

Assessing the Extent To Which Staff Training Needs Are Implemented At Kenya Polytechnic University College, Nairobi

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ABSTRACT

Training is concerned with adopting the individual in the job, in the shortest possible time, consistent with good quality. Systematic training can bring effective quality, reduction in wastage (scrap), a greater job-knowledge with a sense of purpose and achievement. Training should improve workers' competences, equip them for higher level work, increase the quality of output or performance and enhance morale. A training need can be defined as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder. Kenya Polytechnic has recently been upgraded to a status of University College. Thus, need to assess the training needs of its personnel. To ensure that resources do not go to waste, there is need to conduct a thorough analysis of training needs. Staff training is the key to any productive workforce in any organization. The staff needs to be self-propelled in updating themselves and rekindling their work morale and sharpening of their working skills. Technology is forever changing and work methodologies as the world continually becomes a global village. In this study, the extent of training needs analysis (TNA) conducted at Kenya Polytechnic University College which is undergoing transformation was established with the aim of find out why TNA was carried out. To achieve this, the study employed descriptive survey design where 73 questionnaires for data collection were administered. A pilot study was conducted to enhance validity of the instrument. The data was coded and entered in a statistical package for analysis. Simple descriptive statistics, frequencies and percentages were used in the analysis. The results showed that there was need to carry out TNA at KPUC in view of transforming it into University College. Few recommendations were implemented mostly due to institutional related problems, followed by work related and lastly economic related problems and lastly, challenges encountered included lack of interest by the staff, lack of funds, repetitive training of some of the staff, lack of transparency during selection of the trainees, age differences among the staff, lack of time for most of the staff and lastly, lack of trained personnel. From this study, it was concluded that there was need to carry out TNA at KPUC in view of transforming it into University College because most of the staff had not attended any TNA before thus needed the training to enable them cope with the new rank of the college and its quality assurance demands. Training needs were identified and this included need to revise the content, method, timing and duration of the training. Few recommendations were implemented mostly due to institutional related problems, followed by work related and lastly economic related problems and that challenges encountered included lack of interest by the staff, lack of funds, repetitive training of some of the staff, lack of transparency during selection of the trainees, age differences among the staff, lack of time for most of the staff and lastly, lack of trained personnel

KEY WORDS: Training needs analysis, work methodologies, training needs and work morale

1. BACKGROUND INFORMATION

Training and development is an issue that has to be faced by every organization. Cole (1997), states that the amount and quality of training carried out varies enormously from one organization to another. On the other hand, Flippo (2004) notes that after an employee has been recruited, selected and inducted, he or she must be developed to better fit the job and the organization. He notes that no one is a perfect fit at the time of hiring and some training and education must take place. No organization has a choice of whether to develop employees or not; the only choice is that of the method to be used.

A training needs analysis (TNA) is a review of learning and development needs for staff within an organization. It considers the skills, knowledge and behaviours that the people need, and how to develop them effectively. According to Gould (2004),

training needs analysis is the initial step in a cyclical process which contributes to the overall training and educational strategy of staff in an organisation or a professional group. TNA is therefore not simply about identifying whether there is an actual need or not, but rather about really understanding the nature of the need and gathering clues on how to address it. Well planned training programmes will return values to the organization in terms of increased productivity, heightened morale, reduced costs as well as create greater organizational stability and flexibility to adapt to changing external requirements. Cole (1997) notes that in the U.S.A. one of the earlier legislative attempts in this regard was the Manpower Development and Retraining Act of 1962, which was designed to assist in the conversion to new skills of those persons thrown out of work by changing job requirements. He asserts that Human Resources are the most dynamic of all the organization's resources. They need considerable attention from the organizations management, if they are to realize their full potential in their work. He notes that majority of organizations do have a positive policy on training and development. Graham and Bennet (1998) noted that under favourable circumstances, training has the important dual function of utilization and motivation. By improving employees ability to perform the tasks required by the company, training allows better use to be made of human resources, by giving employees a feeling of mastery over work and of recognition by management.

In Kenya, policy guidelines exist regarding importance of in-service training in educational institutions. Koech Report (1999) recommends to the Ministry of Education to regularly organize in-service programmes for teachers to improve their pedagogical skills and that all head teachers undergo school management and administration training to enable them to be front-line quality managers in their own schools. The report does not, however, outline the need for identification of training needs prior to the training programmes.

Cole (1997) asserts that in assessing training in terms of merit and worth, evaluators are interested in the processes and outcome of training. He notes that if a trainer is assessing the ultimate outcome of the training, that is, enquiring "did we do the right thing in the first place" then he is attempting to evaluate the worth of the activity. This then must imply that a training programme is set to address a specific need found to be lacking in the staff. According to Mugwe (1999), training can be very wasteful if it is not carefully planned and supervised. It should provide opportunities for the development of individual talent and personality. A systematic approach would be required if training within organizations is to be effective both in costs and results.

The large enrolment of university students was a key corollary to the establishment of more public universities (Sifuna, 1998) the avenue used was that of transforming the existing middle level colleges into universities. For instance, in late 1988, parliament made Jomo Kenyatta College of Agriculture and Technology a constituent college of Kenyatta University. It became an independent university through the Jomo Kenyatta University of Agriculture and Technology Act of 1994. National polytechnics are the highest TVET institutions of learning. The expansion of Polytechnics and departments have been carefully controlled to ensure that their programmes have the necessary support mechanisms to ensure that their ability to deliver, sustain and provide quality training (Koech Report, 1999). The Report stresses that due to the reduced number of qualified and experienced teaching staff, the polytechnics have not attained their objective. The Report recommends that the polytechnics work in collaboration with the Universities to offer joint TVET programmes for higher qualifications such as Bachelor of Technology, and in carrying out research that aims at providing problem solving data in the industry and work place. More recently, Nairobi and Mombasa polytechnics were elevated to constituent colleges of public universities as a first step towards making them fully fledged universities. Such transformation calls for a significant investment in physical and more importantly the human resources so as to meet the standards of a university. The human resources here include the lecturers and the Managerial Personnel. In institutions being transformed into university colleges, employee training is becoming increasingly important because of the pressure to reduce costs and increase productivity. There is need to boost productivity and invest in a higher – trained and skilled workforce. There is also need to upgrade the skills of the retained staff (Mungwere, 2002). The challenges at hand are to find out what kind of preparation is made before training programmes are implemented to ensure participants receive the most relevant training. Hence, a study has to be conducted to assess the extent to which TNA are carried out by agents of in-service training as a first step to implementing training programmes.

2. Problem Statement

Careful, logical and rational approach is essential to obtain the best possible balance between the human effort and the work to be done, keeping in view the quality of work required and the cost. Resources are scarce, and ultimately, training budgets are tied with constraints. Thus, organizations should only offer training to employees who need the training that will help in their work and improve their performance in relation to the organizations objectives (Mugwe, 1999).

