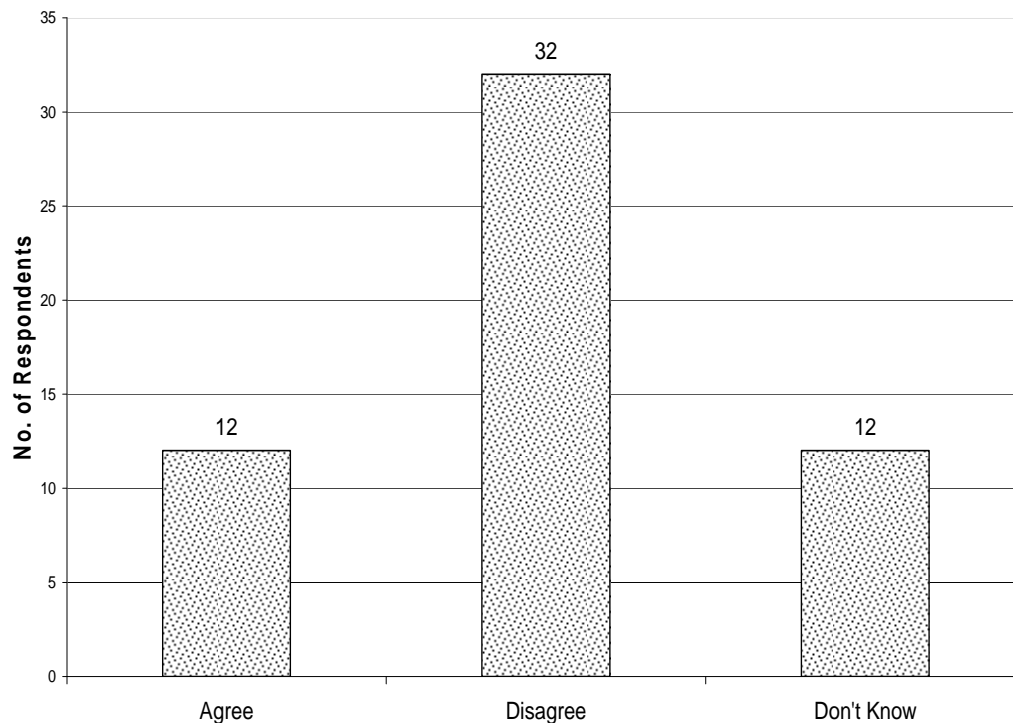
Figure 3: Training resources made available for training activities.

Source: Fieldwork, 2008

Furthermore, the issue of whether there were sufficient resources for training activities in GSS or not, was raised. Thirty three (57.9%) out of the 57 respondents disagreed that there were sufficient resources while 13 (22.8%) agreed. The remaining 11 (19.3%) responded "don't know". As a follow up question to the above, the respondents were asked whether the training resources were made available for training activities in GSS. Thirty two (57.9%) out of 56 respondents disagreed that training resources were made available for training activities in GSS. The management staff also disagreed that training resources at the disposal of the Service were made available for training activities. Twelve (21.5%) of the respondents agreed with the statement that training resources were

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made available for training activities with the remaining 12 (21.5%), saying they did not know whether that was the case or not. This has also been portrayed in Figure 3.

Britton (2002) in his opinion posits that learning should be encouraged and supported and that managers must make it part of their responsibilities to ensure that workers are given personal encouragement to contribute to the attainment of the organisational goals. Therefore, learning according to him, must be given adequate resources such as time and sufficient budget allocation.

When the question of staff availability and willingness to go for training was posed, 43 (75%) out of the 57 respondents said that staff were available and willing to participate in training programmes if the opportunity was given, as against 11 (19%) of the respondents who disagreed that staff were willing and available for training. The remaining 3 (6%) of the respondents said they did not know whether staff are willing and available for training or not. Management also agreed with the statement that staff were available and willing to participate in training if given the opportunity. The question then is, if staff were available and willing to offer themselves for training but did not have the opportunity, what happens to them and the organisation?

Armstrong (2001) considers the training philosophy of an organisation as an expression of the degree of importance it attributes to training. According to him, some firms maintain and adopt laissez-faire approach to training, believing that employees will find out what to do for themselves. He further indicates that it is not enough for organisations to only believe in training as an act of faith and

that this belief must be supported by positive and realistic philosophy of how training contributes to the bottom line objectives of return on investment and pay back. He suggests that the areas training should develop must include strategic approach to training, which should take a long-term view of what skills, knowledge and levels of competences staff of an organisation need, with emphasis on training as integral part of the organisation's development and effective performance.

