Effects of Business Training Needs Analysis on Competencies of Trainees: The Kenyan Experience

Guyo S. Huka[1], Zachariah KariukiMbugua[2]andBenard Njehia[3]

[1]*Meru University of Science and Technology*
[2]*Karatina University*
[3]*Kenyatta University*

Abstract:*Human resource development practitioners have employed systematic training cycle approach to build competencies of the business trainees over the years. In this approach training needs analysis forms the principle components of the training as it strengthens foundation for the effective delivery of training programmes. In Marsabit Central and South Districts of Marsabit County, Kenya, business training providers have tried applying training needs analysis in their training programmes with mixed levels of successes and failures. Consequently this study was carried out to establish the effects of training needs analysis on the competencies of business trainees in the study areas. Using descriptive survey design and simple random sampling techniques, 345 trainees and 81 trainers were surveyed. The study established that at 95% level of confidence, target group analysis (p=0.000), man analysis (p=0.002) and ad hoc analysis (p=0.000) had significant effects on the competencies of the business trainees. However, operational analysis (p=0.720) and community analysis (p=0.945) did not have significant effects on the competencies of the business trainees in the study areas. The study therefore recommends that business training providers should enhance use of target group analysis, man analysis and ad hoc training needs analysis techniques. Further studies are also recommended to establish why the operational and target community analysis did not have effect on the competencies of the business trainees in the study areas.*
Keywords: *Competencies, training needs analysis, skills, knowledge, attitude*

I. Introduction

Human resources development has remained a vital approach for building competencies of trainees. Business related training and development is one such approach which has significantly contributed to the enhancement of trainees` business competencies. This practice has employed various training approaches, techniques and methodologies for enhancing the subjects` capabilities for managing basic businesses. McLean (2006) cited South Korea, India, South Africa and Kenya as emerging economies that have embraced human resource development (HRD) through business training. Lessons from Ghana, Malawi and Ethiopia showed that the key result areas in youth and women groups` business enterprise successes required enhancing of business competencies through tailor-made training programmes that suited specific training needs of individual entrepreneurs and groups (Gracia&Jean, 2008). In order to address these training needs, systematic training cycle (STC) has been extensively used by training providers. One of the key component in the phases of STC is the application of training needs analysis (TNA) for an effective implementation of a training programme.

1.1 Background of the Study

Research has shown that where STC approaches were applied by the HRD practitioners there were enhancement of skills, knowledge and modification of attitude towards business culture. The successful transfer of the competencies resulted in economic empowerment of the youth and women. Subsequently, the business trainees were able to expand job opportunities, imbibed business culture and improved their incomes. Besides, they were able to partner with business industry players and received benefit from favourable business environment (Aids for Africa, 2010).

However, the business training interventions to increase the beneficiaries` level of business skills and knowledge have not been without challenges. Notable among these challenges were inadequate financial resources and inability of the trainees to utilize the available resources fully. Inabilities to utilize human and non-human resources by the business trainees were associated with poor business management skills, ineffective entrepreneurial training and lack of home-grown solutions to the business challenges (World Bank Institute, 2009). Further, research have shown that inability of trainees to perform their functions after the business training were mainly associated with inadequate transfer of competencies arising either from internal or external learning environments (Kohli&Deb, 2008).

In Kenyan, government departments and Non-Governmental Organization (NGOs) have supported youths, women and self-help groups with finances and business training services to enhance their entrepreneurial initiatives in Marsabit County. The Government has allocated youths and women significant financial resources to develop their capacities to contribute to the national economy through micro and small enterprises. Youths Enterprise Development Fund (YEDF) and Women Enterprise Fund (WEF) have been instrumental in disbursing loans to the beneficiaries. The loan disbursements to both the youths and women groups were preceded by some forms of basic business trainings to help the beneficiaries utilize the finances efficiently (GoK, 2012).

In the study areas of Marsabit Central and South Districts of Marsabit County, government agencies and NGOs have been providing business training to youth, women and self-help groups. These trainings were meant to enhance the trainees` business skills, knowledge and attitude. Incidentally, the business training programmes conducted by the training providers for their subjects did not show any standardized training methodologies necessary for successful delivery of training programmes. Different training providers used different approaches of imparting basic business competencies to the trainees which were evident from training manuals, training programmes, objectives and learning outcomes. Significant levels of disparities were observed in the way training needs analyzes were conducted (CARE, 2010).

