ASSESSING THE EXTENT TO WHICH STAFF TRAINING NEEDS ARE ANALYSED AT KENYA POLYTECHNIC UNIVERSITY COLLEGE, NAIROBI

By

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A research project was submitted in partial fulfillment for the requirement for the degree of Master in Business Administration in the School of Business of Kenyatta University.

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Declaration

I, Peter Musau Syanda, hereby declare that this is my original work and has not been presented for degree award in any other university or for any other award.

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Dedication

I dedicate this research project to my late beloved parents, Jones Syanda Munyasya and Rhoda Ndulu, whom I always got affection and constant encouragement in my academic endeavour.
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GLOSSARY OF ABBREVIATIONS

BCA - Benefit - Cost Analysis
CBA - Cost - Benefit Analysis
DPM - Directorate of Personnel Management
DQUAS - Directorate of Quality Assurance and Standards
ET AL. - And others (writers/authors of the reference)
HELB - Higher Education Loans Board
HND - Higher National Diploma
HR - Human Resource
HRD - Human Resource Development
ILO - International Labour Organization
KESI - Kenya Education Staff Institute
KPUC - Kenya Polytechnic University College
PhD - Doctor of Philosophy
SDV - Staff Development
SROI - Social Return on Investment
TIQET - Totally Integrated Quality Education Training
TNA - Training Needs Analysis
TSC - Teachers Service Commission
TVET - Technical and Vocational Education and Training.
DEFINITION OF OPERATIONAL TERMS

Audit - Checking that job descriptions are accurate prior to embarking on a TNA.

Conceptual framework - Refers to the researcher’s conceptualization of the relationship between variables in the study.

Curriculum - All that is planned to enable the students acquire and develop the desired knowledge, skills and attitude.

Job Analysis - A technique which generates basic information about the nature of tasks undertaken by employees.

Human Resource Management - The management of work and people towards desired ends. It comprises a set of policies designed to maximize organizational integration, employee commitment, flexibility and quality of work.

Technical Education - A range of programmes that impart skills, knowledge and attitudes to individuals preparing to take middle level professional positions in the world of work particularly in engineering and scientific disciplines.

Training needs - A gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder.

Training Needs Analysis - An analysis or a postmortem that seeks to determine areas of job performance in which an employee needs training.

Vocational Education - Those programmes that impart specific occupational skills and knowledge required in the world of work particularly in engineering and scientific disciplines.
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 finding 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.

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. 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.
CHAPTER ONE
INTRODUCTION

1.1: 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. 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. 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.
1.2: 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 adapt 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.

1.3: Research Objectives

1.3.1: General Objective
The general objective was to find out the extent to which TNA was carried out at KPUC in Nairobi.

1.3.2: Specific 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.

iii. To assess the extent of implementation of TNA recommendations at the KPUC.

iv. To identify the challenges encountered in the process of carrying out TNA in KPUC.

1.4: Research Questions
The study was guided by the following research questions:

i. Why was TNA carried out in KPUC in view of transforming it into University College?

ii. What are training needs at KPUC during transformations which were not identified by previous TNA?

iii. To what extent have the TNA recommendations been implemented in KPUC?
iv. What are the main challenges encountered in the process of carrying out TNA in KPUC?

1.5: The purpose of the study

This study sought to establish extent of training needs analysis conducted in institutions undergoing transformation. This was conducted in KPUC in Nairobi.

1.6: The basic assumption of the study

It was assumed that the respondents will be honest and accurate in giving information regarding their level of education, period of service and other areas that may be key to this study. In addition, it was assumed that the questionnaires to be used were fair and thus free from interviewers and environmentally introduced biases.

1.7: Significance of the study

Although the study focuses on only one institution, KPUC, the outcome is likely to have some bearing on other institutions faced with such a transition. The study shed light on challenges that such institutions face in as far as TNA is concerned. This study would assist the Ministry of Higher Education, Science and Technology, public and private universities, polytechnics, middle level colleges, parastatals, HELB, donors, policy makers and other stakeholders to come up with solutions to problems of in-service training to make it more effective. The findings and recommendations of the study provided insight into the best approach of TNA for not only KPUC but also other institutions faced with similar trend. The study would turn out to be of significant use to researchers as literature thereby helping in construction and shaping of the problem statement when other studies on the area are being done for both academic and policy formulation purposes.

