IJAAR PUBLISHING®
DOI: 10.46654

Research Journal of Management Practice | ISSN: **2782-7674**
Vol. 1, Issue 11 (November, 2021) | www.ijaar.org

PRACTICAL TRAINING NEEDS OF HR PRACTITIONERS IN LAGOS STATE

Idowu Oluwagbenga ADESOYE[a] & Olajobi Omotayo AKINSULERE[b]

[a]Department of Employment Relations and Human Resources Management,
University of Lagos, Lagos State, Nigeria.
Tel: +234-705-607-9601 **Email**: adesoyeidowu05@gmail.com

[b]Department of Employment Relations and Human Resources Management,
University of Lagos, Lagos State, Nigeria.
Tel: +234-905-575-2868 **Email**: akinsulereolajobi@gmail.com

ABSTRACT

This study investigates the practical training needs of HR practitioners and the extent to which practical training needs can help in the attainment of set targets. The study equally identified factors that serve as a hindrance to training effectiveness. A survey research design was employed and the study was guided by a quantitative research method through the adoption of a self-structured questionnaire. The researcher obtained responses from one hundred and sixty-one (161) respondents representing 88.5% of the total respondents sampled (i.e.,182). The study adopted a multi-stage sampling technique including stratified and simple random sampling techniques in selecting respondents from the four selected HR practitioners in Lagos state including Jobberman, FactBase Consulting Limited, Gr8jobsng and Wave Academy. The data collected were analysed using both descriptive and inferential statistics. In doing this, the questionnaire statements were interpreted with frequency table and percentages while the Pearson Moment Correlation and Linear regression analysis were employed in testing the relevant hypotheses. The result from the findings shows that there is a significant relationship between practical training needs and hindrance of training effectiveness. It was equally found that practical training needs influence the performance of HR practitioners. The study, therefore, recommended that HR practitioners and the human resource department should continually conduct training needs such as organizational analysis, person analysis, task analysis, performance analysis, content analysis, training suitability analysis and cost-benefit analysis before undergoing any training programme to bridge the lacuna between what is available and what is needed. This is to avoid wasting time and money and conducting training based on wrong needs or for non-relevant groups of people. This study emphasized that before undergoing any training programme, HR practitioners should put into consideration various factors that might serve as hindrances to the achievement of the training objectives. For instance, adequate motivation should be attached to the training, and it must align with the need of the employee. In addition to this, the training content should be constructed in such a way that trainees will easily assimilate. The support of the management and type of the training must equally be put into consideration to achieve success in the training.

Keywords: *Training needs, Training Effectiveness, HR Practitioners, Organizational Analysis, Person analysis, Task analysis.*

INTRODUCTION

Training an employee effectively and efficiently is not an easy task. Training is a program that enables employees to learn or gain certain expertise, skills and abilities that can improve their present results. Training includes a new dimension of an individual's perspective, knowledge and information that improves his or her behaviour (Sharma, 2018). The performance of the organization, internally and externally, depends on several factors. A major internal consideration is that its staff are capable of regularly performing at the highest level, to ensure that all defined tasks are completed successfully (Shibani, 2017). As a challenge and chance for managers of human resources and training practitioners to assist the organisation in a constantly evolving world to be efficient and receptive. It is less of a concern to evaluate the training needs that are an important part of the training programme. The company needs to assess the training criteria specifically. The first step to consider is the location, scale, and level of significance to use the expense of training and other resources effectively (Rachmat & Hady, 2017).

Identification of training needs is a proactive move for the company and staff to identify the best training program. Evaluation of training requirements is very important because it offers information about the competence level and expertise of the human resources of the organization. Training and development are one of the roles of human resource management, which means that training and development are needed to achieve a good and adequate workforce (Rachmat & Hady, 2017).It is an attempt to train staff for work duties that are deemed not to be mastered. The primary elements for assessing who needs to be trained are training needs evaluation, where training is required, what training needs to be taught and performed (Rikkua & Chakrabartyb cited in Mazhisham et al., 2018). The training aims to ensure the productivity of a well-managed training program in the correct types of training required by workers, employers and organizations.

