

Effect of Training Needs Assessment on Organizational Performance in the Counties in Kenya

A Case Study of City County of Nairobi

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Abstract

Training needs assessment evaluates the level of organizational performance. An assessment of this type determines what skills, knowledge, and abilities an organization needs. The objective of this research thesis was to carry out an investigation on the effects of training needs assessment on organizational performance in the counties in Kenya. The study focused on the City County of Nairobi. The study had four variables which included; Organization Need Assessment, Task Need assessment and individual need Assessment were the independent variables while the organizational performance was the dependent variable. The objectives of this thesis were to establish the effect of training needs assessment on organizational performance in City County of Nairobi. In the same vein the specific objectives entailed to establish the effect of organization need assessment on organizational performance, to investigate the effect of task need assessment on organizational performance and to assess the effect of individual need assessment on organizational performance. The study used cross sectional survey research design. The population involved in the study was 161 employees and a sample size of 84 employees were picked through random sampling; the researcher made use of questionnaires to measure the effects of training needs on organizational performance. The data was presented using tables and graphs for making reference and report writing. The researcher obtained the permit from the City Council to conduct research. The study established that training needs assessment influence organization performance. The most influential of the training needs assessment was individual needs assessment. Individual training needs assessment involves taking into account both the needs of individuals, but also anything that can help the department/organization to work together as effectively as possible. The study recommends that training needs assessment should examines the skills, knowledge, and abilities required for affected occupational groups.

Key Words: Training Needs Assessment, Human Resource Management, Organizational Performance, Counties in Kenya, City County of Nairobi

1. BACKGROUND

Training spawns within the realms of learning in the context of human and organization development. Training is identified as one of the most effective vehicles for learning which in-turn will contribute to quality and performance improvements of people in their job. Effectiveness of training pivots on the purpose of the training and successful training

undertakings are hallmarked by the benefits derived collectively by the trainee, the employer, the job. As it is focused on people, the understanding the human behavior within the scope of their job and the organization, should be the foundation of any training undertaking (Bryman, 2013). Training is associated with the performance of people in their job and performance 'gaps' imply that there is a shortfall somewhere in their knowledge and/or skills to undertake certain roles or tasks.

A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf, 2013). In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous, 2014). In order to ensure that the employees are equipped with the right kind of skills, knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of our business. By choosing the right type of training, they ensure that the employees possess the right skills for the business, and the same need to be continuously updated in the follow up of the best and new HR practices. To meet current and future business demands, training and development process has assumed its strategic role and in this regard few studies by Stavrou et al.'s (2014) and Apospori, Nikandrou, Brewster and Papalexandris's (2008), have attained much importance as these highlight the T&D practices in cross-national contexts. Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance. Differently from these studies, Cunha, Morgado and Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed.

A study done by Jackson (2012), in Nigeria found out that some cultural assumptions underlie human resource management with regards to developing employees: he deliberated through an example which highlighted the distinction between the hard and soft approaches on developmental aspects, appearing in the strategic HRM literature. The hard approach assumed the employees in the organizations as mere resources to achieve the objectives of the organization, whereas the soft approach viewed the employees more as valued assets capable of development (Tyson and Fell 2011). The need for developing our employees is compelling because a sound Training and Development plan has its contributions to increase productivity and quality of work. The development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees. In order to stay ahead of our competition, training and development plan must incorporate innovation and reinvention and this is only possible when training encompasses a wide range of learning actions. Therefore, an ideal training shall become part of a company-wide strategy and it must be linked to business goals and organizational performance.

Otuko and Chege (2013) contended that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly. Nassazi (2013) established that employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the

challenges of the today's competitive business climate. Although extensive research has been conducted in the area of Human Research Management, the same cannot be said on employee training especially as it concerns developing countries.