1.8: Limitations of the study

Due to shortage of time the study covered only one institution namely, KPUC based in Nairobi. The study was affected by inadequate financial resources at the time. Due to limited resources, the sample size was limited to 25% of the target population.
This study can only be used to provide insight into the best approach of TNA of institutions faced with similar trends. On the institutional level, there is classified information which takes time and proper authorization to obtain such as official documents from relevant departments. The accuracy of the results depended on the willingness of the respondents to complete questionnaires. Some information was not readily given due to its sensitivity. The research was also limited by local literature review since training needs analysis (TNA) has been a new concept to institutions in Kenya. Lastly, this study was limited due to changing schedules of the university semester dates.

1.9: **Delimitation of the study**

The study covered the nature of training needs analysis carried out at the Kenya Polytechnic University College in Nairobi. The content centered on any kind of preparation made before staff training programmes are designed or while selecting the staff to be recommended for training.
CHAPTER TWO
LITERATURE REVIEW

2.0: Overview of the Chapter
This section outlines literature review on staff training needs including: staff training and development, training needs, performance needs, training needs analysis, areas in which training is not the answer to organizational problems, TNA's theoretical model and conceptual framework.

2.1: 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.

2.2: 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). Training needs may be defined as any

2.3: 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).

2.4: 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).

2.5: 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.

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).

2.5.1: 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).

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. The 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.
2.5.2: 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).

2.5.3: 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 needed, 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? Why is training needed?

2.5.4: **Data Sources for a TNA**

In conducting a training needs analysis, one may have a variety of data sources available. The data sources one uses depends on a number of factors which include the amount of time available, the human resources available, the level of accuracy required, the reliability of each data source and the accessibility of each data source (Chacha, 2004). The data sources may include: interviews/surveys with supervisors/managers, interviews/surveys with employees, employee performance appraisal documents, organization's strategic planning documents, organization/department operational plans, organization/department key performance indicators, customer complaints, critical incidents and product/service quality data

Data sources that may show light on where the training needs should focus are organizational performance data and post-implementation reviews. Which sources you
will actually use and how much time and effort you expend on each will depend on your particular circumstances. Needless to say, there is no magic formula and one needs to exercise a fair amount of judgment in most cases.

2.5.5: Tools and methods of TNA

There are a number of tools available for carrying out a TNA. This involves both primary and secondary sources of information. These could generate both qualitative and quantitative data but the outcome is determined by the data collection tool used and the kind of information sought depending on the subject (Chacha, 2004). The following are some of tools and methods of carrying out a TNA; Direct Observation, Questionnaires, Standardized/Semi-standardized interviews, Consultations with resource persons, Focus groups, Tests, Work samples and External references (Internet, literature, reports, etc.).

2.5.6: 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 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).

2.5.6.1: 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).

2.5.6.2: 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).

2.5.6.3: 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).

2.5.6.4: 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).

2.5.6.5: 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).
2.5.6.6: 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).

2.5.6.7: 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).

2.5.6.8: 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).
2.5.6.9: **Analysis of Organizational Policy**

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of particular concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future to make them accommodative of technology and other changes that may be demanded for them to successfully perform their tasks (Mitchell, 2003).

Whatever the method used to identify training needs, at least the following three points must be kept in view; 1) The methods should be used in combination; that is, there should never be reliance on only one method 2) They may be used to identify training needs of each of the various groups of employees and 3) They should be applied to individual employees since training needs will vary with the individual employee (Mitchell, 2003).

2.5.7: **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).
2.5.7.1: 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).

2.5.7.2: 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 labour 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).

2.5.7.3: 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 task's 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).

2.5.7.4: 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.
2.5.7.5: 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).

2.5.7.6: Templating

Training content can be determined by the careful review and analysis of a template (a list of system facilities, procedures, theory topics, or generic learning objectives). The template technique uses a simplified process for determining content or developing learning objectives associated with the operation or maintenance of a specific system. This technique produces generic and system-specific learning objectives for the training and evaluation of personnel (Gould, 2004).

2.5.8: Data Analysis Methods to TNA

According to Mager (1984), there are 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
foresight 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.

d). Target Population Analysis
The objective of target population analysis is to not teach people what they already know. With "careful examination of the characteristics (abilities, education, interests, biases, experience) of those for whom the instruction is intended ... it is possible to select instruction for any individual by subtracting what the individual knows from what the individual needs to know." The bottom line: match the training to the needs of the individual. This process is more important in training design and development than in needs analysis.

e). Goal Analysis
"The function of goal analysis is to define the indefinable, to tangibilitate the intangible - to help you say what you mean by your important but abstract goals ... to identify the main performances that go to make up the meaning of the goal." For example, how do you measure someone who should "develop proper customer attitude"? This analysis is a tool for design and development of training material.
2.6: 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 skills 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.

