ANALYSING THE TRAINING NEEDS OF PERSONNEL WORKING IN THE MEDIA AND HOW THEY CAN BE MET: A CASE STUDY OF KENYA INSTITUTE OF MASS COMMUNICATION (K.I.M.C.)

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DECLARATION

This Management project is my original work and has not been submitted for a degree in any other university.

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I dedicate this work to my parents, my late husband and my children.

- my father, the late Hezron Wambugu, who taught me the value of education and Christianity.

- My mother, Peris Wagithi Wambugu, who teaches me perseverance with her Motto “Try, try, try again”.

My four children the late Jeremiah Wang’ang’a, Grace Wahiga, Hezron Wambugu and Peris Wagithi and their children, who give me a lot of encouragement to pursue my courses and give me a reason to live and keep on trying.
AKNOWLEDGEMENTS

A number of people contributed towards the completion of this project, and the MBA course. I thank them all.

I wish to thank my supervisor, Dr. John Yabs, Department of Business Administration, for his guidance and advice from the research proposal to production of the final report.

I also thank the Dean of students Commerce, Mr. Atheru, Chairman of Business Administration Dr. Chege, co-ordinator of the course Mr. Mamba and all my lecturers, for their contribution in making the whole course a success.

I thank all my former classmates for their cordial relationship with me.

I thank my son Wambugu and my colleague Margaret Nguthiru, for all the help they have given me, especially when I was partially blind.

Finally, Glory be to God Almighty for healing me and making it possible for me to continue with the wonderful plan He has for me.

AMEN.
ABSTRACT

Training is a process characterised by the acquisition of specific skills or knowledge in order to perform specific tasks. The objective of training is improved overall organisational performance.

The purpose of study

The purpose of the study therefore is to highlight the specific factors affecting training, especially on personnel, and give recommendation to these factors on how they can be overcome to improve an effective training in training institutions.

Under favourable circumstances, training has the important dual function of utilisation 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 their work and of recognition by management their job satisfaction is increased. When circumstances are unfavourable, these results may not be obtained, for example when the trainee sees no purpose in the training, when it is regarded as punishment or a sign of displeasure or when the training seems irrelevant in the trainee’s needs.
Like any other business process, training can be very wasteful if it is not carefully planned and supervised. Without a logical systematic approach some training may be given which is not necessary, and vice versa, or the extent of the training may be too small or too great. When the training is complete, validation will show whether it has been successful in achieving its aims and evaluation will attempt to measure its cost-benefit effect.

The study was conducted at Kenya Institute of Mass Communication and other middle institutions in Nairobi. There were two parts of the questionnaires, questionnaire (A) was filled by the employees and questionnaire (b) by the students.

Literature review centred around the training literature, looking at the gaps in the work already done and giving theoretical foundations for the problem.
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CHAPTER 1

INTRODUCTION

1.0 Background of the Study

Kenya has reached a stage where it requires qualified manpower in every sector of economy. Training institute should be improved to cater for the increased demand for qualified manpower. This requirement of qualified manpower is dictated by the development in science and technology.

Training institutions themselves should continue improving their training facilities and improve the quality of their training manpower. There is need to improve training facilities for the training of personnel.

Training institutions in Kenya of various sectors have been improving their training facilities to cope with the demand of development of Kenyan economy.

KIMC is one of such training institution and has been improving such facilities over the years. There is need to assist the efficiency and enquire into the needs of improving training facilities or improvement of the quality of its staff.
Training institutions in Kenya to-day have reached a stage where there is need to do a thorough assessment of their efficiency.

In assessing the efficiency of an education and training system, care has to be taken over the choice of criteria.

1.01 Training and demand

In one sense, a system is regarded as efficient if it responds flexibly to changes in the labour market to ensure a continuing balance between demand and supply. But education training systems are usually asked to do more than this—not merely to respond to the pattern of effective demand but also to relate to the variously defined needs of an economy and society. In this study, Kenya is examined in the light of this distinction between effective demand and needs. In particular it explores the difference between the policy measures that would be necessary to increase the system’s efficiency in relation to the market and those concerned with improving its effectiveness in meeting those market needs.

1.02 History of Training

Training is as old as mankind, and the ways and means of training have changed and continue changing with the times. The oldest method of training is on-the-job training. We all learn on the job. Everyday, willingly or not, we learn from
our own activities and the examples and advice of other workers who are older and more experienced than ourselves. In many African countries the traditional system of education by "age group" affords an especially favourable cultural basis for on-the-job training by making apprenticeship of life essentially a matter of imitation of the "big brothers" in the immediately higher age group.

