

Assessing the Extent to Which Staff Training Needs are Analyzed 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. This was 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 of teaching, timing and duration of the training. From this study, it was concluded that there was need to carry out TNA at KPUC in few 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.

KEY WORDS: Training needs analysis, 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. 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.

When circumstances are unfavourable, these results may not be obtained, for example when the trainee sees no purpose of training, when it's regarded as a punishment or a sign of displeasure or when the training seems irrelevant to the trainees' needs.

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. Over the last four decades, the social demands with respect to higher education in Kenya have clearly intensified. This has been exemplified by the rise in enrolments in public and private universities, the proliferation of more private universities and the establishment of private wings (self -sponsored programmes) in the public universities. Student enrolment in public universities in Kenya increased very rapidly between 1964 to date. With the additional students in the parallel degree programmes, the numbers are now much higher.

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.

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 investigate why TNA was carried out in KPUC in view of transforming it into University College
- ii. To identify training needs at KPUC during transformation which were not identified by previous TNA

4. LITERATURE REVIEW

4.1 Staff Training and Development

Training commands a sizeable portion of organizations budgets including trainer's salaries, expenditures, facilities and other overheads. Classic human capital theory states that firms should pay only for the development of skills and knowledge that directly benefit the organization. According to Flamholtz et al. 1981), the implications of human capital should be that expenditures on training should be investments in the sense that someone will earn a return on them. In the case of general training, the employee will earn the returns; consequently it is an investment for the trainee. Returns from specific training may accrue mainly to the employer; consequently it is an investment of the employer. Any general training provided free to the employees might be viewed as a direct transfer payment to the employee. Such expenditures will provide little or no future benefit to the employer and should not be viewed as an investment that will yield direct returns.

Designing and implementing effective training and development systems is challenging to many organizations because it involves costs that are borne in the present but whose benefits accrue in the future. In HR, training differentiation results into development investments that are targeted at 'A' players and 'B' players with 'A' potential; that is 'A' positions and employees. This therefore implies that the training should be targeted at 'A' employees and 'A' positions that enhance competitive advantage. 'C' players would receive few if any development resources. This could be a difficult decision to make, as organizations may want to develop the 'B' and 'C' players into 'A' players. This is wise if the organization has enough resources to cater for all the employees' educational needs. If they have limited resources, the training should be geared to 'A' players and 'B' players who have 'A.' potential. In viewing employees as investments, it is more appropriate to consider where the firm might best invest in their scarce resources to obtain the greatest returns in terms of strategic success (Lynch, et al., 1996).

Organizations generally show a bias in clear and growing dedication to building human capital through organization sponsored- training. They give more prominence to structured training either on the job or at schools and technical institutes. Yet through informal learning, individuals learn from their peers. These informal programs include rotational assignments, periodic consultations with senior managers, team working, and mentoring relationships with other employees (Marshall, et al., 1992). The trainers could practice ethnography by possibly moving in, cohabiting and observing the trainees so that they can identify knowledge and skills that could help other workers do things even better (Rousseau, 1996).

The Ministry of Education and Human Resource Development (1998) Report points out that, training policy and practices are governed by the existing arrangement structures and institution involved in the public sector pre-serve and in-service training. According to the report, training policies for all public servants are formulated and implemented at the following levels: Office of the President (in the Directorate of Personnel Management-DPM); Ministerial Training Committees; Staff Development and Human Resource Development Units (SDV's /

HRD's). The following agencies were listed by the report as agencies to lead in in-service training: Kenya Education Staff Institute (KESI); Teachers Service Commission (TSC); the Inspectorate (currently DQUAS, Ministry of Education); Teachers Education Institutions; and Development partners and agencies.

The Report recommended that the in-service courses be carried out in: Guidance and counseling schemes on financial prudence, discipline and integrity; stress management; time management courses; handling drug and alcohol abuse, preventive, promotion and curative services; improvement of interpersonal and community relations; skills in handling projects; improving negotiation skills to meet requirements of diverse interests; conflict resolution and management. Many of the above courses were not offered by any of the agencies that conduct in-service training in Kenya. The report is silent on the criteria for selecting the staff to be trained and neither does it recommend TNA to be carried out prior to implementation of the training activities.

4.2 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).

4.2.1 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).

4.2.2 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).

4.3 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 co-ordinator (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.

4.4 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).

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. Needs analysis proceeds in stages, with the findings of one stage affecting and helping to shape the next one. There is no easy or short-cut formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analyzing and deducting (Rummler, 2008).

In many ways, the needs analysis is like detective work; you follow up on every lead, check every piece of information and examine every alternative before drawing any solid conclusions. Only then you can be sure of having the evidence on which to base a sound strategy for problem solving (Mager, 2008).

A needs analysis is not a one-time event. Professional organizations are supposed to administer needs analysis at regular intervals

4.5 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.

