

**THE NEED FOR EFFECTIVE TRAINING NEEDS ASSESSMENT IN  
CHRISTIAN ORGANISATIONS: A CASE OF ELCT- KONDE DIOCESE**

**By**

**Jackson Bansalile Mwakibasi**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of  
the Degree of Master of Science in Human Resource Management (MSc.HRM)  
of Mzumbe University**

**2013**

**CERTIFICATION**

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, the thesis entitled **The Need for Effective Training Needs Assessment in Christian Organisations: A case of Evangelical Lutheran Church in Tanzania-Konde Diocese** in fulfillment of the requirements for the award of the degree of Master of Science, Human Resource Management of Mzumbe University.

.....

**Major Supervisor**

.....

**Internal Examiner**

.....

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## **DEDICATION**

This piece of work is solely dedicated to my loving and caring wife, Teddy.

## **LIST OF ABBREVIATIONS/ACRONYMS**

CBF	Capacity Building Fund
ELCT	Evangelical Lutheran Church in Tanzania
ELCT-KOD	Evangelical Lutheran Church in Tanzania- Konde Diocese
HR	Human Resource
HRM	Human Resource Management
KOD	Konde Diocese
LGRP	Local Government Reform Programme
LMC	Lutheran Mission Cooperation
TNA	Training Needs Assessment/Analysis
TP	Training Policy
URT	United Republic of Tanzania

## **ABSTRACT**

Any dynamic growth oriented organisation understands that training is an important aspect of the managerial functions in a rapidly changing social and economic environment. Training helps to develop ones personality, increases motivation and also improves effectiveness and competence of the people employed in an organization. This is to say, the strength of any organization lies in the strength of its people. Thus training is the most important part of organisational renewal and is an ongoing process.

The general objective of the study was to investigate the need for effective training needs assessment in Christian organisations with special focus on the ELCT Konde Diocese as a case study.

A sample of 63 respondents from a total number 165 of the population was selected: some randomly and others on non- random basis. All respondents were given questionnaires to fill. Direct interviews were also administered to cross-check with the findings in the questionnaire.

The findings indicated that the ELCT-Konde Diocese has no clear understanding of the concept of Training Needs Assessment. Consequently, the Diocese had no benchmarking of Training in its organisation. On the other hand the respondents showed the need for effective training of which they meant Training Needs Assessment in the Diocese so as to equip them in the dynamic world.

Therefore, the study recommends that the ELCT has to establish a firm Training Policy and develop Training programme so as to ascertain the organisational vision: serving humankind in a holistic approach.

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## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This study is about “The Need for Effective Training Needs Assessment in the Christian Organisations” using The Evangelical Lutheran Church in Tanzania-Konde Diocese (ELCT-KoD) as a case study.

Also, the chapter briefly introduces the Background to the Problem, Statement of the Problem, Research Questions, Objectives of the Study, Significance of the Study, Scope of the Study and Definition of Key Terms.

#### **1.2 Background to the Problem**

The God in whom the Christian church believes is a God who educates and trains his people. Dada (2007) writes that God is considered to be the principal and authentic educator. In the light of this understanding, the church for centuries has put emphasis on training its believers, so that the believing community could serve God and the society with appropriate knowledge. The chief knowledge in Christendom refers to *theology*. Theology is the science about God or discourse of God. It is as Miller (1956) writes, the queen of all sciences. Christian education and theology focus on training people that they might know and serve God and the society with a strong conviction and high commitment.

The Bible for Christian community is the source of Christian education and theology. And the essence of theological education is an effort to train and improve a person's faculties, judgment, skill and competence through exposure to the revealed truth of God as it is systematically outlined and laid in the Bible, nature, history and other areas of human experience. From the Old Testament (OT) period, theological training/education was all embracing aspect. This was so because the people in time of the Old Testament viewed reality into the realms of unified whole (Dada, 2007).

Also, from a sociological point of view, the family in the ancient Israel was an essential base of training institutions. Apart from the family there were other secondary institution and agent of the biblical education in the Old Testament. Religious specialists, like priests, prophets the wisemen and the scribes played an important role as instructors and trainers in the theological training (Dada, 2007).

The presence of the church in the world is all about the believing community in her Master, Jesus Christ who revealed fully in the time of the New Testament. This community is not a mere believing community, but also it has been called out of the world and sent again into the world to serve humankind in a holistic approach.

In the steps of the Master, the church has to ensure that the service it renders to the society is in totality: spiritual, physical and mental orientation. Jesus left a wonderful model for Christian ministers and the church at large on how to administer people. When Jesus taught the multitudes and casted out demons, He dealt with the mind; when He fed and healed them, He dealt with the body and finally when he forgave sins He dealt with spirit.

The three-fold functions that the church has been entrusted with reflect the nature of that church; that is, to provide and deliver an effective ministry. Effective training is inevitable to reach the desired mission and ministry of the Christian church. This is to say, the church preaches and teaches about Christ who wants his people to have life in abundance and competent to meet and solve challenges that impedes human life as God the creator intended to.

The Christian church must be of a continuing training entity whose ministers both clergy and lay Christians' scope must be beyond the time of OT and NT. The Bible, as mentioned above is the principal source of all knowledge. It contains instructions with intent to train the believers and non-believers so as to enjoy life in its fullness.

In response to this understanding, the Church (ELCT) since its establishment in Tanzania has responded to that nature of holistic ministry by establishing a number of training centres in different fields of study and professions.

As this seems insufficient, the ELCT sends its ministers and employees in various schools, colleges and universities to build their capacity that is required for the performance of their assigned and planned jobs. For example, the ELCT through the Lutheran Mission Cooperation Tanzania (LMC) has a special fund known as Capacity Building Fund (CBF) with which employees are granted trainings in different professions.

The Christian church as an organization, need to face reality that in the presence of competitive and dynamic environment, it is essential for organizations to build and sustain competences that would provide the sustainable competitive advantage. In

such context, training has assumed importance than ever before. The dynamic and growth-oriented organizations recognise the quest for training as important aspects of any managerial function in a rapidly changing economic and social environment.

Scholars recognise that, training enhances and develops a person's efficiency, capacity and effectiveness at work by improving knowledge and understanding of the skills relevant to his/her job. Also, effective training assists a person cultivate appropriate and desired behaviour and attitude towards work and people (Venkatesh, 2006).

Whiles (1999), talks about the distinction between an effective and ineffective training as death, pain suffering and lost profits. In other words, training needs assessment provides some certainty that time, money and other resources used to develop and conduct training will deliver desired performance-based results.

In order that training becomes effective it must be training which focuses on improved performance and skills. In the same sense, training need to be a continuous process of learning in human resource development which aims at developing and enhancing individual's efficiency, capacity, and effectiveness (Vekantesh, 2006). All training programmes need to start with a serious need assessment. This is to say training management must determine what, when, where, why and how training could be (Mutagurwa, 2011).

In realizing this, for instance, the United Republic of Tanzania has recognized the importance of training and development of its employees. Under its Government Notice No 168 of 2003 pg. 57, the Notice indicates that every employer shall be

responsible for training and development of his/her staff and shall introduce a staff development programme for the public service. The Government Notice specifies a sequence of steps to be followed on how training could be implemented. The steps for training are: needs assessment, instructional objectives, design, implementation and evaluation.

Additionally, the Government Notice emphasizes that the training needs analysis is important than other steps because other steps will be implemented as a result of the obtained information from analysis. This is to say that needs analysis is a systematic examination of the way things related to training should be carried out. The aim of needs assessment is to help in identifying systems that are not working, poorly trained personnel, inadequate communication channels, faulty equipments, cumbersome procedures and other organisation's wrongs (Notice No 168, 2003, pg. 56). Training in local government authorities has been implemented since 1982. The training programme has been identified as one of the capacity building strategies in the whole process of implementing of Local Government Reform Programme (LGRP).

However, the need for effective training needs assessment seem to be not taken seriously in the Christian organizations as it is commonly practiced in others public and private organizations.

The quest for effective training needs assessment in the Christian organisations is vital as the church's mission and ministry embrace all human needs in holistic perspectives as discussed above.

The Christian church need to bear in mind that the more its members and ministers obtain effective training in various professions, the more the church will be competent and efficient to meet the intended objectives of the mission and ministry in the society.

Therefore this study is geared to find out how effective training needs assessment is needed in Christian organisations by using the ELCT-KoD as a case study.

### **1.3 Statement of the Problem**

Training needs assessment is of an important process in organisations. It is a means of gathering data so as to determine what and why training needs exist and help organisations to accomplish their mission and objectives. Therefore conducting needs assessment is fundamental to the success of a training programme in the oraganisations.

It happens so often, as the case of the ELCT-KoD that organizations can develop and implement training without first conducting a needs analysis (Jyothi and Venkatesh, 2006). Such organisations run the risk of either overdoing training or doing little training and sometime missing entirely the whole point of training. This can lead an organisation into death, injury, suffering and loss of profits.

While evaluation of training needs assessment has managed to change many applied fields, nevertheless the researcher has observed that it remains a problem of lacking theoretical work within Christian organizations as the ELCT-KoD on how to train employees in its effectiveness.

The researcher's preliminary investigation in different Christian organizations indicates that training needs assessment practice seems to oversight the principles and policies as suggested by scholars. This can be supported by a comment given by the Diocesan Director for Planning and Community Development who commented that:

*Unlike the tendency we witness of sending it employees to various training centres, the Diocese needs to seriously formulate training policy and training programmes, through which, all trainings in the Diocese should abide by those principles and policies regarding the whole aspect of training employees.<sup>1</sup>*

Consequently, the Christian organisations face a number of problems on how to determine what training needs assessment requires beforehand and how such trainings can bring effectiveness and efficiency in organisations. This is to say, in various Christian organisations there remains poor or weak training needs assessment.

Therefore this study intended to investigate the need for effective training needs assessment to the improvement in the Christian organisations using the ELCT-Konde Diocese as a case study.

#### **1.4 Research Questions**

In order to investigate the quest for the need of effective training needs assessment in Christian organizations, thus the study was guided by the following research questions:

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<sup>1</sup> Researcher's observation from one of the Diocesan Executive Councils, at Mwakaleli Vocational Training Centre, April, 2011. The comment was made following the announced list of trainees who were granted to go for various trainings within and outside the country.

1. What is the situation or state of affairs pertaining to training in the ELCT Konde Diocese?
2. What are the actual factors which influence and maintain training in the ELCT Konde Diocese?
3. What can be done to improve and maintain the need for training needs assessment in Konde Diocese?