However, in contrast to Armstrong's view, what became evident in the research was that staff training programmes were mostly initiated by individual staff, which corroborates the earlier findings about needs assessment and monitoring of training programmes of staff in GSS. In other words, whereas staff were available for training, the training opportunities were virtually non-existent in GSS as against other situations where training opportunities might exist but staff might not be available. What this means is that the Service is not meeting the training needs and aspirations of the expectant staff members who need training to upgrade themselves. Therefore, they find opportunity to upgrade themselves in any course of interest to them elsewhere, which is not good enough in training administration.

Another question posed to respondents was whether managers and supervisors encouraged their subordinates in GSS to embark on training. Twenty seven (47%) out of the 57 respondents said that managers and supervisors did not encourage their subordinates to go for training. This was against 24 (42.1%) of the respondents who said that staff were encouraged by their heads to go for

training. The remaining 6 (10.5%) respondents also said they did not know if that practice goes on in GSS. These statistics show that more often than not, management or supervisors did not concern themselves with training or career aspirations of their subordinates. However, Gutteridge, Leibowitz and Shore (1993) state that employees, managers and organisations have specific roles to play in a career development system. According to them, employees must actually be responsible for their own career management, but employees' immediate managers should also be responsible for familiarising themselves with the employees' career aspirations and how they can best be met. In their opinion, managers should keep up to date with job training and development opportunities which are likely to assist both the employee's career aspirations, and the organisation's operational objectives. The manager should therefore support the employees' efforts to avail themselves of these opportunities.

Therefore, with reference to the assertion by Gutteridge et al (1993) in relation to the findings on the issue, it portrays an omission on the part of management in GSS as far as encouraging and supporting subordinates to embark on training is concerned. This situation also falls short of best practice in staff training.

Ideally, performance goals set for staff should be aligned with training objectives and programmes of an organisation. In other words, training programmes must be designed to address specific performance gaps. However, when asked whether this concept was operational in training programmes of the Service, 28 (50.9%) out of the 55 who responded disagreed that the concept was

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being practised in the Service. This is in contradiction to the opinion of 16 (29.1%) of the respondents who agreed that it was being practised, with the remaining 11 (20%) saying that they did not know whether it was being practised or not in Ghana Statistical Service. Management in the Service also disagreed with the statement that performance goals were clearly aligned with training objectives and programmes. What this implies is that training in GSS was not well structured and corroborates the earlier findings on the conduct of training needs assessment before training.

The research sought to find out whether staff members shared knowledge and information with others after training programmes in Ghana Statistical Service. Thirty five (62%) out of the 56 respondents who answered the question disagreed with the statement that staff got the opportunity to share training information with others, while 16 (28.6%) of the respondents agreed with the statement. The remaining 5 (8.9%) said they did not know whether or not that was being practised in the Service. Management also said sharing training knowledge and information was not being practiced in the Service. The finding contrasts the view of Scarborough, Swan, and Preston (1999). According to them, knowledge management is any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations. In line with the practice of sharing training knowledge and information, the training materials are deposited in a library where other members of staff can have access to.

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A further statement was put to respondents to express their level of satisfaction with current training policies and programmes in GSS on a scale of very poor, poor, average, good and very good. Out of the 57 respondents, 26 (45.6%) of them said it was either poor or very poor, while 18 (32%) described it as average. The others, 13 (22.8%) described it as either good or very good. Ironically, management whose job it is to formulate and implement staff training policies in the Service described the current training conditions as poor. Figure 4 indicates the responses for the overall assessment of staff training policies and programmes in Ghana Statistical Service.
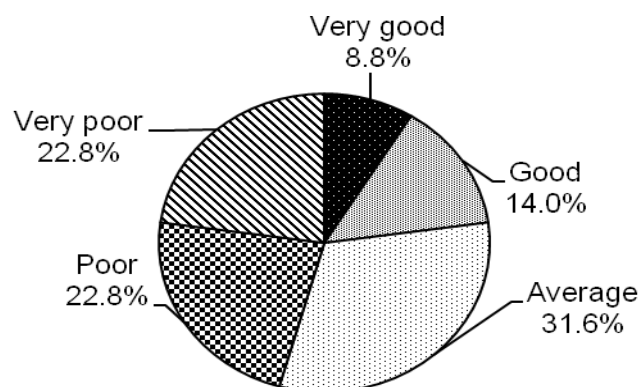
Figure 4: Overall assessment of staff training policies and programmes

Source: Fieldwork, 2008

Kaplan and Norton (1996:127) emphasise the critical need for employee training in today's organisation's success. They contend that doing the same job over and over at the same level of efficiency and productivity is no longer sufficient for organisational success and that, for an organisation to maintain and

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grow beyond its existing relative performance, it must continually improve. For the improvement to take place, they suggest a paradigm shift towards a major reskilling of employees to improve their knowledge and capabilities that will enable them to contribute effectively towards the achievement of their organisational goals**.**

Importance of staff training in the attainment of organisational goals

The third objective of the study was to ascertain opinions on the importance of staff training to the Ghana Statistical Service in the attainment of its goals. When asked whether staff training improved individual's knowledge, skills and abilities, forty six (80.8%) out of the 57 who answered the question agreed that staff training improved individual's knowledge, skills and abilities. The remaining 11, (19.2%) disagreed with it.

