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DETERMINANTS OF TRAINING NEEDS ASSESSMENTS (TNAs) FOR THE COMMUNITY DEVELOPMENT WORKER'S CASE STUDY: ARUMERU DISTRICT COUNCIL (ADC) – ARUSHA TANZANIA.

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Abstract : The study on training needs assessment (TNAs) for the community development worker's conducted in 2020 at Arumeru District Council in Tanzania, where 36 staffs from community development department were key of analysis, The general objective of the study was exploring the determinants of Training Needs Assessment, and the objectives were: identification of skill gaps, to explore the necessary conditions, process and causes for the TNAs to take place among community development worker's within the Council., The methods of data collection were Primary data obtained through questionnaire, interviews and focus group discussion during the field survey and secondary data were collected from ADC documents, reports, guidelines, operational manual, journals and books, as well as related study site in the internet. The data collected were analyzed by using statistical tool such as SPSS version 20 statistical tools,

The study found that TNAs is one of the important human resource functions in the Council. The evidence from documentary and policy reviews, the skill gaps that exist, processes and causes of TNAs confirm this need. It seems that junior's worker were of the same opinion regarding the training topics they favor most. There has been even less difference in the score among the respondents. As the most important, the respondents identified Application of CD Approaches" with 12.5%; followed by "Community Engagement 6.5% , "Gender diversity, Standard Operating procedures, and Project proposal " with a score of 5%. As the least important on the other side was considered "Conflict Management and Report Writing" course with less than 2.5%, there is.Slight differences have been noticed in the priority order among the group with different working experience, also the study found out that the processes involved for the TNAs of the community development worker's to take place. Further the findings show that the management through the Open Performance Review and Appraisal System, OPRAS assessment is the basis process notable that enables TNAs to take place 18 (47.4%) compared to individual assessments 11 (28.9%). This means that the ADC through department of community development makes evaluation of performance for their worker's before being proposed for further training, furthermore the study discovered apart from different level of education both employees were in need of methodologies for short term training with suggested time frame, study indicates the respondents of the Survey was "training outside the working place", with score of 44.7%, followed by "peer-to-peer meeting" as training format with 18.4%. Least favorite was "e-learning" as a training format with 3%.

Key words: *Training Needs Assessment, Training Needs Analysis, Skill Gap, Community Development, Arumeru District Council, Tanzania.*

INTRODUCTION

Training Needs Assessments (TNAs) in most organizations is determined in different ways. The most common approach is through the external consultant to study the organization's and staff training requirements. (McConnell, 2003) recognize the role of consultants as identifying possible training requirements as part of other projects such as organizational studies, performance assessments and management assessments. This happen when the management of organization identifies the gaps whose solution is training of its staff. Other ways or approaches of determining training requirements for the organizations is done internally when employees themselves and/or management of the organization find the gaps or discrepancies in which they feel that training is the solution.

Another way is through persistence of production wastage, rumours and gossips, among other factors, which are evidenced from poor performance, determine training needs. Determination of training requirements by individual employees is pertinent because it helps to improve their current performance and prepare them for other jobs.

Basically, the purpose of determining TNAs is to ensure that highly performing individuals are available in order to meet organizational goals. In addition, organizations meet their goals from having high performing staff, provide many benefits such as to deliver the products and services they are specialized in and finally to achieve competitive advantages.

NEED OF THE STUDY.

This study provides practical and theoretical benefits to the individuals, community development professional's and other staffs at Arumeru District Council and thus become useful reference materials for other district councils all over Tanzania, it will also help the local government authorities to determine approaches that fit the mission, vision and objectives with staff training in order to achieve the intended organization goal. Thirdly, it will provides scientific rationale which will serve as the guidance toward implementation of staffs training and development programme, Furthermore as the useful source of empirical reference for those who will wish to carryout research on TNAs in other organization..

3.1Population and Sample

The study population involved 2,845 staff employed by the ADC in the department of the CD there are only 30 employees.

The sample size of the population comprised of (35) respondents from the department of community development this includes CD professionals and other professionals who are working in the CD department, included, certificate holders, diploma holders, bachelor degree holders and master degree holders.

Simple random sampling involved thirty (30) community development officers. The proposed number was obtained from the staff list working with ADC who works at head quarter, ward and village level which in most cases is available in the open registry. Through the use of Microsoft excel, all names were entered, and selected randomly the desired sample. This is because the simple random sampling provides equal chance to everybody to form a sample. These staff are useful in this study because they are the implementers of different ADC strategic issues also they are affected by the council decisions. Hence, their participation in this study helped the researcher get some information about determination of training needs assessment for the community development worker's at ADC.

3.2 Data and Sources of Data

Tools for data collection methods include, Primary data collection method and Secondary data collection method.

Primary data collection method: There were two instruments designed in order to collect data for community development workers as follows:

a) Questionnaires: Was used to obtain information from respondents about TNAs, determinant factor and the process of creating TNAs. At the ADC a Questionnaire has been separated into two parts. The first (5) questionnaires was responded by Director, MHRO, DCDO, Community Development Officer at the Head quarter, while the second questionnaire by the other CDO's selected randomly from the ward and villages (30).

b) Interviews: were conducted to get additional information from key informants about the TNAs at the ADC. This was responded by the Director, MHRO, DCDO, and RDCDO, to make a total of (3).

ii) Secondary data collection method: This involved documentary review of available such as files, training program, staff training policy, rules and regulations was examined in order to determine TNAs for the CDO's at ADC Saunders, (2009). Correspondences of staff to the DCDO responsible for CDO's about training showed the existence of training practice.

More specifically, the following are the documents that were obtained for the study namely: ADC Strategic planning 2015/2016 to 2020, list of staff attended training during the last five years and who are currently attending training, training program, budgets for staff attending training. These were useful information that enriched my study of determination of training needs assessment for the CDO's at ADC.