Research have shown that successful delivery of a training and development objectives follow certain systematic approaches that takes into account a number of enablers and deterrents variables. These variables include trainees` specific training needs analysis and appropriate techniques to be used (Agochiya, 2011). Absence of such organized systematic approach to training and development would likely give   mixed result from training output. Further, the contribution of different phases and techniques of training and their eventual effects on the competencies of trainees cannot be ascertained.

In addition, it has been observed that most of the business start-ups by the youths, women and self-help groups in the study areas tended to wind up as soon as the supporting agencies project ends. Those that remain in existence become dormant. For example out of 1294 registered youths, women and self-help groups in Marsabit County, only 877 (67.8%) were active at the time of the study (Gok, 2013). This sustainability challenges raises questions as to whether business training programmes in the study areas adhered to the STC approach and whether TNA were really conducted before mounting business training programmes for the trainees.

1.2 Statement of Problem

Training needs analysis (TNA) plays a critical role in acquisition of skills, knowledge and modification of attitudeof the trainees. In Marsabit Central and Marsabit South Districts of Kenya, there have been numerous Non-Governmental Organizations and government agencies with business training programmes targeting the local organized groups like youths, women and self-help groups. The business trainings offered to business trainees in the study areas were expected to follow the conventional Systematic Training Cycle approaches which begin with TNA and ends with training evaluation.

However, the status of the business star-ups in the study areas does not reflect the expectation (GoK, 2009). In addition, the extent to which the business training providers applied TNA in their training programmes could not be ascertained because of the absence of previous research in the study areas. Above all, the extent to which application of TNA by the NGOs and government agencies has improved competencies of business trainees in the study areas has not been established. Besides, most of the business start-ups whose members received business training wound up as soon as the supporting agencies left or remained dormant. Therefore, this study was set up to find out the effect of TNA on competencies of business trainees in Marsabit Central and Marsabit South Districts of Marsabit County, Kenya.

Objectives of the Study

The study was designed to evaluate the effect of business training needs analysis techniques on the competencies of business trainees in Marsabit Central and South Districts of Marsabit County, Kenya.

II.   Theoretical Literature Review

This study was anchored on the HRD (Human Resource Development) Cycle Model.The HRD Cycle Model consist of four (4) sequential HRD interventions namely, identification of HRD needs, design of HRD interventions, delivery of HRD interventions and evaluation of HRD interventions as shown in figure 2.1

Figure 1:The HRD Cycle Model.
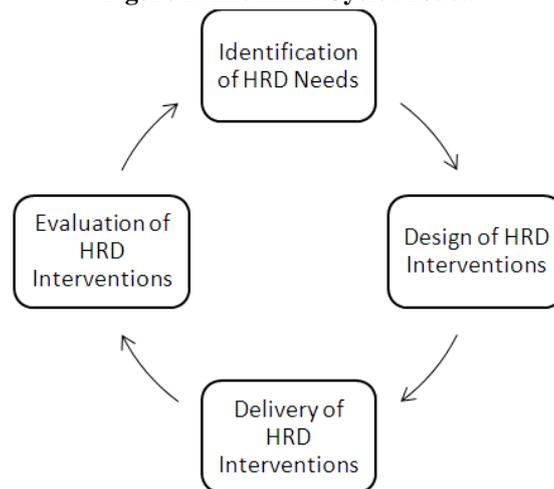
Source: (Mankin, 2009)

This model proposes application of a systematic approach to transfer of competencies. It asserts that the learners and the trainers jointly identify the training needs of the trainees using training needs analysis (TNA) techniques such as organizational, operational, man and task analyzes. The second phase of the Model comprise designing of the training interventions which includes planning, and preparation of the training programmes followed by actual implementation of the training programmes. The final phase of a HRD Cycle Model is evaluation, in which learners` levels of the competencies are assessed from learning, behavioural to impact levels of competencies (Mankin, 2009).This model was found quite useful to this study in that it provided strong basis for understanding conventional processes of executing HRD interventions. Borrowing from the tenets of this Model, business trainers and trainees in the study areas ought to have carried out TNA. This Model stipulates that TNA exercises help bring forth competency gaps for which a HRD interventions would be designed and implemented. The target business trainees in the study areas had three (3) groups namely, women, youths and self-help groups whose background characteristics may differ in terms of education, gender, ages, business exposure among other parameters. Thus the Model asserts that the learning needs of different target beneficiaries ought to be established and ascertained (Banfield& Kay, 2008).