## **1.5 Objectives of the Study**

### **1.5.1 General Objective**

The general objective of the study was to investigate the need for effective training needs assessment in the Christian organisations.

### **1.5.2 Specific Objectives**

- (i) To examine the state and practice of affairs of training needs assessment in the ELCT Konde Diocese.
- (ii) To investigate factors that influence training in the Konde Diocese.
- (iii) To recommend ways leading to better and effective training in the Konde Diocese.

## **1.6 Significance of the Study**

The study on the need for effective training needs assessment might be of important contribution and value due to the following areas: Firstly, the study findings will enlighten the ELCT-KoD on how to train their ministers and other employees.

This can be hand in hand with identifying training needs and doing evaluation so as to ensure that the organization establishes a training programme which is consolidated and integrative.

Secondly, the study might add some insights to the academicians and researchers to the already existing literature on training in organisations.

Lastly, the study findings may be considered as a benchmark for giving recommendations on these aspects pertaining effective training needs assessment in Christian organisations by observing the procedures guiding to training programmes.

## **1.7 Scope and Limitation of the Study**

This study covers the ELCT Konde Diocese which is located in Mbeya Region. Administratively, the diocese has been divided into six church districts. Each district is headed by a church district pastor. These church districts are: Central district, Mwakaleli district, Tukuyu district, Southern district, Mbeya district and Western district.

Due to the shortage of time the study was limited to those church districts, otherwise the study could involve the area of mission in Rukwa region where the diocese in collaboration with other ELCT dioceses sends its employees.

## **1.8 Definition of Key Terms**

### **1.8.1 Training**

The term training has been defined by a number of scholars. Armstrong (2006) for example defined the term as the planned and systematic modification of behaviour through learning events, programmes and instructions, which enables individuals to achieve the level of knowledge and competence needed to carry out their work effectively. For Armstrong, training must be effective and critically assessed programme and managed so as to ensure that right training is given to the right people in the right form, at the right time and at reasonable costs.

### **1.8.2 Training Needs Assessment**

Training needs assessment (TNA) is an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organisation accomplish its objectives (Brown, 2002). According to Sorenson (2002), a training needs assessment is a process through which a trainer collects and analyses information then creates a training plan. This process determines the needs for the training; identifies training needs; and examines the types and scope of resources needs to support training.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides an overview of literature related to training needs assessment. The chapter will be presenting various literatures with different views in training needs assessment. In doing so, the researcher reveals what has been discovered and what has been left undone. The chapter is divided into two parts: Part one is about theoretical literature review, while part two deals with empirical literature review.

#### **2.2 Theoretical Literature Review**

As introduced above, this chapter provides an overview of literature review. In this subtitle, the two important concepts, i.e., training and training needs assessment have been dealt. Therefore, relevant theories are discussed and scholarly views on different theories are presented

##### **2.2.1 Definition of Concepts**

###### **2.2.1.1 Training**

Scholars in the field of Human Resource Management have defined the concept of training in various ways. Armstrong (1988) for instance, states that:

*Training is a systematic development of knowledge, skills, and attitudes required by individual to perform adequately a given task or job.*

*Training is different from education; training teaches the learner how to do a specific tasks, such as running of machine, or making shirt, while education is instruction in the more general knowledge of the society, such as History of the society or knowledge of mathematics.*

Jyothi & Venkatesh (2006) connects the concept of training and learning. They write that the entire philosophy of training rests on the principles of learning, and that since any training programme involves investment in time and effort, care has to be taken in the design of it.

According to Robert (1982), training is process of imparting new knowledge, technique and skill to the employees for the purpose of improving their abilities to perform their duties as required by the oraganisation.

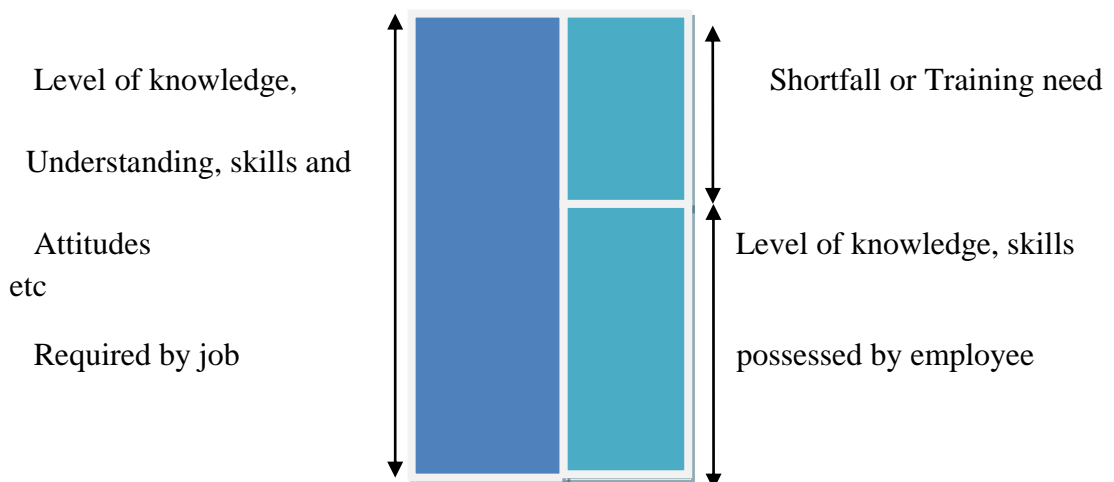
Heery and Noon (2001) defined the concept of training as the process of changing the skill, attitudes and knowledge of employee with the purpose of improving their level of competence. It is a planned process, usually involving series stages where incremental improvements can be identified.

Therefore, training is job performance oriented and it targets at maintaining and improving the current level of performance. The need for training employees arises due to various reasons like, entry of new recruits, promotions, the need to prevent skill obsolescence and the like.

### 2.2.1.2 Training Needs Assessment

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 organisational 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)

**Figure 2.1 Identifying Training Needs**



Source: Cole (1997) Management Theory and Practice

Training needs assessment is defined by Brown (2002) as an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organisation accomplish its objectives. Cekada (2011) elaborates the concept of training needs assessment as a process through which a trainer collects and analyses information then creates training plans, identifies training needs, and examines the types and scope of resources needed to support training.

### **2.2.2 Types of Training**

Training has various types through which it attains its meaning and significance. According to Gupta (1996), there are five types of training:

**Orientation Training:** Orientation or induction seeks to adjust newly appointed employees to the work environment. In this regard, every employee needs to be made fully familiar with job, his/ her superiors and subordinates and with the rules and regulations of the organisation.

**On Job Training:** This type of training refers to the training that increases the knowledge and skills of an employee for improving performance on the job. Employees may be taught the correct methods of handling equipment and machines that used in the job. Such training helps to reduce accidents, waste and inefficiency in performing job.

**Promotional Training:** This involves training of existing employees to enable them to perform higher level job. Employees with potentiality are selected and they are given training before promotion, so that they do not find difficult to shoulder the higher responsibilities of the new position to which they are promoted.

**Refresher Training:** In a time of existing techniques become obsolete due to the development of better techniques, employees have to be trained in the use of new methods and techniques, with the passage of time, employees may forget some of the methods of doing work. Refresher training is designed to review and refresh the knowledge and update the skills of existing employees.

Short courses have become popular on the account of rapid change in technology and work methods. Such training programme is conducted to avoid obsolescence of knowledge and skills.

**Remedial Training:** Such training is programmed in order to overcome the shortcoming in the behaviour and performance of old employees. Some of experienced employees might have picked up appropriate methods and styles of working.

### **2.2.3 Training Policy (TP)**

The success of any organisational goals must be related with organisational training policy. According to Cole (1996), the policy statement sets out what the organisation is geared to in terms of developing its employees. Firstly, the company will provide the means to ensure that every employee will be adequately trained in the basic tasks of his or her employment. Secondly, training and development activities will also be regarded as key elements in an individual's mastery of and satisfaction with his/her principal duties, or all training and development activities will be evaluated on a regular basis, including those provided by outside organisations as well as in company activities, and many others.

### **2.2.4 An Overview of Policy Regarding Training in Tanzania Government**

Haule (2009) quoted a statement made by the Permanent Secretary in the President's Office Management of Public Service, Honorable Joseph Rugumyamheto, on how training in public service in Tanzania 1998 could enable the country to be self-

sufficient in trained and skilled manpower required to manage the country's economy. The quotation made is as under:

*It is the Government Policy that Tanzania should be self-sufficient in trained and skilled manpower required to manage its economy. Whatever possible training should take place locally, and where local institutions do not have adequate training facilities, efforts will be made to secure them and utilize training opportunities made available by friendly countries and international organisations.*

This is an indication on how the Government of the United Republic Tanzania gives emphasis on the quest for training and is significant at the level of the Ministry, Department and Agencies. Thus, sufficient financial provision for training purposes in the annual budget is inevitable. Government senior officers in a supervisory capacity had to ensure that training and development for junior officers take place respectively. Also, training has been given its emphasis in the Public Sector Reformed Programme and at the Local Government level (URT, 1998).

### **2.2.5 The Need and Importance of Training**

It is comprehensively recognised that training is mainly job-oriented. It aims at maintaining and improving current job performance. According to Jyothi & Venkatesh (2006) the need for training programme may occur due to the following issues:

- *Entry of new recruits:* New entrants need training to attain clarity in job responsibility, nature of the job and other organisational matters so that person-hours are not wasted.
- *Promotions:* preparation of employees for higher level job like promotions requires skill up-grading or competency building.
- *To prevent skill obsolescence:* Training and development programmes foster the initiatives and creativity of employees and help to prevent obsolescence of skills, which may be due to an employee's age, temperament, motivation level or inability to adapt to technological changes.
- *To increase productivity:* Instruction can help the employee increase their level of performance on their present assignment. Increased human performance often leads to increased operational productivity and increased company profit.
- *To improve quality:* With organisation, increased competitiveness has resulted in greater emphasis on producing or delivering quality goods and services. Hence training in quality maintenance and quality management becomes essential.
- *To meet organisational objectives:* Future organisational goals and plans dictate training of its existing workforce, particularly, where there is dearth of skills to match the needs of organisational plans.
- *To improve organizational climate:* Organisational climate refers to the overall relations and effective orientation of the employees towards the organisation. This orientation may be positive or negative. Positive orientations will result in increased productivity and employee morale.

Training is essential to maintain and sustain positive orientations of its employees.

