

UNIVERSITY OF CAPE COAST

**EFFECTS OF QUALITY HUMAN RESOURCE ON TEXTBOOK
PRODUCTION IN GHANA IN GHANA PUBLISHING CORPORATION**

SAMUEL KUSE

2009

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BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
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HUMAN RESOURCE MANAGEMENT

2009

DECLARATION

Candidate's declaration

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

Candidate's Signature:..... Date:.....

Name: Samuel Kuse

Supervisors declaration

I hereby declare that, preparation and the presentation of this dissertation was supervised in accordance with the guidelines of supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Prof. I.K Acheampong

ABSTRACT

The research was undertaken to assess the extent to which labor quality affects the quality of textbooks produced by GPC at the head office in Accra. The desire by management to enhance staff quality and the quality of textbooks produced, has lead GPC to introduce training courses with the objective of improving upon skills of employees. To achieve the objectives of the study, questionnaires were used to elicit information from the respondents. In all, 184 employees of the GPC were targeted. Out of this number, 50 selected for the study responded to the questionnaires.

The results of the study indicated that there was a relationship between labor quality and the overall quality of textbooks due to the fact that majority of the respondents indicated that GPC was credible in a cross tabulation test. In addition, a correlation test was further performed at .05 level of significance. The test results showed that the textbook quality of GPC was good with exception of others. This notwithstanding, mistakes including grammatical and pagination were found though, at the lower side. It was therefore, recommended to management to train officials involved without any further delay if the GPC is to meet its potential and ensure quality service delivery in other to become the leading institution in the book industry in Ghana. It was also recommended that further studies be conducted to cover the ten regions of Ghana with the focus on conditions of service of employees which the research could not cover.

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DEDICATION

To Lawrence M. Kuse and Mary A. Kuse.

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LIST OF ACRONYMS

ADPEG	-	Accelerated Plan for Education in Ghana
CRDD	-	Curriculum Research and Development
GIPD	-	Ghana Investment Policy Decree
GPC	-	Ghana Publishing Corporation
IPDC	-	International Programme for the Development of Communication
KNUST	-	Kwame Nkrumah University of Science and Technology
ULP	-	University of London Press
UNESCO	-	United Nations Education Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

Background to the study

If textbook publishing is the key to educational, social, political, economic development and true nationhood, then, aside questions of national pride, and the natural wish of all countries to have book industries of their own, a local book industry is needed no matter how great the availability of books from abroad. This is necessary for cultural enrichment, opportunities for self expression and for developing a high sense of national unity and historic tradition.

In this vein, Dominic (1992) asserted that early books were inscribed by hand and lavishly decorated; many were valued as works of art. Until approximately in the 12th century, most textbooks in Europe were produced by monks in monasteries.

In the case of Ghana, textbook publishing is closely connected with that of Christian Missionary works, the development of education, the expansion of Government business and increase in printing presses. The growth of printing in the country has no doubt, been a pre-requisite in the rapid expansion of the endogenous authorship, publishing, book manufacturing, distribution and mass reading. The foundation for all these was most noticeable during the 19th Century

when religious body missionary work of diverse sort and the expansion of central government control over the southern portion of the country took a firm hold.

Abul (1981) wrote that although, journalism in Ghana started in the first quarter of the nineteenth century with the launching of an official Royal Gold Coast Gazette in 1822, it was not until the last quarter of the century that printed books came on the horizon. It was the Christian missionaries who took the initiative in setting up book printing units with the limited objectives of serving their respective religious sects. The first half of the twentieth century saw the establishment of government printing presses for printing mainly government reports, forms stationery and the Gazette Private Commercial printing houses, however, began to appear in the 1940s in Accra and the provincial capitals. These were medium and small size printing units, many of which were still owned by the mission houses. The first private, modern and large-scale press, now called Graphic Corporation was set up in Accra in 1950 in the wake of intense political activities. This again was a newspaper establishment rather than a book publishing organisation.

According to Abul (1981) the late fifties marked the beginning of serious book printing in Ghana as a result of educational explosion, which was a natural corollary to the country's political independence in 1957. A scheme of free and compulsory primary education was introduced in 1961, which had to be supported by a free textbook supply to all pupils. Since the country was not geared to meet the unprecedented demand of printed books of all kinds, the need was felt for the establishment of large modern printing press capable of providing urgently the

services which could not be made available by the existing printing houses. Hence the Ghana Publishing Corporation was established in 1965 by a legislative instrument to print, publish, distribute and market books and other educational materials for schools.

Developing human resource quality of the Book Industry in Ghana

Isaac (2006) postulate that human resource development is a process of building the innate capacities of all the people in a society. In this way, Abul (1981) contended that since book publishing was in its infancy in Ghana, and the publishing division had to lean heavily on foreign expertise in its initial stages, the Ghana Publishing Corporation (GPC) entered into a four-year partnership agreement with Macmillan of Britain which inter alia enjoined Macmillan to train the selected staff of the publishing division and provide advisory services to the corporation and in return retain 40 percent of its profit. Also, Abul (1981) asserted that the International Programme for the Development of Communication (IPDC) in collaboration with UNESCO and the Ghana Government financed a project on the development of human resource for the book industry which involved the establishment of a degree level course in book publishing at the Kwame Nkrumah University of Science and Technology, (KNUST) Kumasi.

Problem statement

Abul (1981) argued that over the last quarter of a century during which Ghana was able to assert her sovereign existence and national personality, there

were visible signs of higher standard of living and general awareness of the important role of education in national development. Free and compulsory primary education was introduced and large funds were earmarked for adult literacy and higher education. However, constitutional and financial measures alone were not enough to produce the basic tool of learning to suit local conditions and requirements. According to Abul (1981) in most developing countries, especially Ghana, the quality of textbooks produce is not always up to the mark while textbook promotion process was slow, unable to keep pace with educational expansion, which resulted in a big gap in the demand and supply of essential reading materials. Similarly, Amankwa (2000) asserted that there was a general feeling of dissatisfaction for the nature and slant of contents of all textbooks at all levels for formal and informal education in Ghana.

To this end, Ian (1999) argued that trained staff is in short supply in publishing management. The addition of new topics and frequent changes in the curriculum without sufficient notice and allowing enough time for textbook development according to Rosi (2005) can make a textbook unimportant and unusable object in some situations for readers when content, graphics and even materials from which a book is made is poorly handled.

In this way, it comes as no surprise that there has been increasing public concern on the Ghana Publishing Corporation over the quality of its textbooks; they claim do not meet required standard for second cycle schools in the country.

Also, it is worthwhile to note that, the myriad of complains that have in recent times inundated the content of textbooks indicate that Ghana Publishing

Corporation appears to have failed to meet such textbook publishing standards, principles, balance and objectivity. The failure of Ghana Publishing Corporation to demonstrate accuracy and professionalism in their publications has more often than not resulted in wrong attributions. It has been observed that all these errors though unintended, could be traced to inexperience and ill-prepared publishers on the job. To overcome these flaws in textbook production in Ghana, one of the grand strategy of a book development plan in any country is to explain to people in charge of national planning, the way in which book publishing is a key to educational, social, and economic development and hence to true nationhood.

Education is said to be the basic investment for economic development of every country and that books are the basic tools. Therefore, if books are to be truly useful, they must then respond to the actual needs and interest of readers. Consequently, a local book industry is needed, no matter how great the availability of books from abroad. This is necessary for cultural enrichment, opportunities for self expression and developing a sense of historic tradition. It is therefore the intention of this study to assess the effects of human resource quality on the quality of textbooks produced by GPC.

General objective

The general objective of the study is to investigate the effects of quality human resource on textbook production in the Ghana Publishing Corporation (GPC) under its plan.

Specific objectives

Specifically, the study seeks to:

- Examine the extent to which labor quality affects the quality of textbooks produced by the Ghana Publishing Corporation;
- Determine the extent, to which qualifications of staff affects the quality of textbook publishing in the company under study;
- Determine the effect of work experience on the quality of textbook production at the Ghana Publishing Corporation; and
- Find out workers perception on the relevance of Ghana Publishing Corporation training programs in the agency.

Research questions

In order to achieve the specific objectives, the study will seek answers to the following questions:

- Does labor quality affect the quality of books published by the Ghana Publishing Corporation?
- To what extent do qualifications of staff impact text book production at the Ghana Publishing Corporation?
- How can effect of work experience on textbook production be determined at the Ghana Publishing Corporation?
- How far do the training programmes influence the quality of textbooks and human resource quality at the Ghana Publishing Corporation?

Importance of the study

The importance of this study is to emphasize how quality human resources can influence the overall achievement of organisational goals and objectives. Quality human resource can therefore be used as a strategic tool to enhance the following successfully.

- The effects of change in technology to effectively and efficiently deal with problems of growth of the agency.
- Team building and other objectives of the organisation only if it is properly managed and well administered with all the necessary attention and support it deserves from all.

The above underlining issues can best be realized if there are effective and efficient training and development mechanisms in operation to ensure equal attention for both formal and informal training. The project work highlights the effects of informal-training factors have on the progressive productivity programs and the outcome of any training programme including availability of working conditions. These factors have direct and indirect impact on employees' performance.

It is therefore, a challenge to human resource professionals to critically identify, assess and isolate these needs to enhance the right solution to be offered. These needs and problems can be identified clearly and if possible separated from training needs if there is a thorough and systematic needs assessment of the organisation and its employees before any training programme is designed and

administered to enhance employee's quality and its subsequent positive impact on the end product- the textbook.

- This research work would serve as a useful reference to practitioners and students of human resource management and human resource development even as further investigation is conducted to the level of influence of other non-training factors on employee's quality and performance.

Delimitation

The study focused on the human resource and the quality of textbooks published by GPC. The labor and the textbook quality were taken into consideration in the study due to its importance to the development of the country. Greater Accra Region was selected for the study due to its strategic position and proximity to the seat of government. It is one of the busiest regions in the country that shares boundaries with the Volta, Eastern and the Central regions. GPC is the biggest state owned publishing firm with a sub office located in Tema though, not operational these days. At the time of carrying out this research work, the total number of staff of the corporation was 184. The research work is limited to the G P C head office in Accra with more emphasis on the program staff and their superiors, the human resource development, human resource management and their respective roles in the corporation's training, position, and level of education, qualification, work experience, quality assurance programmes and how it affects the quality of textbooks. The study is further limited to the central

administration: the pivot to all the departments within the corporation including, editorial, computing, design and illustration, printing, collating and bindery.

Definition of key terms

In order to analyze the terms clearly, it is important to operationalize them. The operational definition of terms is a method of defining variables or construct based on how they are measured. From the study therefore, the under listed terms were operationalized as follows:

- Author: An author in this survey is construed to mean a professional who writes manuscripts to be published into textbooks
- Local book industry: A local book industry refers to the textbook production firm within a country or a locality.
- Plate making: Plate making means getting text, design and illustrations transferred onto a plate through the negative or positive film
- Publisher: A publisher by qualification is a professional who transforms manuscripts to finished textbooks.
- Effect: This means producing a successful or good result.
- Workers Perception: This refers to workers opinion.
- Textbook Production: It is the execution of the book design.

Organisation of work

This dissertation is divided into five major chapters; the first chapter constitutes background information to the study followed by the statement of the

problem, objectives, research questions, importance, delimitation, and the definition of key terms.

Chapter two on the other hand, presents a more comprehensive review of literature that bears on the subject matter in terms of theory, concept and empirical findings from similar studies. To this end, previous works done by researchers on textbook quality; authors, Publishers, Editors, Design and Illustrators, Printers, Marketers, and Accountants, for example were critically taken care of in the review of the literature since they all contribute significantly towards making a textbook a quality one.

Chapter three discusses in detail, methodology used in gathering data, research instruments used in the data collection and its careful analysis, problems that were encountered in the course of the study and how the data collected was handled to arrive at the data analysis in chapter four and how in chapter five summary, conclusions, implications, and recommendations were made.