Training is as old as mankind, and the ways and means of training have changed and continue changing with the times (Mugwe, 1999). Training needs analysis (TNA) is the first step in the training and educational strategy of an organization. A

thorough analysis starts with an attempt to assess total organizational training needs in the context of: Management's plans for the future of the organizations; the current organization structure and current expectations about the use of employees. TNA must be carefully planned, conducted and have clear outcome to ensure that training interventions are implemented effectively and leading to meaningful changes in service delivery (Attwood, 1995). Lately, a number of middle level colleges are being transformed into university colleges. They include Mombasa Polytechnic, Kimathi Institute, Kagumo and Narok Teachers' Colleges. It means they are offering degree programmes. They are retaining a considerable proportion of their staff, re – deployment and recruiting a few. Some of those retained are first degree holders who are pursuing masters degree programmes and a few have registered for Ph.D programmes. There is need to upgrade the skills of the retained staff. The institutions have to come up with HRD plan which will show among others the number of existing staff who need training or retraining and the training programmes required. There is need to adopt to rapid technological changes, improve product and service quality and boost productivity to stay competitive (Mungwere, 2002). There is scanty information currently in the body of knowledge with regard to KPUC leave alone other recently upgraded institutions. This marks the starting point for this study in attempt to highlight what is happening in our institutions which are supposed to be custodians of knowledge and benchmarks along other institutions measure.

In an organization undergoing transformation such as KPUC, TNA is crucial to meeting the professional development needs of the workforce in service. KPUC was recently upgraded to a status of University College. Thus, the need to assess the extent to which the institution did the training needs analysis of its personnel in trying to cope with the new rank and its quality assurance demands. The study identified training needs, assessed the extent of implementation of TNA recommendations and challenges encountered as the TNA was carried out at KPUC.

3. Research Objectives

The specific objectives of the study were:

- i. To assess the extent of implementation of TNA recommendations at the KPUC.
- ii. To identify the challenges encountered in the process of carrying out TNA in KPUC.

4. LITERATURE REVIEW

4.1 Training Needs

As one assesses the performance for any needed interventions, he/she needs to look at the Job/Performer requirements, that is, what the performer needs to know in order for the performance intervention to be successful. In addition, one needs to look at how he/she is going to evaluate any learning requirements. It is one thing to determine the learning needs, but it is quite another thing to ensure that those requirements actually take place (Phillips, 2002). Key to effective training is to truly understand employees and institution's training needs (Mugwe, 1999).

4.2 Individual Needs

The Individual Needs take into consideration the identification of the target population. While this is closely related to the Training Need above, in that they both look at the Job/Performer Level, Individual needs go a little bit deeper. It ensures that the performance intervention actually conforms to the individual requirements. For example, in the Training Needs analysis, it might be determined that the job holders need to learn a new process. In this need analysis, the target population is looked at more closely to determine the actual content, context, and delivery method of the performance intervention (Kendra, 2001).

In the Training Needs analysis, trainers look at learners as whole, while in this need analysis they look at learners as individually as possible to determine Job/Performer levels. In addition, you want to determine how well this analysis was carried out by using a 'Reaction' assessment. Throughout the training industry this evaluation is also known as smiley sheets -- how well did the learners like the performance intervention. This is entirely the wrong thing to measure as it does not matter if the learners like it or not. What matters the most is, "does it actually help them to improve their performance?" Thus, it needs to go beyond smiley sheets and actually measure their self-system (Kendra, 2001).

4.3 Performance Needs

A performance analysis is generally called for when an organization wants to improve a part of itself or to fix a problem what someone has brought forth. Both are generally fixed in the same manner.

There are four performance improvement needs: Business, Job Performance, Training, and Individual (Phillips, 2002). When performing an analysis, it is best to take a long term approach to ensure that the performance improvement initiative ties in with the organization's vision, mission, and values. This connects each need with a metric to ensure that it actually does what it is supposed to do. This is best accomplished by linking performance analysis needs with Kirkpatrick's Four Levels of Evaluations (Phillips, 2002): Business Needs are linked to Results or Impact (level 4), Job Performance Needs are linked to Behavior (level 3), Training Needs are linked to learning (level 2), and Individual Needs are linked to Reaction (level 1)

Analysis is performed to determine what is needed, thus it begins with a gap analysis: **The "needs" of the organization minus the present performance level equals the gap.**

At this time, the person doing the TNA should not worry about how he/she is going to bridge the gap (creating content and context). Rather, the goal is to discover the present level of performance and the performance that is actually required. In addition, find out the "why." That is, what is causing the gap?

The Japanese have an interesting performance improvement concept -- they ask "why" five times when confronted with a problem. By the time the fifth why is answered, they believe they have found the ultimate cause (root) of the problem. So when looking at a performance gap, one should look deep -- "What exactly is causing the gap?" (Nyaigotti, 2000).

4.4 Training Needs Analysis

Training Needs Analysis is a postmortem that seeks to determine areas of job performance in which an employee needs training. It is a process of identifying the areas where both individuals and groups in an organization would benefit from training in order to become more effective at achieving their own objectives and the objectives of the organization (Brache, 2008).

Mitchell (1993) describes needs analysis as "an examination of the existing need for training within an organization". In other words, it identifies performance areas or programs within an organization where training should be applied. A needs analysis gathers information about present practices and compares these practices to the desired way of doing business. The difference between where you are now and where you want to be defines where a training program should concentrate its effort. A survey or assessment is often conducted before any training takes place as well as after the training in order to determine the effectiveness of the training implemented.

A pre-TNA survey involves five basic steps, (i) Identifying the objectives of the organization (ii) Appointing a training coordinator (iii) Gathering information about the skills and abilities of the individuals that are needed now and will be needed in the future (iv) Analyzing that information and (v) Identifying the gaps that exist between the current situation and what is/will be required (Furze, 1999).

The above basic steps of Training needs analysis helps an organization strengthen its employees job performance by pinpointing areas of performance that can be improved. This is because it increases the effectiveness of the employees by identifying areas where an employee needs improvement through training. It can also be used to determine the effectiveness of training once it has been conducted. Any organization that has existing training methods in place or that plans to implement training can benefit from such an in depth survey to understand the training needs of its employees (Brache, 2008).

One purpose of identifying learning needs of an individual may be the accumulation of information that allows a clearer picture of the needs of a whole group. Overall information generated by staff gives a far clearer picture of what is needed and how it is to be provided across an organization. Keighley (1997) notes that development needs are not always obvious especially in experienced and competent staff. There may be a need to search for even more improvement or to access the underused potential that the staff has (Bartman and Gibson, 1994). This can lead to not only greater productivity but satisfaction and promotion for the individual.

Lack of professional development can result in low staff morale (Shepherd, 1995). It is imperative to retain staff and there is a link between increased retention, personal development plans and appraisal (Gould, 2004). Without some standardization, of effort and equity of resource allocation, staff may feel that their wants and needs are not being attended to. Staff motivation to participate in training and development is enhanced if there is an active involvement in setting priorities and a sense of ownership in the eventual outcomes (Gibson, 1998).

There is a distinction between individuals perceived and real needs. One way to bring these together is to undertake a needs analysis that allows the individual to examine their current position and progress and to develop their knowledge and skills with an understanding of the organizational and departmental requirements (Furze, 1999).