The second issue was whether staff training led to improved performance on the job. Forty four (77.2%) out of 57 respondents said it did, and the remaining 13 (22.8%) said it did not lead to improved performance on the job. Respondents were also asked to share their opinions on whether training helps workers to be abreast with new technologies or not. In this instance too, 45 (79 %) out of the 57 respondents agreed that training helped them to keep abreast with new technologies, but 12 (21 %) of them said they disagree with the statement. Respondents were again asked to express their opinions on whether training helps to manage risk and thereby reduce industrial accidents. Forty three (75%) out of

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the 57 respondents agreed that staff training actually helps to manage risk and thereby reduce industrial accidents while 14 (24.5%) disagreed.

With respect to whether or not training helps to build confidence on the job, 46 (80.8%) of the respondents agreed that staff training did help build confidence on the job while 11 (19.2%) disagreed that it did build confidence on the job. Finally, opinions were sought on the assertion that staff training contributes to the overall effectiveness and efficiency of an organisation. Out of the 57 respondents, 47 (82.6%) agreed that staff training contributed to the overall effectiveness and efficiency of an organisation while 10 (17.4%), disagreed.

Table 6 suggests an overwhelming agreement (over 75%) with the fact that staff training is important and plays a significant role in the attainment of organisational goals, a position shared and endorsed by Kenny and Reid (1989). Kenny and Reid observed that training helps employees to learn their jobs quickly and effectively, thereby minimising or limiting the cost involved in production. They assert that training assists existing staff to improve their work performance and to be abreast with the dynamics in their fields of specialisation.

They further establish that training leads to greater volume of output from staff as they work more quickly, and reduces work errors which can benefit the organisation as management will have more time to spend on planning and development activities instead of correcting mistakes. Training, in their opinion therefore, equips and empowers staff to give of their best, leading to high productivity.

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Table 6: Importance of staff training

Issue	Opinion	
	Disagree	Agree
Staff training improves individual's knowledge, skills and abilities	19.2% (11)	80.8% (46)
Staff training leads to improved performance on the job	22.8% (13)	77.2% (44)
Staff training helps staff to be abreast with new techniques	21.0% (12)	79.0% (45)
Staff training helps staff to manage risk, thereby reducing industrial accidents	24.5% (14)	75.5% (43)
Staff training helps staff to be confident on the job	19.2% (11)	80.8% (46)
Staff training contributes to the overall effectiveness and efficiency of the organisation	17.6% (10)	82.6% (47)

N=57

Source: Fieldwork, 2008

Table 7: Opinions on importance of staff training with respect to sex

	Opinion			
Issue	Agree		Disagree	
	Male	Female	Male	Female
Staff training improves individual's knowledge, skills and abilities	81.4% (35)	78.6% (11)	18.6% (8)	21.4% (3)
Staff training leads to improved performance on the job	81.4% (35)	64.3% (9)	18.6% (8)	35.7% (5)
Staff training helps staff to be abreast with new techniques.	76.7% (33)	85.7% (12)	23.3% (10)	14.3% (2)
Staff training helps staff to manage risk, thereby reducing industrial accidents.	83.7% (36)	50.0% (7)	16.3% (7)	50.0% (7)
Staff training helps staff to be confident on the job	83.7% (36)	71.4% (10)	16.3% (7)	28.6% (4)
Staff training contributes to the overall effectiveness and efficiency of the organisation	79.1% (34)	92.9% (13)	20.9% (9)	7.1% (1)

N=57 (Males 43, Females 14)

Source: Fieldwork, 2008

The study also sought to find out how respondents' opinion on staff training and attainment of organisational goals vary across sex, age and duration of work in GSS. In this respect, the first variable examined was sex, and the responses are provided in Table 7. With respect to the first three issues, there was

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a very high endorsement by both sexes of the positive effects of training, leading to the attainment of organisational goals. However, regarding the first two issues, relatively more males than females agreed in percentage terms. For all the issues, there were more agreements than disagreements for both sexes, except the issue of whether training helps staff to manage risk, thereby reducing industrial accidents, where the opinion was split (50%) among the female respondents. More females than males in percentage terms, also agreed that training contributes to the overall effectiveness and efficiency of the organisation, even though the reverse had been the case with all the other issues.