1.1 Training Needs Assessment

Training needs assessment (TNA) identifies performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements. An effective training needs assessment help direct resources to areas of greatest demand as the assessment address resources needed to fulfill organizational mission, improve productivity, and provide quality products and services. TNA is a vital part of the training design process which endeavors to reduce the 'gap' by finding out what needs to be learnt. Without TNAs, there can be no solid prognosis to diagnose if the whole training process was correctly designed,(Wright, Gardiner and Moynihan,2013). Cardy, (2010), in his study of linking management, people and performance, in horticultural industries in New York USA, the author concedes that for training to be holistic, the three TNA processes of; (i) identifying the range and extent of training needs from business needs, (ii) specifying the needs precisely, and (iii) analyzing how best training needs must be observed, should be carried out at the organizational level, at the job-level and the person level within the organization. Observations, questionnaire surveys, fact-finding interview or Delphi techniques are the common methods for collecting TNA data whilst line managers, training consultants, trainees or trainers should be the key parties to the TNA approaches must be carefully articulated, (Michael Armstrong, 2012). Moreover, the author posts that organization need assessment evaluates the level of organizational performance. An assessment of this type determines what skills, knowledge, and abilities an organization needs. It determines what is required to alleviate the problems and weaknesses of the organization as well as to enhance strengths and competencies, especially for mission critical occupation's. Organizational assessment takes into consideration various additional factors, including changing demographics, political trends, technology, and the economy.

Mulwa, (2011), explores the relationship between Training and Development programs and Job Satisfaction in microfinance Institutions in Nairobi and avers that task need assessment examines the skills, knowledge, and abilities required for affected occupational groups. Task need assessment identifies how and which occupational discrepancies or gaps exist, potentially introduced by the new direction of an organization. It also examines new ways to do work that can eliminate the discrepancies or gaps. Individual needs assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind. This is achieved by conducting needs assessment by obtaining needs assessment data from reviewing strategic plans, assessing HR metrics, reviewing job descriptions, conducting surveys, and reviewing performance appraisals.

1.2 Nairobi City County

Nairobi was made a municipality in 1935 by a Charter given by the queen of Britain before the independence of Kenya in 1963. City County of Nairobi (CCN) was set up in 1952 and its function is to derived services to the residents of Nairobi and maintains the city status of Nairobi.CCN derives its legal mandate from the County Government Act (2012) of the laws of Kenya amongst other Acts of Parliament that argument its diverse core functions and priorities. The County is mandated to provide and manage basic social and physical

infrastructure services to the residents of Nairobi. These services include basic education, housing, health, water and sewerage, refuse and garbage collection, planning and development control, urban public transport and fire services among others,(Central Corporations of Kenya, 2008).

The Department of Human Resource Management was formed in the year 2000 after the Mbogua Extra ordinary inspection team recommended the upgrading of Establishment section to a full-fledged department. This recommendation was approved by the Minister for local Government. In February, 2003 the Ministry of Local Government deployed a personnel officer to the county with a mandate of assisting the Town Clerk in setting up effective measures within the City Council identifying weakness in staffing and deployment procedures, suggesting optimum staffing levels within the department among others. In order to operationalize the department, the Directorate of personnel management seconded (currently directorate of public service management) officer to perform the duties of Director of Human Resource Management with a mandate to undertaking a reconciliation of the then county establishment, reviewing the disciplinary code and establishing modern human Resource practice, improving performance management practices through selection, promotion and retention of staff, reviewing the collective Bargaining,(Central Corporations of Kenya,2008).

2. STATEMENT OF THE PROBLEM

There is an urgent need for many County Governments in Kenya to adopt training in order to achieve and compete in the ever changing business environment. To achieve this they must ensure that they have resources required to do so and they use them effectively. An organization has to align human resource function with the overall strategic goals and objectives. Organization culture, people and processes rather than capital or technology can form the base of sustained competitive advantage of a firm (Agala, 2011). It is important that a firm adopts training needs assessment practices that make best use of its employees.