3.3 Theoretical framework

There are significantly limited studies about training and development, particularly on TNAs that have been explored and accessible about sector institutions in Tanzania. There are documents and literature on TNAs which were carried out in the public sector institutions particularly the MDA's Regional Secretariats and local government authorities in Mainland Tanzania. One of the initiatives carried out by reforms in the public sector dwelt on capacity building issues of staff in the government. Staff training and development have been emphasised in both PSRP I and II as well as LGRP I and II, as well as the policy of community development 0f 1996 emphasize on strengthening the community development profession and professional's through undertaking training. In implementing the two reforms programmes the government of Tanzania in improving public sector embarked on capacity buildings by establishing staff training and development programmes. These programmes had the focus to provide relevant knowledge and skills necessary for the delivery of efficiency and effective public services. The process of achieving these programmes among others was through doing TNAs that helps to determine specific skill gaps among employees and individuals with insufficient knowledge and skills. In view of the above therefore, there were clear evidence that TNAs were conducted to design and determine who, when, and how TNAs should be conducted.

Training needs assessment serves as a foundation for the entire program through which institutions and Organization tasks and person analysis have to be conducted for effective implementation of a training program. This assessment is an "ongoing process of gathering data to determine what training needs exist so that training can be developed to help the institutions accomplish its objectives", (Brown, 2002) Precisely, Miller and Osinski, (2002), Cekada and Dessler, (2011) describe that training needs assessment is the first step in training circle necessary for establishing an effective and efficiency training program. Equally, Menzel, (2011) emphasizes that TNAs is considered the foundation of all training activities. Further, UNESCO, (2004) states that TNAs serves as the basis for planning and designing a capacity-building programme, it helps to identify the current training needs of the prospective participants and the problems they face and the root cause of these problems. Moreover, Petersen and Alexander, (2007) elaborate that needs assessments help to reaffirm current need priorities and knowledge new ones. Another hand, TACAIDS, (2004) describes training needs assessments as the process involving assessment of the existing management and education skills/knowledge, systems, research capabilities and identify management and education gaps or problems and planning for appropriate action.

Basically, TNAs is a process through which a trainer collects and analyses information, then creates a training plan. This process determines the need for the training; identifies training needs; and examines the type and scope of resources needed to support training (Sorenson, 2002).

From the above concept it can be summarized that training needs assessment is the foundation process of all training undertakings. The process involves gathering information necessary for identification of the human resource gap in terms of knowledge and skills deficiency. The knowledge gap realized of employee determines specific areas of skills where training is required. This approach is relevant because it helps an organization to implement training programme effectively and efficiently.

Needs Assessment and Need Analysis

Although both terms are used interchangeable and many writers regard them as similar, Kaufman et al., (1998) however, consider them as different. He added by explaining that needs analysis is the process of determining the reasons and causes for a need so that appropriate interventions may be identified and later selected.

On other hand needs analysis is viewed from the generic outlook as the search for solution to performance setback whereby, task to be done and skills and knowledge for effective performance of task are analysed. This analysis is about knowledge, skills and experience possessed by individual with the view of determining the match between the qualifications demanded by the job and those possessed by the jobholder (Chamshama and Kilasile, 2001). Successful training needs analysis in regard to Peterson, (1998) requires demand care attention to deal and careful scrutiny of performance data rather than simply justifying existing opinions and pressures.

Furthermore, Barnazzette and Gupta, (2006, 2007) view needs assessment as the process of collecting information about expressed or implied organizational needs that could be met by conducting training. Arthur et al., (2003) argue that needs assessment is the method that determines the institution's or organization's training needs and provides an answer to the question of whether the organization's needs, objectives, and problems can be improved by training. Moreover, the needs can be the desire to improve current performance or to correct deficiency. A deficiency is a performance that does not meet the current performance standard. Essentially, needs assessment has three phases that include collecting information, analysing information and creating a training plan.

Despite the difference in the labels, needs analysis and needs assessment both of them represent a systematic effort to gather information on performance problems within the organization which might be remedied by training and development (Anderson, 1993). Additionally, the researcher believes that both of these terms are closely related and designed to identify training needs within an organization or institutions

In view of the above therefore, it can be summarized that needs assessment and needs analysis both refer to the process that involves making comparison between the actual and the desired standard in terms of knowledge, skills and experience required in performing the job efficiently and effectively. Thus, it is like to say that their definitions confirm close relationship between needs assessment and needs analysis hence the two terms may be used interchangeably in this rapid assessment

The Place of TNAs within the Systematic Approach to Training

Many scholars have explained systematic approach to training differently (Gupta and Dessler, 2011). These have been well summarized by Gupta, (2008) as expressed below that there are five steps in systematic approach to training: identifying training needs, setting training programme, designing training programme, conducting the training and follow up and evaluation.

Identification of training needs is the first step in the training process. In this step specific knowledge and skills the job requires, and compares these with the prospective trainees' knowledge and skills are identified (Dessler, 2011). Moreover, the effectiveness of training programme can be judged only with the help of training needs identified in advance. This identification will form the problem areas that can be solved through training (Gupta, 1980). Equally, identification of training needs is caused by several pressures such as performance problems, new technology, job redesign, new legislation, new products, and global business expansion (Noe et al 2006). Basically, identification of training needs entails organizational analysis, task analysis, and manpower analysis (Gupta, 2008).

The second step according to Dessler, (2011) is instructional design or setting training objective and policy Gupta, (2008) which is concerned with formulating specific, measurable knowledge and performance training objective and review of possible training program contents.

Designing a training programme is the third step which refers to the commitment of the top management to employees training. It consists of setting rules and procedures relevant for effective training programme (Gupta, 1980). Moreover, Noe et al. (2006) suggest that designing training unsystematically will reduce the benefits that can be realized.