With the industrial revolution and increasing role of the state in education, on-the-job training suffered a temporary eclipse. The school system proved, however, that transmission for skills, attitudes and know-how is indispensable for harmonious integration in the production system, and it is more appropriate and less costly than formal education. On-the-job training is again finding its place among the concerns of those responsible for legislation and organisation of training as they try to combine it with theoretical and practical courses given inside or outside the enterprise.

On-the-job training takes place at an ordinary workplace and makes the task itself a part of the instruction given and a means for the acquisition of practical skills. In contemporary times, on-the-job training may be supplemented by organised seminars, workshops or short refresher courses. It is through such continuous training that staff are able to cope with the dynamism of their respective sectors in
a fast changing world while at the same time meeting the set objectives of their firms.

Training many more people than is the case at present, and doing it well, hinges on taking steps such as:

- increasing government allocations for education training;
- reviewing priorities within education and training budgets and reallocating resources accordingly;
- making better use of existing training facilities and personnel;
- removing access constraints, in particular unreasonable entry requirements and problems which people may have with the timing, the duration and the location of training;
- adopting special programmes for disadvantaged groups, particularly women;
- increasing the number and quality of trainers;
- reducing costs per trainee, for example by increasing trainee/trainer ratios or by shortening the duration of training course;
- shifting to low-cost training modes such as distance learning;
- recovering training costs from those who can afford to pay.
As part of measures aimed at increasing the number of beneficiaries, it should be possible to redress imbalances such as those between urban and rural training or between training for men and women. The circumstances often justify positive discrimination by setting quotas or targets, the attainment of which is monitored regularly. To increase the participation of disadvantaged groups in training activities, it is usually necessary to adjust procedures for attracting and selecting trainees.

Women deserve to be singled out as a special target group because their relative weight in the world of work is not usually reflected in training opportunities. Many women in developing countries are simultaneously engaged in various paid and unpaid occupations, combining roles as farmers, artisans, caterers, traders, trainers, transporters, nurses and childminders, of course. Women and their families would greatly benefit from training designed to increase their capacity to earn a decent income, reduce the time they spend cooking or fetching fuel and water, improve their working conditions and eliminate some of their fatigue and drudgery. Women need technical and managerial skills not only for their economic activities, but also to enhance their participation in making decisions at the household and community level.
The reorientation of existing systems is bound to be complicated and time-consuming. The undoing of established structures and procedures, even marginally tends to be resented by vested interests and non-believers, if not by those who allocate resources. It may not work without a major effort being directed at changing attitudes among policy makers, practitioners and clients. Where existing government institutions are unable or unwilling to implement training policies which reach out to the informal sector, it may be a better idea to rely on alternatives such as apprenticeship, NGO programmes, private-for-profit institutions and self-help efforts. The role of governments in that case should be indirect and mainly concerned with creating an “enabling environment” and providing material support as appropriate. An interest limited to regulation and quality control would almost certainly be counter productive.

1.03 Media Training needs

In order for a business enterprise to cope with the changing technology and new methods of working in favour of better results, it is important to equip staff with requisite skills through training. For effective transmission and imparting of these skills, it is necessary first to assess the needs and demand of training. This study tries to analyse these needs with emphasis on the media especially in Kenya.
Media training needs in East Africa, the continuous assessment of the existing training facilities in Africa and the apparent constant demand for more, are some of the critical contemporary issues of immense concern to many scholars in Africa and the rest of the world. Some of the leading stakeholders in the media training needs and demands for training facilities include among others: Specialised United Nations Agencies, Non-governmental Organisation, Governments Systems, Professional associations, donor communities, media owners and publishers, media professionals and media managers as well as consumers of media products.

There are a number of reasons that may be advanced to explain the increased interests of many actors in Media Training needs and facilities not only in Africa but globally as well. For example the professional competence and functions of any journalist internationally tend to be linked both directly and indirectly to ones nature of training programme and the institutional training facilities that are available to the trainees.

At the micro-level (e.g. a group of youngsters without work), training needs assessment means matching their interests and aptitudes with real opportunities, identified through market research or employer surveys. For people already working in the mass communication sector, training needs assessment means
looking carefully at what they do, how they do it and how well they do it. Merely asking them may not suffice; respondents do not always realise that there is something left to learn; they may be reluctant to admit it, or they may ask for the moon.

