

Training Needs Assessment in a State University as Input to Faculty Development Program

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**Asia Pacific Journal of
Multidisciplinary Research**

Vol. 8 No.2, 101-109

May 2020

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

ASEAN Citation Index

Date Received: October 15, 2019; Date Revised: April 24, 2020

Abstract –*This study took into consideration the determination of trainings needed by faculty members that would hone and prepare them to function effectively in a competency – based education using the qualitative and quantitative methods. The study was conducted to fifty-seven faculty members of one State University in the Philippines. The study concluded that faculty members needed first and foremost trainings that will hone their research function. Likewise, trainings on instruction, extension and production functions, oral and written communication and leadership skills and personnel effectiveness were also deemed important. Faculty members were found meeting difficulties and challenges in different aspects and that they experienced stress and pressure at work; and despite of these, they declared willingness to take part in trainings if they would be given a chance. Dedication/commitment among faculty members was evident that they performed their duties and responsibilities the best that they could.*

Keywords –*Extension, Faculty Development, Instruction, Production, Research*

INTRODUCTION

Training is a key human resource management function in public and private educational institutions. It is a representative of the administrator's commitment of providing the employee proficiencies as they perform their duties [1].

Training needs assessments' procedure is a sequence of undertakings made to determine problems, requisites and issues in the workplace. This is also done to determine the appropriateness of training in responding to the problems, requisites and issues identified. Needs assessment is the first step taken to bring out a change for it specifically defines the gap between the current and the desired individual and organizational performances. With this, the training needs assessment can disclose the necessity for well-targeted training areas. However, training could not always the soundest means to close a particular gap between an organization's goals and its actual performance. Therefore, a person who performs the needs assessment must have a clear idea of the problem, consider all possible solutions and relate to the management the findings to arrive and decide on the best solution.

Conducting a training needs assessment is an important activity for the advancement of employees [2]; thus, the human resource officer or a training specialist should be skillful at performing this kind of

assessment to bring out effective and efficient employees. It is necessary that the training manager determines the: who, what, when, where, why and how of training before the actual training occurs. To do this, the training manager must analyze as much information as possible about the following: (1) organizational culture including its goals and objectives; (2) jobs and related tasks necessary to be acquired; (3) competencies and skills essential in performing the tasks; and (4) individuals who need be trained [3].

A training needs assessment is the only way to verify and validate the needs, focus, scope and target group for a training program. Training needs assessment can be proactive or reactive: proactive when the training needs assessment initiates a strategic review of the organizational needs that will entail innovative competencies and reactive when it addresses training of pre-identified employees in specific concern [4]. In both cases, training needs assessment aims to identify performance issues that can be resolved by initiating, practicing and reinforcing the specific and measurable knowledge and skills of the employees. Thus, TNA supports decision making on whether training is the best option (or not) to capacitate more individual's productivity, know who should be delegated, and what particular training be provided [5].

The university in its quest for excellence and quality assurance desires to uplift the status of the faculty comprising the department. Providing each faculty member with appropriate and relevant training will hone and prepare them to function effectively in a competency – based education. Valuable faculty development improves the skills in education, mentoring, scholarship of teaching and designing and implementing a professional development plan as educators. Designing faculty development through the training needs assessment will help faculty members succeed as facilitators of effective and efficient learning and to achieve maximum effectiveness.

Aware of the great contribution of the faculty members in the learning process and in the molding of future citizens, strengthening the capabilities of the individual faculty member will yield good results on the delivery of knowledge, skills and attitudes to the students. These faculty members will be trained and equipped with the necessary competencies that the educational sector needs; thus needs to be equipped with different competencies. In addition, the entire university will gain from this undertaking for the performance of the department will become more intense and the quality, relevance, responsiveness and effectiveness are attained and sustained.

In view of the foregoing, a training needs assessment is essential in order that each college of the university can establish a professional development plan for its faculty members' continued growth as educators. Thus, this research on training needs assessment of the faculty members of Siniloan campus was conducted.

OBJECTIVES OF THE STUDY

This study aimed to determine the training needs of the faculty members of the Laguna State Polytechnic University – Siniloan Campus as a basis for providing trainings to faculty members as part of the development program of the university that would contribute to quality assurance and faculty development.

Likewise, it sought to ascertain the extent of faculty members' training needs with respect to the four-fold functions (instruction, research, extension and production), communicative and management skills; the importance of developing work, communicative and leadership skills among faculty members and to determine the motivation, feelings and attitudes of the faculty members about their job.