However, the actual situation at the City County of Nairobi is that training is done haphazardly; this is because there is lack of an approved training policy. There is a draft training policy which is awaiting approval by the County Public service board. Owing to the above, there is lack of controls, coordination and proper departmental systems in terms of training in the City County of Nairobi. Also, there are departmental training committees which are not effective to their work perhaps there is due to lack of an approved training policy which is vital to training management (Ferdous, 2012). Also the Human Resource department approves study leave for those employees who are taking courses which are relevant to their work as well as those employees who are taking courses which are irrelevant to their duties as compared to what they do in the organization. This actually affects the organizational performance because after completion of the courses the employees demands to be transferred for example, from human resource to finance department leaving their duties with no one to execute it (Bassi, 2012).

City County of Nairobi needs effectively to respond to the above dynamism. This should be done through formulating an effective training policy which will ensure that there are controls, systems are working and well-coordinated training is implemented (Brown, 2011). For any training to be carried out, an approval should be given by the departmental training committee concerned. Also, study leaves should not be authorized to those employees who are taking irrelevant courses as compared to duties and responsibilities in the organization

(Agala- Mulwa, 2011). There are great concerns on why the employees are not achieving these targets while the County has continued to train. There is a lot of sub-standard work, wastage of resources, production of spoilt work and also failure to deliver vital and essential services for instance, health services and clean environment especially blocked drainages and sewerage lines and more so, disorganized and confused management of traffic in the City of Nairobi. Despite that many studies have been done on training and development, there is still need based on the above to carry out a study on which seeks to investigate the effect of training needs assessment on organizational performance in the City County of Nairobi.

3. OBJECTIVES OF THE STUDY

The study sought to establish the effect of training needs assessment on organizational performance in Nairobi City County, Kenya.

Specific objectives are:

- i. To establish the effect of organization need assessment on organizational performance
- ii. To investigate the effect of task need assessment on organizational performance
- iii. To assess the effect of individual need assessment on organizational performance

4. Theoretical Review

The study was grounded on three major theories i.e. organizational learning theory, human capital theory and knowledge-based view.

4.1 Organizational Learning theory

Organizational learning theory as developed by Lancaster and Milia,1984) is linked to the organizational level analysis. Learning is directly related to increased knowledge and understanding; improved technical, mental or social skills; or changes in attitudes or values. The theory claims that training and development in all levels may contribute to the effectiveness of the organization. This is because training-related organizational learning bring about improved job performance, acquisition of new skills, communication and innovation. It also provides organizations with opportunities such as effectiveness, profitability, sales, employee and customer satisfaction. By performing a need assessment, organizational assets are protected and the resources are used properly, for it assists to determine whether training solves the problem or not (Ferdous and Razzak,2012). Organizational learning is one of the concepts that have been highly regarded by researchers in the recent past. The basis of new paradigms is learning and successful organizations are the ones which learn sooner, better and more quickly than their rivals and employ this learning in their working process (Alavi, 2010).

Organizational learning is a number of organizational acts such as knowledge acquisition, information distribution, information interpretation, and organizational memory that consciously or subconsciously influence on the positive organizational variation (Tempelton et al., 2011). Considering the learning function in behavior change, organizational learning is a collective process for supporting and protecting the organizational behavior change (Rodriguez, et al., 2013). Organizational learning is a process that involves the production of new knowledge, skills and behavior which enables an organization to adapt to changes. It can be regarded as a dynamic process including the knowledge creation, acquisition, and collection with aim to the development of resources, and capacity that leads to the better

performance of organization (Perez Lopez, 2014). According to Alerga & Chiva (2008), the organizational learning is a kind of process through which the organization learns and this learning means every change in organizational models that leads to the improvement or preservation of operational performance. A related issue is the question of how learning in organizations is to be evaluated.

