

UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF TRAINING NEEDS ASSESSMENT ON THE PERFORMANCE
OF EMPLOYEES: EVIDENCE FROM GHANA EDUCATION SERVICE IN THE
KASSNA/NANKANA MUNICIPALITY

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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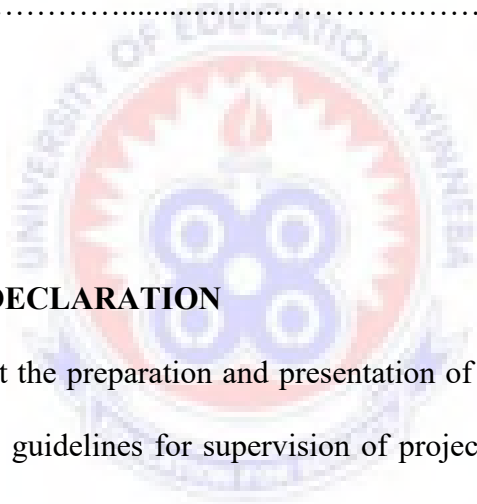
DECLARATION

CANDIDATE’S DECLARATION

I, FRANCIS XAVIER LAMWORA PURUSE, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

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DATE:.....

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My utmost appreciation goes to the almighty God for keeping us healthy, safe and in sound mind throughout the period of the research, may his name be glorified always. To my supervisor, Dr. Stephen Baffour Adjei, who did not only serve as a supervisor but a counselor and a spiritual role-model who has always been available for consultation, guidance and advice, I appreciate your invaluable contribution. May the good Lord be with you always.



DEDICATION

To my lovely wife Madam Awariwe Anutua Nancy, our three children Eusebius Puruse, Eduarda Puruse and Esli Puruse, my mother Mrs. Beatrice Puruse my late father Mr. Edward Logobazam Puruse and the entire Puruse's family.



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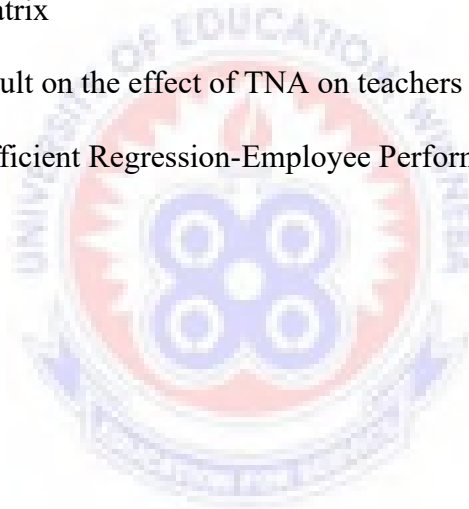
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ABSTRACT

The study aimed at assessing the effect of conducting Training Needs Assessment (TNA) on basic school teachers before trainings at the Ghana Education Service (GES) in the Kasena/Nankana Municipal. The study adopted quantitative research approach. Descriptive and inferential statistics design was used. In this study, a sample of 319 basic schools teachers was recruited. Questionnaire was used to gather information from the sampled teachers. Statistical package was used to process all the gathered data. The study found that conducting performance appraisal of teachers, comparing the current abilities of teachers and the new requirements of work, and job descriptions of teachers, are the major Training Needs Assessment (TNA) method used by Ghana Education Service (GES) in Kasena/Nankana Municipality before training teachers. It appeared from the study that training needs assessment (TNA) makes it possible for teachers to develop their potentials, and improve the effectiveness of teachers in performing assigned tasks. The study found a positive and significant relationship between teacher needs assessment and teachers performance. It was concluded that training cannot be effective if the performance is not first identified and analyzed. The study recommended that GES should see TNA as an important exercise that should be carried out before designing any training programme since it will lead to the implementation of appropriate training that will equip teachers with the requisite knowledge and skills for the performance of their present and future job assignments.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Due to the evolving nature of business in recent times, businesses now exist in a more competitive environment where they must compete based on superior human capital capabilities and strategies all over the world. Human capitals consist of the knowledge, skills and abilities of the people employed in an organization (Armstrong, 2011). It has become necessary that an organization adopt a strategy that ensures employees' skills are increased to improve performance and increase productivity. In order to achieve a sustained competitive advantage thus, an organization need to have a well talented/skilled, effective and efficient human resource (employees). Interestingly, most organizations are awakening to the importance of training, but only a few do follow the ideal procedure (Mathias & Jackson, 2011).

Training is one of the elaborated functions of Human Resource Management (HRM). Mathias and Jackson (2011) HRM emphasis on training aims to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it needs. Training is the process of increasing the knowledge and skills of the workforce to enable them perform their jobs effectively. It should be systematic by being specifically designed, planned and implemented to meet defined needs. (Armstrong, 2011). This objective of training would be achieved by first carrying out a Training Needs Assessment/Analysis (TNA). TNA is the process of identifying training needs in an organization for the purpose of improving employee job performance.

Training Needs Assessment (TNA) is an important step (which occurs at the initial planning stage) in the training and development process (Carlisle, 2011). TNA is 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 (Carlisle, 2011). TNA is indeed a useful tool for the managers and leaders to design the training programs properly as it focuses on the actual needs of the employees and in our situation teachers. TNA helps explain where, when, how, and what types of training activities are given to the workers (Khan & Masrek, 2017).

Organizations have to emphasize conducting TNA for the best use of the training resources since such resources are limited to the organizations (Tao, Yeh, & Sun, 2006). The authors indicated that conducting TNA could play a vital role in improving the competitiveness of the organization. For example, in the nursing education sector, conducting TNA helped in deciding the training timeliness, determining the employee number needed to be trained and also identifying the availability of resources to conduct the training programs successfully (Miraza & Riaz, 2012). According to the authors, conducting TNA for an organization is an integral part of the performance analysis and job analysis.

Iqbal (2012) argued that in the context of Pakistan improvement in Knowledge, Skills and Attitudes among the medical representatives would not be ever attainable unless their training needs were properly determined. In fact, training programs may not be consistent and fruitful in bringing desired outcomes without practicing TNA properly in the organization (Carlisle, 2011). It is generally believed that conducting TNA would be an effective strategy to make the training programs effective. However, fund crisis, lack of time, lack of human resource experts, and the

unwillingness of the managers and leaders are considered major obstacles for conducting TNA. Carlisle (2011) indicated that the practice of TNA in the organizations was still low in most of the countries because conducting TNA is time consuming and costly too. For example, in Pakistan, the managers and leaders are unwilling to do need assessment because they find it difficult and time-consuming; instead, they prefer to do the performance analysis (Iqbal, 2012). Similarly, Ghana education service and national teachers council directors and leadership seems not willing to conduct TNA before trainings are organized and therefore the trainings are not maximized.

It is noteworthy that employee performance can be influenced by various factors, which includes: (i) firm-related factors (e.g. training, management support, etc.); (ii) job-related factors (job autonomy, job communication, etc.); and (iii) employee-related factor (proactivity, adaptability, skills, commitment, etc.) (Diamantidis & Chatzoglou, 2019). Thus, there is no denial of the fact that employee's performance does not merely depend on TNA but it can also be influenced by the socioeconomic factors such as employee's age, educational status of the employee, types of training received by the employee, and employee's mobility (Kollmann, Stockmann, Kensbock & Peschl, 2019).

In the situation of the Kasena/Nankana Municipality, some training program may have been carried out over the years without thorough needs assessment that identifies the problems and performance deficiencies of teachers in the Ghana education service, and even an analysis that allows management to put a cost factor on the training needs. As a result, such well thought activity is mostly thought of as chicken feeds or less significant. Effective training depends on knowing what is required - for the individual, the department and the organization. This study ascertain

whether the Ghana education service work force has any background in conducting training needs assessment for teachers before selecting and conducting continuous professional development trainings for their teachers.

1.2 Statement of the Problem

There is an urgent need for many institutions in Ghana to adopt training in order to achieve and compete in the ever changing business environment. To achieve this institutions 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 (Cole, 2004), (2011). It is important that a firm adopts training needs assessment practices that make best use of its employees. Despite the establishment that the human resource is an indispensable asset which needs to be continuously improved through training; organizations which embark on training do not always conduct a training needs assessment (Arthur Jr., Bennett, Edens & Bell, 2003). In order to develop an effective training programme, an assessment of the training needs must first be done.

However, the actual situation at the Ghana Education Service in the Kasena/Nankana Municipality is that training is done haphazardly; this is because there is lack of an approved training laid down program in training the teachers. There seems to be a mis-match in its training needs assessment. It is on record that several teachers of the Kasena/Nankana municipality attend training programmes at both international and national levels organized by Ghana education service, other ministries and civil organization societies. There appears to be a lapse in assessing what is really required for the individual, the educational department, the organization

and its cost benefit before embarking on a training programme by way of nominating staff for internationally organized programmes. This stands to affect the selection of staff, the mode or type of training given and the impact of the training received by employees on their job performance. By this, the Ghana Education Service in the Kasena/Nankana Municipality stands to misplace its priority and lose the original objective of training.