The age variable was analysed with respect to the respondents' opinion on the above issues and the findings have been presented in Table 8. The figures show overwhelming agreements by all the age groups, that training is important in attainment of organisational goals. However, the extent of agreement is higher among those below 31 years, with the exception of the issue of industrial accidents, where more of those above 40 years agreed. The below 31 years agreed unanimously that training improves knowledge, skills and abilities, boosts confidence, and contributes to overall effectiveness and efficiency of the organisation, while 88.8% and 88.9% respectively agreed that training helps staff to improve performance and stay abreast with new techniques. In absolute terms however, more of those above 40 years of age agreed that training was important.

Table 8: Opinions on importance of staff training with respect to age

Issues	Age and opinion					
	Below 31 years		31 to 40 years		Over 40 years	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Staff training improves individual's knowledge, skills and abilities.	100% (9)	0% (0)	84.2% (16)	15.8% (3)	72.4% (21)	27.6% (8)
Staff training leads to improved performance on the job	88.8% (8)	11.2% (1)	73.7% (14)	26.4% (5)	75.9% (22)	24.1% (7)
Staff training helps staff to be abreast with new techniques.	88.9% (8)	11.1% (1)	68.4% (13)	31.6% (6)	82.8% (24)	17.2% (5)
Staff training helps staff to manage risk, thereby reducing industrial accidents.	66.6% (6)	33.4% (3)	68.4% (13)	31.6% (6)	82.8% (24)	27.2% (5)
Staff training helps staff to be confident on the job.	100% (9)	0% (0)	68.4% (13)	31.6% (6)	82.8% (24)	17.2% (5)
Staff training contributes to the overall effectiveness and efficiency of the organization.	100% (9)	0% (0)	79% (15)	21% (4)	82.5% (23)	17.5% (6)

N=57

Source: Fieldwork, 2008

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Table 9: Opinions on importance of staff training with respect to duration of work

Issue	Years Served and Opinion					
	Less than 5years		5 to 20 years		Above 20 years	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Staff training improves individual's knowledge, skills and abilities.	81.2% (13)	19.2% (3)	82.7% (24)	17.3% (5)	75.0% (9)	25.0% (3)
Staff training leads to improved performance on the job.	68.8% (11)	31.2% (5)	82.8% (24)	17.2% (5)	75.0% (9)	25.0% (3)
Staff training helps staff to be abreast with new technologies.	87.5% (14)	12.5% (2)	75.8% (22)	24.2% (7)	75.0% (9)	25.0% (3)
Staff training helps staff to manage risks, thereby reducing industrial accidents.	75.0% (12)	25.0% (4)	75.8% (22)	24.2% (7)	75.0% (9)	25.0% (3)
Staff training helps staff to be confident on the job	81.2% (13)	18.8% (3)	82.8% (24)	17.2% (5)	75.0% (9)	25.0% (3)
Staff training contributes to the overall effectiveness and efficiency of an organisation.	87.4% (14)	12.6% (2)	82.7% (24)	17.3% (5)	75.0% (9)	25.0% (3)

N=57

Source: Fieldwork, 2008

The third variable which was considered with respect to importance of staff training in the attainment of organisational goals was the duration of work of the respondents, in GSS. The findings have been captured in Table 9. Similar to

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the findings for sex and age, there were more respondents agreeing with all the issues. They all mostly agreed that training is important. The responses for those who have served for 20 years or more in GSS were the same for all the issues. Consequently, 9 (75.0%) agreed that training was important because it helped to improve individual organisational performance, reduced accidents and boost confidence, while 3 (25.0%) disagreed that training was important.

Reference to the analysis of all the three variables (sex, age of respondents and number of years served in GSS) and how they vary across the importance of staff training, confirms the finding that staff training is vital in the attainment of organisational goals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter deals with the summary of findings, conclusions and recommendations of the study. The research was conducted on the premise that staff training in Ghana Statistical Service is not being effectively handled, as against the notion that an effective staff training programme can influence the attainment of organisational goals. There were three main objectives for the study which are: examining the extent of implementation of staff training policies in GSS, evaluating the implementation of the staff training policies with respect to best practice and establishing the importance of staff training in the attainment of organisational goals. A total of 57 questionnaires were retrieved, alongside interviews of key management staff.

