

Effect of Training Needs Assessment on Employee Performance: A Review Perspective

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Abstract

The essence of this study is to perform a systematic evaluation of the scientific literature on Training Needs Assessment (TNA). Training needs assessment, also known as training needs analysis, is a step taken before training and a component of integrated training design to obtain a comprehensive picture of the material, time allocation, and learning strategies that should be used during the training process. This evaluation of literature on needs assessment and needs analysis from the training sector compiles common methods of needs assessment within the context of the reviewed literature. The most common assessments methods are task analysis, job/process analysis, performance improvement, competency-based assessment, strategic needs assessment, and knowledge and skill assessment. The concept "performance analysis" is used in the evaluation to explain a type of needs which are the combination of needs assessment and analysis. The primary objective of this study was to appraise the influence of training needs assessment (TNA) on worker performance in an organization. Against this backdrop, this review's perspectives examined the countless progressions of recognizing the gap amid worker training and training needs to increase performance.

Keywords: Training, Training Needs, Training analysis, Performance, Employee

INTRODUCTION

Novel work burdens and necessities are affecting significant changes in both official learning and specialized training. Some factors appear towards ushering in an innovative situation for establishments: the fast stride of scientific modification in the evidence civilization, the cumulative content information mandatory for invention, the shortening of the creative life succession, and fast-changing production processes. One of the many consequences of these pressures is the need for workers to continue their education.

Training is a powerful tool to improve employee knowledge and skills, which leads to higher business performance. However, training programs in developing countries have also failed to produce the desired results because the training needs of employees were not recognized to helps executives explain "what," "when," "where" and "how" training programs are to employees.

Training is also important to increase profits, production, and the speed of technology adoption (Gautam, Schreinemachers, Uddin and Srinivasan, 2017; Nakano, Tanaka and Otsuka, 2018; Schreinemachers, Wu, Uddin, Ahmad and Hanson, 2016).

The skills of employees can be appropriately improved through training, which leads to better organizational and personnel results (Aragon, Jimenez and Valle, 2014; Carlisle, Bhanugopan and Fish, 2011; Dessie and Ademe, 2017; Dhar, 2015; Oppenheim and Weintraub, 2017; Seidle, Fernandez and Perry, 2016 However, education applications aren't without flaws (Kataike et al., 2018). Some researchers have additionally criticized education applications for failing to supply the preferred results (Bharti, 2014; Horng&Lin, 2013; Iqbal, Malik, & Khan, 2012; Khan & Ali, 2014; Mahmud, Parvez, Hilton, Kabir, & Wahid, 2014a; Nazli, Sipon, & Radzi, 2014). The primary reasons for such failure were diagnosed as the quick length of the education program, the

choice of irrelevant trainees, the failure to offer ok economic help to the trainees, and the dearth of right evaluation of education needs (Bharti, 2014; Denby, 2010; Khan& Ali, 2014; Mahmud et al., 2014a; Tao, Yeh, & Sun, 2006).; Sung and Choi, 2014; UbedaGarcia, Marco Lajara, SabaterSempere and GarciaLillio, 2013). For training programs to be effective, learners' needs must be critically assessed (Hilton et al., 2016; Kataike et al., 2018; Mahmud et al., 2014a; Sahoo and Mishra, 2019). , Lal, Sharma, Sharma, Sharma, and Singh (2012) found that the apiculture training program satisfied the trainees by adequately addressing their needs. Offer training programs (Khan and Masrek, 2017). TNA according to Iqbal et al. (2012) the appropriate training topics can be selected. To reduce the risk of failure, it is generally believed that trainers should focus on the needs of the trainee before starting a training program.

Organizations should prioritize TNA to get the most out of training resources that are limited to organizations (Tao et al., 2006). According to the authors, the performance of TNAs could play a fundamental role in improving the competitiveness of the organization. The Islamic Banking Sector (IBS), TNA helped determine the timeliness of the training, the number of staff to be trained, and the availability of resources for the successful implementation of the training programs (Mirza and Riaz, 2012). According to the authors, conducting a TNA for an organization is an essential part of the performance and work analysis Iqbal et al. (2012) argued that in the Pakistani context, improving the knowledge, skills, and attitudes (KSA) of medical representatives would not be possible if their training needs were not properly identified. TNA is not sufficiently practiced in the organization (Carlisle et al., 2011). TNA is considered an effective strategy to make exercise programs more effective. However, funding crises, lack of time, lack of human resource experts, and the unwillingness of managers to adopt TNA are seen as major obstacles to TNA. According to Carlisle et al. (2011), the practice of TNA in organizations is still low in most countries because it is time-consuming and expensive. In Pakistan, for example, managers are unwilling to carry out needs assessments because they find them difficult and time-consuming; instead, they prefer to conduct performance analysis (Iqbal et al., 2012).