- *To prevent accidents:* Training can create awareness about safety hazards and accident proneness and may equip the individuals with better orientations to handle crises.
- *To avoid boredom, monotony and fatigue:* Refresher courses may be organised intermittently for all employees in the rank and file category to relieve job fatigue and monotony of every day work-life.
- *To support personal growth and development:* Employees gain a lot by training and development programmes.

Management development programmes seem to give participants wider awareness, improved skills and enlightened creative philosophy and make enhanced personal growth possible.

One can conclude by saying that, training is the outcome of sound management for it makes employees more effective and productive. Also training proves to be highly beneficial to both the individual and the organisation.

Benefits for individuals include enhancing skill/ knowledge which increase their personal worth and employability. This refers to make employees effective and efficient, and as a result there is a reduction in wastage of resources and time. Training ensures employees to be able to realize their carrier goal easily. Again, there will be greater awareness, less errors, increased productivity and boost in morale of the employment.

Benefits for the organisation refers to increment in the intellectual capital of the organisation and achieving higher standards of quality, building up a satisfactory organisational structure, delegating authority and motivating employees to perform better. Also, job enlargement and job enrichment programme can be implemented easily. Hence, making training a continuous affair in the organisation can strengthen employee loyalty (Jyothi & Venkatesh, 2006).

### **2.2.6 The Need for Conducting an Effective Needs Assessment**

Training needs assessment as McArdle (1998) tries to elaborate, is often the need for well-targeted training. Conducting an effective assessment ensures that training is the appropriate solution to a performance deficiency. Training needs assessment can help to determine current performance or knowledge level related to specific activity as well as indicate the optimal performance or knowledge level needed. Training needs assessment collects information about the worker competence or about the task itself in order to help identify problem causes (Rossett, 1987).

For training needs assessment to be effective according to McArdle (1998), its conductor must clearly understand the problem and consider all solutions, not just training, before determining the best solution and presenting findings to management. When this is done in a proper way, a needs analysis is a wise investment for the organisation. It saves time, money and effort by working on the right problems. Costly mistakes can arise when an organisation fail to conduct training needs assessment or conduct ineffectively.

Brown (2002), comments about the purpose and objective for conducting needs assessment. He gives suggestions on how training needs can be carried, that:

Identifying training needs for your employees requires careful scrutiny of mission objectives, personnel, production, raw material, costs, and other factors. [Along with] the training requirements you identify factor into the total training budget forecasted for your organisation and installation, and impacts the amount of funds that are allocated by senior management.

For Brown, conducting an effective needs assessment is essential for identifying:

- Organisational goals and its effectiveness in achieving these goals.
- Gaps or discrepancies between employees, skills and skills required for effective job performance.
- Problems that they may not be solved by training. If policies, practices, and procedures need to be corrected or adjusted, this is a concern for top management, not a training concern.
- Conditions under which the training and development activity will occur.

Training needs assessment is a must for developing an effective training programme. According to Brown (2002), there are four main reasons why needs analysis/assessment is to be done before training programmes are developed:

Firstly, is to identify specific problem area in the organisation. Human Resource (HR) and management must know what the problems are so that the most appropriate training (if training is the answer) will be directed to those organisational problems.

Secondly, is to obtain management support. The way to obtain management support is to make certain that the training directly affects what happens in that manager's department. Management will be committed to training when HR can show that clearly improves performance on the job. As a result, training programmes and budgets will not be first thing trimmed.

Thirdly, training needs assessment is a must for developing an effective training programme because it is a way in which to develop data for evaluation. In conducting a needs analysis first, trainers can measure the effectiveness of a programme.

Lastly, training needs assessment is a must for developing an effective training programme because it paves a way to determine the cost and benefits of training. The major question trainers need to address in cost-benefit analysis is: What is the difference between the costs of no training versus the cost of training? Next, an analysis must be made of the cost of conducting the training programme that can change the situation. The difference between these two factors will usually tell both the trainers and managers where or not the training should be conducted.

Hence, the purpose of training is to support the achievement of the organisational goals by increasing the necessary skills of its employees. Training is accepted to be appropriate when the organisation can expect to gain more benefit from the training than it invested in its cost.

There are a number of factors that might indicate training or development is necessary for the employees in the organisation:

- (i) **Development of employee/management skills to fill current needs.**  
These include: trainee or intern training plans, reduction in force placement, new employees, new supervisors, managerial competency assessment, reassignments and promotions.
- (ii) **Employee relations/organisational problems.** It includes: performance problems, production problems, safety problems and inspection deficiencies.
- (iii) **Meet changing needs.** This can be of new technology, new equipment or programme, modernisation of equipment, mission changes and law and regulations.
- (iv) **Career development.** This entails employees' requests and career enhancement plans.

### **2.2.7 Training Needs Assessment: Models and Key Steps**

An open systems model for conducting training needs assessment has been discussed by McClelland (1993). The model involves an 11-step approach to conducting a training needs assessment as:

1. Define assessment goals.
2. Determine assessment group.
3. Determine availability of qualified resources to conduct and oversee the project.

4. Gain senior management support and commitment.
5. Review/ select assessment methods or instrument.
6. Determine critical time frames.
7. Schedule and implement.
8. Gather feedback.
9. Analyse feedback.
10. Draw conclusion.
11. Present findings and recommendations.

According to Barbazette (2006), a training needs assessment answers typical questions like, why, who, how, what and when.

- **Why** question, helps to tie the performance deficiency to a business need and examines whether the benefit of the training is greater than the cost of the current deficiency.
- **Who** question, asking who is involved in the performance deficiency will reveal the target audience and help the trainer customise the programme accordingly. It is important to identify anyone else who may benefit from the training.
- **How**, asking how the performance deficiency can be corrected helps determine whether training is a correct solution. It examines whether a skill or knowledge deficiency leads to the problem.
- **What**, asking what is the best way to perform a specific job/ task will help achieve desired results. The trainer also must determine what occupations are

involved in the deficiency. This helps to identify critical tasks that have the potential to produce personal or property damage.

- **When**, asking when training can best take place helps minimize impact on the business. Also, it is important to ask what else is needed to ensure that the training is delivered successfully.

However, Holton, et al., (2000) concludes by saying that, on the basis of various literatures, no single model works in every situation. Instead, the literature can serve as a set of guidelines, principles or tools. But, in order to determine what type of model or guideline to follow when selecting training needs analysis techniques, Brown (2002), suggests the following questions to be taken on board:

- 1) What is the nature of the problem being addressed by instructions?
- 2) How have training needs been identified in the past and with what results?
- 3) What is the budget for the analysis?
- 4) How is training needs analysis perceived in the organisation?
- 5) Who is available to help conduct the training needs analysis?
- 6) What are the time frames for completing the exercise?
- 7) What will be the measure of a successful training needs report?

Cekada (2011) states that the amount of the time spent conducting a training needs assessment varies based on organisational needs, resources, amount of time available and management commitment.

However, he gives basic steps in conducting a training needs assessment as below:

1. Determine the purpose for the needs assessment and what questions needed to be answered. Typically, needs assessment are used to provide data for budgeting or scheduling purposes. Consideration for other aspects like identifying individual skill or knowledge needs, organizational development needs, financial planning staffing concerns and performance improvement needs are of importance.
2. Gather data. A worth of knowledge can be collected by using tools such as observations, questionnaires, interviews, performance appraisals, focus groups, advisory groups, tests and document reviews. The best approach may involve a combination of methods such focus group followed by observation that may reinforce or support the focus group findings.
3. Analyse data. This step involves identifying any discrepancies of gaps between employees' current skills and knowledge and those required or desired for the job.
4. Determine what is needed can be met by training. Identify performance problems that can be corrected by increasing employees' skills or knowledge base. Problems related to issues such as motivation, morale, resources system design or learning disabilities should not be addressed by training.
5. Propose solutions. If the solution is related to training deficiency, then a formal or informal training programme may be addressed.

Therefore, a training needs assessment is a valuable tool to determine what training needs exist in an organisation and the types and scope of resources needed to support

a training programme. Charney & Conway (2005) comment that, enabling someone to perform a job more safely or efficiently, or that enables an employee to produce a higher- quality product that reaps higher customer satisfaction.

### **2.2.8 Key Elements of an Effective Training Programme**

Creating an effective training programme encompasses several key steps. Scholars suggest the following steps to be taken into consideration:

- Conduct a cost/benefit analysis or develop a business case so as to determine the financial benefit of the conducting training.
- Establish clear objectives. Objectives describe what learner will do; state the conditions under which they do it; and establish criteria by which successful performance will be judged (Molenda et al. 1996). Training objectives should be aligned with an organisation's business goal and mission.
- Create content and instructional design. Determine the most effective training method for a particular situation. Cekada (2011) suggests alternatives: classroom training may be the most effective for one situation, but less for another. Or a combination of classroom and on-the training may be effective.
- Create materials that align with the objectives. Learning activities should enable learners to apply principles learned in the classroom. To do this, trainer must understand the audience. For example, adults learn differently than young students and understanding the challenges and assets related to instructing adults will improve training effectiveness.
- Transfer knowledge from classroom to workplace. Effective Training enables the learner to apply the knowledge gained in the workplace. Barriers such as

lack of reinforcement on the job, interference from the environment or a no supportive organizational culture can inhibit transfer of training (Broad & Newstrom,1992). Coaching behaviour observation and accountability for managers, supervisors and employees are just a few ways to improve training transfer (Cekada, 2011).

- Evaluate training programme effectiveness. This process is critical to success, as this can range from having trainees complete course rating form and taking post training tests, to more complex methods such as using leading and trailing indicators (e.g., accident data records) to measure performance improvement.
- Implement recommendations from the evaluation. These improvements may range from changing training materials, time allotment on content and facility location to actual improvement in instructor performance, content and evaluation tool. If the assessment process merely evaluates programme effectiveness, yet no recommendations for improvement are implemented, then continuous improvement will not occur.

### **2.2.9 Conducting a Needs Analysis**

Brown (2002) suggests that, in selecting which training needs analysis techniques to use, one requires answers to questions such as:

1. What is the nature of the problem being addressed by instruction?
2. How have training needs been identified in the past and with what results?
3. What is the budget of the analysis?

4. How is training needs analysis perceived in the organisation?
5. Who is available to help conduct the training needs analysis?
6. What are the timeframes for completing the exercise?
7. What will be the measure of a successful training needs analysis report?

The time spent and the degree of formality will differ according to particular needs and the organisation involved. However, the following steps are suggested as basic:

### **Gathering data to identify needs**

This can be done through surveys/questionnaires, interviews, performance appraisal, observations, tests, assessment centres, focus groups, document reviews and advisory committees.