Summary of findings

With respect to the first objective of the study which addresses the extent of implementation of staff training policies in GSS, the main findings are:

- Some training activities go on in GSS, mostly short courses. In all, 77 courses and programmes had been attended by the respondents.

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- Some courses were sponsored by the Service, while others were not, with57 (74%) out of the 77 courses and programmes being sponsored by the Service.

- Majority of the respondents (70%) including top management staff said there

- was no elaborate training policy in place in GSS.

- There was no document which could be referred to as a training policy document.   All the 17 respondents who said there was a training policy in place said they had   not sighted any training document of GSS.

- Training activities as they existed in GSS are haphazard and uncoordinated.

The main findings for the second objective, the implementation of staff training programmes with respect to best practice are:

- Training need assessment was not conducted before staff training was embarked upon in GSS and this was confirmed by 50.9% of the respondents.

- Training evaluation was not done after training had been embarked upon in GSS.

- This position was corroborated by 61.4% of the respondents.

- Training courses and programmes embarked upon by staff were not monitored by management, indicated by half of the respondents.

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- Training facilities were not adequate in support of staff training activities in GSS (71.9% of respondents)

- There was insufficient budget resource for training activities which incidentally was not fully made available for training activities. This submission was made by

- 57.9% of the respondents and corroborated by management.

- Staff of GSS were willing and available to attend training. Seventy five percent of the respondents made that point.

- Most managers and supervisors did not encourage their subordinates to attend training in GSS.

- Most training programmes embarked upon by staff did not necessarily align with jobs.

- Sixty two percent of the respondents said that those who had attended training programmes did not have the opportunity to share training information or knowledge with others.

The third objective, focused on the importance of staff training in the attainment of organisational goals. The key issues established in the research with respect to the statistics are:

- Staff training improved individual's knowledge, skills and abilities. This finding was confirmed by 80.8% of the respondents.

- Staff training led to improved performance on the job. This position was established by 77.2% of the respondents.

- Training did help workers to be abreast with new technologies.

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- Training did help to mange risk and thereby reduce industrial accidents. This was the opinion of 75.5% of the respondents.

- Staff training did help to build confidence on the job.

- Staff training contributes to the overall effectiveness and efficiency of an organisation, an assertion supported by 82.6% of the respondents.

Conclusions

Ghana Statistical Service does not have an elaborate training policy and for that matter, a training policy document. Even though some training activities go on in the Service, they are haphazard and uncoordinated. Most training courses especially the ones leading to the award of degrees and professional certificates are initiated by staff themselves.

It can be said that most training practices in GSS do not conform to best practices. The statistics clearly show that certain activities such as training need assessment, training evaluation, monitoring training programmes of staff, making resources available for training activities, etc. which are cardinal in training administration are being ignored. Training programmes are therefore being arbitrally administered in GSS.

There was consensus among the respondents that staff training is important and crucial in the attainment of organisational goals. Despite certain gaps adduced in the training activities of GSS, there is an overwhelming endorsement of the importance of staff training in the attainment of organisational goals by the respondents with respect to the figures.

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Recommendations

Based on the above summarized findings and conclusions, it is recommended that GSS management should:

- Develop an elaborate and a comprehensive training policy document which spells out details and regulations of training programmes in the Service.

- Draw up training programmes in alignment with staff jobs.

- Put up a training centre, furnished with modern training facilities and gadgets to facilitate training in the Service.

- Draw and budget for annual training programmes and activities, so as to ensure real commitment to training in the Service as far as resources are concerned.

- Conduct scientific training needs analysis to select individuals to attend various training programmes in the Service so as to give opportunities to all members of staff and also individuals who really need particular training.

- Monitor training programmes embarked upon by staff to ensure their usefulness to the Service.

- Evaluate training programmes especially those organised and sponsored by the Service to assess its impact and benefit to the Service so as to ensure sustenance and further investment into training activities.

- Encourage subordinates to undergo training.

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- Put in place a system to ensure that knowledge acquired through training, especially those organised or sponsored by the Service is made available to other members of staff to benefit from.

It is also recommended that members of staff of GSS should:

- Avail themselves of training opportunities.

- Inform management of any training programme they enroll or intend to enroll into ensure effective monitoring and alignment to jobs.

- Make training information and materials available in the library for other members of staff to benefit from.

Suggestions for further studies

In the course of the study, certain 'grey' issues emerged, which require further studies to unravel. For instance, it became evident that most of the staff had embarked on various training programmmes and yet there was no elaborate policy in GSS to guide training. The research also revealed that certain courses embarked upon by staff were sponsored, while others were not. The reasons were not covered by this research and as such, are being recommended for further studies.