Studies have been carried out currently in Ghana on Training Assessment Needs (TNA) of employees in Ghana. It appears that these studies failed to focus on Ghana Education Service (GES) in training teachers and also scarce or limited studies address how TNA affects the performance of basic school teachers in Ghana. For instance; the study by Manamzor (2016) focused on the training needs assessment of academic staff of Polytechnics in Ghana. The study revealed that training needs assessment before training improves the effectiveness of staff in performing the jobs, helps in the transfer of learning to other jobs and also helps in upgrading staff skills in present jobs and improves their performance in future jobs. The emphasis of Kyeretwie (2012) was training assessment needs practices on employee skill development at Electricity Company Ghana (ECG) in the Ashanti East Region. The study revealed that ECG has a training policy but it was not accessible to employees of the company. The study also revealed that employees performance have increased as a result of the acquisition of skills through training. Moreover, the study by Adjirackor, Dweh, Agarwal, Oppong, Darko and Gagakuma (2016) concentrated on the importance of Training Needs Assessment (TNA) at the Radiation Protection Institute of the Ghana Atomic Energy Commission. According to the study, the staff at Radiation Protection Institutes had attended some form of training, both on-the-job and off-the-job; however, the staff have not had the opportunity of attending any

training program since employed. It appeared from the study that wrong people are sometimes selected to attend training programs. This study was therefore intended to fill the gap by concentrating on the effect of TNA on basic school teachers performance at GES in Ghana specifically Kasena/Nankana Municipality.

1.3 Purpose of the Study

The purpose of the study is to find out the effect of conducting TNA on basic school teachers before trainings at the Ghana education service in the Kasena/Nankana Municipal.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Determine the training needs assessment method used before training teachers by the Ghana Education Service in Kasena/Nankana Municipality.
2. Identify the benefits of training needs assessment before training of teachers at Ghana Education Service in Kasena/Nankana municipality.
3. Establish the effect of training need assessment on teachers performance at Ghana Education Service in Kasena/Nankana municipality.

1.5 Research Questions

In pursuing this research, the following research questions were considered:

1. What are the training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers?
2. What are benefits of training needs assessment before training of teachers at Ghana Education Service in Kasena/Nankana Municipality.

3. How does training need assessment affect teachers performance at Ghana Education Service in Kasena/Nankana Municipality?

1.6 Significance of the Study

The outcome of this research work will serve as a platform for the researchers to add to knowledge. the result of this study will provide enormous benefits to the researcher and the readers of this work as the feedback will also enable the training officers to know the type of training needs needed by the head teachers, subject, classroom teachers, supervisors and administrators on in-service training to develop employees professional and technical competencies in other to increase profitability, promote productivity and promote the organizational reputation. In-depth knowledge in this will help training officers to build a level of control on needs assessment and maximize utility on the little training carried out within the year to produce very profitable outcomes.

Also, the findings will help educational authorities appreciate the significance of conducting needs assessment before any curriculum innovations and changes are introduced to the curriculum to avoid waste of resources and efforts of the employees. Finally, this research work will help in further research.

1.7 Delimitation of the Study

The study was based on data collected from the basic school teachers at the Ghana Education Service in the Kasena/Nankana Municipality in the Upper East Region of Ghana. The Ghana Education Service is made up of 1,750 public basic school teachers who are permanent staff as at the time of the study from kindergarten to junior high school. In terms of content, the study focused on the training needs assessment of teachers before training, the benefits of training needs assessment

before training of employees, and the effect of training need assessment on teachers performance at Ghana Education Service in Kasena/Nankana Municipality.

1.8 Limitation of the Study

The study was not without constraints even though the researcher tried to as much as possible to reduce these constraints to the barest minimum and make sure they do not affect the findings of the study. The number of teachers used was limited to public basic school teachers in Kasena/Nankana Municipality working under the Ghana education service because of time and financial constraints. In addition, it was difficulty in getting respondents to respond promptly to the questionnaire. Some of the teachers were reluctant in answering the questionnaires.

1.9 Organization of the Study

The study was organize the study into five chapters. Chapter one deals with the background of the study, statement of research problem, objectives, research questions, significance, delimitation, limitation and the organization of the study. Chapter Two contains a review of the relevant literature on the topic. It reviews the theoretical and empirical basis of the study.

Chapter three explains the research methodology adopted for the study and relevant justification. In doing so, it outlines the methodology for carrying out the secondary and primary data collections and how the results would be analyzed. Chapter four present the findings of the study. Chapter five discusses the results emanated from the study. Finally, Chapter six present the summary of findings, conclusions drawn from the research findings and recommendations.

1.10 Operational Definitions of Key Terms

Training: is the process of increasing the knowledge and skills of the workforce to enable them perform their jobs effectively

Training Need: it is identified when there is a shortage of skills at the organizational level, task level and individual level.

Training Need Assessment (TNA): the method of determining if a training need exists and if it does, what training is required to fill the gap.

Employee Performance: it is the measure of outcomes of employees on a task in terms of productivity, efficiency, effectiveness, quality and profitability in respect to standards set by an organization



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature from published journals, research findings and relevant information on training needs assessment. This chapter looks at the knowledge-based view theory (KBV), concept of Training Needs Assessment (TNA), training needs assessment methods, challenges of training needs assessment, overview of employee performance, and the effect of training needs assessment on employee performance.

2.2 Theoretical Review

The study was grounded on knowledge-based view theory (KBV). The knowledge-based theory of the firm considers knowledge as the most strategically significant resource of a firm. Baum (2006) argues that because knowledge-based views are usually difficult to imitate and socially complex, heterogeneous knowledge bases and capabilities among firms are the major determinants of sustained competitive advantage and superior corporate performance (Alavi & Leidner 2001). 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 & 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 & Blount, 2014). According to the theory, the firm is a bundle of knowledge in this application which extends the Resource-Based View adds (Phelan & 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 & Khan, 2011).

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 & Blount, 2014). This affirms that knowledge based theory supports task need assessment.

2.3 Concept of Training Needs Assessment (TNA)

The tools for capacity development include different kinds of training, exposure activities and learning by doing which call training events. Training is one of the tools for capacity development. It allows acquisition of specific skills and knowledge to be learned for presently known tasks and applied immediately. Training is defined as a planned and systematic effort to modify or develop knowledge/skill/attitude through learning experience, to achieve effective performance in an activity or range of activities (Buckely & Caple, 1990). According to Becker et al (1997), training is one of the elaborated functions of Human Resource Management (HRM). HRM emphasis on training aims to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it needs. This means taking steps to train, enhance and develop the inherent capabilities of people by providing a continuous training and development opportunity linked to the needs of the business (Becker et al, 1997).

Training is the process of increasing the knowledge and skills of the workforce to enable them perform their jobs effectively. It should be systematic by being specifically designed, planned and implemented to meet defined needs (Armstrong, 2000). According to Adjirackor et al. (2016), training would be achieved by first carrying out a Training Needs Assessment/Analysis (TNA). TNA is the process of

identifying training needs in an organization for the purpose of improving employee job performance. It is defined as the 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. (Allison, 2002). A training needs assessment would ensure that training programmes are focused and appropriate. It is unquestionably costly especially for the nonprofit making organizations to initiate training programmes. It would thus be fruitless to conduct training just for the sake of it. A training need is identified when there is a shortage of skills at the organizational level, task level and individual level. Organizations would need to conduct in-depth needs analysis to determine what the real training issues are and the appropriate level (Firdousi, 2015).

According to Dabale, Jagero and Nyauchi (2014), a training needs assessment identifies individuals' current level of competency, skill or knowledge in one or more areas and compares that competency level to the required competency standard established for their positions or other positions within the organization. The difference between the current and required competencies can help determine training needs (Dabale et al., 2014). Rather than assume that all employees need training or even the same training, management can make informed decisions about the best ways to address competency gaps among individual employees, specific job categories or groups/teams (Dabale et al., 2014). Wright, Gardiner and Moynihan (2013) revealed that 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, et al., 2013).

Elnaga (2013) mentioned that assessments can be conducted at any time but are often done after hiring, during performance reviews, when performance improvement is needed, for career development plans, for succession planning, or when changes in an organization also involve making necessary changes to employees' jobs. As indicated by Farooq and Khan (2011), it is beneficial to perform these assessments periodically to determine the training needs of an organization, employees' knowledge and skills, and also training program effectiveness. 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 (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.

According to Farooq and Khan (2011), a training assessment is the first step to any successful training program and is also a critical aspect of succession planning. Conducting this training need analysis allows an organization to focus its efforts on areas of training that are necessary for employees to successfully carry out the organization's goals, make optimum use of the company's training dollars and motivate employees by contributing to their career development. The person conducting the training needs assessment must clearly understand the overall organization and department goals and priorities, so he or she can properly assess the training options and identify which training opportunities will contribute most to the overall success of employees, the business units and the organization as a whole.