It is suggested that, it is best to use more than one method to help to validate the data, as you can get different types of information from different methods. For example you can use questionnaires to gather facts and utilise follow-up interviews to delve more why people answered questions the way they did.

### **Determining what needs can be met by training and development**

If there is an indication of performance deficiency, the next step is to determine what needs can be met by training and development.

### **Proposing solutions**

After determining that training is a potential solution, HR professionals will need to closely examine if formal training is the best way to meet the needs. You might find that practice or feedback is all that is needed.

Practice is useful if a particular skill was taught but not used. For example, an employee might be trained in all aspects of a word processing programme but use only small portion of those skills. If the job requires expansion of those skills, the employee may need time to review additional word processing material and practice using them.

Brown (2002) concludes by that, feedback to employees concerning their work is critical in maintaining quality. Managers and supervisors need to periodically evaluate job performance and tell employees what they are doing correctly or incorrectly to avoid work skills diminishing. If an employee was not able to perform a certain skill using an existing programme to retrain or designing a new programme may be the appropriate solution.

### **Identifying the next step**

Once needs have been analysed and identified, the next step is to develop the training proposal itself. It should spell out the need for training, the expected results, the people to be trained and the expected consequences if training is not conducted. A key decision is whether to use an existing programme or design a new training programme. The end result is a more precise picture of training needs, which can lead to performance improvement, oriented training programme and better results from training.

### **2.2.10 Benefits of a Well -Orchestrated Training Needs Assessment**

According to Warshauer (1988), a well-organised training needs assessment can deliver many positive outcomes.

The author gives five positive outcomes as:

1. Increasing the commitment of management and potential participants to training and development;
2. Increasing the visibility of the training function;
3. Classifying crucial organisational issues;
4. Providing for the best use of limited resources;
5. Providing programme and design ideas; and
6. Formulating strategies on how to proceed with training efforts.

McConnell (2003) states other benefits of conducting training needs assessment are: developing employees who have the skills and knowledge to perform their jobs, meeting organizational performance objectives and improving relationships and employee morale. Thus, trainers must address the major question, “What is the difference between the cost of no training versus the cost of training?” (Michalak & Yager, 1979).

### **2.2.11 Evaluation of Training**

Evaluation of training means assessment of the impact and effect of training on trainee performance or behaviour. The process of evaluation involves devising evaluation criteria and pre-test to know the level of the worker before training. In general, evaluation is the systematic appraisal by which an organization determines the worth, value or meaning of something to someone. In the case of training, the HR is concerned with providing information on the effectiveness of training activity to decision- makers who will make decisions based on the information (Jyothi &

Venkatesh 2006). Evaluation is done for the sake of increasing effectiveness of the programme while it goes on. Also to increase the effectiveness of the programmes to be held next time and to help participants get feedback for their improvement and efficiency.

Training, like any other organizational effort, requires time, energy and money. Therefore the organization needs to know whether their investment is being spent effectively and if it is worth endeavour. Without doing an evaluation or understanding of the result of the training it is impossible to determine whether or not the investment in the training programme was successful.

In evaluation the effectiveness of any training programme, in whatever be the method used, Jyothi and Venkatesh (2006) stipulate to keep in mind the following criteria:

- Objective
- Cost- benefit analysis
- Results obtained
- Staff required
- Improvement possible.

#### **2.2.12. Process of Evaluation**

In views of Jyothi and Venkatesh (2006), evaluation of training means assessment of the impact and effects of training on the trainee performance and behaviour. A training programme is devised for an employee with some specific objectives in view.

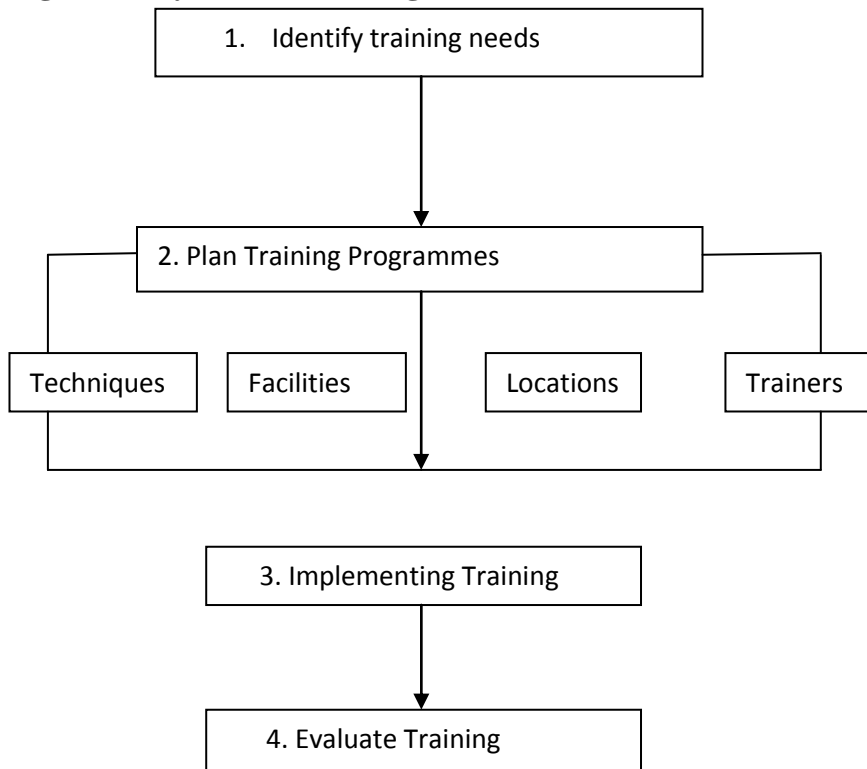
The learning objectives can serve as the evaluation criteria for evaluating a training programme, and also to find out whether the training has helped in improving performance.

It requires comparison of one's performance before and after the training. The authors advocate that, evaluation of training requires setting of evaluation criteria. The learning objectives of training serve as criteria. The process of evaluation involves devising evaluation of the criteria before training begins and conducting pre-test to know the skill level of the worker before training.

According to Armstrong (2006) training should be systematic, specifically designed planned and implemented to meet defined needs. It is provided by people who know how to train and impact of training is carefully evaluated. The concept was originally developed for the industrial training board in the 1960s and consists of a simple four-stage model as illustrated in Fig. 2.2 below:

1. Identify training needs
2. Decide what sort of training
3. What is required to implement training
4. Follow up and evaluate training to ensure that it is effective.

**Figure 2.2 Systematic training model**



**Source: Armstrong (2006) *A Handbook Human Resource Management Practice*.**

### **2.2.13 Training Methods**

It has been researched that there several methods of training the employees. Each method suits for a given context. One type of training method may not serve the purpose of another situation.

The methods/techniques are usually multifaceted in their dimensions and scope. Therefore the choice must be made very carefully based to the learner and the job he/she is involved. According to Jyothi & Venkatesh (2006), the following objectives are necessary for effective training methods:

- Motivate the trainees
- Improve their job performance

- Develop a willingness to change
- Involve trainees' participation
- Provide feedback and permit practice.

#### **2.2.14 Factors for Training programme Failure**

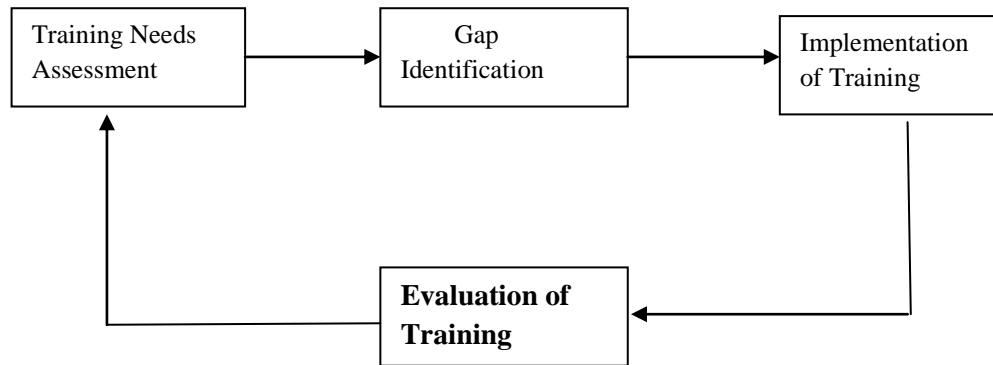
It happens that a training programme does not always result in a positive change. There are many factors due to training programme failure. According to Jyothi and Venkatesh (2006), the main factor could be individuals' resistance to learn. If this resistance is not combated, no learning will take place. Other major factors which have been regarded as responsible for the failure of training programme include:

1. The benefits of training are not clear to the top management.
2. The top management hardly rewards supervisors for carrying out effective training.
3. The top management rarely plans and budgets systematically for training.

#### **2.3 Conceptual Framework**

Training in any given organization is for accomplishing its objectives. Hence, training has to be designed and conducted in a systematic way. Figure 2.2 below is the conceptual framework for training needs assessment that can be practiced in an organization.

**Figure 2.3 Conceptual Frameworks**



**Source: Developed by the Researcher (2013).**

The conceptual framework shows the systematic training which involves three phases, the needs assessment, implementation phase and evaluation phase.

Gap identification exists between the needs assessment and implementation of training.

The planned activity and needs for training in the organization have to be identified as it opposes the organizational objective and goal. Therefore, the initial phase in developing a training plan is to determine what needs exists (Haji, 2009). As Miller and Osinki (1996), argue, all training must begin with a needs assessment before any actual training takes place. The trainer or manager must determine before: who, what, when where why and how of the training.

In order to achieve this, the trainer must make analysis of information about the organization itself and its objectives and goals, job and any related job that need to be learned through training; competencies and skills which are required to be performed.

On the basis of the conceptual framework as noted above, each phase of training and with knowledge and skills required to perform a job will contribute extensively in my study of the need for effective training needs assessment in Christian organisations.

#### **2.4 Empirical Literature Review**

This part of the chapter reviews some of the studies which have been done on training needs assessment/analysis in a local context. The researcher is aware that various studies have been conducted on the topic. However, the point of departure of each study differs from one to another. The difference can be in terms of either focus or setting. The focus and setting of any study done can involve organisations, institutions, or companies; and also a variation in terms of subjects concerned as the following empirical literature reviews uncover. One of the distinctions between the related studies undertaken is that they leave a certain gap of knowledge as this study intended to cover as well.

Mjenga (2002) for instance, has done the research on factors hindering the effectiveness of the staff training function at the University of Dar es Salaam. He found that there was no balance between staff training and employees' performance. A study done by Mahali (2006), in the National Social Security Fund (NSSF) has revealed that training programme in the institution is done unplanned and without training evaluation. Also, the budget for training programme has been regarded as peripheral function.