Furthermore, it was established in the study that even though GSS budget for training is relatively insufficient, the findings showed that the 'insufficient' budget is not being made available for training activities in the Service. This certainly calls for an explanation which this study did not address. Finally, the paradox established by the study on the consensus of the importance of staff

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training in the attainment of organisational goals, as against the background of the absence of an elaborate training policy and uncoordinated training activities in GSS, must also be investigated.

The above phenomena are therefore being recommended for further studies to establish the rationale behind them, and their justification.

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APPENDIX A

MAIN QUESTIONNAIRE

Introduction

This research is in partial fulfillment of the requirements for an MA in Human Resource Development at the University of Cape Coast. The usefulness or reliability of the results will depend partly on your candour or frankness. All responses will be treated confidentially and anonymously, and your cooperation would be fully appreciated

GENERAL INSTRUCTIONS

Please supply the correct information by ticking ($\sqrt{}$) where there is a box [$\sqrt{}$]. Fill in blank spaces where necessary.

SECTION (A) BACKGROUND INFORMATION

1. Sex: Male [ ] Female [ ] 1st University Degree [ ]

2. What is your 2nd University Degree [ ]

age?.............................. Other (specify) ……………

3. What academic qualification

did you have when you were 4. How long have you been

employed in GSS? with the Service?

   GCE 'O' level [ ] ………………………….

   SSCE [ ]

   GCE 'A' level [ ] 5. At what rank were you first

   Diploma/HND [ ] employed?…………………………

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6.   What is your rank now?   ………………………………….…

7. List all training you have had since you were employed? (Note: this includes short, certificate and degree courses) If no training, skip to Q11	8. What type of sponsorship did you receive for each training? See Codes below	9. What certificate did you acquire? See codes below
a)		
b)		
c)		
d)		
e)		

Codes for Q8: 1-no sponsorship, 2-study leave without pay, 3- study leave with pay, 4-full sponsorship, 5-combined schooling with work, 6-other (specify)

Codes for Q9: 1-GCE/SSCE, 2-Certificate of participation, 3-Certificate, 4-Diploma/HND, 5- 1st Degree,   6- 2nd degree, 7-other (specify)

10.   What is your qualification now? ………………………………….

11.   Do you know whether the Service has a staff training policy?

   Yes [ ] No [ ] (if no, skip sections B & C)

SPECIFIC DIRECTIONS

For each of the items below, **tick an answer or circle the number that best represents your opinion or experiences**. Tick where the options are Yes, No and Don't Know (DK) and circle any of the options numbered 1-4 or 5, the one that best represents your opinion as arranged below. (Strongly Disagree- 1; Disagree- 2; Agree- 3; Strongly Agree- 4; Don't Know-5).

SECTION (B) STAFF TRAINING POLICY IN GHANA STATISTICAL SERVICE

(Note: If response to Q11 is No, do not answer this section)

12.   Does the Ghana Statistical Service have a staff training policy document?

Yes [   ] No [   ] DK [   ] (if No or DK, skip to section C)

13. Can you have access to the training policy document?   Yes [   ] No [   ]

    DK [   ] (If No or DK, skip to section C)

14. Have you read through the document?   Yes [   ] No [   ] (If No, skip to

    section C)

15. Are procedures for staff training spelt out in the document?   Yes [   ] No [   ]

16. Does the training policy document take into consideration all

    categories of staff?   Yes [   ] No [   ]

17. Does the training policy document provide for various training needs?

                                            Yes [   ] No [   ]

18. The training policy document contains details of various training

    programmes.   1   2   3   4

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19. Staff training policy in Ghana Statistical Service has clear guidelines

with respect to its implementation in the document.   1   2   3   4

20. Does the policy document provide for internal and external training

programmes?   Yes [   ] No [   ]

SECTION (C) IMPLEMENTATION OF STAFF TRAINING POLICY IN

GHANA STATISTICAL SERVICE.   (Note: If response to Q11 is No, do not

answer this section)