Application of this model had successful returns among multi-national firms and micro and small enterprises (SME). A study conducted in Malaysia among Toyota, Nisan and several MSE groups showed that the HRD Cycle Model helped reveal employees` training needs. The trainers were able to discern the skills gap and hence designed appropriate training intervention. The result was that the trainees skills and knowledge improved and hence the companies realized reduced operation cost, enhanced resource efficiencies and increased trainees morale (Rahman&Tannock, 2005)

2.1 Empirical LiteratureReview

Human Resource Development (HRD) through training has remained the most effective intervention for developing people`s competencies (Blanchard, 2006). Formal training approaches follows a systematic training cycle`s (STC) general framework which guides in effective training practices. This framework employs a methodological step-by-step approach to key stages in delivering training programmes which start withtraining needs analysis (TNA). Training providers in the study areas attempted to apply TNA to improve the competencies of the trainees in small business management. Successful application of TNA was expected to enhance basic business management competencies of the subject groups in the study areas.On the contrary, in UK and USA 44% and 55% of the micro and small enterprises do not give formal training to their employees respectively. Similar challenges were also cited in Russia and South Korea (Stokes & Wilson, 2010).

Standard training needs analysis takes into account various factor that may necessitate needs for training. These factors include organizational, operational, man and Ad hoc analyzes. Organization analysis entails studying and interpreting organization culture, philosophy that guides the organization, vision and mission. On the other hand, operation analysis constitute scrutinizing knowledge and skills levels existing in the organization members and desired levels of the same for effective task execution. Individual members of organizations are also assessed in terms of their abilities to undertake certain tasks. These capabilities are reflected through attitude to work behaviour, motivations and relationships structures among the members of the organization (Mankin, 2009).

Aswathappa (2008) further adds that there is need for assessing existing levels of skills, knowledge and attitude in the subject in order to establish competency gap. Sources of information for this gap are mainly observation of the task performance by the target groups, analyzed data, interviews and surveys. A study of an effect of training needs analysis among insurance firms in UK revealed that the businesses posted 56% increase in its productivity after applying needs analysis techniques (Denby, 2010)

There were attempts by business training providers to carry out some training needs analysis for their beneficiaries in the study areas. FARM-Africa introduced Microenterprise Development Project in the study areas in 2002. The project worked with 42 organized groups drawn from women, youths and livestock traders groups. The focus of the project was to build trainees` ability to become entrepreneurs through business management and specifically focusing on microenterprise management skills. The project trained Community Based Enterprise Trainers (CBET) and supported them to continue training other community members. The use of CBET was found necessary to promote enterprise growth in remotely located communities in order to build, mentor and sustain entrepreneurial practices. The project disbursed Ksh. 2,571,685 as interest free unsecured loans to 12 organized enterprise groups.

Unfortunately, by the end of the project period only 5 groups have repaid their loans. It was observed that loan repayment was extremely poor, returns to individual members were very low and most enterprise groups did not continue with the business ventures after the project wound up. The management of the project cited lack of business plans and lack of experience in micro credit management as main cause for the business project failure (FARM-Africa, 2009).

Besides the management observation, it was important to establish empirically whether the cause of the business project failure could be attributed to operational deficiencies arising from inaccurate training needs analysis for the target beneficiaries or other intervening factors. In addition, in this reviewed project there was no documented evidence that training needs analysis was carried out among the beneficiaries before the training.

Man level training need analyses focuses on jobs demands and job specifications to determine the appropriate skills, knowledge and attitude required to execute certain jobs. The practice assume that the doers of the job have less than required competencies but are willing to be trained to enhance their competencies (Gupta, 2003). The business trainees in the study areas comprised women, youth and self-help groups with varying ages, levels of education, exposure to business and business motivational levels. In particular, the women and self-help groups had fairly low levels of education and much stronger negative influence from traditional chores that competed for the time of the training. These variations within the study groups calls for a training needs analysis to unearth individual and group differences in terms of competency needs, aspiration, economics and social needs.