Corporations now compete in a more competitive environment due to the recently evolving business activity where they must compete based on superior human capital skills and strategies (M. 2009) It has become necessary for an organization to implement a strategy that ensures that employee skills are enhanced to improve performance and productivity. To maintain a competitive advantage, an organization must have talented/trained, effective, and efficient human resources (employees). Surprisingly, while most organizations recognize the value of training, few stick to the ideal practice. (R. Mathias and J.Jackson, 2004) One of the elaborated functions of Human Resource Management is education (HRM). The focus of HRM on education is to ensure that the organization attracts and retains qualified personnel who are committed and is motivated that it requires. This includes taking steps to train, improve and develop the inherent skills of employees by providing continuous training and development opportunities tailored to the needs of the company (Becker et al., 1997). be systematic in the sense that they must be specifically designed, planned, and implemented to meet defined needs. (Armstrong, 2009).

Objectives of training

The training objective would be achieved by first performing a Training Needs Analysis / Analysis (TNA). TNA is the process of identifying training needs in a company to improve employee job performance. It is defined as the systematic study of a problem or innovation, using data and opinions from various sources to make effective decisions or recommendations about what should happen next. R. Allison, 2002. A training needs assessment would ensure that training programs are focused and appropriate Training programs are undoubtedly expensive, especially for nonprofits, so training for training's sake would be pointless. If there is a shortage of skilled workers at the organizational, task, or individual level, a need for training is determined by a comprehensive needs assessment to ascertain the true nature of the training topics and the appropriate level. Until specific training needs are identified, it will continue to operate as usual without any change in the value-added service. The importance of TNA cannot be emphasized enough; puts training needs in the context of the needs of the organization. Organizations need to understand the importance of analyzing training needs. For example, TNA addresses the issue of identifying the actual gaps in the required skills of the workforce in an organized manner. Goals to determine how effective the training is, as well as the current plans and plans of the organization concerning the skill requirements of the employees. To improve the assessment, it would be

necessary to review current and previous training programs to understand their strengths and weaknesses in making the current program more effective. In the case of RPI, which has been in operation for twenty-one years and employing both academic and non-academic staff, some training programs over the years may have been conducted without a comprehensive needs assessment that identified performance issues and gaps, as and an analysis. This allows management to view training needs as a cost. As a result, such a well-thought-out activity is seen primarily as chicken feed or something less significant. Knowing what is required for the individual, department, and organization is essential to effective training. Education is an investment in people and investing in people is an investment in the organization, but an organization must ensure that the resources invested in training are channeled into areas where training is required and a positive return is guaranteed.

Gap in training

A training needs assessment must be conducted before developing an effective training program. Judith Brown (2002) defines that formalized formal training and development must begin with an assessment of an organization's needs. On the other hand, the TNA has received little or no attention. One of the main reasons is the lack of knowledge about the needs assessment.

Assessment of strategic training needs requirements

The demands and demands of the workplace lead to significant changes in both formal education and vocational training. Some factors seem to initiate a new scenario for organizations: the rapid technological change in the information society, the increasing knowledge content for the product life cycle and rapidly changing production processes. One of the many consequences of this pressure is the need for workers to continue their education.

TNA processes play a strategic role in this context because they provide clear guidelines on which professional deficits need to be remedied and what the profile of future trainees should be. According to Mager and Pipe (1979), training needs are defined as gaps between the current performance of employees and the performance that the organization expects of them.

Features of the training need concept

Training needs assessment is the organizational process of collecting and analyzing data to support decisions about when training is (or not) the best option, to improve individual performance, who should be trained, and what content should be taught (Clarke, 2003). According to Wright and Geroy (1992), it should be a systematic process of collecting, analyzing, and interpreting data on individual, group, and organizational skills deficits. They should have the following seven characteristics: (a) based primarily on company culture and philosophy; (b) be proactive rather than reactive; (c) have a method of distinguishing between situations that can be addressed through training and those that cannot be addressed; (d) enable the participation of various organizational actors directly or indirectly interested in and involved in the training; and (e) based on observable rather than rentable skills.

