DETERMINANTS OF STAFF TRAINING NEEDS ANALYSIS IN KENYAN MANUFACTURING FIRMS: A CASE OF KENYA TEA DEVELOPMENT AGENCY LIMITED

HENRY KIPRONO KOECH, DR. JOYCE NZULWA

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[1] **Henry Kiprono Koech,** [2]**Dr. Joyce Nzulwa**
[1]Jomo Kenyatta University of Agriculture (JKUAT), Kenya
[2]Jomo Kenyatta University of Agriculture (JKUAT), Kenya

ABSTRACT

This study intended to investigate the determinants of staff training needs analysis process in Kenyan manufacturing firms by taking a survey study of KTDA Ltd. Traditionally, the company has enjoyed virtual monopoly in the tea sector which has grown over the years hence made Kenya a formidable world tea producer. However, competition from substitute products, new-entrants in tea business, supplier and demand bargaining power and competition rivalry have transformed the tea business environment. The objectives of the study were to determine the effect of budgetary allocation and effect of organizational training policy in relation to work place staff training needs analysis process. The significance of the study will be to KTDA Ltd top management and staff, the Gov't especially the Ministry of Labour and Human Resource Development, potential investors in tea beverage sub-sector and future researchers' interested in this field. The study also adopted a descriptive research design using structured and unstructured questionnaires as an instrument for data collection. KTDA head-office staff was used for the purposes of the study to identify a target population size of 320. Further sample size of 48 respondents (16 HODs, 17 Line managers and 15 other staff) were selected using a stratified random method for the study as it gave every element an equal chance of inclusion in the stratum. The findings of the study were analyzed by the use of descriptive statistics that included frequency tables, graphs and pie charts based on the research questions designed at the beginning of the study and completed by the respondents. Conclusions and inferences were drawn from the results about the Kenyan manufacturing sector industry on the determinants of staff training needs analysis. The research project at the end of the study proved that staff training needs analysis process were affected by the factors under study. Conversely, when an organization pursues an effective staff training needs analysis, it has a positive (+ve) effect on the employee and company performance even in a rival and competitive business environment.

Key Words: Budgetary Allocations, Organization Training Policy, Training Needs

INTRODUCTION

In the present business environment, employees are advanced as key sources of competitive advantage enabling firms to react appropriately in the face of competition and meet its objectives. The human resource asset as currently referred to, play a critical role and their reaction and perceptions on the working environment determines firm's success or failure. Mendez and Stander (2011), aver that it is important to evaluate employee attitudes in the midst of the changes in the work life. They further assert that organizations' reward strategies should be flexible enough to adjust to the multiple changes inherent in the environment. For instance, with the expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an on-going need for employee learning and development (Ferdinand, 2012). As knowledge increasingly becomes a key factor for productivity, it also has become a currency for competitive success. Researchers have pointed out to the fact that human capital cannot be easily copied/ imitated once they acquire unique expertise, necessary skills and knowledge to perform their work. Training has gained growing importance as a source of competitive edge for firms among competitors (Armstrong, 2012).

The need for training is more pronounced than ever due to today's business climate and the exponential growth in technology effecting on the economy and society at large, (McClelland, 2012).The significance and value of training has long been recognized. Therefore, organizations need to consider some important issues as they face the future such as continuous technological change; the increasing removal of trade barriers; the consequent globalization; the volatility of customer demand within existing markets (Chen & Hung, 2012). The continuous changes have challenged organizations to learn how to manage their businesses in the context of these continuous unpredictable changes, to learn how to confront these changes quickly and successfully.

It is argued that, in order for an organization to achieve its objectives and goals, it needs a highly competent, skilled and trained workforce. On the contrary, many managers view training as an unnecessary investment and keep worry that they may train employees and they leave. The other side of this perspective is that they could as well, not train and they may stay (Kelly,2011).Training is one of the basic human resource activities in an organization that aims at enhancing competence and productivity in an organization yet this cannot be fully achieved without effective employee training needs analysis.

Employees are said to be the most valuable asset in an organization (Ferdinand, 2012). Therefore, employee's talent needs to be continuously developed and nurtured in achieving the highest performance of the organization. McClelland (2012) emphasized the key to finding and developing the talent is by training whereby training is a planned effort of the organization to facilitate employee knowledge and skills that are critical for successful job performance (Noe, Hollenbeck, Gehart & Wright, 2008). Thus, any training intervention needs to be preceded with the process of training needs analysis (TNA). This pre-requisite process is considered critical in providing organizations with valuable information to help them in the design and implementation of strategic training programs for organizational sustainability. The manner to which the TNA process is approached is also important in determining the accuracy of its result. Effective training is therefore reliant on effective Training needs analysis.

Human Resource Development has played a significant role in the economic development worldwide. Globally it has been acknowledged that education and training are major tools of

empowering and transforming employees to become useful members of the organization. A recent study of small to mid-sized manufacturing firms found a significant positive relationship between company performance, as measured by profitability and quality management training (Ryan, Smith & Peter, 2011). For instance in France, Labor productivity and educational level rose to become the highest in the world in 1960's and 1970's. This expansion led to an upsurge of interest in the management training and development which itself has been encouraged by a law that requires companies to devote 1.5% of the value of their payroll to training or forfeit the money to the government.

With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees (Holton, E. *et al.,* 2010). This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has right people with requisite skills and knowledge to perform the assigned tasks.Beardwell (2004) indicates that one of the most wide ranging methods of training needs analysis is global review or more modestly a training audit. These are usually undertaken when far reaching changes are planned within an organization. Survey questionnaires and in depth interview are often used together with all, or combination of the other approaches.

Human resources development has remained a vital approach for building competencies of trainees. Business related training and development is one such approach which has significantly contributed to the enhancement of trainees` business competencies. This practice has employed various training approaches, techniques and methodologies for enhancing the subjects` capabilities for managing basic businesses. McLean (2006) cited South Korea, India, South Africa and Kenya as

emerging economies that have embraced human resource development (HRD) through business training.

Lessons from Ghana, Malawi and Ethiopia showed that the key result areas in youth and women groups` business enterprise successes required enhancing of business competencies through tailor-made training programmes that suited specific training needs analysis of individual entrepreneurs and groups (Gracia &Jean, 2008). In order to address these training needs, systematic training cycle (STC) has been extensively used by training providers. One of the key components in the phases of STC is the application of training needs analysis (TNA) for an effective implementation of training programmes.