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).

4.6 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 promote: 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?

4.7 Data Analysis Methods to TNA

According to (Mager, 1984) a number of procedures that can assist a trainer in determining whether deficiencies exist. Five of these procedures are briefly described below. Only the first two, however, will routinely help a trainer during the needs analysis process.

a) Performance Analysis

"The performance analysis is used to determine why people aren't doing something they are supposed to be doing, or why they are doing something they shouldn't be doing." This analysis looks for the difference between actual performance and a desired performance. For example, examination of winter watch and warning verification statistics shows that one forecaster consistently issues watches that are double the area of watches issued by the rest of the forecast staff. These watches significantly contribute to a larger than desired false alarm rate. The focus of the training in this case would be to help this forecaster reduce the size of the winter watches that he/she issues.

b) Critical Incident Analysis

Critical incident analysis tries to answer the question: "What isn't happening according to expectation?" This process attempts to identify deviations from normal performance with an objective of returning things to normal operation. This type of approach might be used to focus on the cause of a series of accidents.

c) Task Analysis

Task analysis breaks down large tasks into small, step-by-step components so that each component can be taught as a separate step. This approach is useful for teaching people how to operate a piece of equipment such as a computer. Each step is fairly simple and easily learned, but must be combined with other steps to accomplish the primary task. This process is not a needs analysis method.

4.8 Areas in which Training is not the Answer to organizational problems

According to (Buckley, 2005), It is worth noting that training is not the answer to all organizational problems and therefore the persons concerned should evaluate keenly to pinpoint the actual source of the problem else they miss their objective. On this note four kinds of problems have been identified: systemic problems, organizational problems, motivational problems, and skill problems.

Systemic problems:-A systemic problem is related to the way in which a system works, whatever that way may be.

Organizational problems: -Organizational problems lie in the way an office or program is organized. This approach tends to cause delays in some of the routine administrative functions within the office, particularly when the manager is out of the office. The problem in this situation is organizational, a lack of delegation of authority by the manager. In general, problems like these are not solved by training programs. However, a training seminar on delegation for the manager/ the principal or the head may be part of the solution.

Motivational problems:-Trainers are sometimes asked to motivate employees. Employee motivation is not a training function; it is a supervisory function. Also remember that true motivation comes from within, not from external factors. Training may be part of the solution to a motivation problem, but it alone will not create motivation.

Skills problems:-Skills problems fall into the domain of training. The aim of training is to change the way a trainee does something, i.e., create a change in his/her knowledge or skill level. Identifying what skills need to be changed is a primary concern of needs analysis. This kind of problem is a training issue. The bottom line is that when solving problems, ensure that training is really the solution to the stated problem before developing and conducting any training.

5. MATERIALS AND METHODS

5.1 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.

5.2 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).

5.3 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

5.4: 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.

5.5 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.

5.6 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.

5.7 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

5.8 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.

6. FINDINGS OF THE STUDY

6.1 Why TNA was carried out in KPUC in view of transforming it into University College

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 does the training needs analysis of its personnel in trying to cope with the new rank and its quality assurance demands. The study found out that there were several reasons as to why TNA was carried out in view of transforming it into University College. For example, there was need for the TNA training because only 56.2% of the KPUC staff had attended in-service training in the last one year while 43.8% had not. The 43.8% of the staff therefore needed the training to enable them cope with the new rank of the college and its quality assurance demands (Table 2).

Table 2. In-service/training in the last one year

Responds	Number of respondents (Frequency)	Proportion (%)
Yes	41	56.2
NO	32	43.8
Total	73	100.0

With regards to whether TNA was done to the 56.2% of the staff who were trained in the last one year, the study showed that TNA was done only to 52.1% leaving out 47.9% of the staff. This actually indicated that there was need for the TNA to be carried out at KPUC to ensure that all the staff is up to standard with the new changes in the college (Table 3).

Table 3: TNA done before subjected to training

Responds	Number of respondents (Frequency)	Proportion (%)
Yes	38	52.1
NO	35	47.9
Total	73	100.0

While TNA was being carried out, the study found out that the depth of the material presented during the session was too deep (11%), deep (15.1%), just right (8.2%), shallow (9.6%), and too shallow (9.6%). 46.6% did not respond due to the nature of the questionnaire (Figure 1, Table 4).