4.5 Who Conducts Training Needs Analysis & Why?

An in-house trainer or a consultant performs a needs analysis to collect and document information concerning any of the following three issues (i) performance problems (ii) an anticipated introduction of a new system, task or technology and (iii) a desire by the organization to benefit from a perceived opportunity (Brache, 2008).

In all three situations, the starting point is a desire to effect a change. Given this, you must know how the people who will experience change perceive it. In the absence of a needs analysis, you may find employees resistant to change and reluctant to training. They may be unable to transfer their newly acquired skills to their jobs because of the organizational constraints (Brache, 2008).

A needs analysis often reveals the need for well-targeted training areas. However, we must keep in mind that training is not always the best way to try to close a particular gap between an organization's goals and its actual performance. Those

conducting the needs analysis must get a clear idea of the problem, look at all possible remedies and report on their findings to management before deciding on the best solution (Rummler, 2008).

When properly done, a needs analysis is a wise investment for the organization. It saves time, money and effort by working on the right problems. Organizations that fail to support needs analysis make costly mistakes; they use training when another method would have been more effective; they use too much or too little training, or they use training but fail to follow up on it. A well-performed analysis provides the information that can lead to solutions that focus on the areas of greatest need (Mager, 2004).

4.6 Areas in which a TNA should focus on

According (Belmont, 2004) a comprehensive training needs analysis should include the following areas;

Context Analysis -This looks at the institutional background of the person to whom a particular organization is targeting its services (decision makers, commitment, preferred learning methods, other contextual information).

Beneficiaries Analysis -This looks at the knowledge level, the expectations, and learning styles of the intended target group.

Work Flow Analysis -This looks at the processes that need to be improved, and the existing skills levels.

Content Analysis -This is the first sketch of the training programme, the building blocks of the training, the intended methods, tools and exercises, the content.

Suitability Analysis- The suitability analysis looks at whether the intended training programme will serve the objectives of the training (i.e. the improvement of certain work flows, and the enhancement of knowledge, skills and attitudes of the beneficiaries), and whether the intended training style fits into the organizational culture and learning patterns of your host.

Cost/Benefit Analysis -This term that refers both to a formal discipline used to help appraise, or assess, the case for a project or proposal, which itself is a process known as project appraisal and an informal approach to making decisions of any kind.

Under both definitions the process involves, whether explicitly or implicitly, weighing the total expected costs against the total expected benefits of one or more actions in order to choose the best or most profitable option. The formal process is often referred to as either CBA (Cost-Benefit Analysis) or BCA (Benefit-Cost Analysis). A hallmark of CBA is that all benefits and all costs are expressed in money terms, and are adjusted for the time value of money, so that all flows of benefits and flows of project costs over time (which tend to occur at different points in time) are expressed on a common basis in terms of their "present value." Closely related, but slightly different, formal techniques include Cost-effectiveness analysis, Economic impact analysis, Fiscal impact analysis and Social Return on Investment (SROI) analysis. The latter builds upon the logic of cost-benefit analysis, but differs in that it is explicitly designed to inform the practical decision-making of enterprise managers and investors focused on optimizing their social and environmental impacts (Kelly, 2004).

The cost-benefit analysis looks at whether the costs of the training will produce a tangible outcome and analysis whether the planned costs of the training programme will be justified by the short and long term economic benefits of the training (Jossey, 1995).

4.7 Training Needs Categories

One way to review an organization's operations for potential training topics is to examine these operations in terms of five categories of training needs listed by (Orodho, 2005) when newcomers to an organization, when there is a change in work within an organization, when improvement of a poor performer is need, when there is developmental requirements and when there is consideration of a potential promote.

Newcomers to an organization: When a new employee arrives at an office, he/she needs to become acquainted with the duties and responsibilities of his/her new position. This may require a formal training program for personnel new to an organization; or it may be as simple as a good orientation for someone transferring in from another part of the organization. In any case, don't overlook the need for training as part of a new employee orientation program.

A change in work within an office: Change is a constant part of any business. Some changes evolve slowly while other changes arrive suddenly. These changes may include things such as a formal business re-organization, new tasks, new equipment, or new software. These types of change require training and will probably be the biggest source for new or continuing training requirements.

Improvement of a poor performer: Occasionally inefficient, ineffective or incorrect performance by an employee requires a change in the way an employee does something. Training may be the vehicle used to make this change easier. Identification of the need for this type of training is not always easy.

Developmental requirements: Many employees seek tasks or knowledge that go well beyond their basic job requirements. These desires are referred to as their self-actualization or self-development needs. Supervisors can often help motivate employees by helping them satisfy these needs through training.

Consideration of a potential promotee: In some organizations training is provided as part of an internal advancement program. This training encourages personnel to seek higher levels of authority and responsibility, as well as provide some of the skills needed for these higher positions. The Forecaster Development Program fits into this category.

Consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods of identifying training needs. This can be done by asking questions such as: Who is to be trained?, What will the training consist of? and Why is training needed?

4.8 Techniques for Determining Specific Training Needs

As listed above there are a number of practical methods that can be used to gather data about employees' performance. Each works well in given circumstances; therefore, one must determine which the best in a given circumstance. None of these methods can stand alone. It is therefore advisable to always use at least two to validate findings. One of those chosen should always be observation (Chacha, 2004).

Below is a discussion of the key methods to be able to have a better understanding according to (Kendra, 2001).

4.8.1 Observation

In this approach, an employee's performance itself is a source of information. One evaluates a worker's performance through first-hand observation and analysis. This is best accomplished by watching the worker and playing the role of non-participating observer. This requires watching, listening and evaluation of what is seen and heard but without involvement in the work process in any way. To make this activity more productive, a checklist is used to remind the observer of what to look for and take note (Kendra, 2001).

The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is that it gives first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker (Kendra, 2001).

4.8.2 Interviews

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows the interviewer to determine whether a piece of information is one person's opinion, or part of a widespread perception. Since the interview guide forces the interviewer to ask each worker a number of predetermined questions, one must select those questions that are essential to what he/she is trying to learn (Kendra, 2001).

Interviews allow the interviewer to meet employees face to face to discuss their impressions of performance. Because the interviewer is in conversation with workers, he/she can explore their responses in depth. He/she can ask for clarification of comments and for examples of what the respondents mean. In this way, the interviewer obtains a full understanding of their performance deficiencies (Kendra, 2001).

The interviewer also gain these benefits through interviewing: (i) He/she builds credibility with the interviewees by asking intelligent questions and Listening well to their answers (ii) he/she obtains employees' personal involvement and commitment to the efforts and (iii) he/she establishes personal relationships with potential trainees who are important to the success as a needs analyst and trainer (Kendra, 2001).

4.8.3 Questionnaires

A questionnaire is a sort of interview on paper which is created by writing down all the questions the employees should answer then mailed to them and await their responses. The key advantage of a questionnaire is that the researcher can include every person from whom he/she wants input. Employees can complete the questionnaire when and where they choose. The researcher needs not travel and spend time with all respondents. Every employee is asked the identical questions, and consequently data is very easy to compile and analyze (Kendra, 2001).