Throughout the world, companies are realizing that the development of their human resources is the key not only to business survival, but also to business success. The alternative to training and development are nowhere near as effective and efficient as they may appear in the short term (Keith & Sisson, 2000). Training is salient for new employees and those who do routine job. Training and development is a continuous process which will make the objectives and aspirations of the organization achievable through its manpower. Money invested in training and staff development is money well invested. The process of TNA is a vital pre-requisite for any training programme or event. TNA enables organizations to channel resources into the areas where they will contribute the most to employee development, enhancing morale and organizational performance. TNA is a natural function of appraisal systems and is key requirement for any effective training programme to staff.

Otuya, Achoka and Nassiuma (2011) study on training needs analysis for human powered transport operators Kenya established that cyclists are more than willing to undergo training in various

business and technical concepts. The study done by (Chege, Musiega & Otuko) in 2013 concluded that it is not enough just to do training to employees and hoping for the best from them. They found out that most of the training is not tied to the organization's goals as it is often conducted in a vacuum, which is unrelated to the problems faced by the organizations. This means that training results are considered less important than the activity itself because the organizations are satisfied as long as the employees attend the training.

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. The identification of training needs is the first step towards implementing an identified training programme for organizational employees. Training needs analysis process will identify those who need training and what kind of training is needed. It thus implies that an effective TNA process is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed (Mc Clelland,2012).

The manufacturing industry is a major player in the Kenyan economy. The manufacturing firms contribute about 13.6% of the gross domestic products (GDP) annually (GOK, 2013). Considering the country's aim in industrialization by the year 2030, the manufacturing firms play an important role. To do this effectively, employees' contribution in terms of increased productivity has to be paramount hence there is need for best recruitment and selection practices that leads to job satisfaction and employee retention. For continued production in the manufacturing firms, employees' performance is vital and for the employees to perform well, they must be satisfied in their jobs.

Statement of the Problem

Economic globalization, increasing consumer demand for better quality products or services, explosions in technological advances and constant changes in the business environment have created the need for organizations to continuously provide their employees with certain skills, knowledge and abilities in order to maintain market competitiveness and business survival (Agnaia, 2012). A formal approach for organizations to update employees' acquisition of job-related skills, knowledge and abilities is training. It is well recognized that assessing the needs and the level of skills and knowledge of potential participants before implementing the training considerably enhances the outputs of informal and formal training activities.

Assessing the training needs of employees' is an important step toward providing appropriate training programs in emergency preparedness and core public health competencies. The training need analysis provides a useful tool for the management of the changes required.

Staff training needs analysis which is a precursor of staff training and development programmes has remained one of the challenges for most organizations thus affecting employee performance (Kelly, 2011). KTDA Company records (2016) indicates that in the last five(5) years, i.e. 2010/2011, 2011/2012, 2012/2013, 2013/2014 and 2014/15 staff training statistics across the company was at 65%, 60%, 70%, 67% and 73% respectively out of a target of 80% of staff in each of the five (5) years. In the same years, annual staff training needs identified in that order 2010/2011- 2014/2015 were 70, 60, 72, 80 and 75. Productivity levels of staff were also affected by the training in-put by the organization. Since the company is ISO (International Organization for Standardization) certified, these records are kept well and regularly updated for future reference with a view to

establish the root cause of the problem and take corrective action.

There are several studies done by scholars that relates to Training Need; Guyo et al (2015), did a study on Effects of Business Training Needs Analysis on Competencies of Trainees in Kenya, Jacob and Venkataiah (2013) did a research on The Doom of Employees' Training in Public Service – A Case Study of Ministry of Education in Kenya; Ndivo (2001) did a study on Training needs assessment practices among the large commercial banks in Kenya while Peter et al (2014) did a study on Assessing the Extent to Which Staff Training Needs are Analyzed at Kenya Polytechnic University College. The above mentioned studies focused on Training Need Analysis (TNA) but they were focused in a different context. Where this study focused on Manufacturing sectors, their work was focused on other areas such as public institutions and banks. Another distinctive feature to this study is the focus on determinants to successful implementation of Training Need Analysis process. The studies aforementioned above did not address determinants of Training Needs Analysis on organizational staff.

Undoubtedly, from the above discussion of related literature, a gap was seen to exist in the literature, because previous studies fail to provide a comprehensive understanding of the factors that impact upon the effective implementation of staff TNA process as most are focused on whether or not formal TNA procedures have been adopted, rather than exploring the nature of the decision processes utilized (Kelly, 2011). It was also noted that the staff of manufacturing firms frequently complained that organizational staff training needs analysis is done, but training was never affected or where effected, it was not based on indentified TNAs (Bentley, 2013). Besides that, training programmes implemented has the challenge of being in adhoc system as they are either not planned or where planned, it is not

dully followed. There was also the general feeling by staff that they are rarely involved in identifying their respective annual training needs yet they believe they are key stakeholders in the TNA process. As a result of this TNA gaps, this study sought to understand the determinants that affect staff TNA in Kenyan manufacturing firms, a case study of KTDA Ltd.

According to (KTDA Company records, 2015), each of the 67 Tea factories has a work-force of between 100-150 employees' with an annual turn-over of 500,000-1 billion shillings, hence its challenges to effective determination of staff training needs analysis for sustained business growth and profitability was of great interest to the researcher. It is against this background of knowledge about KTDA Ltd and her nature of its operations in a challenging and changing business environment that the study sought to determine if staff training needs analysis in manufacturing firms had been adopted as a strategic business asset for it to remain afloat and a success story into a foreseeable future.

Research Objectives

The general objective of the research project was to investigate the determinants of staff training needs analysis in Kenyan manufacturing firms: A case of Kenya Tea Development Agency Ltd. The specific objective was:-

- To determine the effect of budgetary allocation in staff training needs analysis process in Kenya Tea Development Agency Ltd.
- To examine the effect of organizational training policy in staff training needs analysis process in Kenya Tea Development Agency Ltd.

LITERATURE REVIEW

Theoretical Review

Human Resource Development (HRD) Theory

This theory was founded at the Academy of Human Resource Development Symposium in 1998 by Holton, Rouna, Swanson and Torraco (1998).The theory advances the belief that organizations, work process, group and individual performances are mediated through human expertise and effort. The theory believes that most decision makers in organizations pursue performance and improvements, with little regard to performance Human Resource Development interventions. Human Resource Development theory draws from multiple theories and integrates them in a unique manner for the purposes of HRD frame-work upon the contributions from several respected theoretical domains. The discipline of HRD and the model of HRD are believed to be supported and explained through the three (3) core theory domains of Psychological theory, Economic theory and System theory (Passmore, 1997, Swanson 1995).