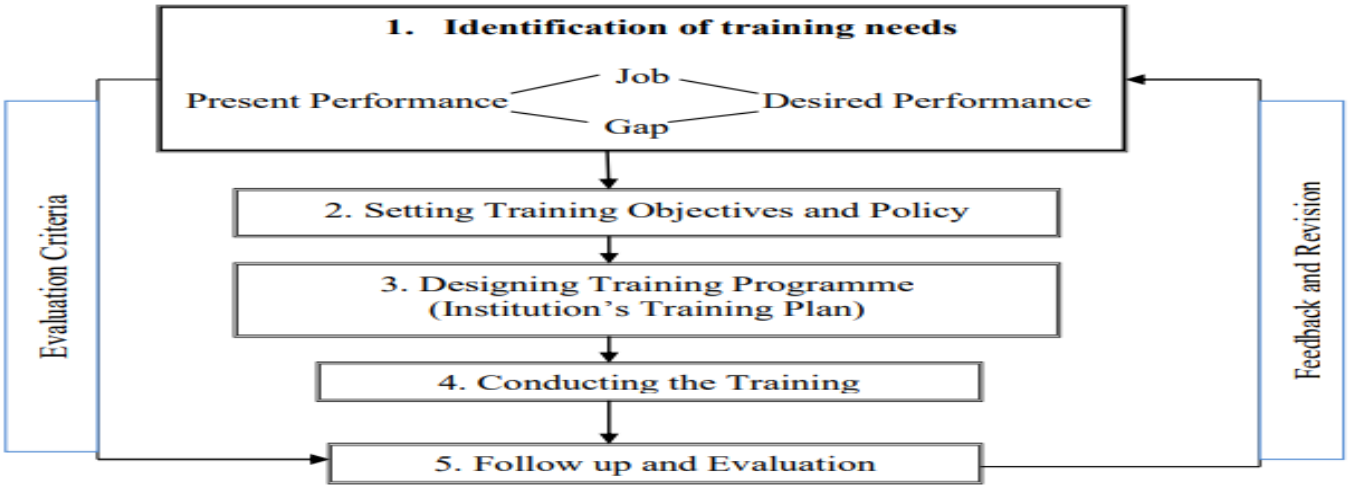
The fourth step is conducting the training basically the process is concerned with provision of training to the targeted employee groups using methods such as on-the job or off-the-job training (Dessler, 2011). Under on-the-job training methods (OJT), since it is delivered through observing and handling the job, thus is called learning by doing (Gupta, 2008). On-the-job in particular in view of Whyte, (1994) states that there are several methods involved such as coaching, job rotation, and mentoring and committee assignments. On another side off-the-job training include techniques like seminars, lecturers, workshops, case studies and simulation. In essence the study by Yawson, (2009) discusses that on-job-training employees save time as employee continue performing their jobs, unlike off-job-training method which is generally expensive because it is conducted away from offices.

In addition, Noe et al., (2006) argue that choosing a training method before determining training needs or ensuring employee's readiness for training increases the risk that the method chosen will not be most effective one for meeting training needs and also may result in a wastage of time and money.

The fifth step in regard to Gupta, (2008) is doing a follow-up and evaluation. This step in specific is focused on assessing whether the training was successfully or fail. Also it helps to determine whether the intended organizational objectives have been achieved through training.

Due to its importance Bhattacharyya, (2010) considers evaluation as formative or summative evaluation is formative when it assesses worth of the training, while summative evaluation is done when the training is completed. Generally, despite of its importance many organizations do not give adequate focus on training evaluation (Bhattacharyya and Sega, 2010, 2006). The study of Yawson, (2009) however, emphases that timely evaluation prevents the training from straying from its goal

Figure 2.1: Systematic Approach to Training (ASDICE), Source: Gupta, (2008)



In summary, the five steps complete the process of systematic approach to training, it is therefore important to consider in mind that each step deserves equally consideration in successful implementation of effective training program. The Systematic Approach to Training infers that training is done in a planned, systematic way, and that it is directed towards improving job performance. Organisation has to contend with many problems every day, and training is only one option they may choose to use to solve these problems.

Thus no step is less useful to another. However, there are many solutions that may be resulted from conducted TNAs, as Drummond, (2008) cautioned that TNAs is not panacea of all ills thus carefully undertaking of the process should be considered vital

Approaches in Identification of TN

Bhattacharyya, (2010) states that identification of TNs is a method of matching the staff skills base with the requirements of the organization. According to Cascio and Aguinis, (2011) there are three-facet approaches in identifying TNs which reorganization analysis, operations analysis and person analysis. The first facet approach in identifying TNAs is to carry out an organization analysis in regard to (Cascio and Aguinis, 2011). This facet focuses in identifying where training is needed within the organization. Its purpose is to link strategic work force planning considerations with training needs assessment results. Brown and Cekada (2002, 2011) additionally comment that three changes in organization analysis should be carefully considered while identifying TNAs which include: future skill needs, labour pool, changes in Laws and regulations. Brown, (2002) argues that Laws and regulations may dictate training needs.

Task analysis is the second facet which it refers to identifying the contents of the training. It involves: a systematic collection of information that describes how work is done, determine standard of performance for that work, determine how tasks are to be performed to meet the standards and determine the competency necessary for effective task performance (Cascio and Aguinis, 2011). Moreover, Dessler, (2011) highlights that, task analysis determines job descriptions and job specifications because they are the basic reference points and important in assessing training requirement. Specifically, Okanya, (2008) points out job analysis which is used in assessing the knowledge and skills required in specific jobs and information is important in the process of

determining task analysis in TNAs. Cascio and Aguinis, (2011) and; Boydell, (1983) provide the last facet of person analysis that is used to determine who needs training and of what kind is needed.

Emphasis under person analysis is based on employee characteristics ability to perform job to the standard required. Also, the procedure of recording critical incidents of employee's performance determine is the basic source in assessing training needs. Additionally, (Dessler, ibid), points out that TNs identification in organization it requires analyses of competency and performance of a person.

Competency: analysis of knowledge, skills and behaviour someone would need to do the job well have to be assessed. Such competencies are interpersonal, personal, business management as well as financial competency and