In conclusion, TNA is used to assess an organization’s training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives.
The training needs assessment is best conducted up front, before training solutions are budgeted, designed and delivered. The output of the needs analysis will be a document that specifies why, what, who, when, where and how (Buckley, 2005). More specifically, the document will need to answer these questions: Why do people need the training?; What skills need imparting?; Who needs the training?; When will they need the new skills?; Where can training be conducted?; and How may the new skills be imparted?

Although there are no hard and fast rules in conducting a Training Needs Analysis, the above are some of the general guidelines and helpful hints.

2.7: TNA’s Theoretical Model

Expectancy Theory

Vroom, hypothesizes that in order for a person to deliver the effort, performance and motivation must be linked. He proposes three variables to account for this, which he calls Valence, Expectancy and Instrumentality.

Expectancy is the belief that increased effort will lead to increased performance i.e. in TNA, if the staff is well trained, they will work harder consequently have better performance. This is affected by such things as having the right resources available (e.g. raw materials, time), having the right skills to do the job and having the necessary support to get the job done (e.g. supervisor support, or correct information on the job). These three encompass the total working recipe for a job to be done and give the expected results (Rummler, 2008).

Instrumentality is the belief that if an employee performs well that a valued outcome will be received. Staff training goes in two levels i.e. if an employee does a good job, there is something in it for them and the organization stands to benefit from the increased efficiency and effectiveness of the worker. This is affected by a clear understanding of the relationship between performance and outcomes – e.g. the rules of the reward ‘game’, trust in the people who will take the decisions on who gets what training and transparency of the process that decides who gets what training (Borg, 1996).
Having examined these links, the idea is that an organization takes staff training seriously when it values the expected outcomes from the process and its perception of the strength of the links between effort and outcome. This happens when an organization perceives any one of these to be true: (i) an increased effort towards staff training will not increase staff performance (ii) an increased performance will not increase rewards and/or (iii) an organization values the rewards on offer.

Vroom’s expectancy theory suggests that an organization that is not motivated towards staff training will consequently not do a TNA. If by any chance a TNA is done, the institution will not portray the will to implement the TNA recommendations because the exercise was initially done for the mere purpose of performing a duty in the job description thus pass an appraisal test.

Thus, this theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.
2.8: Conceptual framework to the study

A) Pre-TNA
Expectations-outcome = Need
Objectives-performance = Gap

Need categorization + training focus = TNA method

B) TNA
The need + TNA method + Data sources available + data collection instruments = The type of data expected

C) Post-TNA
Data collected + the analysis method used + the tool validity = Training need

RESOURCES
The amount of time available
The human and material resources available

ACCURACY REQUIRED
The level of accuracy required
The reliability of each data source
The accessibility of each data source

THE EXTENT TO WHICH TRAINING NEEDS OF STAFF ARE ANALYSED

(DEPENDENT VARIABLE)

+ BACKGROUND FORCES
- Organizational commitment
- The staff willingness to participate
- Past experience
- Political, social and organizational events
- The expected outcome of the training

(INDEPENDENT VARIABLES)

(INTERVENING VARIABLES)

(Source: Researcher, 2009)
This conceptual framework shows that the process of doing TNA (that is, before during and after), the resources an organization is willing to commit, the accuracy demanded of the process and forces from within and without the organization affect the extent to which TNA is done in that organization. This means that the process of TNA, resources available and accuracy required are independent variables. The Organizational commitment, the staff willingness to participate, past experience, Political, social and organizational events and the expected outcome of the training are intervening variables while the extent to which TNA is done is the dependent variable.

Resources are scarce, and ultimately, training budgets are tied with constraints. 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 individuals to examine their current position and progress and to develop their knowledge and skills with an understanding of the organizational and departmental requirements. Process of conducting a training needs analysis is a systematic one based on specific information — gathering techniques and 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 the real challenges underlying any training needs analysis which lies not with working out what training a group of individuals needs but with identifying what a good performance in that group actually entails. In this regard, Kenya Polytechnic having been upgraded to a status of University College needs to assess the extent to which it does its training needs analysis of its personnel in trying to cope with the new rank and its quality assurance demands. Notably, there is no information currently in the body of knowledge with regard to Kenyan Polytechnics leave alone other recently upgraded institutions. All the literature dealt with, the ideal way of doing TNA with none in particular touching on what really happens when institutions such as Kenya Polytechnic do when they are doing their training needs analysis.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0: Overview of the Chapter
This section outlines the execution of the entire research process including; description of research design, target population, sample and sampling procedures, research instrument and data analysis and presentation of the findings.