As per Klane and Pearson (2007), in assessing training needs of employees, gap analysis needs to be performed. Performing a gap analysis involves assessing the current state of a department's or employee's performance or skills and comparing this to the desired level. The difference between the existing state and the desired state is the gap. There are many different methods for conducting a gap analysis. The method for identifying the gap depends on the organization and the situation. Depending on the situation, it may be helpful to use one or more gap analysis methods. Klane and Pearson (2007) further mentioned that assessing training options is another step for assessing training needs. The gap analysis generates a list of training options and needs. The list can be assessed based on the goals and priorities of the organization, both currently and in the future. A scale of 1 to 3 could be used with number 1 being critical, 2 being important and 3 being not important at all. Here are factors to consider when determining if training is a viable option.

According to Klane and Pearson (2007), the next step is to report the findings from the training needs assessment, and make recommendations for short- and long-term training plans and budgets, starting with the most critical priorities from the training option list. If there is a timeline for any of the trainings, such as a deadline to satisfy training obligations for legal compliance purposes, then they should be budgeted and scheduled accordingly. The report should include a summary of why and how the assessment was completed, the methods used and people involved, and the training recommendations with a general timeline.

2.4 Training needs assessment methods

Designing and implementing the right training needs assessment methods is essential as it will go a long way to help obtain the right results with regards to the training needs of employees. Some of the training needs assessment methods include; interviews, observation, facilitating groups and survey through questionnaire, tests, records and report studies as well as job analysis and performance review (Labesse, 2018; McCawley, 2009). Furthermore, a study conducted by Segal (2016) revealed that the examination of organizational documents such as staff development policy and staff appraisal reports is a very effective method for assessing the training needs of staff in that, it is fast, inexpensive and provides relevant quantifiable data which will help in analysing the training needs of staff. This method is also good in building management involvement towards the assessment of staff training needs.

According to Elnaga (2013) effective method for assessing the training needs can be done through HR records. HR records can include accident and safety reports, job descriptions, job competencies, exit interviews, performance evaluations and other company records such as production, sales and cost records. For example, if a department has a dramatic increase in workplace accidents, then it would be important

to review accident reports as part of the gap analysis prior to conducting safety training. Farooq and Khan (2011) viewed individual interviews as method of assessing training needs of employees. Individual interviews may be conducted with employees, supervisors, senior managers and even sometimes clients/customers or outside vendors. As indicated by Farooq and Khan (2011) as an organization is providing safety training, talking with the employees who not only had the accidents but also witnessed the accidents would be advisable. In addition, talking to employees who have never had accidents could be useful in creating a training program that includes a standard of safe practices. If the accidents involved equipment, it may be beneficial to talk to the vendor that manufactured or serviced the equipment. The information gathered can identify the gaps that an organization needs to address. A company and its employees can benefit from new training opportunities as a result of the training needs assessment (Farooq & Khan, 2011).

As study conducted by Gupta (2012) asserted that unlike individual interviews, using focus groups involves simultaneously questioning a number of individuals about training needs. Best results occur with a department or group of employees who have similar training needs. The participants brainstorm about all the training needs they can think of and write them on a flip chart. Then each person is provided perhaps five dots or sticky notes (employers should provide the number of dots or sticky notes that work best for the organization). Each individual places his or her dots or sticky notes on the training ideas he or she believes are the most important. An individual could choose to place one dot on five different items, or all five on one training item. According to Kipkebut (2010), surveys, questionnaires and self-assessments is used to assess training needs of employees. Irawanto (2015) pinpoint that surveys generally use a standardized format and can be done in writing,

electronically or by phone. Depending on the situation, it may be helpful to conduct surveys with employees as well as with customers. When conducting a customer service training needs assessment, employers should ask employees what would help them provide better customer service. Employers should also obtain opinions from customers about their experiences with employees. Jones (2016) study showed observations as training need assessment method. Sources for observation include a supervisor's direct observation and input, on-the-job simulations of work settings, and written work samples.

2.5 Challenges of training needs assessment

Training Needs Analysis (TNA) is a systematic examination of an organization's training needs based on collected data from an online learning system or from other means (Skillnets, 2013). Key aspects of the purpose of a training needs analysis are to identify and consider business goals, current staff competencies, methods to train staff, and costs of trainings (Peters, 2014). There are a number of challenges organizations and institutions face with regard to training needs assessment of their employees. Some firms are not providing the training that their employees need. Instead, they poach employees from other firms who have already been trained and developed by their former employers. The high rise of labour mobility is said to be a great disincentive to the broad provision of training and thus a barrier to employees training and development (Moen & Rosen, 2004; Debrah, 2002).

According Peters (2014), training need assessment can be time-consuming to develop and complete assessments and surveys. Peters (2014) further emphasized that a lot of time can be lost conducting a TNA that could be spent on other important business affairs. Additionally, the trainings themselves may be time-consuming if

your organization has chosen to train staff through mentoring, coaching, or weekly trainings that take up time at work (Peters, 2014). Sadler-Smith (2014) emphasized that Managers often feel that the extra effort to complete a Training Needs Analysis is a waste of time when they could simply implement the assumed training requirements. However, in the long term, taking the time to plan and complete an accurate Training Needs Analysis will save the organization time.

A study by Armstrong (2013) revealed that it is difficult to obtain relevant information. Having completed a Training Needs Analysis in previous years, managers often fall into the habit of using old results for current training needs. However, as with every organization, roles change, departments restructure, and employee training requirements grow on a yearly basis (Armstrong, 2013). It is essential that a Training Needs Analysis is completed yearly in advance of employee training reviews and rollout. Employees will know firsthand the knowledge and skills they must have to complete their roles efficiently and meet company policy. Polling your employees to get feedback on existing training and a clear picture on knowledge gaps will form a critical component of your Training Needs Analysis (Armstrong, 2013).

As indicated by Peters (2014), TNA can be costly if hiring a third party to conduct the TNA. Trainings that require hiring a third-party trainer can also be pricey (Peters, 2014). According to Sharma (2012), low response rate from surveys hurts the effectiveness of the TNA. This may be due to the survey being too long, confusing, or difficult to submit. Sharma (2012) further emphasized that by the time the purpose of the training needs analysis has been fulfilled, business needs may have changed, making the TNA results obsolete. As indicated by Sharma (2012), employees may fear their employer will utilize the collected data to punish rather than help them,

causing employees to be less honest in their self-assessments. Employees may be less inclined to reveal where they lack competence (Sharma, 2012).

The study by McCracken and Wallace (2000), and Armstrong (2013) indicates that lack of planning for employee training and development can affect the recruitment, selection, training needs assessment as well as training and development of employees. According to these authors, some organizations lack human resource experts internally to plan and undertake human resource activities such as training needs assessment and training and development. This view also confirms the findings of Sadler-Smith (2014) whose study of the manufacturing sector in South East Asia revealed that the manufacturing sector needs knowledgeable and competent HRD personnel such as professional internal trainers with the expertise to train and develop employees within organisations. This implies that employers may have to focus on the recruitment of expert HRD professionals to take on the role of developing human expertise in their organisations and managing the various specialized HRD functions such as training and development, training needs assessment, performance management, career development and the management of organisational development and change.

A study conducted by Manamzor (2016) on training needs assessment of academic staff of polytechnics in Bolgatanga Polytechnic found that the major challenge of training needs assessment identified was the lack of manpower and expertise to conduct training needs assessment. Phillips (2007), aiming at TNA drawbacks, addressed the fact that proper needs analysis were not conducted in a great number of training courses, also many training courses were based on management requirements or just catering to industrial fashion. However, if training courses are not really necessary for organizations, the effectiveness of the courses will reduce, and the

ROI of the courses which are not needed shall be negative. Real obstacles are caused in a lot of training courses since needs assessments are not properly done in advance.

2.6 Overview of Employee work performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Training facilitates the updating of skills and leads to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization’s competitiveness (Acton & Golden, 2002; Karia & Ahmad, 2000). To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation so committed employees are less likely to leave for another job and are more likely to perform at higher levels.

According to Wagonhurst (2002), an effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programmes, which influence the transfer of skills from training environment to work environment

Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992) as briefly explained hereafter. Profitability is the ability to earn profits

consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness on the other hand is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman & Gilbert Jr., 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

As noted by Draft (2008), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier

research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 2005). Further still, Kinicki and Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets.

2.7 Effect of training needs assessment on employee performance

In the real world, organizational growth and development is affected by a number of factors (Burke, & Hutchins, 2018). In light with the present research during the development of organizations, employee training need assessment plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. TNA is a critical part of the training system in that it provides data to determine who is to be trained, what training programmes are needed. Training need assessment indicates the bridge required to build gap between standard performance and actual performance (Anderson, 1994). Anderson (1994) and Holton et al., (2000) depict training needs assessment as process which enables change. Anderson (1994) proposed an approach to training need analysis based on action and research, that views TNA as an intervention in a system. Anderson (1994) indicated that TNA has a positive effect on employee performance. Holton et al., (2000) has attempted the process of training need assessment on a large. Holton et al. (2000) also talks about accommodating various cultural issues and the process of change in an organisation, compromises needed to be made to choose the analysis to be made. Holton et al., (2000) reported a direct effect of TNA on employee performance.

