

**AN INVESTIGATION OF TRAINING NEEDS ASSESSMENT FOR
ENHANCED TRAINING PRACTICES ON ADMINISTRATIVE STAFF IN
PUBLIC UNIVERSITIES: A CASE STUDY OF THE OPEN UNIVERSITY
OF TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT
DEPARTMENT OF LEADERSHIP AND GOVERNANCE
THE OPEN UNIVERSITY OF TANZANIA**

2020

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania (OUT) a dissertation entitled; “**An Investigation of Training Needs Assessment for Enhanced Training Practices on Administrative Staff in Public Universities. A Case Study of The Open University of Tanzania**”.

In partial fulfillment of the requirements for award of the Degree of Master in Human Resource Management (MHRM) of The Open University of Tanzania.

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Dr. Bukaza Chachage

(Supervisor)

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Date

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DECLARATION

I, **Alex Silas Seni**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management of The Open University of Tanzania.

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Signature

.....

Date

DEDICATION

This work is dedicated to my late mother Mary, Milka, grandmother Tabitha Sado Mandalu, uncle Silas, father Emmanuel Karubanda and grandfather Isaka Yona Dutu Seni.

My deep appreciation goes to my beloved wife, Glory Silas Alex and my son Ghahan Alex who endured with me during the entire period of the study.

My special thanks go to Pastor, Rev. Eng. Ray ywa Seng'enge, Pastor Neema Seng'enge and my brother Faraja Karubanda who offered their prayers, assistance, and encouragement to achieve this work.

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ABSTRACT

The main objective of this study was to investigate training needs assessment processes for enhanced training practices on administrative staff in Public Universities with special reference to the Open University of Tanzania. Specifically, this study examined the organizations or arrangements of training needs assessment, training needs assessment methods and techniques applied by management; and the challenges facing training needs assessment practices. Purposive sampling technique was used to obtain sample size of 74 administrative staff. The study is quantitative, and data obtained from questionnaires were analyzed quantitatively using Statistical Package for Social Science. The study findings unveil that challenges facing training needs assessment significantly influenced the enhanced training practices with p-value of 0.003. The findings revealed that, training needs assessment organizations or arrangements, and training needs assessment methods and techniques had no influence to an enhanced training practice with p-values of 0.171 and 0.919 respectively. This implied that, poor organizations or arrangements of training needs assessment exist and the institution does not properly apply training needs assessment methods and techniques. It is recommended that training needs assessment should be centered on arrangements, systematic techniques and methods. Finally, enhanced training needs assessment practice on administrative workforce helps organization to operate efficiently and effectively.

Keywords: *Training needs, assessment processes, enhanced training practices, administrative staff, public universities*

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LIST OF ABBEVIATIONS

CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CTN	Challenges of Training Needs
DCM	Directorate of Communication & Marketing
DES	Directorate of Examination Syndicate
DFA	Directorate of Finance and Account
DHRMA	Directorate of Human Resource Management and Administration
DLIA	Directorate of Links and International Affairs
DLS	Directorate of Library Services
DPD	Directorate of Planning & Development
DPGS	Directorate of Postgraduate Studies
DQAC	Directorate of Quality Assurance and Control
DRP	Directorate of Research and Publication
DUGS	Directorate of Undergraduate Studies
DVC – A	Deputy Vice Chancellor -Academics
DVC –RM	Deputy Vice Chancellor -Resource Management
DVC-LTRS	Deputy Vice Chancellor Learning -Teaching and Regional Services
ETN	Enhanced Training Needs
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLAW	Faculty of Law

FSTES	Faculty of Science, Technology, and Environmental Studies
HoD	Head of Department
HR	Human Resources
HRMO	Human Resource Management Officer
ICE	Institute of Continuing Education
IEMT	Institute of Educational and Management Technologies
OMASEC	Office Management Secretary
OTN	Organizations of Training Needs
OUT	The Open University of Tanzania
RMSEA	Root Mean Square Error of Approximation
SPSS	Statistical Package for Social Sciences
SRMR	Standardized Root Means Square Residual
STC	Secretary for the Council
SWOT	Strength, Weakness, Opportunity and Threat
TLT	Tucker-Lewis Index
TNA	Training Need Assessment
TNM	Training Needs Methods
URT	United Republic of Tanzania
VC	Vice chancellor
VI	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

As competition increases in an ever-changing business climate, the realization of well-trained employees is central to an organization's success (Carlisle *et al.*, 2011). Training has become more prominent globally and throughout the corporate world and this reflects the fact that, training is a process that is a key to improve one's skills, attitudes, and knowledge. (Epstein & Yuthas, 2017; Kabir *et al.*, 2018; Khan & Masrek, 2017; Oppenheim & Weintraub, 2017).

Training plays a pivotal role in increasing profit, production, and rate of technology adoption (Gautam *et al.*, 2017; Nakano, et al., 2018; Schreinemachers *et al.*, 2016). Employees' skill scan can adequately be improved through training needs assessment practice, which would result in achieving better organizational and human resource outcomes (Aragon *et al.*, 2014; Carlisle *et al.*, 2011; Sung & Choi, 2014; Ubeda-Garcia *et al.*, 2013). Trained staff are vital to organizations in all industries effect that the rapid advance in technology has had on businesses, the economy and society (Dessie & Ademe, 2017). Employees are said to be the most valuable and vital assets in an organization, and that an organization is only as good as its people and only through them can organizations achieve their goals (Bhanugopan, & Fish, 2011).

Training needs assessment is the most important phase in the training cycle in terms of ensuring clarity, clear targets, and effective training where training needs

assessment assists in selecting the right persons to impart the training programs (Khan & Masrek, 2017). Iqbal, Malik, *et al.* (2012), reported that the appropriate training topics could be selected through the process of TNA and the training managers should focus on the needs of the trainees before launching training program to lessen the risks of failure. Organizations should consider TNA to be important because it helps to determine whether a deficiency can be corrected through training (Noe, 2005). Training scholars (Blanchard & Thacker, 2003; Goldstein & Ford, 2002; Noe, 2005), agree that; TNA is necessary to ensure training effectiveness although other organizations do not acknowledge and recognize the importance of this step (Jamil, 2006).

Universities all over the world are understood as being potential to the successes of a national efforts to boost productivity, competitiveness and economic growth (Al Shobaki *et al.*, 2018). The Open University of Tanzania and other Higher Learning Institutions are key players in indigenizing knowledge and diffusing it into the national economy. In reality, TNA is a process of confirming the knowledge and technology necessary for achieving organizational goals (Brinkerhoff & Gill, 1994).

Despite the positive role played by Higher Learning Institutions one cannot deny the fact that, the quality of administrative staffs and other supportive staffs in public universities is relatively low compared to academic staffs in term of necessary skills, knowledge, attitudes and experiences that are needed for work accomplishment (Al Shobaki *et al.*, 2018). In most institutions training needs are from the top management to the technical core (Bhanugopan, & Fish, 2011). Management

normally make assumptions of the problems and promptly decide which training to provide (Alkinani, 2013). Thus, needs assessments are rarely conducted before training (Aragon *et al.*, 2014). Training needs assessment (TNA) helps in making the best use of limited organizational resources, providing training courses and training design ideas, making training become strategic, providing employees with knowledge and skills for performing their duties and responsibilities (Carlisle *et al.*, 2011). According to Denis & McConnell, 2003, it also assists the institution to find the goal of an enhanced training practice, and improving employee relations and morale.

In the same manner, training needs assessment should be a continuous process of learning in human resource development which aims at developing and enhancing individual's efficiency, capacity, and effectiveness (Vekantesh, 2006). Systematic TNA enables an organization to promote the training process and provides information that can be used for organizational purposes, and it also reduces unnecessary spending on inappropriate training programs (Mwakibasi, 2013). Training needs assessment can also play a role in increasing the productivity of the organizations (Mndeme, 2011). All training programmes need to commence with a serious training needs assessment, that is, training management must determine what, when, where, why and how training could be (Mutagirwa, 2011). Despite the knowledge presented, attention has not been put on how training needs assessment influence an enhanced training practices on administrative staff in public universities.

1.2 Statement of the Problem

Organizations which are dynamic in today's world that desire to maintain or make improvement towards competitive edge, need actively to utilize their resources at their disposal and thus the most critical one is the human resource (Ngirwa, 2005). A formal approach for organizations to update employees' knowledge and skills is by training and from a human capital investment theory perspective, training is investment rather than liability (Mahoney & Kor 2015). From training needs analysis theory; TNA is an important factor that could facilitate an organization's expansion, develop its potentials and enhance its profitability (Cosh, *et al*, 1998). Tung-Chun (2001), agreed that educated and well-trained employees are a prerequisite for an organization's competitive advantage or edge. In order for organizations to enjoy the returns on training investment, the training itself must first be approached systematically (Denis & McConnell, 2003).

However, in order to produce a high-quality result and achieve learning outcomes from the training, TNA should be done in proper methods and techniques (Walk et al., 2018). Some of the previous researches (Alkinani, 2013; Agnaia, 1996; Elbadri, 2001) have showed that approaches to training were often conducted informally and unsystematically with most organizations relying heavily on top management judgments to make training decisions on which type of training to invest in and which employees to receive training. Evidence also shows that, training conducted in organizations was often not strategic, where; training needs were not properly assessed to determine how such needs contributed to the overall strategic objectives of the organizations (Amos-Wilson, 1996; O'Driscoll & Taylor, 1992).

Moreover, “inadequate training needs assessment can result in inappropriate and ineffectual interventions which could either have no impact or have a deleterious impact on the actual performance problem (Wagonhurst, 2002).” According to Rossilah & Hishamuddin (2007), TNA is a system where it could alleviate the current performance gaps. TNA determines the needs of the training and also the current performance level on the specific activity (Cekada, 2010; Khan & Masrek, 2017). Tanzania is currently facing critical challenges in its public sector for implementing human resource training and development programs (Dominic et al, 2010). This is due to the fact that, some of the public service organizations view training as something to be implemented when time and budgets allow, others view training as remedial or a matter of shoring up weak employees or fixing problems (Dominic *et al*, 2010). This has made training initiatives in the public service unsystematic. (Ishida, 2014).

In public institutions the situation is the same as most of them undertake training needs assessment mostly for the training of their administrative staffs (Dominic et al, 2010). This is so, despite the fact that Tanzania through the Training Policy for the Public Service of 2013 insist for each organization to prepare training programme for their employees. One of the reasons among others is poor or lack of training budget (Dominic *et al*, 2010). It is normal that, employees with the ability to pay training fee may go for training, where; at the end, the institution has the unwanted skills and knowledge for the job available (Dominic *et al*, 2010). This might lead to poor morale of employees hence; poor performance as most of the training are carried without conducting training needs assessment (Habi, 2013). Apart from those

fundamental issues, training need assessment has been undertaken without considering short- and long-term plans of the organization (Mndeme, 2011).

However, in Tanzania a limited number of studies concerning TNA practices is another concern. Mndeme, (2011) conducted a study at Tanzania Electric Supply Company (TANESCO) concerning the major challenges of effective management of training programmes in public sector and discovered that because of non-existence of Training Needs Assessments, the training of employees was ineffective. Mwakibasi (2013) found out that TNA in the ELCT- Konde Diocese does not align with the model which portrays a shortfall between the skills, attitudes and knowledge of employees.

In addition, these studies were not specific to training needs assessment for enhanced training on administrative staff in Public universities. Therefore, the findings by (Kafwenji, 2015; Mndeme, 2011; Habi, 2013; Mwakibasi, 2013) have limitations in appraising the issue of training needs assessment. The existing literature on TNA indicates that most studies (Mndeme, 2011; Habi, 2013; Mwakibasi, 2013) have been undertaken in other sectors rather than in Public Universities.

The shortage of empirical research concerning training needs assessment for enhanced training in Public Universities particularly at the Open University of Tanzania, is the main motive for the researcher to conduct this particular study. Hence, this research study signifies an attempt to fill, in part, a gap in the literature on training needs assessment for enhanced training on administrative staff in Higher

Learning Institutions. From the academic and professional background mentioned above, it is clear that there is a theoretical and practical gap in the training needs assessment for enhanced training practices on administrative staff in public universities.

1.3 Research Objectives

1.3.1 General Research Objectives

The general objective of this study was to investigate training needs assessment for enhanced training practices on Administrative Staff in public universities with a focus on the Open University of Tanzania.

1.3.2 Specific Research Objectives

In order to accomplish this general objective, the study focused on the following specific objectives:

- i) To examine the organizations or arrangements of training needs assessment in public institutions with OUT as a case study;
- ii) To examine the training needs assessment methods and techniques applied by OUT management; and
- iii) To examine the challenges facing OUT in conducting training needs assessment.

1.4 Research Questions

In order to achieve the objectives of the study specified above, the study was guided by the following research questions:

- i) How is TNA organized or arranged at the OUT?
- ii) What are the training needs assessment methods and techniques applied at the OUT? and
- iii) What are the challenges facing the OUT in conducting training needs assessment?

1.5 Relevance of the Research

According to the Training Policy for the Public Service of 2013, Tanzania should be self-sufficient in trained and skilled employees to manage its economy while Public Service Standing Orders of 2009 require all Public Service Organization or Institutions to set aside sufficient financial provision for training purposes in their annual budget. Also, Public Service Organizations have the responsibility of managing training systematically and professionally.

This particular study is important for the following reasons:

- i) It would help Human Resource officers and management of Public service organizations in the delivery of services that meet employees and employers' expectations;
- ii) The study would provide necessary knowledge in management field and organizations or arrangements of Training needs assessment in University setting;
- iii) It would help decision and policy makers to identify challenges hindering the successful implementation and utilization of training needs assessment and probably acquaint them with the strategies to deal with such challenges;

- iv) In terms of academicians and researchers, the study would provide an extra mile platform for further researches on training needs assessment in Universities; and
- v) The study would assist public service organizations to appreciate the importance and the significance of training for improved service delivery and manage properly all the components of the training circle which include Training Needs Assessment (TNA), planning and budgeting for training, implementation, monitoring and evaluation of training.

1.6 Scope of the Study

The study narrowed its scope by Investigating Training Needs Assessment for enhanced training practices on Administrative staff at the OUT. The reasons behind choosing administrative staff was that, administrative staff face many challenges, in their career development processes and in accomplishing their given task whereby training program are few compared to academic staffs in Higher Learning Institutions and training needs assessment are conducted informally and unsystematically, relying heavily on top management judgments to make training decisions such as types of training to invest in and which employees to receive training.

There were various criteria for choosing the Open University of Tanzania for the study. Representativeness and uniqueness were among of the criteria whereby the Open University of Tanzania operates in more than 30 Regional Centers in Tanzania

and its main campus (Head Quarter) is located at Kinondoni, Dar es salaam. Most of its training are carried without conducting Training Needs Assessment.