3.1: 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 obtaining information that is needed to describe peoples’ thoughts, feelings and opinions.

3.2: Target Population
The study targeted all 285 workers (teaching and non teaching staff) who included 28 administrators, 67 office assistants, 150 lecturers and 40 subordinate staff 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). To ensure 25 per cent of the target population, the researcher distributed 105 questionnaires. This was meant to cater for non-respondents.

3.3: 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 73 members of staff in the institution. The selection of the respondents was done through probability sampling. To achieve this, lists of the lecturers, administrators, office
assistants and subordinate staff was obtained from the college Registrar through the Senior Assistant Registrar – Planning and Strategy. 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 3.1: Sample Representation

<table>
<thead>
<tr>
<th>Sub grouping</th>
<th>Target population</th>
<th>25% sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>Office Assistants</td>
<td>66</td>
<td>17</td>
</tr>
<tr>
<td>Lecturers</td>
<td>155</td>
<td>39</td>
</tr>
<tr>
<td>Subordinate</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>285</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>

Source: Kenya polytechnic Human Resource Department, 2009

3.4: 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.

3.4.1: 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 Senior Assistant Registrar – Planning and Strategy 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 two weeks.

3.4.2: 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 was
conducted. 5 units, which represent the target population in all major aspects, were used
in a pilot study.

3.4.3: Pilot Study

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. Reliability is defined as the level of internal consistency or
stability of measuring device over time (Borg, et al., 1989). Pre-testing helped to enhance
reliability and validity of the instruments so that the vague statements on the
questionnaire can be refined or removed altogether. The final copies of the questionnaire
were made after taking into account all the comments and suggestions made from the
pilot test.

3.4: 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 were then organised and classified
according to the patterns given by the respondents and their homogeneity. Both
descriptive and inferential statistics were 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.
CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.0: Overview of the Chapter

This section outlines the entire research findings including; basic demographic characteristics of the study population, why TNA was carried out in KPUC in view of transforming it into University College, identification of the training needs at KPUC during transformation which were not identified by previous TNA, extend of implementation of TNA recommendations at the KPUC and lastly, Challenges encountered in the process of carrying out TNA in KPUC.

4.1 Basic demographic characteristics of the study population

The study was conducted at Kenya Polytechnic University College (KPUC) in Nairobi. The study sample size consisted of 73 workers (teaching and non teaching staff) who included 7 administrators, 17 office assistants, 39 lecturers and 10 subordinate staff. (Figure 4.1). The bulk of the respondents were lecturers (53%) followed by office assistants (23%), subordinate staff (14%) and lastly, administrators (10%). See figure 4.1.

Figure 4.1: Respondents by Designation

The study population consisted of workers who have served the institutions for different periods of time. Workers who have served in the institution for the longest period of time were lecturers, followed by office assistant, then subordinate staff and lastly, the
administrators. Two administrators, five office assistants, six lecturers, and four subordinate staff had served the institution for between 0 to 12 months. Four office assistants, five lecturers, and three subordinate staff had served the institution for between 13 to 24 months. Three office assistants, four lecturers, and two subordinate staff had served the institution for between 25 to 48 months. Three administrators, one office assistant, and eleven lecturers had served the institution for between 49 to 96 months. Two administrators, three office assistants, seven lecturers, and one subordinate staff had served the institution for between 97 to 192 months and lastly, one office assistant and six lecturers had served the institution for over 193 months. (Table 4.1).

Table 4.1: Designation and period of employment

<table>
<thead>
<tr>
<th>Period of time in Employment (Months)</th>
<th>Administrators</th>
<th>Office Assistants</th>
<th>Lecturers</th>
<th>Subordinate staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 12</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>13 to 24</td>
<td></td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>25 to 48</td>
<td></td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>49 to 96</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>97 to 192</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>over 193</td>
<td></td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>17</td>
<td>39</td>
<td>10</td>
</tr>
</tbody>
</table>

Many of the respondents were in the age bracket 30 to 39 years (34%) followed by age bracket 40 to 49 years (33%), age bracket 20 to 29 years (16%) and age bracket of over 50 years (16%) respectively (Figure 4.2).
One administrator, four office assistants, three lecturers, and four subordinate staff were in the age bracket of 20 to 29. Three administrators, seven office assistants, eleven lecturers, and four subordinate staff were in the age bracket of 30 to 39. Three administrators, five office assistants, fourteen lecturers, and two subordinate staff were in the age bracket of 40 to 49. One office assistant and eleven lecturers were over 50 years (Table 4.2).