Questionnaires can be useful in obtaining a 'big picture' of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process (Kendra, 2001).

4.8.4 Job Descriptions

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is company wide in scope and should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee's job description has been defined, the trainer can easily tailor his training curriculum to a very close proximity of what will be expected of the employees (Kendra, 2001).

4.8.5 The Difficulty Analysis

The Job Analysis will focus attention on enumerating the duties that a worker must perform. On the other hand, the Difficulty Analysis establishes which of the duties cause the employee the greatest amount of troubles and how this trouble can be reduced through better training.

A good Difficulty Analysis offers advantages such as; enabling a needs analyst to weigh certain aspects of the training in relationship to the expected difficulty that the worker will face in coping with those duties and provides the training program with an abundance of role-playing material and situations (Kendra, 2001).

4.8.6 Problem Solving Conference

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions. This outside sponsorship has a tendency of letting the workers express their feelings about his organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training (Kendra, 2001).

4.8.7 Appraisal Reviews

During the periodic counseling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include. Feedback at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor / manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training (Kendra, 2001).

4.8.8 Drive Pattern Identity

The extent of an employee's development depends on his/her motivations. Identifying the forces that cause an employee to behave in a certain way may be useful in determining his/her individual training needs and how to stimulate the desire to fulfill that need. An analysis of this kind, for example, may determine whether the employee has an urgent need for self-confidence. His/her individual program should be made to stress the importance of attitude, skills and any other assets that would give him self-confidence (Kendra, 2001).

4.9 Approaches to TNA

The real challenge underlying any training needs analysis (TNA) lies not with working out what training a group of individuals needs but with identifying what a good performance in that group actually entails. It is when you have a benchmark of good performers that one can look to see how everybody measures up and only then devise a training plan to make up the shortfall (Peters, 1994). In a traditional Task or Needs Analysis, the analyst generates a list of tasks to be performed. This list is integrated into a survey to be completed by job incumbents, subject matter experts and supervisory personnel. Respondents are asked to evaluate the frequency, the criticality of each task to the successful performance of the job, and the amount of training required to reach proficiency. The survey is then compiled and a committee discusses the findings and approves the tasks. The following are instruments that may be incorporated into the analysis (Gould, 2004).

4.9.1: People-Data-Things Analysis

Jobs are often characterized by the proportions of time spent on people, data, and things. Performance deficiencies are often the result from a mismatch between the nature of a job, and the employee's preference for focus on people, data, or things. Although most jobs entail that the jobholder work with all the three, there is usually one of the three that the job most extensively focuses on. Listing all job responsibilities under one of the three categories will provide the information as to what major role an employee will be expected to fulfill (Gould, 2004).

4.9.2: Tabletop Analysis

Using a facilitator, a small group of 3 to 10 subject matter experts convene to identify the various tasks to be performed. A minimum of one job incumbent and one supervisor are needed to discuss the tasks. The facilitator conducts the sessions and documents the information. Through brainstorming and consensus building, the team develops a sequential list of tasks. Following this process, the team determines which tasks should be trained. Task selection is based on the frequency, difficulty, criticality and the consequences of error or poor performance. This method is labor intensive for the subject matter experts. The validity of the identified tasks is dependent upon the credibility of the selected subject matter experts. For consistency, the team of experts should remain the same throughout the process. The table-top method of job analysis typically consists of: Orienting the team; reviewing the job; identifying the duty areas associated with the job; identifying the tasks performed in each duty area and write task statements; sequencing the duty areas and task statements; and selecting tasks for training (Peters, 1994).

4.9.3: Hybrid Method

This involves both a quantitative analysis and consensus building. Using job task documents, a list of tasks is compiled by an analyst. Through an iterative process involving consensus building, the validity of the task list is assessed by subject matter experts, supervisors and job incumbents. Through discussions, each tasks complexity, importance and frequency are numerically rated by members of the consensus group. Once the tasks are identified, the group identifies and validates the knowledge, skills and abilities required to perform each task (Gould, 2004).

4.9.4: Cognitive Task Analysis

For tasks with a high cognitive component, (i.e., decision making, problem solving, or judgments), a traditional task analysis may fail to identify those cognitive skills required to perform a given task or job. A cognitive task analysis is performed to identify and to describe the cognitive components of a task. There are a variety of methodologies available to help the instructional designer to represent and define the various knowledge structures needed to perform a task or job. These techniques can also be used to define expert systems and the “expert” in Intelligent Tutoring Systems. There are three knowledge structures: Declarative, procedural and strategic (Gould, 2004).

Declarative knowledge- tells us why things work the way they do, or that the object or thing has a particular name or location. It includes information about the concepts and elements in the domain and the relationships between them.

Procedural knowledge-tells us how to perform a given task. Procedural knowledge contains the discrete steps or actions to be taken and the available alternatives to perform a given task. With practice, procedural knowledge can become an automatic process, thus allowing us to perform a task without conscious awareness. This automatically also allows us to perform more than one complex task at a given time.

Strategic-knowledge is comprised of information that is the basis of problem solving, such as action plans to meet specific goals; knowledge of the context in which procedures should be implemented; actions to be taken if a proposed solution fails; and how to respond if necessary information is absent.

4.9.5: Observing the Expert Analysis

This method uses an observer to record an expert performing a task. The observer is a person who aspires to be an expert in a similar job. The trainer’s role is to set the analysis in motion by briefing the observer and the expert regarding the intended outcome of the observation. This method works best when three similar experts are observed by three different aspiring observers. After the observations, the observers become a task force who meet with the training analysis who functions as a discussion facilitator (Mitchell, 2003).

4.10 MATERIALS AND METHODS

4.10.1 Research Design

The study employed descriptive survey research design because it is intended to produce statistical information about aspects of education that interest policy makers and educators. This is because surveys are suitable in gathering data whose intention is to describe the nature of the existing conditions, hence it is efficient way of obtain information that is needed to describe peoples’ thoughts, feelings and opinions.

4.10.2 Target Population

The study targeted all 285 workers (teaching and non teaching staff) who will include 13 Heads of Department, 242 lecturers and 30 non teaching staff in 6 departments at the KPUC in Nairobi. The researcher felt that both groups were indispensable to the credible performance of any organization. Without the support staff, office routine would grind down quickly to a snail’s pace, if not to a halt (Wilkinson, 1983).

4.10.3 Sample and Sampling Procedure

According to Mugenda, et al. (2003) in descriptive studies a sample of 20 per cent is acceptable but a sample of 25 per cent was selected to avoid the danger of small samples, which would tend to be unrepresentative or biased. This study therefore had a sample size of 71 members of staff in the institution. The selection of the respondents was done through probability sampling. To achieve this, lists of all the lecturers, Heads of Department and non teaching staff was obtained from the college Registrar. A stratified random sampling method based on the working position at the time of data collection will then be used to include all the sub-groupings of the staff. The table below shows the sub group’s stratified proportionate representation in the sample. The sample units were randomly sampled from their subgroups with no particular emphases to the department’s duties on assumption that all departments are vital to the attainment of the organizational objective.