The fourth chapter principally dealt with the research findings. Basically these findings were based on the critical and very careful step-by-step analysis of the field data collected. The final chapter of the dissertation is the chapter five. This chapter vividly presents summary, draw accurate conclusions, clearly set out the implications and recommendations of the study for quick actions.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

There are numerous researches conducted on human resource quality in textbooks, academic journals, papers presented by educational, non-educational, public and private organisations with the aim of maintaining standards and to improve upon human resource quality globally. It is for this reason that Abul (1981) postulates that education through textbooks in national development is the basic, essential factor in human progress, and the most effective way for a society to develop since it helps to produce conditions essential to successful modernization. This development triggered public interest in this area of study and therefore, it is my hope that literature relating to the research topic under study would be addressed by the end of the research exercise while an attempt would be made to discuss in detail the relevant issues under the themes: conceptual framework, and empirical framework; impact assessment, textbook publishing, textbook, quality, and quality human resource in this section.

Conceptual framework

Generally, textbook publishing whether print or electronic involve the selection of most suitable manuscript processing and distributing the final product

being the textbook to the general public. Textbook publishing is a vast area of human activities that relies on both print and electronic means of disseminating information. The publishing section of a publishing firm is organized alongside different lines from its prints counterparts. In textbook publishing, proponents of printed textbook publishing pointed out that the traditional books have the potential for in-depth information dissemination and lengthy analysis. However, some observers were of the view that electronic textbook publishing is better at transmitting information and experience, while the traditional books are still better at facts and information.

In this way, researchers in public and private institutions especially those in the University may read about topics they have selected to study in order to gain ideas about the approaches and methods not previously known. In this way, Benony and Nathaniel (2006) states that, after data have been collected, the next step in analysis is to describe them in easily understandable terms. This preliminary analysis will help classify the structure of the data and serve as a guide in further analysis as in Figure 1.

Figure 1 indicates the conceptual framework underlying the impact of quality human resource at the GPC. From Figure 1, it is observe that staff quality depends largely on qualification and work experience of textbook publishers recruited into the GPC to impact on the quality of textbooks.

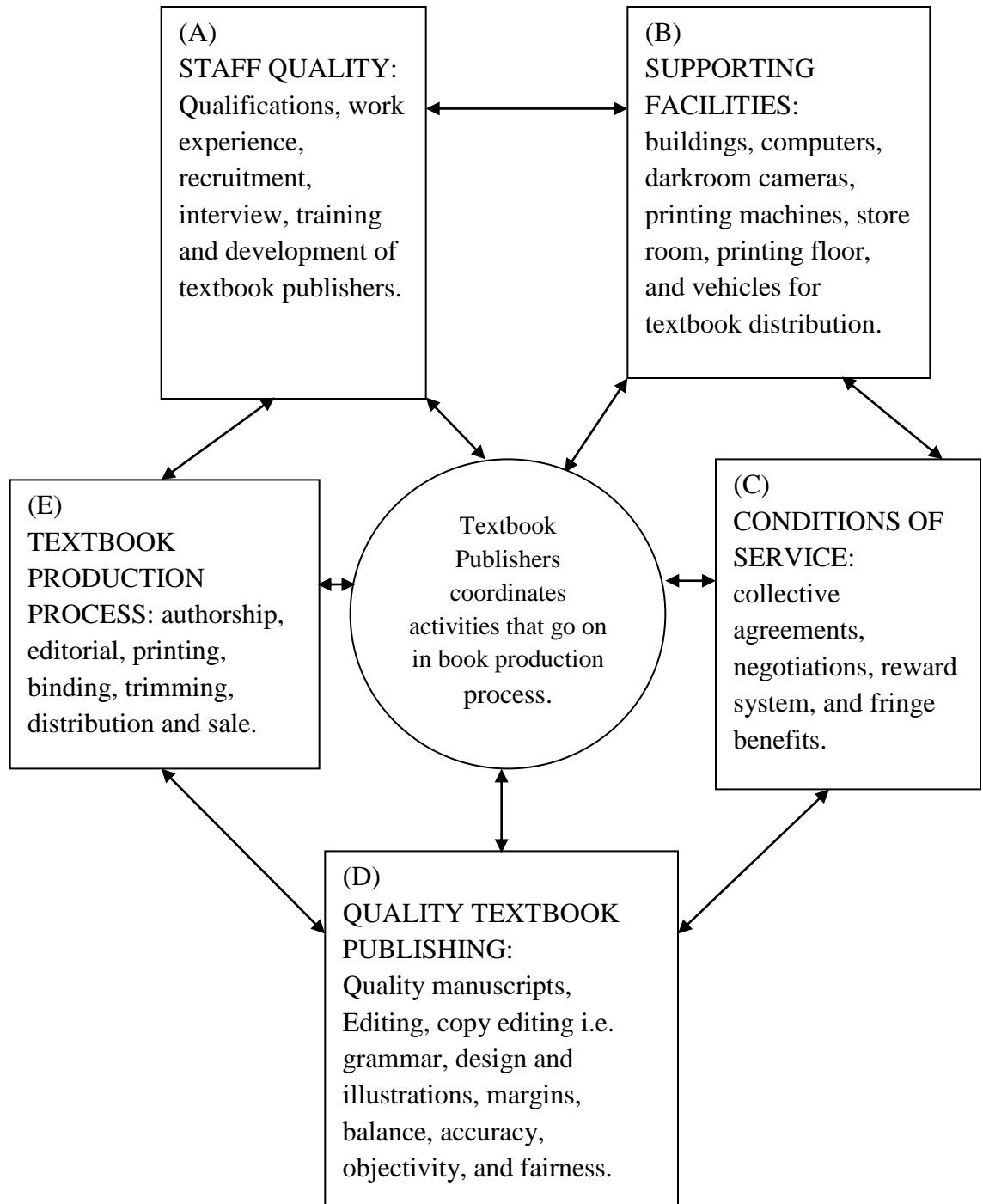


Figure 1: Conceptual framework underlying effects of labour quality on the quality of GPC textbooks

Source: Adapted from Sam (2006) and improved upon by the researcher: 2008

In the area marked “A” in the figure1, recruitment, interviews, training, and development programmes are put in place to improve and maintain the quality and skill needed by employees to effectively and efficiently perform the task, and roles assigned them.

It is generally an accepted norm that the quality of staff to a very large extent brings about quality output in an organisation hence, the quality of textbooks. However, management could be convinced by such a high publishing standards to improve workers conditions of service as well as the supporting physical facilities which are most likely to further enhance textbook publishing skills of staff and impact textbook quality of the GPC. This is indicated by the forward and reverse direction of the arrows between A and B, A and C, A and D, or A and E.

The area marked “B” of the figure 1 is the supporting facility which comprises building, computers, and cameras, printing machines, vehicle, trimming and binding machines. The building provides a safe place as shelter for the workers. It also contains the administration, publishing, editorial and printing floor which is arranged according to roles involving beat and assignment authors, publishers, editors, copy editors and printers. In addition, the air conditioners and fans give some amount of comfort to workers in their various offices within the building while authors, publishers, editors, and copy editors effectively utilize the library in the conduct of research, investigating, checking and crosschecking of facts to ensure accuracy, truth and balance in the publishing of textbooks. Generally, quality authors positively influences manuscripts writing and

presentation, but this is not likely to be achieved without the physical facilities as indicated in the area marked B since exposure to weather could have adverse effect on workers output.

Similarly, if supporting facilities are available, they could lead to quality textbook publishing. Quality textbook publishing is most likely to impress management to provide for more physical facilities as well as enhance the conditions of service, hence the arrows between B and D or B and C or B and E pointing at each other interchangeably.

Next, in the figure 1, is the box indicated by “C” describes the conditions of service. All the incentives, privileges, advantages, and the entire rewards system, workers are entitled to are enshrined in the collective bargaining agreement which provides the procedures and mechanism for negotiation. Negotiation creates further avenues for the workers to bargain with management to improve upon the conditions of service and obtain more fringe benefits. The area marked C and A shows that with attractive conditions of services, quality staff are likely to flock to the company to produce quality textbooks and other services while as a further improvement in the conditions of service, management can provide more supporting facilities for quality publishing as indicated by the arrows C to B and C to D. Workers moral is likely to increase if they are aware of attractive conditions of service.

The area marked “D” shows such indicators as quality manuscripts, editors, copy editors, publishers, balance, accuracy and fairness. The editors, copy editors and publishers ensures that unsuitable materials do not get to the public

domain while balance is achieved if all manuscripts for publication are given equal consideration in the book production process. Certainly, quality textbook publishing yields such indicators as editors, copy editors, publishers, objectivity, balance and accuracy.

Another area in the figure 1 marked “E” is the textbook production process. Writing the manuscript: The idea conceived to be communicated must be translated into a manuscript which is the work of an author or a team of authors. The next stage is the processing of the manuscript which must be done in a publishing house by the editors and copy editors who will read through the manuscript to ensure that it is publishable. From this stage, cover and text designs, including illustrations are executed by book designers and illustrators. At stage four, the typeset manuscript may now leave the publishers outfit to suitable printing press that has been identified to undergo printing and finishing. At the last stage, the completed and packaged books are delivered to the publisher’s warehouse. We can now say that the book making process has been completed and copies are ready for sale. This is indicated by the area marked E, D, C, B and A.

It can be observed from figure 1 that each stage of book making process called for a special type of skill in order to enhance textbook quality. Care must therefore be taken to avoid unpardonable mistakes which are usually very expensive to correct and result in costly wastage. Hence, from the word go, the human resource department of each publishing firm must do a lot more by ensuring that people recruited into these kind of organisations actually have skills

required for the performance of a particular task. This notion is also represented by the forward and reverse directions of the arrows between E and D or E and C or E and B or E and A respectively.

However, staff quality, supporting facilities, conditions of service and the book making processes are significant factors that help to ensure the best practices in textbook authorship and publishing. This assertion is indicated in figure 1 and depicts the forward and backward arrows D to B, D to C and D to E.

From figure 1 therefore, the areas marked A, B, C, D, and E present indications that will help to established measures of performance and monitor conformity and requirement to service quality involving textbook publishing. This means that while authors can write manuscript for publications, it is equally important to be fair, honest and truthful to win public trust under any circumstance relating to textbook publishing. Thus the figure 1 materials A, B, C, D, and E depict the interrelationships within the conceptual framework underlying the study.

Review of the empirical literature

Impact assessment

Without uniformity of test results from day to day and from laboratory to laboratory, impact test has little meaning. Over the years, researchers have learned that the results obtained from an impact test can depend strongly upon the specimen size, velocity, energy lost of the test machine and friction.

To this end, Europa (2008) wrote that, in its broadest sense, impact assessment is the process of identifying the anticipated impacts of development intervention in those social, economic and environmental factors which the intervention is designed to affect. It may take place before approval of an intervention after completion or at any stage in between. Impact assessment implies a systematic practice where assumptions, methods, and results are presented in such a way that, they can best be tested by other analysts.

Reading from the various sources, impact assessment means evaluating performance gaps by providing a comprehensive snapshot of the corporation. The analysis should include the degree of executive alignment, how perceptions differ across departments, and change overtime.

Textbook publishing

An author may set out to write a book for one reason or the other. This may include: preservation, entertaining, warning, and announcing. To achieve this, professional textbook publishers help to determine the form the publication should take.

Towards this end, Della and Stephen (2003) wrote that textbook publishing means to arrange the writing, production, and sale of a book; magazines and newsletters. Book publishing manual share same views with Longman and stipulates that, publishing is having a book, periodical, journal and magazines printed and announce that it is for sale. This notwithstanding, the manual further stated that, publishing is the service of preparing the work of an

author in the most suitable form and presenting it in the most efficient manner to the widest possible audience.