This study included administrative staff from the Vice chancellor office, Deputy Vice chancellor Academics office, Deputy Vice chancellor Resource Management office, Deputy Vice chancellor Learning Teaching and Regional Services office, Faculty of Science, Technology, and Environmental Studies (FSTES), Faculty of Education (FED), Faculty of Law (FLAW), Faculty of Business Management (FBM), Faculty of Arts and Social Sciences (FASS), Institute of Educational and Management Technologies (IEMT), Institute of Continuing Education (ICE), Directorate of Human Resource Management and Administration, Directorate of Finance and Account, Directorate of Library Services (DLS), Directorate of Links and International Affairs (DLIA), Directorate of Examination Syndicate (DES), Directorate of Planning & Development (DPD), Directorate of Communication & Marketing (DCM), Directorate of Quality Assurance and Control (DQAC), Directorate of Research and Publication (DRP), Directorate of Undergraduate Studies (DUGS) and Directorate of Postgraduate Studies (DPGS) and all its Regional centers.

1.7 Organisation of the Study

This dissertation consists of six chapters. Chapter one is comprised of the background of the study, statement of the problems, research objectives, and research questions, scope of the study and relevance of the study. Chapter two revised the theoretical literature review, empirical literature review, conceptual

framework and research gap. Chapter three showed research methodology including research design, study area, population of the study, sample size, sampling techniques, data collection methods, data analysis, ethical consideration and the last one is reliability and validity of study. Chapter four is comprised of the presentation of the findings with descriptive data analysis, Chapter Five is comprised of the discussion of the findings and chapter six sums up the main conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter provides the conceptual definitions used in the study, empirical analysis of relevant studies, critical review of theories supporting the study, the research gap which provides the uniqueness of the study as well as the conceptual and theoretical frameworks that guided the study.

2.2 Conceptual Definitions

This part provides the definition of concepts that are used in the study.

2.2.1 Training

Armstrong, (2006) defined training as a planned systematic modification of behavior through learning, events, programs and instructions which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work efficiently.

2.2.2 Training Needs Assessment

According to Rosset (2009), training needs assessment is a systematic study of a problem or innovation incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next. Furthermore, Carlisle *et al.*, 2011; Khan & Masrek, (2017), have defined training needs assessment as a strategic process that involves identifying the organizational goals, competency gathering and analyzing the information, determining the gaps

between the current situation and the future requirement. TNA is indeed a useful tool for the managers to design the training programs properly as it focuses on the actual needs of the employees whereby TNA helps explain where, when, how, and what types of training activities are given to the workers (Khan & Masrek, 2017).

2.2.3 Organizations or Arrangements

Allen, (1958), defined organizations or arrangements as the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing specific objectives.

2.2.4 Administrative Staff

According to Ngirwa (2009), the administrative staff are those employees who provide indirect service to the mainstream work flow of the organization. They include a wide range of expert and support services (Personnel assistant, planning officers, internal audit, secretarial services, public relations department, human resource management).

2.3 Critical Review of Supporting Theory

This study was supported by the use of Training Needs Analysis Theory. Below are the explanations of the theory and justification for its use in the study.

2.3.1 Training Needs Analysis Theory

One of the earliest and most classical works to influence training needs assessment and the field of training and development was developed by McGehee & Thayer

(1961). McGehee & Thayer (1961) introduced three-tiered approaches in a need's analysis of the Training Needs Assessment theory and this theory has been a great influence to other subsequent theories of Training Needs Assessment. The three levels or processes of the theory are: Organizational Analysis; Operational Analysis; and Individual Analysis.

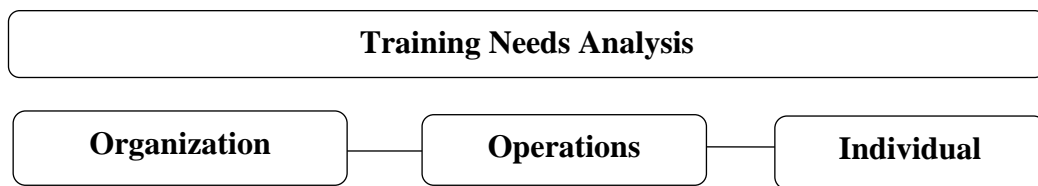


Figure 2.1: Training needs analysis process

Source: McGehee & Thayer (1961)

Organizational analysis involves a process of determining at where within the organization training emphases could and should be placed (Ling *et al.* 2014; McGehee & Thayer, 1961). In addition, Noe *et al.*, (2009) explained that organization analysis involved the consideration of organization strategic direction such as analyzing the organization mission, vision and values and then determining relevant training needs to support those statements that is organization objectives and goals, employee turnover and downtime. Therefore, it is hypothesized in this study that the organizations or arrangements of TNA at the OUT has positive relationship with the enhanced TNA practices at the OUT.

Operation analysis, according to McGehee and Thayer (1961) uses the methods and techniques which involves the process of determining the contents of training which is obtaining job description, quality assurance procedures and interviewing heads of

departments., All these should be used for an employee to perform a task or job in an effective and efficient way (Ferreira *et al.*, 2015). While, Daniel (2003) referred operation analysis as job or task analysis Noe et al., (2009) on the other hand explained task analysis as a process of identifying the job knowledge, skills and attitude that need to be emphasized in training. Therefore, TNA operations have a positive relationship with an enhanced TNA practices at the OUT.

Another level is called Individual analysis also known as personal analysis according to Noe *et al.*, (2008) explain how person analysis helps to identify individual training needs based on performance deficiencies that result from lack of knowledge, skills or attitude. In addition, Leat & Lovell (1997) strongly stated that, person analysis process should not only consider current training needs, but also should identify training and development strategies that will help the individual to achieve expected performance standards that are important to the organizational goals as it should involve interviewing staff (about the job and their competences), observation “about the job” and job profile. For instance, Daniels (2003) believed that employees working in team required different training needs as compared to individual working alone.

Subsequently Leat and Lovell (1997) and Daniels (2003) noted that organizations must harmonize what is expected in terms of performance standards and individuals or teams’ expectations to overcome TNA challenges. Therefore, challenges in pursuing TNA at the OUT have negative relationship with an enhanced TNA practices at the OUT.

2.3.1.1 Relevance of the Theory to the Study

The researcher agrees with the inputs of the knowledge in training needs assessment and justification of the training needs analysis theory to the study whereby organization analysis involves the consideration of organization strategic direction; such as; analyzing the organization mission, vision and values and then determining relevant training needs to support those statements that is organization objectives and goals, employee turnover and downtime (Noe *et al.*, 2009). Therefore, it is hypothesized in this study that organizations or arrangement of TNA at the OUT has positive relationship with the enhanced TNA practices at the OUT.

The theory emphasizes much on operation analysis which uses the methods and techniques that involve the process of determining the contents of training, task analysis as a process of identifying the task or job knowledge, skills and attitude that need to be emphasized in training (McGehee and Thayer, 1961). Therefore, training needs assessment operations in terms of methods and techniques has a positive relationship with an enhanced TNA practices at the OUT.

Furthermore, Training Needs Analysis Theory emphasizes on person analysis process that, it should not only consider current training needs, but also should identify training and development strategies that will help the individual to achieve expected performance standards that are important to the organization (Leat & Lovell, (1997) and Daniels (2003). This implies that, organizations must harmonize what is expected in terms of performance standards and individuals or teams' expectations to overcome training needs assessment challenges. Therefore,

Challenges in conducting TNA at the OUT have negative relationship with an enhanced TNA practices at the OUT. -

2.3.2 Approaches in Training Needs Analysis

There are two main approaches with regards to training needs analysis. The first approach is categorized as reactive approach which is more focusing on current performance gap in individuals. The second approach which is more forward looking is categorized as proactive approach.

2.3.2.1 Reactive Approach

Anderson (1994) stresses that reactive approach has been a subject of extensive criticism and it fails in linking the employees training needs with strategic objectives of an organization. The organizational events that react to the growing performance gaps on present needs are not appropriate in a business world accustomed with rapid mobility. The future needs and requirements perceived as crucial and fundamental logic in maintaining the survival and competitiveness of the organization, are seriously not considered. Furthermore, the major problem identified with consistent attention on job performance gap is the extensive confusion and irrelevancy concerning the concepts of 'job' (Anderson (1994). He stresses further that while, by the time, the identified needs being translated, in order to convert it into training program and deliver to the employees necessitating such need, the context and capacity of needs and the content were already no longer in fashion and had lost their influence.

2.3.2.2 Proactive Approach

Due to some weakness in reactive approach, a new approach of TNA which are excessively proactive has acquired more popularity (Wright & Geroy, 1992; Berger, 1993; Wilson & Bowman, 2008; Hyland & Zheng, 2007; Daniels, 2003; and Anderson, 1994). The approach initiated with the idea of inspecting business environment wherein major senior managers were questioned about judgement of their organizational environment and its current and future's five years intended stability. Firstly, the teams of senior management were keenly required with their cooperation and participation in order to find out the arrangements of different components of their organizations. Furthermore, the final step deals with the determination of the knowledge, skills and attitude required in respect to the important changes taking place in the organization.

Berger (1993), acknowledged the importance of this approach than the traditional approach to TNA. He noted that this approach unearthed the contribution at overall subunits' level of the organization. Finally, this approach resulted into excessively future-oriented and responsive needs. Anderson (1994), who strongly supports this approach explained that training must be perceived as a positive process which anticipates trends and future changes. According to Anderson (1994), "a proactive approach unlike the deficit models, will actively seal out ways to help people further develop existing strengths and encourage them to improve both the quality of their contribution to the organization and their life at work". According to Wright & Geroy (1992), the ability to predict training needs is of paramount importance if training is to make a larger contribution to productivity.

2.4 Empirical Analysis of Relevant Studies

This part of literature review examines previous studies that were relevant to the current study on the investigation of training need assessment for an enhanced training on administrative staff at the Open University of Tanzania.

2.4.1 Global Perspective

This part presents the general studies on the training needs assessment practices. Rodic *et al.* (2012) carried out a study on the issues of introducing training needs analysis in Slovenian's Public Administration where the study examined the practice of training evaluation in a branch of Slovene state administration. The study compared the attitudes of employees towards evaluation with the assumption that significant differences may exist among the attitudes of employees of different demographic characteristics. The study was conducted to nine Administrative Units out of 58 in Slovenia involving 525 employees. It used quantitative approach and data were collected through questionnaires.

The results of the findings revealed that TNA significantly influences training effectiveness in the Administrative Units, it indicated further that Slovene civil servants had a positive attitude towards the value of training and the role of TNA in assurance of its effectiveness and that civil servants see TNA and training objectives as motivation for training. Also, it was revealed that, training planning and training evaluation have an important influence on the effectiveness of training. Therefore, Significant correlations exist between TNA, planning, execution, and training evaluation, However, the correlation between the effectiveness of training and TNA

were lower than expected. This may be due to the current lack of systematic and consistent TNA in the Administrative Units. Although the opinions about TNA are largely positive, Administrative Units currently do not perform a systematic and continuous TNA. The analysis of training needs is formally the responsibility of individual managers in the Administrative Units, it is left to their self-initiative and therefore subjective. Basing on the study conclusion, this study extended their conclusion by an Investigation of Training Needs Assessment for enhanced training on Administrative staff in Public Universities that is Higher learning institution which makes it to be unique.

Sherazi *et al.*, (2011) carried out a study concerning training needs practices in Corporate Sector of Pakistan. The purpose of this study was to investigate the manager training needs assessment techniques adopted by Pakistan corporate sector, especially in Islamabad and Rawalpindi region, and its impact on training outcomes. The finding revealed that, TNA comprehensiveness was disparate because majority of the organization were using only one level or personal level analysis for their managers training needs assessment. So, it had negative impact on the outcomes of training. Also, the study revealed that training in Pakistan was mostly subjectively based. Objectivity of the training is less emphasized during their training session. These desperate results are basically due to lack of comprehensive managerial TNA approach used by corporate sectors in Pakistan before conducting training program.

Alkanani, (2013) conducted a study on the models of training needs assessment for the Iraq Construction Industry. The data from this study were derived from a study

of 239 Iraqi construction employees where the study mainly focused on construction engineers: site managers, civil engineers, project leaders and architects. The study focused on their attitudes, perceptions and viewpoints towards the research objectives. The study revealed that the level of adoption of organizational training needs assessment procedures among training managers in the selected organizations was moderately high.

However, the level of adoption of occupational and individual training needs assessment was lower. Most training managers were using surveys or interviews as methods to solicit information for training needs assessment purposes. The job analysis method was occasionally used in conducting training needs assessment, while measurement of the knowledge and skills of individuals was seldom done. It also indicated that the respondents agreed that training should be focused mostly on project management skills and site management administration knowledge and priority must be given to training needs through performance appraisal and site visits.

Khairul, (2015) carried out a study on training needs analysis practices in manufacturing companies in Malaysia. Survey questionnaire were emailed to 150 manufacturing companies listed from Federation of Malaysian Manufacturers Directory 2012 in Johor Baharu area to determine factors affecting TNA effectiveness.

The finding of the study through interview revealed that both Multinational Corporation and Small medium enterprise selected company has done proper TNA

process and Multinational Corporation TNA is more comprehensive than Small medium enterprise while Questionnaire findings revealed that involvement of employee was ranked the most important characteristic of TNA practices. Financial support characteristic to conduct TNA is least important in TNA practices. TNA is a systematic worldwide phenomenon. Different studies were conducted from different party of the World. The initial review showed that little have been done concerning training needs assessment processes for an enhanced training needs assessment practices on administrative staff in Universities in Tanzania. The problem of informal practices of TNAs within organizations has long been an issue.

2.4.2 Studies in Africa Countries

One of the studies was of Khakayi (2016), on the role of training needs assessment in the performance of non-teaching employees in public universities in Kenya. The study was conducted in eight of the twenty-two public universities in Kenya with a sample size of 176 non-teaching employees. The study was both qualitative and quantitative. Qualitative due to descriptive statistics which were used in interpreting data and quantitative due to data obtained from questionnaires that was interpreted using statistical packages like SPSS V 20, and Stata V 12, and analysis was done by regression and correlation. The study used open and closed ended questionnaires and a Likert measurement scale of 1 to 5.

The study revealed that public universities in Kenya conduct TNA to non-teaching employees in management cadres to give exposure to staff regarding relevant trainings, with the aim of achieving organizational goals and objectives. For

instance, most of the respondents agreed to having been assessed by administration before they were exposed to TNA exercise. In this case, TNA leads to acquisition of appropriate skills. TNA helps identify employees who seriously need to improve in the use of new technology in performing duties.

TNA curbs wastage of person hours, and monetary resources by only launching required programs for employee training. TNA therefore helps in maintaining standards in performance. The study also revealed that, the right personnel were exposed to the right training which bridged the gap of lack of adequate training. Better training translated into better performance which attracted promotions, better remuneration, scholarships, rewards, recognition, higher responsibilities and leadership. Through TNA, new job opportunities were identified for employees as a result; many employees stayed focused in their relevant and appropriate jobs. TNA involved moving from current to desired results. TNA directed subsequent decisions such as design, implementation, and evaluation of projects and programmes that gave desired results.

Muma *et al.*, (2014) conducted a study on the effect of training needs assessment on employee commitment among employees of the Jomo Kenyatta University of Agriculture and Technology. This study adopted a descriptive survey case study design employing both quantitative and qualitative approaches. The target population was 1731 staff members of Jomo Kenyatta University of Agriculture and Technology and a sample size of 10%. Stratified random sampling technique was used to sample the 173 respondents. A questionnaire was used to gather data from

respondents and the data was analyzed using descriptive statistics and inferential statistics.