Table 1: Sample Population

Sub grouping	Target population	25% sample
Heads of departments	13	3
Lecturers	242	61
Non teaching staff	30	7
Total	285	71

Source: Kenya polytechnic Human Resource Department, 2009

4.10.4: Research Instrument

The choice of a research instrument, according to Mwiria (1995) is determined by the nature of the study, the kind of data to be collected and the kind of target population (literacy level, ethical issues etc.). The researcher administered questionnaire as an instrument to collect data. The open questions were mainly used as probe items. The questionnaires had the advantage of providing information quickly and precisely. Questionnaires were suited to this study because the population involved was literate.

4.10.5 Data Collection Procedures

The researcher visited the institution and asked for permission from the institution regarding the intended study. The selected staff was contacted through the Head of Human Resource Department and the questionnaires delivered to them which were collected after one week. This was done after the researcher has obtained a research permit from the relevant bodies. Thereafter the questionnaires were collected by the researcher from the respondents after one week.

4.10.6 Instrument Validity

Validity has been defined as the degree to which a test measures what it is supposed to measure (Mugenda, et al., 2003). There are two general types of validity. These are internal and external validity. In this research internal validity is appropriate. Internal validity is defined as the degree to which the instrument and procedure measures what it is supposed to measure. To enhance validity of the instrument a pilot study will be conducted. 5 units, which represent the target population in all major aspects, was used in a pilot study.

4.10.7 Reliability of the Instrument

Reliability is defined as the level of internal consistency or stability of the measuring device over time (Borg, et al., 1989). Pre-testing of the questionnaire was carried out on five staff members in the institution. This was to facilitate changes and modification of the questionnaire to ensure that the intended data was collected. Pre-testing helped to enhance reliability

4.10.8 Data Analysis and Presentation of the Findings

After the collection of raw data, it was sorted out and edited. Primary data obtained from the field survey was compiled, tabulated and presented in the form of frequencies and percentages for ease of analysis. The questionnaires was then organised and classified according to the patterns given by the respondents and their homogeneity. Both descriptive and inferential statistics will be used in the analysis of the data by use of SPSS (Statistical Program for Social Sciences). The analysed data was summarised and findings presented in tabular form, pie chart and in bar graphs.

Qualitative data was derived from the open ended questions in the questionnaires and the interview guides. The responses were organised in line with the research questions and the researcher wrote descriptive narratives to reflect the situation as it was occurring on the ground. This was used to answer the research questions since this information carried the themes in the research questions.

4.11 FINDINGS OF THE STUDY

4.11.1 Depth of Materials Presented during TNA

Table 2: Frequency distribution showing the depth of the material presented during the TNA session at the KPUC

Depth of the material presented during the session	Number of respondents (Frequency)	Proportion (%)
Too deep	8	11.0
Deep	11	15.1
Just right	6	8.2
Shallow	7	9.6

Too Shallow

7 9.6

Non respondents

34 46.6

Total

73 100.0

During the TNA session, the study identified some areas that were not addressed yet needed to be addressed. This included information and communication technology (21.9%), filing and records (11.0%), human resources development (11.0%), research methodologies (19.2%), teaching methods (9.6%), facility management (12.3%), office maintenance (5.5%) and non respondents (9.6). See table 2.

Table 3: Areas not addressed during the TNA training at KPUC

Areas not addressed	Number of respondents (Frequency)	Proportion (%)
Information and communication technology	16	21.9
Filing and records	8	11.0
Human resources development	8	11.0
Research methodologies	14	19.2
Teaching methods	7	9.6
Facility management	9	12.3
Office maintenance	4	5.5
Non respondents	7	9.6
Total	73	100.0

4.11.2 Identification of the training needs at KPUC during transformation which were not identified by previous TNA

The study identified various training needs at KPUC during transformation which was not identified by the previous TNA. With regards to the content, majority (48%) agreed that the content was very relevant to their designation area, (34%) said that the content was not relevant to their area of specialization. 18% of the respondents did not respond to this question

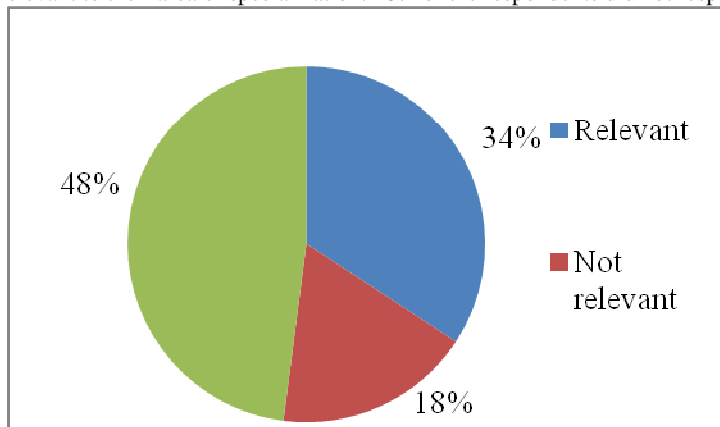


Figure 1: TNA content during TNA session at the KPUC

Table 4: Frequency distribution of TNA content during TNA session at the KPUC

TNA content	Number of respondents (Frequency)	Proportion (%)
Relevant	25	34.2
Not relevant	13	17.8
Non respondents	35	47.9
Total	73	100.0

With regards to the method used during the TNA session at KPUC, the study identified that 30% of the staff said that the method used was interactive and involved group discussion, 23% of the workers said that the method used was not interactive and that they were not fully involved and 47% did not respond to this question due to the nature of the questionnaire

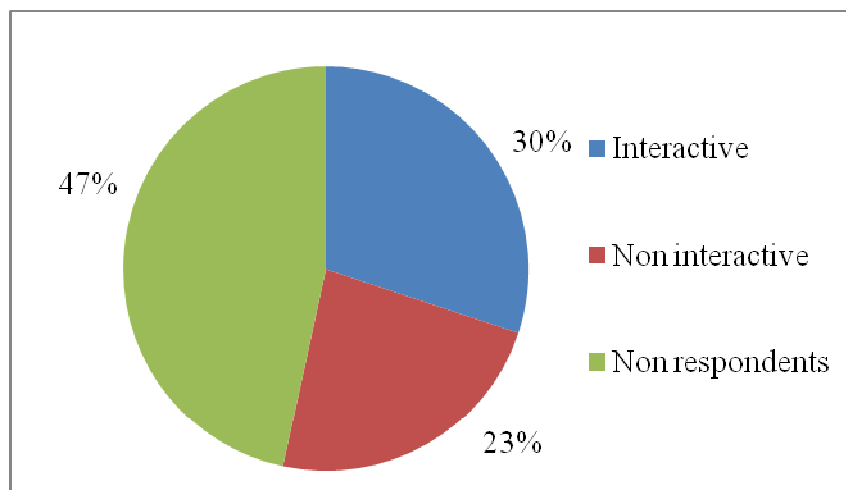


Figure 2: TNA method during TNA session at the KPUC

Table 5: Frequency distribution on TNA method during TNA session at the KPUC

TNA method	Number of respondents (Frequency)	Proportion (%)
Interactive	22	30.0
Non interactive	17	23.0
Non respondents	34	47.0
Total	73	100.0

With regards to the timing of the TNA training, the study showed that 31.5% of the staff said that the timing was right, 21.9% said that the timing was wrong while 46.6% of the respondents did not respond to this question due to the nature of the questionnaire (Table 6).