Mathias and Jackson (2006) remarked that only few organizations do follow the ideal process of training. Identification of the need of training is the first step of the training process. Many employees in organizations and academic institutions such as Bolgatanga Polytechnic have left their jobs in search of other employment and better opportunities in other promising organizations and academic institutions. This has placed a great task on these organizations and institutions to work hard in order to retain and gain the commitment of their employees.

A study conducted by Muma, Iravo and Omondi (2014) indicated that training has an effect on employee commitment. The study also revealed that, if training needs assessment is not effectively done, it will lead to a lack of commitment by employees to their jobs, hence, the most important factor to ensuring employees commitment to their jobs is effective training needs assessment. According to the study by Cole (2004), the effect of training needs assessment is that when the training needs of employees are identified, it leads to appropriate training design and implementation which will lead to an increase in personnel range, transfer of skills, increased job satisfaction, increased value of employees in the labour market and improved prospect for internal promotions. A study also conducted by Burke and Hutchins (2018) revealed that training is only successful when performance gaps are well filled. According to them, it is only training needs assessment that can help an organization determine performance gaps of its personnel and therefore design appropriate training based on the gaps identified.

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 & 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, KimaniChege and Douglas (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.

Wamwayi, Amuhaya, ElegwaMukulu and Waititu (2016) study aimed at establishing 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. The study used open and closed ended questionnaires and a Likert measurement scale of 1 to 5. The study results revealed that training need assessment (p value = 0.001) was statistically significant and therefore had a role to play in the performance of the non-academic staff at the public universities.

Laban, Thuo and Mutegi (2017) evaluates the effect of training needs assessment on the level of organizational performance. 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.

2.8 Conceptual Framework

The conceptual framework presents dependent variable, independent variables and intervening variables. Figure 2.1 shows the relationship between Training Need Assessment (TNA) and employee work performance.

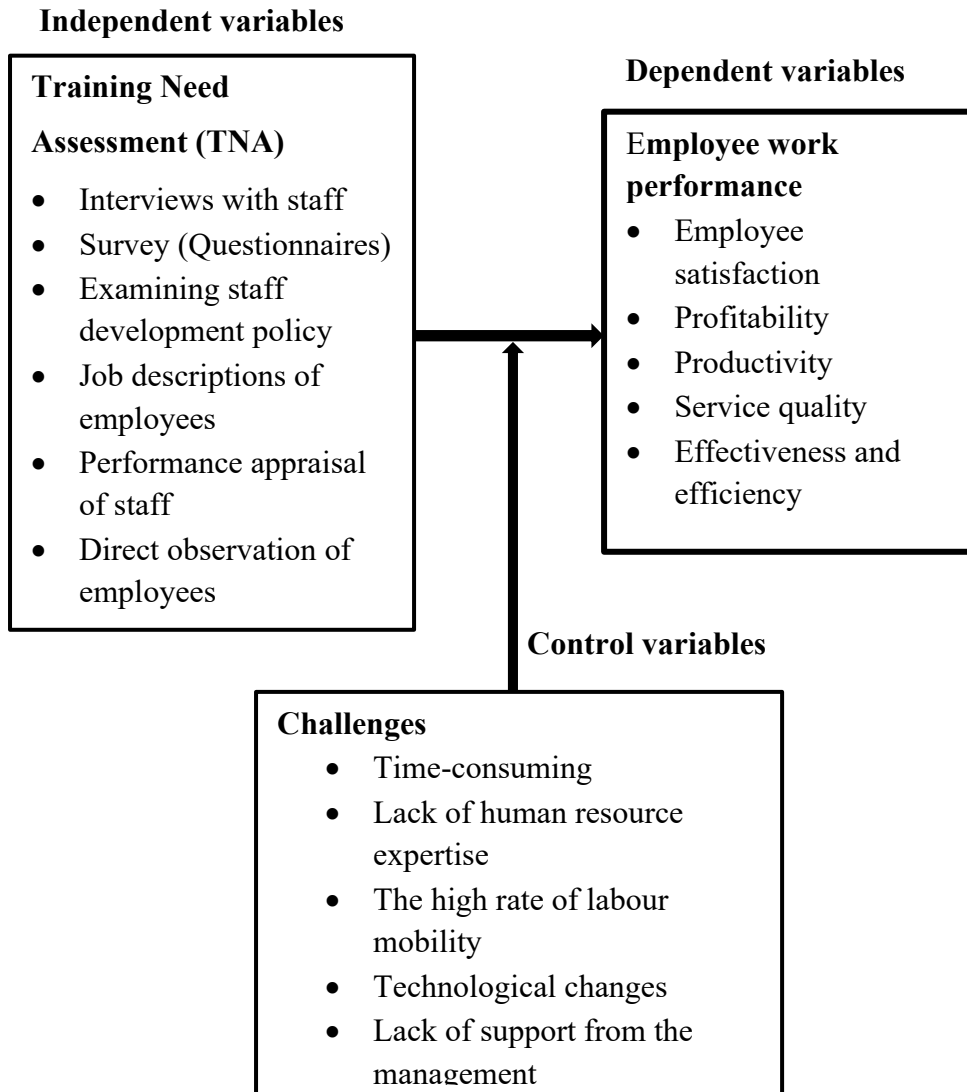


Figure 2. 1: Conceptual Framework
Source: Researcher Field Construction, 2020

In this study, the conceptual framework states that the independence of the variables included Training Needs Assessment method of employees that predicted the employee work performance. The dependent variable of the study includes the employee work performance. Assessing training needs of employee might influence by lack of human resource expertise, high rate of labour mobility, technological changes, and lack of support from the management. Barbazette (2006), suggested training needs assessment provided answers to the “who”, “what” and “why” of training. The inability of organizations to identify training needs is one of the major tragedies in

organization training practice. TNA is the first step in the establishment of effective and efficient training programme as it formed the foundation for determining instructional objectives, selection and design of instructional programmes, implementation and evaluation of training delivery. TNA involves an analysis of three human resource areas: the organization, the person and the task itself. Organization level analysis involves a sound review of all resources available, Top management's support and strategic and operational plans. Person analysis looks at an individual employee and the job they do to identify level of skills and knowledge by looking at such factors as commitment, productivity, absenteeism, tardiness and potential and can be done through performance reviews, questions and interviews. Task analysis looks at the knowledge and skill requirements for each specific job and compares these requirements to employees' actual knowledge and skills. The TNA exercises affects employee performance, it helps energize any training with good results such as increased commitment to the on-going training, increased the visibility of the training function, clarified crucial organizational issues, provided the best use of limited resources, provided program and design ideas and formulated strategies on how to achieve training effectiveness.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explained the various methods that were employed in the study. It specifically takes a critical look at the research approach, research design, the population, and sampling size and sampling technique employed. It also focused on the data collection instrument and data analysis method.

3.2 Research Approach

Quantitative research approach was adopted for this study. Quantitative method is used to determine the extent of a problem or the existence of a relationship between aspects of a phenomenon by quantifying the variation (Boateng, 2014). It usually includes the investigation of frequencies and different measurable variables with the aim of explaining a certain phenomenon (Phoya, 2012). Phoya asserted that the advantage of the quantitative approach is that it measures the reactions of a great many people to a limited set of questions, thus facilitating comparisons and statistical aggregation of the data, and so the results can be generalized. Also, quantitative method has the advantage of allowing the researcher to reach conclusions with a known degree of confidence about the extent and making of precise statements. The quantitative method deals with numerical measurements which mainly consist of several kinds of data collection tools including questionnaires and checklists.

3.3 Research Design

This study adopted descriptive survey research design. Descriptive research design is used in cases where researchers expect to have target group explain or

describe certain issues about important variables of the study. According to Amedahe (2000), in descriptive survey research, the events or conditions either already exists or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships. Hence; the design is selected to satisfy this aspect of the study. Descriptive research was useful in describing the characteristics of a large population. This helped the researcher to ask many questions that provided considerable flexibility in the analysis. It is an efficient way to obtain information needed to describe the attitudes, opinions and views of various stakeholders on issue at hand. Also, it allows for a greater degree of accuracy, reliability, standardizations of measurement and uniqueness of the study.

3.4 Population

Population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan & Schumacher, 2006). The targeted population for this study was 1,750 teachers in the basic public schools in the Kasena/Nankana Municipality working under the Ghana education service. These teachers are evenly distributed under 11 circuits. These populations are drawn from the Kasena/Nankana Municipal education offices and basic schools from its 11 cluster circuits.

3.5 Sample Size and Sampling Technique

In this study, a sample of 319 basic schools teachers working under Ghana Education Service in Kasena/Nankana Municipality were selected using a table developed by Krejcie and Morgan, (1970) (refer to Appendix A). This comprised 18.2% of the population. Researchers (Jagero, 2011; Manoah, Indoshi, & Othuon,

2011; Owaa, Aloka & Raburu, 2015) have appreciated the use of one-fourth (18.2%) of a population as an appropriate sample size.