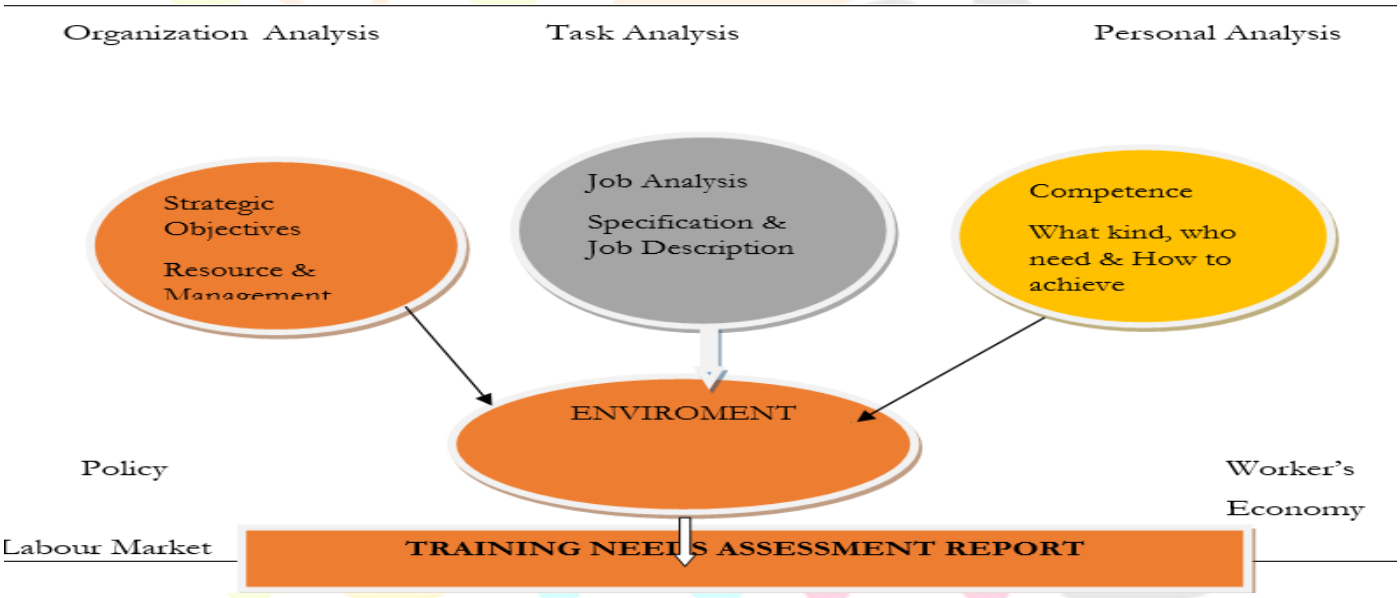
Performance: This help to indicate that there is performance deficiency and whether the employer should correct such deficiency through training or some other means. From the above concepts it can be concluded that basically there are three facets approaches in identifying TNs which include organization, task and person analysis.

Moreover, different situations on different employment situations can determine specific tool to use for identification of TNs. Lastly, it has been emphasized that TNs can be used in assessing competency and performance of an individual.

Benefits of Training Needs Assessment

Today, acquiring qualified and competent human resources is the focus to many organizations. TNAs in this matter therefore are vital process for organization's staff training process to such success. In essence effective implementation of any training programme will enable organizations maintain their competitiveness globally, technologically and in terms of sustainability (Noe et al, 2006). According to Gupta, (2007) TNAs can align resources with strategy within an organization. Essentially, Bhattacharyya, (2010) research indicates that conducting TNAs is absolute necessary since no organization can sustain competitive advantage without development of human resource.

Figure 2.2: Training Needs Assessment (TNAs) facets



Source: Researcher, 2020.

Models of Training Needs Assessment

Moseley and Heaney, (1994) examine reports of needs assessments conducted across several disciplines and identify many models and techniques in use. In application, Khawloueng, (2010) study has suggested the TNAs Model which consists of interconnected four phases which include: TRIGGER, INPUT, and PROCESS and OUTPUT. Details of the model are discussed hereunder.

The TRIGGER is the first phase which normally begins when a person with authority takes action to recognize that Actual Organization Performance is less than Expected

Organization performance (AOP), equivalent to Actual Performance of individual employee to perform the job (AP) is less than the Expected Organizational Performance (EOP). This process is determined through conducting TNAs.

The second phase is INPUTS which entails an organizational analysis, an operational analysis, and a person analysis.

Organization analysis is concerned with examination of an organization's strategy, its goals, objectives, systems, and practices in place to determine how they affect employee performance;

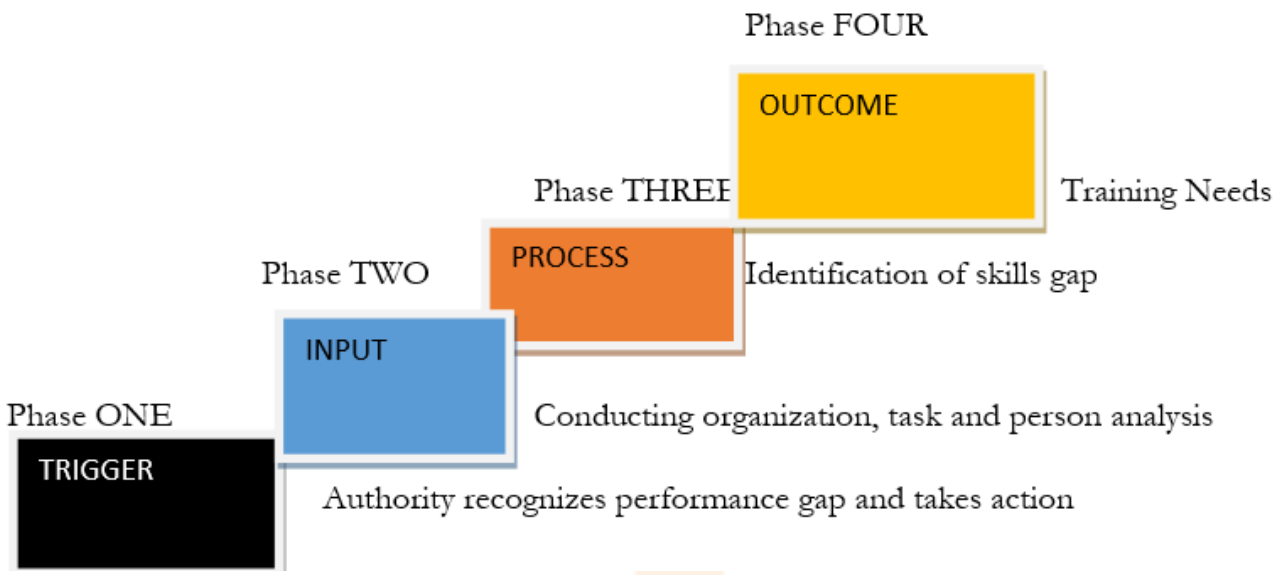
Operational analysis is the process that involves examination of specific jobs to determine the requirements in term of the tasks required to be done, and the KSAs required to get the job done in another word Expected Performance (EP).

Person analysis is an examination of the employees in the jobs to determine whether they have the required KSAs to perform at the expected level, or Actual Performance (AP).