A study by Gabriel (2007), on Training Needs Assessment and its Contribution to the Organisational Performance discovered that in the past, the Immigration Department it was irregular to conduct training needs assessment despite of few staff training in different fields of studies which has been conducted. Also, it was individual employees who used to apply directly or in the areas they were interested. The trainers did not take into account that training was an important component toward improved organisation performance.

Haji's study (2009) on the identification of training needs assessment in the immigration department has discovered that training needs are not related to the specific needs of the organisation, rather it is based on individual desire.

## **2.5 Identified Gap**

As noted earlier, literature on studies on the Training Needs Assessment has been done by various researchers. However, closer studies related to the need for effective training needs assessment in Christian Organisations has not yet been conducted. Therefore this is the identified gap that the researcher of this study intends to fill.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

According to Hans (1988), research methodology is a systematic procedure that guides the researcher so as to avoid a self-deception. Therefore to be in a position of coming up with material of facts about the researched problem, research methodology is inevitable. Research methodology enhances accuracy in the whole process of collecting data. This chapter comprises the research design, population, sample size, sampling techniques and methods of data collection.

#### **3.2 Research Design**

A research design can be thought of as the structure of research. It is the glue that holds all of the elements in a research project together. In other words, a research design is the conceptual structure within which research is conducted ( Kombo & Tromp, 2006). According to Kothari (2004), research design is “... the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”

Therefore, in order to obtain appropriate information, the researcher used the case study research design. The reason for case study research design is simple as the study is designed to be conducted in the ELCT- Konde Diocese. The study aimed at investigating the need for effective training needs assessment. And again, the case study design paved a way to get detailed information from the units so as to describe some particular process and structure of the study.

Additionally, a case study design is less costly when compared to survey and experimental design and flexible by nature in the use of the data collection.

### **3.3 Organisation as a Case Study**

The ELCT- Konde Diocese is among the twenty-two dioceses in the Evangelical Lutheran Church in Tanzania. The Diocese is a registered religious institution since 1976. The Diocese is structured in six church districts, each headed by church district pastor. Currently the diocese has 68 parishes. There are 88 pastors including the Bishop (Head of the diocese) and the assistant to the bishop. The pastors are mainly serving in parishes, while others are serving in other related pastoral duties. Also, in the basis of the holistic ministry, the Diocese provides social and health services. In this regard, the researcher chose this organisation as a case so as to investigate the need for effective training needs assessment in such a Christian Organisation.

### **3.4 Area of the Study**

Area of the study as far as this subtitle is concerned referred to the geographical limits of the study. The study was conducted throughout the Diocese which covers six church districts namely Southern district, Central district, Mwakaleli district Tukuyu district, Mbeya district and Western district. The rationality for this area was threefold: firstly, the Diocese contains units with which the research intended to investigate the need for effective training needs assessment. Secondly, was the immediacy to area of study so as to save money and also time.

Thirdly the organisation was selected for the research because of the researcher's familiarity with the area. This was easy and accessible to the researcher to conduct a research while working within the Diocese.

### **3.5 Target Population**

A population is a group of individuals, objects or items from which samples are taken for measurement. It refers to an entire group of persons or elements that have at least one thing in common. Population also refers to the larger group from which the sample is taken. It is important for the researcher to find out as much as possible about the study population (Kombo & Tromp, 2006).

The intended groups of this study consisted of pastors/evangelists and other diocesan employees. Therefore the number of the respondents was 63 from a total number of 165 of the population with different cadres i.e. clergy 35, medical personnel 19, teachers and other employees 9. It was assumed that Konde Diocese could provide information to reflect private organisations like the Christian organizations.

### **3.6 Sample Size**

A sample to be drawn must reflect the characteristic of the population and other considerations (Kombo & Tromp, 2006). Thus the sample size of the study was 63 of the total population as showed above. The sample was chosen by using both simple random and purposive sampling techniques.

### **3.7 Sampling Techniques**

The study used simple random and purposive sampling techniques to select sample of the population. The rationality of adopting these techniques was as Rwegoshora (2006) comments: it is a way for obtaining respondents in a large number and also to have a relatively small sample where every individual in a population will have an equal chance to enable the researcher to get a manageable number of the respondents for the intended study. Also, this will reduce a sampling error and get information in depth from key informants. The researcher used pieces of papers and distributed to the respective respondents to get random number for acquiring information.

The purposive sampling was also adopted as one of the sampling techniques as the researcher intended to target groups of people that could be believed to be reliable for the study. In this case in the ELCT-Konde Diocese, the clergy, medical personnel and teachers were targeted to give reliable information. The power of purposive sampling lies in selecting information rich cases for in –depth analysis related to the central issues being studied (Kombo and Tromp, 2006).

### **3.8 Methods of Data Collection**

The researcher used both primary and secondary data sources. This referred to questionnaires, interviews, and observation so as to obtain primary data and documentary review for the case of secondary data. The option of the method of data collection was functional depending on accessibility, practicality and method reliability of the research.

### **3.8.1 Questionnaires**

Questionnaires consisted of a number of questions prepared and printed in a definite order on a set of form. The questionnaires were sent to the expected respondents to read and write down the answers on their own. The research used structured questions. Both open-ended and closed types of questions were adopted. The use of questionnaires was based on its strength that respondents understand the questions. In cases of respondents who were not able to understand English, questions were provided for them in Kiswahili.

### **3.8.2 Interview**

The interview involved presentation of oral verbal stimuli and reply in terms of oral verbal responses. The interview is important for collecting primary data. Both structured and unstructured interview had been conducted in order to collect data mainly the qualitative questionnaires. Interview was conducted separately so as to avoid external influence or consultation between them. Before conducting an interview, participants were introduced to the objectives and expected benefit of the research undertaken as to enable them to participate by listening and responding to questions.

### **3.8.3 Documentary Review**

The documentary review included the written documents of the organization in order to obtain secondary data. The data were collected from files, official memos, reports, journals, pamphlets and other related documentations available.

### **3.9 Data Analysis and Presentation**

According to Kothari (2004), data analysis refers to computation of certain measures along with searching for patterns relationship that exist among data group. Data collection from interviews, questionnaires and documentations were analysed and presented by the use of statistical package in accordance with social science and Microsoft Excel. Thereafter, data were summarised, compiled and presented by tables, figures and percentages for easier interpretation. The data analysis and processing were done through qualitative and quantitative methods. The qualitative methods refer to non numerical data, while quantitative one refers to analysing all numerical data such as figures percentages and tables.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents findings of training needs assessment in the Christian organisations by using a case of the ELCT Konde Diocese.

#### **4.2 Demographic Data of the Study Population**

Demographic details are vital in order to evaluate the number of employees who work in the organization. The term demography refers to: sex, age, level of education, work experience and work position. This can be of great contribution to assess the need for effective training needs assessment.

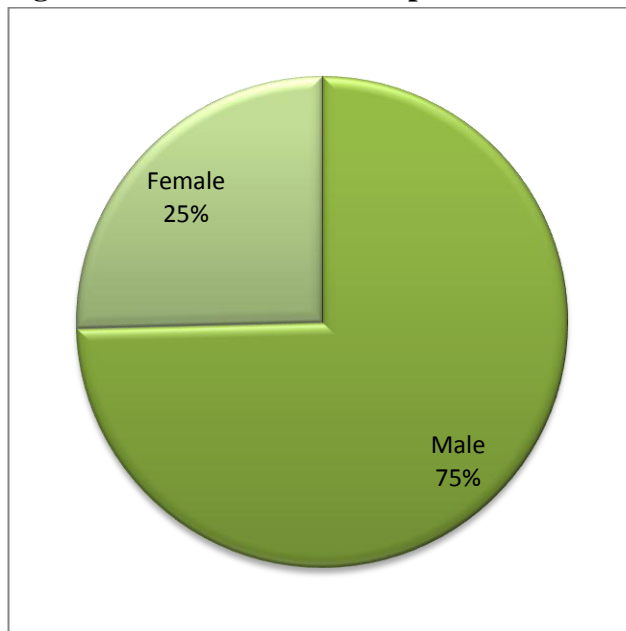
The expected respondents' rate was 70 out of 165 of the total number of the employees. Therefore the overall respondents was 63 ( 88%).The aimed number of respondents from clergy was 40 of which 35 clergy responded (87%). The aimed respondents from medical personnel was 20 of which 19 (95%) responded. Respondents from teachers and others were aimed to be 10 of which 9 teachers responded (90%).

##### **4.2.1 Gender of the Study Population**

As figure 4.1and table 4.1 below, the profile employees who constituted the sample of this study were 70 of which 63 responded. As far as the quest for gender is concerned, majority of the diocesan employees were male which represented 47 (75%) while female were only 16 (25%) of the study population.

Here, the findings show some indicators that the need for effective training needs assessment is necessary, although interview with key informants showed that females have equal opportunities in the sense of employability and as per organisational vision and mission in the same way as males. Hence, the researcher observed that it was important to include gender so as to avoid biasness of information in the study findings.