Cullingford (2010) suggests that to study and understand learning is to enter “that no-man’s land between thinking as a capacity and development as a process of change”. Organizational learning model by Neef, (2010) will be adopted since it will be general and modern. These measures consist of organizational learning culture, team work and learning, common perspective, knowledge sharing, collaborative leadership, development of the staff’s skills and competences and systemic thinking (Moshabaki, 2008). Many organizations recognize the commercial significance of organizational learning. Therefore, organization needs assessment is vital to the management of organizations so as to have them evolve in order to be able to respond to various and developing challenges. The concept of learning organization favors the individuals in the organization and connects them to the organization’s strategic objectives. Therefore it is evident that organizational learning theory supports organizational need assessment.

4.2 Knowledge-Based View

Knowledge-based view theory is linked to the task needs assessment. Knowledge-based view contends that knowledge, which is the most important component of the human resource, is the basis for the competitive advantage of a firm. Thus, organizations must apply this bundle of valuable resources at its disposal, appropriately (Allen, Dawson, Wheat and White, 2007). In line with task needs assessment, knowledge-based view contends that organizations must assess the skills, knowledge, attitudes and competence required in a job description of specific occupations. Training, thus, would provide capacity development; that is, passing of knowledge, skills or attitudes to the employees that would enable them perform the task (Irene, 2009).

According to knowledge-based view theory, training needs assessment should examines the skills, knowledge, and abilities required for affected occupational groups. The organization must assess and identify how and which occupational discrepancies or gaps exist (Upadhaya, Munir and Blount, 2014). According to the theory, the firm is a bundle of knowledge in this application which extends the Resource-Based View adds (Phelan and Lewin, 2012). They describe knowledge as a specific and special resource at the heart of the firm. Knowledge is both highly heterogeneous, difficult to imitate and difficult to understand by those outside the firm. In this theory, knowledge forms the basis for competitive advantage. It provides a strong theoretical underpinning for the organization learning and intellectual capital resource. Knowledge is considered to be a special strategic resource that does not depreciate in the way traditional economic productive factors do (Iqbal and Khan, 2011). Although the resource-based view (RBV) has emerged as one of the substantial theories of training needs assessment, it is said that it has overlooked the role of needs assessment as one of the crucial sources of the competitive advantage of a firm.

The resource-based view implies an inside-out orientation. It strongly prioritizes the development and efficient utilization of company-specific assets (Niazi, 2011). According to the resource-based view, company success is primarily rests upon a superior asset base. Firms with their individual activities differ from each other with regard to their sources and

processing of information and productive knowledge. Also for this reason they show a technical and organizational diversity, according to their technological path taken, their level of unit production costs, the different capabilities in converting new knowledge into new organizational routines, innovations and internal growth. They develop internally, as regards their resources and capabilities, on the basis of their business strategy and they or their individual activities are subject to selection in the competitive market place (Upadhaya, Munir and Blount, 2014). As a result both market and organizational structure will permanently alter. Therefore it is established that knowledge based theory supports task need assessment.

4.3 Human Capital Theory

Human capital theory looks at the individual needs level of training needs assessment. The theory contends that training and development of employees have become crucial for task management. Organizations see skill and abilities as a resource and a human capital which is as important financial capital while employees seek knowledge for career advancement beyond the organization (Niazi,2011). The theory claims that this interaction point of intentions of both organizations and individuals result in the development of trainings and development within an organization.

Therefore, assessing the skills and knowledge of workers as well as identifying skills deficits in order to match individuals' transferrable skills to jobs is essential in order for workers to increase their human capital (Lancaster and Milia, 2014). Individuals make informed decisions regarding the training they need and organizations provide appropriate training programs that are responsive to their needs and that of the competition. Human Capital Theory is the most influential economic theory of Western education, setting the framework of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as 'technological change', 'research', 'innovation', 'productivity', 'education', and 'competitiveness'. Economic considerations per se in the past, however, have not determined education (Paradise, 2007). In modern Human Capital Theory all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. A prominent explanation for that move is provided by a recent reformulation of Human Capital Theory which has stressed the significance of education and training as the key to participation in the new global economy (Becker, 2009).