It is useful to assess training needs in two stages, first broadly for the larger target group and later in more specific terms for selected individuals. The broad assessment at an early stage, based for example on a community survey, would set the scene for project and enable publicity to be made for training soon to be available. In larger firms there is room for specialisation, workers in micro-enterprises must possess a minimum package of technical, managerial, entrepreneurial and other skills. Training needs assessment should bring out, and training contents should address, the missing or weak element(s) in the package.

Training objectives and contents, therefore, need not always correspond to what it takes to produce a specialist of high calibre. Training institutions ready to reach out the mass communication sector may have to modify curricula. For upgrading the skills of those already working, it is even more important to be “to the point”, where their training cannot be “tailor-made”, some form a “a’ la carte” selection of training contents is often the next best solution.
In addressing the question of what people should learn, it must be realised that markets for most goods and services are limited. Training contents should not be the same for all but should reflect, as appropriate, opportunities for diversification in production.

Secondly, levels of formal training, type of training and the practical experience tends to be universal factors that tend to be taken into account in one’s vertical progression in the Media. Similarly, these facts are equally critical in determining the horizontal progression of media professionals from one media industry to another.

Thirdly, empirical evidence available from the work of scholars like Dennis et al (1982) indicate that the media has great power of reinforcement of what people already believe in as well as the power to influence opinion leaders and public opinion (denis et al 91:82). The position of these scholars also help to explain the now commonly held view that for better or worse the world today is mass media medicated, given its roles in Agenda setting and peoples continued reliance on media as their principal source of information. The public therefore, now tend to pay closer attention to what journalists do and are keen as well in the kind of training that they undergo.
The fourth faction relates to the contributions of mass Media in a number of key areas of concern to governments such as the promotion of nationhood, national unity, national development programmes and political ideology of the ruling elites, as well as dealing with problems of divisive politics in Africa, low patriotism, problems of ethnicity and the general indiscipline in various structures of governments. All the above and others tend to have sharpened public attention on the role of journalists, type and levels of their training as well as the range of training facilities that may be existing in Africa.

Given the above concerns, the study, attempts to give a brief analysis of the media training needs in Kenya, and its significance to national economic development.

1.04 Training methods

Before deciding how training for work in the informal sector is best delivered, one should review how those who already work there acquired their skills. There may be scope and reason to preserve, and perhaps expand and improve, existing training modes such as traditional apprenticeship and private-for-profit training efforts.
Training methods, meaning pedagogical procedures, should reflect as greatly as possible what trainees and trainers can handle. How people are trained should also depend on other factors, including what they are supposed to learn, and where and when the training will take place.

Conventional training activities are usually based on the assumption that candidate-trainees will conform to a prescribed design, location, timing and duration or, otherwise abstain. When targeting people who work in the informal sector, it may well be necessary instead to fit the training to the trainee. Many informal sector operators are illiterate, for example, or unable to leave their workplace for any length of time, as this would mean an unacceptable loss of income.

It is crucial to recognise how, and to what extent, the informal sector itself has so far taken care of training needs. There is usually a lot of training going on, with shortcomings no doubt, but also with merits which cannot easily be replaced. The message is to build on what exists rather than to start from zero. It may be possible, for example, to strengthen traditional apprenticeship systems or private-for-profit “backstreet college”.
It should be recognised that “outside” intervention, even if well conceived, may be resisted by some or all the target group for fear of “invisible” hands. In order to avoid this, participation of the target groups should be based on mutual respect and an understanding of motives on either side, which may take time to develop. In any case, workers in the informal sector should not be expected to co-operate in ventures which they fear might threaten their livelihood.

Training is a never-ending job, once trained, will need no further training during their life-time. And then there are all the workers of tomorrow who have not started their search for meaningful and rewarding employment; and there are circumstances which go on change. Such truisms should not be taken lightly. They call for reflection for strategy and systematic action, for serious efforts which are continuous, and adaptable and affordable. Unless one is ready to let matters get worse, much remains to be done in promoting and supporting training for work in the informal sector.
Purpose of Training

Training is an expensive undertaking and should not be undertaken for the sake of the name of “training”. It should be planned, when properly done, it results to benefit both the employer and employee. The purpose of training includes:

- improvement of the quality and quantity of productivity.
- reduction of the learning time required to help employees reach acceptable standards of performance.
- creation of more favourable attitudes regarding loyalty and cooperation.
- satisfaction of human resources planning requirements.
- helping employees to their personal development and advancement.
- minimizing the need for recruitment when vacancies arise.
- minimizing supervision time.