**Figure 4.1: Gender of the Respondents**



**Source: Research Data, 2013**

**Table 4.1: Gender of the Respondents**

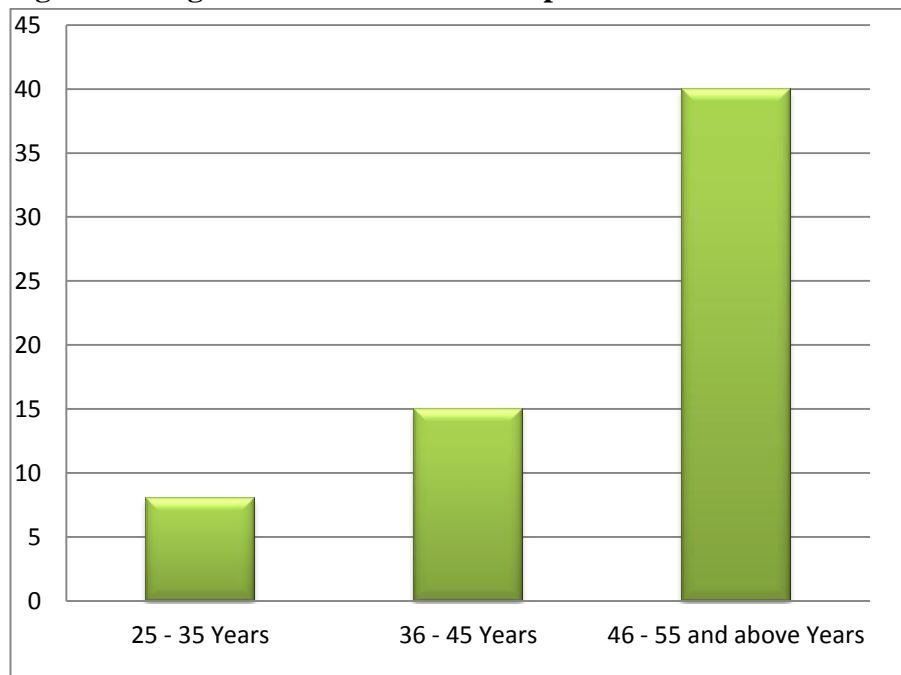
Demographic Profile	Frequency	Percentage
<b>Sex</b>		
Male	47	75
Female	16	25
<b>Total</b>	<b>63</b>	<b>100</b>

**Source: Research Data, 2013**

#### **4.2.2 The Age of the Study Population**

The age distribution of the study population presented in Figure 4.2 and in table 4.2 below, show that 8 (12%) are within 25 -35 years, this can be representing the newly generation. 15 respondent are between 26-35 years (24%) are within 36-45 years and 40 (64%) are within 46-55 and above years. The age distribution was important for providing clear clarification about the need for effective training needs assessment on the basis of different scenario in Christian organizations like the ELCT Konde Diocese. The findings of age distribution as shown above is an indication upon which the ELCT- Konde Diocese needs to put more efforts on recruiting and training its employees. This is to say that the Diocese needs to understand and implement the concept of the need for effective training needs assessment.

**Figure 4.2: Age Distribution of the Respondents**



**Source: Research Data, 2013**

**Table 4.2: Age Distribution of the Respondents**

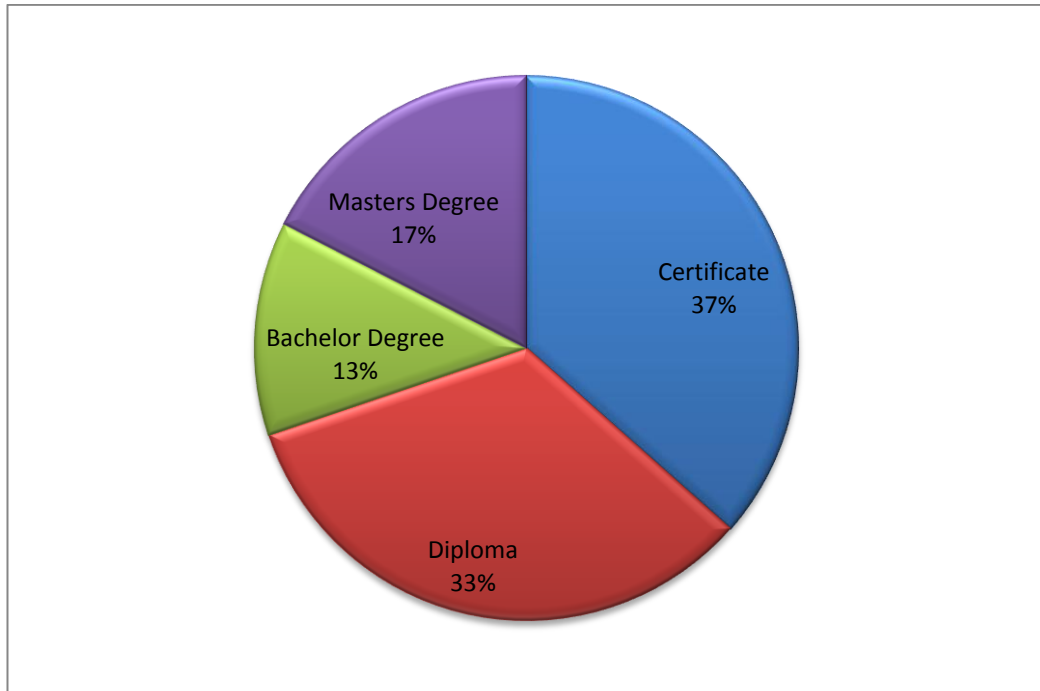
<i>Age</i>	Frequency	percentage
<i>25-35 years</i>	8	12
<i>36-45 years</i>	15	24
<i>46-55 years</i>	40	64
<b><i>Total</i></b>	<b>63</b>	<b>100</b>

**Source: Research Data, 2013**

#### **4.2.3 Education Levels of the Study Population**

This study found that 23 sampled employees, about (37%) of the respondents are certificate level of education. 21 (33%) respondents are Ordinary diploma, while 8 (13%) are Bachelors Degree holders and about 11(17%) respondents are Masters Degree holders. The findings on education levels of the respondents are as shown in Figure 4.3 and figure 4.3 below:

**Figure 4.3: Education Level of the Respondents**



**Source: Research Data, 2013**

**Table 4.3: Education Level of the Respondents**

Level of Education	Frequency	Percentage
Certificate	23	37
Diploma	21	33
Bachelor Degree	8	12
Masters Degree	11	18
<b>Total</b>	<b>63</b>	<b>100</b>

**Source: Research Data, 2013**

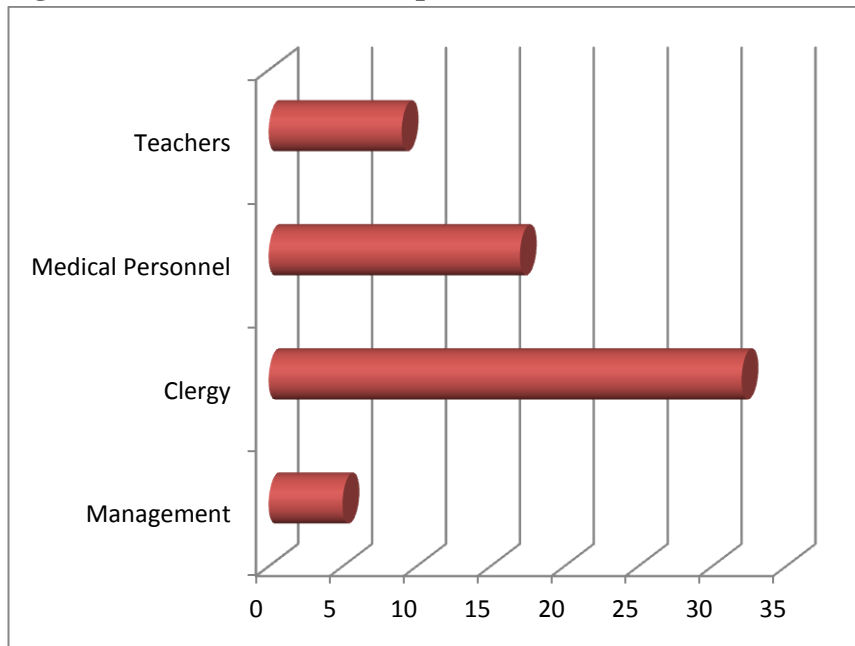
With such educational levels of the ELCT Konde employees, one can come up with a conclusion that the organisation has well educated employees hence having enough skills, knowledge and experience that lead to the effective and efficient performance. However, the fact that the majority of employees are of the certificate level implies that the Diocese needs to revisit its means and procedures through which it recruits its employees. Also, the Diocese need to motivate its employees to upgrade their level of education so as to cope with rapid competition and competence that required is for effective achievements in any organisation.

#### **4.2.4 Positions of Employees**

As shown in Figure 4.4 and table 4.4 the study found that 5 (8%) of respondents are top Management from the head office, two from hospital centers and one from teaching centre; 32 (51%) of respondents were from clergy cadre; 17 (27%) of respondents were from medical personnel and 9 (14%) of the respondents were from teaching staff.

In this regard the findings give a clear picture of representation of the employees regarded as important respondents in this study. The extreme representations signify that a high number of the employees are those who are working in pastoral ministries. In this consideration, the Christian organisations like the Evangelical Lutheran Church in Tanzania as the case of Konde Diocese need to understand that the clergy (51%) has a potential and wide position in giving services to its respective community.

**Figure 4.4: Position of the Respondents**



**Source: Research Data, 2013**

**Table 4.4: Position of the Respondents**

Position		
Management	5	8
Clergy	32	51
Medical personnel	17	27
Teachers	9	14
<b>Total</b>	<b>63</b>	<b>100</b>

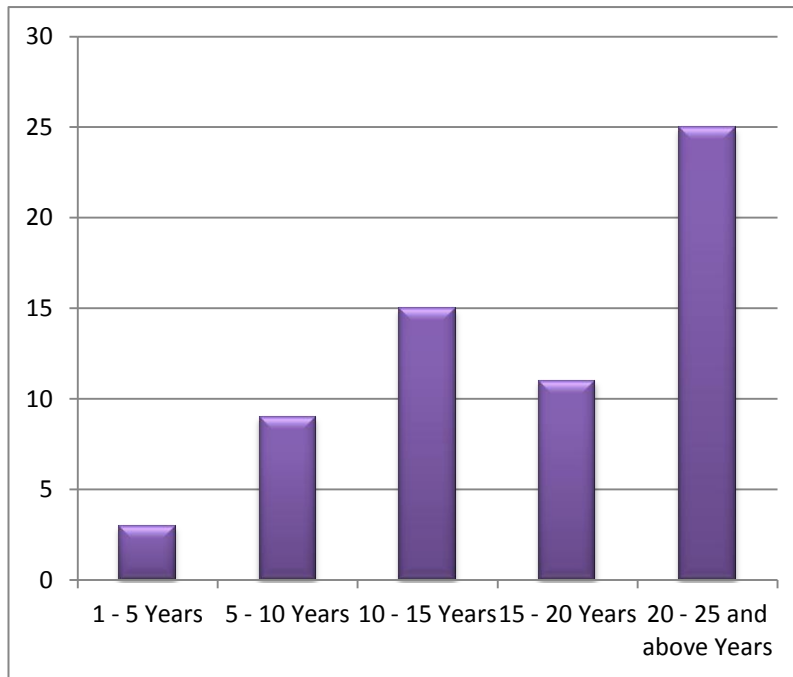
**Source: Research Data, 2013**

#### **4.2.5 Work Experience of the Respondents**

Figure 4.5 as relatively to table 4.5 below shows that about 3 (5%) of the respondents (employees) were between 1-5 years of work experience. While 9 (14%) of them were 5-10 years of work experience; 15 (24%) had 10-15 years of work experience.