Table 6: TNA Timing during TNA session at the KPUC

Responds	Number of respondents (Frequency)	Proportion (%)
Right timing	23	31.5
Wrong timing	16	21.9
Non respondents	34	46.6
Total	73	100.0

The study also found out that 26.0% of the respondents agreed that the TNA duration was enough, 26.0% said that the duration was not enough while 46.6% of the KPUC staff did not respond to this question due to the nature of the questionnaire (Table 7).

Table 7: TNA Duration during TNA session at the KPUC

Responds	Number of respondents (Frequency)	Proportion (%)
Enough	20	27.4
Not Enough	19	26.0
Non respondents	34	46.6
Total	73	100.0

The study revealed that majority of the staff at KPUC (64.4%) agreed that there has been TNA done in the past (before transforming) to identify the staff training needs while only 35.6% of the staff were not in agreement (Figure 3).

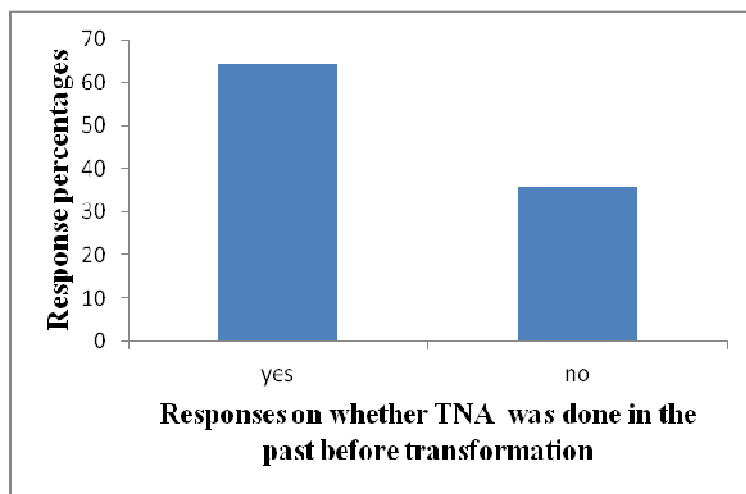


Figure 3: TNA done in the past before transformation at the KPUC

4.11.3 Extend of implementation of TNA recommendations at the KPUC

The study found that over sixty percent (60.8%) of the TNA recommendations at the KPUC were implemented and only thirty nine percent (39%) of the recommendations failed to be implemented (Figure 4).

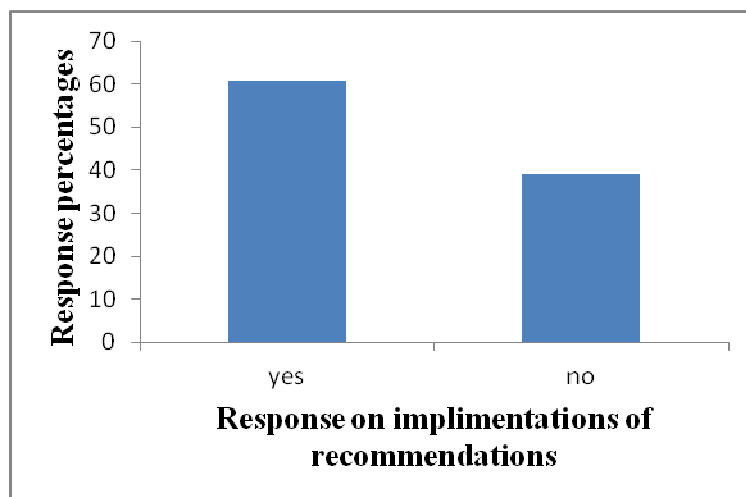


Figure 4: Implementation of TNA recommendations at the KPUC

For the recommendations that were implemented, majority of the respondents were satisfied with the extend to which recommendations were implemented and a small percentage said they were not satisfied while others had no comment at all.32.3% were very satisfied, 32.3% were satisfied, 9.7% were not satisfied, 16.1% were extremely dissatisfied and only 9.7% did not comment (Figure 5).

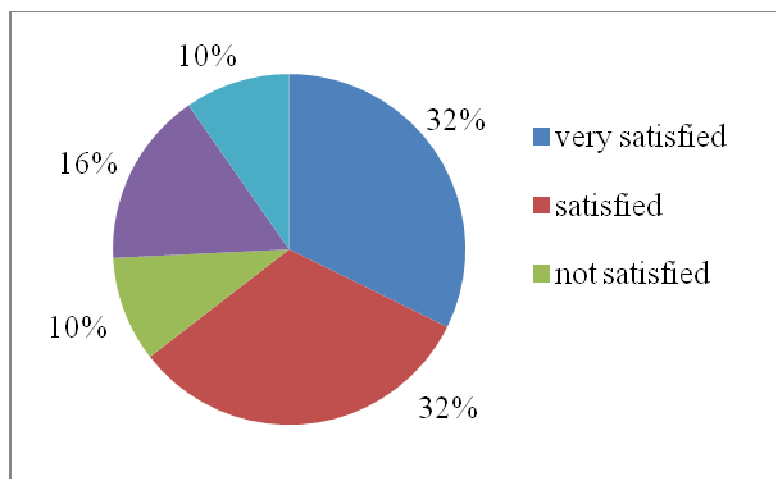


Figure 5: Satisfaction with the extend of implementation of TNA recommendations at the KPUC

The study found out that the KPUC staff gave different reasons as to why some of the recommendations were not implemented. 30.1% said that the major problem was institutional related problem, 29.3% said the problem was work related and those who said the problem was economic related were 17.1%. 43.8% did not respond to this question due to the nature of the questionnaire. See table 8 below.

Table 8: Reasons for not implementing the recommendations

Reasons	Number of respondents (Frequency)	Proportion (%)
Economic	7	9.6
Institutional	22	30.1
Work related	12	16.4
Non respondents	32	43.8
Total	73	100

With regards to who identifies those to be trained, majority said human resource department (41.1%), followed by the university (23.3%), and followed by the college (17.8%) and the employer (17.8%). See figure 6.