The findings from the inferential statistics indicated that training had an effect on employee commitment. The study established that training needs assessment in Jomo Kenyatta University of Agriculture and Technology and other Public Universities in Kenya was not being done effectively and thus led to lack of commitment by employees to their jobs. The study concluded that the most significant factor with regard to employee commitment is focusing on Training Needs Assessment.

Shibani (2016) conducted study titled “An Investigation into Training Needs Analysis for Technical staff within Libyan Industrial Companies (LICs)”. The main purpose of this study was to understand the TNA process and practice in Libya companies. Findings indicated that all participants had similar views on the importance of TNA and that the identification and analysis of training needs is an important requirement for success in any training programme. It further founded out that formal TNA system did not exist.

Barrow (2015) conducted a study on Identifying Training Needs of Operating Core staff; at the Gambian Ports Authority and the Personnel Management. The study found out that human resource functions were perceived to be the most important roles and responsibilities of operating core staff. Operating core staff possess communication, leadership and team building skills but are largely deficient in report writing, logical reasoning, customer service and monitoring and evaluation. The Researcher recommended further that research should be conducted across other

public services institutions in Gambia to provide a nationwide inventory of training needs.

2.4.3 Empirical Studies in Tanzania

In Tanzania context there are limited number of studies conducted on TNA practices. For those done most of them have focused much on training and training programme on their totality. The studies were Mndeme, (2011), Mwakibasi (2013), Kafwenji (2015), Habi (2013) and Dominic *et al*, (2010).

Mndeme, (2011) conducted a study at Tanzania Electric Supply Company (TANESCO) and discovered that because of non-existence of training needs assessments, the training of employees was ineffective despite the availability of the necessary instruments for training such as; training programmes, engaging consultants, and increasing sponsorships the company had no budget to meet the needs. However, the finding of Mndeme cannot be equated to Public University context due to organization differences in term of nature, structure and functions hence necessitates the needs for training needs assessment for enhanced training practices on administrative staff in Public Universities.

Mwakibasi (2013), founded out that TNA in the ELCT- Konde Diocese does not align with the model which portrays a shortfall between the skills, attitudes and knowledge of employees, and what is exactly required is the job or demand of organizational goal. The found out that, all trainings in Konde Diocese were mainly either initiated by individuals who desire to attend trainings in various areas or determined and desired by the diocesan top management. Concluding from the

general body of knowledge from TNA, the Evangelical Lutheran Church Konde Diocese did not conduct an effective TNA, to the extent that it did not critically assess training programme, so as to ensure that the right training was given to the right people, in the right form, at the right time and at a reasonable cost.

Despite the fact from finding, the study suffers from several limitations which call for another study. Data from the study was collected from the participants, who were not fully involved in training process, the phenomena which are believed to have lowered validity and reliability of the study. Different from the Mwakibasi's study, the current study improved reliability and validity and by seeking information from the respondents who had relevant information concerning the practice of conducting TNA like human resource officers.

Kafwenji (2015), conducted a study on training needs assessment (TNAs) at Morogoro Municipal Council (MMC) in Tanzania. The study found out that TNAs is one of the most important human resource functions in the Municipality. It was found out that more teachers in the Council were required to undertake further studies which necessitates the needs to conduct TNA. Despite the necessity of conducting TNA found from the study, the study failed to identify to what extent the TNA is done and recommend some strategies which could be used to conduct TNAs.

The study conducted by Habi (2013), on effectiveness of training programme in public organization at Morogoro Municipal council revealed that to some extent the identification of training needs was administered. It was also evidenced that the

selection of employees in some cases didn't prove to have elements of fairness and transparency as there were a lot of complaints from employees insisting that the selection of employees for training was dominated by evil acts including presence of elements of corruption and favoritism. The study further founded out that Morogoro Municipality faced various challenges in the implementation of the training programme including; small budget for training, lack of clear organization policy lack of management support and unwillingness of some employees to be trained.

In similar context, Dominic *et al.*, (2010), examined effectiveness of training and development function carried out in President's Office, Public Service Management (PO-PSM) in Tanzania. They founded out that though there was a well-designed training programme in many public institutions, at the end, inadequate and poor allocation of training funds, unclear criteria for trainees' selection, and inability to determine type of training needed by trainee's and poor evaluation done ruled out the reality. The study however was too general to come up with better recommendations for better practice of TNA. The current study covered the gap by focusing only on TNA processes for enhanced training practices for administrative staff at OUT.

2.5 Research Gap

According to Kumar, (2011) unanswered questions and gaps are identified through passing in literatures, theories and journals of relevant study. A number of studies have been made concerning training needs assessment in various organization. Some of the contributors of training needs assessment includes Rodic *et al.*, (2012), Sherazi et al (2011), Alkanani (2013), Khairul (2015), Khakayi, (2016), Muma et al.,

(2014), Shibani (2016), Barrow, (2015), Mndeme (2011), Mwakibasi (2013), Kafwenji, (2015), Habi, (2013) and Dominic *et al.*, (2010).

Despite the fact that studies have been made as provided above, training needs analysis theory have revealed a theoretical gap in the organizations or arrangements of training needs assessment, operation of training needs assessment in terms of methods and techniques and individual training needs assessment. This study has attempted to investigate training needs assessment for enhanced training on administrative staff in Public Universities. This is the area that none of the previous studies on TNA practices had specifically focused on.

2.6 Conceptual Framework

The conceptual framework explains the main issues under the study in either graphically or in a narrative form (Miles & Herberman, 1994). Conceptual framework is a system of concepts, assumptions, expectations, beliefs and theories which support and inform that the research is a key part of the design (Fisher, 2010).

Independent Variables

Dependent Variable

Training Needs Assessment

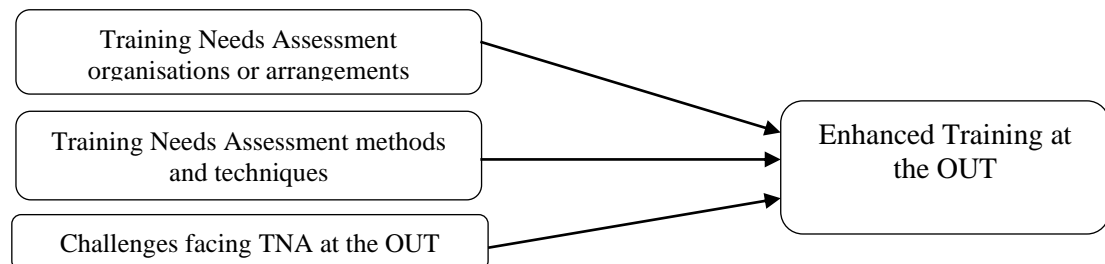


Figure 2.2: Conceptual framework

Source: Researcher (2020)

The independent variable was Training needs assessment which included training needs assessment organizations or arrangements, training needs assessment methods and techniques and challenges facing training needs assessment practices at the OUT while the dependent variable was an enhanced training needs assessment practices at the OUT. In this respect, an investigation of training needs assessment for an enhanced training on administrative staff in public universities was achieved through examining the organizations or arrangements of training needs assessment at the OUT, examining the training needs assessment methods and techniques applied by the OUT management and challenges facing the OUT in conducting training needs assessment. This was supported by the training needs analysis theory which suggests that, training needs assessment for enhanced training should consider multiple levels of analysis for it to yield better TNA results (McGehee & Thayer, 1961).

2.7 Theoretical Framework

The theoretical framework based on the existing theory in a field of enquiry that related and reflected the variables of a study (Grant and Osanloo, 2014). The theoretical framework for this study was built along the Training Needs Analysis theory. It suggests that, training needs assessment for enhanced training should consider multiple levels of analysis for it to yield better TNA results (McGehee & Thayer, 1961). In this respect, the Training Needs Analysis theory guided the study in the investigation of training needs assessment for enhanced training practices on administrative staff at the Open University of Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the methodologies that were used in the collection, interpretation, analysis and presentation of data. It covers the following aspects; research strategies containing philosophy, research approach, design, study population and area of the research, sampling procedures which entailed the techniques that were used in selection of participants, data collection methods, data processing and analysis, validity and reliability testing and ethical considerations which provided assurance of being guided by research ethics in the study.

3.2 Research Strategies

This part provides the strategies that were used in the study. They include; research philosophy, design, study population and area of the research.

3.2.1 Research Philosophy

This study applied positivism philosophy whereby positivism is which asserts that the factual knowledge can only be gained through the sense-experience hence, the positive paradigm studies are based on the facts and considering the world is objective and external (Wilson, 2010). Positivists believe that reality is stable and can be observed and described from an objective viewpoint without interfering with the phenomena being studied (Levin, 1988). Therefore, the type of the study adopted for the study was positivism and the research philosophies that guided the study was

the quantitative paradigms in relation to research objectives and research questions. Equally, questionnaires were deployed as instruments for data collections (Creswell, 2015).

3.2.2 Quantitative Paradigm

The study used quantitative paradigm which makes use of questionnaires, surveys and experiments to gather data that is revised and tabulated in numbers so as allows data to be characterized by the use of statistical analysis (Hittleman & Simon, 1997). The purpose of using such paradigm was to gain understanding of the phenomenon from the point of view of the respondents and its particular social and institution context.

3.2.3 Research Design

Kumar (2011) stated that, research design is detailed blueprint employed to direct a research study toward its objectives hence, research design is a conceptual structure within which research is conducted and it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). The study deployed a case study design which basically gave explanation of the phenomenon in depth and narrowed down a very broad area of research to make it small so as to manage the resources available to the researcher.

3.2.4 Study Population

Population refers to an entire group of individuals, events or objects having common observable characteristics (Mugenda & Mugenda, 2003). Fraenkel & Wallen (2009) described that population encompassing all the members of a particular group who

are of interest to the researcher. Population includes individuals with certain particular uniqueness. Therefore, the study population comprised of 249 administrative staff of the Open University of Tanzania. The reasons behind of selecting administrative staff was due to the fact that, training for administrative staff face many challenges in their career development processes and training program are few compared to academic staffs in Higher Learning Institutions.

In this respect a population is the universe of units from which the sample is to be selected (Bryman, 2008). Therefore, the researcher considered a target population as all members, individuals or groups of people and other members that a researcher wished to capture in the study. In this regard, the targeted population included members from human resource department, supervisors of administrative staff and administrative staff. The rationale for using this target population was due to the fact that, these populations had adequate and relevant information that met the objectives of this study.

3.2.5 Area of the Research

The study area refers to a location at which data are collected and gathered in a research, a report and or a map preparation (Kumar, 2011). The study was conducted at the Open University of Tanzania. Figure 3.1 shows the organogram of OUT. There were various criteria for choosing Open University of Tanzania as case study. Representativeness and uniqueness were among of the criteria. The Open University of Tanzania operates in more than 30 Regional Centres in Tanzania. The area was proposed because the organization portrayed a significant problem of TNA practice.

3.3 Sampling Design and Procedure

Sampling is a part of research which deals with the puzzling question of sampling and focuses upon how the researcher selects those who will participate in the study (Fisher, 2010). In this study, sampling covered the following aspects; sampling techniques and sample size.

3.3.1 Sample Size

According to Emmel, 2013, a sample is a segment of the population that is selected for investigation. The sample size of this study consisted 74 respondents from the population of 249 (administrative staff at the Open University of Tanzania) which is equivalent to 30% of accessible sample derived from categorized departments and sections found in the study area. To obtain a sample size of 74 the study went by Krishna swami, (2003) point that a sample size of about 10% to 30% of total accessible population is enough for data collection when the population is less than 1000.

$$n = 0.3N$$

Where N= population of employees, 249

Since; the study population was less than 1000 then 30% was taken to represent the population.

The sample size was given by:

$$n = 0.3 * 249$$

$$n = 74$$

Therefore, the sample size of the study consisted of 74 respondents.

The summary of the Sample Composition

Table 3.1: Sample Composition

Respondents	Categories	Male	Female
Vice chancellor (VC)	Administrative Staff	1	1
Deputy Vice chancellor Academics (DVC – A)	Administrative Staff	1	1
Deputy Vice chancellor Resource Management (DVC –RM)	Administrative Staff	1	1
Deputy Vice chancellor Learning Teaching and Regional Services (DVC-LTRS)	Administrative Staff	2	2
Faculty of Science, Technology, and Environmental Studies (FSTES)	Administrative Staff	1	1
Faculty of Education (FED), Faculty of Law (FLAW)	Administrative Staff	2	2
Faculty of Business Management (FBM)	Administrative Staff	1	2
Faculty of Arts and Social Sciences (FASS)	Administrative Staff	2	1
Institute of Educational and Management Technologies (IEMT)	Administrative Staff	1	2
Institute of Continuing Education (ICE)	Administrative Staff	1	1
Directorate of Human Resource Management and Administration (DHRMA)	Administrative Staff	5	4
Directorate of Finance and Account (DFA)	Administrative Staff	5	4
Directorate of Library Services (DLS)	Administrative Staff	2	2
Directorate of Links and International Affairs (DLIA)	Administrative Staff	1	1
Directorate of Examination Syndicate (DES)	Administrative Staff	2	2
Directorate of Planning & Development (DPD)	Administrative Staff	1	1
Directorate of Communication & Marketing (DCM)	Administrative Staff	3	2
Directorate of Quality Assurance and Control (DQAC)	Administrative Staff	1	1
Directorate of Research and Publication (DRP)	Administrative Staff	2	2
Directorate of Undergraduate Studies (DUGS),	Administrative Staff	2	2
Directorate of Postgraduate Studies (DPG)	Administrative Staff	1	1
Total		38	36
			74

Source: Researcher (2020)

3.3.2 Sampling Techniques

Sampling technique refers to the procedure adopted by a researcher in selecting items for sample (Kothari 2004). It may also be referred to as procedures or selection of the representative subsection. Sampling techniques may involve the use of probability and non-probability sampling (Taherdoost, 2016). The study involved the use of non-probability sampling technique which was purposive sampling.

3.3.2.1 Purposive Sampling Technique

This is non probability form of sampling in which the researcher does not seek to sample research participants on a random basis. The goal of purposive sampling is to sample participants in a strategic way, those sampled were relevant to the research questions that are being posed (Bryman, 2008). This technique was used to select administrative staff from the Open University of Tanzania. This study included the following groups of staff; administrative staff who involved Accountants, Accountants Assistant, Administrative staff, Internal Auditors, Marketing and Communication officers, Drivers, Editors, Examination officers, Human Resource Management officers, Library Assistants, Library officers, Office Attendants, Personal Secretaries, Student Welfare officers, Planning officers, Suppliers officers, Records Management Officers, Security Guards, STC, Games tutor, and Legal Officers. Therefore, a total of seventy-four (74) were used. The technique was ideal to ensure that, there was a good deal of variety in resulting sample.

3.4 Types of Data and Data Collection Methods

According to Krishnaswami and Ranagnatham 2003, data are facts and other

relevant materials, past and present, serving as the basis for study and analysis. In this study, types of data used were primary data and secondary data.

3.4.1 Primary Data

Primary data refers to an original and unique data, which are collected directly by the researcher from the source (Mesly, 2015). In this study, the primary data were collected through self-administered questionnaires where the researcher distributed the questionnaires to the administrative staff who were purposely selected at the Open University of Tanzania.