Table 4.2: Respondents by age

<table>
<thead>
<tr>
<th>Age group (Years)</th>
<th>Administrators</th>
<th>Office Assistants</th>
<th>Lecturers</th>
<th>Subordinate staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 29</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30 to 39</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>40 to 49</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>over 50</td>
<td></td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>17</td>
<td>39</td>
<td>10</td>
</tr>
</tbody>
</table>
Majority of the surveyed respondents were female (56.2%) while male constituted 43.8% (Table 4.3).

Table 4.3: Respondents by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>41</td>
<td>56.2</td>
</tr>
<tr>
<td>Males</td>
<td>32</td>
<td>43.8</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With regards to designation and gender, there were two male and five female administrators, seven male and ten female office assistants, nineteen male and twenty female lecturers, and four male and six female subordinate staff (Table 4.4).

Table 4.4: Designation and gender

<table>
<thead>
<tr>
<th>Designation</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Office Assistants</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Lecturers</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Subordinate staff</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>41</td>
</tr>
</tbody>
</table>

According to the study, majority of the respondents had attained post graduate education (33%), middle level college education (29%) and university graduate education (25%) level. Only 9% and 4% of the respondents had secondary and primary level of education respectively (Figure 4.3).
With regards to level of education and designation, only three subordinate staff had attained primary level of education. Only one administrator and six subordinate staff had attained secondary level of education. One administrator and seventeen lecturers had their first degree. Those with post graduate degree were twenty two lecturers and two administrators (Table 4.5).

Table 4.5: Level of education and designation

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Designation</th>
<th>Administrators</th>
<th>Office Assistants</th>
<th>Lecturers</th>
<th>Subordinate staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>primary level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>secondary level</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>middle level</td>
<td>3</td>
<td>17</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>university graduate</td>
<td>1</td>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>post graduate</td>
<td>2</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>17</td>
<td></td>
<td>39</td>
<td>10</td>
</tr>
</tbody>
</table>
4.2 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 4.6).

Table 4.6: In-service/training in the last one year

<table>
<thead>
<tr>
<th>Responds</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>56.2</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>43.8</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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 members are up to standard with the new changes in the college (Table 4.7).
Table 4.7: TNA done before subjected to training

<table>
<thead>
<tr>
<th>Responds</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>52.1</td>
</tr>
<tr>
<td>NO</td>
<td>35</td>
<td>47.9</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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 4.4, Table 4.8).

![Figure 4.4: Depth of the material presented during the TNA session](image-url)
Table 4.8: Depth of the material presented during the TNA session

<table>
<thead>
<tr>
<th>Depth of the material presented during the session</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too deep</td>
<td>8</td>
<td>11.0</td>
</tr>
<tr>
<td>Deep</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>Just right</td>
<td>6</td>
<td>8.2</td>
</tr>
<tr>
<td>Shallow</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Too Shallow</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Non respondents</td>
<td>34</td>
<td>46.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

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 4.9 below.
Table 4.9: Areas not addressed during the TNA session

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

4.3 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 were 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 4.5, Table 4.10).
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 4.6, Table 4.11).
Figure 4.6: TNA method during TNA session

Table 4.11: TNA method during TNA session

<table>
<thead>
<tr>
<th>TNA method</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive</td>
<td>22</td>
<td>30.0</td>
</tr>
<tr>
<td>Non interactive</td>
<td>17</td>
<td>23.0</td>
</tr>
<tr>
<td>Non respondents</td>
<td>34</td>
<td>47.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

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 4.12: TNA Timing during TNA session

<table>
<thead>
<tr>
<th>Responds</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right timing</td>
<td>23</td>
<td>31.5</td>
</tr>
<tr>
<td>Wrong timing</td>
<td>16</td>
<td>21.9</td>
</tr>
<tr>
<td>Non respondents</td>
<td>34</td>
<td>46.6</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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 4.13).

Table 4.13: TNA Duration during TNA session

<table>
<thead>
<tr>
<th>Responds</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enough</td>
<td>20</td>
<td>27.4</td>
</tr>
<tr>
<td>Not Enough</td>
<td>19</td>
<td>26.0</td>
</tr>
<tr>
<td>Non respondents</td>
<td>34</td>
<td>46.6</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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 4.7).
Figure 4.7: TNA done in the past before transformation

4.4: Extent 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 4.8).