21. Staff are carefully selected for training programmes in GSS. 1   2   3   4   5

22. Training programmes in GSS are structured to prepare staff along

their career paths.   1   2   3   4   5

23. Staff get the opportunity to undergo training as and when the

need them.   1   2   3   4   5

24. Staff, who attend training programmes on their own, are recognised

by the organisation after their training, and promoted.   1   2   3   4   5

25.   Staff are granted study leave to undergo various training

programmes of their choice.   1   2   3   4   5

26. Management encourages staff to attend training programmes.

1   2   3   4   5

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SECTION (D) BEST IMPLEMENTATION OF STAFF TRAINING POLICY

27. Ghana Statistical Service conducts scientific need analysis before

embarking on staff training.   1   2   3   4   5

28. Staff training programmes are based on individual and the

organisational needs assessment.   1   2   3   4   5

29. Training programmes are based on training need analysis. 1   2   3   4   5

30.   Evaluation is done after training programmes to assess its impact

on staff performance.   1   2   3   4   5

31. New staff are given orientation when they are employed in GSS.

1   2   3   4   5

32. GSS monitors courses embarked on by its staff to ensure that they

are relevant to the Service.   1   2   3   4   5

33. There are adequate training facilities at Ghana Statistical Service to

facilitate staff training programmes.   1   2   3   4   5

34. There are sufficient resources available for staff training in GSS.

1   2   3   4   5

35. The resources are made available for staff training programmes.

1   2   3   4   5

36.   Staff are available and willing to participate in training activities.

1   2   3   4   5

37.   Managers and supervisors encourage their subordinates to attend

training in GSS.   1   2   3   4   5

38.   Employees' performance goals are clearly aligned with training

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objectives and programme contents in GSS.   1   2   3   4   5

39. Employees usually share information or knowledge with others

  after training, in GSS.   1   2   3   4   5

40. GSS training policies and programmes meet staff training aspirations.

                                   1   2   3   4   5

41. How would you rank the overall staff training policy and programmes

  in GSS? (Tick the one which best represents your opinion).

(a)   Very Good [ ].   (c) Average   [   ]   (e) Very Poor [   ]

(b)   Good   [ ].   (d) Poor   [   ]

SECTION (E) IMPORTANCE OF STAFF TRAINING IN THE ATTAINMENT

OF ORGANISATIONAL GOALS

42. Staff training improves individual's knowledge, skills and

  abilities.   1   2   3   4

43. Staff training leads to improved performance on the job.   1   2   3   4

44. Improved performance on the job as a result of training, leads

  to increase in productivity.   1   2   3   4

45. Staff training helps staff to be abreast with new technologies

                                   1   2   3   4

 46. Staff training helps staff to manage risk, thereby reducing

  Industrial accidents.   1   2   3   4

 47. Staff training helps staff to be confident on the job.   1   2   3   4

48. Staff training contributes to the overall effectiveness and efficiency

    of an organisation.   1   2   3   4

THANKS FOR YOUR COOPERATION

APPENDIX B

INTERVIEW SCHEDULE FOR CHIEF EXECUTIVE AND DIRECTOR

OF ADMINISTRATION

Introduction

This research is in partial fulfillment of the requirements for an MA in Human Resource Development at the University of Cape Coast. The usefulness or reliability of the results will depend partly on your candour or frankness. All responses will be treated confidentially and anonymously, and your cooperation would be fully appreciated

GENERAL INSTRUCTIONS

Please supply the correct information by ticking (√) Yes or No. Fill in blank spaces where necessary.   For Chief Executive and Director of Administration only

SECTION (A) STAFF TRAINING POLICY IN GHANA STATISTICAL SERVICE.

1. Does the Ghana Statistical Service have a staff training policy document?

  Yes [   ] No [   ] (if No, skip to section B)

2. Can staff have access to the training policy document?   Yes [   ] No [   ]

3. Are procedures for staff training spelt out in the document?

                                                                      Yes [   ] No [   ]

4. Does the training policy document take into consideration all

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categories of staff ?   Yes [   ] No [ ]

5. Does the training policy document provide for various training needs?

                                                    Yes [   ] No [   ]

6. Does the training policy document contain details of various training

    programmes ?   Yes [   ] No [   ]

7. Does Staff training policy in Ghana Statistical Service have clear

    guidelines with respect to its implementation in the document?

                                                    Yes [   ] No [   ]

8. Does the policy document provide for internal and external training

    programmes?   Yes [   ] No [   ]

SECTION (C) IMPLEMENTATION OF STAFF TRAINING POLICY IN

GHANA STATISTICAL SERVICE. (Note: If response to Q14 is No, do not

answer this section)

9. Are staff carefully selected for training programmes in GSS?

                Yes [   ] No [   ]

10. Are training programmes in GSS structured to prepare staff along

    their career paths?   Yes [   ] No [   ]

11. Do staff get the opportunity to undergo training as and when they

    need them?   Yes   [   ]   No   [   ]

12. Does the organisation recognise staff who attend training

    programmes on their own and promote?   Yes [   ] No [   ]

13. Are staff granted study leave to undergo various training

    programmes of their choice.   Yes [   ] No [   ]

14. Does Management encourage staff to attend training programmes?

          Yes [   ] No [   ]