3.4.2 Secondary Data

The secondary data refers to the information gathered from secondary sources (Kothari, 2004). Also, Secondary data are the data that already exists in published reports, books and internet and that which was not collected specifically for providing information on the decision under the question (Saunders *et al*, 2003; Easwaran and Singh, 2010). Secondary data consists of readily available compendia and already compiled statistical annual reports that data may be used by researchers for their studies (Krishnaswami and Ranagnatham, 2003). In this study, the secondary data were collected from reviewing existing internal records of the study area, websites, Journals, Brochures and government publications. Secondary data were collected by reviewing literature from other previous researchers and official documents from OUT.

3.5 Methods of Data Collection

According to Ahuja (2015), methods of data collection are regarded as techniques

used in gathering information on the targeted variables in a very systematic way and which then enables one to answer relevant questions and evaluate the impact. This study used the following methods;

3.5.1 Questionnaire Method

A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders *et al* 2003). The purpose of using this method was to get a broad-based view of the respondents about the training needs assessment processes for an enhanced training needs assessment practices on administrative staff at the Open University of Tanzania. The Study applied questionnaire method as a main data collection tool, Likert scales questions were administered to collect primary data. The questions contained solicited information to question the practice of TNA at the OUT.

The questionnaires were designed in relation to the research objectives and the questions were set in form of statements in which the respondents were asked to tick the number of their choice selected to be their personal opinion to each particular statement. This method was convenient in collecting data within a short time, build involvement, relatively inexpensive, yield relevant, quantifiable data that were easy to summarize and anonymity that might have encouraged honesty. Questionnaires were distributed to departments and sections to bring in-depth information about the empirical facts, some information from individuals with background and who explored information on training and development of the administrative staff.

3.5.2 Documentary Review

According to Payne & Payne 2004, a documentary review method involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage. This method was used to collect the secondary data. Secondary data was collected from published and non-published recorded documents such as journals, paper works and websites records concerning various conditions and procedures towards TNA practices. Some data were obtained by requesting data or report from responsible officers for further references that helped the researcher to assess the practice of TNA at OUT.

3.6 Data Processing and Analysis

Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variables relating to the study topic (Krishnaswami and Ranganatham 2003). The data in this study was analyzed through descriptive and inferential statistics. This helped the researcher to describe and summarize data to make the generalizations of facts easy. The Statistical Package for Social Science (SPSS) software was used for statistical analysis. Descriptive statistics were used to analyze quantitative data which were presented through frequency charts, graph and standard deviations. This was attained through frequency distributions, means, and percentages.

3.7 Research Validity and Reliability

Easwaran and Singh 2010, articulates that, the quality of research depends on the

design of research instruments as well as application of these instruments in data collection in the field which includes validity and reliability.

3.7.1 Research Validity

Brayman (2012) articulates that validity is the issue of whether an indicator that was planned to test a concept really measured the concept. The goal of measurement validity is to ensure that instruments such as questionnaires are consistently and reliably measuring something (Giddings & Grant, 2007). Achieving validity involves using strategies that address potential issues in data collection, data analysis and the interpretations that might compromise the integration of the quantitative methods of the study and the conclusion drawn from quantitative, (Creswell and Clark, 2011).

To ensure validity of instruments, the questionnaires were developed under close guidance of the supervisor. Questions were designed and then pre-tested with participants from target population. This helped to identify unclear questions in the instruments; their comments were combined into the final version of questionnaires and be able to re-align them to the objectives and the specific questions of the study.

3.7.2 Research Reliability

Reliability of an instrument was the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). Also, reliability is the consistency of scores, which is the ability of an instrument to produce approximately the same score for an individual over repeated testing (Lodico, *et al.*, 2010). In order to ensure reliability, data were tested

by focusing on how secondary studies supported the collected data and it was revealed that, to a large extent the secondary studies purported the findings hence the finding were reliable. Cronbach's alpha (α) test is widely conducted by the researchers (Wahid, *et al.*, 2018). The value of Cronbach's alpha (α) needs to be greater than 0.7 which confirms that internal consistency is maintained (Wahid, *et al.*, 2018).

In this study, the value of Cronbach's alpha (α) ranged from 0.783 to 0.85 which confirmed the acceptance of internal consistency of the dataset. Thus, the evidence presented suggested that the questionnaire was valid, reliable, and ready for distribution among the population sample (OUT Administrative staff). Punch (2000), articulated that, pre testing assesses whether the questions are clear, specific, answerable, interconnected and substantially relevant. The exercise helped to small adjustment of the questionnaires. Some ambiguous questions were removed and others were re-phrased. After revision, the questionnaires were duplicated ready for use. After a pre-test, the questionnaire was revised and were more understandable. Mulusa (1990), argued that any reliable instrument should produce the expected results when used more than once to collect data from two samples drawn from the same population.

3.8 Expected Results of the Study

Picking the right cases for study, understanding and correctly translating the dynamics to one's own situation, are critical for successful problem solving (Sekaran, 2003). This study was highly expected to help HR officers and

Management of OUT in the delivery of services that meet employees and employers' expectations since, the study provides necessary knowledge in management field and Training needs assessment processes for an enhanced training needs assessment for enhanced training on administrative staff in University setting, will help decision and policy makers to identify challenges hindering the successful implementation and utilization of training needs assessment practices. This would acquaint them with the strategies to deal with such challenges. For academicians and researchers, the study aimed to provide an extra mile platform for further researches on training needs assessment for enhanced training on administrative staff in Public Universities.

3.9 Research Ethics

Cooper and Emory, (2000), articulated that, Ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained. Hence, the application of ethical procedures to research activities should be primarily designed to protect the rights of participants from harmful or adverse consequences (Patton 1990; Miles & Huberman 1994). To meet the requirements, the Open University of Tanzania, standard ethical safeguards was carefully observed in this study. The researcher before going for data collection sought and got the permission to do so from the concerned authorities. Permission to conduct research at the Open University of Tanzania was obtained from OUT management.

Also, the researcher ensured observation of human rights in the whole process of data collection. Privacy of participant who helped the researcher in one way or

another to get proper information and freedom of time and expression to participants were considered. The researcher ensured whatever information discussed remained confidential without disclosing it to unauthorized people. Research participants were also informed that they were free to participate in the research or not to. They were also informed to be free to mention or not to mention their names during data collection and were also assured that data collected were treated as collective responses from all participants.

CHAPTER FOUR
PRESENTATION AND INTERPRETATION OF THE RESEARCH
FINDINGS

4.1 Overview

This chapter presents the findings whereby the general objective of the study was an investigation of training needs assessment for enhanced training practices on administrative staff in Public Universities; a case study of the Open University of Tanzania. The study findings have been presented based on the specific objectives raised in chapter one of the research. Further, the impact of several independent variables like demographic characteristics of the respondents' such as education level, working experience, Gender, and their age scores were analyzed. 74 questionnaires were distributed to 74 respondents and all responded completed answering the questionnaires.

4.2 Demographic Characteristics of the Respondents

Table 4.1: Demographic characteristics of the respondents (N = 74)

Variable	Characteristic	Frequency	Percent
Educational level	Certificate	6	8.1
	Diploma	21	28.4
	Bachelor Degree	26	35.1
	Masters' Degree	20	27.0
	PhD	1	1.4
Working experience (in years)	1-4	11	14.9
	5-9	19	25.7
	10-14	25	33.8
	15 and Above	19	25.7
Gender	Male	38	51.4
	Female	36	48.6
Age (in years)	20-29	7	9.5
	30-39	30	40.5
	40-49	21	28.4
	50-59	14	18.9
	60 and Above	2	2.7

Source: Researcher, (2020)

4.2.1 Description of Respondents by Gender

The study findings in Table 4.1 unveil that, in this study there were more males (51.4%) than female (48.6%) respondents. The assertion is in agreement with the study by Cotter *et al.*, (2004) and Paula, (2015) in which data for census showed 86% males and 74% females hence more male than female counterpart employees in the labor market.

4.2.2 Description of Respondents' Age

The majority of the respondents (40.5%) fall within the age of 30 and 39 years. Meanwhile 21 of the 74 respondents were between the ages of 40 and 49 years (28.4%), 14 (18.9%) were between the ages of 50 and 59 years, 7 (9.5%) were between the ages of 20 and 29 years and 2 (2.7%) were between the ages of 60 years and above. Table 4.1 shows that, most of the respondents are below the age of 40 years. This age group of the respondents' distribution is an implication of youthful, productive and active workforce. These finding were similar to Barrow (2015) where the majority of the respondents fall within the age range of 31 and 35 years in most public institutions.

4.2.3 Description of Respondents by level of Education

In terms of education results indicate that most of the respondents 26 (35%) were holders of a Bachelor degree while, 21 (28%) held Diploma in different areas, 20 (27%) were holders of Master's degree, 6 (8.1%) were holders of Certificate level and 1 (1.4%) had PhD. The finding of the study denoted the majority had high education and very few had a lower level of education at the OUT due to the fact that

the lowest level of respondents was certificate and the highest level was PhD. These findings were similar to Barrow, (2015) who found out that, most of the respondents were holders of bachelors' degree.

4.2.4 Respondents' Working Experience Level

Twenty-five (33.8%) of the respondents had 10 to 14 years of working experience, 19 (25.7%) had 5 to 9 years working experience, 19 (25.7%) had 15 and above years working experience while 11 (14%) had 1 to 4 working years' experience. As indicated in Table 4.1, majority of the respondents had 10 and above years working experience at OUT. This indicates that most of the administrative staff at the OUT had accumulated experience in their different duties and responsibilities. These findings relate to Muma *et al.*, (2014) where the majority of the respondents had worked for a long duration of more than 10 years at Jomo Kenyatta University of Agriculture and Technology.

4.3 Training Needs Assessment Organizations Or Arrangements at the OUT

In the first objective the purpose was to find out the opinions on training needs assessment practices. The researcher formulated a questionnaire with statements coded OTN1, OTN2, OTN3, OTN4, OTN5, OTN6 and OTN7. The researcher presented the findings of the study in summarized form by combining strongly agreed and agreed to agreed and disagreed and strongly disagreed to disagreed whereby neutral remained same.

According to the findings in Table 4.2, 70.3% of the respondents agreed, 18.9% disagreed and 10% of the respondents were neutral on the statement with code OTN1 that stated, OUT channels resources into the right TNA areas that contribute to high performance and improved employee's morale. On the statement with code OTN2 that stated organizations/ arrangements of TNA involves systematic planning, analysis and coordination across the OUT, the respondents were of the view that 62.1% agreed, 28.4% disagreed and only 9.5% were neutral. On the statement coded OTN3 that stated, there is a systematic allocation of the limited budget of training to the areas that need improvement findings were 31.1% that agreed, 46% that disagreed and 23% were neutral to the statement. The findings on the statement with code OTN7 was 35.2% agreed, 39% disagreed and 28.7% were neutral on the statement that stated, the executive managers facilitate the management of training and development activities.

For the statement coded OTN4 that stated, the OUT has a clearly defined strategy and activities relating to human resource development, the findings were 39.2% agreed, 31.1% disagreed and 29.7% were neutral on the statement. On the statement coded OTN5 stated that, the OUT had a specific budget and a clear ongoing plan for training and development, the findings were 31.1% agreed, 41.9% disagreed and 27% were neutral. Lastly on the statement coded OTN6 with the statement the top management is committed to support and provide all the facilitation to training and development activities at the OUT, the findings were 31.1% agreed, 40.6% disagreed and 28.4% were neutral.

Table 4.2: TNA organizations or arrangements at the OUT (N = 74)

Item	Percentage of respondents					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
OUT channels resources into the right TNA areas that contribute to high performance and improved employee's morale.	39.2	31.1	10.8	13.5	5.4	100
Organizations/ arrangements of TNA involves systematic planning, analysis and coordination across the OUT.	27	35.1	9.5	21.6	6.8	100
There is a systematic allocation of the limited budget of training to the areas that need improvement the most.	12.2	18.9	23	36.5	9.5	100
The executive managers facilitate the management of training and development activities.	6.8	28.4	28.7	27	12	100
The OUT has a clearly defined strategy and activities relating to human resource development.	13.5	25.7	29.7	21.6	9.5	100
The OUT has a specific budget and a clear ongoing plan for training and development.	12.2	18.9	27	24.3	17.6	100
The top management is committed to support and provide all the facilitation to training and development activities at the OUT.	8.1	23	28.4	28.4	12.2	100

Source: Researcher (2020)

4.4 TNA Methods and Techniques Applied by the OUT Management

The study aimed to examine the training needs assessment methods applied by the

OUT Management. In compliance to the objective two of the study, the researcher formulated a questionnaire with 8 statements coded as TNM1, TNM2, TNM3, TNM4, TNM5, TNM6, TNM7 and TNM8. The researcher presented the findings in summarized form by combining strongly agreed and agreed as agreed and disagreed and strongly disagreed were combined as disagreed.

The findings in Table 4.3 reveals that, 51.7% of the respondents agreed, 18.9% disagreed and 29.7% neither disagreed nor agree (neutral) on the statement coded TNM1 with the statement that, Organizational Documents were used to build management involvement and provide relevant and quantifiable data for conducting TNA. The findings revealed that, 7.2% of the respondents agreed while 24% of the respondents disagreed and 13.5% of the respondents were neutral on the statement with code TNM2 with a statement, the performance review appraisal of individuals was vital technique in spotting performance trends across an entire organization or departments to inform TNA. 28.4% of the respondents agreed on the statement, 50% disagreed and 21.6% were neutral to the statement code TNM3 that stated, internal survey questionnaire method is used in conducting TNA at the OUT. On the other hand, 37.9% of the respondents agreed whereas 29.7% disagreed and 32.4% were neutral to the statement with coded TNM4 stating that, SWOT Analysis technique is used as a management framework to enable smooth TNA processes.

To the statement coded TNM5, the respondents responded as follows; 36.5% agreed while 36.5% disagreed and 27% were neutral on the statement stated that, group interviews (Focus groups) technique is used in conducting TNA and providing

management with learning, views, and opinions. Out of 100% of the respondents, 54% agreed while 21.7% disagreed and neutral were 24.3% to a statement coded TNM6 stating that, TNA at the OUT is done through individual's request technique. Also 17.6% of the respondents agreed while 50% of the respondent disagreed and 32.4% of the respondent neither disagreed nor agreed on the statement coded TNM7 stating that, the OUT uses Advisory Committees method in conducting TNA and lastly to the statement coded TNM8, stating that, the observation method of Work Situation is mostly adopted in TNA issues at the OUT, 24.4% agreed with the statement, 43.3% disagreed and 32.4% were neutral.