Amos and Natamba (2015) found that understanding training needs in the training process, providing specific training goals, articulated training material, and implementing work training techniques had a major impact on job results. The presence of these variables thus greatly affects how workers perform their duties on the job. They also identify the more important variables that have been evaluated for assessing training goals and training needs in the prediction of job success. Some factors are necessary when planning or proposing training programs for human resources and trainees (Fleck cited in bin Arshad, 2015). These factors decide whether the learning transition is carried out. The training needs analysis (TNA) method is one of the most significant factors (Conger, 2015). Training will become useful and accessible in the beginning. Also, careful consideration is given to the accuracy of the known "need" and its fulfilment. By using the correct process, these 'needs' are correctly identified, then the chance of success is high. To benefit from training investment, training must be approached systematically.

Business experience demonstrates that many training programmes, instead of identifying requirements, are based on trials and errors and are performed reasonably. Nankcrvis et al., cited in Ludwikowska (2018) argues that many organisations do not or do not conduct the TNA properly and adequately. Many companies perceive that the analysis of training needs is too expensive and time-consuming. Anderson cited in Kapoo, Chaubey and Negi (2015) argued that a broad approach to TNA is not common, as the majority of organizations are following tradition, bureau politics, and various internal and external pressures by their fewer formal procedures. There are several businesses with a strong understanding of how financial gains, machinery and facilities can be achieved, but behind it lies a personal tale. It should be remembered that many corporations seldom welcome workers as partners in their businesses. If human resources are taken seriously and handled, then the organization will be moving in a new, certainly optimistic direction. Often it is not a skill or the best possible preparation that is necessary for an organization but the management and consideration of individuals as part of an organization and as an opportunity for competitive advantage are the main things.

A proper application of TNA verifies whether training programs will meet business needs and avoids inappropriate expenditure on new acclimatization for employees. TNA concentrates on programs that will lead the firm to achieve its goals and its impact on the productivity of its employees. Training need is an essential element in the development of training programs as it helps bridge the lacuna between the current skills and the expected to achieve the set targets (Denby cited in Ludwikowska, 2018). However, poor evaluation of training can result in ineffective approaches that have little effect or have a negative impact on the actual performance issue (Wagonhurst cited in Arshad et al., 2015). Despite a large number of studies on training need analysis, there is a gap, concerning the training needs required by HR practitioners. Thus, the main contribution of this study is to fill the mentioned gap by investigating the practical training needs of HR practitioners with a major focus on selected HR practitioners in Lagos, Nigeria. This study aims to investigate the practical training needs of HR practitioners. To achieve this aim, the specific objectives are:

i. To identify various practical training needs required by HR practitioners.
ii. To determine the extents to which practical training needs can help in the attainment of set targets.
iii. To identify the factors that serve as a hindrance to training effectiveness.
iv. To investigate ways in which practical training needs might be improved.

LITERATURE REVIEW

Wamwayi, Amuhaya, Mukulu and Waititu (2016) researched the role of training needs assessment in performance. The study was conducted among non-teaching employees in public universities in Kenya. In the process of data collection, Wamwayi et al., (2016) conducted the study in eight of the twenty-two public universities in Kenya with a sample size of 176 non-teaching employees. The study was both qualitative and quantitative. The study showed that the assessment of training needs was statistically important, and therefore the function of the non-academic employees at the institutions was to be played. The survey showed that most employees leave the management's training programmes, some occur for some time and do not report back to the programme (Wamwayi et al., 2016).