In selecting 29 basic school teachers from the 11 circuits, a lottery approach for basic random sampling was used. According to this approach, all the population components were counted and different paper slips with number on them were cut with same dimension. The papers were then folded into a container and mixed. The number of slips necessary to constitute the desired sample size was then selected. The choice of items therefore depended on chance. This procedure was applied in all the 11 circuits till the desire number of public basic school teachers were selected. Simple random sampling was used to ensure that all the public basic school teachers were included in the study. Simple random sampling gave every member of the population an equal chance of being selected to be included in the final sample (Mugenda & Mugenda, 2003).

3.6 Data Collection Instruments

Questionnaire was used as research instrument to collect data for the study. The questionnaire was designed for selecting information from the 319 respondents in the Nankana Circuit, the items were related to the research questions raised in the study. Creswell (2005) further described questionnaire as, a form used in survey design that participants in a study complete and return. It is a mechanism which information is gathered by a researcher, asking forms of questions to respondents on a topic being researched.

The questionnaire was divided into five (5) sections A, B, and C. Section “A” consisted of personal information of the respondents which includes the gender, age, and educational level of the respondents. Section “B” comprised response item with

regards to the training needs assessment method used before training teachers. Section C comprised response items with regards to benefits of training needs assessment before training of employees at Ghana Education Service in Kasena/Nankana. Respondents were made to tick (✓) the created boxes of columns where they strongly agree; agree; disagree and strongly disagree to the given statements. In this study, the Likert scale which have five (5) columns from number five (5) to one (1) in a requisite order attached to various columns. The Likert scale provide the basis for neutral response, as well as ranking highest and lowest responses of respondents in the study.

3.7 Validity and Reliability of the Instrument

Validity and reliability are important aspects of any research. Because of the difference between them, validity and reliability can be addressed in different ways. To ensure validity and reliability, questionnaire items were shown and discussed at length with colleagues in the school, lecturers and finally shown to the supervisor of the study. Items which seem similar were deleted and restructured to make sure the questions were authentic. Creswell (2005) said that, the goal of a good research is to maintain measures that are valid and reliable. Cohen, Marion and Morrison (2003) stated that, validity must be based upon the particular instrument used to determine the purpose to which it is put.

Reliability of research instrument is much concerned with consistency where stable responses are generated to build confidence in further planning and decisions in the study to provide good results. Cohen et al., (2003) indicated that, reliability has to do with measuring the consistency and reliability over time, type of instrument, and group responses. Taale and Ngman-Wara (2003) explained that, reliability refers to

the consistency that measures test items from one period to another over a period of time, situations and examiners. Normally, if results obtained seems similar, from the same test across situations, time and period, high degree of reliability is produced. Sometimes, reliability is seen when consistent or stable responses are generated.

To test the reliability of the instruments administered to the respondents, the researcher conducted a piloted study. This was done in Kassena Nankana West District. Twenty (20) teachers and five (5) head teachers were used for the pilot study. This guided the researcher to adjust the language and reframe questions that seemed ambiguous in the questionnaires and interview schedule. The research was able to have a prerequisite knowledge on the challenges bound to be met. All the dimensions of the scale for this study were found to be reliable. In general, according to the pilot and main study results, the instrument scale was found valid and reliable.

3.8 Data Collection Procedure

A letter of introduction was obtained from the department of educational leadership, University of Education, Winneba – Kumasi Campus to carry out the research work in the selected study area. The researcher sought permission from the Kassena Nankana Municipality Education Office and also from the Conference of Heads of Basic Schools (COHBS) in the municipality before administering the instruments. The purpose of the study was discussed with the participants and they were assured of their anonymity that the work is purely for educational purpose. After seeking permission from the head teacher of the school had been obtained, the researcher personally administered the questionnaires to the respondents. The respondents were given one week to complete after which they were collected. It was re-administered to those who indicated they had lost the initial copies.

3.9 Data Analysis

The data collected was edited, coded and entered into Statistical Package for the Social Sciences (SPSS) version 23.0. The data analysis used simple frequencies, percentages, mean and standard deviation. Correlation and Regression Analysis were used to establish the association between study variables at 95% confidence level and also to test hypotheses.

3.10 Ethical Consideration

Ethical issues that were considered in this study are the permission to collect data, confidentiality, anonymity (Berg, 2004)

3.11 Confidentiality

The participants were assured that all the following obtained was to be treated as confidential. That is, data will only be used for the stated purpose and no other person will have access to it. The participants were informed that their names will be omitted and also guaranteed that if their anonymity were to be threatened all evidences would be destroyed. This was done in other to avoid biased responses from participants. Data were kept safely in case there were queries about them at a later date. At the end of the process, all documents will be shredded (Riordan, C.M., Vandenberg, R.J. & Richardson, H.A, 2005). Data will be destroyed after completion of the degree and when the data are no longer required by the university.

3.12 Anonymity

The researcher made sure that no one can identify the participants from the information provided. This was done by not indicating names, addresses and particular names of individual schools of participants. All these were not indicated in the formal report presented.



CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Introduction

This chapter covers the results of the data gathered. The findings are presented in a way of addressing the research questions. It presents the demographic characteristics of the respondents as well as their views of the teachers on the training needs assessment method used before training teachers, benefits of training needs assessment before training of teachers, and the effect of training need assessment on teachers performance at Ghana Education Service in Kasena/Nankana Municipality.

4.2 Response Rate

Data was collected from a sample of 319 teachers. Out of the 319 questionnaires distributed, 242 of them were received and used for analysis which was a 75.9% response rate and is in good shape for serious analysis. This showed a favourable response rate as compared to what was established by Sekaran (2003) in literature, that in any given survey exercise a response rate of 30% is considered most acceptable. The remaining 77 questionnaires were not retrieved.

4.3 Background Information of Respondents

In this section the study presented information on the respondents' background such as, gender, age, level of education, and the number of years taught in the institution. The background characteristics of respondents was very necessary as that could help in determining the authenticity of the responses and as well as providing the basis for ascertaining the view of teachers on training need assessment influence on teachers performance at Ghana Education Service in Kasena/Nankana Municipality.

4.3.1 Gender Distribution of Respondents

The study sought to establish the gender of the respondents. The findings are as shown in Table 4.1.

Table 4. 1: Gender of respondents

Gender	Frequency (N)	Percentage (%)
Male	214	88.4
Female	28	11.6
Total	242	100.0

Source: Field Survey, 2020

As shown in Table 4.1, the study shows that 214 (88.4%) of the respondents were males with the remaining 28(11.6%) were females. This showed that both male and female participated in the study though majority of teachers in the basic public schools in the Kasena/Nankana Municipality working under the Ghana education service were dominated by males.

4.3.2 Age Distribution of the Respondents

The study sought to establish the age of respondents. The findings are as shown on Table 4.2.

Table 4. 2: Age Distribution of the Respondents

Age	Frequency (N)	Percentage (%)
26-35years	42	17.4
36-45years	170	70.2
46years and above	30	12.4
Total	242	100.0

Source: Field Survey, 2020

As depicted in Table 4.2, the respondents were fairly distributed among the age brackets set out on the questionnaire. The basic school teachers were asked to state their age groups. The results in Table 4.2 show that 42(17.4%) of the respondents were in the age bracket of 26-35years; 170(70.2%) of the respondents were in the age bracket of 36-45years. The findings further show that 30(12.4%) of the respondents were 46years and above. This suggests that majority of the teachers in the selected basic schools were between the ages of 36-45years. The findings show that majority of teachers in the basic public schools in the Kasena/Nankana Municipality are matured and can be included in the study like this.

4.3.3 Education Level of Respondents

The study sought to establish the education level of respondents. The findings are shown in Table 4.3.

Table 4.3: Education Level of Respondents

Educational level	Frequency (N)	Percentage (%)
Senior High School Certificate	6	2.5
Diploma	45	18.6
First degree	191	78.9
Total	242	100.0

Source: Field Survey, 2020

The results in Table 4.3 shows that 6 (2.5%) of the teachers in the basic schools were Senior High School graduates, while 4(18.6%) of the respondents had diploma certificate. The findings show that 191 (78.9%) of the teachers in the selected basic schools had first degree. The findings mean that the teacher respondents from the basic schools in the Kasena/Nankana Municipality were highly educated.

4.3.4 Number of years taught in the current school

The study sought to establish the number of years respondents had worked in their current school. The findings are presented in Table 4.4

Table 4. 4: Number of years taught in the current school

Educational level	Frequency (N)	Percentage (%)
1-5years	80	33.1
6-10years	72	29.8
11-15years	48	19.8
15years and above	42	17.4
Total	242	100.0

Source: Field Survey, 2020

According to the findings presented in Table 4.4, 80(33.1%) of the basic school teachers have been in their current school for just 1-5years. The results further show that 72(29.8%) of the teachers have taught for 6-10years at their current school; 48(19.8%) of the respondents had worked in their current school for 11-15years. However, 42 (17.4%) of the respondents had taught in their current school for 15 years and above. This implies that majority of the teachers in their current school had worked for long enough to be able to give fundamental information relating to the training needs assessment method used before training teachers by the Ghana Education Service in Kasena/Nankana Municipality.