The essences of assessing training needs

Despite its importance, research shows that assessment of training needs in organizational settings is performed on an ad hoc basis (Clarke, 2003; Ferreira, Abbad, Pagotto, and Meneses, 2009; Ford and Noe, 1987; McGehee and Thayer, 1961; Moore and Dutton, 1978; Ostroff and Ford, 1989; Taylor, O'Driscoll and Binning, 1998; Wexley, 1984). There is still a lack of theoretical and empirical research on TNA (Kraiger, 2003). Overview of the literature on the topic. There is a lack of systematic theoretical and methodological approaches in management studies that can provide consistency in TNA research and practice. It seems that much of what the seminal authors (Mahler and Monroe, 1952; McGehee and Thayer, 1961; Moore and Dutton, 1978 et al. recommended.

Assessment and analysis of needs

Needs analysis is the process of identifying and prioritizing service needs (Kaufman, 1986, 1994; Rothwell and Kazanas, 2004). A performance requirement is defined as the difference between current and desired

performance or what it is and what it should be (Altschuld, 2004); Kaufmann, 1994; Watkins and Kaufman, 1996) what should be considered performance is typically the performance of the most outstanding performers; It is known for its high performance. When a person skilled in the art identifies a need, they determine whether the need has sufficient priority or impact to warrant allocating resources for analysis to determine the root cause of the performance problem. (Nolan, 1996). Confusion and disagreement about the terms of assessment and analysis are widespread in the needs assessment literature. The terms need assessment and analysis are used synonymously by the authors to refer to one or both of the definitions contained in the term definition. This could be because both evaluation and analysis are required to develop effective solutions to improve performance.

After determining the cause of a performance gap, the solution may or may not include training or instruction. If training is the solution, the educational objectives will be determined by organizational, operational, and/or individual needs identified in the assessment (Rothwell, 1984). The term training needs assessment is sometimes used interchangeably with assessment needs, but according to Watkins and Kaufman (1996), if the solution is training, no assessment or analysis is required. A training needs analysis is described in more detail as a training needs analysis that can be performed after a needs analysis and a needs analysis. Even so, many organizations do a training needs assessment and then implement a training solution in the hopes that performance issues will go away. (Renard and Sinnock, 1990). However, there is no guarantee that the training solution will solve the performance problem without a needs analysis. As long as the performance problem persists, the student's resources, time, energy, and goodwill may be depleted.

Analysis of performance

Some authors define performance analysis in the same way as needs analysis: an examination of the discrepancies between possible and potential performance that determines which problems can be addressed by instructive or non-instructive solutions (Rothwell and Kazanas, 2004; Mager, 1972). Swanson's (1994) definition of performance analysis is the comparison of actual with desired organizational, procedural, and individual performance, which is similar to the definition of needs analysis. This is followed by the performance analysis with experience documentation to analyze the experience required for the desired performance. This definition of performance analysis, which includes the documentation of experiences, is similar to the definitions of Kaufman (1986, 1994) and Nolan (1994) of needs analysis and combined analysis (1996). The interconnected elements of individuals, processes, and organizations are important in this description of performance analysis (Castle, 2005). Ronmier and Brache (1995) are also included. They use these three elements in their performance analysis method. Experience diagnostics, which includes the job description, task inventory, and task analysis, is the second half of Swanson's (1994) performance analysis. This is similar to that of other professionals. Descriptions of job and job analysis methods.

Swanson (1994) does not recommend carrying out comprehensive performance analysis and documentation of experience for every performance topic due to the time required, especially in a changing work environment. Suggests the use of organizational, job, and individual analysis processes to identify the organization's performance requirements followed by documentation of the expertise to focus on tasks that can quickly fill the gap in these requirements.

According to Clarke (2003), the performance analysis model has the advantage that it identifies the criteria for satisfying performance needs at the organizational level through performance at the individual and process level. This benefit also applies to the performance improvement method of Rummer and Brache (1995).

Analysis of task

Each job consists of individual tasks or activities. A task analysis generally follows a needs analysis and limits the focus to the specific tasks that represent the identified performance opportunity (Robbins et al., 1996). A task analysis then describes in detail the experience required to complete the task: knowledge, skills, tools, conditions, and requirements for execution (Swanson, 1994; Bemis et al., 1983). These requirements are usually documented in a formal statement of the task which includes the action being taken, the action, the purpose or result of the action, as well as the tools, machinery, equipment, etc. Task instructions set the standard of

performance and help develop the solution to improve performance, as well as evaluate the impact of the solution. According to Rossett (1987) task analysis is a form of needs analysis, but Jonassen, Tessmer, and Hannum (1999) disagree. According to Jonassen et al. Task analysis and needs analysis often uses the same tools and produces similar results but the purposes are not the same. The needs analysis identifies the need for analysis, while the task analysis solves a classroom problem, which means that the training has already been identified as a solution.