Arshad, Soahli, Mahmood, Ahmed and Akhtar, (2015) investigated the process in which training needs are identified and analysed. In the process of data collection, Arshad et al., (2015) selected a total of two hundred and thirty-six (236) companies, they sent out questionnaires to the 236 companies out of which only 109 questionnaires were retrieved and proceed for the analysis. The results from the study conducted by Arshad et al. (2015) demonstrate that the training and development in these companies in most firms are not successful. They have no notion of training needs analysis (TNA). It was also found that funds earmarked for training needs analysis (TNA) get mixed up with dishonest management. In addition, Sharma (2018) investigated the training needs analysis of employees. The study was conducted among employees in the real estate sector. The study adopted both quantitative and qualitative research methods. The findings revealed that there was a significant need for training among employees in both technical as well as non-technical areas. The age and experience of existing personnel can be one reason. In the current organization, the majority of responders belonged to the 20-30 age group with a minimum of 3 years experience.

Ludwikowska (2018) examined how the effectiveness of the training process, and its phases, contributes to enhancing employee efficiency in the social service environment. The study was conducted among social assistance centre in Poland. Primary data were collected using a self-evaluation questionnaire with a Five-Point Likert scaling measurement. The study sampled 159 respondents out of which 91.7% were women. A positive link between variables has been identified by Ludwikowska (2018), including training requirements analysis, training transfer, and staff efficiency. These findings are important for the design of training programs as part of the ongoing professional development that is critical to the efficiency and benefit of the organization.

Mazhisham, Khalid, Nazli, Manap and Hussain, (2018) intheir study on the identification of training needs assessment. The study adopted the descriptive survey research using a structured questionnaire. 250 respondents were recruited for the study, but only one hundred (100) questionnaires were returned and processed for analysis. Mazhisham et al., (2018) found that all personnel participated in training needs identification contrasted to senior management, which only identified a 39.2% personnel training needs analysis. It is also found that several firms rely on performance assessment and other sources, but ignore the fact that they ask themselves for their staff.

In qualitative research conducted by Rachmat and Hady (2017) on the training system and HRD with the organisation. The study adopted existing literature as sources of data. In the analysis of the data, descriptive analysis was employed. Rachmat and Hady (2017) found that evaluation of the training demands is a technique of identifying the maximum value of assets invested in education and development. It was equally revealed that the system method provides a consistent and adaptable strategy to examine the human resources of the organisation, saving time, money and efforts to solve the proper problem.

THEORETICAL FRAMEWORK

The value of a theoretical framework in a study cannot be overstated. It is a set of interconnected notions that may be used to create testable assertions from a theory of logically deductive claims. It's also a collection of possible explanations for a phenomenon that are logically and systematically related to one another in order to explain or forecast it. The theory that underpins this research is the training needs assessment theory. The rationale for its selection was based on the fact that provides systematic process for getting the required resources in an organisation. This theory was coined by Kaufman and English in 1979. The theory suggests that a true necessity can be discovered only without premature solution selection. The results will be determined first to conduct a quality needs evaluation and then articulated. The distance from the results (current and desired) thus constitutes the true necessity. Once a need has been recognized, a solution that seeks to close the gap can be picked. The theory says that in the simplest sense, there is a measurable gap between two circumstances - what is and what should be (Kaufman and English cited in Nganu and Hannah, 2018).

The evaluation process refers to problem regions, problems, or problems to be resolved. Need evaluation focuses on the results gaps rather than on desires or viable solutions in most cases. Watkins and Kaufman cited in Nganu and Hannah (2018) indicate that needs evaluation demands an assessment of the situation, what it is to be wanted for the future in terms of time and a comparison of these two circumstances. Need evaluation also involves assessing needs and arranging them in the priority order to guide decisions on what to do next. Altschuld and Kumar cited in Nganu and Hannah (2018) pointed out that several ideas are frequently identified when needs are analyzed and because resources are restricted (closing of these gaps), priorities must be established. For example, a causal analysis may be used to determine what gap could be most likely to change, and for which a solution plan is likely to succeed. The literature recommends that training must be preceded by an analysis of needs to be used to be effective and to isolate both training requirements and those issues with other non-trainable solutions.