Microsoft (2007) indicated that publishing is a process of preparing and producing materials for publication. In other words, publishing is the professional activity of preparing and producing materials in the printed or electronic form for distribution to the public. Wikipedia (2008) argued that textbook publishing is the production and dissemination of literature or information - the activity of making information available for public consumption. In other words, publishing is the distribution of printed works including books and newspapers. With the advent of digital information system and internet, the scope of publishing has expanded to include the electronic version of books and periodicals as well as websites, blogs, and games. Wikipedia (2008) added that publishing includes: the stages of the development, acquisition, copy editing, graphic design, production and printing, marketing and distribution of books: magazines, newspapers, literary works, musical works, software's and other works dealing with information; including the electronic media.

It can be deduce from the above that textbook publishing is a process involving the selection of most suitable manuscripts manufacturing or printing and widely distributing the final products, (the textbooks) to the targeted audience.

Textbook

Dominick (1992) states that text specifically designed for educational purposes were written in ancient Greece. The modern textbook has its roots in the standardization made possible by the printing press. Dominick (1992) asserted further that Johann Gutenberg himself may have printed editions of *Ars Minor*, a school book on Latin grammar by Aelius Donatus. Early textbooks were used by tutors, who used the books as instructional aid and individuals involved in autodidacticism. Compulsory education and the subsequent growth of schooling led to the printing of many standardized text for children.

Flowing from above, Reese (2006) wrote that college textbooks includes books which according to the outlet, has been designed by the college, department, or professor as a required text for a course offered by the college during the academic period and therefore college textbooks has a relatively high number of replacements as and in many cases the replacement is not comparable to its predecessor. To this, Della and Stephen (2003) said that a textbook is a book that contains information about a subject that people study. A textbook giving instruction in the principles of a subject of study, specific, is used as the basis or partial basis of a course of study. Therefore, a book for study treats a subject comprehensively and is used by students as the basis for study. Furthermore, textbook is a book used in schools and colleges for formal study of subject or being a characteristics example of its kind, classic. Therefore, a textbook is a manual of instructions or a standard book in any branch of study and are produced according to the demands of educational institutions, though most

textbooks are only published in printed format, many are now available as online electronic-book is a free, openly – licensed textbook offered online by its authors.

Dominick (1992) stated that technological advances are constantly changing educational landscape including textbooks. Online and digital materials are making it increasingly easy for students to access materials other than the traditional print text books. Students now have access to electronic and (PDF) books online tutoring systems and videos lectures. Mostly, an increasing number of authors are foregoing commercial publishers and offering their textbooks under creative commons or other open licenses.

This not withstanding, Kent (1997) argued that the first version of electronic books is the CD –Rom which can store incredible amount of pictures and text information or CDs for users to access through their computers. Similarly, Dominick (2002) stipulates that digital age raised fundamental question about what exactly constitute a book. E-book could easily incorporate a sound track that plays while a person reads. Video clips that demonstrate how something works could be inserted into instructions books, illustrations as lush as those done by monks during the Middle Ages are possible.

The creative potential of e-books is still unexplored territory. But the question is, does all this signal the death of traditional paper-and-ink books? probably not. Dominick (1992) argued that people will still be drawn to the feel of books and the unique as Dik-Brass, the Executive In-charge of Microsoft e-books efforts put it this way in news week article “traditional books will persist because they are beautiful and useful. They are like horses after the automobile not gone

but transformed into a recreational beast”. Therefore, a textbook is typical overall detail, and thus a suitable example for study.

Quality

If quality is the best assurance of customer allegiance, the strongest, and the only path to sustained growth and earning, then the drive to produce goods that are superior in world markets should lead some countries and groups of countries to establish prices that are awarded to companies that exemplify the best quality practice and improvement.

Towards this, Karren (1995) argued that quality is a degree to which a specific product satisfies the wants of specific customer, a degree to which a class of products possess potential satisfaction for people generally, a degree to which a specific product is preferred over competing products of equivalent grade, based on comparative taste by consumers. Demming (1982) defined quality as the sales and service functions (as cited in Karren, 1995, p.212) Another research work carried out on textbook quality is by Ian (1999) she was of the opinion that, quality textbooks must necessarily be written at a level of concept, content, and vocabulary that is appropriate for majority of pupils at graded level and in a way that ideally, would interest and motivate them. It must be consistent in approach, methods and explanation. It should be of use to the qualified teachers, but allow a good teacher to expand upon its content. Writing a good textbook therefore, required the skills of subject specialist, curriculum experts, a good teacher with classroom experience and such a book is increasingly a team work. Karren (1995)

working on human resource quality postulates that, quality is a degree of excellence, general excellence and characteristic that is special in a thing or a person. Guest (1997) defined quality as involving three dimensions: (a) Quality of staff (b) Quality of performance and (c) A public image organisation has reputation for high quality in its human resource policies (as cited in Karren, 1995, p.208) Sally and Michael (2000) vividly described quality as the standard, especially comparing one thing to another on how good or bad it is.

To achieve assertions made above on quality human resource in an organisation, then the human resource unit must be linked to high standards in recruitment, selection, training, appraisal, and goal setting and in designing aspects of quality, appraisal jobs for high caliber staff. This will resonate with assumptions in high quality and well trained workforce under lies flexibility, commitment and high quality performance may be mutually reinforcing a business strategy of producing high value added goods and services would argue that the appropriateness of human resource management policies aimed at producing high quality employees.

Human resource quality

In the last ten years, in both the UK and USA, the vocabulary for managing the employment relationship has undergone a change. Personnel management has increasingly given way to human resource management or, better still to strategic human resource management. Nor is this shift exclusively confined to those followers of fashion, the commercial management consultants.

Quickly, however, the term was taken up by both UK managers and academics and by the end of the 1980s and 1990s, the floodgates open.

This notwithstanding, Singer (1990) argued that human resource quality is based on the adequate selection of human resource within an organisation and that it is one of the management's most important tasks. Choosing the right person for a job is beneficial to an organisation, where as inadequate selection generates lost time, aggravation and excessive cost. Sherman (1996) wrote that, setting of work goals would have a significant impact on the motivation and performance of employees. Goal setting therefore enhances direct workers attention to what is relevant and important, effort by motivating employees to act promptly, increases persistence in expanding effort over extended period of time and encourage employees to develop strategies and action plans. Pieter (2002) stated that the purpose of the selection process is to identify and employ the best qualified individuals for specific positions. Further more, an employees performance on the job depends on the employees ability and motivation to perform the job and that the entire selection process hinges on determining which applicant have the necessary ability and the greatest motivation to be a successful employee. Michael (2006) stipulates that the essence of recruitment and selection process should be to obtain at minimum cost the number and especially, the quality of employees required to satisfy the human resource needs of an organisation. Hence persons specifications determines education training, qualifications, and experience under the technical, competence, behavior, professional and academic, work experience,

specific demands organisational fit, special requirements and meeting candidates expectations are all elements of human resource quality.

The elementary work on learn production and quality commitment: A comparative study of two Korean auto firms carried out is by Jiman and Riccardo (2008). The research finding showed that the intrinsic reward factors were significant determinants of quality commitment in high learning plant samples where as those relating to extrinsic reward were major antecedents in the low lean plant sample. The study established that, the tested antecedent's variables of employee quality commitment changes as lean implementation progress shifting in the general direction of reward intrinsic to job itself. Managers sensitive to dynamic nature of the antecedent to employee quality commitment will be the most effective in fostering it. Closely related to this, Ekow (2008) challenged players in the hospitality industry to go the extra mile to deliver quality services. He made the call during closing ceremony of training programme for operators in the hospitality industry with the aims of upgrading the skills of participants and ensures excellence in service delivery, meeting standards requirements, inculcate service attitudes in all staff at the front of departments, and enhance excellent service delivery to customers. Furtherance to this is another work done on where quality meets value by recruitment review. Super drugs employ more than 14,000 people and serve 4.5 million customers each week. The agency attracts customers from all walks of life with its unique consideration of quality, value for money, fun and convenience. More than 35% of total sale are own label products whose quality reaches that of the best names in the business. The company places

much premium on personnel training and development to enhance quality service delivery. It is against this background, that staff is encouraged to manage their own personal growth within the business producing a development contract and targets towards which they can work.

There is much literature to support the need for human resource quality programmes in organisations, institutions, and countries around the world. Towards this end, a detail research was conducted by Abul (1981) for the Government of Ghana titled “Developing Human Resources of the Book Industry in West Africa” This research work focused on skill training and development of personnel for the book industry in Ghana and West Africa.

Again, another detail and comprehensive research work carried out on human resource effectiveness was by the Universities of Ohio and Michigan. According to Boachie – Mensah (2006) these researchers identified two critical dimensions of leadership namely; initiating structure and consideration. The researchers found that, the initiating structure focused on getting the job done while, consideration behavior focused on employee participation in goal setting to ensure high performance by inspiring trust and respect. The researchers according to Boachie- Mensah (2006) concluded that employee centered leaders would generally be more effective as managers than their job centered counterparts.

Although, the research finding remained a good source of information for all globally, the reliability of the findings may not wholly be guaranteed since its theoretical base hinges on theory x and y excluding theory z propounded by

Japanes Williams Ouchi as cited by Boachie- Mensah (2006 p.30) which suggest a blend of the two theories which according to him is most successful.

In conclusion, evidence from the various sources indicates that, there is the need for further research into the human resource quality in the book industry not only in Ghana, and West Africa but the whole of Africa to enhance education, information creativity development, democracy, social and intercultural communication, and the pleasure of reading which captivates millions of human beings of all ages every day, in both the North and the South, throughout the world.

Summary

Chapter two focused on the review of related literature of the study. Relevant issues discussed explained the inter-relationship between labor quality and the quality of textbooks as captured in the conceptual framework underlying the study. The empirical issues screened also suggested a positive inter-relationship between labor quality and the quality of textbooks. This indeed, helped the researcher to find solutions to the theoretical questions.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter three explains the procedures the researcher adopted in carrying out the research work as it is done in a case study. The items screened in this chapter include the study design, study population, sampling method, data collection techniques and analysis of the data gathered based on the case study.

Study design

The research design for this study is both qualitative and quantitative and seeks to overcome some of the challenges of existing research. Intensive questionnaire administration was conducted at the unit of analysis with the staff to explore the extent to which human resource quality affects the quality of textbook produced. Basically, the study used questionnaire administration which focused on management of the GPC comprising heads of department were all covered because by the nature of their responsibilities, they deal with issues that influence production quality at the GPC. On the other hand, the questionnaire administration focused on the junior staffs that were perceived to play critical roles that relate to the area of study. The heads of department and the junior staff of the GPC were interviewed via questionnaire on the same issues to collect data

on their views on the extent to which quality human resource impact the quality of textbooks produced. One advantage of this research work is that questionnaire administration which include open and close ended items will allow one to provide a fair and accurate assessment of the impact of human resource quality on textbook production with randomization and purposively derived sample for the study in the GPC

Study population

In considering a sampling design, the researcher must be able to outline the parameters of the population he wants to study. It denotes all stages and process involved in reaching the respondents. The researcher must also indicate clearly the characteristics of the population. The questionnaire should contain key variables such as sex, age; marital status and position on the job to enable the researcher assess fairly their contributions to the textbook production quality. This should also include the people in the system, how homogenous or heterogeneous the study group is, and their background.

The study population involved all staff members who work at the headquarters of the Ghana Publishing Corporation. Specifically, the response unit included authors, editors, design and illustrators who take care of the design and illustration to meet the house style of the company and to say the least, all the administrative staff of the company who see to the day- in -and day -out smooth running of the corporation.