It is not always that training will meet all these points but there is the chance of improvements in many situations when the training has been planned and properly conducted.
1.1 STATEMENT OF THE PROBLEM

There is an increased need to improve the level of training of personnel within the mass communication sector and in training institutions in Kenya. More specifically, there is need for more qualified and better equipped media personnel so as to raise effectiveness of its service to the national economy.

Furthermore, with the increased and increasing technological developments today, there is need to sensitise personnel on such technological changes as they ultimately affect training in these institutions.

Also with a developing economy like ours, there is need to enlighten personnel on the needs of such an economy and as a result structuring training in these institutions on the basis of our economy’s development plans is of paramount importance.
1.2 PURPOSE OF THE STUDY

The purpose of the study, therefore, is to highlight the specific factors affecting training, especially on personnel, and give recommendation to these factors on how they can be overcome to improve an effective training in training institutions.

Under favourable circumstances, training has the important dual function of utilisation 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 their work and of recognition by management their job satisfaction is increased. When circumstances are unfavourable, these results may not be obtained, or example when the trainee sees no purpose in the training, when it is regarded as punishment or a sign of displeasure or when the training seems irrelevant in the trainee’s needs.

Like any other business process, training can be very wasteful if it is not carefully planned and supervised. Without a logical systematic approach some training may be given which is not necessary, and vice versa, or the extent of the training may be too small or too great. When the training is complete, validation will
show whether it has been successful in achieving its aims and evaluation will attempt to measure its cost-benefit effect.

1.3 OBJECTIVES OF THE STUDY

This study aims to:

1. Propose ways of solving training needs in Kenya.

2. Contribute to the study of training needs in Kenya.

3. Propose ways of improving training in KIMC: on specific areas like:

   (I) Lack of qualified lecturers

   (ii) Lack of instructors

   (iii) Lack of Library books

   (iv) High staff turn over
(v) Lack of extra-curriculum facilities

(vii) Lack of enough training/learning facilities

1.4 SIGNIFICANCE OF THE STUDY

The study will be of importance in that it would:-

(i) Contribute to the body of knowledge of improving studies in all training institutions in Kenya.

(ii) Give more light to the study of the problems of training and retraining in Kenya.

(iii) Propose ways of improving training in Kenya.

(iv) Propose ways of improving training in KIMC.
1.5.1 HYPOTHESIS

There is need to produce graduates who should be able to work as entrepreneurs as they leave the institute without further guidance. There are factors which hinder this policy: Namely, lack of finance, nepotism, lack of incentives, and cost sharing. Training should provide opportunities for the development of individual talent and personality. It should help every trainee to develop his potential interests and abilities. A vital aspect is an ongoing process. This helps to maintain the co-operation image to all in the institution. The hypothesis therefore here states that meeting training needs will improve the efficiency and effectiveness of the performance of media personnel.

1.5.2 JUSTIFICATION OF THE STUDY

This study therefore is to provide the specific training needs and give recommendation to these factors on how they can be overcome to improve on effective training.
K.I.M.C. is faced with a number of problems which hinder effective learning due to:

- Lack of quality lecturers
- Lack of qualified instructors
- Lack of library facilities and books
- High turnover
- High rate of staff turnover
- Lack of equipment and components
- Lack of extra-curriculum activities
- Lack of specialisation. Most students have no choice of career
CHAPTER 2

LITERATURE REVIEW

2.0 TRAINING AND TRAINING NEEDS

This study is based on establishing training needs of personnel in training institutions in Kenya. It is essential therefore to define training at this point to enhance understanding of this report.

The Oxford Advanced Learners Dictionary defines training as a process of preparing or being prepared for a job and training institutions as institutions that train people for a trade or profession. In this light therefore, training can be seen as the imparting of proficiencies and knowledge that are specifically related to a relatively narrow area of profession or organisation. It therefore attempts to teach trainees how to perform particular activities or a specific job.

Traditionally, training was the responsibility of schools. It is not so any more; organisation have become involved in providing both specific job training and general training. When training is properly done, its results are to benefits both the
employer and employee(s) because the primary objective of an employee training programme is to improve the overall performance of an organization.