The application of this theory to organizational training requires a systematic process of evaluating employee training needs in line with the organizational goals before selecting and implementing training programs that help improve organizational performance. The process can be as easy as questioning, comparing responses and reaching knowledgeable decisions on how to improve human circumstances and performance. This theory dealt with the study's varying assessment of training demands. Evaluation of training needs helps to detect shortcomings and build problem-oriented education programmes. This guaranteed the training efficiency.

RESEARCH METHODOLOGY

Research Design

The survey research design was employed in this study. The connection between the study's dependent and independent variables is described by this type of research design. The research was conducted as a cross-sectional study, with data collected once across the population using sampling. The design is useful for describing the characteristics of a large population using large samples, resulting in statistically significant results even when analyzing multiple variables; it also allows for the use of various data collection methods such as questionnaires, structured and unstructured interviews, and document analysis. It also employs standardised questions to determine the things' dependability. With the help of a questionnaire, a quantitative method wasemployed to collect and analyze data from the population. A quantitative research design is referred to as a research designthatuses a variety of statistical tools and methods of analysis, such as reliability analysis to assess the instrument's internal consistency, descriptive statistics to count the frequency of responses, factor analysis to assess the instrument's validity and the study's sampling adequacy, correlation analysis to assess the relationship between study variables, and regression analysis to assess the extent of independent variable influence on dependent variables.

Target Population

The term target population refers to all of the study's relevant sampling units. Creswell (2015) defines a target population as a group of individuals or participants with certain characteristics of importance and interest. The target population for this study therefore, cuts across all levels in the selected firm offices. The target population drawn is a total of about 334 staff consisting of fulltime and non-fulltime employees of the selected firm (i.e., Jobberman, FactBase Consulting Limited, Gr8jobsng and Wave Academy) consisting of top, middle and low-level staff.

Sampling Frame

A sampling frame is the source materials or equipment from which a sample is drawn in statistics. It is a list of all persons, families, and institutions within a population who can be sampled. It is a comprehensive list of all the items in your population, everything and everyone you wish to study. A sampling frame is a list of all such sample units. When the population is finite and the time period is either past or present, the frame can be identical to the population. They are frequently not similar, as it is frequently impossible to draw a sample directly from the population. The frame may be developed by the researcher or may be drawn from an existing population list. The sampling frame of the study are areas from which the sample can be drawn and this area is located within office of the selected HR firms (Jobberman, FactBase Consulting Limited, Gr8jobsng and Wave Academy) in Lagos state.

Table 1: Sampling Frame

S/N	HR FIRMS	NUMBER OF EMPLOYEES
1	Jobberman	278
2	FactBase Consulting Limited	11
3	Gr8jobsng	6
4	Wave Academy	39
	Total	**334**

Sample Size Determination

Sample size determination is the process of deciding how many observations or replicates should be included in a statistical sample. When conducting an empirical study to draw conclusions about a population, the size of the sample is a crucial factor to take into account. Yamane (1967) and Krejcie & Morgan (1970) both use the following formula to estimate the sample size:

$$n = \frac{N}{1 + N(e)2}$$

Where N= is the total population
n=is the sample from the total population
e=is the error term, which is 5% (i.e., at 95% confidence interval)
using the above formula, the simple size of the study is determined as:

$$n \frac{334}{1 + 334(0.05)^2}$$

$$n = \frac{334}{1 + 334(.0025)}$$

$$n= \frac{334}{1+0.835}$$

$$n = \frac{334}{1.835} = 182.02 \text{ approximately } 182$$

Sampling Procedures

This study adopted a simple random selection technique to ensure that all of the companies' employees have an equal and independent probability of being included in the research. Every member of the population has an equal probability of getting selected in a basic random sampling (Verma, Gautam, Pandey, Mishra & Shukla, 2017). Furthermore, because the company's population is homogeneous, a simple random sampling technique is acceptable for selecting the requisite sample. The sample size for this population consists of respondents who are solely in the office of the selected HR firms (Jobberman, FactBase Consulting Limited, Gr8jobsng and Wave Academy) in Lagos state.