Economic theory is recognized as a primary driver and survival metric of organizations, System theory recognizes purpose , pieces and relationships that maximizes or strangles systems and subsystems and Psychological theory acknowledges human beings as brokers of productivity and renewal along with the cultural and behavioural nuances. Each of these three theories is unique, complementary and robust and that they make up the core theory underlying the discipline of HRD. Therefore, the whole theory of HRD is proposed to be integration of psychological, economic and system theories within an ethical frame-work.Human Resource Development(HRD) is a process of developing and unleashing human expertise through organization development (OD) and staff training and development (T & D) for the purpose of improving performance. Additionally, HRD itself can be viewed and pursued as an improvement process function within the organization. It is widely acknowledged that HRD is a discipline rooted in multiple theories while it is truly that HRD utilizes many theories, all of these theories are not foundational or core to HRD (Warfield, 1995).

Mankin (2009) states that the human resource development model/theory (HRD) consist of four (4) sequential human resource development interventions namely, identification of HRD needs, design of HRD interventions, delivery of HRD interventions and evaluation of HRD interventions. This model proposes application of a systematic approach to transfer of competencies. It asserts that the learners and the trainers jointly identify the training needs of the trainees using training needs analysis (TNA) techniques such as organizational, operational, man and task analyzes. The second phase of the Model comprise designing of the training interventions which includes planning, and preparation of the training programmes followed by actual implementation of the training programmes. The final phase of a HRD Cycle Model is evaluation, in which learners` levels of the competencies are assessed from learning, behavioural to impact levels of competencies (Mankin, 2009). Borrowing from the tenets of this Model, business trainers and trainees in the study areas ought to have carried out TNA. This Model stipulates that TNA exercises help bring forth competency gaps for which a HRD interventions would be designed and implemented. Thus the Model asserts that the learning needs of different target beneficiaries ought to be established and ascertained (Banfield & Kay, 2010).Application of this model had successful returns among multi-national firms and micro and small enterprises (SME).

A study conducted in Malaysia among Toyota, Nisan and several SME groups showed that the HRD Cycle

Model helped reveal employees` training needs. The trainers were able to discern the skills gap and hence designed appropriate training intervention. The result was that the trainees' skills and knowledge improved and hence the companies realized reduced operation cost, enhanced resource efficiencies and increased trainees' morale (Rahman & Tannock, 2009).

The theory of Human Resource Development is linked to all the four (4) variables i.e. top management support, budgetary allocation, organizational training policy and performance management systems for it to positively impact in organizational success over its competitors. Top management of the organization need to 1st have a buy-in for the need to train and develop organizational employees across all levels by tapping in their knowledge, skills and abilities so as to drive the organization positively. When the top management has accepted the need to train employees arising from training needs analysis, they are the ones who approve budget allocation to implement the training programmes. Training policies for the organization are all spear-headed by the top management where Human Resource department take the leading role by drafting training policies that are favourable to the individual and organizational training plans. The final variable is that of performance management systems where the organization take the lead in monitoring employee performance and taking corrective action to close employee performance gaps through training, mentoring and coaching approaches.

The theory therefore believes in the integration of variables positively in-order to drive Human Resource Development theory belief that organizations, work process, group and individual performances are mediated through human expertise and effort for it to succeed. The critics of this theory have cited that it is not an end in itself to imply that when all efforts are done to develop employees through training, it will logically culminates with performance improvements for its host organization(s).This is not always the case as there are many other factors that determine organizational success both in the internal and external environment for example the organizational culture, strategies and the competitors among other factors.

McGehee and Thayer's Three Level Theories

The three (3) layer theory was advanced by McGehee and Thayers in 1961.Several other authors have given their in-put on the theory. Holton, E et al .(2000) stated that the theory is considered the core framework for needs assessment in academic literature and most of the models developed since then have been based on this three-level framework. Clarke, N.(2003) also, stated that the Organization-Task-Person(O-T-P) model integrated macro through to micro analysis , arising from an investigation of training needs to meet organizational needs , task or job needs through to the particular needs of the individual or person. Brown (2002) stressed that a thorough needs analysis examines training needs on three levels:- Organizational, Tasks, and Individual. Therefore, to design training programmes that satisfy both organizational and human assets, the training programmes must be based on organizational, operational, and individual analyses together with the use of appropriate methods and techniques to collect data from all three levels (Sherazi et al. 2011).

First, Organizational analysis involves determining where within an organization, training emphases could and should be placed (Harnisch, 2012). In order to do this, organizational objectives, human resources, efficiency indices, and climate are analyzed. According to Noe (2009), organizational analysis also involves the consideration of strategic

company directions, of whether managers, peers and employees support training activity, and of what training resources (budget, time, expertise for training) are available. It provides an important consideration of whether or not the proposed training will be compatible with the organization's mission, strategy, goals, and culture (Erasmus *et al.,* 2010).Furthermore, the organizational analysis consists of considering how personnel training can help to attain organizational goals and where in the organization, training is needed. It identifies the knowledge, skills, and abilities that employees will need for the future, as the organization and the jobs of its employees evolve or change (Miller & Osinski, 2012).Harnisch (2012) suggests that if this level of analysis were taken up, then not only would there be a need to determine where training should be provided in the organization, but also what the organizational features are that might affect the training programmes. Organizational analysis highlights the departments that require training and the associated training conditions.

Organizational Analysis is carried out, taking into consideration, the future changes that might take place, such as in skills needs, the labour pool, and/or laws and legislation (Harnisch, 2012). Common techniques that can be used at organizational-level analysis are organizational scanning, SWOT (strengths, weaknesses, opportunities and threats) analysis, PEST (political, economic, social and technological) analysis and balanced scorecard. Organizational (or environmental) scanning is a management process of acquiring and using information about events, trends, and relationships in an organization's external environment to assist the management in planning the organization's future course of action (Akhorshaideh, 2013).

Secondly, Task/Operation analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks (Goldstein & Ford, 2012). Therefore, operations/task analysis looks at the knowledge and skills requirements of each specific job and compares these requirements to employees' actual knowledge and skills. Any gaps reveal a training need (Cekada, 2010).Therefore, job analysis is about collecting, recording, tabulating and analyzing duties and tasks, identifying the competencies that are necessary for employees to perform their jobs, and identifying job performance standards, knowledge, skills and abilities essential to perform these tasks. Erasmus *et al.,* (2010) stated that task analysis begins with job requirements and compares employee knowledge and skills to determine training needs. Examining job descriptions and specifications provides necessary information on expected performance and the skills employees need to accomplish their work. Any gaps between performance and job requirements indicate a need for task training.