11 (17%) of them worked between 15-20 years, and 25 respondents (40%) were of 20-25 and above years of experience.

**Figure 4.5: Work Experience of the Respondents**



**Source: Research Data, 2013**

**Table 4.5: Work Experience of the Respondents**

Working experience	Frequency	Percentage
1-5 years	3	5
5-10 years	9	14
10-15 years	15	24
15-20 years	11	17
20-25 and above years	25	40
<b>Total</b>	<b>63</b>	<b>100</b>

**Source: Research Data, 2013**

The aspect of working experience was necessary in order to get the overall picture of the diocesan employees who assisted in discussing issues pertaining to effective training needs assessment in the organisation. The assumption with working experience was that people who served in the organisation could give valuable views on the need for effective TNA in the ELCT Konde Diocese, hence to give possible solutions on the basis of working experience they have.

As the given data above reveal, respondents with over 40% of work experience have commented vigorously that if the diocese intends to serve its community in a real holistic manner, it needs to engage in effective TNA. A number of them have been speaking from historical perspective. Unlike in the former years, the contemporary society is now widely educated and well trained in different professions. The diocese cannot remain behind in training its employees so that it serves competitively and competently.

#### **4.3 Understanding the situation of Training Needs Assessment in Konde Diocese**

The researcher sought to understand the situation and state of the aspect of training needs assessment. In order to acquire views and opinion the researcher conducted interviews with top management of the Diocese which consisted of four interviewees. It had been noted that, although, the Diocese trained her employees in various capacities, yet none of the top management members had a clear understanding of the concept of TNA.

Again the researcher sought to know if the organisation (ELCT-Konde Diocese) had a so called training policy and programme. The respondents in this regard admitted that the diocese had neither the training policy nor the training programme. One of the respondents interviewed had this to say:

*So far, the diocese has no training policy. We could develop a training policy; we hesitate to do so due to inadequate funds for training employees, however, the diocese trains her employees in different capacities with money we solicit with partners from abroad.<sup>2</sup>*

Also, the researcher sought to understand if the diocesan stakeholders had participated fully on how to address the need for establishment of training policy so as to reach to the TNA goals and objectives in organisations. The interviewees who consisted of members of the diocesan top management team admittedly responded that the diocese had never dared to do so rather than training its employees in an ad hoc manner.

#### **4.4 Effective Training vis-à-vis Work Performance**

An analysis of the questionnaire collected from respondents revealed that training obtained by employees before and after employment contributed to a great deal of work performance in the organisation. The contribution of effective training to work performance is identified as to increase various skills and knowledge such as leadership skills, managerial skills, and teaching skills, human resource management skills counseling skills, language skills and the like.

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<sup>2</sup> Interview with, (name withheld), one of the members of the top management, Tukuyu, April, 2013.

One of the interviewees had this to say about the relationship between training and work performance:

*Always cheap is expensive. Most of our diocesan employees are under qualified, thus need further training both academically and professionally. It is the mandatory responsibility that the Executive Council of Konde Diocese as an employer develops a training programme with a training budget in order to upgrade and update her employees. In this regard the Diocese can help her employees to enhance ability to perform their day- to- today duties. In that their level of understanding will change and therefore be creative, able to work and report independently<sup>3</sup>*

The interviewed retired pastor above intended to say, Training can help to determine current performance or knowledge level related to specific activity as well as an indicators for the optimal performance or knowledge level needed and competence.

#### **4.5 Employees' Hindrances to Pursue Further Training**

Findings revealed the following factors: educational background 18 (50%) respondents, majorities are from clergy. Another factor is about age with which 11(17%) of respondents revealed the reality. Family household is another factor that hampers employees for further training. Findings revealed that 10 (22%) respondents lay on this category.

Also, findings revealed that respondents 5(8%) are hindered by favouritism at working place. While 4 (6%) employees, are hindered by absence of strategic plan and training policy.

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<sup>3</sup> Interview with, (name withheld), a retired Pastor, Tukuyu, April, 2013.

#### **4.6 Challenges encountered by Employees due to Ineffective Training**

##### **Programme**

According to the responses, it was discovered that majority of the respondents 49 (78%) were aware about the effects of inadequate training courses in their employment. 11(17%) respondents were less aware, while 3(5%) were absolutely unaware about the challenges encountered. The majority of the respondents identified a number of challenges encountered such as the ever-changing working environment; change of workforce, that working environment requires a person who is well trained, skilled and knowledgeable in any discipline; and the need to pace with the scientific and technological advancement which is taking place globally.

#### **4.7 Prioritisation of Training Needs Assessment in the ELCT-Konde Diocese**

Study findings revealed that respondents (100%) gave comments on the need for effective training in the Diocese as it served the community in both integrated and holistic ministry that is spiritually, mentally and physically. Respondents 31(49%) commented that the Diocese through its constitutional boards and councils had nothing else to do rather than putting the quest for effective training as a number one priority so as to ensure that the diocesan employees are well skilled with appropriate knowledge and competence.

Twenty-one respondents (33%), both from medical personnel and clergy, gave comments in a similar way that: the organisation needs to train effectively its employees whether it might be through short and long term training as well as on the job training.

Respondents understood that effective training was for acquiring knowledge, skills and change of attitudes and behavior so as to enable an individual to perform adequately at any given job.

One of the interviewees for instance had this to comment on the priority aspect:

*The Diocese has to make sure that it establishes an appropriate and practical Training Policy through which various trainings could be conducted, such as on job training, orientation training. This is essential so long employees live and work in the dynamic world of science and technology, while multicultural workforce is inescapable.<sup>4</sup>*

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<sup>4</sup> Interview with,(name withheld) worker at Itete Lutheran Hospital Tukuyu, April, 2013.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.1 Introduction**

The general objective of this study was to investigate the Need for Effective Training Needs Assessment in Christian organizations, the ELCT- Konde Diocese being selected as case study.

Therefore, this chapter presents discussion of the research findings based on the three research questions posed in chapter one: What is the situation or state of affairs pertaining to training in the ELCT- Konde Diocese? What are the factors that influence and determine Training in the ELCT-Konde Diocese? What can be considered to improve and maintain the need for effective TNA in the ELCT-Konde Diocese?

#### **5.2 Current Situation of Affairs Pertaining Training in Konde Diocese**

The researcher noted that the TNA in the ELCT-Konde Diocese does not comply and relate to what scholars suggest. The need for training in the Diocese is individual-driven aspect rather than being on the basis of accomplishing organisational goals.

Training needs by its nature as advocated by scholars is a shortfall between the knowledge, skills and attitudes of employees; vis-à-vis what required is by the job or demand of the organizational goal. Also, the needs assessments are discrepancies between identified shortfall in knowledge attitudes and skills (Itika, 2011).

As the case of the situation in Konde Diocese, training is an individual-driven phenomenon rather than being a whole process of gathering data to determine what

training needs is all about, that is, to develop training for accomplishing organisational objectives/goals (Brown, 2002).

Again findings had noted that the Diocese has never developed neither short long strategic plan nor training policy statement with which training needs assessment could be identified hence integrated. Consequently, the organisation misses an important benchmark from which to move forward to a clear focus of the organisation. In this regard, training needs assessment is not prioritised in this Christian organisation at all. As noted in the presentation of findings in the previous chapter, the question of training in the Diocese is conducted in an ad hoc trend. Due this, the Diocese even fails to make evaluation of the trainings it conducts.

As Brown (2002) suggests, the Diocese needs to make training analysis with appropriate techniques; which are geared to give answer to questions such as: what is the nature of problem that can lead to training? How training needs can be identified in the past and with what results in the future? What is the budget for conducting training? How training is perceived in the organisation? Who is around to help to conduct training needs analysis, and what are the timeframes for training?

Training policy, being a statement which gives an answer to: why does any organisation exist for, is very important. Training policy is geared to develop employees in the organisation. Thus, training and development as per Training Policy will be regarded as key elements in an individual's mastery of satisfaction. All trainings, according to (Cole, 1996) will be evaluated on a regular basis.

### **5.3 Factors that Influence and Determine Training in ELCT- Konde Diocese**

According to Jyothi and Vekantesh (2006), any training tends to fail or become ineffective due to the following factors: firstly, if benefits of trainings are not clear to the top management.

Secondly, if top management do not rewards supervisors for carrying out effective trainings. Thirdly if top management rarely plans and budgets systematically for training.

In the case of the ELCT- Konde Diocese, factors that influence and determine training include:

#### **Ambitions of the employees**

The study revealed that about 32% of the respondents were granted training courses by showing desire and interest to the top management. Consequently, this trend had been viewed by employees as causative for favouritism. The researcher noted that this could be avoided by establishing training programmes and training policy statements.

#### **Leadership Persuasion**

Another factor which relates to the mentioned one above is leadership persuasion. By answering the structured question through interview: What was the process through which you were allowed to attend training after your employment? It had been revealed that about 21% of the respondents were granted training and scholarship through top management/leadership influence and decision. In regardi to this, one of the respondents said:

*The most influencing top leaders came to me in private manner and asked to apply for further training. I had to agree as my leadership had an obligation to seek funds for my training. It was really leader's conviction and persuasion. Otherwise I had no idea to get chance for training<sup>5</sup>*

In this respect the researcher noted that training of that nature cannot suit and meet the organisational objective. Figure 2.2 proposes a systematic training model which entails: Identification of training needs, planning training programmes (with special attention to identify techniques, facilities, location and trainers), implementing training and finally making evaluation. It is sound that all trainings could adhere to that model so as to ensure that organisations achieve objectives in respect of developing training programme. As a result this can ensure every deserving employee to attain due justice and equity. Therefore, it is the role of the top management to make sure that trainings abide in due proposed principles. Contrary to that, failure or ineffective training can lead to poor and incompetent work performance.

#### **5.4 Improving Effective Training Needs Assessment in ELCT-Konde Diocese**

An effective training needs assessment in Christian organisations as well in Konde Diocese as noted from the findings needs to be geared by determining the financial benefit of conducting training. Also, a clear objective of training needs to be articulated. As a way forward for improving effective TNA, it is very important to establish a criterion by which successful performance can be judged and evaluated. Transferring knowledge and skills acquired by trainees to workforce is of great importance to improve effective training.

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<sup>5</sup> Interview with (name withheld) pastor, Tukuyu, April, 2013

The request for establishing training programmes is unavoidable. The two i.e., training policy and training programme can lead the organisation into the well-orchestrated training needs assessment.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter is about summary, conclusion and recommendations of the study, based on presentation of research data, discussion and interpretation of the findings. Consequently, this chapter presents conclusion and give recommendations on what can be done now and in the future in the Christian organisations to improve and maintain effective training needs assessment.