Table 4.3: TNA methods applied by the OUT management (N = 74)

Item	Percentage of respondents					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Organizational Documents are used to build management involvement and provide relevant and quantifiable data for conducting TNA.	12.2	39.2	29.7	16.2	2.7	100
The performance review appraisal of individuals is vital technique in spotting performance trends across an entire organization or departments to inform TNA.	21.6	48.6	13.5	10.8	5.8	100
Internal survey questionnaire method is used in conducting TNA at the OUT.	6.8	21.6	21.6	29.7	20.3	100
SWOT Analysis technique is used as a management framework to enable smooth TNA processes.	12.2	25.7	32.4	21.6	8.1	100
Group interviews (Focus groups) technique is used in conducting TNA and providing management with learning, views, and opinions.	5.4	31.1	27	24.3	12.2	100
TNA at the OUT is done through individual's request technique.	18.9	35.1	24.3	9.5	12.2	100
OUT uses Advisory Committees method in conducting TNA.	8.1	9.5	32.4	33.8	16.2	100
Observation method of Work Situation is mostly adopted in TNA issues at the OUT.	9.5	14.9	32.4	31.1	12.2	100

Source: Researcher (2020)

4.5 Challenges Facing the OUT in conducting TNA

Objective three aimed at finding out the challenges facing training needs assessment practices. The statements were coded CTN1, CTN2, CTN3, CTN4, CTN5, CTN6, CTN7, CTN8 and CTN9 each with its own question/statement as put in the questionnaire in appendix I. The researcher presented the findings in summarized form by combining strongly agreed and agreed to as agreed and disagreed and strongly disagreed were combined to disagreed. The results in table 4.4 indicate that, 37.9% agreed while 21.7% disagreed and neutral were 40.5% on the statement that, subjectivity of management in conducting TNA and other evaluation is one of the major challenges at the OUT, coded CTN1. Also, it was revealed that, 56.7% of the respondents agreed whereas 21.7% disagreed and 21.6% were neutral to a statement coded CTN2 that stated, little support from top management on TNA processes is a challenge for TNA practices at the OUT.

Moreover, 52.7% of the respondents agreed whereas 27.1% disagreed and 20.3% of the respondents were neutral to a statement coded CTN3 that stated, Senior managers do not view training as priority which devalues TNA at the OUT. Furthermore, it was found out that 47.4% of the respondents agreed whereby 27.1% disagreed and 25% of the respondents were neutral to a statement coded CTN4 that stated objectives of TNA were not clear in the OUT strategic plan. Nevertheless, 32.5% of the respondents agreed, 36.5% disagreed and 31.1% of the respondents were neutral to a statement coded CTN5 that stated, increased employees' turnover after training devalues TNA at the OUT. Besides that, 48.6% of the respondents agreed, 32.4% disagreed and 18.9% of the respondents were neutral to a statement

coded CTN6 that stated the unwillingness of most managers to send their staff for training devalue TNA at the OUT.

The responses for statement coded CTN7 that stated, observable inability in describing fully training needs at the OUT makes TNA not useful at the OUT showed that 45.9% agreed, 25.7% disagreed and 28.4% were neutral. In CTN8 statement 43.2% agreed, 43.3% disagreed stated that, the performance appraisal does not indicate resources for training needs and 13.5% neither disagree nor agree and the last statement coded CTN9 which stated, Heads of department at the OUT do not participate fully in the TNA, 56.7% agreed, 21.6% disagreed and 21.6% neither disagreed nor agreed.

Table 4.4: Challenges facing the OUT in conducting TNA (N = 74)

Item	Percentage of respondents					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Subjectivity of management in conducting TNA and other evaluation is one of the major challenges at the OUT.	9.5	28.4	40.5	14.9	6.8	100
Little support from top management on TNA processes is a challenge for TNA practices at the OUT.	18.9	37.8	21.6	14.9	6.8	100
Senior managers do not view training as priority which devalues TNA at the OUT.	21.6	31.1	20.3	14.9	12.2	100
Objectives of TNA are not clear in the OUT strategic plan.	16.2	31.2	25.7	17.6	9.5	100
Increased employees' turnover after training devalues TNA at the OUT.	9.5	23.0	31.1	18.9	17.6	100
The unwillingness of most managers to send their staff for training devalue TNA at the OUT.	16.2	32.4	18.9	24.3	8.1	100
Observable inability in describing fully training needs at the OUT makes TNA not useful.	13.5	32.4	28.4	23.0	2.7	100
The performance appraisal does not indicate resources for training needs.	13.5	29.7	13.5	25.7	17.6	100
Heads of department at the OUT do not participate fully in the TNA.	13.5	43.2	21.6	18.9	2.7	100

Source: Researcher (2020)

Despite the specific objectives there was further observation to the study, whereby the study gathered responses to respondents' views about the importance of Training needs assessment for enhanced training practices on administrative staff.

4.6 An Enhanced Training Needs Assessment Practices at the OUT

Table 4.5, showed that 75.6% of the respondents agreed whereas 8.1% disagreed and 16.2% were neutral on the statement coded ETN4 that stated, ETN TNA encouraged employees to express their needs. 77% of the respondents agreed whereas 20.9% disagreed and 12.2% were neutral on the statement coded ETN5 that stated, TNA motivates administrative workforce for a safe and environmentally friendly job execution. Also, it was revealed that 68.9% of the respondents agreed, 9.5 disagreed and 12.2% were neutral on the statement coded ETN1 that stated, TNA provide clear needs for effective training programme.

On the other hand, 77% of the respondents agreed, 8.1% disagreed and 14.9% were neutral on the statement coded ETN2 that stated Managers receive TNA results and clarifies training requirements and approach at the OUT. Moreover, 87.8% of the respondents agreed, 2.8% disagreed and 9.2% were neutral on the statement coded ETN3 that stated, TNA improves the quality and productivity of the workforce. Likewise, 86.5% of the respondents agreed, 6.8% disagreed and 6.8% were neutral on the statement coded ETN6 which stated that, TNA help in improving knowledge, skills and attitude of administrative workforce.

The statement coded ETN7 which stated, TNA decreases turnover and absenteeism rate at the OUT, it was found that 64.8% agreed, 12.2% disagreed and 23% were

neutral. As to whether TNA of administrative workforce helps organization adopt the latest technologies and keeps up with the pace in time, 85.2% agreed, 4.1% disagreed and 10.8% were neutral on the statement coded ETN8. On the statement coded ETN9 which stated, TNA of administrative workforce improves cost effectiveness of administrative activities, 83.8% agreed, 10.9% disagreed and 5.4% and lastly on the statement coded ETN10, 89.2% agreed, 5.4% disagreed and 5.4% neither disagreed nor agreed on TNA of administrative workforce is useful for the career development of individuals.

Table 4.5: Enhanced Training at the OUT (N = 74)

Item	Percentage of respondents					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
TNA encourages employees to express their needs.	29.7	45.9	16.2	5.4	2.7	100
TNA motivates administrative workforce for a safe and environmentally friendly job execution.	37.8	39.2	12.2	14.1	6.8	100
TNA provide clear needs for effective training programme.	35.1	33.8	21.6	5.4	4.1	100
Managers receive TNA results and clarifies training requirements and approach at the OUT.	39.2	37.8	14.9	5.4	2.7	100
TNA improves the quality and productivity of the workforce.	60.8	27.0	9.2	1.4	1.4	100
TNA help in improving knowledge, skills and attitude of administrative workforce.	62.2	24.3	6.8	4.1	2.7	100
TNA decreases turnover and absenteeism rate at the OUT.	35.1	29.7	23	8.1	4.1	100
TNA of administrative workforce help organization adopt the latest technologies and keeps up with the pace in time.	51.4	33.8	10.8	0	4.1	100
TNA of administrative workforce improves cost effectiveness of administrative activities.	41.9	41.9	5.4	6.8	4.1	100
TNA of administrative workforce is useful for the career development of individuals.	60.8	28.4	5.4	2.7	2.7	100

Source: Researcher, (2020)

4.7 Summary of the Study Findings

The findings of the study were presented in accordance to their particular specific objectives and questions one to the third and then summarized and conclusion given. According to table (4.6) the summary of the study findings to the objective and question concerning the TNA organizations or arrangements revealed that the majority of the respondents 42.9% agreed and the rest 35.1% disagreed about the TNA organizations or arrangements at the OUT. For the second objective and question respectively, concerning TNM methods and techniques applied by the OUT management the study statistically founded out that, 40.0% of the respondents agreed where others 33.3% disagreed as per table 4.6. For the Challenges facing the OUT in conducting TNA displayed in table 4.6 it was revealed that the majority of the respondents 46.8% agreed and the rest 28.5% disagreed upon the influence of an enhanced TNA practices at the OUT.

Table 4.6: Summary of the Findings/Results

Code	An Investigation of Training Needs Assessment for Enhanced Training on Administrative staff at the OUT	Percentage (%)					Total Agree and Disagree	
		SA	A	N	D	SD	SA+A	D+SD
OTN	TNA organizations or arrangement	17.0	25.9	22.4	24.7	10.4	42.9	35.1
TNM	TNA methods and techniques	11.8	28.2	26.7	22.1	11.2	40.0	33.3
CTN	Challenges facing the OUT in conducting TNA.	14.7	32.1	24.6	19.2	9.3	46.8	28.5

Source: Researcher, (2020)

4.8 Reliability Statistics

A test of the reliability of the questionnaire was carried out according to the pilot

study. The reliability of an instrument is the degree of consistency which is attributed to the measures it is supposed to be measuring (Shaban, 2008). Cronbach's alpha coefficient was calculated for each question of the questionnaire. The most similar values of alpha displayed not much difference in the means and variances of the original Likert scales, and hence, standardization did not make a huge difference to the value of alpha. The objectives, value of Cronbach's alpha ranged from 0.783 to 0.851. This range is high enough and acceptable. Table 4.7 also shows the value of Cronbach's alpha for the entire questionnaire, which indicates excellent reliability for the entire questionnaire. Hence, the evidence presented suggested that the data collected from the questionnaire at the OUT was valid, and reliable.

Table 4.7: Cronbach's Alpha for each objective of the entire questionnaire (N=74)

No.	Objectives	Cronbach's alpha
1.	TNA organizations or arrangement at the OUT.	0.836
2.	TNA methods and techniques applied by the OUT management.	0.810
3.	Challenges facing the OUT in conducting TNA.	0.783
4.	Enhanced Training at the OUT.	0.851

A rule of thumb that applies to most situation is: $0.9 \leq \alpha \leq 1.0$ Excellent, $0.8 \leq \alpha < 0.9$ Good, $0.7 \leq \alpha < 0.8$ Acceptable, $0.6 \leq \alpha < 0.7$ Questionable, $0.5 \leq \alpha < 0.6$ Poor and $0.0 \leq \alpha < 0.5$ Unacceptable.

4.9 Multiple Linear Regression Analysis

Since this study involved a multi-variable problem that is, when more than one independent variable is studied, multiple regression analysis was used. Multiple regressions represent an improvement over simple regressions, since it allows any number of explanatory variables to be included in the analysis (Albright *et al.*, 2006). For this particular study, a regression analysis was used to specify the extent of the relationship between the variables.

The Multiple linear regression model states as follows:

$$Y = \beta_i X_i + \varepsilon_i$$

Where Y = Enhanced Training

B = presents a vector of coefficient of the explanatory variables;

X = represents a vector of explanatory variables (TNA organizations or arrangements, TNA Methods and technique, and Challenges facing TNA Practices) included in the model.

$$i = 1, 2, 3$$

ε = the error term.

The statistical analysis made use of a regression model to facilitate the investigation of causal relationships in the data. This model was preferred over other association measures, such as chi-square, Cromer's V and Lamda, which would not have allowed the same level of analysis, especially with regard to causal relationships.

4.9.1 Testing Multicollinearity

The analysis sets out with testing of multicollinearity of the explanatory variables. Multicollinearity is correlations or multiple correlations of sufficient magnitude to have on the explanatory variables to have the potential to adversely affect regression estimates. To test for multicollinearity a regression model was used - the two main approaches to measure collinearity are tolerance and Variance Inflation Factor in regression analysis.

4.9.1.1 Tolerance

Tolerance is the percentage of variance in the independent variable that is not

accounted for by the other independent variables. This is where an independent variable is regressed on to the other independent variable in a multiple regression analysis and produces an R square value which is then subtracted from one. $1 - R^2$ the difference is tolerance. Most commonly, a tolerance value of 0.10 or less are deemed as problematic (although 0.20 has also been suggested).

4.9.1.2 Variance Inflation Factor (VIF)

Variance Inflation Factor (VIF) is a reciprocal of tolerance $1 / (1 - R^2)$ and indicates the degree to which the standard errors are inflated due to the levels of collinearity. A VIF value of 5 or greater is often problematic. For this study the variance inflation factors are all below three (3) suggesting that there is no multicollinearity between the independent variables and the dependent variable.

Table 4.8: Multicollinearity analysis for independent variables

Model		Collinearity Statistics	
		Tolerance	VIF
1	Challenges facing TNA	0.880	1.137
	TNA methods and techniques	0.488	2.049
	TNA organizations or arrangements	0.480	2.084

a. Dependent Variable: Enhanced Training

Source: Researcher, (2020)

Table 4.8 shows multicollinearity results of the independent variables. Table 4.9 shows all tolerance values are great than 0.4 and VIF are all below 3, suggesting that there was no multicollinearity between independent variables (TNA organizations or arrangements, TNA methods and techniques and Challenges facing TNA).

4.9.2 Analysis of Variance

Table 4.9: Analysis of variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.837	3	1.612	4.286	0.008 ^a
	Residual	26.335	70	.376		
	Total	31.171	73			

a. Predictors: (Constant), TNA organizations or arrangements, TNA methods and techniques, and Challenges facing TNA
b. Dependent Variable: Enhanced Training

Source: Researcher, (2020)

The results from the analysis of variance are depicted in Table 4.9. The model fit is significant, since the p value is less than 0.05. The results showed that the model variance (1.612) is considerably higher than the error variance (0.376), indicating that the different determinants succeed in predicting Training Needs Assessment for enhanced training at a 95% level of certainty.

4.9.3 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis was used to study the relationships between observed variables and set of continuous latent variables (TNA organizations or arrangements, TNA methods and techniques, challenges facing TNA, and Enhanced Training respectively). The confirmatory factor analysis was used to test whether the data fit a hypothesized measurement model. STATA 13 was used to produce results of Confirmatory Factor Analysis. In this study, three types of indices were applied in investigating the model fit namely absolute fit indices, adjusted for parsimony indices and relative fit indices. Example of the absolute fit indices used is the Standardized Root Means Square Residual (SRMR) and Chi square statistics

In addition, adjusted for parsimony index used in this study was the Root Mean Square Error of Approximation (RMSEA) and relative fit indices used were Comparative Fit Index (CFI) and Tucker – Lewis index (TLI).

Table 4.10: CFA results for latent variable: TNA organizations or arrangements

Standardized	Coef.	OIM Std. Err.	Z	P> z	[95% Conf.	Interval]
Measurement						
Otn_1<-						
TNA	.4979906	.0990934	5.03	0.000	.3037712	.69221
organizations						
_cons	1.751488	.185044	9.47	0.000	1.388808	2.114168
Otn_2<-						
TNA	.6617711	.0782844	8.45	0.000	.5083366	.8152056
organizations						
_cons	1.92833	.196566	9.81	0.000	1.543067	2.313592
Otn_3<-						
TNA	.4326916	.1046008	4.14	0.000	.2276776	.8756457
organizations						
_cons	2.634372	.2457739	10.72	0.000	2.219406	3.204987
Otn_7<-						
TNA	.7497239	.064247	11.67	0.000	.6238022	.8756457
organizations						
_cons	2.712197	.2514285	10.79	0.000	2.2194406	3.204987
Otn_4<-						
TNA	.7866749	.0587969	13.38	0.000	.6714351	.9019147
organizations						
_cons	2.452817	0.2327322	10.54	0.000	1.99667	2.908964
Otn_5<-						
TNA	.7123583	.0701619	10.15	0.000	.5748435	.849873
organizations						
_cons	2.503569	.2363555	10.59	0.000	2.040321	2.966817
Otn_6<-						
TNA	.6934854	.0720198	9.63	0.000	.5523292	.8346416
organizations						
_cons	2.7433.6	.2536987	10.81	0.000	2.246066	3.240546

Source: Researcher, (2020)

In this output, all factor loadings are statistically significant (all p- values are < 0.01). The findings revealed that all indicator variables were statistically significant at 1% level of significance (p-value =0.000). The results confirmed that all indicator

variables were related to their respective factor (latent variable organizations or arrangements).