Thirdly, Individual analysis focuses on identifying who should be trained and what training is needed by individuals (Harnisch, 2012). Consequently, individual analysis targets individual employees and how they perform in their jobs. According to Latham and Wexley (2011) individual analysis examines employees' performance and compares it with the established standards, in order to determine the training needs for each employee. Thus, it focuses on how well employees perform their jobs and what skills, abilities and knowledge they use to conduct those jobs. Basically, person analysis answers the questions of which people need training and what kinds of training they need. McGehee and Thayer (1961) proposed that all three levels were inter-related and that organizational objectives served as an overarching umbrella cascading down to the lower levels. Utilizing a variety of data collection methods to accomplish the needs assessment, organization, operational (or

task), and person analyses are conducted (Miller & Osinski, 2012). An organization analysis measures and studies the institution's strategic objectives, strategic direction, overall support for training, and training resources (Sherazi et al. 2011).

Task analysis on the other assesses the competency level required to perform the job, the environment in which the job is performed, the actual activities of the job, and the knowledge, skills, and abilities required to perform the job (Sherazi et al. 2011). Finally, a person analysis measures the trainee's personal characteristics, their cognitive abilities in respect of the job, the expectations placed on them (both current and future), the incentives they receive, and the feedback they receive (Sherazi et al. 2011).Ryan, Smith and Peter (2011) maintains that these three analyses need not be done in any particular order, but in general, companies will conduct an organization analysis first because this assessment decides whether or not training is aligned with business strategies. That information is necessary for the training programme to move forward. Task analysis and person analysis are generally done together because it is difficult to determine whether performance deficiencies are a training problem without understanding the tasks and the work environment (Ryan, Smith and Peter, 2011).

This theory was linked to organization training policy variable in the sense that different levels of staff training needs should be identified and planned for implementation so as to drive organizational success. If it is not done well, it could imply that training programmes of an organization will be adhoc based programmes with no clear road-map on how to execute thus resulting in failed organizations in its quest to fulfil organizational goals/objectives. The weakness of this theory is that it assumes that a proper identification and implementation of staff training needs in terms of organization-occupational and individual needs through a good training policy leads to for organizational success. This is not always the case as there are other factors within the environment (external and internal) that determine organizational success for example organizational culture, stiff competition, organizational strategy that has to be aligned to business and operational strategies for its success among factors.
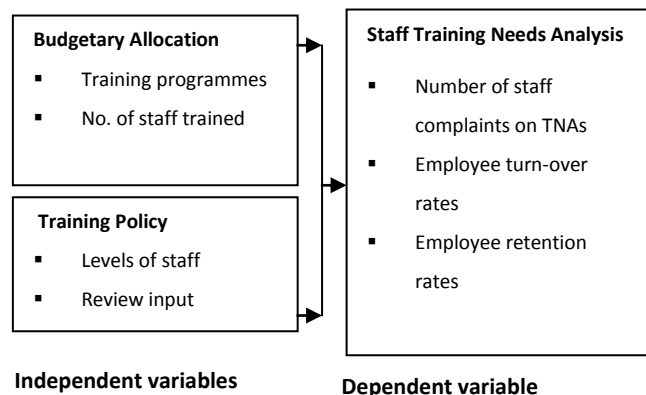
The Conceptual Framework

Independent variables   **Dependent variable**

Figure 1: The conceptual framework.

Budgetary Allocation

According to Kelly, (2011) Companies that have invested in staff training and development through allocation of resources more importantly financial resources report the following benefits: First; Improved recruiting; Today's job applicant is looking for an environment that fosters personal growth and development. For many job hunters, training in every bit is as important as the compensation package. An effective training program allows you to cast a wider net by hiring people with the right attitude and developing the skills can come later. Secondly; Higher retention; When people know that a company believes in their personal growth, they are likely to stay with that company for a longer period of time. Lastly, Better output; the lower your turnover rate, the more productive, enthusiastic and motivated your workforce. Employees will pack

their new knowledge and skills into everything they design, produce or services offered to the target customers.

Khayota (2012) advocates for cost-value analysis to be done on training programmes as this will help determine priorities for training choose the right training methods and match employee and job through training. This way, training and development exercises will not be seen as a waste of resources but beneficial to the organization. Therefore, there is need for organizations to allocate sufficient budget to identified training programmes through effective of staff training needs analysis process so as to equip majority of the trained staff with requisite skills and knowledge. Most organizations have at least four types of resources that can be used to achieve desired objectives and they include financial, physical, human and technological. Organization management allows proper allocation of resources depending on the long term objectives to be achieved. However this may be inhibited by several challenges like overprotection of resources, too much emphasis on short-term financial plans, organizational politics, vague strategies, reluctance to take risks and lack of sufficient knowledge (Armstrong, 2010).

An organization facing budgetary constraints need to be managed well through proper resource allocation. Organizations experiencing negative (-ve) changes in the business environment make a large part of their resource base redundant and that unless they are able to dispose of those redundant resources, they may be unable to free sufficient funds to invest in the new resources that includes staff training as required and their cost base may also be too expensive (Siano, 2010). The resource distribution contribute a lot to the staff training and development, however if not matching with needs of the individual/ organization then definitely there

is a failure in performances. The budgetary resources should be matched with departmental operations. Effective implementation of any organization's training depends on rational and equitable resource allocation across the organization. Resource allocation helps human resource managers to coordinate operations and facilitates control of performance. It is important to have a budget for the whole organization or sub-unit .The financial objectives of all the departments should be indicated by linking training programmes which is the out-put of staff training needs to return on investment to the organization (Ferdinand,2012).

Organizational Training Policy

Training is a systematic process whereby an individual learns skills, abilities and knowledge to further both organizational and personal goals (Armstrong, 2012). Therefore, the success of any organization in the current global competitive society depends on its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage. Organizations which value training have to implement systematic training, which includes training policy, identifying training needs, designing delivery and evaluating training (Ransley, 2009). For the organization, training leads to improve profitability while cultivating more positive attitudes toward profit orientation and employees' commitment to their jobs.

Training policy sets out the organization's development guidelines to its employees. This indicates that the company will ensure that all employees are adequately trained in the basic tasks of his or her employment while training and development in organization will also be regarded as key elements in an individual's mastery of and satisfaction with his/her principal duties (Cole, 2006). Organization need to develop standard training procedures for the realization of the stated

policy directions and guidelines in order to achieve the defined and desired results. Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, (Armstrong & Stephens, 2011).

Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could be policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as often grown from customs and traditional practices over the years(Ferdinand,2012).However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again, there is the need for senior management to communicate policies if they have not been written (Patton & Pratt, 2012).The attend time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals to avoid misinterpretation and to encourage consistency and fairness in application across the organizations(John & Richard, 2011) .

Staff Training Needs Analysis

Training needs analysis is considered to be the foundation of all training activities. In order to deliver appropriate, effective training which meets the needs of individuals and the organization and represents value for money a training needs analysis is essential (Boydell & Leary 1996, Reid & Barrington 1999).There is general agreement in the literature that training needs analysis is a best practice and   first step in the systematic approach to training (Wills 1998, Boydell & Leary 1996, Reid & Barrington 1999, Garavan et al., 1995, Bartram & Gibson 1999, Reay 1994).Reed and Vokala (2010) defines the term training needs analysis as a process   of gathering, assessing and analyzing data to determine the training needs for an organization.

A more detailed meaning of TNA as explained by Chiu, Thompson, Mak, and Lo (2009) is an ongoing process of gathering data to determine what training needs exist so that training programmes can be developed to help the organization accomplish its objective. Therefore, TNA is primarily conducted to determine where training is needed, what needs to be taught and who needs to be trained. Conger (2015) said that TNA is the condition by which training would be made effective and approachable in the start a focused human resource development plan in any organization. Furthermore, it includes attentive consideration towards the accuracy of the recognized "need" and the fulfillment of these "need". If these "needs" are correctly recognized while using right process, then the probability of success of the training is high. Training must be approached systematically in order to enjoy the benefits on training investment. Training needs by itself is a shortfall between the knowledge, skills, and attitudes of the employees, vis-à-vis what is required by the job, or the demands of the organizational change.

Training needs are discrepancies between identified shortfall in knowledge, attitude or skills. Hence, training needs analysis is a systematic process by

which training needs are investigated and consolidated to provide the basic for training programme (Itika, 2011). Analysis of training needs provides a constructive base for enhancing performance and efficiency of both employees and organizations. Birla (2011) noted that TNA helps individuals and groups perform better, making positive contribution to job satisfaction, morale and motivation, it ensures that the resources reach the right priorities. Agnaia (2012) found that the ways in which employees are selected to be trained mostly do not include any communication with the employees themselves. Thus, TNA is subject to the views, assessment and experiences of bosses and supervisors (perceptions). Therefore, without employees' views, the objectives, design, approach and content of the programme may be the opposite of what it should be and fail to meet the employees' needs. TNA is very important and should be conducted based on a systematic needs analysis, including organizational needs analysis, job needs analysis and employees' and managers' needs analyses, in order to design a successful and comprehensive training and development programme (Reed & Vokala, 2010).

Since other training stages, such as setting training objectives, designing the programme, implementation and evaluation, depend on the TNA stage, it is difficult to conduct any of these stages successfully without selecting and determining who needs training in the organization, based on the organization's and employees' needs and requirements. The selection of trainees should be based on the employees' real performance needs rather than their personal and social relationships. The information regarding training needs assessment could be collected from different sources, as was mentioned before, such as interviews, surveys, career planning, performance appraisal record or report analysis, and so on (Abdalla & Al-Homoud, 2013).

Randall and Susan (2010) argued that according to many training experts, attaining the objectives of the business should be the ultimate concern of the training and development effort. Therefore conducting an organizational needs analysis should be the first step in effective needs assessment. It begins with an examination of the short and long term objectives of the organization and the trends that are likely to affect these objectives. It can include human resource analysis, analysis of efficiency indexes and an assessment of the organizational climate.

The organizational needs analysis should translate the organization's objectives into an accurate estimate of the demand for human resources. The organization can determine standards for these indexes and then analyze them to evaluate the general effectiveness of training programs (Randall and Susan, 2010) .

KTDA (2016) says there are many sources of staff training needs analysis that a company can adopt in its pursuit towards staff training and development. Few among them include employee observation, performance appraisal, interviews, record analysis, focus groups discussion, benchmarking, brainstorming, questionnaires', consultation with experts, test or examination among others. Luann (2012) said that competency has become a buzzword in today's organizations and that every organization is hunting for a competent workforce that will drive it towards a better future, and so that it can attain better strategic goals. He further says that the reasons for effective staff training needs analysis for any organization include but not limited to the need to understand training requirements of staff in an organization, the need for a plan to close the training gap in the organizational employees-organization's biggest asset is its staff hence the need to continually equip organizational staff with requisite skills and knowledge for competitive

advantage besides the need for sustainability of skills and knowledge for organizational survival.

Armstrong (2012) states that there are many reasons that can be realized by an organization pursuing an effective staff training needs analysis as a way of improving their performance. A few among them is that it is through training needs analysis that we are able to answer the following questions:- Whether training is needed? If yes, where it is to be implemented? Which sort of training is required? Secondly, it is for the organization's sake, it is one of those strategic initiatives taken to delve deeper into the ways to enrich the competency, capability and the potential of the organization. With the successful deployment of Training Need Analysis, the organization is in a position to evaluate better outcomes with an optimum utilization of its resources. Thus, it streamlines the organizational objectives and goals. It also helps in building credibility amongst its stakeholders (McGehee, 2011).Third is that it takes note of the efficiency guidelines – labor cost, waste minimization, distribution time and production rates. It's through in-depth analysis that all the parameters are recorded – the data so obtained reveals the areas of requirement of training.

Fourth is that training needs analysis will give answers to questions like how relevant training is for employees? If trained, will they create any difference by improving their job performance?. Will this improved job performance have anything to do with an organization's goals? Such a volley of questions is answered through proper analysis at employees' level. It also gauges the standard that needs to be followed by employees so as to maintain their competency level (Kelly,2011).Fifth, Training needs analysis makes a detailed foray into the areas in which employees lag behind (Is it in terms of Knowledge, Skill or Attitude?) Through this understanding, it empowers employees to acquire

new skills at a faster pace, thus enjoying their work. Sixth among others is that training needs analysis in an organization improves employee morale and job satisfaction, increased job productivity. It therefore good enough to say that a country's economic engine depends on both a well trained and developed work-force (Armstrong, 2012).