Sampling method

By all standards, Ghana Publishing Corporation is a very large establishment. Its head office is situated in Accra with a total of 184 staff capacity. It is however, important for a researcher to select the sample about which he wishes to seek information, using appropriate techniques. To obtain the sample size for the study, the researcher adopted probability and non-probability techniques. In this vein, the heads of department were purposively selected at the discretion of the researcher. They were included because they are involved in the decision making process and can influence decisions. On the other hand, junior staff members were randomly sampled. The reason for this was to give each respondent in this category a fair chance of being selected.

In, this way, the researcher obtained a list of junior staff drawn from the payroll prepared by the company's finance department. This means that the sampling frame was the 174 junior staff members of the corporation. Each name on the payroll was assigned a number. On the same paper quality (A4) all the numbers were cut into equal sizes, folded and put into a container and mixed. An assistant was asked to pick numbers from the container one after the other until forty (40) respondents were selected. To enable the researcher to make fair generalization, a sample size of fifty (50) was selected for this study. This comprises of 10 heads of department who were purposively selected, and 40 support staff. The reason for these methods of sampling is to generate the needed data for analysis.

Data collection

According to Twumasi (1986) questionnaires are formal questions written down for the respondents to provide answers. Therefore, questionnaires were used to collect data from both senior and the direct reports of the Ghana Publishing Corporation. As a result, both open and close ended items were used to let respondents provide their own responses and to avoid the biases of the questioner. The open ended questions were included to allow the respondents to provide candid responses. In this way, no clues were provided to the respondents thus ensuring that answers provided were objective. The close ended format was provided to find out the extent of agreements in the thought patterns and the response relationships of the respondents. On the contrary, the open ended questions outweigh the close ended items. The reason for this was to enable respondents to exercise their full freedom in respect of answers the provided.

Data analysis

Gordon and Gordon (1994) wrote that data gathered can be displayed in tables, and graphs essentially to help to make sense out of a large collection of data. In this way, the researcher read through the data in order to determine whether the replies were worth while, whether the questions were answered properly, determine how far they are accurate, consistent, and appropriate. A scheme called coding instruction was prepared to direct the process; then, after the translation, the coded materials were fed into punch cards.

The close-ended items were grouped before they were coded. The data collected was therefore quantified in the form of counts based on descriptive statistics. Apart from presentations made on frequencies, tables, and percentages, the positions of the study group namely, top management and managerial was transformed to top management, administrative position was also transformed to middle level personnel while the rest was transformed to the shop floor. This enabled the researcher to cross tabulate the views of the respondents for which the correlation test was performed to establish the significant relationship between position, level of education, work experience, relevance of the training courses, and the overall textbook quality at the G P C. The coded data was analyzed using the Statistical Product and Service Solution (SPSS) version ten before the results obtained became useful and meaningful which enable interpretation to be made.

Summary

This chapter explains the procedures used in carrying out the study. As a case study, the researcher focused on specific problems. Out of 184 staff of the Corporation, 50 were selected for the study to enable the researcher to make generalization. Probability and non- probability sampling methods was used in selecting the respondents. Questionnaire was used as the data collection tool in soliciting information from the respondents. The information gathered was coded and subjected to the Statistical Product and Service Solutions (S.P.S.S.) version ten for which descriptive statistics was used to analyzed the data in chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this chapter was to present data collected from the respondents. The data was analyzed against the demographic background of the study population. These include age, marital status, gender, educational background and the position of the sample population on the job. The reason for the analysis was to examine the extent to which labor quality affects the quality of textbook publishing at the GPC.

Background of the respondents

In all, 50 respondents responded to the questionnaires. The respondents were purposively and randomly drawn from the senior and junior staff of the GPC for the study.

Age of respondents

The aim was to determine the age range of participants in the organisation under study. Table 1 shows a breakdown of this.

Table 1: Age distribution of respondents

Age range	Frequency	Percent
20-29	17	34.0
30-39	16	32.0
40-49	5	10.0
50 and above	12	24.0
Total	50	100.0

Source: Fieldwork, 2009

The age of respondents ranged between 20, to 50 and above. About 34% of the respondents were in the age category of 20-29 while 32% were in the 30-39 groups. Also, 24% of the respondents were in the age group of 50 and above while only 10% were in the 40-49 age groups. The analysis indicates that, workers in the age group of 20-29 constitute majority. An indication which suggests that the situation looks good for the GPC if motivational measures are put in place to induce employees as most of them have longer working life. Similarly, some respondents were in the age group of 50 and above, a possible indication of existing attractive remuneration that have motivated employees to stay longer, hence the quality of textbooks.

Sex of respondents

The total number of male respondents was higher compared to the females as illustrated in Table 2.

Table 2: Distribution of sex of respondents

Sex	Frequency	Percent
Male	31	62
Female	19	38
Total	50	100

Source: Fieldwork, 2009

Table 2 shows that 62% of the respondents were males whilst 38% were females. The analysis indicates that male employees at the GPC far outweigh their female counter parts.

Marital status of respondents

The aim was to determine the marital status of respondents in the organisation under study. This is represented on Table 3.

Table 3: Marital status of respondents

Marital status	Frequency	Percent
Married	31	62
Single	14	28
Widowed	4	8
Divorced	1	2
Total	50	100

Source: Fieldwork, 2009

Table 3 reveals that 62% of the respondents were married. Additionally, 28% were single while 8% were widowed and 2% were divorced. The breakdown of results in Table 3 indicates that married couples working in the organisation far outweighs the unmarried. The analysis therefore, confirms that majority of employees are married couples.

Credibility of staff in various positions and the quality of GPC textbooks

The aim was to assess the credibility of staff and the quality of GPC textbooks. This is represented on Table 4.

Table 4 indicates that a total of 67.6% respondents in various positions said that the quality of textbooks of the GPC were very credible. Only 5.9% disagree. The study indicates that 100% (9) respondents in administrative position said that the corporation's textbooks were very credible while 81.8% in the supervisory class reported that GPC textbooks were very credible. Equally, 63.6% and 60% each for managerial and top managers said that the corporation's textbooks were very credible. Also, 20% and 18.2% of the respondents in shop floor and managerial positions said GPC textbooks were very credible. Only 40% of respondents in the top management position said they do not know. The analysis therefore, indicates that, GPC textbooks are good with exception of 5.9% who disagree and 40% respondents in top management who do not know.

Table 4: Credibility of staff in various positions and the quality of GPC textbooks

Credibility of textbook production by GPC	Labor quality											
	Top management		Managerial		Administrative		Supervisory		Shop Floor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Very credible	3	60.0	7	63.6	2	100.0	9	81.8	2	40	23	67.6
Credible	0	.0	2	18.2	0	.0	2	18.2	2	40	6	17.6
Somehow credible	0	.0	2	18.2	0	.0	0	.0	1	20	3	8.8
Don't Know	2	40.0	0	.0	0	.0	0	.0	0	.0	2	5.9
Total	5	100.0	11	100.0	2	100.0	11	100.0	5	100	34	100

Source: Fieldwork, 2009

Labor quality and mistakes detected in GPC textbooks

The aim was to determine the effect of labor quality and mistakes detected in textbooks published by the Ghana Publishing Corporation. Table 5 depicts that 73.3% (22) of the study group have ever detected mistakes in their textbooks where as 26.7% said no. The study further shows that 77.8% of the respondents in managerial and 72% in the supervisory class asserted that they have ever detected errors in their textbooks. Equally, 60% in the top management class said yes and 100% in the shop floor detected mistakes. Equally 50% in administrative class said no while 22.2% in the managerial class did not detected any mistakes. The analysis shows that respondents in the top management, managerial, administrative, supervisory, and the shop-floor have ever detected errors in the GPC textbooks.

Table 5: Labor quality and mistakes ever detected in GPC textbooks

Ever detected any mistake in textbooks produced	Labor quality											
	Top management		Managerial		Administrative		Supervisory		Shop Floor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	3	60.0	7	77.8	1	50.0	8	72.7	3	100	22	73.3
No	2	40.0	2	22.2	1	50.0	3	27.3	0	.0	8	26.7
Total	5	100.0	9	100.0	2	100.0	11	100.0	3	100	30	100

Source: Fieldwork, 2009

The aim was to determine the effects of labor quality and the enforcement of the best practices.

Table 6: Labor quality and enforcement of best practice of textbook publishing

Enforcement of best practice of textbook publishing	Labor quality											
	Top management		Managerial		Administrative		Supervisory		Shop Floor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	3	60.0	9	100.0	1	100.0	7	77.8	5	100	25	86.2
No	2	40.0	0	.0	0	.0	2	22.2	0	.0	4	13.8
Total	5	100.0	9	100.0	1	100.0	9	100.0	5	100	29	100.0

Source: Fieldwork, 2009

From Table 6, 86.2% (25) of the respondents acknowledge the enforcement of the best textbook publishing practices in the corporation. Also, 77.8% of the respondents in supervisory position said yes where as 100% (9) and 60% respondents in managerial and top management also said yes to the enforcement of best textbook publishing practices. However, 13.8% of the respondents disagree to the enforcement of the best textbook publishing practice in the corporation while 40% and 22% each for top management and supervisory strongly disagree. Therefore, the analysis indicates that 25 out of 29 respondents who reported that GPC enforces best textbook publishing practices outweigh respondents who said no.

Staff qualification and its effects on the quality of textbooks

The reason for this was to find out the effects of qualification of staff on the quality of textbooks produced. Pursuant to this, it was unraveled that 39% of the respondents were University graduates while 29.3% were secondary school leavers. Similarly, 22% of the respondents were diploma holders from either a University or Polytechnic and 4.9% each was for other(s) and master's degree holders respectively.

Usefulness of educational achievements on textbook production

The purpose was to verify how educational achievements of the respondents impact the quality of textbooks produced. In this vein, 79.2% of the study population responded in a positive affirmation. On the contrary, only 20.8% responded in the negative affirmation. Reading from the figures, it can be settled that 79.2% of

respondents demonstrated very high level of education and can therefore, influence textbook production quality compared to the 20.8% who disagree.

Effects of the level of education and the credibility of GPC

The aim was to find out the effects of the level of education of the respondents and the credibility of the corporation.

Table 7 indicates that 65.9% (27) of the respondents said that the corporation was very credible where as 4.9% said they do not know. The survey indicates that 75% graduates and 77.8% diploma holders said that the corporation was very credible. Again, 33.3% certificate and 100% master degree holders said that the G P C was very credible. On the other hand, only 16.7% certificate holders said the corporation was somehow credible while 12.5% graduates indicated that they do not know. Furthermore, 39 out of 41 respondents reported that GPC is very credible, credible, or somehow credible. The analysis therefore shows that GPC textbooks are either very credible, credible or somehow credible. This means that GPC textbooks are good.

Table 7: Level of education and credibility of G P C

Credibility of Ghana publishing corporation	Level of education											
	Certificate		Diploma		Graduate		Master degree		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Very credible	4	33.3	7	77.8	12	75.0	2	100.0	2	100	27	65.9
Credible	6	50.0	2	22.2	2	12.5	0	.0	0	.0	10	24.4
Somehow credible	2	16.7	0	.0	0	.0	0	.0	0	.0	2	4.9
Don't Know	0	.0	0	.0	2	12.5	0	.0	0	.0	2	4.9
Total	12	100.0	9	100.0	16	100.0	2	100.0	2	100	41	100.0

Source: Fieldwork, 2009

The rationale was to assess the influence of the level of education and the mistakes detected in textbooks published by the Ghana Publishing Corporation as in Table 8.