Figure 4.8: Implementation of TNA recommendations

For the recommendations that were implemented, majority of the respondents were satisfied with the extent 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 4.9).

Figure 4.9: Extent of implementation of TNA recommendations

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 4.14 below.
Table 4.14: Reasons for not implementing the recommendations

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Institutional</td>
<td>22</td>
<td>30.1</td>
</tr>
<tr>
<td>Work related</td>
<td>12</td>
<td>16.4</td>
</tr>
<tr>
<td>Non respondents</td>
<td>32</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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 4.10.

![Figure 4.10: Identifiers of the trainees](image)

The study found out that majority of the KPUC said that the course duration was okay/adequate/satisfactory (38.4%) and too short (38.4%) followed by too long (23.3%). See table 4.15.
<table>
<thead>
<tr>
<th>Course Duration</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too long</td>
<td>17</td>
<td>23.3</td>
</tr>
<tr>
<td>Too short</td>
<td>28</td>
<td>38.4</td>
</tr>
<tr>
<td>OK</td>
<td>28</td>
<td>38.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Course Sufficiency</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>33</td>
<td>45.2</td>
</tr>
<tr>
<td>Moderate</td>
<td>29</td>
<td>39.7</td>
</tr>
<tr>
<td>inadequate</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

When the members of staff of KPUC were asked if they think it is 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 4.11).
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 4.17).

### Table 4.17: Areas to be included in in-service training

<table>
<thead>
<tr>
<th>Areas to be included in in-service training</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and communication technology</td>
<td>20</td>
<td>27.4</td>
</tr>
<tr>
<td>Human resources &amp; development</td>
<td>14</td>
<td>19.2</td>
</tr>
<tr>
<td>Filing and records</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>Research methodologies</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Public relations</td>
<td>8</td>
<td>11.0</td>
</tr>
<tr>
<td>Teaching methods</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Training on office operations</td>
<td>6</td>
<td>11.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.5: 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%). See figure 4.12 and table 4.18.

Figure 4.12: Likely challenges to be encountered in the process of carrying out TNA
Table 4.18: Challenges to be encountered in the process of carrying out TNA

<table>
<thead>
<tr>
<th>Likely challenges to be encountered</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>33</td>
<td>45.2</td>
</tr>
<tr>
<td>Age differences</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Repetitive training</td>
<td>10</td>
<td>13.7</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>13</td>
<td>17.8</td>
</tr>
<tr>
<td>Lack of transparency</td>
<td>9</td>
<td>12.3</td>
</tr>
<tr>
<td>Lack of time</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On the main challenges encountered in the process of 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 training sessions (35.6%) and educating the trainees on the importance of TNA (49.3%). See figure 4.13.

![Figure 4.13: Main challenges encountered in the process of carrying out TNA](image-url)
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 training sessions (35.6%) and educating the trainees (staff) on the importance of TNA (49.3%). See table 4.19.

Table 4.19: Suggestions

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Number of respondents (Frequency)</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve qualified trainers</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>Give more time</td>
<td>26</td>
<td>35.6</td>
</tr>
<tr>
<td>Educate trainees on the Importance of TNA</td>
<td>36</td>
<td>49.3</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0: Overview of the Chapter

This section executes the entire discussion of the research findings including; basic demographic characteristics of the study population, why TNA was carried out in KPUC in view of transforming it into University College, identification of the training needs at KPUC during transformation which were not identified by previous TNA, extent of implementation of TNA recommendations at the KPUC, challenges encountered in the process of carrying out TNA in KPUC, brief conclusions and recommendations.

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. Generally, the study found out the extent to which TNA was carried out at KPUC in Nairobi. Specifically, the study investigated why TNA was carried out in KPUC in view of transforming it into University College, identified training needs at KPUC during transformation which were not identified by previous TNA, assessed the extent of implementation of TNA recommendations at the KPUC and lastly identified the challenges encountered in the process of carrying out TNA in KPUC.

5.1: 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 to be done because only 56.2% of the KPUC staff had attended in-service training in the last one year while 43.8% had not. The
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 members of staff are up to standard with the new changes in the college.

While TNA was carried out, the study found out that not all the members of staff 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.
5.2: 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 the 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 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 sufficiency, 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 session to be conducted 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 training sessions, 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 to be done for the staff that had missed the previous training sessions. This was to ensure that all the members of staff are at par with the transformation taking place at the college.

5.3: The extent of implementation of TNA recommendations at the KPUC.