The PROCESS is the third phase which identifies Organizational Performance Gap (OPG) or Performance Discrepancy (PD) which is the difference between the organisation's Expected Performance (EP) and its Actual Performance (AP) on key performance indicators. This phase also determine to understand causes of Performance Discrepancy (PD) for example profits, market shares or absenteeism.

The last phase is OUTPUT which is geared to determine whether the solution of Performance Discrepancy (PD) or Performance Gap (PG) is solved through training or any other means or requires both approaches

Figure 2.3: Phases of Training Needs Assessments (TNAs) Source: Researcher, 2020.



In the above figure, Boxall et al., (2008) elaborates that performance as an essential element in TNAs is the function of the three aspects of individual's abilities, motivation, and their opportunity to perform in the specific context (which covers factors like the quality of resources available and the channels for influencing management decisions).

Performance as the function is represented in the form of equation as follows:

$$P = f(A, M, O)$$

Where:

P = Performance

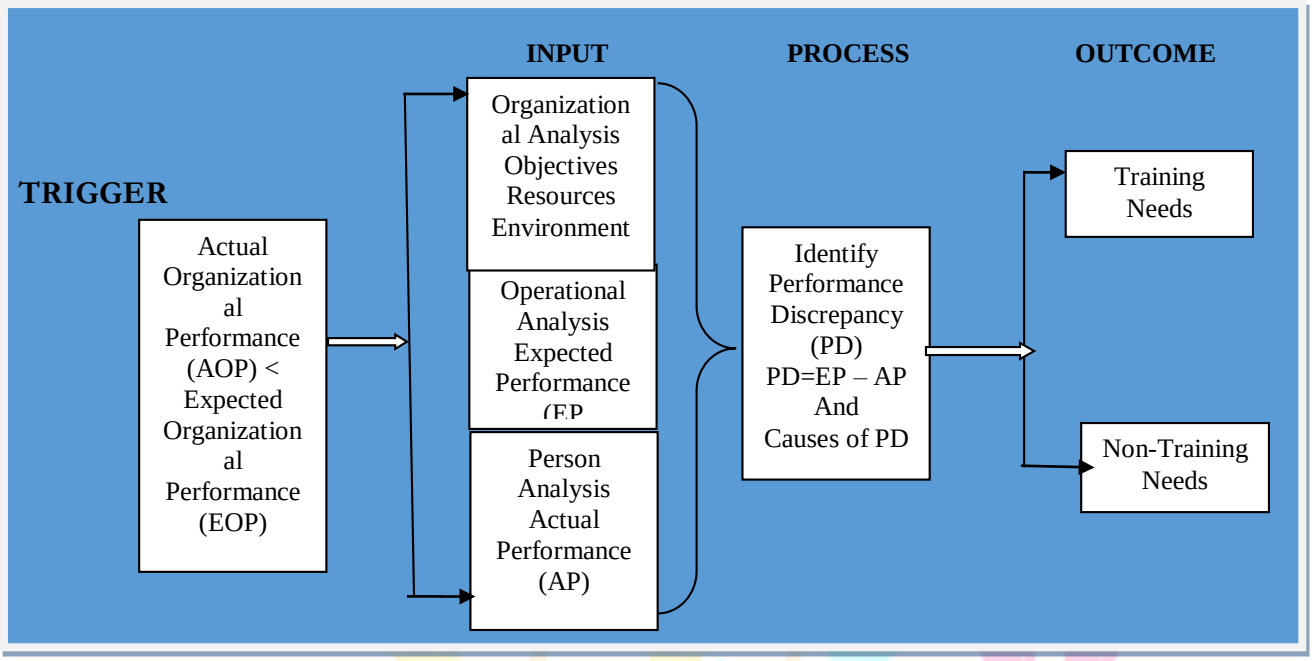
F = Function

A = Abilities

M = Motivation and O = Opportunities

The above equation indicates that the combination of the three aspects of abilities, motivation and opportunities result to an individual having relevant performance. According to this assumption, in case one of the three is missing the institution may experience employees' performance insufficiency. One of the many approaches organization may apply is through conducting TNAs which helps to confirm that training is solution to a problem. In this way therefore, organizations need to be alert always to provide necessary environment which is useful in order to implement an effective training programme.

Figure 2.4: Training Needs Analysis Model, Source: Blanchard, & Thacker, (2007)



In view of the above model, it is depicted that the four interconnected phases describe the process of determination of TNAs. The model shows that the trigger phase is the foundation by which a cause of organization performance inefficiency is identified which necessitates TNAs. The phases are systematic such that input, process and ultimately output are processes that are geared to confirming whether performance deficiency within an organization is caused by lack of training or something else.

RESEARCH METHODOLOGY

The materials and methods which were used for description and statistical analyses of research data. It composes the followings items namely: design of the study, the area of study, the population, study sample and sampling methods, data collection tools, data analysis techniques and TNAs framework.

3.1Population and Sample

The study was conducted in Arumeru District Council in Arusha Region, found in the Northern highlands of Tanzania. The district is located in the North Eastern part of Arusha region bordering Kilimanjaro Region to the East and Manyara Region to the Southern part. The distance from Kilimanjaro International Airport (KIA) to Arumeru district headquarters is about 25 kilometres. Arumeru district is among the six districts forming Arusha region. The district has an area of about 2,966 square kilometres which is about 3.6 af the areas of Arusha region of which the total of Arusha region is 82,424 square km. The district has two parliamentary constituencies which are Arumeru East and Arumeru West (Sifuni 2015).Arumeru District has thirty seven (37) wards which are Bangata, Akheri, Bwawani, Ilkiding‟a, Kikatiti,Kikwe, Kimnyaki, King‟ori, Kiranyi, Kisongo, Leguruki, Makiba, Majiyachai, Maroroni, Mateves, Mbuguni, Mlangarini, Moivo, Moshono,Murieti, Musa, Mwandeti, Nduruma, Ngarenanyuki, Oldonyosambu, Nkoanrua, Nkoaranga, Nkoarisambu, Oljoro, Olkokola, Olturoto, Olturumeti, Poli, Sing‟isi, Sokoni one,Songoro and Usa-river. The selected wards were Nkoaranga Poli and SongoroPopulation and Sampling of the Study

Population

The study population involved 2,845 staff employed by the ADC in the department of the CD there are only 30 employees. The stated population is made up of the CD professional's, and non-cd professional's.