In terms of structural reform, under Human Capital Theory the basis for nation state structural policy frameworks is the enhancement of labour flexibility through regulatory reform in the labour market, as well as raising skill levels by additional investment in education, training and employment schemes, and immigration focused on attracting high-quality human capital. There is a need to highlight the role of formal education in building individual human capital and to promote the value of to all education stakeholders. The rising importance of human capital in the normal operations of modern organizations creates the necessity of individual need assessment. Today, many organizations depend on the intelligence, knowledge and skills of its management and employees. Their main assets are the highly educated, skilled and intelligent employees. Therefore the above statement confirms that human capital theory supports individual need assessment.

5. EMPIRICAL REVIEW

The researcher has reviewed some of the empirical studies which are directly or indirectly related to the present study. Kozlowski et al., (2014) provided four levels of criteria for evaluating a training program. They are: reaction, learning, behavior and results. Russel *et al.* (2011) examined the relationship between the use of a corporate designed training program in basic sales procedures and corresponding store level results criteria (i.e. sales volume per employee and store image as evaluated by employees). Warr and Bunce (2014) used the third level of Kirkpatrick model to measure behavioral changes among the employees. Three approaches were used for measurement of behavioral changes; Questionnaire completion by the participants before and after the training, Supervisory reports completed on the functioning of work groups before and after the training and interview with managers.

The result of the measurement was that there were no significant changes in the behavior among the employees. Gravetter and Forzano (2009) suggest that measurement should identify what results the training should provide, what results have occurred, how present results are worthwhile, and how results will be used. Bateman and Strasser (2013) conducted a research to estimate the returns from in-company training. They have differentiated between general and specific training. In their final results, they found that the general training increased productivity but the specific training has no such effects. They concluded that there might be a problem of matching new skills with old processes. It observed that only a fraction of the skills and abilities learned from a training program has been transferred to the job (Baldwin and Ford, 2014; Broad and Newstrom, 2013; Burke and Baldwin, 2014). Most research on training effectiveness consists of gathering data regarding trainee reactions towards the training program and how much learning has taken place (Axtell, Maitlis, and Yearta, 2014). Further research have often asserted the fact that research on training effectiveness has been very a theoretical and non-empirical (Baldwin and Ford, 2014; Clark, Dobbins, and Ladd, 2013). Tracey, Tannenbaum and Kavanagh (2014) stated that ‘significantly less research has examined the transfer of trained skills to the job, and even fewer studies have examined how the work environment influences such transfer. Thus from a theoretical stand point a more comprehensive conceptual framework can be developed by including factors outside the training context. Tracey et al., emphasized that despite the potential importance of the work environment little research has been conducted to operationalize and empirically assess training- Specific situational factors that either facilitate or impede the application of newly learned skills on the job.