A stratified simple random sampling technique was used. It ensures that everyone is represented in the sample and has an equal chance of getting chosen. This is true of sampling without replacement, in which the element chosen for the sample is returned to the population before the next element is chosen. Random sampling ensures that each member of the population has an equal chance of being included in the sample, and that all decisions are made independently of one another. It also ensures that each conceivable sample combination has an equal chance of being chosen.

RESEARCH INSTRUMENTS

The research instrument for this study was a well-designed and self-structured questionnaire created by the researcher to gather information from respondents on the subject area. It used a ten-point Likert scale with three options: disagree, undecided, and agree. The goal of the three-point scale is to eliminate any ambiguity that respondents may experience while answering the questions, as well as to guarantee that the responses are clearly captured to demonstrate the respondents' positions on the questions posed.

Sections A and B of the questionnaire were constructed. Section A asked for demographic information such as age, gender, level of education, employment status, and number of years in present position, while Section B asked for their thoughts on the subject. The responders are asked to select one of the ten-point Likert scale possibilities in order to describe their level of agreement or disagreement on each item in Section B. The employee's view of remuneration policy and employee retention are measured in section B of the questionnaire, which comprises closed-ended items.

Validity of the Research Instruments

Validity relates to the extent to which the instrument of the researcher measures accurately what it is designed to measure. To evaluate the validity of the research instrument, content validity would be used. Content validity ensures that all aspects and parameters that impact on the main content of the questionnaire were evaluated (Odetunde, 2011). In order to ensure content validity, after structuring the questionnaire, it would be given to the project supervisor who is an expert for evaluation and modification.

Reliability is used to establish the instrument's consistency and to assure the consistency of the research findings generated by this instrument when the process is repeated in the same setting. It was said by Mohamad, Sulaiman, Sern and Salleh (2015) that reliability is a measure of how stable and consistent an instrument's scores are between administrations. The reliability test may be inter-rater, test-retest, multiple form, or split-half. It was proposed by Mohamad et al. (2015) that in social sciences, the reliability item can be acceptable if the alpha is between 0.60 and 0.99. A Cronbach Alpha was conducted to determine the instrument's consistence. The result is presented below:

Table 2: Reliability statistics

Cronbach's Alpha	N of Items
.986	24

Methods of Data Analysis

This study adopted descriptive and inferential statistics as methods of data analysis to draw conclusions. In order to show the respondents' personal data and answer the research questions, frequency distribution tables and mean scores were included in the descriptive statistics. The study hypotheses were put to the test using inferential statistics such as Pearson Moment Correlation and Regression Analysis. In order to do this, the Statistical Package for Social Science was used.

RESULT AND DISCUSSION

This section focused on the presentation, analysis and interpretation of data collected through the use of a questionnaire using an online survey. The analysis of data is necessary to bring out the result of the research done and enable the researcher to draw inference. Out of the total one hundred and eight-two (182) respondents sampled, only one hundred and sixty-one answered the questionnaire.

Table 3: Socio-Demographic Characteristics of the Respondents

CHARACTERISTICS	VARIABLES	FREQUENCY	PERCENTAGE
Gender?	Male	80	49.7
	Female	81	50.3
	Total	**161**	**100.0**
Age	Below 21 Years	14	8.7
	21-30 Years	115	71.4
	31-40 Years	18	11.2
	41 And Above	14	8.7
	Total	**161**	**100.0**
Marital Status	Single	130	80.7
	Married	28	17.4
	Divorced/ Separated	2	1.2
	Widowed	1	0.6
	Total	**161**	**100.0**
Highest Educational Qualification	WAEC/SSCE	16	9.9
	Bachelor’s Degree/ HND	116	72.0
	Master’s Degree	20	12.4
	Ph.D	2	1.2
	Others	7	4.3
	Total	**161**	**100.0**
Monthly income	less than - 100000	92	57.1
	101000 - 200000	34	21.1
	201000 - 300000	15	9.3
	301000 - 400000	6	3.7
	more than ?400000	14	8.7
	Total	**161**	**100.0**

How long have you been working in this company	Less than 3years 3-5years 6-8years 9 years and Above **Total**	109 31 7 14 **161**	67.7 19.3 4.3 9.7 **100.0**

Source: Survey, 2021.