Table 8: Level of education and mistakes ever detected in textbooks

Ever detected any mistake in a textbook produced	Level of education											
	Certificate		Diploma		Graduate		Master degree		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	10	83.3	2	28.6	11	68.8	2	100	25	67.6	50	67.6
No	2	16.7	5	71.4	5	31.3	0	.0	12	32.4	24	32.4
Total	12	100.0	7	100.0	16	100.0	2	100	37	100.0	74	100.0

Source: Fieldwork, 2009

Table 8 reveals that 83.3% of the respondents have ever detected mistakes in textbooks. However 16.7% simply disagree. A total of 83.3% and 68.8% certificate holders and graduates said they have ever detected errors in textbooks where as 67.6% other(s) attest to mistakes in textbooks. However 71.4% diploma holders disagree. Similarly, 31.3% and 32.4% graduates and other(s) indicated that they have never find mistakes in the textbooks in consonance with Ian (1999) conclusion that textbooks must be written at a level of concept, content, vocabulary that is appropriate for pupils at graded level.

Effects of the level of education and enforcement of the best practices

The rational was to establish the effects that exist between the level of education and enforcement of the best textbook production practice. Table 9 reveals that 81.3% (26) respondents agree that the corporation enforces best textbook publishing practices where as 18.8% (6) said no. However, 80% and 71.4% certificate holders and graduates indicated that the corporation enforces the best textbook publishing practice where as other(s), diploma, and master's degree holders disagree. On the other hand, 28.6% graduates and 20% certificate holders said the enforcement of best textbook publishing is not in place. Reading from Table 9 it is clear that the respondents who said GPC enforces best textbook practices were more than those who said no

Table 9: Level of education and enforcement of best textbook practices

Enforcement of best practice of textbook publishing	Level of education											
	Certificate		Diploma		Graduate		Master degree		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	8	80.0	4	100.0	10	71.4	2	100	2	100	26	81.3
No	2	20.0	0	.0	4	28.6	0	.0	0	.0	6	18.8
Total	10	100.0	4	100.0	14	100.0	2	100	2	100	32	100.0

Source: Fieldwork, 2009

Table 10 explains computer literacy of respondents and the credibility of the GPC textbooks.

Table 10: Computer literacy of respondents and credibility of GPC textbooks

Credibility of Ghana publishing corporation	Computer literacy					
	Yes		No		Total	
	N	%	N	%	N	%
Very credible	24	75.0	6	40.0	30	63.8
Credible	4	12.5	8	53.3	12	25.5
Somehow credible	2	6.3	1	6.7	3	6.4
Don't Know	2	6.3	0	.0	2	4.3
Total	32	100.0	15	100.0	47	0.0

Source: Fieldwork, 2009

On the issue of whether computer literacy has any bearing on credibility of Ghana Publishing Corporation, respondents were asked to indicate whether or not they were computer literate as well as describe how credible Ghana Publishing Corporation is with respect to textbook publishing. Table 10 shows that 47 (94%) out of the 50 respondents responded to this issue and of these 15 (31.9%) had no computer literacy and 32 (68.1%) had computer literacy. Again, a total of 42 (89.3%) of the respondents described the credibility of Ghana Publishing Corporation as very credible or credible, while 3 (6.4%) of the respondents see the

corporation as somehow credible. Only 2 (4.3%) did not know whether Ghana Publishing Corporation was credible or not. For those respondents without computer literacy 14 (93.3%) saw the corporation as very credible or credible. This is to be compared with those who had computer literacy (87.5%) and also described the corporation as very credible or credible.

It is clear from Table 10 that most of the computer literates and non-computer literates described the corporation as very credible or credible. This response was expected since the respondents were employees of the corporation. This also reflects the fact that the quality of labor and textbooks published by the corporation are good. In short, with the exception of few respondents, both computer literates and non-computer literates perceived the corporation as very credible or credible.

Table 11 explains the relationship that exists between level of computer literacy and mistakes detected in textbooks.

Computer literacy and mistakes detected in GPC textbooks

The aim was to assess the effect of computer literacy and mistakes detected in the GPC textbooks.

Table 11 shows that of the 44 respondents, 15 (34.1%) had no computer literacy and 29 (65.9%) had computer literacy while 20 (63.6%) reported that they have ever detected some mistakes in a textbook published by the company and 16 (36.4%) said that they have not detected any mistake in a textbook.

Table 11: Computer literacy and mistakes detected in GPC textbooks

Ever detected any mistake in a textbook produced	Computer literacy					
	Yes		No		Total	
	N	%	N	%	N	%
Yes	17	58.6	11	73.3	28	63.6
No	12	41.4	4	26.7	16	36.4
Total	29	100.0	15	100.0	44	100.0

Source: Fieldwork, 2009

Of the 15 respondents who had no computer literacy, 73.3% of them had ever detected mistakes in the textbooks and 26.7% reported that they had never detected any mistakes in the textbooks. Also, 17 (58.6%) out of the 29 respondents who claimed that they had some computer skills also reported having ever detected some mistakes in the textbooks while 12 (41.4%) indicated that they never detected any mistake in the textbook. Indeed, more of those who had no computer literacy than those with computer literacy reported having ever detected mistakes in the textbooks published by the Ghana Publishing Company Limited. What this means is that the respondents were able to detect errors in some textbooks of the Ghana Publishing Corporation irrespective of their level of computer literacy.

Table 12 explains computer literacy and the enforcement of best practices.

Table 12: Computer literacy and enforcement of best practice

Enforcement of best practice of textbook publishing	Computer literacy					
	Yes		No		Total	
	N	%	N	%	N	%
Yes	20	83.3	9	69.2	29	78.4
No	4	16.7	4	30.8	8	21.6
Total	24	100.0	13	100.0	37	100.0

Source: Fieldwork, 2009

As can be seen from Table 12, a total of 37 (84.1%) respondents out of the 44 responded to this issue and of these, 13 (35.1%) had no computer literacy and 24 (64.9%) had some computer literacy, while 29 (78.4%) reported that indeed, there is some enforcement of best practice of textbook publishing and 8 (21.6%) did not share the view that there is some enforcement of best practice of textbook publishing. Among the 13 respondents who had no computer literacy, 9 (69.2%) were certain that enforcement of best practice of textbook publishing exist in the company while only 4 (30.8%) did not lend support to this idea. On the contrary, of the 24 respondents who had some computer literacy 20 (83.3%) of them believe that enforcement of best practice of textbook publishing exist in the company. While only 4 (16.7%) did not think so. Overall, the majority of respondents with or without computer literacy were of the opinion that indeed, best practice of textbook publishing is being enforced in the company. For the majority of the respondents to report that enforcement of best practice of textbook publishing goes on in the

company is an indication that quality textbooks are being published by the Ghana Publishing Company Limited.

Subjects that are important and very basic in the training of publishers

Similarly, when the respondents were asked to state subjects that are important and very basic in the training of publishers, the result was that 44.1% said computer and editorial, 26.5% stated computer and book editing. Equally, 17.6% stated CorelDraw and Page Maker and 11.8% also stated computer literacy.

It came to light however, that 100% respondents stated computer literacy and editorial work. What is unique about the outcome is that, textbook publishing is not only about computer and book editing but it also includes English language, printing techniques, design and illustration and to mention a few.

The extent to which educational achievements of employees helped employers

For the researcher to ascertain the authenticity of respondents views on how their educational achievements has helped employers, the outcome was that, 34.3% said they have acquired more knowledge in textbook production while 14.3% said as administrative managers, they are able to spell out work schedules for staff. Only 28.6% said they brought their knowledge from school to bear and 22.9% said they ensure that books produce meet standards for public readership. The study shows that, 100% of respondents exhibited excellent knowledge acquired in their area of work. In this regard, John (1994) concluded that well-trained labor forces are

productive, cohesive, motivated and, capable of accommodating change and introducing new technologies.

Usefulness of computer literacy to organisation under review

The purpose was to determine the importance of the computer literacy to the textbook production.

In this way, 43.2% of the sample population said computers make work very simple while 22.7% said that textbook publishing is all about computing and therefore keen in maintaining international standards. Again, 18.2% noted that computer literacy is useful in the production of hard copies of printing materials.

How the respondents get to know about GPC

The rational was to find out how the respondents get to know about Ghana Publishing Corporation. This is represented on Table 13.

Table 13: How the respondents get to know about GPC

Answers	Frequency	Percent
Media advert	12	26.7
Self search	12	26.7
Friends	16	35.6
Internet	3	6.7
Other(s)	2	4.4
Total	45	100.0

Source: Fieldwork, 2009

From Table 13, 35.6% said through friends. Whereas 26.7% of respondents each said through media advertisement and self search respectively. This was followed by 6.7% who said through the internet and as low as 4.4% get to know about their organisation through other means. The analysis thus showed that majority of the employees got to know of their organisation through friends.

Source of information about job vacancies at the GPC

Similarly, 50% of the respondents revealed that they get to know about job vacancy at GPC through friends while 36.8% said through news papers followed by 7.9% who said via other (s) and as low as 5.3% said through internet.

Respondent's interviewed before appointment

The aim was to find out the number of employees interviewed before appointment and the result is illustrated on Table 14.

Table 14: Respondents interviewed before appointment

Interviewed	Frequency	Percent
Yes	37	74
No	13	26
Total	50	100

Source: Fieldwork, 2009

The study reveals that 74% of the sample population was interviewed while 26% was not interviewed. It can be concluded that majority of the respondents were interviewed.

The form that the interview takes

The aim was to find out the form that the interview takes. This is illustrated on Table 15.

Table 15: The nature of the interview

Answers	Frequency	Percent
Panel interview	31	88.6
Telephone and on line interview	2	5.7
Other(s)	2	5.7
Total	35	100.0

Source: Fieldwork, 2009

Table 15 indicates that 88.6% of the respondents were interviewed on the panel. Equally, 5.7% of the study group said that they were interviewed through other(s) while 5.7% of the study population was interviewed online. The rationale for this was to determine intensity of the interview of the respondents as indicated on Table 16.

Table 16: Intensity of the interview

Answers	Frequency	Percent
Very intensive	15	36.6
Intensive	7	17.1
Somehow intensive	9	22.0
Not intensive	2	4.9
Don't know	8	19.5
Total	41	100.0

Source: Fieldwork, 2009

From Table 16, 36.6% of the respondents described interview as very intensive. 22% described it as somehow intensive. Also, 19.5% of the respondents remained indifferent while 17.1% said it was intensive and 4.9% rated it not intensive. The analysis therefore, indicates that the interview was intensive.

The aim was to determine whether the employees were orientated before appointment. This is represented on Table 17.

Table 17: Orientation of respondents after appointment

Responses	Frequency	Percent
Yes	12	30.8
No	27	69.2
Total	39	100.0

Source: Fieldwork, 2009

Table 17 indicates that 69.2% respondents were not taken through any orientation while 30.8% respondents benefited from orientation program.

The nature of orientation for the respondents

For the researcher to establish the nature of orientation and how it affects the quality of textbooks, 40% each of the respondents said it enabled them to disseminate information through text books to public and a lot was learnt about the organisation internally while 20% of them gave an indication of waste control.

Facilities employees were introduced to on their appointment

The purpose was to find out the type of work equipment employees were introduced to on appointment.

The survey reveals that 55.2% of respondents were introduced to computers, stitched and printing machines while 17.2% were introduced to basic files of the employees and 13.8% each were introduced to computers and its accessories, cameras, typesetting and printing machines respectively.

The effect of orientation on employee's performance

This notwithstanding, 52.9% respondents said that through orientation they had deep insight into textbook production process while 23.5% were able to discharge their duties effectively. Only 11.8% improved upon their performance at work. Reading from the figures, it could be settled that staff orientation has a significant effect on the employees output. The conclusion drawn therefore, attest to

Karren (1995) model of human resource management and quality: Customer sovereignty in the enterprise culture. According to the writer, quality of staff and performance consist of high standard in training, recruitment, selection and designing high quality job for high caliber staff and that high quality well trained workforce commitment and performance will re-enforce business strategy of producing high value added goods.

The relationship between staff position and the quality of textbooks

To clearly indicate whether the perception of the respondents about their position and overall textbook quality was the same or not, the researcher cross tabulated their views as indicated on Table 18.