Task analysis according to Rothwell and Kazanas (2004) is useful for determining competent performance, determining exactly what a worker should know and do, clarifying performance conditions, and setting performance standards.

Professionals often use task analysis to determine performance goals for use in lesson development because it produces goals and objectives, tasks to be taught, the importance of tasks, order of tasks, design, means, assessment, and evaluation (Jonassen et al. 1999).

According to Rossett (1999), task analysis includes not only what a performer does, but also what the performer knows and thinks during the performance. Swanson (1994) classifies task analysis methods as procedural task analysis, knowledge task analysis, and system task analysis. Regardless of the type of task being analyzed, the most common use of task analysis is to document experiences to develop instructions.

Analysis of the job/process

The goal of job analysis is to provide an objective description of the job, not the person doing it" (Bemis et al., 1983, p. 1). A job or process analysis, such as a performance problem, once identified, then provides the solution.

Because of their similarities, professionals sometimes confuse job analysis and task analysis (Gupta, 2007). A job analysis gathers information about the scope, responsibilities, and tasks of a job, while a task analysis gathers information about the knowledge, skills, tools, conditions, and requirements required to complete a task, task analysis and tasks are both focused Work on experience, but at different levels of detail, and task analysis deals with tiny performance details.

Job analysis is most effective when used to create or revise job descriptions, redesign job assignments, and create a consistent set of training requirements, especially for highly technical or specialized job functions (Gupta, 2007). For a more comprehensive task analysis, practitioners need to conduct a job analysis (Rothwell & Kazanas, 2004). Job analysis works best with stable jobs, not jobs that change frequently (Swanson & Houlton, 1998). In particular, a task analysis is the level of detail and the time it takes to grasp the details of the task.

Analyzing a job or a task requires a significant amount of time by subject matter experts to validate the tasks performed on a job and the requirements of the tasks.

According to Nolan (1996), job analysis is the second step in the analysis of a training problem. This description is based on the assumption that training is the solution. In this case, the analysis of positions or processes is used to create an education taking into account the student, the organization, and the work. It consists of the analysis of tasks, organizational analysis, and the analysis of skills and knowledge. Organizational analysis is rare in the job analysis descriptions but is included in the performance improvement analysis as described by Rummer and Brache (1995).

Improvement in performance

Rummer and Brache (1995) approach the analysis from a systems perspective. The systems perspective provides an understanding of the variables that affect performance, as well as how changing one variable in one system, affects other variables within the system. Because of a performance problem, a professional needs to understand and analyze all three performance levels. The organizational level, the process level, and the work/service creation level are the three levels.

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Rummier und Brache examines the goals, design, and management that support performance in the context of each level. This approach exceeds the functional limits of the workflow. Another important aspect of this method is that it can be used for continuous improvement used only when there is a need to assess and analyze a performance problem.

The organizational level is the upper or external service level for the analysis (Rummer and Brache, 1995). Performance-related variables such as strategies, goals and measures, organizational structure, and the use of organizational resources to find solutions are examined the performance problem under investigation.

Nolan (1996) uses organizational analysis to examine aspects of the unit of work that can influence vocational training. In contrast to Rummer and Brache (1995), this analysis does not determine which organizational factors are causing or influencing the performance problem under consideration about the organizational factors that can hinder the implementation of the training as a solution.

In terms of performance, the process level is the second level of the Rummier and Brache (1995) performance, model. The process analysis ensures that processes meet customer needs, that customer and organizational needs determine the goals and measures of the process, and that the process runs effectively and efficiently.

Rummier and Brache's (1995) method for increasing performance is the level of work/performance is the most detailed. The analysis at this level focuses on the individual and his or her performance of the processes discovered at the process level. Performance variables include "recruitment and promotion, job responsibilities and standards, feedback, rewards, and training" (Rummer & Brache, 1995, p. 17).

Assessment of needs based on competency

Swanson and Houlton (1998) define competencies as "the fundamental characteristics of employees that enable them to do a job or a task". Competencies are more general than specific experiences, which makes them useful for analyzing what people need to know to be successful in a professional class rather than a specific task. Because competencies are slightly removed from the task, they are more adaptable and applicable to job changes. According to Rothwell (1984), "too often the specification of improvement is based on existing measures of performance versus what is possible in a future state," assessments of incompetence.

A competency-based needs assessment can be used to develop competencies for a professional class or group, to create a system for recruiting, hiring, developing, and promoting employees, and to analyze the competencies of a workgroup across organizations or cultures (Gupta, 2007).