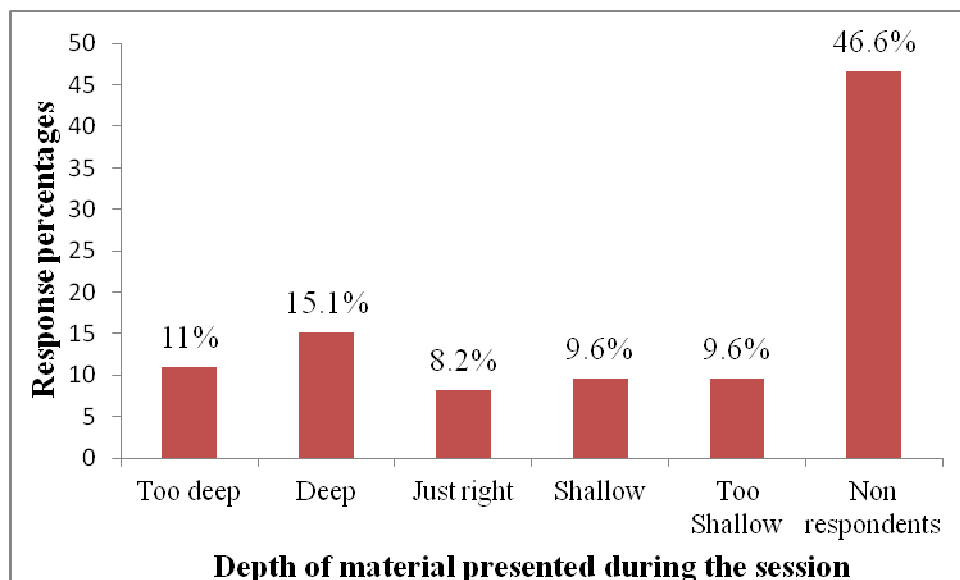


Figure 1: Depth of the material presented during the TNA session at the KPUC

Table 4: 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 5 below.

Table 5: 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

6.2 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 (Table 6).

Table 6: 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

Table 7: 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 4.12).

Table 8: 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

Table 9: 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.

6.3 Why TNA was carried out in KPUC in view of transforming it into University College

In participatory investigation as to why TNA was carried out in KPUC in view of transforming it into University College, the study found out that there were several reasons as to why TNA was carried out in view of transforming it into University College. For example, there was need for the TNA training because only 56.2% of the KPUC staff had attended in-service training in the last one year while 43.8% had not. The 43.8% of the staff therefore needed the training to enable them cope with the new rank of the college and its quality assurance demands. With regards to whether TNA was done before training the 56.2% of the staff in the last one year, the study showed that TNA was done only to 52.1% leaving out 47.9% of the staff. This actually indicated that there was need for the TNA to be carried out at KPUC to ensure that all the staff is up to standard with the new changes in the college.

While TNA was carried out, the study found out that not all the staffs at the transforming KPUC were happy with the depth of the material presented during the session. This was evidenced by the participants giving different views about the same. Others said that the depth was too deep (11.0), deep (15.1%), just right (8.2), shallow (9.6%) and lastly too shallow (9.6). 46.6% did not respond to this particular question due to the nature of the questionnaire. This result indicates that there was need to carry out TNA at KPUC because from the previous trainings, the depth of the material presented was just right for very few staff (8.2%) instead for all the staff at the transforming KPUC.

During the TNA session, the study identified some areas that were not addressed yet needed to be addressed. 16% of the staff said that information and communication technology was not well addressed, filing and records (11.0%), human resources and development (11.0%), research methodologies (19.2%) , teaching methods (9.6%), facility management (12.3) and lastly office maintenance (5.5). 9.6% of the respondents did not respond to this particular question due to the nature of the questionnaire. There was therefore need for TNA to be carried out at KPUC to ensure all the gaps are tackled for all the staff in different designations to be at per with the changes at the transforming KPUC.

6.4 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.

6.5 Conclusions

- a) Several reasons were given as to why TNA was carried out in KPUC in view of transforming it into University College; only 56.2% of the KPUC staff had an opportunity for TNA before attended in-service training in the last one year while 43.8% had not. The 43.8% of the staff therefore needed the training to enable them cope with the new rank of the college and its quality assurance demands. Also because for the past training, the depth of the material presented was not okay and that most of the areas had not been addressed.

Various training needs were identified by the study. It was discovered from the previous training that content were not relevant to some staff, the methods used were not interactive to others, others felt that the timing was not right and that the duration for the training was not enough and that not all the staff had attended the training and thus need for more training

6.6 Recommendations of the Study

- a) Among the staff at KPUC, only 56.2% had attended in-service/training in the last one year. The institution should therefore make effort and train the remaining 43.8% of their staff. Only 52.1% of the staff who was trained got exposed to TNA before subjected to the training. The KPUC is advised to ensure that the remaining 47.9% get access to TNA before they are trained. While TNA is carried out, only 8.2% of the staff were comfortable with the depth of the material presented thus KPUC should ensure that the presentation of the material is okay for all the staff. Also, there were various areas including ICT (21.9%) that were not addressed in the TNA training at KPUC. The college is therefore recommended to discuss with the staff before organizing the TNA to ensure that most areas get covered.
- b) 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.

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