4.4 Training needs assessment method used before training employees

The first objective of the study sought to examine training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers. The study evaluated the respondents' level of agreement with the various statements using a scale of 1 – 5 where; 5- strongly agree, 4- agree, 3- neutral,

2- disagree and 1- strongly disagree. The mean (X), and standard deviation (SD) of each statement were computed. The findings are as illustrated in Table 4.5.

Table 4. 5: Responses on training needs assessment method used

Training needs assessment method	N	Mean	Std. Dev	Decision
GES assess training needs by conducting performance appraisal of teachers	242	3.98	.756	Agreed
Training needs are identified based on the introduction of new technologies	242	3.63	1.182	Agreed
Training needs are identified through comparing the current abilities of teachers and the new requirements of work	242	3.61	.686	Agreed
Training needs are identified based on job descriptions of teachers	242	3.60	1.097	Agreed
Job competency of teachers is used in assessing training need	242	3.47	.695	Agreed
The method used in identifying the training needs is based on the work requirements	242	3.36	1.242	Agreed
Training needs are identified through comparing the expected performance to the actual performance	242	3.28	.922	Agreed
Examining staff development policy is used to assess training needs of teachers.	242	3.26	1.002	Agreed
Training needs are identified based on certain standards	242	2.87	.978	Disagreed
Training needs are identified based on the set priorities	242	2.78	.682	Disagreed
Training needs are identified through direct observation of teachers	242	2.73	1.283	Disagreed
Survey (Questionnaires) is used to assess training needs of teachers	242	2.56	.928	Disagreed
Interviews with teachers is used to assess training needs	242	2.48	.956	Disagreed
Accident and safety reports are used to assess training needs of teachers.	242	2.21	1.166	Disagreed

Note: < 3.0=Disagreed ≥ 3.0= Agreed

Source: Field Survey, 2020

From Table 4.5, the mean score of respondents in all items ranged between 2.21 and 3.98 meaning they agreed to some statements and disagreed to some as

well. The respondents agreed that GES assess training needs by conducting performance appraisal of teachers. This statement had a mean of 3.98 and a standard deviation of .756. In addition, the respondents agreed that training needs are identified based on the introduction of new technologies with a mean of 3.63 and a standard deviation of 1.182. This implies that with new introduction of technologies, GES deemed it necessary to training the teachers. It was also reported that training needs are identified through comparing the current abilities of teachers and the new requirements of work. This statement reflected a mean of 3.61 and a standard deviation of .686.

Furthermore, the respondents agreed that training needs are identified based on job descriptions of teachers, with a mean score of 3.60 and a standard deviation of 1.097. Moreover, the respondents emphasized that job competency of teachers is used by the GES in assessing training need. This statement reflected a mean of 3.47 and a standard deviation of .695. Again, with a mean of 3.36 and a standard deviation of 1.242, the respondents agreed that the method used in identifying the training needs is based on the work requirements from the teachers. Furthermore, the respondents agreed that training needs are identified through comparing the expected performance to the actual performance. This statement had a mean of 3.28 and a standard deviation of .922. However, with a mean of 3.26 and a standard deviation of 1.002, the respondents agreed that examining staff development policy is used to assess training needs of teachers.

Conversely, the respondents disagreed that training needs are identified based on certain standards. This statement reflected a mean of 2.87 and a standard deviation of .978. The respondents further disagreed that training needs of teachers are identified based on the set priorities, with a mean score of 2.78 and a standard

deviation of .682. The respondents further disagreed that training needs of teachers are identified through direct observation. This statement attained a mean of 2.73 and a standard deviation of 1.283. In addition, with a mean score of 2.56 and a standard deviation of 1.380, the respondents disagreed that survey (Questionnaires) is used by GES to assess training needs of teachers. On the other hand, the respondents disagreed that interviews with teachers is used to assess training needs. This statement attained a mean of 2.48 and a standard deviation of .956. Also, the respondents disagreed that GES used accident and safety reports to assess training needs of teachers.

The finding indicates that conducting performance appraisal of teachers, training needs based on introduction of new technologies, comparing the current abilities of teachers and the new requirements of work, job descriptions of teachers, and job competency of teachers are the training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers.

4.5 Benefits of training needs assessment before training of teachers

The second objective of the study sought to establish the benefits of training needs assessment before training of teachers at Ghana Education Service in Kasena/Nankana Municipality. The study evaluated the respondents' level of agreement with the various statements on the benefits of training needs using a scale of 1 – 5 where 5- strongly agree, 4- agree, 3- neutral, 2- disagree and 1- strongly disagree. The findings are as illustrated in Table 4.6.

Table 4. 6: Responses on the benefits of training needs assessment

benefits of training needs assessment	N	Mean	Std. Dev	Decision
Reduce the rate of absenteeism at workplace	242	4.18	.386	Agreed
Makes it possible for teachers to develop his/her potentials to become an asset to the school	242	4.11	.803	Agreed
Improves the effectiveness of teachers in performing an assigned task	242	4.09	.515	Agreed
Ensures teachers work to meet the institution goals	242	4.09	.288	Agreed
Helps in the accomplishment of work target on time	242	4.04	.623	Agreed
Increase the efficiency of the teachers	242	3.93	.785	Agreed
It enhance the level of teachers commitment	242	3.86	.551	Agreed
It improves the self-confidence of the teachers	242	3.74	1.163	Agreed
Provides the individual with skills in the various fields and discipline	242	3.73	1.138	Agreed
Facilitates the transfer of learning to other jobs because the trainee has an immediate opportunity	242	3.66	1.059	Agreed
Equips teachers to manipulate new technologies introduced into the workplace	242	3.60	1.184	Agreed
Improves job satisfaction of the teachers	242	3.33	1.096	Agreed
Helps in upgrading teachers skills in present jobs and improves their performance in future jobs	242	3.26	1.259	Agreed

Note: < 3.0=Disagreed \geq 3.0= Agreed

Source: Field Survey, 2020

From Table 4.9, the mean score of respondents to all items ranged between 4.18 and 3.26 meaning that they agreed to all statements. Particularly, respondents agreed that training needs assessment before training of teachers reduce the rate of absenteeism at workplace. This statement reflected a mean of 4.18 and a standard deviation of 386. In addition, with a mean of 4.11 and a standard deviation of .803, the respondents agreed that training needs assessment before training of teacher makes it possible for the teacher to develop his/her potentials to become an asset to school. Conversely, the respondents agreed that training needs assessment improves

the effectiveness of teachers in performing an assigned task. This statement attained a mean of 4.09 and a standard deviation of .514. The teachers further agreed that agreed that training needs assessment ensures teachers work to meet the institution goals, with a mean of 4.09 and a standard deviation of .288. On the other hand, the respondents agreed that training needs assessment helps in the accomplishment of work target on time. This statement had a mean score of 4.04 and a standard deviation of .623.

An indication in Table 4.6 shows that training needs assessment before training of teachers increase the efficiency of the teachers, with a mean of 3.93 and a standard deviation of .785. Concerning whether training needs assessment enhance the level of teachers commitment, the respondents agreed to the statement. This statement had a mean of 3.86 and a standard deviation of .551. Furthermore, on the issue that training needs assessment improves the self-confidence of the teachers, the respondents agreed with a mean of 3.74 and a standard deviation of 1.163. Moreover, the respondents emphasized that training need assessment provides the individual with skills in the various fields and discipline. This statement had a corresponding mean of 3.73 and a standard deviation of 1.138. However, with a mean score of 3.66 and a standard deviation of 1.059, the respondents asserted that training need assessment facilitates the transfer of learning to other jobs because the trainee has an immediate opportunity.

This clearly show that there are numerous benefits of training needs assessment before training of teachers. It appeared that training needs assessment reduce the rate of absenteeism at workplace, makes it possible for teachers to develop their potentials, improves the effectiveness of teachers in performing an assigned task, and ensures teachers work to meet the institution goals.

4.5.1 Factor Analysis of benefits of training needs assessment

Table 4.8 reveals the benefits of training needs assessment before training of teachers variables. The factor loading was set at an absolute value of 0.30 which based on all loadings of 0.30 having practical significant and only factors of 0.30 and above was shown in the Table 4.7.