Table 4.11: CFA results for model fit indices

Fit statistics	Value	Description
Likelihood		
chi2_ms (14)	27.814	model vs. saturated
p > chi2	0.015	
chi2_bs (21)	194.173	baseline vs. saturated
p>chi2	0.000	
Population error		
RMSEA	0.115	Root mean squared error of approximation
90% CI, lower bound	0.049	
Upper bound	0.178	
pclose	0.051	Probability RMSEA ≤ 0.05
Information criteria		
AIC	1534.554	Akaike's information criterion
BIC	1582.939	Bayesian information criterion
Baseline comparison		
CFI	0.920	Comparative fit index
TLI	0.880	Tucker–Lewis index
Size of residuals		
SRMR	0.061	Standardized root mean squared residual
CD	0.861	Coefficient of determination

Source: Researcher, (2020)

The results revealed that the chi-square goodness of fit is significant, $\chi^2 = 27.814$, $p < 0.01$, suggesting poor fit of the model to the data. The results of confirmatory factor analysis using STATA 13 indicated that the model fit well based on criteria of fit indexes. For example: Root Mean Square Error Approximation (RMSEA) = 0.115 (Acceptable Fit, Schumacker and Lomax, 2004); Comparative Fit Index (CFI) = 0.920 (Acceptable Fit, Schumacker and Lomax, 2004); and Standardized Root Mean Square Residual (SRMR) = 0.061 considered indicative of a close-fitting model (Pituch and Stevens, 2016). This means that the selected observed variable used were related to organization.

Table 4.12: CFA Results for Latent variable: TNA methods and techniques

Standardized	Coef.	OIM Std. Err.	Z	P> z	[95% Conf. Interval]
Measurement tnm_1<- TNA methods and techniques _cons	.4153865 2.616436	.1061652 .2444757	23.91 10.70	0.000 0.000	.2073065 2.137272 .6234665 3.095599
tnm_2<- TNA methods and techniques _cons	.2611732 2.113147	.118309 .2090097	2.21 10.11	0.027 0.000	.0292918 1.703495 .4930547 2.522798
tnm_3<- TNA methods and techniques _cons	.6939158 2.763071	.0715723 .2551438	9.70 10.83	0.000 0.000	.5536367 2.262998 .8341949 3.263144
tnm_4<- TNA methods and techniques _cons	.79233031 2.555163	.0573823 .240057	13.81 10.64	0.000 0.000	.6798358 2.08466 .9047703 3.025666
tnm_5<- TNA methods and techniques _cons	.7978928 2.741315	.0564676 .2535531	14.13 10.81	0.000 0.000	.6872183 2.24436 .9085673 3.23827
tnm_6<- TNA methods and techniques _cons	.3361936 2.104676	.112341 .2084314	2.99 10.10	0.000 0.000	.1160093 1.696158 .556378 2.513194
tnm_7<- TNA methods and techniques _cons	.7175932 3.056849	.0690423 .2768588	10.39 11.04	0.000 0.000	.5822728 2.514216 .8529135 3.599482
tnm_8<- TNA methods and techniques _cons	.6295785 2.845458	.0829386 .2611904	7.59 10.89	0.000 0.000	.4670219 2.333534 .7921352 3.357382

Source: Researcher (2020)

In this output, all factor loadings are statistically significant (all p- values are < 0.01). The findings revealed that all indicator variables are statistically significant at 1% level of significance (p-value =0.000). The results confirmed that all indicator

variables were related to their respective factor (latent variable TNA methods and techniques).

Table 4.13: CFA Results for model fit indices

Fit statistics	Value	Description
Likelihood		
chi2_ms (20)	47.198	model vs. saturated
p> chi2	0.001	
chi2_bs (28)	213.806	baseline vs. saturated
p>chi2	0.000	
Population error		
RMSEA	0.136	Root mean squared error of approximation
90% CI, lower bound	0.086	
Upper bound	0.186	
pclose	0.005	Probability RMSEA <= 0.05
Information criteria		
AIC	1700.454	Akaike's information criterion
BIC	1755.754	Bayesian information criterion
Baseline comparison		
CFI	0.854	Comparative fit index
TLI	0.795	Tucker–Lewis index
Size of residuals		
SRMR	0.086	Standardized root mean squared residual
CD	0.867	Coefficient of determination

Source: Researcher (2020)

The results revealed that the chi-square goodness of fit is significant, $\chi^2 = 47.198$, $p < 0.01$, suggesting poor fit of the model to the data. The results of confirmatory factor analysis using STATA 13 indicated that the model fit well based on criteria of fit indexes. For example: Root Mean Square Error Approximation (RMSEA) = 0.136 (Acceptable Fit, Schumacker and Lomax, 2004) and SRMR=0.086 considered indicative of a close-fitting model (Pituch and Stevens, 2016) however CFI and TLI values are low (both < 0.9) indicated poor fit. Generally, this means that the selected observed variable used are related to TNA methods and techniques.

Table 4.14: CFA Results for Latent variable: Challenges facing TNA

Standardized	Coef.	OIM Std. Err.	Z	P> z	[95% Conf. Interval]
Measurement					
ctn_1<-					
Challenges	.3970231	.1140365	3.48	0.000	.1735156 .6205305
_cons	2.749251	.2541308	10.82	0.000	2.251163 3.247338
ctn_2<-					
Challenges	.482265	.1050132	4.59	0.000	.276443 .6880871
_cons	2.190923	.2143521	10.22	0.000	1.770801 2.611046
ctn_3<-					
Challenges	.6507104	.0848288	7.67	0.000	.4844491 .8169717
_cons	2.039016	.2039735	10.00	0.000	1.639235 2.438797
ctn_4<-					
Challenges	.5645314	.0966638	5.84	0.000	.3750739 .753989
_cons	2.274408	.2201491	10.33	0.000	1.842923 2.705892
ctn_5<-					
Challenges	.4777345	.1060663	4.50	0.000	.2698484 .6856206
_cons	2.561456	.2405096	10.65	0.000	2.090066 3.032846
ctn_6<-					
Challenges	.4432452	.109019	4.05	0.000	.2286254 .6578651
_cons	2.264991	.2194922	10.32	0.000	1.834794 2.695188
ctn_7<-					
Challenges	.7000698	.0783889	8.93	0.000	.5464303 .8537093
_cons	2.556966	.2401863	10.65	0.000	2.086209 3.027722
ctn_8<-					
Challenges	.4483828	.1086934	4.13	0.000	.2353477 .6614179
_cons	2.269028	.2197737	10.32	0.000	1.838279 2.699776
ctn_9<-					
Challenges	.6645986	.0838215	7.93	0.000	.5003115 .8288858
_cons	2.468564	.233854	10.56	0.000	2.010219 2.92691

Source: Researcher (2020)

In this output, all factor loadings are statistically significant (all p- values are < 0.01). The findings revealed that all indicator variables are statistically significant at 1% level of significance (p-value =0.000). The results confirmed that all indicator variables were related to their respective factor (latent variable challenges).

Table 4.15: CFA results for model fit indices

Fit statistics		Value	Description
Likelihood	chi2_ms (27)	47.787	model vs. saturated
	p > chi2	0.008	
	chi2_bs (36)	171.637	baseline vs. saturated
	p>chi2	0.000	
Population error	RMSEA	0.102	Root mean squared error of approximation
	90% CI, lower bound	0.052	
	Upper bound	0.149	
	pclose	0.046	Probability RMSEA <= 0.05
Information criteria	AIC	2023.683	Akaike's information criterion
	BIC	2085.892	Bayesian information criterion
Baseline comparison	CFI	0.847	Comparative fit index
	TLI	0.796	Tucker-Lewis index
Size of residuals	SRMR	0.076	Standardized root mean squared residual
	CD	0.809	Coefficient of determination

Source: Researcher (2020)

The results revealed that the chi-square goodness of fit is significant, $\chi^2 = 47.787$, $p < 0.01$, suggesting poor fit of the model to the data. The results of confirmatory factor analysis using STATA 13 indicated that the model fit well based on criteria of fit indexes. For example: Root Mean Square Error Approximation (RMSEA) = 0.102 (Acceptable Fit, Schumacker and Lomax, 2004) and SRMR=0.076 considered indicative of a close-fitting model (Pituch and Stevens, 2016). However, CFI and TLI values are low (both < 0.9) indicated poor fit. Generally, this means that the selected observed variable used were related to the challenges facing TNA at the OUT.

Table 4.16: CFA results for latent variable: enhanced training Practices at the OUT

Structural equation model		Number of obs = 74				
Estimation methods = ml						
Log likelihood = -924.89137						
(1) [ETN 1] ETN = 1						
Standardized	Coef.	OIM Std. Err.	Z	P> z	[95% Conf.	Interval]
Measurement						
ETN_1<-						
Enhanced	.6735425	.0713796	9.44	0.000	.5336411	.8134439
_cons	1.962025	.1988063	9.87	0.000	1.572372	2.351678
ETN_2<-						
Enhanced	.7105599	.0665188	10.68	0.000	.5801856	.8409343
_cons	1.962025	.1979251	9.85	0.000	1.560869	2.336721
ETN_3<-						
Enhanced	.5388856	.0901481	5.98	0.000	.3621987	.7155726
_cons	1.885246	.1937216	9.73	0.000	1.505559	2.264933
ETN_4<-						
Enhanced	.3550994	.1088018	3.26	0.001	.1418518	.5683469
_cons	2.146173	.2112713	10.16	0.000	1.732089	2.560258
ETN_5<-						
Enhanced	.252852	.1159772	2.18	0.029	.0255409	.4801632
_cons	1.799022	.1881	9.56	0.000	1.430352	2.167691
ETN_6<-						
Enhanced	.6507	.074817	8.70	0.000	.5040614	.7973387
_cons	1.657742	.179114	9.26	0.000	1.306685	2.008799
ETN_7<-						
Enhanced	.5461361	.0890298	6.13	0.000	.3716409	.7206313
_cons	1.938573	.1972458	9.83	0.000	1.551981	2.32517
ETN_8<-						
Enhanced	.8632316	.0415677	20.77	0.000	.7817604	.9447029
_cons	1.803097	.1883635	9.57	0.000	1.433911	2.172283
ETN_9<-						
Enhanced	.6566175	.0738145	8.90	0.000	.5119437	.8012913
_cons	1.80679	.1886024	9.58	0.000	1.437136	2.176444
ETN_10<-						
Enhanced	.7483267	.0595891	12.56	0.000	.6315642	.8651192
_cons	1.727137	.183491	9.41	0.000	1.367501	2.086773
Var (e. ETN1)	.5463405	.0961544			.3869496	.7713872
Var (e. ETN2)	.4951046	.0945311			.3405459	.7198106
Var (e. ETN3)	.7096023	.097159			.5425855	.9280296
Var (e. ETN4)	.8739044	.0772709			.734853	1.039268
Var (e. ETN5)	.9360658	.0586502			.8278917	1.058374
Var (e. ETN6)	.5765895	.0973669			.4141207	.8027983
Var (e. ETN7)	.7017353	.0972448			.5348302	.9207268
Var (e. ETN8)	.2548311	.0717651			.1467366	.4425542
Var (e. ETN9)	.5688535	.0969358			.4073343	.7944195
Var (e. ETN10)	.4400072	.0891842			.2957545	.6546183
Var (ETN)	.1	.			.	.

LR test of model vs. saturated: $\chi^2(35) = 43.65$, $\text{Prob} > \chi^2 = 0.1497$

In this output, all factor loadings are statistically significant (all p- values are < 0.01). The findings revealed that all indicator variables were statistically significant at 1% level of significance (p-value =0.000). The results confirmed that all indicator variables were related to their respective factor (latent variable Enhanced training).

Table 4.17: CFA results for model fit indices

Fit statistics	Value	Description
Likelihood		
chi2_ms (35)	43.651	model vs. saturated
p > chi2	0.150	
chi2_bs (45)	284.015	baseline vs. saturated
p>chi2	0.000	
Population error		
RMSEA	0.058	Root mean squared error of approximation
90% CI, lower bound	0.000	
Upper bound	0.107	
pclose	0.384	Probability RMSEA <=0.05
Information criteria		
AIC	1909.783	Akaike's information criterion
BIC	1978.905	Bayesian information criterion
Baseline comparison		
CFI	0.964	Comparative fit index
TLI	0.953	Tucker-Lewis index
Size of residuals		
SRMR	0.061	Standardized root mean squared residual
CD	0.896	Coefficient of determination

Source: Researcher (2020)

The results revealed that the chi-square goodness of fit was not significant, $\chi^2 = 43.651$, $p > 0.01$, suggesting good fit of the model to the data. The results of confirmatory factor analysis using STATA 13 indicated that the model fit well based on criteria of fit indexes. For example: Root Mean Square Error Approximation (RMSE) = 0.058 (Acceptable Fit, Schumacker and Lomax, 2004); Comparative Fit Index (CFI) = 0.964 and Tucker Lewis Index (TLI) = 0.953 (Acceptable Fit, Schumacker and Lomax, 2004); and SRMR=0.061 considered indicative of a close-

fitting model (Pituch and Stevens, 2016). This means that the selected observed variable used were related to enhanced TNA.