3.2 Data and Sources of Data

The study population involved 2,845 staff employed by the ADC in the department of the CD there are only 30 employees. The stated population is made up of the CD professional's, and non-cd professional's as indicated in

Table 3.1

S/N	Departments	Qualification	Number of Staffs	% of the Total
1	CDO's	Certificates holders	5	14.2%
		Diploma holders	15	42.8%
		Bachelor holders	10	28.5%
		Master's holders	5	14.2%
Sub total			**35**	**99.7%**
2	Non CD professional's	Primary education officer, academic, teacher's statistics and domestic officers, WEOs, VEOs	2800	98.4%
		Director, Heads of Departments	10	0.4%
Sub total			**2810**	**98.8%**
Grand total			**2845**	**98.41%**

3.3 Theoretical framework

This study was guided by the assumptions that human resource training is inevitable for any organization to survive in competitive environment. Training constitutes an important part of the capacity development initiative. It enhances organizational skills needed to overcome gaps in performance and contributes to achievement of organizational goals. However, planning for effective training programme it requires consideration of training needs assessment. Further, implementation of TNAs in organizations will be achieved among other things the practical existence of management supports, financial resource and training policy.

Simplified formula for training needs assessment (TNA)

$Y=F(X+Z) + k$

This can be further expanded as:
$Y=F(X1 + X2 + X3) + (Z1 + Z2 + Z3) + k1 + K2$

Explanations

Where: Y = Training Needs Assessment (TNA)

F = Function

Table 3.2: Explanations of Training Needs Assessments Framework:

Variables Type of factors	Variables Type of factors
(X1 + X2 + X3)	Process factors are managerial, performance and employee.
(Z1 + Z2 + Z3).	Cause factors are managerial, performance and employee.
K1 + K2	Constant factors are the training policy, management support

Source: Researcher, 2020

Table 3.3: The expansion of (TNAs) Framework

Variables	Type of factors	Explanations of factors
X1	Managerial factor	Management support on staff training and development policy, strategic planning, manpower planning and Company Board resolutions on training
X2	Employee factors	Individual needs to further his/her knowledge to meet labour market.
X3	Performance factors	Low production, increased wastage, rumours and need for improvement of performance
Z1	Managerial factors	Institutional need to compete and maintain competitive advantage. Management support on implementation of training programme and policy, strategic planning and Board resolutions on training
Z2	Employees	Individual needs to further his/her knowledge to meet labour market.

	factors	
Z3	Performance factors	Low production, increased wastage, rumors and need for improvement of performance.
K1	Constant factor	Training and development policy and training programme
K2	Constant factor	Training and development budget

Source: Researcher, 2020

3.4Statistical Tools

Analysis and presentation of the data collected was performed for the purpose of answering research questions and thus, meet research objectives of the study of which conclusion and recommendations were drawn. Collected data were analysed as follows: Filled questionnaires were edited for accuracy, the questionnaires were coded, Data entry was carried out, and Data were analysed into Tables, Figures Charts and Text.

The data which were collected were presented in the form of tables to show the status of respondents to the questionnaire. Further, figures were used in this study in order to demonstrate the respondent's perceptions about the study and assist readers to interpret the data in the tables clearly. Also, elaborative information was presented in texts in more precisely Interview notes from responses by respondents coded into short forms was translated into long forms and interpretation in the findings

Secondary data information was organized into themes. The documentary review on the information pertaining to the TNAs for CDO's were asked and interpreted to become meaningful for the study.

The analysis used bivariate and multivariate analysis for getting output of the current study. Variables that were employed in bivariate were the training programme for the CDO's and the list of CDO's attending training, while for multivariate variables included additional documents such as training programme and the Strategic plan of the ADC for 2015/16-2020.

TNAs' Model

This study was guided by the assumptions that human resource training is inevitable for any organization to survive in competitive environment. Training constitutes an important part of the capacity development initiative. It enhances organizational skills needed to overcome gaps in performance and contributes to achievement of organizational goals. However, planning for effective training programme it requires consideration of training needs assessment. Further, implementation of TNAs in organizations will be achieved among other things the practical existence of management supports, financial resource and training policy.

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K1	Constant factor	Training and development policy and training programme
K2	Constant factor	Training and development budget

Source: Researcher, 2020

IV. RESULTS AND DISCUSSION

4. Demographic Data of the Respondents

Table 4.1: Gender

GENDER						GENDER
	Frequency	Percent	Valid Percent	Cumulative Percent		
Valid	Female	24	63.2	66.7	66.7	Valid
	Male	12	31.6	33.3	100.0	
	Total	36	94.7	100.0		
Missing	System	2	5.3			Missing

Source: Researcher 2020.

Table 4.2 indicates the respondent's responses graphically. It shows that respondents with certificates are 27 (76.47%) compared to the number of respondents with diploma 5 (41.71%), degree 2 (5.88%) and master degree holders 1(63.2%). On other hand the majority of CD staff in the department are female followed by (31.6 %) council in the ADC were most of them hold certificate and diploma level as compared to male.

Table 4.2 Age Group of the Respondents

Statistics				
		What is your Education Level	AGE OF RESPONDENT	GENDER
N	Valid	36	38	36
	Missing	2	0	2
Mean		1.36		.33
Median		1.00		.00
Std. Deviation		.762		.478
Variance		.580		.229

Source: Researcher 2020.

The table above indicates the respondent's responses graphically. It shows that respondents in majority are around of 33 as per mean of 1.36 as shown in the table above, this means, in the department of community development majority young working force which need to developed career wise in order to improve the performance of council.