As a whole, we can rightly presume, with proper analysis and implementation, (which go hand-in-hand) that we can make every employee happy and highly productive. Training Need Analysis rightly connotes scrutinizing the gap in performance from the theoretical to its current performance. This gap may occur at the organizational level or at the individual level. From this gap analysis, we can assume the resources required and likewise plan the budget accordingly. It further ensures strategic planning or a SWOT (Strengths, Weakness, and Opportunities & Threats) analysis of an organization (KTDA, 2016). This strength can be further bolstered with requisite training, and any weakness may be assessed as an area that one needs to ponder over, while opportunities figure out areas that one needs to harness while threats need to be diminished (KTDA, 2016).

Empirical Review

Budgetary Allocation and Staff Training Needs Analysis

Resource allocation is a central management activity that allows for employee training needs analysis execution. Effective resource allocation calls for unique, creative skills including leadership, precision, attention to detail, breaking down complexity into digestible tasks and activities and communicating in clear and concise ways throughout the organization and to all its stakeholders. Successful training needs analysis is due to the design, development, acquisition, and implementation of resources that provide what is

needed to give effect to the institution's training (Altarawneh, 2010). The organization needs to have sufficient funds and enough time to support the implementation process of training programmes, TNA being the key input.

Most organizations have at least four types of resources that can be used to achieve desired objectives and they include financial, physical, human and technological. Organization management allows proper allocation of resources depending on the long term objectives to be achieved. However this may be inhibited by several challenges like overprotection of resources, too much emphasis on short-term financial plans, organizational politics, vague strategies, reluctance to take risks and lack of sufficient knowledge (Armstrong, 2010).An organization facing budgetary constraints need to be managed well through proper resource allocation. Organizations experiencing negative (-ve) changes in the business environment make a large part of their resource base redundant and that unless they are able to dispose of those redundant resources, they may be unable to free sufficient funds to invest in the new resources that includes Human Resource development as required and their cost base may also be too expensive (Siano, 2010). The resource distribution contribute a lot to the staff training and development, however if not matching with needs of the individual/ organization then definitely there is a failure in performances. The budgetary resources should be matched with departmental operations. Effective implementation of any organization's training depends on rational and equitable resource allocation across the organization.

Resource allocation helps human resource managers to coordinate operations and facilitates control of performance. It is important to have a budget for the whole organization or sub-unit .The financial objectives of all the departments should be indicated by linking training programmes which is

the out-put of staff training needs to return on investment to the organization (Ferdinand,2012).

Organizational Training Policy and Staff Training Needs Analysis

Kenney (2013) argued that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. He pointed out that training policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to pre-determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities. On other hand, training policy benefit the organization in clarifying the desired results in an on organization, providing guidance in matters of training and development and be applied fairly and uniformly to all employees (Patton & Pratt, 2012).

Human resource training and development activities which is a precursor of a TNA process are guided by policies, procedures, circulars and directives but world over, these directions have been assumed. Devi, Nalini (1996) who served as a U.S. Secretary of labor, noted less than 8% of U.S. firms provided remedial programs for their workers. To say the least that is a pathetic percentage if the remaining 92% of the workers is expected to be productive all through their working life. Dayal, Ishwar (1968) as quoted by Devi, Nalini (1996, pg 87) in her study of personnel management practices in South Central Railway contends that training is useful to all employees, and that it serves organizational purpose provided the firm is capable of using it. He further proposes that if the chief executive and other senior managers are not willing to go for training, their sub-ordinates are unlikely to be willing. The creation of training policy in

organization should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization (John & Richard, 2011).

Therefore, to maximize the effectiveness of training and development, organizations must constantly assess their employees' current training and development needs and identify training and development needs to prepare employees for their next position. This requires that organizations recognize that different employees will have different needs and that these needs will change over time as these workers continue in their careers (John & Richard, 2011). According to Kelly, (2011) an effective Training policy should gather for all layers of employees and should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. They feel responsive to training programmes when they are well informed. Lastly, it should be evaluated. Training consumes both organization's time and money, therefore it is important to determine how well it was conducted (i.e. trainees feedback). Evaluation reports establish whether the organization has derived more-or-less the same value from the amount of money and time invested in the training programme which is an input of training needs analysis (TNA) process.

RESEARCH METHODOLOGY

Both qualitative and quantitative methodologies were used in-order to minimize weakness and reach a deeper understanding of the study area. The study employed a descriptive research design. The key informants in the study were the Kenya Tea Development Agency Limited (KTDA Ltd) Chief Executive Officer and the Head of Training and Development or those who posses similar expertise in the determinants of Training Needs Analysis (TNA) process. The target population of this study was all KTDA Ltd staff stationed at the head office, Nairobi. KTDA head office has sixteen (16) departments with about 320 members of staff. The primary data from all target respondents was collected by use of well designed questionnaires. Secondary data was also used in this study by checking information from KTDA Ltd head office library located in Nairobi and company records such as Human Resource policy documents, employee appraisal records, training programs among others. Data collected was analyzed using both descriptive and inferential statistics.

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The study targeted a sample size of 60 respondents but only 51 respondents answered and returned the questionnaires thus comprising of a 85 % response rate while the remaining 9 respondents comprising 15% did not answer the questionnaire. The respondents were asked to indicate their gender and the results. 61% of the results were male while 39% were females. Majority of the respondents were aged between 18-35 years and they were represented by 54.9%, 36-45 years were represented by 29.4%, 9.8% were between 45 - 55 years while 5.9% were above 56 years. The study sought to reveal the respondents education level. The level of education categories were primary, secondary, diploma, undergraduate, master's degree and PhD. From the data findings, majority had reached undergraduate level at 90.2%, Masters Degree at 5.9%, Diploma was at 3.9%. The findings show that the respondents were well educated with majority having bachelor's degree as their highest levels of education. The results show that 64.7% of the respondents had worked with the organization

for 6-10 years, 17.6% for 11-15 years, 9.8% for 16-20 years, 5.9% for 21 years and above, and only 2% had worked for 1-5 years.

The study sought to establish the departments where the respondents operated in and as such they were required to indicate the department within which they worked at KTDA Limited. The findings revealed that respondents from General Accounts and Operations accounted for 9.8% each, ICT, Technical Services, Human Resource, Audit and Treasury accounted for 7.8% each. Procurement, Legal and Secretariat, and Factory Accounts were 5.9% each while Administration, Executive, Corporate Affairs, Strategy and Planning, Sales and Marketing and Tax Department had 3.9% each. The results therefore indicated that the respondents were drawn from all the departments within KTDA Ltd. Therefore, the population was evenly distributed and representative of all departments leading to achievement of study results.