Table 4. 7: Factor loadings of benefits of training needs assessment

Item	Factor	Variables included in the factor	Factor Loading	Eigenvalue	Variance explained %	Cumulative variance %
1.	Enhance teachers skills	Improves the effectiveness of a staff in performing an assigned	.818	5.136	51.365	51.365
		Increase the efficiency of the teachers	.761			
		Provides the individual with skills in the various fields and discipline	.419			
		Helps in the accomplishment of work target on time	.764			
		Ensures teachers work to meet the institution goals	.769			
		Makes it possible for a person to develop his or her potentials to become an asset to an organisation	.786			
		Reduce the rate of absenteeism at workplace	.586			
		Reduce the rate of absenteeism at workplace	.844			
		Helps in upgrading teachers skills in present jobs and improves their performance in future jobs	.842			
		2.	Enhance commitment of teachers			
It improves the self-confidence of the teachers	.490					
Facilitates the transfer of learning to other jobs because the trainee has an immediate opportunity	-.582					
3.	Improve satisfaction level of teachers	Improves job satisfaction of the teachers	.490	.790	7.904	70.155
		Reduce the rate of absenteeism at workplace	.673			
4.	Encourage team work	Ensures teachers work to meet the institution goals	.570	.639	6.389	76.544
5.	Improve capacity and capabilities of teachers	I Ensures teachers work to meet the institution goals	.406	.504	5.041	81.585
		Equips teachers to manipulate new technologies introduced into the workplace	-.404			

Extraction Method: Principal Component Analysis

a. 5 components extracted

Note. Factor loadings < .30 are suppressed

It can be seen that five (5) variables (FI, FII FIII, FIV and FV) were extracted. Factor I (Enhance teachers skills), Factor II (Enhance commitment of teachers), Factor III (Improve satisfaction level of teachers) Factor IV (Encourage team work) and Factor V (Improve capacity and capabilities of teacher). The Kaiser-Meyer-Olkin (KMO) test used for basic components analysis for the unsafe behaviour variables showed that the size of the sample was sufficient (KMO value .927) for factor analysis. Bartlett test conducted to determine whether the data for unsafe behaviour conformed to normal distribution or produced a significant result (1427.160; $p < 0.01$), (see Appendix B).

4.6 Effect of training need assessment on employees performance

In order to evaluate the effect of training need assessment on employees performance, factor loading for the benefits of training needs were used as the employee performance.

4.6.1 Correlation Analysis

Correlation analysis was performed to find out the association between training need assessment on employees performance at Ghana Education Service in Kasena/Nankana Municipality. Correlation is concern with describing the strength of relationship between two variables. Table 4.9 shows the amount of relationship that exists between the variables.

Table 4. 8: Correlation matrix

S/N	Construct	1	2	3	4	5	6
1.	Training need assessment	1	.489**	-.018	.292**	.240**	.017
2.	Enhance teachers skills		1	-.061	.034	.367**	.270**
3.	Enhance commitment of teachers			1	.223**	.198**	.819**
4.	Improve satisfaction level of teachers				1	.638**	.263**
5.	Encourage team work					1	.209**
6.	Improve capacity and capabilities of teachers						1

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

Statistically, the study found a positive significant correlation between training needs assessment method used before training employees and enhance teachers skills ($r=.489$, $p<0.01$), and improve satisfaction level of teacher ($r=.292$, $p<0.01$). Furthermore, the results of Pearson's correlation coefficient further show a positive relationship between training needs assessment method used before training and encourage team work ($r=.240$, $p<0.01$). As a rule, the correlation coefficients between 0 and 0.30 marks a weak correlation, from 0.30 to 0.70 a moderate correlation, and between 0.70 to 1.0 an elevated correlation. This implies that there is a weak correlation between training need assessment and improve satisfaction level of teachers, and encourage team work. However, moderate correlation was also exhibited between training need assessment of teachers and enhance teachers skills.

4.6.2 Regression Analysis

Regression analysis was conducted to find out the effect of Training Need Assessment (TNA) on teachers performance. The results are summarized and the original Table from SPSS-23.

Table 4. 9: Regression result on the effect of TNA on teachers performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.616 ^a	.379	.366	.602	.379	28.79	5	236	.000

Source: Field Survey, 2020

From the summary model Table 4.9, the study found a positive and significant ($p=0.000<0.01$) relationship between teacher needs assessment and teachers performance. It also reveal that the number of column R, is the relationship between motivation and employee performance (correlation coefficient) is 0.616 which means there is a strong and direct or positive relationship between TNA and teachers performance. R square states the magnitude of the influence of TNA on teachers performance (coefficient of determination) is 0.379. This means the magnitude of the effect of TNA on teachers performance is 37.9%, while the remaining 62.1% (100% – 37.9%) is influenced by variables – other variables not examined in this study.

Table 4. 10: Result of Coefficient Regression-Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
				Beta		
1	(Constant)	1.148	.378		3.034	.003
	Training need assessment	.717	.080	.523	8.931	.000

a. Dependent Variable: teacher performance

b. Independent variable: Training need assessment variables

Based on the Table 4.9 of regression coefficient test results, then obtained are analyzed that the regression equation to estimate teachers performance is influenced by the training need assessment is $Y = 1.148 + 0.717X$ where Y is the teacher performance and X is the training need assessment. Based on the results, it is known

that there is a positive impact of TNA on the performance of teachers at Ghana Education Service in Kasena/Nankana Municipality. Thus; the performance of teachers will continue to increase if they are assessed before training.



CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses the results emanated from the study. The discussion relates to the training needs assessment method used before training teachers, benefits of training needs assessment before training of employees, and the effect of training need assessment on teachers performance at Ghana Education Service in Kasena/Nankana Municipality.

5.2 Training needs assessment method used before training teachers

Analysis of the results indicates that conducting performance appraisal of teachers, introduction of new technologies, comparing the current abilities of teachers and the new requirements of work, job descriptions of teachers, and job competency of teachers are the training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers. In support of the view of the majority, Drummond (2018) said that training needs are identified based on the introduction of new technologies, comparing the current abilities of teachers and the new requirements of work, and direct observation which involves investigating what is happening by watching the job being done in order to determine what training gaps exist that need training. Also, respondents agreement that GES engage staff performance appraisal as a method for conducting training needs assessment concurs with the study by Manamzor (2016) that another method of training needs assessment is the reviewing of existing documents such as staff performance appraisal reports. This includes researching and taking note of what is happening in order to identify if there is any skills gap which may need training.

The finding aligns with the study by Segal (2016) that the examination of organizational documents such as staff development policy, job descriptions and staff appraisal reports is a very effective method for assessing the training needs of staff, it is fast, inexpensive and provides relevant quantifiable data which will help in analysing the training needs of staff. This method is also good in building management involvement towards the assessment of staff training needs. According to Kipkebut (2010), job descriptions, job competency, surveys, questionnaires and self-assessments is used to assess training needs of employees.

The agreement of the respondents that job descriptions of teachers, and job competency of teachers are method for assessing the training needs with the study by Elnaga (2013). According to Elnaga (2013), effective method for assessing the training needs can be done through HR records. HR records can include accident and safety reports, job descriptions, job competencies, exit interviews, performance evaluations and other company records such as production, sales and cost records.

5.3 Benefits of training needs assessment before training of employees

The study revealed that there are numerous benefits of training needs assessment before training of teachers. It appeared that training needs assessment reduce the rate of absenteeism at workplace, makes it possible for teachers to develop their potentials, improves the effectiveness of teachers in performing an assigned task, and ensures teachers work to meet the institution goals. The study further indicated that training need assessment increase the efficiency of the teachers, enhance the level of teachers commitment, improves the self-confidence of the teachers, and provides the individual with skills in the various fields and discipline. This is in line with the assertion of Schuler (2017) when he stated that the major purpose of training needs

assessment before training is to provide requisite skills and remove performance deficiency, whether current or anticipated that may cause employees to perform less than the desired level. This according to him enables employees to become more productive.

Furthermore, Manamzor (2016) is of the view that training needs assessment before training reduce the rate of absenteeism at workplace, increase the efficiency of the workers, improves the self-confidence of workers and makes it possible for a person to develop his or her potentials to become an asset to an organisation. Bartel (2008) shares the same idea with majority of the respondents. According to her, productivity increases while training takes place, hence, there is the need to identify training needs of employees in order to design appropriate training programmes for implementation.

In a similar view, Chew (2014) agreed that training needs assessment before training improves the effectiveness of a staff in performing the job that he or she is presently doing or is expected to do in the future. Mathis and Jackson (1994) in their view maintain that effective staff training based on training needs identified is an important investment in the human resource of organizations with immediate and long-range returns. Also, Kamoche, et al. (2014) were also in agreement to the fact that training needs assessment before training equips staff to manipulate new technologies introduced into the workplace, enhance the level of workers commitment and improves the self-confidence of staff. Buckley and Caple (2009) stress that, in relation to their current positions; employees may gain greater knowledge in dealing with dynamics in technology if their technological training needs are carefully articulated.

Also, upgrading staff skills in present job is one of the effects of training needs assessment before training which majority of the respondents Kirby, Knapper, Evans, and Gadula (2003) training need assessment of improves the effectiveness of workers in performing an assigned task, increase the efficiency of workers and maintains that training reduces accidents. This is on account that training needs assessment before training and development, results in less work-related accidents. This is because appropriate training in job skills and safety techniques will be designed for implementation which will enhance employees abilities and skills to handle work-related equipments carefully.

Acheampong (2006) study reported that training needs assessment before training facilitates the transfer of learning to other jobs, improves the effectiveness of workers in performing an assigned task, increase the efficiency of workers. The views of the teachers is in agreement with Cole (2014) when he indicated that training needs assessment before training leads to increase in personnel range, transfer of skills, increased job satisfaction, increased value of employees in the labour market and improved prospect for internal promotions.