After recommendations from the past TNA sessions 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 session, 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 their staff members to the human resource and development department which most of the time ensures that the staff members 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 training sessions 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
5.5.3: Subsection for Research Question (iii):
The study found out that only few recommendations were implemented mostly due to institutional related problems, followed by work related and lastly economic related problem such as lack of funds or scarce financial resources.

5.5.4: Subsection for Research Question (iv):
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.

5.6 Recommendations

5.6.1: As per research questions, 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 was 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/adequate and relevant for all the staff. Also, there were various areas the respondents said that they were not addressed in the TNA session at KPUC. For instance, 21.9% of the respondents said that ICT was not addressed, followed by research methodologies (14%). The college is therefore recommended to discuss with the staff before organizing the TNA to ensure that most areas get covered.

5.6.2: As per research questions, 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 is right, content is adequate, duration is adequate and method is relevant and interactive to majority of the staff.

5.6.3: 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 were 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 problems that prevent it from fully implementing recommendations from the previous TNA.

5.6.4: Training programmes should change constantly to reflect and anticipate changes in customer needs and anticipate changes in customer needs and expectations, new technologies, new markets, competition and employee capabilities.

5.6.5: Need to look into institutional related problems which hinder some of the recommendations not to be implemented.

5.6.6: With regards to the problems encountered by KPUC in the process of carrying out TNA, it is recommended that the institution should involve qualified personnel/trainers to make the training programmes more effective in improving the performance of staff. There is also need to create more time or increase period for the training sessions to ensure all areas are covered and educate the trainees on the importance of TNA.

5.7: Recommendation for future research

5.7.1: Since this research was undertaken at KPUC, research can be undertaken in other middle level colleges that are being transformed into university colleges. They include Mombasa Polytechnic, Kimathi Institute, and Narok Teachers’ College. The future researchers can build up on this study by increasing the target population and sample size to enhance representativeness.
REFERENCES


Gould D, et al. (2004). Training needs analysis. A Literature review and reappraisal. St Bartholomew's School of Nursing and Midwifery, 20, St Bartholomew's Close, City University, EC1 A7QN, UK.


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APPENDIX A: INTRODUCTION LETTER

Kenyatta University
Department of Business Administration

Dear Respondent,

I am a postgraduate student at Kenyatta University conducting a study titled Assessing the extent to which training needs of staff are analyzed at Kenya polytechnic university college. You have been selected to participate in this study. Kindly respond to all items in the attached questionnaire. Your name need not appear anywhere in the questionnaire. The information you provide will be used for academic purposes only.

Your cooperation is highly appreciated.

Yours sincerely,

Peter M. Syanda
APPENDIX B: QUESTIONNAIRE

This questionnaire is for the purpose of research only. Please answer all the questions in it as honestly as possible and to the best of your knowledge. Do not write your name anywhere on this questionnaire.

1. What is your designation? ______________________

2. How long have you served in this institution? ___________

3. How long have you served in your present Grade? _________

4. What is your age group?
   - 20-29
   - 30-39
   - 40-49
   - 50 and above

5. Gender
   - Male [ ]
   - Female [ ]

6. What is your professional or academic qualification?
   - No formal education [ ]
   - Primary level [ ]
   - Secondary level [ ]
   - Middle level college [ ]
   - University graduate [ ]
   - Post graduate [ ]

7. Have you ever attended any in-service/training in the last one year?
   - Yes. [ ]
   - No. [ ]

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8. Was the training needs analysis done before you were subjected to the training?

Yes [ ] No [ ]

9. If yes, in your opinion what was the depth of the material presented during the session?

Too deep ( )

Deep ( )

Just right ( )

Shallow ( )

Too shallow ( )

10. If yes, briefly explain how the TNA was responsive to your training needs with regard to the following areas;

a) The content

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
b) The method


c) The Timing


d) The duration


11. If No in question 6 above, what areas were not addressed?
12. Has there been TNA done in the past (before transformation) to identify the staff training needs in this institution?

Yes [ ]  No [ ]

(a) If yes, were the recommendations implemented?

Yes [ ]  No [ ]

(b) If yes, what was your satisfaction with the extent to which recommendations implemented?

Very satisfied [ ]
Satisfied [ ]
Not satisfied [ ]
Extremely dissatisfied [ ]
No comment [ ] why?

(c) If No, what reasons led to the failure?