Staff Training Needs Analysis

The study sought to reveal whether there was staff training needs analysis at KTDA Ltd. The study revealed that 100% of the staff indicated that there was staff training need analysis at KTDA Ltd. This implied that the organization had impacted awareness of staff training needs to the respondents.

Descriptive Analysis on Staff Training Needs Analysis

The Likert scale below on table 1 was used to analyze the level of agreement on six statements. The respondents were asked to indicate from a scale of 5-1. The highest scale (Five) represented strongly agree, Four -Agree, Three -Neither agree nor Disagree, Two- Disagree and One -Strongly disagree. The study therefore sought to determine the status of staff training need analysis at KTDA Ltd. On whether all supervisors carried out annual staff training needs analysis for KTDA Ltd, 62.7%

strongly agreed while 37.3% agreed implying that there was annual activity of staff training need analysis done by supervisors at KTDA Ltd. On whether determination of staff training needs analysis at KTDA Ltd equip staff with requisite skills and knowledge in their work, the respondents indicated that 54% strongly agreed, 29.4% agreed while 15.7% were neutral. This implies that staff training need analysis was vital in improving KTDA staff skills and competence. On whether KTDA Ltd had a yearly planned training programmes arising from staff training needs analysis, the study revealed that 49% strongly disagree, 27.5% disagreed, 9.8% agreed,7.8% strongly agreed while 5.9% indicated neither agreed nor disagreed. This shows that though the supervisors carryout staff training need analysis annually, KTDA Ltd rarely had yearly planned training programmes arising from staff training needs done.

The study also sought to know whether Individual employees were involved in identification of respective staff training needs analysis. The study revealed that 45.1% strongly disagreed, 31.4% disagreed, 15.7% agreed, 5.9% strongly agreed and 2% neither agreed nor disagreed. This indicates that individual staff was not involved in the analysis of staff training needs hence posing challenges of conflicts of interest between the employee and the supervisor. The study on whether complaints have been reported by KTDA Ltd employees in relation to staff training needs analysis, it had a high response on strongly agreed score of 54.9%, 25.5% agreed, 13.7% disagreed while 5.9% neither agreed nor disagreed. This implies that there was intense complain by staff in relation to how staff training needs analysis is managed at KTDA Ltd. Finally, the study sought to reveal whether determination of staff training needed at KTDA Ltd had been of benefit both for employees and the organization, 45.1% strongly agreed, 27.5% agreed while 15.7% disagreed, 7.8% strongly disagreed and only 3.9% neither agreed nor disagreed. This implied that

determination of staff training needed analysis at KTDA Ltd had been of great benefit both for employees and the organization in meeting set objectives.

Table 1: Staff Training Needs Analysis (TNA)

			Descriptive Statistics				
Question	5-Strongly Agree	4-Agree	3-Neither agree or Disagree	2-Disagree	1- Strongly disagree	Mean	Std Dev'
1) All supervisors carry out annual staff training needs analysis for KTDA Ltd Staff	(32)62.7%	(19)37.3%				4.63	0.48
2)Determination of staff training needs analysis at KTDA Ltd equip staff with requisite skills and knowledge in their work	(28)54.9%	(15)29.4%	(8)15.7%			4.39	0.75
3)KTDA Ltd has a yearly planned training programmes arising from staff training needs analysis	(4)7.8%	(5)9.8%	(3)5.9%	(4)7.8%	(14)27.5%	2	1.29
4)Individual employees are involved in identification of respective staff training needs analysis	(3)5.9%	(8)9.8%	(3)15.7%	(1)2.0%	(16)31.4%	2.06	1.28
5)Complaints have been reported by KTDA Ltd employees in relation to staff training needs analysis	(28)54.9%	(13)25.5%	(3) 5.9%	(7)13.7%		4.22	1.06
6)Determination of staff training needs at KTDA Ltd have been of benefit both for employees and the organization	(23)45.1%	(14)27.5%	(2)3.9%	(8)15.7%	(4)7.8%	3.86	1.35

The study sought to reveal how often staff training needed analysis was done at KTDA Ltd. From the findings, 80.4% indicated every year while 19.6% indicated any time there was need. This shows that staff training needed analysis were done each year at KTDA Ltd and where necessary depending on technological change and organizational/ business

needs among others, training needs analysis was done.

The study revealed that there was a number of staff training needs analysis types that were used by KTDA Ltd. The types of training needs undertaken were; individual training needs; occupational/task training needs and organizational training needs. Among the type used, the study revealed that 70.6 % of the respondents indicated that they used all the methods listed, 13.7% for occupational/task training needs, 9.8% for organizational training needs and individual training needs was 5.9%. This implied that the KTDA Ltd mostly used all the mentioned types of staff training needs analysis.

The study revealed that there were different sources /methods used in identifying staff training needs for staff training and development. Among the methods were employee observation, employee interview, employee questionnaires and employee performance appraisal. Majority of the respondents indicated that the most used method was employee performance appraisal at 90%, 7% on employee interview and 3 % on employee questionnaires. This implied that KTDA Ltd was mostly focused on appraisal of employees as the best method of sourcing TNA for staff training and development.

The respondents were also asked to suggest on how KTDA Ltd could improve determination of staff training needs analysis (TNA) process. Majority were of the view that employees should be involved in determination of staff training need analysis and that once staff training needs have been identified, it should translate to planned training programs being implemented for the staff.

The study sought to know who were involved in the identification of staff training needs analysis at KTDA Ltd. 60.8% indicated all employees while 39.2% indicated that it is top management who

determined staff training needs analysis at KTDA Ltd. This showed that all employees were involved in identification of staff training needs analysis.

Budget Allocation on Staff Training Need Analysis

On availability of a training budget at KTDA Ltd in respect to effective determination of staff training needs analysis, majority of the respondents said yes (74.5%) while 25.5% indicated no. This implied that the availability of budget allocation at KTDA Ltd had led to effective determination of staff training needs analysis.

The study sought to reveal the extent to which training budget allocation affected the determination of staff training needs analysis. From the findings, majority of the respondents indicated that they agreed to a great extent at 45.1%, 31.4% indicated low, 9.8% indicated fair, 7.8% indicated very low while 5.9% indicated very great extent. This implied that with allocation of budget, KTDA Ltd had been able to determine staff training needs analysis effectively.