Assessment of strategic needs

A strategic needs analysis examines an organization's performance against its business strategy and identifies the gap between current and desired conditions (Gupta, 2007). The desired conditions are not given in this case and the actors do not meet them. It is a long-term strategy that is used when conditions are uncertain or changing (Rothwell 1984; Swanson & Houlton, 1998) and when organizational change initiatives are implemented (Gupta, 2007). The main difference between a strategic needs assessment and other types of assessments is that the desired performance condition is typically a new target with goals that are different from the current condition.

Assessment of knowledge and skills

A knowledge and competence assessment determines the knowledge and skills that employees need to perform "effectively" (Gutpa, 2007) and enables the necessary solution to close the gap to be implemented. A knowledge and competence assessment is usually carried out after an assessment. The analysis identifies a lack of knowledge and skills as a performance problem. A knowledge and skills assessment lacks the granularity of a job and task analysis, a competence assessment, or a strategic needs assessment (Gupta, 2007). An assessment of knowledge and skills, according to Gupta (2007), is best suited for new business opportunities, the introduction of a new system or technology, the review or update of an existing training program, the addition of

new areas of responsibility to a position, the reorganization, if an organization is downsizing and supporting rapid business growth.

Review of the empirical literature

In his study "Designed Training Process", Cary Cherniss (2010) carried out the training process of the executive development program according to ISO principles. The result showed that it helped develop emotional and social skills. In this study, 162 managers from 9 groups were used to assign the study design, with each group having its manager. Each group must go through the same procedure. The results were obtained within two years. This is the first study to apply ISO principles to management development.

Margaret E. Beier and Cody.B.Cox (2009) used 109 participants in their study. Self-efficacy and goal orientation have been examined, and there will be a three-way interaction between achievement orientations. Self-efficacy, as well as a framework for non-technical training. This was done to spark people's interest in the exercise activities, as the results of the study show.

David Mc. Guire and Mammedbagher (2010) examined the "diversity of training in the organization". This article has highlighted an important role in the workplace. Diversity in training programs will improve communication, understanding, decision-making, and problem-solving in different organizations. Because of the diversity, HRDs will grow; finally, developing various HRD programs has become a priority.

Suzanne T. Bell and Pamela S. Edens (2003), the researcher intends to use a meta-analytical method to analyze the effectiveness of the training design and to determine the connection between needs assessment and effective training. The skills imparted and the assessment scheme has an impact on the effectiveness of the training programs.

NeelimaChakrabartyb and ReeteshRikkua (2013) the researcher in this study aimed to determine the nature of the training needs analysis and the impact of TNA on the organizational performance of the Indian railways. The study discovered several attributes that are important for improving performance and recommends developing an effective training design based on needs and income.

Theoretical Framework

Social Learning Theory

Bandura and Walters (1977) developed social learning theory by combining theories such as cognitive learning theory and behavioral learning theory. Cognitive learning theory states that learning is influenced by psychological factors, while behavioral learning theory states that learning is influenced by responses to environmental stimuli (Odhiambo, 2018). Social learning theory emphasizes that people learn by watching other people (models) they look at, other people's behaviors, attitudes, and emotional reactions. Behavior is learned through modeling and observing others, which provides insight and how new behaviors are carried out (Odhiambo, 2018).

According to Bandura and Walters (1977), social learning theory claims that an individual's behavior is the result of an interaction between situations, people, and constituents of the environment. According to social learning theory, an employee enters an organization with unique traits and characteristics that can change or adapt depending on the work environment as well as the performance appraisal process based on their motivations and work environment (Odhiambo, 2018).

Conclusion

Training is a continuous and habitual activity, it causes a semi-permanent change in an organization, the three main areas of the training activity are skills, knowledge, and attitudes; it has a greater influence on the productivity of the organization and the success of the current organization. Viewed as a precise, readiness-based organizational activity, it is job-oriented and today's jobs require certain skills, such as interpersonal and problem-solving, that can only be improved through training to do a job; otherwise, it will be extremely difficult for an employee to perform other work-related activities and to adapt to the corporate culture. Education is a

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primary management function that is also linked to other human resources specializations in the business planning phase. A good organizational environment is a necessary tool for the employees in the learning process of the organization. Since training is considered the most important activity of the organization, it focuses on two factors, profitability and image fear to achieve the goals of the organization easily. A training needs assessment should be conducted before developing an effective training program.

TNA, on the other hand, is an ongoing process of collecting data to determine what training needs are to develop training that will help the organization achieve its goals. Organizations need to understand that training and development must start with a needs assessment.

Finally, the effectiveness of the training needs analysis in an organization helps in achieving organizational goals as well as in creating a positive organizational image.

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