Economic [ ]
Institutional [ ]
Work related [ ]
Others (specify)

13. Are there procedures in the recruitment of staff for the training programmes/courses?

Yes [ ]  No [ ]

Briefly explain _______________________________________________________________
______________________________________________________________
14. Who identifies those to be trained?

Human Resource Dept. [ ]
A private consultant [ ]
The college [ ]
The employer [ ]
The university [ ]
Others (specify)______________________________________

15. What can you say about the courses?

i) Duration

Too long [ ]
Too short [ ]
Ok [ ]

Suggestion __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

ii) Sufficiency

Adequate [ ]
Moderate [ ]
Inadequate [ ]

Suggestion __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
16. Do you think it is necessary to carry out a needs analysis before training is carried out?

Yes [ ]

No [ ]

Briefly explain:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. Which areas in your work do you feel should be included or emphasized in the in-service course?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. What are the likely challenges to be encountered in the process of TNA?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
19. What are the main challenges are likely to be encountered in the process of training?


20. Please give suggestions on what can be done to make training programmes more effective in improving the performance of staff in this institution?


END

Thank you for your invaluable responses.
TO THE SECRETARY
TEACHERS SERVICE COMMISSION
NAIROBI


This is to confirm that the above named student joined Kenyatta University in the department of Business Administration in the School of Business in July 2004. He is pursuing the Master of Business Administration (MBA) programme (Human Resource Option). He is now through with the coursework and is currently undertaking the research project and once he defends it successfully, he will be due for graduation.

Any assistance accorded to him will be much appreciated by this office.

E.N. NYACHOTI
FOR: DEAN, SCHOOL OF BUSINESS
Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH FOR MBA

This is to confirm that Mr. Peter M. Syanda, Reg. No.D53/OL/3737/04 completed his course work in December 2006. He has now embarked on research being the final portion of his studies for the above mentioned degree programme.

He intends to carry out research in your institution on training needs for members of staff.

In view of the foregoing, it is recommended that you allow him to conduct research in your institution as part of the requirements for completion of the Masters Degree programme.
Ref: KPUC/PMS/1/2009

Dean School of Business
Kenyatta University
P.O. Box 43844
NAIROBI

Att: E. N. Nyachoti

RE: PERMISSION TO CONDUCT RESEARCH FOR MBA -- MR. PETER M. SYANDA

Your unreferenced letter dated 12th November 2009 on the above subject refers.

Mr. Peter M. Syanda (Reg. No.D53/OI/3737/04) is hereby granted permission to collect data at the Kenya Polytechnic University College for his research. On arrival he should report to the Senior Assistant Registrar - Planning and Strategy. After completing the research he will be required to submit a copy of his report to the institution.

Prof. Dr.-Ing. F. W. O. Aduol
Principal

cc. Ag Dean School of Business and Legal Studies
SAR- Planning and Strategy
APPENDIX F: TIME SCHEDULE (TIME PLAN)

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>ACTIVITY</th>
<th>TIME/PERIOD</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Writing of the Proposal</td>
<td>June – July 2009</td>
</tr>
<tr>
<td>2</td>
<td>Construction of Research Instrument</td>
<td>August 2009</td>
</tr>
<tr>
<td>3</td>
<td>Pilot Study and Administration of Research Instrument</td>
<td>August 2009</td>
</tr>
<tr>
<td>4</td>
<td>Construction of Final Research Instrument</td>
<td>September 2009</td>
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<tr>
<td>5</td>
<td>Data Collection</td>
<td>October 2009</td>
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<tr>
<td>6</td>
<td>Data Analysis</td>
<td>November 2009</td>
</tr>
<tr>
<td>8</td>
<td>Correction of Final Report</td>
<td>Feb. - April 2010</td>
</tr>
<tr>
<td>9</td>
<td>Submission of Research Report</td>
<td>May/ June 2010</td>
</tr>
</tbody>
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# APPENDIX G: BUDGET

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>ITEM</th>
<th>KSHS.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Travel</td>
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</tr>
<tr>
<td>2</td>
<td>Pilot Study Expense</td>
<td>5,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Cost for Computer use</td>
<td>10,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Cost of Stationery and Preparation of Questionnaires</td>
<td>22,500.00</td>
</tr>
<tr>
<td>5</td>
<td>Subsistence Allowance during Research</td>
<td>20,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Incidental Expenses</td>
<td>12,000.00</td>
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<tr>
<td>7</td>
<td>Cost of Equipment</td>
<td>20,000.00</td>
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<td></td>
<td><strong>TOTAL:</strong> One hundred and two thousand shillings only</td>
<td><strong>102,000.00</strong></td>
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