The respondents were asked to indicate which technique mostly used to allocate training budget for staff training and development at KTDA Ltd. The techniques provided in the study were training needs identified, historical budgeting, business performance and zero based budgeting. From the data findings, majority of the respondents (70.6%) said that historical budgeting was the most used to allocate training budget while 29.4% indicated training needs identified was the most used technique in allocating training budget.

In the open ended question, the respondents were also asked to indicate what could have been done on budget allocation to improve on determination of employee staff training needs analysis. The respondents gave different opinions but majority were of the thought that allocation of training

budget at KTDA Ltd could be based on annual staff training needs identified in the organization.

Organizational Training Policy on Staff Training Needs Analysis.

The study sort to reveal whether organizational training policy at KTDA Ltd had an impact on determination of staff training need analysis process. From the study findings, majority of the respondents (70.6%) agreed that organizational training policy had impact on the determination of staff training needs analysis process while 29.4% of the responses indicated that it did not have impact on determination on training needs analysis. The finding indicated that there was an impact on staff training needs analysis due to the effect of organizational training policy.

The study sought to reveal the extent to which organizational training policy affected staff training needs analysis process at KTDA Ltd. Majority of the respondents indicated to a great extent (41.2%), 25.5% indicated to a low extent, 19.6% to a very great extent, and 9.8% to a very low extent while 3.9% were neutral. This indicated that majority were of the view that organizational training policy affected staff training needs analysis process at KTDA Ltd to a considerable positive extent.

The study sought to reveal how often organizational training policy was reviewed at KTDA Ltd in respect to determination of staff training needs analysis. From the findings, majority of the respondents indicated that it was after two years (74.5%), 11.8% after one year, 7.8% anytime there was need and 5.9% indicated hardly ever. This implied that after every two years, organizational policy was reviewed at KTDA Ltd in respect to determination of staff training need analysis.

Further, the respondents were asked to give a suggestion on what could be done on organizational training policy at KTDA Ltd to improve on determination of staff training needs analysis.

The respondents were of the opinion that there should be staff involvement before training policy was approved and that training policy should be communicated and accessible to all staff. Other respondents stated that training policy should cater for all layers of staff.

SUMMARY, CONCLUSION AND RECOMMENDATION

On the relationship between budget allocation and staff training needs analysis at KTDA Ltd, the study established that there was availability of training budget at KTDA Ltd and it led to effective determination of staff needs analysis. It was established that budget allocation affected the determination of the staff training needs analysis and that KTDA Ltd mostly used historical budgeting (70.6%) to allocate training budget for staff training and development. However, some respondents mentioned identified staff training needs (29.4%) as a basis of allocating staff training budget at KTDA Ltd.

The study analyzed organizational training policy on staff training needs analysis at KTDA Ltd. From the findings, the study revealed that the organizational training policy had an impact (70.6%) on determining staff training needs analysis process at KTDA Ltd. The study also established that organizational training policy affected staff training needs analysis process to a great extent. The study further indicated that the organizational training policy at KTDA Ltd was often reviewed after every two years (74.5%) and to some extent after every one year (11.8%) or anytime there was need (7.8%) and only 5.9% stated that the review was hardly done.

Conclusion of the study

From the research findings ,it was evident that staff training needs analysis process of Kenyan

manufacturing firms was affected by variables put forwarded in the literature review. This had been reflected by the responses as depicted above. Furthermore, from the study findings, it was also possible to conclude that Kenya Tea Development Agency Ltd continued to put a lot of effort on staff training needs analysis process through the use of budgetary allocation and organizational training policy to drive the TNA process. Therefore, the study concluded that value had been created by KTDA Ltd in the staff training needs analysis process because of the enhanced management practices of the factors under study.

The study findings indicated that budgetary allocation was a key input in staff training needs analysis process in the Kenyan manufacturing firms, more specifically the tea sub-sector. However, 25.5% of the respondents indicated that availability of staff training and development budget had no impact in staff training needs analysis process. On the technique that KTDA Ltd used to allocate training budget for staff training and development programmes, the study concluded that historical budgeting was the mostly used method and to a small extent, the training needs identified. However, the best practice was to allocate an organizational staff training and development budget based on identified staff training needs (TNA).

On the effect of organizational training policy in staff training needs analysis process at Kenya Tea Development Agency Ltd, the study findings concluded that KTDA Ltd training policy had a positive impact (70.6%) on staff training needs analysis process to a good extent. This could be attributed to the flexible frequency which the organization reviewed its training policy from the period that ranged from one (1) year, two (2) years or any time there was need. Nevertheless, majority of the respondents indicated that a period of two

(2) years, thus implying that was the period the organization considered reasonable to have tried and tested the way forward on the same.

The study further established that organizational training policy at KTDA Ltd was communicated but less accessible to all staff. Modern management practices of public or private organizations required that all organizational policies and procedures to be constantly communicated and accessible to all cadres of staff. This best practice when adopted by any organization would guard it against employment liabilities and corporate mismanagement.

Recommendation of the study

Staff training needs should be used as a basis for training allocation as opposed to the use of historical budgeting as revealed by the study at KTDA Ltd. This is so because staff training needs may not be same year in and year out hence will attract varied costs which have to be accommodated when doing budget allocation on staff training needs. The use of TNA as a basis for budget allocation will assist in prioritization of TNA for all staff in the implementation schedule besides ensuring that all planned TNA are implemented within budgets as any deviation will result in backlog of identified TNA. This will result in dissatisfaction by the affected staff thus resulting in de-motivation and by extension reduced productivity by respective staff.

Organizational training policy at KTDA Ltd should be well communicated and accessible to all staff both in hard and soft copies to enable them read and understand besides owning it to the latter. There was also the need for staff involvement/awareness before the policy was rolled out to the affected staff. Finally, organizational policy should cater for all cadres of staff i.e. from top to the lowest level of staff regardless of job positions. This was so

because all levels of staff in the organizational structure play a vital role for organizational success.

Areas for Further study

The study only focused on KTDA Ltd. Further research should be done on other Agriculture manufacturing players in Kenya like coffee covering a similar problem but use of different technique(s) of study. A replica study can also be conducted on other tea sub-sector player firms in Kenya to find out if the findings will hold true. This will widen the scope of information collected on the topic of the study.

Another suggested area for further study could be other segments of the economy that may include;-

An assessment on Social factors affecting implementation of training needs programmes in Organizations. This study could focus on why factors such as age, marital status or education background limit employees from attaining carrier development. Alternatively, a further study on an Assessment on methods/techniques used to train staff of different categories/cadres. The study should once again, focus on how different training methods can be used to effectively impart knowledge to employees of different educational background and job disciplines.

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