The benefits accruing from training employees (personnel) could be reduced cost, reduced labour turnover and improved productivity or profitability.

2.1 PERFORMANCE APPRAISAL AND TRAINING NEEDS

Most organisations nowadays conduct performance appraisal to identify employees' training needs. Measuring employee performance provides the management with information necessary for the success of the organisation. The evaluation can reveal strengths and weaknesses of the personnel and indicate areas in which training or recruitment is needed.

Many factors therefore, will facilitate the development of a training programme in an organisation. One important aspect of any training programme is the assessment of training needs. Assessing of these training needs require three types of analysis, namely organisational, operational and personnel analysis. Organisational Analysis is an examination of the kind of problems an organisation may be experiencing. The specific areas could be organisational effectiveness indices—i.e. labour costs, production efficiency, quality, accidents, turnover and or absenteeism—personnel
succession planning and the organisational climate. These are considered with a view that inadequate training can influence them. If this analysis indicates many negative feelings, training in skills and human relations may be required.

Operational analysis is related to job analysis. It is the determination of behaviours required to perform a given job and then standards of performance to be met.

Personnel analysis tries to examine how well individual employees are performing their jobs. This is necessary because putting every employee in a training programme regardless of their skills, is a waste of an organisation's resources.

Training institutions as we have seen have the capability of increasing productivity and effectiveness of their personnel. For example, according to Polycarp O. Ochilo, in his paper (Media Training Needs in East Africa and Training Facilities in Africa,) a good curricular must take into account the following factors:

- The aims and objectives of the course
- The content of the courses
- The teaching methods adapted in the courses and
- The assessment methods of the courses.
In this regard, an effective and reliable trainer is required to have undergone training in ‘all’ the factors and not ‘part’ of them. In most training institutions most trainers will only be trained on the content area.
2.2 MARKET CHANGES AND DEMAND

According to a UNESCO curricular study for Eastern Africa (1996), curricula (including training curriculum) has remained static, that is not taking into account new market changes and demands in politics, economics, and socio-cultural issues and most important, technological advancement. It is therefore, imperative that one of the most important aspect of personnel training needs in Kenya would be to undertake a comprehensive review of the current training curricula. Because of rapid development demand for qualified manpower has increased tremendously.
THE FOLLOWING FOUR TABLES SHOWS THE LECTURERS AT KIMC

TV. & RADIO PRODUCTION DEPARTMENT

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### ENGINEERING TRAINING DEPARTMENT

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### INFORMATION TRAINING DEPARTMENT

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<td>CHIEF INF. OFF.</td>
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<td>AUDIO-VISUAL II</td>
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</tbody>
</table>
K.I.M.C. is one of the training institutions in Kenya. It was established in 1967 and offers a two year Diploma course which covers training in Mass Media Press, Broadcasting, Film, Audio-visual instructions and Communication technology. As a training institution, it is also affected by the problem of personnel training and this study will be centred on its training needs.
CHAPTER THREE

METHODOLOGY

3.0 SAMPLE DESIGN

The Research took a survey approach based on the use of questionnaire but supplemented with interview where necessary. The questionnaire instrument was, as must as possible, a self-administered one. It employed combination of closed and open questions. The open questions were mainly used as probe items. A stratified sampling technique was used.

3.1 THE POPULATION

The population of interest in this study consisted of training personnel engaged in training institutions as well as those heading them and the students.

3.2 SAMPLING DESIGN

It was not possible to interview all those involved in training within training institutions because of the time and expenses involved.
A random sampling choice method in selecting personnel to be interviewed was used. An appropriate choice of random selection was considered through estimation method.

A sample of about 40(forty) personnel was considered as part of this study.

3.3. DATA COLLECTION

Primary data was used for the purpose of this study. The data was collected using a questionnaire. The questionnaire was administered by the researcher.

The questionnaire was divided into two parts. One part for the personnel and the other part for the trainees.
3.4 RESPONSE RATES

The researcher took a survey approach using a self-administered questionnaire which was served to the respondent by the researcher. However, most of the respondents were suspicious about the purpose of the research and probably the use to which the final findings would be put, despite the assurance that the responses would be used strictly for academic purposes only. Hence many respondents took their time in completing the questionnaire, a factor that adversely affected the response rates.