Further, literature reviewed in the study areas showed that Arid Land Resource Management Project (ALRMP) offered grants of Ksh. 200,000 to 300,000 per local business groups and encourage group members to save and invest in income generating activities. These grants were meant to enhance group member's household income and cushion them against severe poverty effects (GoK, 2008). However, the project faced constraints owing to low literacy level of the group members, poor financial records keeping and less exposure to business activities indicating absence of participatory training needs analysis before the grant was awarded to the beneficiaries. This view was corroborated by CARE International, where it was established that training packages for the business trainees` were predetermined in terms of cost and intended purpose by training providers (CARE, 2010).This practice grossly contradicted the principles of TNA.

After reviewing several training programmes in the study areas, it was observed that there were attempts by training providers to use training needs analyzes but none of them had a comprehensive components on training needs analyzes. The absence of comprehensive training needs analysis cut-across from organizational (community) levels to man (individual trainees) levels. Available records indicates that training needs analysis were more focused on the general communities` need to have alternative livelihoods mechanism besides the known traditional pastoralism (Kagunyu, Lengarite, Wayua&Shibia, 2005).

III.   Research Methodology

The study employed descriptive survey research design in which business competencies of intact youths, women and self-help groups were studied. In this design data on variables of interest is collected at a particular point in time after the event has occurred hence target population treatment is not required(Bryman, 2008). According to Saunders, Lewia and Thornbill (2009) descriptive survey design gathers data at a particular point in time with an intention of describing the nature of existing conditions.). In this study, the effect of TNA on the competencies of business trainees was studied in retrospect after the business training has already been conducted by the training providers in the study areas to establish its effect on the trainees business skills, knowledge and attitude.

 The study had sampled respondents of 345 business trainees and 81 business trainers (Gok, 2009).The researcher employed simple random sampling, proportionate sampling and census sampling techniques as

appropriate (Gupta, 2003). Structured questionnaire was used to collect primary data from the fields in addition to secondary data from offices as guided by (Nasiuma&Mwangi, 2004).

IV.   Result andDiscussion

Training needs analysis is vital for successful development of training objectives and enhances chances of realizing positive training impact on the trainees. In this study both the trainers and trainees were asked whether they go through training needs analysis processes before the commencement of the training programmes. The responses of the trainers are shown in tables 1

Table 1: Training Need Analysis by Trainers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	43	53.1	53.1	53.1
	no	38	46.9	46.9	100.0
	Total	81	100.0	100.0	

More than a half (53.10%) of all the business trainers in the study areas have conducted training needs analysis for their trainees while slightly below half of them have not conducted training needs analysis for their trainees. On the other hand, only 32.50% of the trainees acknowledged having gone through the process of training needs analysis with trainers while almost one-third (67.50%) of the trainees have not had training needs analysis before the training programmes were mounted as shown in table 2.

Table 2: Training Needs Analysis (Trainees Responses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	112	32.5	32.5	32.5
	no	233	67.5	67.5	100.0
	Total	345	100.0	100.0	

The purpose for training needs analysis (TNA) in people development cannot be over stated. Various researches have been conducted to establish why TNAs are carried out. For example a survey conducted among number of micro enterprises in India established that TNA helped the trainees to focus on skills and knowledge acquisition as well as improving their productivity at work. They opined that training should be designed to help them update job related knowledge (63%), to acquire new skills and perform current job more effectively (61.3%) and to acquire higher levels of productivity (69.9%) (Devi, 2014).This observation therefore indicates the central role of TNA in human capacity development that eventually results into individual and organizational productivity.

Lack of training needs analysis has been cited having significant negative effects on the outcome of any training programmes. Tanuja (2012) concluded that lack of training needs analysis may lead to the trainer failing to identify training need gaps, unable to measure criteria for measuring training success and unable to ascertain whether the overall training programme achieved desired goals.

In addition, other research work have shown that lack of training needs analysis may result into inappropriate identification of individual training needs and inaccurate translation of trainee performance deficiencies into training task. There are also dangers of selecting unsuitable training methods and aids as well as high chances of the possibility that the trainer will fail to ascertain return on investment of the training. Above all, the ultimate goal of the trainees improving their performances after the training programme cannot be empirically certified (Agochiya, 2009)

The need to conduct TNA for the business trainees in the study areas was crucial because the trainees were entering into unfamiliar occupation from their earlier backgrounds. Trainees also come from varied levels of formal education and different social groups (youths, women and self-help groups). It means their business knowledge and skills needs were likely to be different. Further, different TNA techniques also have different levels of success towards achieving ultimate goals of trainees' competence improvement. In this study application of target community analysis, target group tasks analysis, man analysis, operational analysis and ad hoc analysis were investigated.