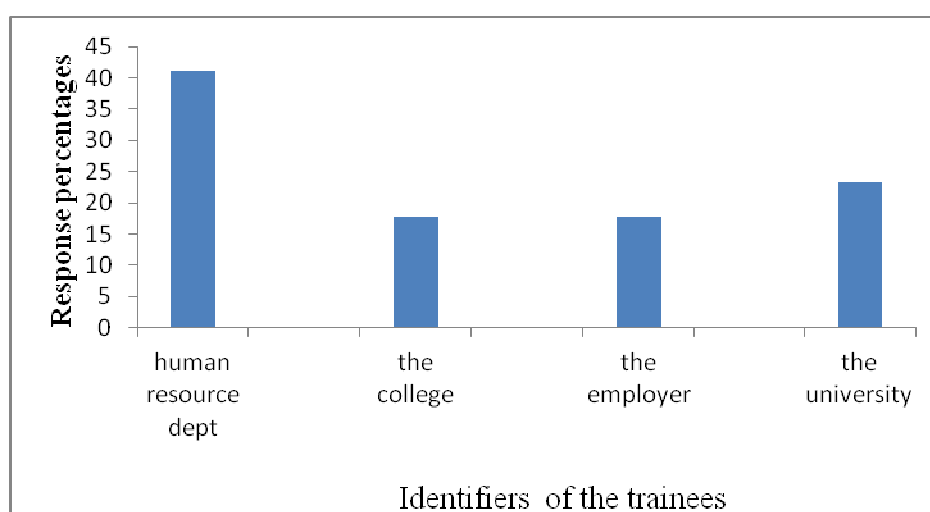


Figure 6: Identifiers of the trainees

The study found out that majority of the KPUC said that the course duration was okay (38.4%) and too short (38.4%) followed by too long (23.3%). See table 4.15.

Table 9: Course duration

Course Duration	Number of respondents (Frequency)	Proportion (%)
Too long	17	23.3
Too short	28	38.4
OK	28	38.4
Total	73	100

With regards to the course sufficiency, majority said the training was adequate (45.2%), followed by moderate (39.7%) and inadequate (15.1%). See table 4.16 for details.

Table 10: Course sufficiency

Course Sufficiency	Number of respondents (Frequency)	Proportion (%)
Adequate	33	45.2
Moderate	29	39.7
inadequate	11	15.1
Total	73	100.0

When the staffs of KPUC were asked if they think it's necessary to carry out a need analysis before training is carried out, majority said yes (95.9%) and only a very small group (4.1%) said no (Figure 7).

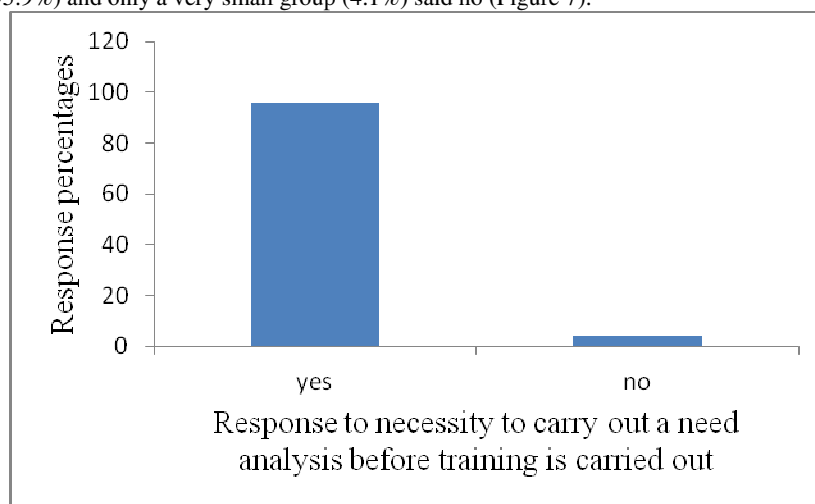


Figure 7: Necessity to carry out a need analysis before training is carried out

And when asked the areas in their work they felt should be included or emphasized in the in-service course, majority said information and communication technology (27.4), followed by human resource and development (19.2%), followed by filing and records (15.1%), followed by training on office operation (11.2%), followed by public relations (11.0%), followed by research methodologies (9.6%) and teaching methods (9.6%). (Table 11).

Table 11: Areas to be included in in-service training

Areas to be included in in-service training	Number of respondents (Frequency)	Proportion (%)
Information and communication technology	20	27.4
Human resources & development	14	19.2
Filing and records	11	15.1
Research methodologies	7	9.6
Public relations	8	11.0
Teaching methods	7	9.6
Training on office operations	6	11.2
Total	73	100.0

4.11.4 Challenges encountered in the process of carrying out TNA in KPUC

On the likely challenges to be encountered in the process of carrying out TNA at KPUC, the study found that lack of interest (45.2%) was the most common challenge encountered, followed by lack of funds (17.8%), repetitive training (13.7%), lack of transparency (12.3%), age differences (6.8%) and lack of time (4.1%).

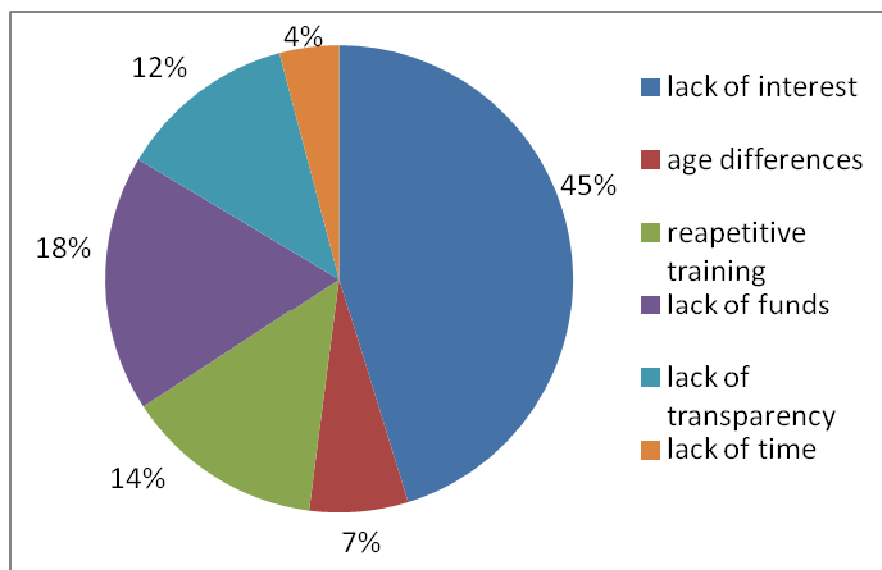


Figure 8: Proportional distributions of likely challenges to be encountered in the process of carrying out TNA in KPUC

Table 12: Frequency distributions of likely challenges to be encountered in the process of carrying out TNA in KPUC

Likely challenges to be encountered	Number of respondents (Frequency)	Proportion (%)
Lack of interest	33	45.2
Age differences	5	6.8
Repetitive training	10	13.7
Lack of funds	13	17.8
Lack of transparency	9	12.3
Lack of time	3	4.1
Total	73	100.0

On the main challenges encountered in the process off carrying out TNA in KPUC, the study found out that lack of time (32.9%) was the most common challenge encountered, followed by lack of interest (27.4%), lack of funds(20.5%), age differences (15.1%), and lastly, lack of trained personnel (4.1%). Suggestions on what can be done to make training programs more effective included involving qualified personnel/trainers (15.1%), creating more time for the trainings (35.6%) and educating the trainees on the importance of TNA (49.3%). See figure 9.