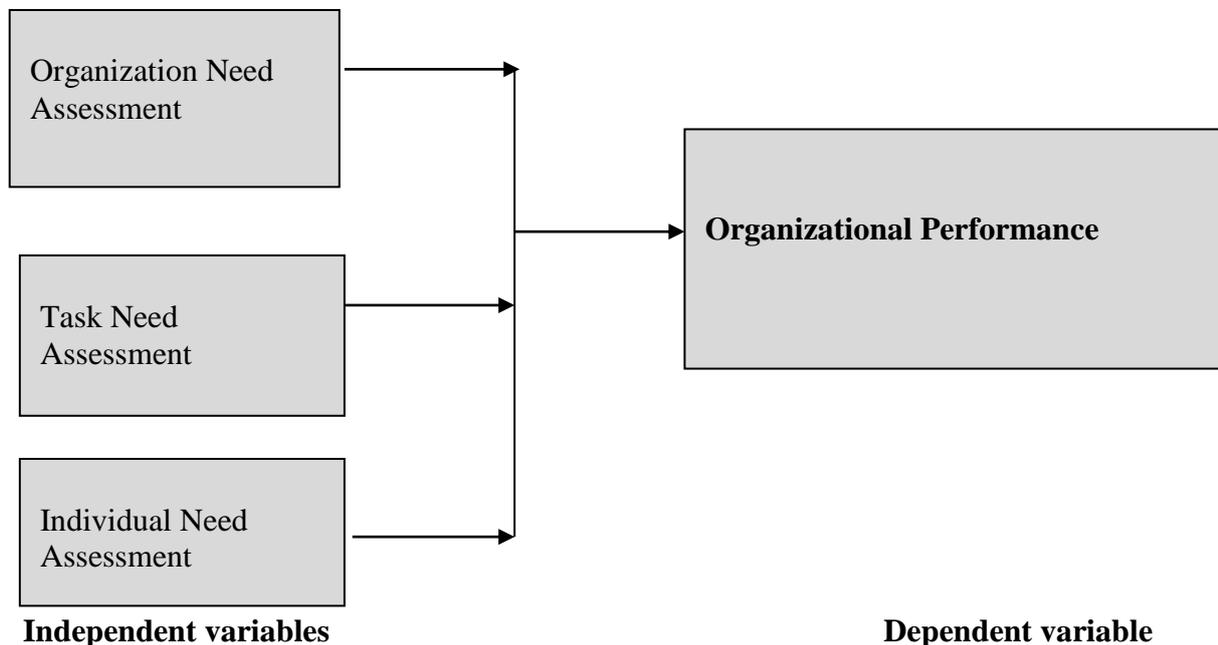
The lack of research in the training effectiveness area can be attributed to the fact that many organisational variables that can influence organizational and employee performance have yet to be identified and measured. Furthermore, the lack of research on training effectiveness can be attributed to the difficulty in measuring such result outcomes as productivity and quality which sets aside from the immediate training environment are also influenced by the broader organizational environment (Kirkpatrick, 2015; Macy and Izumi, 2013; Phillips, 2014). A comprehensive study on training transfer was made by Baldwin and Ford (2014) the authors defined positive transfer of training as the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job’. Baldwin and Ford (2014) emphasized that from the estimated \$100 billion American industries spend on training, only about 10 per cent of these expenditures actually result in transfer of newly learned skills and knowledge to the job. Newstrom (2015) for instance, when analyzing the perceptions of Human Resource Development professionals on the transfer of content of

management development programs back to the work environment, reported that the surveyed HRD professionals believed that only 40 per cent of the content of programs they conducted was transferred back to the work environment immediately after training, about 25 per cent was still being applied 6 months later, and only 15 per cent was still being used by the end of the year.

Similarly, Hoffman (2012) estimated that only about 10 per cent of training expenditures result in observable behavior change on the job. Baldwin and Ford (2014) study was that the effectiveness of a training intervention is contingent upon many variables, some of which fall outside the training system. Training design, trainee characteristics, and work environment characteristics were cited as the most important sets of variables. Baldwin and Ford (2014) further attributed that the expectancy model can be used as a framework for further understanding the motivational factors that can affect the process of transfer of training. Baldwin and Ford (2014) assert that a researcher will be able to identify such environmental factors as organizational procedures, reward systems, and acceptance of new skills by supervisors and peers that can influence an individual's motivation to transfer the newly learned skills back to the workplace.

6. CONCEPTUAL FRAMEWORK

The study conceptualizes that these components of training needs assessment affects organizational performance, the dependent variable, as measured by performance service delivery and employee productivity.