The response rate achieved are quite high for the purpose of the Research Project.
CHAPTER 4

4.0 DATA ANALYSIS

INTRODUCTION

The data for analysis were collected from three categories of respondents using two self-administered questionnaires, designated "Questionnaire (A) and Questionnaire (B)". The Questionnaire (A) was used for interviewing the lecturers and administrators. The Questionnaire (B) was used for interviewing the students.

It was found that the majority of administrators have the necessary experience to run the Institutions. These administrators have good general education background of upto university education that enough to effectively manage an institution. However, majority of these managers lack basic training in financial management and accounting that is important to manage an institution.
TABLE 1 DISTRIBUTION OF INSTITUTIONAL TRAINEES BY TYPE OF INSTITUTION - KENYA, 1990

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>ENROLMENT IN 1990</th>
<th>DURATION OF TRAINING (YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Polytechnic</td>
<td>40,000</td>
<td>2</td>
</tr>
<tr>
<td>National Youth Service</td>
<td>6,680</td>
<td>4-5</td>
</tr>
<tr>
<td>Institutes of Technology</td>
<td>5,469</td>
<td>3-4</td>
</tr>
<tr>
<td>Technical Training institutes</td>
<td>5,906</td>
<td>2-3</td>
</tr>
<tr>
<td>Diploma Colleges</td>
<td>3,126</td>
<td>2-3</td>
</tr>
<tr>
<td>Kenya Technical Training College</td>
<td>812</td>
<td>2-3</td>
</tr>
<tr>
<td>National Polytechnics</td>
<td>6,977</td>
<td>2-3</td>
</tr>
<tr>
<td>SUB-TOTAL</td>
<td>68,970</td>
<td></td>
</tr>
<tr>
<td>National Universities</td>
<td>38,106</td>
<td>3-6</td>
</tr>
<tr>
<td>GRAND-TOTAL</td>
<td>107,076</td>
<td></td>
</tr>
</tbody>
</table>

2. Yambo 1991:5-6
TABLE 1

Frequency of seminar Attendance by institutional managers

<table>
<thead>
<tr>
<th>Seminar Attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None at all</td>
<td>37</td>
<td>70</td>
</tr>
<tr>
<td>Twice a year</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Once in a year</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Once in two years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Once in four years</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Other (when one is organized)</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

The number which had not attended the seminar was high. This, therefore, points the laxity on the part or Education office to organize seminars.
TABLE 2

Reasons for not employing trained personnel in institutions

<table>
<thead>
<tr>
<th>Reasons for not employing</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funds</td>
<td>25</td>
<td>47</td>
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<tr>
<td>Lack of promotion</td>
<td>7</td>
<td>13</td>
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<tr>
<td>Lack of enough work</td>
<td>19</td>
<td>36</td>
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<tr>
<td>Other</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
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</table>

Majority of respondents identified lack funds as the reason why untrained personnel is employed. According to respondents, economically, the country is not able to employ trained personnel. They said there is even a possibility of retrenchment.

Majority of Institutional administrators had experiences ranging from three years to over five years. These administrators, therefore, has the necessary experience for managing the institutions. Majority of heads also had general education of at least University level. Therefore, there is good academic and professional preparation in the area of education. A good number of lecturers have also university education making it even better for success in institutional teachings. Most of the lecturers got their training Kenya Technical Teaching college (KTTC). Administrators got their training from Kenya Institute of Administration (K.I.A)
TABLE 4

Mode of training for Administrators and lecturers

<table>
<thead>
<tr>
<th>Mode Of Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/in-service by ministry of Education</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Seminar/in-service by K.I.A</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Kenya Technical Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (KTTC)</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Private study</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is clear that seminars were either not organized or done after a long-time as shown below.
<table>
<thead>
<tr>
<th>Seminar attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None at all</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Once in a year</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>Twice in a year</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Once in two years</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>once in four years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (when organized)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Supervision and surprise checks by officers from the education office could be critical for the proper functioning of educational institutions. Supervision provides the means of correcting weaknesses. Supervision of institutions was important in ensuring that policies and programmes in institutions were executed as intended.
CHAPTER FIVE

SUMMARY, FINDINGS CONCLUSION AND RECOMMENDATIONS

5.00 SUMMARY

Providing education has become expensive both to the Government and the general community. It was noted that efficiency of middle colleges was largely affected by lack of facilities and human resources. The study was an attempt to determine whether lack of facilities and personnel has affected the performance of trainees and shed light on the training needs of lecturers and administrators.