From Table 18, 60% of the respondents said the quality of textbooks was good while 40% differ. Equally, 64.7% top management, 56% middle level personnel and 62.5% shop floor respondents said that the quality of the textbooks was good. However, 44% of the middle level personnel, 37.5% shop floor and 35.3% top management personnel indicated that the quality of textbooks was poor.

Level of staff education and the quality of textbooks

To indicate whether the opinions of the respondents on their level of education and the overall textbook quality was the same or not, the investigator cross tabulated them as illustrated on Table 19

Table 19 shows that 60% of the respondents said the quality of textbooks was good where as 40% said it was poor. Furthermore, 83.3% and 70% certificate

holders and graduates respectively said the quality of textbooks was good while 55.6% and 11.1% master's degree and diploma holders also said the quality of textbooks was good.

However, 88.9% and 16.7% diploma and certificate holders said the quality of textbooks was poor. Additionally, 30% and 44.4% graduates and masters degree holders said the quality of textbooks was poor.

Table 18: Views of respondents on the position and overall textbook quality

Views on overall textbook quality	Position							
	Top management		Middle level personnel		Shop floor		Total	
	N	%	N	%	N	%	N	
Poor	6	35.3	11	44.0	3	37.5	20	40.0
Good	11	64.7	14	56.0	5	62.5	30	60.0
Total	17	100.0	25	100.0	8	100.0	50	100.0

Source: Fieldwork, 2009

Table 19: Perceptions of the respondents on the level of education and overall textbook quality

Perceived overall textbook quality	Educational Level									
	Certificate		Diploma		Graduate		Masters degree		Total	
	N	%	N	%	N	%	N	%	N	%
Poor	2	16.7	8	88.9	6	30.0	4	44.4	20	40.0
Good	10	83.3	1	11.1	14	70.0	5	55.5	30	60.0
Total	12	100.0	9	100.0	20	100.0	9	100.0	50	100.0

Source: Fieldwork, 2009

Table 20: Views of the respondents on the number of years they have worked for GPC and Overall textbook quality

Views on overall textbook quality	Number of years worked for GPC									
	Less than 1 year		1 – 5years		6 –10 years		11 years+		Total	
	N	%	N	%	N	%	N	%	N	%
Poor	7	70.0	9	52.9	2	18.2	2	16.7	20	40.0
Good	3	30.0	8	47.1	9	81.8	10	83.3	30	60.0
Total	10	100.0	17	100.0	11	100.0	12	100.0	50	100.0

Source: Fieldwork, 2009

Respondent's views about number of years they have worked for GPC and the quality of textbooks

To show whether the opinions of the study group on the number of years worked and overall textbook quality differ or not, the investigator cross tabulated them as illustrated on table 20 in reference to research objective three.

The table shows that 60% of the respondents said the quality of textbooks was good while 40% said the quality of textbooks was bad. Also, 81.8% and 83.3% of those who have worked for 6 to 10years and 11 and above said the textbook quality was good while 70% and 52.7% of those who had worked for less than a year and one to 5years said the textbook quality was poor.

Views of respondents on the relevance of training courses to current job schedules and overall textbook quality

To clearly show whether the views of the respondents about the relevance of the training courses and the overall textbook quality were the same or not, the researcher cross tabulated them as in Table 21.

Table 21: Opinions of the respondents on the relevance of training courses to current job schedules and overall textbook quality

Opinions on overall textbook quality	Relevant of courses to current job schedule					
	Relevant		Not relevant		Total	
	N	%	N	%	N	%
Poor	13	56.5	7	25.9	20	40.0
Good	10	43.5	20	74.1	30	60.0
Total	23	100.0	27	100.0	50	100.0

Source: Fieldwork, 2009

The Table 21 shows that 60% of the respondents said the textbook quality was good while 40% said it was poor. Equally, 43.5% of those who said the textbooks were good indicated that the training courses were relevant while 56.5% of those who said textbook quality was poor said that training courses were relevant. Similarly, 74.1% of those who said textbook quality was good said the training courses were not relevant while 25.9% of those who said the textbook quality was poor said the training courses were not relevant to their present job schedules.

In this regard, a correlation test was performed to ascertain whether, there is any significant relationship between opinions of respondents on labor quality and the quality of textbooks produced. This is illustrated on correlation Table 22 which presents the correlations, asterisks (*) indicating whether a particular correlation is significant at the .05 level (*) or the .01 level (**) and P- values associated with the significant tests for these correlations.

Table 22: Relationship between labour quality and quality of textbooks produced by GPC

Labour quality	Quality of textbooks					
	Credibility of GPC programme	Quality assurance	Errors detected in textbooks	Leading institution in textbook production	Enforcement of best practices	International standard of textbook
Position	.266	.335*	-.163	.292*	.040	-.014
Level of education	-.281*	-.101	-.020	-.015	.015	.037
Working experience	.421**	.139	.333*	-.135	.298*	.358*
Courses attended	.331*	.307**	.152	-.190	.028	.227

Source: Fieldwork, 2009

*Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.05 level (2-tailed)

Furthermore, in this study, the number of cases for this correlation was 50 and, therefore, the degrees of freedom are $50 - 2 = 48$. Indeed, the correlation coefficients were computed among scales measuring labour quality and quality of

textbooks. Using the Bonferroni approach to control for type I error across 24 correlations, a p-value of less than .005 ($05/24 = .208$) was required for significance. This means that 9 out of the 24 correlations were statistically significant and were greater than or equal to .292. Thus, all the 9 correlations ranging from a low correlation coefficient of .292 and a high correlation coefficient of .421 were statistically significant by the Bonferroni approach when type I error was controlled for. For instance, the correlation between working experience as a measure of labour quality and credibility of GPC as a measure of textbook quality was significant, $r(48) = .42$ $P > .001$ on the high side, while on the low side, the correlation between position as a measure of labour quality and GPC is leading institution in textbook publishing as a measure of textbook quality was significant, $r(48) = .29$ $P > .005$.

In general, the results from Table 22 show that there was a weak negative correlation between level of education (indicator of labour quality) and credibility of GPC as an indicator of quality of textbooks with higher labour quality associated with lower levels of quality of textbooks. Also, it is clear from Table 22 that there was a weak, position correlation between three of the indicators of labour quality (i.e. position, working experience and courses attended) and the six indicators of quality of textbooks as shown in Table 22. In short, higher level of labour quality is associated with higher levels of quality of textbooks.

Work experience and training programmes for employees

Table 23 explains the relationship between respondents who worked elsewhere and credibility before joining the Ghana Publishing Corporation.

Table 23: Staff who worked before and the credibility of the GPC

Credibility of Ghana publishing corporation	Ever worked anywhere before joining the Ghana Publishing Company Ltd					
	Yes		No		Total	
	N	%	N	%	N	%
Very credible	19	61.3	9	75.0	28	65.1
Credible	8	25.8	2	16.7	10	23.3
Somehow credible	2	6.5	1	8.3	3	7.0
Don't Know	2	6.5	0	.0	2	4.7
Total	31	100.0	12	100.0	43	100.0

Source: Fieldwork, 2009

Table 23 shows that 65.1% (28) respondents worked before joining the Ghana Publishing Corporation and said that the corporation was very credible with only 4.7% who declared that they do not know. On the other hand, 75% of respondents who did not work elsewhere said that the corporation was very credible while 61.3% who worked any where before joining the organisation also intimated that the corporation was very credible. Only 6.5% who worked elsewhere before said they do not know.

Table 24: Respondents who worked before joining GPC and mistakes detected in GPC textbooks

Ever detected any mistake in a textbook produced	Ever worked anywhere before joining the Ghana Publishing Corporation Ltd					
	Yes		No		Total	
	N	%	N	%	N	%
Yes	21	72.4	7	53.8	28	66.7
No	8	27.6	6	46.2	14	33.3
Total	29	100.0	13	100.0	42	100.0

Source: Fieldwork, 2009

The purpose was to determine the effects of the respondents who worked elsewhere before joining GPC and the errors detected.

Table 24 indicates that 66.7% (28) of the respondents who worked before joining Ghana Publishing Corporation have ever detected mistakes in textbooks while 33.3% (14) said no. From Table 24, 72.4% who said yes detected errors in text books where as 53.8% who had not worked anywhere before also detected mistakes in their books. Contrarily, 46.2% of those who have not worked anywhere could not detect any mistakes and 27.6% who also said no did not detect any mistakes. The study therefore indicates that majority 72.4% who worked elsewhere before were able to detect mistakes compared to those who said no.

The purpose of Table 25 was to determine the effect of the respondents who worked before, and the enforcement of the best practices.

Table 25: Respondents who worked before joining GPC and enforcement of best textbook publishing practice

Enforcement of best practice of textbook publishing	Ever worked anywhere before joining the Ghana Publishing Company Ltd					
	Yes		No		Total	
	N	%	N	%	N	%
Yes	17	73.9	10	100.0	27	81.8
No	6	26.1	0	.0	6	18.2
Total	23	100.0	10	100.0	33	100.0

Source: Fieldwork, 2009

Table 25 shows that 81.8% of the study group said they have worked elsewhere before joining the corporation and that enforcement of best textbook publishing practices were in place. Equally 18.2% of the respondents who had not worked anywhere disagree to the statement. Also, 73.9% of respondents who said yes said best textbook publishing practices were in place while 26.1% who said yes differ.

The aim was to find out the number of years respondents worked for the corporation and the corporation credibility.

Table 26: Number of years respondents worked for GPC and credibility of textbooks

Credibility of Ghana publishing corporation	Number of years worked for Ghana							
	Publishing Company Ltd						Total	
	1-5		6-10		11+			
	N	%	N	%	N	%	N	%
Very credible	12	80.0	3	27.3	8	66.7	23	60.5
Credible	0	.0	6	54.5	4	33.3	10	26.3
Somehow credible	1	6.7	2	18.2	0	.0	3	7.9
Don't Know	2	13.3	0	.0	0	.0	2	5.3
Total	15	100.0	11	100.0	12	100.0	38	100.0

Source: Fieldwork, 2009

The Table 26 reveals that 60.5% (23) of the sample population said the corporation was very credible while 5.3% (2) said that they do not know. Equally, 80% of the respondents who had worked five years for the corporation said that GPC was very credible while 66.7% who had also worked for eleven and more years said that G P C was very credible.

The analysis further indicates that 54.5% of participants who had worked for the company six to eleven years said that the corporation was credible while 18.2% said G P C was somehow credible. However, it was noted that respondents had worked for the company from one to twenty five years with the mean years of 3.16

means that, all workers in the corporation had worked for the corporation at least three years and above.

The Table 27 shows the effects of the number of year's staff had worked for the corporation and mistakes detected.

Table 27: Number of years respondents worked for GPC and mistakes detected in textbooks

Ever detected any mistake in a textbook produced	Number of years worked for Ghana							
	Publishing Company Ltd						Total	
	1-5		6-10		11+			
	N	%	N	%	N	%	N	%
Yes	7	50.0	7	77.8	10	83.3	24	68.6
No	7	50.0	2	22.2	2	16.7	11	31.4
Total	14	100.0	9	100.0	12	100.0	35	100.0

Source: Fieldwork, 2009

From Table 27, 68.6% (24) respondents had worked for the corporation for at least a year and attest to the fact that some mistakes have been detected in textbooks. Contrarily, 31.4% (11) said no and therefore, had not detected any mistakes. Also, 83.3% who said yes have ever identified mistakes in books and had worked for the corporation for eleven years and above while 77.8% who said yes had worked for the corporation for six to ten years and claimed that, they have identified errors in their books. Similarly 50% of the respondents who said yes had served for one to five years and also identify mistakes in textbooks.

Nevertheless, 50% who said no have served the company for at least five years while 22.2% who said no have served the company for six to ten years.