Table 3 indicated that 49.7 percent of the respondents were male while 50.3 percent were female. This table indicated that majority of the respondents were male. Table 4 equally showed that 8.1 percent of the respondents were below 21 years of age, 71.4 percent were between the age of 21 and 30 years, 11.2 percent were between the age of 31 and 40 years while 8.7 percent were 41 years and above. This implies that majority of the respondents were matured. In the marital status of the respondents thetable indicated that 80.7 percent of the respondents were single, 17.4 percent were married, 1.2 percent were divorced/separated while 0.6 percent were widowed.

Furthermore, table 3 indicated that 9.9 percent of the respondents were WAEC/SSCE holders, 72 percent were Bachelor's Degree/ HND holders, 12.4 percent were Master's degreeholders, 1.2 percent were Ph.D holders while 4.3 percent were other qualification holders. This table implies that majority of the respondents were educated. Also, table 4 indicated that 57.1 percent of the respondents' monthly earnings is less than 100000, 21.1 percent earn between 101, 000 and 200, 000, 9.3 percent earn between 201, 000 and 300, 000, 3.7 percent earn between 301, 000 and 400, 000 while 8.7 percent earn more than 400, 000 monthly.

Finally, table 3 indicated that 67.7 percent of the respondentshave less than 3 years working experience, 19.3 percent have 3 to 5 years' work experience, 4.3 percent have 6 to 8 years work experience while 9.7% have 9 years and above. Based on the demographic analyses, it can be inferred that the respondents that participated in this survey are combination of matured and new employees who are well educated to understand the importance and usefulness of this study.

Test of Hypotheses

H_{01}: Practical training needsdonot influence the performance of HR practitioners.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772[a]	.595	.593	.96617

a. Predictors: (Constant), PRC_TRN_NEEDS

Table 4 shows the model summary which depicts the relationship that exists between practical training needs and performance of HR practitioners. Training needs was measured using the entire five (5) items on section B of the research instrument while five (5) items on training needs benefits in same section B used employed in measuring performance of HR as a proxy for outcome. Table 9 equally indicated that R-coefficient of regression measuring the relationship between independent variable and the dependent variables based on strength is (0.772[a]), indicating that the relationship is strong.

R-square known as coefficient of determination was used to explain what percentage of the total variation of the dependent variable was caused by thevariation in the independent variable.Therefore, the R^2 for the model is 0.595 indicating that 59.5% of the variations or changes in HR practitioner performance were caused by the independent variable; practical training needs. Adjusted R-Square shows that 59.3% of the variation in performance of HR practitioner was explained by the model, while the remaining 40.7% of variation was explained outside this model which could also mean a very high explanatory variable. In other words, a moderate degree of changes in the performance of HR practitioners during training process was caused by changes in the level of practical training analysis.

Table 5: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	218.363	1	218.363	233.921	.000[b]
	Residual	148.425	159	.933		
	Total	366.788	160			

a. Dependent Variable: TRN_OUTCOME

b. Predictors: (Constant), PRC_TRN_NEEDS

Table 5 shows the model's significance, or if it adequately explains the deviations in the dependent variable. We can see a value in the last column, which represents the model's goodness of fit; when the number is tiny in unit and closer to 0, we may claim the model has a greater goodness of fit. Furthermore, if the value is greater than 0.01 or 0.05, we can conclude that the model was unable to fit the data at the various levels of significance. As a result, the value (Sig.) of 0.000 less than 0.01 indicates that we would accept the model as significant at 95%. In other words, the model adequately accounts for the variation in the dependent variable. In other words, because the model's p-value (Sig.) (0.000) is less than 0.01 level of significance, we decided that the analysis' result is valid. This means that the alternative hypothesis has been accepted as well.