The study was structural in four separate chapters. The first chapter dealt largely with the background and justification of the problem. It also spelt out the general and specific objectives of the study and the significance of the study.

The second chapter was concerned with review of literature relevant to the field and problem under study. It looked at the theoretical foundations to the area under study, to give a brief overview of work done in the area and the missing gaps that necessitated this study.
The third chapter dealt with the methodology of the study including a description of the research area and sample design.

The fourth chapter dealt with analysis of data.

5.1 FINDINGS

This study came up with a number of findings.

Weak areas were largely found on the following:

- lack adequate working facilities
- lack of regular seminars
- poor separation of duties and delegation of authority
- lack of curriculum activities
- irregular meetings with authority
- lack of interaction within departments

* high training costs and

* unqualified trainers
The system of training is examination oriented rather than practical. Practical carry less marks.

5.2 CONCLUSION

This Research project has discussed the significance of media training needs. We have also discussed the role of training and training needs.

The key to effective training is to truly understand employees and institution’s training needs. To find out where employees and institutions need to be, listen to trainees, study the competitors, translate their short and long-term goals into training needs, and solicit input from employees. Build on the fundamentals by tailoring more specific quality training to the needs of institution departments, and individuals. Training programmes should change constantly to reflect and anticipate changes in customer needs and expectations, new technologies, new markets, compelation and employee capabilities.

The people in the system are in the best position to make improvements, but they cannot unlock the possibilities without knowledge. As Anthony Carnevale, Chief economist at the American Society for Training Development, said in a fortune
article, "If you want to build a high-tech, high performance, flexible organization, then you have to train your workers".

In Africa the system is not always ready to bear the burden of the costs. Hence the need to renovate also more traditional and less costly approaches such as on the job training by improving the skills of "transmitters", those charged with implementing it (in-plant trainers, master-craftsmen, forman and skilled workers), and by ensuring better co-ordination of the efforts of the enterprise and the school. This is, besides, in keeping with the trend of Recommendation 150 of the International Labour Conference (ILO) which "encourages enterprises to accept the responsibility for the training of the workers they employ and seek to promote"open, flexible and complementary systems of instructions, whether these activities take place within or outside the school system".

5.3 RECOMMENDATIONS

The researcher, in light of the above findings, offered the following recommendations
The administration and the training officer will be expected to forecast in the future so that the organisation will be able to overcome super competition from other organizations coming up in broadcasting industry.

* Training should be more elaborate, perhaps introduce an undergraduate degree course in K.I.M.C. This will save time and money for professional seeking training abroad.

* That a professional body be set to look into problems of training in general in order to set the profession in place.

* That a further study be carried out to assess the requirements of trainees and lecturers in training institutions in Kenya.

5.3 Training

* Training of lecturers should include courses that would include skills necessary for effective mass media courses.

* Need to continually train all school managers

* Training of lecturers should include courses that would inculcate skills necessary for effective management in institutions of learning.

More seminars and inservice programmes should be organized for lecturers to enable them to acquire teaching skills and administration.
* Administration should hold meeting regularly with both the teaching staff and students.

* The Government should formulate a comprehensive and integrated training scheme.

* Incentives should be given to trainees using objective training practices.
5.2.2 FURTHER RESEARCH

* Similar study should be carried out in other districts, since this one covered only Nairobi.

* Carry out survey on the role of Head of Institutions supervising and maintaining discipline and motivation.

* A study should be conducted to explore methods of installing effective training needs.

5.2.3 LIMITATIONS OF THE STUDY

Some of the limitation of this study were:

* time for project was short

* shortage of funds

* some personnel was suspicious of the study and therefore took long time to complete the questionnaire

* Most of the lecturers were in the field supervising students on attachment.
since the questionnaire was largely self-administered some responses could be mere opinions of the personnel interviewed.

In light of this, recommendations were made for further research in this area.
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Sifuna, Daniel

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Yambo, Mauri


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Source University of Nairobi: Jomo Kenyatta Memorial Library


TO WHOM IT MAY CONCERN

RE: SALOME WAMUYU MUGWE – REG. NO: D53/8056/96

The above named is an MBA student in the faculty of Commerce, she has been cleared by the faculty to carry out a research on the topic ANALYSING TRAINING NEEDS OF PERSONNEL IN TERTIARY INSTITUTIONS, as a partial fulfilment of the course.