The aim for Table 28 was to determine the number of years respondents have served the corporation and the enforcement of the best textbook practices.

Table 28: Number of years respondents worked for GPC and enforcement of best textbook publishing practice

Enforcement of best practice of textbook publishing	Number of years worked for Ghana							
	Publishing Company Ltd						Total	
	1-5		6-10		11+			
	N	%	N	%	N	%	N	%
Yes	10	83.3	9	81.8	8	80.0	27	81.8
No	2	16.7	2	18.2	2	20.0	6	18.2
Total	12	100.0	11	100.0	10	100.0	33	100.0

Source: Fieldwork, 2009

From Table 28, 81.8% (27) respondents have served the corporation for twenty five years and agreed that enforcement of best textbook publishing practices is enforced. Similarly, 83.3% who said yes had worked for the company for one to five years; while 81.8% had worked from six to ten years also attest to the enforcement of best practices. Equally, 80% of the respondents who said yes to the practice of the best textbook practice have served the corporation for eleven to twenty five years. Only 18.2% did not agree to the enforcement of the best practice. Also, 20% of them had worked for eleven to twenty-five years while 18.2% had

worked for six to ten years. It can therefore be concluded that 81.8% who gave an indication of enforcement of best practices have served the corporation for more years compared to those who said no.

The rationale for this was to establish employment history of the respondents as indicated on Table 29.

Table 29: Work experience of respondents before joining GPC

Answers	Frequency	Percent
Yes	31	68.9
No	14	31.1
Total	45	100.0

Source: Fieldwork, 2009

From Table 29, 68.9% of respondent exhibited very high level of knowledge about work experience and 31.1% had no knowledge about work experience. Majority 68.9% who demonstrated high level of knowledge about work experience is significant to conclude that experience gained will have effect on the organisations output.

Human capital formation theory attempts to prove that formal education is highly instrumental in improving the productive asset for a nation. In other words, an educated population is a productive asset for a nation. This means that there is the need to invest in human capital through education and training so that productivity gains can be made. Therefore, education and training improves the quality of labor (Isaac 2006:12).

The purpose therefore, was to assess respondent's perceptions about the relevance of the corporations training programmes as illustrated on Table 30.

Table 30 shows that a sum total of 87.5% (14) of the study group noted that the corporation training programmes were very relevant while as low as 12.5% (2) said the training programmes were relevant. The survey reveals that 100% each of respondents in managerial and supervisory positions perceptions on their training programmes was very good. Additionally, 100% respondents in the shop floor position held the opinion that the training programmes were relevant. Top management, managerial, administrative and supervisory recorded none. A curtain can therefore, be drawn on the view that staff perception about training programmes among managerial and supervisory was very high.

Table 30: Workers perception of the relevance of GPC training programmes

Relevant of training programmes to current job schedule	Category of staff											
	Top management		Managerial		Administrative		Supervisory		Shop Floor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Very relevant	2	100.0	6	100.0	2	100.0	4	100	0	.0	14	87.5
Relevant	0	.0	0	.0	0	.0	0	.0	2	100	2	12.5
Total	2	100.0	6	100.0	2	100.0	4	100.0	2	100.0	16	100.0

Source: Fieldwork, 2009

Number of training courses employees attended

It was noted from respondents that 19% of them had training courses four times while 19% attended staff training courses three times. Similarly, 33.3% attend their training courses five times and 4.8% of the sample population was not trained. It came to light that a total of 95.2% of the respondents were trained and therefore, expectation is very high for them to be able to perform excellently on their job.

Problems facing respondents prior to their training

Furtherance to the training programmes, 16.7% of respondents revealed that, they had problems prior to training courses. These problems were attributed to darkroom activities which included camera handling, calculations, measurement and plates filming.

Problems respondents stated prior to their training courses

Further probe into problems participants stated prior to training reveals that 55.6% had their problems solved completely while 44.4% had their problems solved somehow as indicated on Table 31.

It was discovered that a sum total of 100% of respondents were trained. In conclusion therefore, it is expected of the employees to perform beyond reproach to enhance textbook quality.

Table 31: The extent to which training courses solved employee’s job related problems

Responses	Frequency	Percent
Completely	5	55.6
Some how	4	44.4
Total	9	100.0

Source: Fieldwork, 2009

Suggestions to improve upon future training programmes

For the researcher to ensure that future training programmes are improved upon, the opinions of respondents on the subject was sort. Against this background, 43.1% participants suggested that basic job related problems of staff be considered when planning and designing training courses for staff. Equally, 11.8% were of the view that public awareness on the usefulness of training and workshops for staff was necessary while 29.4% of the study group also were of opinion that frequent training courses for staff was very crucial.

A critical examination of the number of training courses and its relevance to the job schedules, problems that were encountered, and how training helped solve staff problems, reveals that, the analysis conforms to (Stephen, Sandra, Chief, & Pamela,1995) constituency theory perspective of human effectiveness and quality involvement for meeting the needs of customers in organisations leads human resource managers to think about their job in terms of stakeholders who have direct effects on human resource job performance.

Suggestions to improve upon the skills and knowledge of employees

The employees were asked on the above subject to suggest ways by which organisation can improve upon skills and knowledge of employees to enhance quality. In this regard, 54.8% suggested training and refresher courses for staff. While 29% said that organisation should employ new qualify staff to beef up the old hands. Also 9.7% were of the opinion that only relevant skill training courses should be organized and 6.5% suggested that employers should pay workers well. If 64.5% of the study group suggested that employees should be given relevant training course subject to their area of work, then the human capital model of Becker (1995) and Mincer (1994) as cited by Isaac (2006) is not only relevant to the study but very key to the finding. This model maintained that schooling increases earning. This is because; workers learn skills that make them more productive. Therefore, increased schooling increases total output in the economy.

Quality assurance programme in the GPC

The reason was to determine how quality assurance programs functions at the GPC. In this way, 63.8% of the respondents said the quality assurance programs at GPC were very credible whiles 25.5% also, said that the quality assurance programs are credible. Similarly, 6.4% said the quality assurance programs are somehow credible while only 4.3% do not know. The survey thus shows that the quality assurance programs are functioning at the GPC.

Analysis of quality assurance programs in the organisation

Quality assurance programmes are vital to the quality of organisational output. It was against this background that the researcher sought to establish whether quality assurance programmes were in place in the organisation under study as depicted on Table 32.

Table 32: Quality Assurance programmes at the GPC

Answers	Frequency	Percent
Yes	32	80
No	8	20
Total	40	100

Source: Fieldwork, 2009

As Table 32 indicates, only 20% of respondents showed no knowledge about the existence of the quality assurance programmes while 80% majority on the other hand exhibit much knowledge about the quality assurance programs.

The aim for Table 33 was to find out the leading institution in the field of textbook publishing in Ghana.

Table 33: Leading institutions in textbook production

Answer	Frequency	Percent
Yes	21	42.9
No	28	57.1
Total	40	100.0

Source: Fieldwork, 2009

Reading from the Table 33 it is observed that, 42.9% of the respondents held the view that GPC was the leading institution in the book industry in Ghana. On the flip side of the analysis, 57% majority held the view that GPC was not the leading institution in the book industry in Ghana. It is therefore; worth for the researcher to settle on the responses made that enough evidence exist to show that organisation under review is not the leading institution in the book industry.

Quality of textbook publishing in the Ghana Publishing Corporation

The aim was to assess membership of the organisation under study to the membership of textbook publishers association in Ghana as depicted on Table 34.

Table 34: Membership of textbook publishers association

Answer	Frequency	Percent
Yes	21	50
No	21	50
Total	42	100

Source: Fieldwork, 2009.

Table 34 shows that 50% each of the study population either belongs to the association of publishers or not. From Table 34 what have accounted for 50% each may vary from one organisation to another. One reason that may account for those who belong to the association is the benefit they derive from the publishers association while on the contrary lack of awareness of the existence of such association may account for the 50% of the respondents who said no.

The rationale was to determine the effects of membership of publishers association on the work of employees as indicated on Table 35

Table 35: The benefits of membership of publishers association on the work of employees

Answers	Frequency	Percent
1	3	20
2	1	6.7
3	1	6.7
4	6	40
5	4	26.7
Total	15	100.0

Source: Fieldwork, 2009

From Table 35, 26.7% respondents said that they benefited from the publishers association by working within rules and regulations while 20% of the respondents held that promoting inter-company relationship is the key benefit. Again, 40% majority of respondents stated that they have no idea on the benefits. What is important is the 40% majority who could not state the benefits of membership to the textbook publishers association. This could be attributed to a number of reasons such as non-involvement of staff in the association programs, or failure of management to involve staff in decision making and implementation process.

One basic reason for ensuring ethical conduct in textbook publishing firms is to ensure that textbooks produce meet standards for public readership as indicated on Table 36.

Table 36: Existing rules to ensure ethical conduct

Answer	Frequency	Percent
Yes	20	87
No	3	13
Total	23	100

Source: Fieldwork, 2009

Table 36 shows that, 87% of respondents exhibited high knowledge about ethical conduct while 13% showed no knowledge on the subject. Another key issue, reading from the table is the majority of respondents who showed excellent knowledge of the legal frame work in the book industry to ensure professionalism and industrial harmony. Nevertheless, this outcome agrees with Edgar (1987) postulation that if a country is to enhance its industrial productivity and quality of life, core assumptions and values must be supported even while new trends and ideas are considered. He was quick to add that, if we remain too respective of accepted assumptions, we may be merely ensuring the status quo, learning room for the possibility of true innovation through experiment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter deals with the summary of findings of the study. Conclusions were drawn and appropriate recommendations made to the management of the Ghana Publishing Corporation and the policy makers on the need to commit a lot more of resources into the human resource capacity building through formal and informal education necessary to facilitate the growth of the book industry in Ghana.

Summary

The general objective of the study was to examine the effects of the labor quality on the quality of textbook published by the Ghana publishing corporation. In connection with this the study found that 67.6% of the respondents intimated that the corporation was very credible while 100% administrative and managerial staff agreed to the assertion above, and equally detected mistakes in their textbooks. All categories of the respondents found the Ghana Publishing Corporation to be credible.

It was further observed that 73.3% of the respondents were able to detect mistakes in the textbooks while 86.2% of the respondents said that GPC enforces

best textbook production practices. Only 13.8% disagree. In this regard, the perceptions of the respondents on the quality of GPC textbooks were found to be good when their views were cross tabulated. The correlation test performed to determine the relationship that exists between labour quality and the quality of textbooks suggests that GPC was credible.

The foremost specific objective of the study was to assess the extent to which staff qualification affects the quality of textbooks produced by the Ghana Publishing Corporation.

In this vein, it was observed that 65.9% of the respondents said that the corporation was credible while 83.3% found mistakes in the textbooks and 81, 3% intimated that the corporation enforces best practices. Therefore, the very positive responses by the target group on the effects of interview, selection, and orientation process, it is evidently clear that the study group exhibited good knowledge about textbook production.

The second specific objective of the study was to determine the effects of work experience on textbook production in the organisation under study. It was noted that 65.1% of those who worked elsewhere and those not said their textbooks were very reliable while 66.7% of those who worked elsewhere found errors in the textbooks against 33.3% who differ. Those who worked elsewhere before joining the corporation intimated that best textbook publishing practices are enforced. All the respondents who worked elsewhere before joining the corporation said that the textbooks were very credible and those who only work

for the company said that the Ghana publishing corporation enforces the best textbook publishing practices.

The study found that respondents were able to point out errors in the textbooks produced. In this way, 65.1% of the target group had worked before and thus said the GPC was credible while 4.7% had not. It was noted that 100% of the respondents had worked for the company at least for three years and at a maximum of twenty five years. This indicates that employees in this organisation have adequate work experience and hence output quality.