5.4 Effect of training need assessment on teachers performance

The study found a positive and significant relationship between teacher needs assessment and teachers performance. According to the study, the magnitude of the effect of TNA on teachers performance is 37.9%, while the remaining 62.1% is influenced by variables – other variables not examined in this study. The study further asserted that training needs assessment method used before training teachers enhances teachers skills, improve satisfaction level of teacher, and encourage team work. A study by Apospori et al. (2008) deduced that there is a considerable impact of training

on organizational performance. The result agrees with Otuko, et al (2013) who contended that training need assessment 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) on the same issue found a positive and significant relationship between training need assessment and employee performance. 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.

The study further aligns with the study by Wamwayi, et al. (2016). The study results revealed that training need assessment (p value = 0.001) was statistically significant and therefore had a role to play in the performance of the non-academic staff at the public universities. Laban et al. (2017) established that training needs assessment influence employee 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 (Laban et al., 2017).

The results of the study is in agreement with studies by Mullins (2009), who states that, full regard should be preferred to training needs assessment of employees. Mullins (2009) revealed that TNA has a direct impact on employee performance. Noe (2010) also postulates that training needs assessment has effect on employee performance. Phelan and Zhianglin (2001) asserted that training need assessment of employees before training makes it possible for employees to develop their potentials,

improves the effectiveness of employees in performing an assigned task, helps in the accomplishment of work target on time, and enable employees to feel comfort of work place. Employees who feel comfort of work place improve their status by attending training in some discipline to help improve status, skill and knowledge, thus they feel motivated to develop themselves (Illeris, 2003).

Differently from these studies, Cunha et al. (2003) found no significant effect of training need assessment on employee performance, and suggested that another study on analysis of this relationship was needed.



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter sums up the findings from the study, draws conclusion arising from the study and makes relevant recommendations based on the findings.

6.2 Summary of Findings

Several findings were made after a discussion of the responses. They are summarized below;

The study indicated that conducting performance appraisal of teachers, comparing the current abilities of teachers and the new requirements of work, job descriptions of teachers, and job competency of teachers are the training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers.

It appeared from the study that training needs assessment reduce the rate of absenteeism at workplace, makes it possible for teachers to develop their potentials, improves the effectiveness of teachers in performing an assigned task, and ensures teachers work to meet the institution goals.

Furthermore, it was discovered that training need assessment increase the efficiency of the teachers, enhance the level of teachers commitment, improves the self-confidence of the teachers, and provides the individual with skills in the various fields and discipline.

The study found a positive and significant relationship between teacher needs assessment and teachers performance. According to the study, the magnitude of the

effect of TNA on teachers performance is 37.9%, while the remaining 62.1% is influenced by variables-other variables not examined in this study.

6.3 Conclusion

Training cannot be effective if the performance problem is not first identified and analyzed. TNA is important in that it gives direction for today's changing workplace of new technologies where changes in skills and abilities are needed. It enables organizations to channel resources into areas where they will contribute the most to employee development, enhancing morale and organizational performance. This would prevent organizations from the risk of over-training, under-training or not achieving the benefit of training at all. The majority of basic teachers in Kasena/Nankana Municipality had attended some form of training (on-the-job and off-the job). The study affirmed that conducting performance appraisal of teachers, comparing the current abilities of teachers and the new requirements of work, job descriptions of teachers, and job competency of teachers are the training needs assessment method used by Ghana Education Service in Kasena/Nankana Municipality before training teachers.

According to the study, training needs assessment enable exposure of teachers. TNA reduce the rate of absenteeism at workplace, makes it possible for teachers to develop their potentials, improves the effectiveness of teachers in performing an assigned task, and ensures teachers work to meet the institution goals. In addition, it was discovered that training need assessment increase the efficiency of the teachers, enhance the level of teachers commitment, improves the self-confidence of the teachers, and provides the individual with skills in the various fields and discipline. The study concluded that TNA has a positive and significant impact on teachers

performance. The magnitude of the effect of TNA on teachers performance is 37.9%, while the remaining 62.1% is influenced by variables-other variables not examined in this study.

6.4 Recommendations

The following recommendations were made for the study.

To begin with, GES should see TNA as an important exercise that should be carried out before designing any training programme since it will lead to the implementation of appropriate training that will equip teachers with the requisite knowledge and skills for the performance of their present and future job assignments.

To add to that, TNA should always include an evaluation of the existing training programmes of the GES in the Kassena Nankana Municipality.

Also, Nomination of teachers to a training programme by the Ghana Education Service (GES) must be on the bases of identified need.

However GES should come up with a policy on training and make the teachers aware of the existence of the training policy in order for teachers to appreciate the procedure.

Furthermore, GES should develop a transparent database of the teachers competencies/skills deficits openly with all stakeholders so that various heads in the basic schools can review and give priority to critical training areas that benefits teachers and the schools in a given period. Every teacher in all sections/departments/division of the schools must be involved in TNA and the entire exercise should be regular, serious and open.

Another recommendation worthy of mentioning is that the Ministry of Education (MoE) and the GES should commit itself to training by providing and

allocating facilities needed to conduct and facilitate TNA findings. This should take a participatory approach to enhance inclusivity.

In conclusion, the teachers' ideas, views and suggestions should carefully be taken into account when developing and implementing training needs assessment programmes.



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APPENDIX A

Table for determination of sample size (Source Krejcie and Morgan 1970)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	11	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note — *N* is population size,
S is sample size.

APPENDIX B



**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION –
KUMASI**



TOPIC

**IMPACT OF TRAINING NEEDS ASSESSMENT ON THE
PERFORMANCE OF EMPLOYEES: EVIDENCE FROM GHANA
EDUCATION SERVICE IN THE KASSNA/NANKANA
MUNICIPALITY**

PREAMBLE: The researcher, a student of the University of Education, Winneba - Kumasi Campus is seeking information relating to the above mentioned topic. The information that you are to provide is purely for an academic exercise and would be treated with necessary confidentiality. Please offer answers to all the questions in all frankness as much as possible and to the best of your knowledge. You may tick (✓) where applicable or give a brief explanation where necessary.

Section A: Background Information

- 1.0 Age: 18-25 () 26-35 () 36-45 () 46 and above ()
- 2.0 Gender: Male () Female ()
- 3.0 Educational Level: Senior High School Certificate () Diploma ()
First Degree () Masters () PhD ()
Others (specify):
- 4.0 How long have you taught in this institution? 1-5years () 6-10years ()
11-15years () 15years and above ()

Section B: Training needs assessment method used before training employees

5.0 Does GES conduct conducts training needs assessment before training teachers?

Yes () No () I don't know ()

If "Yes" how often is training needs assessment conducted

Once every year () Twice in year () Trice in a year ()

Not applicable () If other specify:.....

6.0. For each of the following statements, please tick [√] the number that indicates **training needs assessment method used before training teachers at Ghana Education Service in Kasena/Nankana Municipality**. Using a scale from 1-5, 1=Strongly disagree, 2=Disagree, 3=uncertain, 4=Agree, 5= Strongly Agree

S/No	Training needs assessment methods	Scale				
		1	2	3	4	5
1.	Interviews with teachers is used to assess training needs of employees.					
2.	Survey (Questionnaires) is used to assess training needs of teachers					
3.	Examining staff development policy is used to assess training needs of teachers.					
4.	Training needs are identified based on job descriptions of teachers					
5.	Accident and safety reports are used to assess training needs of teachers.					
6.	GES assess training needs by conducting performance appraisal of teachers					
7.	Training needs are identified through direct observation of employees					
8.	Training needs are identified based on the set priorities					
9.	Job competency of teachers is used in assessing training need					
10.	Training needs are identified based on the introduction of new technologies					

11.	The method used in identifying the training needs is based on the work requirements					
12.	Training needs are identified through comparing the current abilities of teachers and the new requirements of work					
13.	Training needs are identified through comparing the expected performance to the actual performance					
14.	Training needs are identified based on certain standards					



Section C: Benefits of training needs assessment before training of employees

7.0. For each of the following statements, please tick [√] the number that indicates benefits of training needs assessment before training of employees at Ghana Education Service in Kasena/Nankana municipality. Using a scale from 1-5, 1=Strongly disagree, 2=Disagree, 3=uncertain, 4=Agree, 5= Strongly Agree

S/No	Benefits of training needs assessment before training of teachers	Scale				
		1	2	3	4	5
1.	It improves the self-confidence of the teachers					
2.	It enhance the level of teachers					
3.	Provides the individual with skills in the various fields and discipline					
4.	Makes it possible for a person to develop his or her potentials to become an asset to an organisation					
5.	Improves the effectiveness of a staff in performing an assigned task					
6	Equips teachers to manipulate new technologies introduced into the workplace					
7	Helps in upgrading teachers skills in present jobs and improves their performance in future jobs					
8	Facilitates the transfer of learning to other jobs because the trainee has an immediate opportunity					
9.	Increase the efficiency of the teachers					
10.	Improves job satisfaction of the teachers					
11.	Helps in the accomplishment of work target on time					
12	Reduce the rate of absenteeism at workplace					
13.	Ensures teachers work to meet the institution goals					