Table 6: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.626	.352		4.613	.000
	PRC_TRN_NEEDS	.778	.051	.772	15.294	.000

a. Dependent Variable: TRN_OUTCOME

The Sig value on table 6 is 0.000 which is less than 0.05 at 95% level of confidence is an indication that the beta value 0.778 is significant. This means that practical training needs have a strong influence on performance of HR practitioners.

H_{02}: There is no significant relationship between practical training needs and hinderance of training effectiveness.

Table 7: Correlations Result

		Practical Training Needs	Hinderance of Training Effectiveness
Practical Training Needs	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	161	161
Hinderance of Training Effectiveness	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	161	161

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

The table 7 summarized the result of the correlation associated with practical training needs and hinderance of training effectiveness of selected HR practitioners. Based on the correlation output, the result revealed that the Pearson co-efficient of the tested variables is 0.766** which established that there is a strong relationship between practical training needs and hinderance of training effectiveness, also the p-value of Pearson correlation is (0.000) at 5% level of confidence. We therefore reject the null hypothesis which states that there is no significant relationship between practical training needs and hinderance of training effectiveness, and accept the alternative hypothesis. Thus, it can be inferred that there is a significant relationship between practical training needs and hinderance of training effectiveness.

Discussion

In the first hypothesis tested, the findings showed that practical training needs do not influence the performance of HR practitioners. This implies that the performance of HR practitioners can be improved in their training programme if proper training needs analysis is conducted. According to Ludwikowska (2018), training needs analysis important for the design of training programs as part of the ongoing professional development that is critical to the efficiency and benefit of the organization. In the same vein, Rachmat and Hady (2017) concluded that the system method provides a consistent and adaptable strategy to examine the human resources of the organization, saving time, money and efforts to solve the proper problem.

Based on the second hypothesis, the findings revealed that there is a significant relationship between practical training needs and hindrance of training effectiveness. This implies that a properly aligned training needs analysis will not only improve the performance of HR practitioners but equally clear the hindrances of training effectiveness. In support of this finding, Sharma (2018) conducted a similar research and found that there was a significant need for training among employees in both technical as well as non-technical areas. Contrary to this, Arshad et al. (2015) demonstrated that training and development in some organisations are not successful as a result of funds earmarked for training needs analysis (TNA) get mixed up with dishonest management. Based on the opinion of Arshad et al. (2015), training needs analysis is not a determinant of training effectiveness which is against the result from the current study.

CONCLUSION AND RECOMMENDATIONS

A few inferences and conclusions have been made by the researcher as a result of the results revealed by the critical analysis carried out in accordance with each specific objective. The study concluded that the adoption of training needs analyses such as organizational analysis, person analysis, task analysis, performance analysis, content analysis, training suitability analysis and cost-benefit analysis must be fashioned into every training process. In line with the second objective which has to do with how practical training needs can help in the attainment of set goals. The study concluded that practical training needs analysis is beneficial not only to reduce hindrances of the training effectiveness but also provide several benefits such as reduction of cost and mistakes, compliance with regulations, income generation and achievement of the training objectives. The third objective which explores various factors that serve as hindrances to the effectiveness of training. Based on the result of the analysis, it was concluded that several factors such as training environment, the type of the training, training contents, the motivation of the training, support of management and attitude of the trainees towards the training must be considered to ensure this the success of the training. Lastly, the fourth objective identified several ways in which practical training needs can be improved. The outcome of the analysis in the table thus concluded that training needs can be improved through the adoption of a systematic process, educating of employees about training relevancy, advocating better assessment of training courses and training and instructing leaders on the best technique to determine training requirements. Based on the conclusion, the study recommends the following:

i. The study suggested that HR practitioners and the human resource department should continually conduct training needs such as organizational analysis, person analysis, task analysis, performance analysis, content analysis, Training Suitability Analysis and Cost-Benefit Analysis before undergoing any training programme to bridge the lacuna between what is available and what is needed. This is to avoid wasting time and money and conducting training for non-relevant groups of people. Organizations can equally identify numerous new work prospects for a wide range of employees through training needs assessments, and employees will be pleased, content, and remain focused in their relevant positions while delivering their best efforts.
ii. Before undergoing any training programme, HR practitioners should put into consideration various factors that might serve as hindrances to the achievement of the training objectives. For instance, adequate motivation should be attached to the training, and it must align with the need of the employee. In addition to this, the training content should be constructed in such a way that trainees will easily assimilate. The support of the management and type of the training must equally be put into consideration to achieve success in the training.
iii. As a way of improving training needs, HR practitioners and the human resource department should adopt systematic processes in their training analysis. The training leaders should be trained and instructed on the best method to find out training requirements. In addition to this, the relevancy of the training should be effectively communicated to the employees. For every training course, better assessment must equally be advocated.

REFERENCE

Amos, K.J &Natamba, B. (2015). The Impact of Training and Development on Job Performance in Ugandan Banking Sector. *Journal on Innovation and Sustainability,* 6(2), 65-71.

Arshad, M.Y., &Soahli, A.B. Mahmood, A. Ahmed, A. & Akhtar, S. (2015). A study on training needs analysis (TNA) process among manufacturing companies registered with Pembangunan at Bayan Lepas Area, Pengang, Malaysia. *Mediterrian Journal of Social Sciences*, *6*(4), 670-678.

Arti, B. & Jai, P. T. (2017). A Literature Review on Training Need Analysis, *Journal of Business and Management*, 19(10), 50-56.

Conger, S. (2015). Six Sigma and business process management. In *Handbook on Business Process Management 1*, 127-146. Springer Berlin Heidelberg.

Creswell, J.W. (2015). *A concise introduction to mixed methods research*. Sage Publications.

Kapoo, S., Chaubey, D. S. & Negi, A. (2015) Analysis of training need identification process and perceived training outcome. *Midas Touch International Journal of Commerce, Management and Technology*, 3(10), 1-12.

Ludwikowska, K. (2018). The effectiveness of training needs analysis and its relation to employee efficiency, *Wrocław University of Science and Technology,77*, 180-193.

Mazhisham, P. H., Khalid, M. Y., Nazli, N. N. N. N., Manap, R., & Hussain, N. H. M. (2018). Identification of Training needs assessment in an organisational context. *IJTMSS*, *1*(5), 20-30.

Mohamad, M. M., Sulaiman, N. L., Sern, L. C., & Salleh, K. M. (2015). Measuring the validity and reliability of research instruments. *Procedia: Social and Behavioral Sciences*, *204*, 164-171.

Nganu, M., & Hannah, B. (2018). Influence of Training Needs Assessment on Performance of Small and Micro Enterprises in the Information and Communication Technology Sector in Nairobi City County, Kenya. *European Journal of Business and Management*, 10(35), 105-111.

Odetunde, J.O. (2011). *Introduction to social scientific research*. Ibadan: Lad-od Prints & Publishing.

Rachmat, H.T., & Hady, M.U. (2017). Development of training needs analysis in organisation. *Journal of Management Research*, 9(4), 140-159.

Sharma, R. (2018). A study on training need analysis of employees. *Amity Journal of Training and Development, 3*(1), 22-35.

Shibani, M. (2017). The Training of Technical Staff in Libyan Industrial Companies: Issues in Traning Needs Analysis. *Journal of Human Resource Management*, *20*(1), 42-53.

Verma, S., Gautam, R. K., Pandey, S., Mishra, A., & Shukla, S. (2017). Sampling Typology and Techniques. *International Journal for Scientific Research and Development*, *5*(9), 298-301.

Wamwayi, S. K. Amuhaya, I. M., Mukulu, E. &Waititu, G. A. (2016). Role of training needs assessment in the performance of non-teaching employees at management level in public universities in Kenya. *International Journal of Scientific and Research Publications*, 6(8), 242-257.