SECTION (D) BEST IMPLEMENTATION OF STAFF TRAINING POLICY

15. Does Ghana Statistical Service conduct scientific need analysis

    before embarking on staff training.   Yes [   ] No [   ]

16. Are staff training programmes based on individual and

    organisational needs assessment?   Yes [   ] No [   ]

17. Is evaluation done after training programmes to assess its impact

    on staff performance?   Yes [   ] No [   ]

18. Are new staff given orientation when they are employed in GSS?

          Yes [   ] No [   ]

19. Does GSS monitor courses embarked on by its staff to ensure that

    they are relevant to the Service?   Yes [   ] No [   ]

20. Are there adequate training facilities at Ghana Statistical Service to

    facilitate staff training programmes?   Yes [   ] No [   ]

21. Are there sufficient resources available for staff training in GSS?

          Yes [   ] No [   ]

22. Are the resources made available for staff training programmes?

          Yes [   ] No [   ]

23. Are staff available and willing to participate in training activities?

Yes [ ] No [ ]

24. Are employees' performance goals clearly aligned with training

objectives and programmes in GSS?   Yes [ ] No [ ]

25. Do employees share information or knowledge of short training

courses they attend with others in GSS?   Yes [ ] No [ ]

26. How would you rank the overall staff training policy and programmes

in GSS? (Tick the one which best represents your opinion).

(c)   Very Good [ ].   (c) Average [ ]   (e) Very Poor [ ]

(d)   Good   [ ].   (d) Poor   [ ]

SECTION (E) IMPORTANCE OF STAFF TRAINING IN THE ATTAINMENT

OF ORGANISATIONAL GOALS

27. Staff training improves individual's knowledge, skills and

abilities.   1   2   3   4

28. Staff training leads to improved performance on the job.   1   2   3   4

29. Improved performance on the job as a result of training, leads

to increase in productivity.   1   2   3   4

30. Staff training helps staff to be abreast with new technologies 1   2   3   4

31. Staff training helps staff to manage risk, thereby reducing

industrial accidents.   1   2   3   4

32. Staff training helps staff to be confident on the job.   1   2   3   4

33. Staff training contributes to the overall effectiveness and efficiency

of an organisation.   1   2   3   4

APPENDIX C (ORGANOGRAM OF THE GHANA STATISTICAL SERVICE)

GOVERNMENT STATISTICIAN

STATISTICAL SERVICE BOARD

DEPUTY GOVERNMENT STATISTICIAN (OPERATION)

DEPUTY GOVERNMENT STATISTICIAN (CO-ORD., DEV. & INFORMATION)

CHIEF STATISTICIAN

CHIEF STATISTICIAN

CHIEF STATISTICIAN

CHIEF STATISTICIAN

INDUSTRY & TRADE STATISTICS DIVISION	ECONOMIC STATISTICS DIVISION	SOCIAL STATISTICS DIVISION	DEMO. STATISTICS DIVISION	ANALYTICAL STUDIES & DEVELOP	INFORMATION TECHNOLOGY DIVISION	PUBLICITY & DISSEMI-NATION DIVISION	GENERAL ADMIN. DIVISION	FINANCE & PROPERTY DIVISION	COORD. & CAPACITY BUILDING DIVISION
INDUSTRIAL STATISTICS EXTERNAL TRADE STATISTICS TRANSPORT & COMMUNI-CATION STATISTICS AGRIC. STATISTICS	NATIONAL ACCOUNTS STATISTICS PRICE STATISTICS PUBLIC FINANCE & FINANCIAL STATISTICS	LABOUR STATISTICS EDUCATION STATISTICS CRIME STATISTICS HEALTH, NUTRITION AND ENVIRON-MENTAL STATISTICS	POPULATION VITAL STATISTICS GEOGRAPHY	ECONOMIC & SOCIAL ANALYTICA L STUDIES WELFARE MEASURE-MENT AND MONITORING STATISTICAL METHODS AND STANDARDS	DATA PROCESSING DATA SYSTEMS & APPLICATION DEVELOP-MENT EQUIPMENT (HARDWARE) MAINTENANC E DATA STORAGE, ARCHIVING & RETRIEVAL SECTION	IMFORMA-TION & PUBLIC RELATIONS , PRINTING & PUBLICA-TIONS LIBRARY AND DOCUMENT ATION	BOARD SECRETA-RIAT, ADMINIS-TRATION TRNSPORT MAINTE-NANCE AND ESTATE SKILLS AND MAN-POWER DEVELOP-MENT	ACCOUNTS AUDIT PURCHAS-ING AND SUPPLIES STORES	CAPACITY BUILDING & REGIONAL OFFICES STATISTICA L POLICY PLANNING & COORDINA-TION