This is to request for any assistance in data collection that Salome Wamuyu Mugwe might need in your Institution to facilitate the completion of the course requirements.

Thank you,

MRS. RISPER ORERO
AG. DEAN, FACULTY OF COMMERCE

RO/wm
APPENDIX I

ANALYSING THE TRAINING NEEDS

QUESTIONNAIRE ‘A’

The purpose of this questionnaire is to collect data for Research Project leading to the degree of Master of Business Administration (MBA) of Kenyatta University.

The questionnaire is to be filled by Administrators, lecturers and students of Educational Institutions. Your honest responses will be held in strict confidence and will be used for academic purposes only. Please DO NOT write your name or the name of your institution anywhere on the questionnaire.

Tick the appropriate box ( ) for your responses where shown or write the responses in the space provided.

The objective of the study is to highlight the specific factors affecting training especially on personnel.

Interview Date -------

Position of Respondent-------------

What are the qualifications of various grades of lecturers as per establishment?

How many posts have not been filled in the establishment in the last three years?
Why have the lecturers not been able to further their academic qualifications since their appointment?

How many lecturers have been able to further their studies since their appointment?

Do you as a lecturer understand the training policy?

Do you have adequate equipment? Yes ( ) No ( )
If No
How does the lack of equipment affect the training?

Does the organization have a library?
Yes ( )
No ( )
If No
How does the organization cope without a library?

When will the organization establish a well equipped library?
If yes.

Is the library adequate for the organisation? Explain.

Does the Institute have an extra curriculum facilities?

Yes

No.

If No..

When will the organisation establish and equip extra curriculum facilities?

How long have you served in your present grade?

less than 1 year ( )

1 - 2 years ( )

2 - 3 years ( )

Over 3 years ( )

Other (specify) --------------------------------

What is your level of general education

Primary ( )

Secondary ( )
College level and above ( )

Have you had any training

Yes ( )

No ( )

If yes state how the training was acquired

Seminar ( )

Formal Teacher Training College ( )

Private study ( )

How regularly do you attend seminars programmes on teaching or managerial
cours?

Twice a year ( )

Once in two years ( )

None at all ( )
Are the organization charts and descriptions of jobs reviewed periodically?

Yes ( )
No ( )

Does the management periodically hold meetings?

Yes ( )
No ( )

Explain.

Are there rewards given to employees who excel in their job?

Explain.

If you are in-charge of employees training, what would you take into consideration in designing a training programme?

Which officials are responsible for independent checks on employees performance in the institution?
Ministry of Education ( )

T.S.C. ( )

Principal ( )

Not applicable ( )

Other (specify) -------------------------------

Are followups made on the recommendations by inspectors of institutions by?

Yes ( )

No ( )
Do you feel that you require training opportunities?

Yes ( )

No ( )

Specify ______________________________________

and will be held on ____________________________

Length of your stay ____________________________

Is the appropriate number of staff? ________

In the space you work, ________

Why have you ________

Is the length short or long? ________

Explain ________

Do you like the nature of your work ________

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QUESTIONNARE ‘B’ FOR STUDENTS

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Tick the appropriate box ( ) for your responses where shown or write the responses in the space provided.

What programs are being offered?

How long is the course taking?

Is the length short or long?

If long why? If short why?

Explain

Do you like the program you are doing? Explain.
What else should be included in the program?

Why?

Explain

Is the timetable adequate. Explain.

Are the text books and learning materials adequate?

Who pays for your fees?

Given the fact that college training has become very expensive and the economic hardship. Do you think the fee you pay is worth the course?

Explain.
Do you have qualified lecturers

Yes ( )

No ( )

Do lecturers have adequate facilities?

Explain

Are the equipments used for training adequate?

Explain

Does management of the institution periodically hold meetings with trainees

Yes ( )

No ( )
When will the organisation establish and equip extra curriculum facilities?

How long have you served in your present grade?

- less than 1 year ( )
- 1 - 2 years ( )
- 2 - 3 years ( )
- Over 3 years ( )
- Other (specify) ( )

What is your level of general education?

- Primary ( )
- Secondary ( )
College level and above ( )

Have you had any training?

Yes ( )

No. ( )

If yes

State how the training was acquired
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<thead>
<tr>
<th>Category</th>
<th>( )</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Formal Teacher Training College</td>
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<tr>
<td>Private study</td>
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<td>Other (specify)</td>
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APPENDIX II

THE BUDGET

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