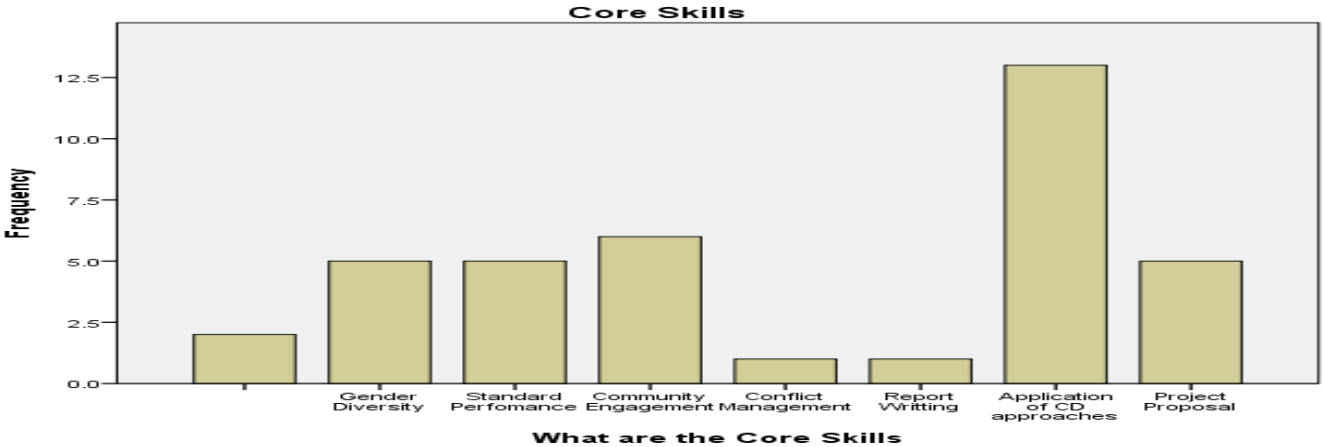
Table 4.3 Working Experience of the Respondents

What is Working Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	28	73.7	77.8	77.8
	10-15	5	13.2	13.9	91.7
	15-20	3	7.9	8.3	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

Source: Researcher 2020.

The findings found that, 28 (73.7%) out of 35 followed by 5 (13.27%) and the minority 3 (7.9%) have working experience ranging from one year (1) to twenty-seven (20). This means that the majority of the community development worker's fall in the category of (1-5) years of working experience. This shows that the majority of community development worker's within ADC have working experience of maximum five years which shows that those are newly employees within ADC. Further, it shows that having less working experience suggests that these are young and energetic working force who need to be trained., On another hand, it indicates that the majority of the community development worker's they need to build up their professional career. This means that the ADC has the duty of creating favourable working environment that is giving them opportunities to excel their careers by attending training workshop and seminar's and short and long course.

Table 4.5 Core Skills for Community Development Worker's



The researcher found out that, junior's worker were of the same opinion regarding the training topics they favour most. There has been even less difference in the score among the respondents. As the most important, the respondents identified Application of CD Approaches" with 12.5%; followed by "Community Engagement 6.5% , "Gender diversity, Standard Operating procedures, and Project proposal " with a score of 5%. As the least important on the other side was considered "Conflict Management and Report Writing" course with less than 2.5%, there is.slight differences have been noticed in the priority order among the group with different working experience

Table 4.6 Training Methodology

Training Methodology					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Training outside working place	17	44.7	47.2	47.2
	Peer to Peer Meeting	7	18.4	19.4	66.7
	On Job Training	5	13.2	13.9	80.6
	Coaching	4	10.5	11.1	91.7
	e-learning course	3	7.9	8.3	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

Source: Researcher 2020.

Training Methodology. Several questions were asked to assess the respondents' perception about the most adequate training methods, duration, form and trainer's profile As regards the training format, the most suitable to reach the best learning results in the eyes of the respondents of the Survey was "training outside the working place", with score of 44.7%, followed by "peer-to-peer meeting" as training format with 18.4%. Least favorite was "e-learning" as a training format with 3%., this implies that employees they prefer mostly to attend training that is organised outside the working station, the pronounced reason was that of changing the environment leads to the change of mind set and make them to concentrate on the study.

Table 4.7 Duration for Short Course Training for Community Development Worker's

Training Duration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three Days	4	10.5	11.1	11.1
	One Week	22	**57.9**	61.1	72.2
	Two Week	10	26.3	27.8	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

Source: Researcher 2020.

Table 4.6 Responses on the awareness of TNAs

Awareness of the Training Program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	71.1	75.0	75.0
	No	9	23.7	25.0	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

Source: Researcher 2020

The responses in the Table 4.5 indicate that 27 (71.1%) respondents were aware of the TNAs being conducted for the teachers in community development compared to 9 (23.7%) respondents who had no knowledge about the existence or the carrying out of TNAs. Further, the findings suggest that TNAs were used to seek information about staff training and development. On top of understanding about awareness of TNAs exercise, the respondents were asked whether were conversant with the processes that were involved of the TNAs for the community development worker's at ADC.

Empirical Findings:

Identification of the Necessary Conditions That Enable TNAs to be conducted in the Organizations.

The findings from the documentary review and interviews conducted indicated that the ADC's Strategic Plan (SP) 2015/16-2020/21 spelt out the employee training and development needs during the plan period. It spells out clearly that training of staff is one of the activities that the Council gives reasonable weights. Further, it indicates that in order staff training process is to be undertaken properly thus TNAs becomes an essential tool to identify staff requiring training and also implementing training programme effectively.

Furthermore the findings from the documentary reviews and interview revealed that at ADC there is committed leadership as it is enshrined in the SP on the staff training efforts. It further shows that staff training component had been considered in every department of ADC.

Table 4.8 **9 indicates commitment of ADC for the employee's career development as indicated in the SP**

	Gender		Total
Year's	**Females**	**Male**	
2016	20	8	28
2017	40	16	56
2018	50	15	65
2019	53	25	78
2020	67	22	89
Total	**230**	**86**	**316**

Source: ADC Planning Department, 2015.

In view of the above documentary review, the findings indicate that the essence of the SP on staff training and good leadership of ADC require skilled and professional staff. Specifically, in making the staff training as a pertinent activity in the SP to be achieved, hence TNAs is an important component that helps implementation of training program to become effective.