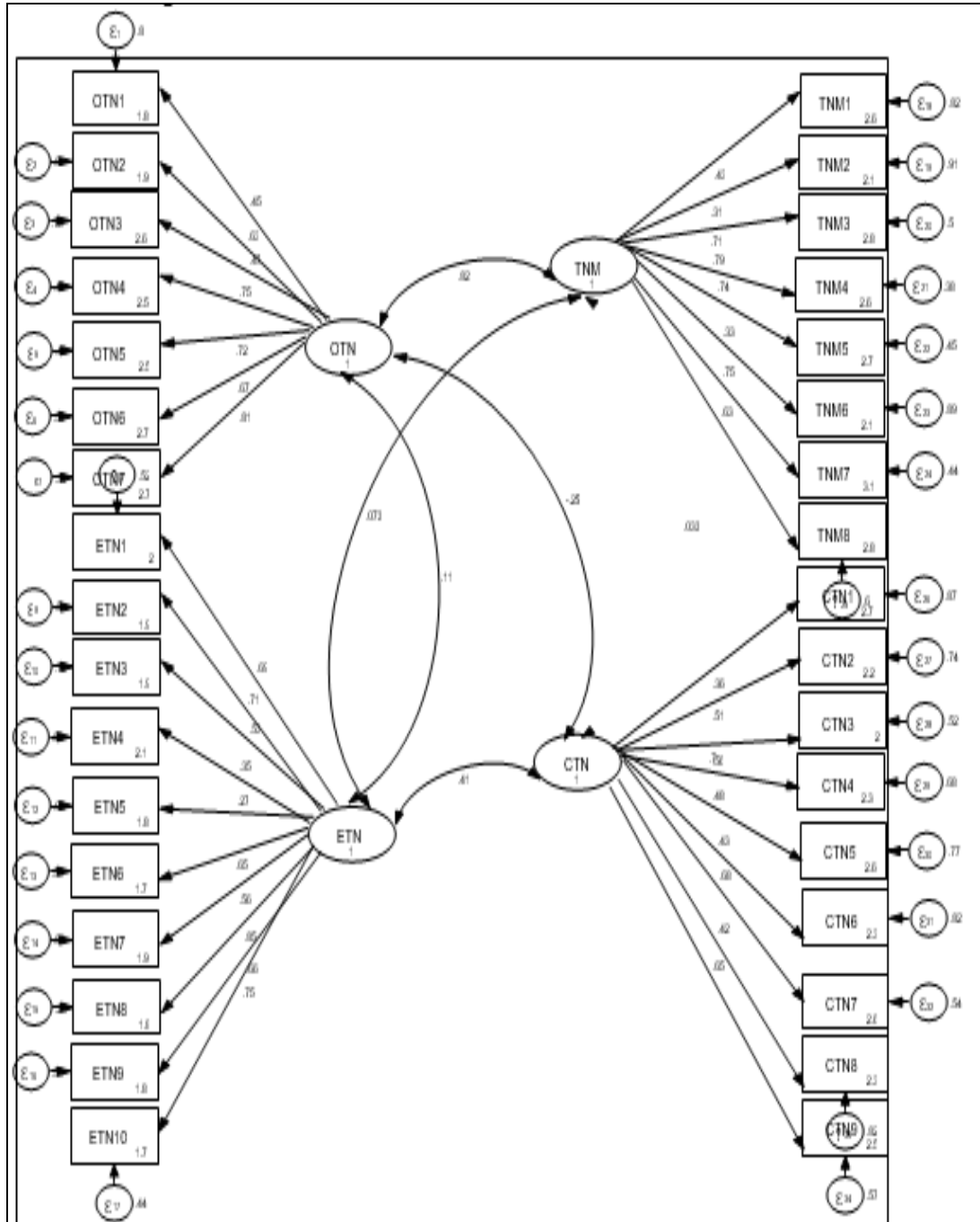


Figure 4.1: The combined measurement model

Source: Researcher, (2020)

Table 4.18: CFA Results for Model Fit Indices

Fit statistics	Value	Description
Likelihood		
chi2_ms (521)	918.584	model vs. saturated
p > chi2	0.000	
chi2_bs (561)	1684.201	baseline vs. saturated
p>chi2	0.000	
Population error		
RMSEA	0.102	Root mean squared error of approximation
90% CI, lower bound	0.091	
Upper bound	0.112	
pclose	0.000	Probability RMSEA < = 0.05
Information criteria		
AIC	7112.037	Akaike's information criterion
BIC	7360.876	Bayesian information criterion
Baseline comparison		
CFI	0.646	Comparative fit index
TLI	0.619	Tucker-Lewis index
Size of residuals		
SRMR	0.110	Standardized root mean squared residual
CD	0.999	Coefficient of determination

Source: Researcher, (2020)

The results revealed that the chi-square goodness of fit was significant, $\chi^2 = 918.584$, $p < 0.01$, suggesting poor fit of the model to the data. The results of confirmatory factor analysis using STATA 13 indicated that the model fit well based on criteria of fit indexes. For example: Root Mean Square Error Approximation (RMSE) = 0.102 (Acceptable Fit, Schumacker and Lomax, 2004) and SRMR=0.110 considered indicative of a close-fitting model (Pituch and Stevens, 2016). However, CFI and TLI values were low (both < 0.9) indicated poor fit. Generally, this means that the selected observed variable used were related to each factor.

4.9.4 Regression Analysis on TNA for an Enhanced Training Practices

Table 4.19: Regression Analysis on TNA for Enhanced TNA Practices (n = 74)

Predictors	Standardized Coefficients Beta	T	P-value
(Constant)		1.061	0.292
Challenges facing TNA	0.357	3.045	0.003
TNA methods and techniques	0.016	0.102	0.919
TNA organizations or arrangements	0.219	1.383	0.171

a. Dependent Variable: Enhanced Training

*Significant at $p < 0.05$

The dependent variable (Enhanced Training) was regressed against Independent variables (TNA organizations or arrangements, TNA methods and techniques, and Challenges facing TNA). The study findings in Table (4.19) unveil that challenges facing TNA at the OUT significantly influence the Enhanced Training at the OUT (p-value = 0.003). This implies that, responding to employees' challenges facing TNA at the OUT contribute to an Enhanced Training at the OUT. The findings further reveal that, TNA organizations or arrangements, TNA methods and techniques at the OUT did not have much influence to an Enhanced Training at the OUT with p-values 0.171 and 0.919 respectively meaning that the OUT has poor organizations or arrangements of TNA and does not apply TNA methods and techniques.

In summary, considering descriptive statistics and the regressions analysis done, the study found out that TNA organizations or arrangements, TNA methods and techniques, and Challenges facing TNA had negative influence, while challenges facing the OUT in conducting TNA had positive influence to the dependent variable which was an enhanced Training at the OUT.

4.9.5 Model Summary

The model summary indicates the correlation between enhanced TNA practices and its determinants (TNA organizations or arrangements, TNA methods and techniques, and challenges facing TNA).

Table 4.20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.394 ^a	0.155	0.119	6.13359

Predictors: (Constant), TNA organizations or arrangements, TNA methods and techniques, and Challenges facing TNA

In Table 4.16, $R^2 = 0.155$ equal to 15.5%, Frost, (2017) contented that small R^2 value is not always a problem particularly in responses related to human behaviors which are hard to predict. Therefore, a good model can have a low R^2 value and high R^2 value is not necessarily good. Normality was checked through histogram with normal curve.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

The main aim of this study was an investigation of training needs assessment for enhanced training practices on administrative staff at the Open University of Tanzania. Three research objectives were developed in order to collectively address the stated objectives. The research objectives were revisited to highlight the extent to which they were achieved through the various findings of the study. In this chapter the results that emerged from the data analysis presented in chapter four, are discussed. It links with chapter four and also links with the literature and empirical research. The reflections of the quantitative results from Chapter four are presented, and comparisons with other related studies are made. The aim of this study was accomplished effectively by addressing the following research objectives:

5.2 Findings on TNA Organizations or Arrangements at the OUT

For the purpose of this study, statements with 60% above scores in Table 4.2 denoted that training needs assessment organizations or arrangements at the OUT is conducted to some extent. Similarly, statement items which had 39% to 49% with disagreed scores indicated that to the low extent training needs assessment organizations or arrangements at the OUT were conducted. Specifically, it was found out that the OUT did not have a specific budget and a clear ongoing plan for training and development; and does not have a systematic allocation of the limited budget for training to the areas that need improvement the most. It was also found out that the

executive managers did not facilitate the management of training and development activities as well as the top management was not committed to support and provide all the facilitation to training and development activities at the OUT.

In regression, the dependent variable (Enhanced Training) was regressed against Independent variable concerning TNA organizations or arrangements, the study findings in Table (4.19), Findings revealed that, TNA organizations or arrangements, had no influence to an Enhanced TNA practices at the OUT with p-value of 0.171 respectively meaning that the OUT had poor organizations or arrangements of TNA.

The findings concur to Shibani, (2016) and Alkanani, (2013), who argued that, training administration invites different departments to furnish it with suggestions related to training courses they may need. The unit of training provides training specialists for all units so that they can help inspect and classify employees' needs using reviews of reports, jobs, and employees, in line with the organisation's requirements.

5.3 Findings on TNA Methods and Techniques Applied at the OUT

Referring to the findings in Table 4.3 in comparing the training needs assessment methods and techniques applied by the OUT management, the most methods applied by the management were; the performance review appraisal of individuals which is a vital technique in spotting performance trends across an entire organization or departments to inform TNA with 70.2%, TNA at the OUT is done through individual's request technique, Organizational Documents are used to build

management involvement and provide relevant and quantifiable data for conducting TNA.

Furthermore, the study revealed that, SWOT Analysis technique is used as a management framework to enable smooth TNA processes and lastly, group interviews (Focus groups) technique is used in conducting TNA and providing management with learning, views, and opinions and on the other hand it was revealed (50%) that OUT does not apply internal survey questionnaire method in conducting TNA, the OUT does not use Advisory Committees method in conducting TNA and it was concluded that the OUT does not use observation method of Work Situation in TNA issues.

Again, in regression, the dependent variable (Enhanced Training) was regressed against Independent variable concerning TNA methods and techniques applied by the OUT management. The study findings in Table (4.19), revealed that, TNA methods and techniques applied by the OUT management had a negative influence to an Enhanced TNA practices at the OUT with p-value of 0.919 respectively meaning that the OUT management does not apply TNA methods and techniques properly.

This study concurs with Brown, (2002) and Jamil, (2006) whereby the findings of the study were expected, and perhaps not surprising, as performance appraisal has often been considered the most widespread and popular method of TNA for organizations while Shibani (2016) who argued that there are various methods for

collecting data about training needs assessment from relevant employees such as; questionnaires, interviews, observations, group discussions, records and reports. Each method has both advantages and disadvantages. Therefore, it is usually recommended to rely on more than one method in the TNA process in order to produce the most reliable outcomes. Before initiation of the process of data collection and information, those responsible for training determine the purpose and objectives of the training so that it can determine the quality of data and information clearly and suggest a use of the appropriate methods.

5.4 Findings on the Challenges facing the OUT in Conducting TNA

Administrative staff at OUT were asked to state the challenges facing the OUT in conducting training needs assessment. Based on the comparison of the findings in Table 4.4, the participants seemed to agree that, little support from top management on TNA processes is a challenge for TNA practices at the OUT and Heads of department at the OUT do not participate fully in the TNA. Furthermore, it was agreed by 56.7%, that Senior managers do not view training as priority which devalues TNA at the OUT, the unwillingness of most managers to send their staff for training devalue TNA at the OUT, objectives of TNA were not clear in the OUT strategic plan and observable inability in describing fully training needs at the OUT makes TNA not useful. On the other hand, it was revealed that, the performance appraisal does not indicate resources for training needs and increased employees' turnover after training. These findings suggest that there is limited awareness of the theories of training needs assessment generally in Tanzania.

The dependent variable (Enhanced Training) was regressed against Independent variable concerning the Challenges facing the OUT in conducting TNA). The study findings in Table (4.19) unveil that challenges facing TNA at the OUT significantly influence the Enhanced TNA practices at the OUT (p-value = 0.003), This implies that, responding to employees' challenges facing TNA at the OUT contribute to an Enhanced TNA practices at the OUT.

The study findings correspond to Mdeme, (2011), Habi, (2013) and Mwakibasi, (2013), who revealed in their studies that, there was insufficient fund to conduct training programmes, unclear organizational policy, poor management support and unwillingness of some employees to be trained. Also, in the study of Zakaria and Rozhan (1993) "it was found out that the lack of professional people to conduct TNA was the main reason for the failure of training programmes. He also found out that, the organisations involved in the study did not conduct any kind of proper of training needs assessment.

5.5 Findings for An Enhanced Training Practices at the OUT

Administrative staff were asked to select the common outcomes of an enhanced training needs assessment practices at the OUT. The findings of the study revealed that, above 80% agreed that, TNA of administrative workforce was useful for the career development of individuals, TNA decreases turnover and absenteeism rate at the OUT, TNA helped in improving knowledge, skills and attitude of administrative workforce. Others were as follows; TNA of administrative workforce helps organization adopt the latest technologies and keeps up with the pace in time and

TNA of administrative workforce improves cost effectiveness of administrative activities.

Findings further showed that TNA motivates administrative workforce for a safe and environmentally friendly job execution, Managers receive TNA results and clarifies training requirements and approach at the OUT, TNA encourages employees to express their needs, TNA provide clear needs for effective training programme, and TNA decreases turnover and absenteeism rate at the OUT. Thus, an Enhanced Training Needs Assessment practices on administrative staff has a great positive contribution to administrative staff performance as the result of the study findings.

The findings relate to Mdeme, (2011), Bee & Bee (1994) and Alkanani, (2013), who assert that ‘assessing training needs plays a very important role in identifying individuals who need to be trained, designing programmes that relate to the needs of both individuals and the organization, allocating the required time, determining the programme objectives and the required skills and determining the required resources for implementing the programme.’

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The purpose of the study was to investigate training needs assessment for enhanced training on administrative staff in public universities with reference to the Open University of Tanzania. Specifically, the study focused on three objectives which were; to examine the organizations or arrangements of Training Needs Assessment at the OUT, to examine the training needs assessment methods and techniques applied by OUT management and to examine the challenges facing the OUT in conducting training needs assessment. That being the case, this chapter presents the conclusions and recommendations of the study.

6.2 Conclusions

The study presents an investigation of training needs assessment for enhanced training on administrative staff in Public Universities a case study of the OUT. The Open University of Tanzania has almost the same characteristics with other Public Universities in Tanzania.

Training Needs Assessment organizations or arrangements at the OUT is conducted to some extent. Similarly, in the descriptive analysis the statement items which had 39% to 49% with disagreed scores indicated that, Training Needs Assessment organizations or arrangements at the OUT was low and some extent was not conducted. Specifically, it was found that the OUT did not have a specific budget

and a clear ongoing plan for training and development while in the regression analysis, the dependent variable (Enhanced Training) was regressed against Independent variable concerning TNA organizations or arrangements. The study findings further revealed that, TNA organizations or arrangements, had a negative influence to an Enhanced TNA practices at the OUT with p-value of 0.171 respectively meaning that the OUT has poor organizations or arrangements of TNA.

On the training needs assessment methods and techniques applied by the OUT management, the majority of respondents in descriptive analysis strongly agreed that the proper methods and techniques applied by OUT management in conducting training needs assessment could lead to effectiveness and efficiency at the OUT while in regression, the dependent variable (Enhanced TNA practices) was regressed against Independent variable concerning TNA methods and techniques applied by the OUT management. The study findings revealed that, TNA methods and techniques applied by the OUT management had a negative influence to an Enhanced TNA practices at the OUT with p-value of 0.919 respectively meaning that the OUT management does not apply TNA methods and techniques properly.

Concerning the challenges facing the OUT in conducting Training Needs Assessment, in descriptive analysis the respondents (administrative staff) agreed that the challenges facing the OUT in conducting TNA were the barriers for proper TNA practices. Thus, the findings gave the impression that there is limited awareness of the theories of training needs assessment generally in Tanzania. In regression analysis, dependent variable (Enhanced TNA practices) was regressed against

Independent variable concerning the Challenges facing the OUT in conducting TNA). The study findings revealed that challenges facing TNA at the OUT significantly influence the Enhanced TNA practices at the OUT (p-value = 0.003), This implies that, responding to employees' challenges facing TNA at the OUT hinders the Enhanced TNA practices at the OUT.