4.1Target Community Analysis

In the context of this study, the scope of community analyzes were confined to competency needs relating to basic business skills and knowledge for managing micro enterprises. The local communities under study in this research are divided into two (2) geographical regions. The first group is the agro-pastoralists living

round Mt. Marsabit who are mainly Boran, Burji and Somali. The second category is pure pastoralists like Rendille, Gabra, and Samburu who live in Marsabit South District and the neighbouring North Horr District. Business trainees (youths, women and self-help groups) under study in this research come from these communities. Thus understanding the community business competency needs would form foundation for individual and group needs since individuals and groups constitute the community. Occurrence and frequency of target community analysis techniques use by the trainers to analyze training needs is given in table 3.

Table 3: Target Community Analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
most often	33	40.7	40.7	40.7
Often	27	33.3	33.3	74.1
Average	15	18.5	18.5	92.6
Less often	1	1.2	1.2	93.8
Not used	5	6.2	6.2	100.0
Total	81	100.0	100.0	

From Table 3 it is clear that most trainers (74.0%) have used target community analysis as a technique with only 6.2% of the trainers having least used the technique. The use of this technique is found appropriate even though there are diverse nature of learning needs between the pure pastoralists and agro-pastoralists in the study areas. In addition, there bound to be differences in learning needs even within the pure and agro-pastoralists communities owing to strong socio-cultural differences amongst them. However, the cross-cutting issues in the organizational analysis in this study were efficiency of community resources such as human and natural resources which can be more effectively utilized with enhanced learning through business training. Use and benefit of target community analysis techniques was line with other research work that has shown success in the study areas.

BOMA`s Rural Enterprise Access Programme (REAP) carried out community training needs analysis and realized that frequent droughts over the years had made pastoralism less viable and that the members of the community lacked alternatives for survival. In addition the NGO discovered that widows, children and girl-mothers were most affected groups among the Rendille, Samburu and Borana in the study areas of Marsabit South and Marsabit Central Districts. The NGO started a two-year poverty graduation programme that provided seed capital to launch businesses for the affected groups and sustained training in business skills (BOMA, 2013).

4.2 Target Group Task Analysis

Task analysis relates to extent to which a doer of a job is able to perform the task competently. It further involves job descriptions, skills manipulations and general display of job fit by the doer. In this study task analysis entails degrees to which the business trainees had or lack abilities to undertake various basic business management tasks. General areas of basic business management skills included business planning, organizing, people management, leadership and controls. Table 4 shows extent of target groups` task analysis technique use by the trainers of business in the study areas.

Table 4: Target Groups Task Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most often	27	33.3	33.3	33.3
	often	34	42.0	42.0	75.3
	Average	13	16.0	16.0	91.4
	Less often	1	1.2	1.2	92.6
	Not used	6	7.4	7.4	100.0
	Total	81	100.0	100.0	

Table 4 illustrates that three-quarter (75.3%) of the trainers have applied task analysis techniques in identifying training needs of their trainees. The target groups in this study were women, youths and self-help groups. These groups may have differing training needs based on their gender, age and personal motivations. However, regarding business skills requirements as a group there may be certain commonality. Further, all the groups shared similar pastoralists backgrounds and low income status. In congruence with this study`s findings, task analysis have been popularly applied in training analysis in corporate practices. Toyota, Dell Computers and Whole Foods are some of the multinational enterprises that frequently used task analysis techniques when forming quality circles and project teams (Tanuja, 2011).

In addition, Karlan and Valdivia ((2011) carried out group task analysis for training needs among some women groups in Peru. Task analysis components included borrowing and saving skills, group dynamics and

interpersonal relationships among others. The researchers observed that after the training the women groups showed evidence of improved business knowledge and increased client retentions.

In the study areas there were attempts by Youth Enterprise Development Fund to apply task analysis techniques for the youth borrowers. The key areas of analysis included recording, saving and proposal writing (GoK, 2013). Unlike the earlier mentioned studies, there was no empirical evidence of associating task analysis techniques with successes in micro enterprises management.