7. RESEARCH METHODOLOGY

The study targeted the county government officials at the City County of Nairobi. The population was heterogeneous as the respondents were staff from the human resource department; top managers and the line managers. During the study, the researcher employed stratified random sampling technique. The sampling technique chosen was based on the target population being heterogeneous. Stratified random sampling technique was used as it

ensured that the devolved units and governments departments were represented. Yamane formula (1967) was used to identify a sample of 84 respondents. A sample size of 84 respondents was therefore used for the study as calculated from Yamane’s formula. Primary data collection method was applied using questionnaires were used because they enabled the researcher to get detailed information on the subject matter.

8. DATA ANALYSIS RESULTS

8.1 Correlation Analysis

Two predictor variables are said to be correlated if their coefficient of correlations is greater than 0.5. In such a situation one of the variables must be dropped from the analysis. As shown in table 4.16, none of the predictor variables had coefficient of correlation between themselves more than 0.05 hence all of them were included in the model. The matrix also indicated high correlation between the response and predictor variables that is organization; task and individual need assessment.

Table 1: Correlation Analysis

		Organization Needs Assessment	Task Needs Assessment	Individual Needs Assessment	Organization Performance
Organization Needs Assessment	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	60			
Task Needs Assessment	Pearson Correlation	.875**	1		
	Sig. (2-tailed)	.000			
	N	60	60		
Individual Needs Assessment	Pearson Correlation	.967**	.930**	1	
	Sig. (2-tailed)	.000	.000		
	N	60	60	60	
Organization Performance	Pearson Correlation	.939**	.943**	.958**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	60	60	60	60

***. Correlation is significant at the 0.01 level (2-tailed).*

8.2 Regression Analysis

The researcher performed a regression analysis to establish the association between the independent variables with the dependent variables of the study.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.972 ^a	.946	.943	.094

a. Predictors: (Constant), Individual Needs Assessment, Task Needs Assessment, Organization Needs Assessment

b. Dependent Variable: Organization Performance

Analysis in table 2 shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R^2 equals 0.946 that is, individual, organization and task needs assessment explain **94.6%** of observed change in organization performance. The P- value of 0.005 (Less than 0.05) implies that the regression model is significant at the 95% significance level.

Table 31: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.580	3	2.860	324.692	.000 ^b
	Residual	.493	56	.009		
	Total	9.073	59			

a. Dependent Variable: Organization Performance

b. Predictors: (Constant), Individual Needs Assessment, Task Needs Assessment, Organization Needs Assessment

ANOVA findings (p- value of 0.000) in table 3 show that there is correlation between the predictors' variables (individual, organization and task needs assessment) and response variable (organization performance). Table 4 shows the coefficients of regression equation for the study.

Table 4: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	.616	.327		1.883	.065
	Organization Needs Assessment	.221	.075	.374	2.940	.005
	Task Needs Assessment	.442	.085	.459	5.204	.000
	Individual Needs Assessment	.191	.190	.169	1.008	.318

Dependent Variable: Organization Performance

The following regression result was obtained:

$$Y = .616 + 0.221X_1 + 0.442X_2 + 0.191X_3$$

From the model, when other factors (organization, individual and task needs assessment) are at zero, the organization performance at the City County of Nairobi will be at .616. Holding other factors constant, a unit increase in organization needs assessment would lead to 0.221 ($p = 0.005$) increase in organization performance at the City County of Nairobi. In addition it is noted that holding other factors constant, a unit increase in task needs assessment would lead to a 0.442 ($p=0.000$) increase in organization performance at the City County of Nairobi. Also, holding other factors constant, a unit increase in individual needs assessment would lead to a 0.191 ($p=0.318$) increase in organization performance at the City County of Nairobi.

9. SUMMARY OF FINDINGS

The study focused on establishing the effect of training needs assessment on organizational performance in Nairobi City County, Kenya. The findings showed that there was no gender parity as both female and males were equally presented; the respondents were well above the age of 31 years of age; the respondents had attained a diploma education and onwards to post graduate studies; the employees had a work experience for more than 10 years at the City County of Nairobi and the implementation of training needs assessment at the organization was in existence for more than 5 years.