The findings of the study revealed that, above 80% agreed that; TNA of administrative workforce is useful for the career development of individuals, TNA decreases turnover and absenteeism rate at the OUT, TNA help in improving knowledge, skills and attitude of administrative workforce. Other advantages mentioned include TNA of administrative workforce helps organization adopt the latest technologies and keeps up with the pace in time and TNA of administrative workforce improves cost effectiveness of administrative activities. Thus, an Enhanced Training Needs Assessment practices on administrative staff has a great positive contribution to administrative staff performance according to the result of the study findings.

6.3 Recommendations

This part gives recommendations based on the findings or results of the study. The study has revealed a numeral significant issue related to the training needs assessment for enhanced training on administrative staff in at the Open University of Tanzania. Head of department and supervisors and trainers need to be well-informed, and familiar about all issues concerning training programmes. The researcher recommended the following recommendations:

6.3.1 Involvement of All Management Levels in TNA practices

The assessment of training needs practices, should not be from the top management instead all levels should be considered for training, meaning that analyses should include individual, group, organizational and task training needs, rather than just the need of the individual. Training needs assessment practices should be carefully considered as a vital issue within the University while trainees' managers and staff providing training needs assessment (expertise) must be well-educated and experienced, as they have the responsibility to improve the training situation and change the attitude of the OUT about the significance of training needs assessment.

6.3.2 Top Management, Supervisors and Head of Department Commitment

Supervisors, head of departments and the top management need to be committed to the whole training programme, and helpful to training needs assessment activities, by being involved in the formulation of various training and development programme, plans, objectives and policies. With respect to the absence of proper training needs assessment activities designed to develop the skills, knowledge and abilities of administrative staff at the OUT, for the purpose of enhancing capability at the work place, the researcher recommended the establishment of an effective training needs assessment path for the OUT which would ensure the building of ability of their administrative staff and would provide them with the skills, capabilities, knowledge and attitudes required for their task.

6.4 Recommendations for Further Studies

In this study a number of important objectives have been addressed, regarding the

training needs assessment for an Enhanced training on administrative staff at the OUT. The conclusions and implications derived from this study have been conclusive, but still some issues remain tentative until such time as they are confirmed by similar studies using identical or alternative research methodologies. Further studies are therefore required to extend this research and to help improve TNA practices in Public Universities in Tanzania specifically to administrative staff. Therefore, the following recommendations were made for future or further studies to the area;

The study focused on administrative staff at the OUT, however, it is recommended that future efforts should include Technical staff and Academicians employees from a variety of backgrounds and from different levels at the OUT. This could strengthen the findings of this study by showing whether they can be comprehensive beyond the current scope. Repetition of this study in other Public or Private Universities which might yield understanding of those contexts and could help to provide more valued information and provide the opportunity for training needs assessment processes for an enhanced training needs assessment practice. A relative study between the Open University of Tanzania and other Public and Private Universities in Tanzania that invest in people's education would be helpful.

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APPENDICES

APPENDICES I: QUESTIONNAIRE

A Survey to Investigate Training Needs Assessment processes for an Enhanced Training Practices on Administrative Staff at the Open University of Tanzania

Dear participants,

Thank you for your interest in this survey. I'm finalizing my MHRM dissertation at the OUT. The major purpose of my study is an investigation of Training Needs Assessment for enhanced training on administrative Staff at the Open University of Tanzania (OUT). The information collected from this survey questionnaire will be kept confidential and used only for my academic endeavor. Please circle/tick appropriate options from the following options (1= SA: Strongly Agree, 2=A: Agree; 3=N: Neutral; 4=D: Disagree; & 5=SD: Strongly Disagree). This one-page questionnaire consists of about 35 statements (questions), and it takes about 10–15 minutes to answer. If you have any questions concerning this survey, do not hesitate to contact either the principal investigators, Mr. Alex Silas Seni (+255 787 597 147) or my supervisor Dr. Bukaza Chachage (+255 767 076 076).

Position of respondents: _____

Indicate your highest education: _____

Working Experience _____

Gender: Male _____ Female _____

Indicate your age: _____

1= SA: Strongly Agree 2=A: Agree 3=N: Neutral 4=D: Disagree
5=SD: Strongly Disagree

S/N		SA	A	N	D	S	D
OTN1	OUT channels resources into the right TNA areas that contribute to high performance and improved employee's morale.	1	2	3	4	5	
OTN2	Organizations/ arrangements of TNA involves systematic planning, analysis and coordination across the OUT.	1	2	3	4	5	
OTN3	There is a systematic allocation of the limited budget of training to the areas that need improvement the most.	1	2	3	4	5	
TNM1	Organizational Documents are used to build management involvement and provide relevant and quantifiable data for conducting TNA.	1	2	3	4	5	
TNM2.	The performance review appraisal of individuals is vital technique in spotting performance trends across an entire organization or departments to inform TNA.	1	2	3	4	5	
TNM3	Internal survey questionnaire method is used in conducting TNA at the OUT.	1	2	3	4	5	
OTN7	The executive managers facilitate the management of training and development activities.	1	2	3	4	5	
ETN4	TNA encourages employees to express their needs.	1	2	3	4	5	
ETN5	TNA motivates administrative workforce for a safe and environmentally friendly job execution.	1	2	3	4	5	
OTN4	The OUT has a clearly defined strategy and activities relating to human resource development.	1	2	3	4	5	
OTN5	The OUT has a specific budget and a clear ongoing plan for training and development.	1	2	3	4	5	
OTN6	The top management is committed to support and provide all the facilitation to training and development activities at the OUT.		2	3	4	5	
TNM4	SWOT Analysis technique is used as a management framework to enable smooth TNA processes.	1	2	3	4	5	
TNM5	Group interviews (Focus groups) technique is used in conducting TNA and providing management with learning, views, and opinions.	1	2	3	4	5	
TNM6	TNA at the OUT is done through individual's request technique.	1	2	3	4	5	
CTN1	Subjectivity of management in conducting TNA and other evaluation is one of the major challenges at the OUT.	1	2	3	4	5	
CTN2	Little support from top management on TNA processes is a challenge for TNA practices at the OUT.	1	2	3	4	5	
CTN3	Senior managers do not view training as priority which devalues TNA at the OUT.	1	2	3	4	5	
TNM7	OUT uses Advisory Committees method in conducting TNA.	1	2	3	4	5	
TNM8	Observation method of Work Situation is mostly adopted in TNA issues at the OUT.	1	2	3	4	5	
CTN4	Objectives of TNA are not clear in the OUT strategic plan.	1	2	3	4	5	
CTN5	Increased employees' turnover after training devalues TNA at the OUT.	1	2	3	4	5	
CTN6	The unwillingness of most managers to send their staff for training devalue TNA at the OUT.	1	2	3	4	5	
ETN1	TNA provide clear needs for effective training programme.	1	2	3	4	5	
ETN2	Managers receive TNA results and clarifies training requirements and approach at the OUT.	1	2	3	4	5	
ETN3	TNA improves the quality and productivity of the workforce.	1	2	3	4	5	
CTN7	Observable inability in describing fully training needs at the OUT makes TNA not useful.	1	2	3	4	5	
CTN8	The performance appraisal does not indicate resources for training needs.	1	2	3	4	5	

CTN9	Heads of department at the OUT do not participate fully in the TNA.	1	2	3	4	5
ETN6	TNA help in improving knowledge, skills and attitude of administrative workforce.	1	2	3	4	5
ETN7	TNA decreases turnover and absenteeism rate at the OUT.	1	2	3	4	5
ETN8	TNA of administrative workforce helps organization adopt the latest technologies and keeps up with the pace in time.	1	2	3	4	5
ETN9	TNA of administrative workforce improves cost effectiveness of administrative activities.	1	2	3	4	5
ETN10	TNA of administrative workforce is useful for the career development of individuals.	1	2	3	4	5

Thank you very much for your kind co-operation!

APPENDICES II: QUESTIONNAIRE BEFORE CODING**Dear Participant**

I am a full time Master's research student at the Open University of Tanzania. I am currently doing a research entitled "**An Investigation of Training Needs Assessment for Administrative Staff in Public Universities: A Case Study of the Open University of Tanzania**". I am writing to ask for your valuable assistance in completing a questionnaire that is part of my Master research which I am undertaking during my period of study.

The information provided in this questionnaire would be kept confidential. Please tick appropriate options and TNA stands for Training Needs Assessment. Your participation in this research is extremely important. Please read the questionnaire carefully and answer all the questions. Thanking you in advance for your kind cooperation and for spending the time to complete this questionnaire. For any enquires about the survey you can contact me on the following No: 0787597147

Yours faithfully,

Alex Silas Seni

E-mail: silasalexseni@gmail.com

QUESTIONNAIRE FOR OUT ADMINISTRATIVE STAFF

Please tick (✓) appropriate options.

A. Demographic and Respondents Profile

Designation of respondent.....

Gender	Male	
	Female	
Age	Less than 30	
	31-40	
	41-50	
	51-60	
Academic and Professional Qualifications	Certificate	
	Diploma	
	Advanced	
	Degree	
	Masters	
	PhD	
Experience	Less than 2 years	
	2-5 years	
	6-9 years	
	9-and above	
Marital status	Single	
	Married	
	Any other	

1. Questions regarding opinions on training needs assessment practices on administrative staff

Please tick (✓) 1=Strongly Disagree, 2=Slightly Disagree, 3= Neutral, 4=Slightly Agree, 5= Strongly Agree

S/n	Statement	Response				
		5	4	3	2	1
1.	TNA enables the OUT to channel resources into the right areas that contribute to high performance and improved employee morale.					
2.	TNA involves systematic planning, analysis and coordination across the OUT.					
3.	There is a systematic allocation of the limited budget of training to the areas that need improvement the most.					
4.	The OUT have a clearly defined strategy relating to human resource Development.					
5.	The OUT have a specific budget and a clear ongoing plan for training and Development.					
6.	Top management is committed to supports and provides all the facilitation to Training and development activities.					
7.	Executive managers facilitate the management of training and development Activities.					
8.	TNA play an important role to ensure training effectiveness improvement.					

2. Questions regarding training needs assessment methods and techniques applied by the OUT management

Please tick (✓) 1=Strongly Disagree, 2=Slightly Disagree, 3= Neutral, 4=Slightly Agree, 5= Strongly Agree

S/n	Statement	Response				
		5	4	3	2	1
1.	Organizational Documents (build management involvement and provide relevant and quantifiable data).					
2.	By performance review appraisal of individual					
3.	Through internal survey questionnaire					
4.	By SWOT analysis of organization					
5.	Group Interviews (Focus groups)					
6.	Through individuals request					
7.	Advisory Committees.					
8.	Observation of Work Situation.					
9.	Through assessment center of target group					

3. Questions regarding challenges facing training needs assessment practices

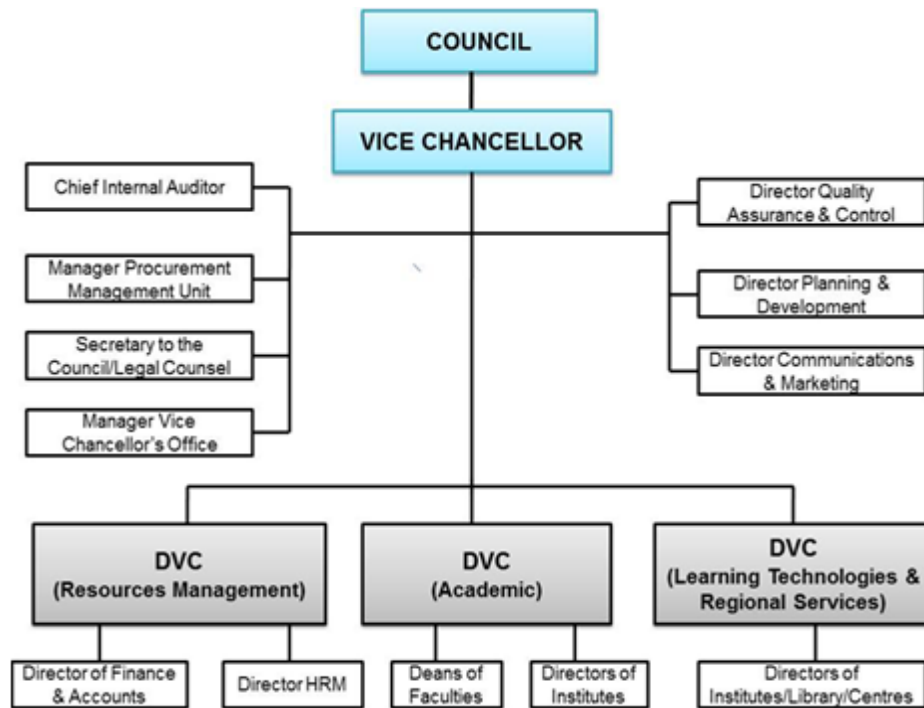
Please tick (✓) 1=Strongly Disagree, 2=Slightly Disagree, 3= Neutral, 4=Slightly Agree, 5= Strongly Agree.

S/n	Statement	Response				
		5	4	3	2	1
1.	TNA does not rely on all potential trainees instead relies on subjective evaluation of the managers.					
2.	Lack of specialise employees to conduct the TNA					
3.	Lack of support from top management					
4.	Some senior managers do not believe in the importance of training					
5.	Lack of precise performance standards for the typical worker					
6.	Training objectives are not clear					
7.	Lack of standards to application of systems and regulations					
8.	Lack of motivation among employees					
9.	Instrumentality and Nepotism					
10.	Lack of funding resources					
11.	Individuals leave the organisation after training					
12.	The unwillingness of most managers to send their staff for training					
13.	Lack of precise performance standards for the typical worker					
14.	Lack of Participation of heads of workers in the TNA					
15.	Performance appraisal does not indicate individual's training					
16.	Inability to describe fully their training needs					
17.	Questioning on poor performance cause to discomfort for employees					
18.	Unwillingness of potential trainees					
19.	Poor understanding of correct TNA					
20.	Absence of training climate					

4. Questions about an enhanced training needs assessment practices on administrative at the OUT

Please tick (✓) 1=Strongly Disagree, 2=Slightly Disagree, 3= Neutral, 4=Slightly Agree, 5= Strongly Agree.

S/n	Statement	Response				
		5	4	3	2	1
1.	TNA tries to determine the consistency of employee performance.					
2.	Analysing what the training needs are is a vital prerequisite for any effective training programme.					
3.	Managers should receive TNA to clarify what they are trying to achieve and what their approach should be.					
4.	TNA improves the quality and productivity of the workforce.					
5.	Awareness of the importance of methods of TNA.					
6.	Training of supervisors and to use various methods of TNA.					
7.	TNA encourage employees to express their needs.					
8.	TNA can motivate administrative workforce for a safe and environmentally friendly job execution					
9.	TNA can help in improving knowledge skill and attitude of administrative workforce.					
10.	Training need assessment decreases turnover rate.					
11.	TNA of administrative workforce can help organization to adopt latest technologies and to keep the pace with time					
12.	TNA decreases absenteeism rate.					
13.	TNA of administrative workforce is useful for improving cost effectiveness while performing administrative activities					
14.	Work efficiency of administrative workforce can be improved through TNA					
15.	TNA of administrative workforce is useful for the career development of individuals.					



OUT Organization Structure