4.3 Operational Analysis

Businesses are executed through day-to-day operations that bring together entrepreneurs, customers and other stakeholders. Business operations range from planning, implementation, monitoring and evaluation and follow-up functions. In this Common business operations among the women, youths and self-help groups included developing products, purchasing products, transportation, marketing, records keeping and supervising staff in their micro enterprises. Table 5 shows varied rate of usage of operational analysis techniques in analyzing training needs for the business trainees.

Table 5: Operation Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most often	20	24.7	24.7	24.7
	Often	41	50.6	50.6	75.3
	Average	13	16.0	16.0	91.4
	Less often	4	4.9	4.9	96.3
	Not used	3	3.7	3.7	100.0
	Total	81	100.0	100.0	

About three-quarter of (75.3%) of all the business trainers who did carried out training needs analysis for their trainees used operational analysis techniques. About 20.9% also moderately to rarely used the technique and only 3.7% least used the technique. Frequent use of operational analysis for determining training needs of trainees was in line with the practice in business management where trainers constantly conduct training for employees in order to address pertinent operational issues including supply and demand for enterprise products, staffing, cost cutting innovations, business process efficiency and enterprise organization structures (Fee, 2011).

Operational analysis techniques becomes paramount in the case of the study areas because of existing infrastructural challenges in the business, lack of business intermediaries and trainees lack of exposure to business environments. Besides, the suitability of operational analysis to understand trainees business training needs could be negatively affected by informal nature of micro enterprises, informal business ownership and limited scope of the businesses as observed by (Stoke & Wilson, 2010).

4.4 Man Analysis

Man analysis is central to all the other training needs analysis techniques. It focuses on competencies of individual doer of the job expressed through skills, knowledge and attitude endowment. Man analysis assist in establishing whether an individual require any training and the nature, type and scope of the training inputs. The frequencies of man analysis usage by the business trainers in the study areas are depicted in table 6.

Table 6: Man Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most often	18	22.2	22.2	22.2
	Often	38	46.9	46.9	69.1
	Average	18	22.2	22.2	91.4
	Less often	5	6.2	6.2	97.5
	Not used	2	2.5	2.5	100.0
	Total	81	100.0	100.0	

Among the trainers of business who conducted training needs analysis for their trainees only 22.2% most commonly used man analysis techniques whereas 46.9% commonly used the technique. These two (2) categories of respondents constitute 69.1%. Man analysis being the core of any training programme, its application has been strongly recommended as evidenced in similar research. Silberman and Auerbach (2011) observed that effects of different training needs analysis techniques tend to overlap. However, they concluded that factors in man analysis such as skills, knowledge and attitude forms critical components for establishing types and scope of the training required to fill competency deficiency gap. Thus given that training is an expensive investment, the research recommended mandatory application of man analysis for any training to yield effective result.

Man analysis becomes quite critical in respect of the study areas trainees` characteristics. As noted earlier in this research levels of formal education of the trainees were fairly low. Besides, business trainees lack prior exposure to business environment and were of varied ages. These characteristics could be a major constraints if due care was not taken to avoid generalization of man analysis for all the trainees. Further, lack of man analysis will technically make ineffective all the other training needs analysis techniques given that individual competency forms basis for the performance of the individual and the organization.

4.5 Ad Hoc Analysis

This method of training needs analysis is used for specific occurrence in order to establish certain specific problem in an organization that may occasion need for training. In conventional management practices the method is employed to address such issues as delayed deliveries, quality problems, customer relation issues and wastages among others. Ad hoc analysis may be originated from individual departments or appealed for by the management as an intervention. Table 7 shows rate of usage of the ad hoc training needs analysis techniques by business trainers in the study areas.

Table 7: Ad Hoc Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most often	16	19.8	19.8	19.8
	Often	38	46.9	46.9	66.7
	Average	15	18.5	18.5	85.2
	Less often	4	4.9	4.9	90.1
	Not used	8	9.9	9.9	100.0
	Total	81	100.0	100.0	

A cumulative application between most commonly and commonly use of 46.9% does not reflect over or under use of the method given that ad hoc analysis is subject to unexpected occurrence. In the context of the study areas the use of the techniques was appropriate given shift to commerce by the pastoralist background trainees to keep them abreast with the rather new ways of earning a living. In addition the study areas were prone to insecurity upsurges and drought onslaughts which called for proactively cushioning of business ventures against such adversaries. In addition the funding for training mainly come from NGO sector of the training providers who receive funding from their donors at different times in a year.