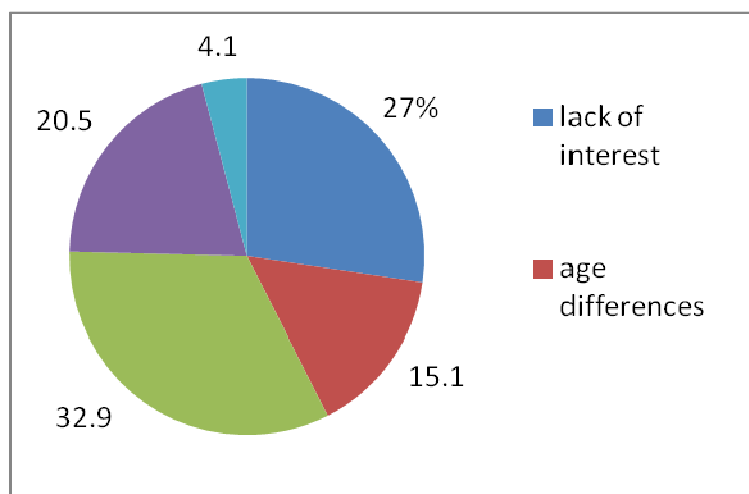


Figure 9: Proportional distributions of main challenges encountered in the process of carrying out TNA in KPUC

The staff of KPUC suggested that the following should be done to make the training programmes more effective in improving the performance of staff; involving of the qualified trainers (15.1%), giving more time for the trainings (35.6%) and educating the trainers (staff) on the importance of TNA (49.3%). See table 13.

Table 13: Suggestions

Suggestions	Number of respondents (Frequency)	Proportion (%)
Involve qualified trainers	11	15.1
Give more time	26	35.6
Educate trainees on the importance of TNA	36	49.3
Total	73	100.0

4.11 SUMMARY OF THE FINDINGS

4.11.1 Identification of the training needs at KPUC during transformation which were not identified by previous TNA

With regards to identification of the training needs at KPUC during transformation which were not identified by previous TNA, the study identified various training needs. 34% of the staff agreed that the content of the training was relevant to there area of specialization while 18% disagreed saying that the training did not focus on there area of specialization. 48% of the staff did not respond to this particular question due to the nature of the questionnaire where if you have given a no response to a previous question, you do not get a chance to respond to the next question. On the method used during the TNA session at KPUC, the study identified that 30% of the staff said the method used was interactive and involved group discussion while 23% said that the method used was not interactive and that they were not fully involved. 47% of the staff did not respond to this particular question. 31.5% of the staff at KPUC also was okay with the timing of the TNA training and 21.9% said that the timing of the training was wrong. 46.6% of the staff did not respond to this particular question due to the nature of the questionnaire where if you have given a no response to a previous question, you do not get a chance to respond to the next question.

The study also found out that 27.4% of the staff at KPUC agreed that the TNA duration was enough while 26% said that the duration was not enough. 46.6% of the staff did not respond to this particular question due to the nature of the questionnaire where if you have given a no response to a previous question, you do not get a chance to respond to the next question. With regards to course sufficient, 45.2% of the staff said that it was adequate. 39.7% said it was moderate and 15.1% said that it was inadequate. This calls for TNA trainings at KPUC that will ensure that the content is relevant for all the staff, the method used is interactive involving all the staff especially in group discussion for proper understanding, the timing should just be right for all the staff so that all the staff get trained by the end of all the trainings, the course is very sufficient and lastly, the training sessions should be allocated enough time to ensure that all the areas are covered.

While majority (95.9%) of the staff at KPUC agreed that there has been TNA done in the past (before transforming) to identify the staff training needs, a few (4.1%) number of the staff were not in agreement and thus need for TNA training for the staff that had missed the previous trainings. This was to ensure that all the staff is at per with the transformation taking place at the college.

4.11.2 The extent of implementation of TNA recommendations at the KPUC.

After recommendations from the past TNA trainings were listed, only few of them had been implemented. For the recommendations that were implemented, the study concluded that the implementation was not well done mostly due to institutional related problem, followed by work related and lastly economic related problem. There is therefore need to ensure that all the recommendations are implemented so that no staff remains unupgraded as the college transforms.

For the previous TNA training, the study showed that majority (41.1%) of trainers were identified by the human resource department followed by the university (23.3%), followed by the college (17.8%) and the employer (17.8%). This is because most of the institutions leave responsibilities of there staffs to the human resource and development department which most of the time ensures that the staffs are employed and thereafter trained. The study also showed that majority (38.4%) of the staff was okay with the duration and the sufficiency of the previous training. Although majority (95.9%) of the staff was aware of the importance of carrying out a need analysis before training is carried out, majority (27.4%) mentioned various areas that should be included in the coming trainings and this included mostly information and communication technology, followed by human resource and development (19.2%), followed by filing and records (15.1%), followed by training on office operation (11.2%), followed by public relations (11.0%), followed by research methodologies (9.6%) and teaching

methods (9.6%). Information and communication technology was mostly (27.4%) mentioned because new technologies keep on being introduced in the market making the world a global village.

4.11.3 The challenges encountered in the process of carrying out TNA in KPUC

The study identified various challenges that were encountered in the process of carrying out TNA at KPUC and this included lack of interest by the staff, lack of funds, repetitive training of some of the staff, lack of transparency during selection of the trainees, age differences among the staff, lack of time for most of the staff and lastly, lack of trained personnel. To curb the above challenges, the study identified various suggestions on what can be done to make training programs more effective and this included involving qualified personnel/trainers to ensure that the training are of good standards, creating more time for the training so that all the areas are covered and educating the trainees on the importance of TNA so as they can realize the necessity to attend the training.

4.11.4 Conclusions

The study found out that only few recommendations were implemented mostly due to institutional related problem, followed by work related and lastly economic related problem.

- a) The study identified various challenges that were encountered in the process of carrying out TNA at KPUC and this included lack of interest by the staff, lack of funds, repetitive training of some of the staff, lack of transparency during selection of the trainees, age differences among the staff, lack of time for most of the staff and lastly, lack of trained personnel.

4.11.5 Recommendations

- a) With regards to the previous TNA carried out at KPUC, only 34% said the content was relevant. Only 30% agreed that the method used was interactive. 31.5% agreed that the timing of the training was right. 27.4% of the staff said the training duration was enough. The KPUC is therefore recommended that in the next TNA, it should ensure that the timing, content, duration and method should be okay to majority of the staff.
- b) In the study, it was revealed that only 60.8% of the TNA recommendations were implemented and for the implementations that were done, only 32% of the staff was satisfied with the extent of the implementation. The KPUC is advised to implement fully the remaining recommendations. Also, the KPUC should look into the institutional problem that prevents it from fully implementing recommendations from the previous TNA training.
- c) With regards to the problems encountered by KPUC in the process of carrying out TNA, it is recommended that the institution to involve qualified personnel/trainers to ensure that the training are of good standards, create more time for the training so that all the areas are covered and educate the trainees on the importance of TNA so as they can realize the necessity to attend the training.

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