Furthermore, training and development is given priority in the government of Tanzania at all levels because it helps to improve performance of the staff and delivery of public services. Hence, conducting TNAs enables organization to implement training programme effectively as it helps to identify staff with deficiency in terms of knowledge, skills and attitudes. It is the policy of the government that training and development must be a core activity that has to be given reasonable weights, Additionally, the concept of staff training and development has also been stipulated in section 4, (3)(a) of The Public Service Act, 2002, (Number 8), which states that, The Chief Secretary shall as the head of the Public Service provide leadership, direction and image to the Service and shall: ensure that public servants in the service are trained, motivated efficient and effectively performing and the Service is free of corruption and other unethical tendencies''

The staff and training component is articulated clearly in The Standing Orders for the Public Service (2009), Section G.1 (1, 4) and G.2 that states the following: 'It is the Government policy that Tanzania should be self-sufficient in trained and skilled human resources to manage its economy, and that systematic approach should be employed by public institutions to build human capital capable of delivering services to the expectation of the citizens. Thus, The President's Office, Public Service Management shall be responsible for developing training policy for the public service and issuing training directives from time to time' 'Similarly, The Regulation 103 sub regulation 1-4 provides that: 'Every Employer shall be responsible for training and development of his and the Public Service Department has been assigned to support the process as may be directed time to time by the Government''. This responsibility involves all public and local government authorities. On other hand the Policy Paper on Local Government Reform, (Tanzania, 1998: 34) equally, insists about training and capacity building initiative that are essential for the successful implementation of the reform at the local levels. Also, providing training to the staff helps to improve and strengthen capacity of Local Government Authorities (LGAs) to become more effective and efficient leadership management.

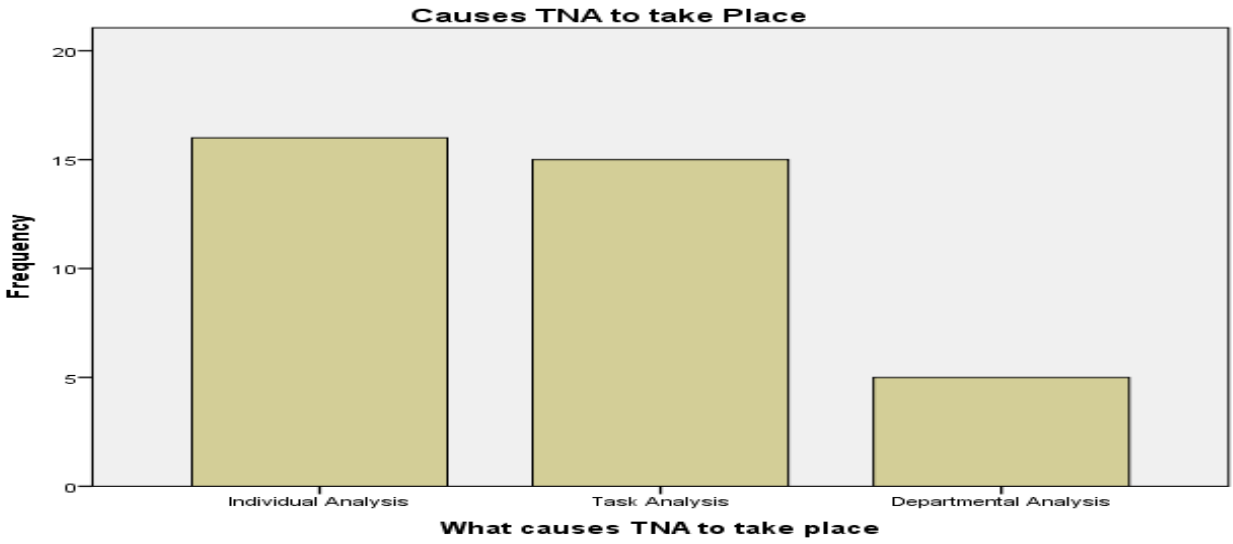
Table 4.10 Process Involved undertaking TNAs

Which process that are involved in TNA's					
Initiator's		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management	18	47.4	50.0	50.0
	Individual Assessment	11	28.9	30.6	80.6
	Council Meeting	7	18.4	19.4	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

The processes involved for the TNAs of the community development worker's to take place. Further the findings show that the management through the Open Performance Review and Appraisal System, OPRAS assessment is the basis process notable that

enables TNAs to take place 18 (47.4%) compared to individual assessments 11 (28.9%). This means that the ADC through its department of community development makes evaluation of performance for their worker's before being proposed for further training.

Chart 4.1 Causes of TNAs to take place at ADC



The Responses on Processes for Undertaking TNAs the responses indicate that the individual, task as well as Task analysis were the processes for the TNAs to take place at ADC. Also, the findings revealed that 14 (41.1%), 13 (38.2%), respondents respectively strongly supports the process of TNAs to base on individual and task analysis. Further the findings suggest that individual and task analysis were the fundamental sources for the TNAs to take place for the community development. This means that deficiencies in performance for individual person and the task to be performed were the foundation for the TNAs for the community development to take place.

Summary of the Findings:

The profiles of the respondents which showed that the majority of community development worker's at ADC were certificate and Diploma holders (76%). Also, the findings indicated that the majority of the community development worker's (38.24%) had work experience below six years (1-5) years. This means that the ADC has the responsibilities to train the majority community development worker's with certificates and diploma and build experience for the majority of the worker's. And It seems that junior's worker were of the same opinion regarding the training topics they favor most. There has been even less difference in the score among the respondents. As the most important, the respondents identified Application of CD Approaches" with 12.5%; followed by "Community Engagement 6.5% , "Gender diversity, Standard Operating procedures, and Project proposal " with a score of 5%. As the least important on the other side was considered "Conflict Management and Report Writing" course with less than 2.5%, there is. Slight differences have been noticed in the priority order among the group with different working experience

The second part of this chapter was concerned with the findings from the three research specific objectives. The findings from the first objective indicated that at the ADC there were favorable conditions for the TNAs. Further the findings showed that staff training and development component was featured in the ADC SP (2015/16-2020/21) and through the training plan (2011-2015 whereby the district council workers were the beneficiaries.

In same vain the findings from the secondary review showed that staff training and development is the topical issue in the United Republic of Tanzania whereby it has been emphasized. The Standing Orders for the Public Service, (2009), the Public Service Act, (2002) and The Public Service Regulations, (2003) are the few documents that insist the importance of Staff training and Development for the wellbeing of the Government in both public and local authorities.

Lastly, the findings for the second objective indicated by respondents that the CDO's in council were aware of the TNAs practice (79.4%) and that the OPRAS was a tool for assessing performance towards staging TNAs. In addition the findings for the third objective showed that the majority of respondents (41.2%) indicated that individual ambition to further his or her career was the factor for the ADC to conduct TNAs.

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