4.6 Mean Ranking and Standard Deviation

The researcher carried out some descriptive and inferential statistics test for the five (5) techniques in order to establish the degree of dispersion and relationships among the trainers application of the training needs analysis techniques. Table 4.16 shows the mean ranking and standard deviation from the mean of the responses.

Table 8: Mean Ranking and Standard Deviation

Techniques		Mean Rank	Standard Deviation
1.	Target community analysis	1.88	0.40
2.	Target groups task analysis	2.50	1.01
3.	Man analysis	3.50	1.01
4.	Operation analysis	3.28	1.23
5.	Ad hoc analysis	3.84	1.30

The mean rankings between different techniques were quite close a (1.88 to 3.84) and the standard deviation from the means was also narrow (0.40 to 1.30) save for. These results reveal that the application of training needs analysis techniques between sample respondents did not have wide variations. The relationships of responses between business trainers in the application of different training needs analysis was subjected to Friedman`s test at 95% level of confidence. The Friedman`s test result of (p value=0.000, $\alpha = 0.05$) shows that there were no significant differences in the way the trainers used training analysis techniques to understand the training needs of the trainees in the study areas.

4.9 Effects of Training Needs Analysis on Trainees` Competencies

In order to analyze the effects of business training needs analysis on the competencies of the trainees, a regression analysis was computed using training needs analysis as its variables. Following general form of the regression model was postulated.

$Y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$

Where, y = business trainees` competencies

b_0 = intercept,
x_1 = target community analysis
x_2 = target group analysis
x_3 = man analysis
x_4 = operation analysis
x_5 = ad hoc analysis

The coefficient of estimate, standard errors and p-values of the training needs analysis variable are provided in table 9

Table9: Coefficients of Estimate, Standard Errors and P-Values

Variables	Coefficient estimates	Standard errors	P-values
Target community analysis	-0.009	0.136	0.945
Target group analysis	0.791	0.173	0.000
Man analysis	0.556	0.178	0.002
Operation analysis	-0.057	0.160	0.720
Ad hoc analysis	0.354	0.097	0.000

The P-values were computed at 95% level of confidence. Thus if the P- values are less than 0.05, then the training need analysis variables had significant effects on the competencies of the business training in the study areas. Consequently, target group analysis, man analysis and ad hoc analysis had significant effects on the competencies of the business trainees. Conversely, target community analysis and operation analysis had negative but not significant effects on the business competencies of the trainees

The intercept (b_0) had negative value (-0.3.767) with a standard errors of 0.497 and P-value of 0.000. This finding implies that without any training needs analysis the overall training programmes would have significant negative effect on the competencies of the business trainees. Thus training needs analysis is an important component of the variables that affects business competencies of the trainees in the study areas. Therefore, the regression model developed was,

$$Y = -0.3767 - 0.009tca + 0.791tga + 0.556ma - 0.057oa + 0.354aha$$

V.   Conclusions

The second objective of the study was to evaluate the relevance of business training needs analysis techniques to the trainees in selected districts of Marsabit County, Kenya. The research showed that only a half of the trainers carried out training needs analysis for their trainees before conducting the training programmes. Man analysis was the least used techniques by the business trainers in the study areas. This finding is contrary to the principles of training in which man analysis is the core function of any training programme (Aswathappa, 2008&Mankin, 2009). This implies that lack of training needs analysis, more so less application of man analysis techniques has greatly affected acquisition of business competencies by the business trainees in the study areas. Given that target group analysis, man analysis and ad hoc analysis had significant effects on the competencies of the business trainees, training providers should enhance use of these techniques.

VI.   Recommendation

The study recommends that the training providers apply appropriate TNA techniques to establish individual and groups raining needs that will enhance effective impartingof skills, knowledge and modification of attitude of business trainees towards business culture as opposed to pastoralists lifestyles. In addition, business training providers in the study areas required capacity building in technical skills particularly in identifying suitable TNA techniques for different trainee cadres. Given the pastoralists backgrounds of the business trainees in the study areas, there is need to expose potential trainee-entrepreneurs to successful business ventures through visitations and availing working entrepreneurial models for copying.

The net contribution of different TNA techniques to the transfer of business competencies are affected by various factors (Agochiya, 2009 & Goad, 2010). This study recommends further research to establish these factors and their effects on the trainees` business competencies.

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