Another variable that was screened was the effects of training and quality assurance programs for staff in the organisation under review. It was observed that 95.2% of respondents have been trained at least once and up to a maximum of five times whilst only 4.8% was yet to be trained. Equally, 84% of the target group indicated the relevance of the training program to their present job with only 16.7% who strongly disagree. Similarly 55.6% of employees who had training revealed that their problems were solved completely, while only 44.4 said that their problems were solved somehow. The researcher found that respondent's perception about the training programmes of the Ghana Publishing Corporation was also very relevant.

Similar to the above, was the quality assurance programmes. It was heartwarming to note that 95.7% of respondents showed very high degree of knowledge about the existence of quality assurance programmes and could therefore describe and discuss the quality of the textbooks among themselves.

Conclusions

Managing human capital in a competitive business environment especially in a book industry to ensure textbook quality is crucial to the success or failure of any publishing firm. It is generally an accepted norm that organisations that do not regularly train, develop, and maintain staff end up in crisis mode. From the study therefore, it was observed that majority of the study population indicated that GPC was credible an indication that staff at the GPC are able to translate into the textbooks the quality in them. In this way, it is suggested that the GPC human resource policies should focus on training, development, retention strategies and motivate staff with attractive compensation packages, benefits, and enhance working environment to ensure a hundred percent credibility.

Also, to enhance labor quality of employee's through training, development, and retention strategies at GPC, will have a significant impact on the quality of GPC textbooks. Therefore, to maintain standards that will have influence on the quality of textbook production, it is suggested that GPC focus on quality internal and external resources in responding to market conditions and enhancing their ability while carefully, deliver quality textbooks to customers in other to bridge the gap as intimated by the respondents. This will not only help GPC to have competitive advantage over its competitors but could become the leading book industry in Ghana.

The demand for highly qualified professionals to impact on the quality of textbooks in the competitive textbook industry in recent times cannot be over emphasized in Ghana. This perhaps will mean availability of jobs for these

professionals and calls for established human resource policy not only on the minimum entry requirements, but more importantly, their expertise resulting from their level of education. The human resource policy of GPC should therefore, be geared towards continuous effort to plug the holes by effective and efficient utilization of the present knowledge work force and supplement the knowledge of external human resource through recruitment, training, development, maintenance and retention.

Work experience of staff is a necessary prerequisite to the success or otherwise of the organisation in question. For work experience to positively impact on the quality of textbooks since some respondents have worked for GPC for less than four years, the human resource policy should be geared towards staff training, development and more importantly retention. The human resource strategy must also, address necessary staff retention issues without delay and motivate staff to stay longer with the GPC since staff turnover has negative impact on the cost of recruitment, training, development and the reputation of the corporation.

It is generally believe that well train workforce will not only impact on the organisations output but also, it is an asset enhancing internal skills and knowledge base of staff at the GPC through training, development, maintenance and deployment strategies to help GPC to become the leading book industry in Ghana. The GPC should also focus its attention on staff training and retention strategies since some staff members are yet to be train and incorporate attractive compensation and benefit packages into both short and long term educational,

professional and the on the job training programmes and create conducive working environment for staff to close the gap.

Although, the study found that errors were in some GPC textbooks does not give enough evidence to conclude that GPC have failed to meet such publishing standards, principles, balance and objectivity. Such hasty attributions can best be described as speculations without merit. It is rather prudent for the public to support and encourage GPC to regularly train employees in order to improve upon the quality of textbooks if the aim of GPC is to meet its potential and become the leading institution of the book industry in Ghana.

Recommendations

On the basis of the observations and conclusions, the following recommendations are made for the consideration of management of the Ghana Publishing Corporation and the Government.

Although, the Ghana Publishing Corporation was said to be very dependable in terms of labor quality and the quality of textbooks, it is recommended that, all shortcomings found in the textbooks by the administrative and the managerial classes be addressed without any further delay to enhance the image of the corporation and for that matter the quality of the textbooks.

Although, respondents showed very high level of qualification: a yardstick to ensure textbook production quality, there were a few though, not very significant who were certificate holders and may not have relevant skills in textbook publishing. It was also noted that 81.3% of the respondents said the

corporation enforces the best textbook publishing practice. Yet 73.3% of the study group noted some errors in the textbooks. It is therefore recommended that very relevant academic and professional qualifications in the publishing studies (B.A publishing studies) at the Kwame Nkrumah University of Science and Technology be incorporated into the promotion and the reward system of the organisation to motivate staff to study and enhance their skills and performance on the job.

Notwithstanding the number of years workers have been on this job, it has been observed that 65.1% of those who worked elsewhere and those not said the corporation is credible. However the previous detected errors, though they said the corporation enforces best practices in the textbook production. It is recommended that the youthful workforce should be motivated either through salary and allowance increases, job rotation and their involvement in the planning, decision making and implementation process of the organisation to enable them acquire necessary work experience that will benefit the organisation.

Equally, employees showed very high knowledge about the existence of training courses within the organisation. However, it was noted that a few were yet to be trained. It is therefore recommended without delay that those employees should be trained. For future training programmes especially, the certificate holders should be sent to Kwame Nkrumah University of Science and Technology, (KNUST) to undergo a four year training programme in Bachelor of Art (B.A) Publishing Studies. Equally, some aspects of this programme syllabus could be incorporated into the second cycle schools syllabus.

The study showed that the respondents were able to detect errors that could affect the image of the organisation under study. It is therefore recommended that the source of mistakes be traced by management and appropriate training programme(s) organized for the employees identified.

Limitations to the study

The major obstacle encountered by the researcher was that, most heads of department completed the questionnaire only when the researcher called at their respective offices. The researcher faced similar problems from their subordinates. It actually took a frantic effort of the researcher to gather the needed sample data size for the analysis

This is a case study conducted at the Ghana Publishing Corporation, a publishing firm located in Accra. Hence the research findings cannot be generalized for Ghana as a whole. For the investigator to be able to make such generalization, he needs to take a larger study of such publishing firms in Ghana.

Another limitation to the study was the very short time within which the research report is to be submitted couple with the financial constraint. Due to this, it was not possible for the researcher to use all the employees of the Ghana publishing corporation though all the 50 selected respondents out of 184 employees of the corporation as stated in the methodology submitted their questionnaire.

Suggestions for further reading

It is suggested that this study be conducted in the ten regions of Ghana with adequate financial resources and time.

It is further suggested that a more detail research be conducted in to the conditions of service of the employees of the corporation as captured in the conceptual frame work: but could not be accomplished by the researcher.

Finally, it is suggested that further study be carried out on the employees training, development and the quality assurance programs to enhance quality.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE

This questionnaire is a research instrument being used by a student of the graduate school of the University of Cape Coast to collect data for his dissertation. The researcher is very much interested in candid, objective and genuine facts on the topic under study.

Note that this is purely an academic exercise and that any information provided will be treated as confidential. Also, you may be asked to tick-off, (✓) underline or fill in blank spaces provided. I shall be grateful if you will provide answers to the following questions.

SECTION (A): Background Information of Respondents

1. How old are you?:
2. Kindly tick-off your sex a. Male b. Female
3. Please, tick-off your Marital Status a. Married b. Single c. widowed
e. Divorced f.thers (specify).....
4. Which of the following positions do you occupy?
a. Top Management b. Managerial c. Administrative d. Supervisory
e. Shop floor (under line as applicable to you).
5. How did you get to know about Ghana Publishing Corporation?
a. Media advertisements b. Self search c. Friends d. Internet
e. Others (list them down).....

SECTION B: Qualifications of Staff at the Ghana Publishing Company Limited

6. How did you get to know about job vacancy at the Ghana Publishing Company Limited?

- a. Through Friends b. News papers c internet
- d. through classmate (e) Other (s) (Please write it down).....

7. Were you interviewed before your appointment? A Yes [] b. No []

8. If no, state the reasons
.....

9. If yes, what form did the interview take? a. Panel interview
- b. Telephone and online interview c. Others (kindly write it down
-

10. How will you describe the intensity of the selection process?

- a. Very intensive b. Intensive c. somehow intensive d. Not intensive
- e. Don't know

11. Give two effects the interview and selection process will have on the Ghana Publishing Company Limited.....

12. Were you taken through any orientation after your appointment?

13. a Yes [] b. No [] (Please, tick off as appropriate)

14. If yes, please state the theme (s).....

15. What facilities were you introduced to on your appointment?
.....

16. What effect did the orientation have on your work performance?

.....
.....

17. List specific equipments you are working with.....

18. What is your level of education? a. Certificate b. Diploma c.

Graduate

d. Masters Degree e. Others (Please Specify).....

19. Do you think that your educational achievement is useful to textbook publishing at your place of work? a Yes [] b. No []

20. State any two subjects that are important and very basic in the training of publishers.....

21. How has your educational achievement helped your employers?
.....

22. Are you a computer literate? a Yes [] b. No []

23. Was it a requirement during your interview? a Yes [] b. No []

24. In your view, how is computer literacy useful to the Ghana Publishing Company Limited?.....

SECTION C: Work Experience and Training Programmes for Employees at the Ghana Publishing Corporation

25. Have you worked anywhere before joining the Ghana Publishing Company Limited?.....

25b. If yes state the duration.....

26. State four reasons for joining Ghana Publishing Company Limited
.....

27. How many years have you worked for the Ghana Publishing Company Limited?
.....

28. How have you benefited from working with the Ghana Publishing Company Limited
.....

29. How useful have you been to the company?
.....

30. State the number of training courses you have attended since joining Ghana Publishing Company.

30b. How relevant were the courses to your current job schedule?
a. Very relevant b. relevant c. somehow relevant d. Not relevant
e. don't know

31. Were you having problems on your job prior to this training course?
a Yes [] b. No []

32. If yes, state the problems

I.

II.

III.

33. To what extent would you say the courses helped to solve these problems?

a. Completely b. Somehow c. Not at all

34. What candid suggestions can you offer for improvement in the future training programmes.....

SECTION D: Quality Assurance Programmes at the Ghana Publishing Company Limited

35. How will you describe Ghana Publishing Company Limited Textbooks?

i. Very credible ii. Credible iii. Somehow credible

iv. Not credible v. don't know

36. Is there any quality assurance programmes at the Ghana Publishing Company Limited?

a Yes [] b. No [] (please tick as applicable)

37. If yes, how is the quality assurance functioning

a. Very effective b. effective c. fairly effective d. not effective

e. Don't know

38. Have you ever detected any mistake(s) in a textbook produced by the Ghana Publishing Company Limited? a Yes [] b. No []

39. If yes, state the nature of errors you detected in (39) above

.....

40. Do you think that Ghana Publishing Company Limited is the leading institution in the production of textbooks in Ghana? Yes[] or No[]

40b.If no why?.....

41. What should the Ghana Publishing Company Limited do to take the leading role in the book industry in Ghana?.....

SECTION E: Quality of Textbook Publishing at the Ghana Publishing Company Limited

42. Do you enforce the best practices of textbook publishing in the company?
a Yes [] b. No []

43. If yes, then state those best practices in your organisation.....
How are these practices enforced?.....

.....

44. Are you a member of any association of textbook publishers?
a Yes [] b. No []

45. If yes, state the names of those associations.....
.....

46. How has your membership of these association(s) benefited your work?

.....
47. How has the association(s) enhanced your work?
.....

48. Does the association(s) have rules for ensuring ethical conduct?

a Yes [] b. No []

49. If yes, how are these rules enforced?.....
.....

50. Comparing the quality of textbooks produced by Ghana Publishing Company Limited for second cycle schools in Ghana ten years ago and now which of the two will you recommend?
.....

51. Do you think that the content, design and illustrations of Ghana Publishing Company Limited textbooks ten years ago and now meet international standard?

a Yes [] b. No []

52. Suggest ways by which Ghana Publishing Company Limited can improve upon the skills and knowledge base of its employees to impact positively on their product (textbooks).