#### **6.2 Summary of the Findings**

There are more than a few interesting findings in regard to the need for effective training needs assessment in Christian organisations, specifically the ELCT-Konde Diocese. According to the objective of study which was mainly to investigate the need for effective TNA, and also to examine factors that influence training in the ELCT-Konde Diocese the study by its methodology used, has been found that TNA in the ELCT- Konde Diocese, does not align with the model which portray a shortfall between the knowledge, skills and attitudes of employees, and what is exactly required by the job or demand of organisational goal.

Contrarily, findings show that all trainings in Konde Diocese are mainly either initiated by individuals who desire to attend trainings in various areas or determined and desired by the diocesan top management.

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

### **6.3 Conclusion**

The purpose of the study was to find concrete scientific answers to the three research questions namely: What is the situation or state of affairs pertaining to training in the ELCT Konde Diocese? What are the factors which influence and maintain training in the ELCT Konde Diocese? What can be done to improve and maintain effective training needs assessment in Konde Diocese?

Basing on the findings of this study, it is clear and beyond doubt that there is no formalised training needs assessment in the Konde Diocese.

### **6.4 Recommendations**

Basing on the findings of the study, the researcher recommends that: if the diocese wants to have an effective TNA, the Diocesan top administration needs to strive and understand the whole package of the concept of training needs assessment and implement it in the diocese accordingly. It needs to critically assess training policy and programmes for the sake of getting right training, right people, right form of training, right time and age of trainees and reasonable costs. The quest for training costs should not be taken as peripheral matter, but as a compulsory to attain TNA.

In this regard, the Diocese requires to set a strategic plan from which all issues including training policies and programmes can be articulated and integrated as per strategy. By doing so, the Diocese can avoid the claims from its employees that the Diocese trains employees by favouring manner. Rather, every employee can deserve training according to the Training conceptual framework: which according to this research focuses on: Training needs assessment, Gap identification, Implementation of training and Evaluation of training.

As this was a case study, it is in the researcher opinion that further study could be done on The Quest for Training identification in the Christian Organisations.

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## APPENDIXES

### APPENDIX 1

#### QUESTIONNAIRE FOR THE DIOCESAN EMPLOYEES

**Instructions:** Dear respondent, below herein are list of questions for collecting information specifically for academic purpose and not otherwise on *The Need for Effective Training Needs Assessment in Christian Organisations: A case of ELCT-Konde Diocese*. I have chosen you in order that you may fill this questionnaire sheet of paper. I assure you maximum confidentiality and appreciation on your contribution on this regard towards the fulfillment of the purpose intended, and I regret for any inconveniencies that may occur in (Note: Do not write your name).

For the explanatory questions, the space to fill in is given below where you are required to write and if the space will not be enough you are allowed to write the question number of the questionnaire sheet and write the answer on the other side of the paper.

#### **Objective:**

This questionnaire is for a research work for Master of Science in Human Resource Management from University of Mzumbe. My name is Jackson B. Mwakibasi who is doing this research towards the partial fulfillment of my studies which takes almost eight months.

Therefore I kindly request you to fill the questionnaire carefully and return it back to me soon after answering them.

#### **Part 1: General Questions**

1. Gender
  - (i) Male ( )
  - (ii) Female ( )

2. Age

.....

3. Level of Education

- (i) Standard Seven ( )
- (ii) Form Four ( )
- (iii) Form Six ( )
- (iv) Certificate ( )
- (v) Diploma ( )
- (vi) Degree Level ( )
- (vii) Doctorate ( )

5 What is your employment position in this organization (the church)?

.....  
.....  
.....

6 Work

experience.....

**Part 2: Specific Questions:**

1. When did your employment start in this organisation?

.....  
.....  
.....

2. (a) List all trainings you have attended before your employment in this organisation.

.....  
.....  
.....

(b) Place of your training

.....  
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.....

(c) Duration of your training

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.....  
.....

3. How effectively these trainings are for enhancing your work performance in your organisation?

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.....  
.....  
.....  
.....  
.....

4. Have you ever applied for any sort of training to your organisational top Management?

(a) Yes ( )

(b) No ( )

5. If the answer is No in question (4), what was the reason?

.....  
.....  
.....  
.....

Lack of sound educational background and training could be one of reasons?

(a) Yes ( )

(b) No ( )

6. What was the process through which you were allowed to attend training after your employment?

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7. How does your training that obtained after your employment assist your work performance?

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8. What challenges you encounter to the extent that you need more training?

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9. What other professions do you have? (Mention and specify place and duration of time taken for studies).

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10. How does your additional profession add value to your work?

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11. What do you comment to ensure that the need for training needs assessment is prioritised in your organisation?

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**THANK YOU VERY MUCH FOR YOUR COOPERATION.**

## APPENDIX II

### DODOSO KWA WAAJIRIWA WA DAYOSISI YA KONDE

Ndugu yangu, mimi ni mwanafunzi wa Shahada ya pili ya sayansi ya Menejimenti ya Rasilimali Watu katika Chuo Kikuu cha Mzumbe- Morogoro. Dodoso hili linakusudia kukusanya taarifa muhimu kuhusu: *Hitaji katika Kupanga Mafunzo yenye Ufanisi katika Mashirika ya Kikristo: Utafiti unafanyika katika Dayosisi ya Konde*. Habari utakazotoa zitakuwa siri na malengo yake ni kwa ajili ya utafiti huu tu na sio vinginevyo. (**Angalizo: Usiandike jina lako**).

Kwa maswali ya kujaza nafasi zilizoachwa wazi unatakiwa kujaza kwa maneno. Na ikiwa nafasi hiyo haitatosha, basi waweza kuandika majibu ya swali nyuma ya karatasi hii.

#### **Makusudi:**

Jina langu ni Jackson Bansalile. Mwakibasi ambaye ninafanya utafiti huu katika kutimiza sehemu ya masomo yangu yanayochukua kama miezi kumi na nane hivi. Kwa sababu hiyo ninakuomba ujeze kwa uangalifu na kunirudishia mara unapomaliza kujaza.

#### **Sehemu 1: Maswali ya Jumla**

##### 1. Jinsia

(i) Mme ( )

(ii) Mke ( )

##### 2. Umri Miaka.....

##### 3. Kiwango cha elimu

(i) Darasa la saba ( )

(ii) Kidato cha nne ( )

(iii) Kidato cha sita ( )

(iv) Cheti ( ) (v) Diploma ( )

(v) Shahada ( ) (vii) shahada ya uzamili ( )

(viii) Shahada ya Uzamivu ( )

4. Je, ajira yako katika taasisi ni nini?

.....  
.....

5. Miaka ya uzoovu katika ajira

6. yako.....

**Sehemu ya 2: Maswali Pekee:**

1. Je, ajira yako ilianza lini katika taasisi hii: KKKT-Dayosisi ya Konde?

.....  
.....  
.....

2. (a) Orodhesha mafunzo uliyoyapata kabla ya ajira yako katika taasisi hii.

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.....  
.....

(b) Mahali pa mafunzo yako.

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.....  
.....  
.....

(c) Muda wa mafunzo yako

.....  
.....  
.....  
.....

3. Je, kwa kiasi gani mafunzo uliyoyapata kabla ya ajira yako yanachangia ufanisi wa kazi yako?

.....  
.....  
.....  
.....  
.....

4. Je umepata kuomba nafasi ya kupata mafunzo kwa uongozi wa juu wa taasisi yako?

(a) Ndiyo ( )

(b) Hapana ( )

5. Ikiwa jibu katika swali la 4 ni 'Hapana,' sababu ni nini?

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.....  
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.....  
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.....

Kukosa msingi mzuri wa elimu ya kawaida na mafunzo inaweza kuwa sababu?

(i) Ndiyo ( )

(ii) Hapana ( )

6. Je, mchakato gani ulifanyika kuwezesha kupata fursa ya mafunzo baada ya ajira yako?

.....  
.....  
.....  
.....

7. Je mafunzo uliopata baada ya ajira yanakusaidiaje kuleta ufanisi wa kazi yako?

.....  
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.....

8. Je, changamoto gani unakumbana nazo kazini kiasi kinachoweza kukupa msukumo wa kutaka kuongeza mafunzo?

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9. Je, una taaluma gani nyingine? (Zitaje, na pia muda na mahali uliposomea)

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10. Je, kwa kiasi gani taaluma nyingine inachangia mafanikio ya kazi yako

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11. Je, una maoni gani kwa taasisi yako ili kuhakikisha kuwa hitaji la kupanga mafunzo(to assess training) linapewa kipaumbele katika taasisi yako?

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**ASANTE SANA KWA USHIRIKIANO WAKO WA DHATI.**

**AN INTERVIEW GUIDE**

**Objectives of the Study: To investigate the Need for Effective Training Needs Assessment in the Christian Organisations**

1. What do you understand about Training Needs Assessment in your Organisation?
2. What is the state and affairs of Training Needs Assessment in your Organisation?
3. What are processes involved in identifying the Training Needs Assessment in the Organisation?
4. Does your Organisation have a training policy?
5. What training policy is all about?
6. How does your organisational training policy make alignment to Vision and Mission of the Organisation?
7. What on- going training programmes have ever been planned in the organization?
8. What kind of measures have been taken by your organizational management to ensure that effective training needs assessment takes place in the organization?
9. What criteria and prerequisites are applied for selecting employee(s) to attend training programmes?
10. How are training needs assessment evaluated in your organisation?

#### Appendix 4: Demographic Data of the Study Population

Demographic Profile	Frequency	Percentage
<b>Sex</b>		
Male	47	75
Female	16	25
<b>Total</b>	<b>63</b>	<b>100</b>
<b>Age</b>		
25-35 years	8	12
36-45 years	15	24
46-55 years	40	64
<b>Total</b>	<b>63</b>	<b>100</b>
<b>Level of Education</b>		
Certificate	23	37
Diploma	21	33
Bachelor Degree	8	12
Masters Degree	11	18
<b>Total</b>	<b>63</b>	<b>100</b>
<b>Position</b>		
Management	5	8
Clergy	32	51
Medical personnel	17	27
Teachers	9	14
<b>Total</b>	<b>63</b>	<b>100</b>

<b>Working experience</b>		
1-5 years	3	5
5-10 years	9	14
10-15 years	15	24
15-20 years	11	17
20-25 and above years	25	40
<b>Total</b>	<b>63</b>	<b>100</b>

**APPENDIX IV**

**The ELCT-Konde Diocese Organogram**