The study sought to establish the effect of organization needs assessment on organizational performance and revealed that there were training and development programs at the City County of Nairobi. The study established that the management of the organization and heads of department are mandated to strategies on the training and development programs. The study also established that in evaluating organization needs assessment, the respondents examine the aspects of training and development programs; communication plan; competition orientation; politics and the economic objective. All these aspects of organization needs assessment influence organization performance to a great extent. The study sought to investigate the effect of task need assessment on organizational performance and revealed that task needs assessment is highly considered as important in determining the organization performance. The study also determined the indicators of relevant skills required in performing tasks which were: planning and organization; technical equipment programme and organizational resources skills. These aspects were considered to influence organization performance to a great extent.

The study sought to assess the effect of individual need assessment on organizational performance and established that the training needs are put in context of organizational needs and these are the business drivers; validation and/or augmentation of sponsor's ideas about the need for training; assurance that training design will respond to need; identification of non-training issues influencing performance; assurance of survival of training function and establishment of a foundation for post-training evaluation. The study established that the skills attained in the organization entail: planning and evaluation; education level; skill knowledge and support; experience related to the task at the organization and team work within the organization.

The study sought to determine the extent to which training needs assessment affect organizational performance at the City County of Nairobi and established indicators that are important in organizational performance. These indicators are effectiveness; efficiency; relevancy; financial viability; quality services; output and innovation and adaptation to changes. From the findings, it was established that coefficient of correlation between the variables had more than 0.05 hence they were all included in the matrix of correlation. The result from the regression model shows results of: $Y = .616 + 0.221X_1 + 0.442X_2 + 0.191X_3$ indicating that individual needs assessment largely influence the organization performance at the City County of Nairobi.

10. CONCLUSION

From the study, it was concluded that training needs assessment influence organization performance. The most influential of the training needs assessment was individual needs assessment. Individual training needs assessment involves taking into account both the needs of individuals, but also anything that can help the department/organization to work together as effectively as possible. The individual assessment forms the basis for the creation of a customized training and development plan for the employee. The study concludes that the organization ensures that selected interventions are supported by involving a stakeholder group from the outset and ensuring that the organization's staff participates actively in every step of the process. The implementation of formal training and development programs offers several potential advantages to quality job performance in the organization.

11 RECOMMENDATIONS

The study recommended that there should be training and development programs organized per department and as an organization overall. The study recommends that training needs assessment should examine the skills, knowledge, and abilities required for affected occupational groups. These training should be inclined to the organization needs, goals, vision and objectives in order to benefit the organization and its employees. The study recommends that the entire training program should begin with the overall strategy and objectives of the organization. The entire training process should be planned in advance with specific organizational goals in mind.

The study recommended that analyzing how best training needs must be observed, should be carried out at the organizational level, at the job-level and the person level within the organization. The study recommended that the strategic objectives of the organization should provide the direction in which everyone within the organization should head. The study recommends that the organization should formulate effective training policy which will ensure that there are controls, systems are working and well-coordinated training is implemented. Further, the study recommends that for any training to be carried out, an

approval should be given by the departmental training committee concerned. Also, study leaves should not be authorized to those employees who are taking irrelevant courses as compared to duties and responsibilities in the organization. The study recommends that the organization should identify the results the training should provide, what results have occurred, how present results are worthwhile, and how results will be used to effectively improve the organization performance. The study recommends that each different department within the organization should be broken down on a task-by-task basis in order to help determine the content of the training program. The training needs assessment process should verify that there is a performance deficiency and determining of such deficiency should be converted through training. The assessment should address resources needed to fulfill organizational mission, improve productivity, and provide quality products and services. The study also recommends that the individual employee should: look for learning opportunities in everyday activities and identify goals and activities for development and prepare an individual development plan.

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