METHODS

This study utilized the qualitative and quantitative methods of research. Fifty seven (57) faculty members from the host campus served as the respondents. These were the faculty members who showed willingness to be the subjects of the study. They answered a questionnaire checklist adapted from TNA instrument of University of Rizal System, validated by the Human Resource Manager Officer, management officials of the three state universities in the region. The instrument addressed the profile, the training needs in terms of instruction, research, extension, production, communicative and management skills, the importance of developing work, communication and leadership skills and the motivation, feelings and attitudes about their job. This research is a combination of descriptive-survey and a case study. Faculty-respondents were selected based on their willingness to respond to the provided questions and unstructured interview. Faculty-respondents were also assured that their responses will be treated concomitantly and not individually and must not be, in any case, divulge to anyone for their security. After the data collection, descriptive statistics such as frequencies, percentages, and means were utilized while content analysis for the interview was done.

The faculty – respondents were mostly under the College of Arts and Sciences, College of Teacher Education and College of Agriculture who finished Bachelor of Secondary Education, Bachelor of Science in Agriculture, Bachelor of Computer Science and Bachelor of Elementary Education as their undergraduate course; Master of Arts in Teaching, Master of Arts in Education and Master of Science in Agriculture in their masteral; and Doctor of Philosophy in different areas of specialization; graduated from higher education institutions in the vicinity of CALABARZON. They finished their undergraduate course from year 1996 – 2000, their masters from 2011 – 2015; very few were able to finish their doctorate degree while some responded that their doctorate degree was still on – going. Likewise, they were mostly Instructor I, Assistant Professor I and Assistant Professor III who do not have designation nor given assignment.

RESULTS AND DISCUSSION

Table 1 presents the extent of faculty members' training needs with respect to instruction and research. Faculty members averred that trainings on module/instructional materials development and

effective assessment and evaluation techniques, test construction and table of specification were very much needed; while critical and creative thinking skills development and relevant/appropriate methodology/ pedagogy in teaching particular disciplines were much needed in terms of performing the instruction function.

Table 1. Extent of Faculty Member’s Training Needs with Respect to Instruction and Research

Instruction	WM	VI	R
1. Module/Instructional Materials Development	4.38	VMN	1
2. Critical and Creative Thinking Skills Development	4.20	MN	3.5
3. Principles of Adult Learning	3.91	MN	8
4. Utilization of Multimedia Materials for Instruction	4.13	MN	5
5. Relevant/Appropriate Methodology/Pedagogy in Teaching Particular Disciplines	4.20	MN	3.5
6. Effective Evaluation Techniques and Test Construction/TOS	4.31	VMN	2
7. Course Syllabi Preparation	3.95	MN	7
8. Curriculum Enrichment	4.04	MN	6
AWM	4.14	MN	
Research	WM	I	R
1. Research Proposal Preparation	4.09	MN	5
2. Research Instrument Formulation/Development	4.27	VMN	2
3. Panel Evaluator Skills	4.11	MN	4
4. Technical Writing Skills	4.24	VMN	3
5. Analyzing Gathered Data	4.30	VMN	1
6. Presentation of Research/es	3.96	MN	6
7. Publication of Research/es	3.87	MN	7
AWM	4.12	MN	

Legend: VMN – Very Much Needed; MN –Much Needed

The findings imply that faculty members want to strengthen their competencies in handling students, in imparting knowledge and skills, in developing among their students creative and critical thinking skills and in effectively measuring and evaluating the performance of their students.

When a training needs assessment of teachers regarding assessment was done in a public school district, it evaluated the level of knowledge and problems encountered by teachers in designing and administering varied assessment tools. The training revealed the deficiency of teachers in the utilization of

assessment tools on project work, formative testing, conducting interviews and behavioral assessment [6]; However, teachers’ willingness to be trained in the aforementioned areas and in the development of scoring and grading system.

In like manner, trainings on analyzing gathered data, research instrument formulation/development and technical writing skills were very much needed with respect to research. The findings imply that it is important to the faculty-researchers to be equipped with knowledge on how they will analyze the data and information they gathered using the appropriate tools.

Table 2. Extent of Faculty Member’s Training Needs with Respect to Extension and Production

Extension	WM	VI	R
1. Extension Proposal Preparation	3.95	MN	6
2. Organizing People/Communities	4.02	MN	3.5
3. Conducting Participatory Rural Appraisal	3.87	MN	7
4. Transfer of Learning/Technology/Skills	3.98	MN	5
5. Establishing Linkages	4.20	MN	1
6. Empowering Partner Agencies/Communities	4.15	MN	2
7. Evaluation and Monitoring	4.05	MN	3.5
AWM	4.03	MN	
Production	WM	VI	R
1. Income Generating Processes/Procedures	4.04	MN	2
2. Resource Generation Mechanism	4.04	MN	2
3. Preparation of Feasibility Studies	4.04	MN	2
4. Marketing of Produced Materials. etc.	3.96	MN	7
5. Proper Packaging of Materials	3.98	MN	5.5
6. Product Development Skills	3.98	MN	5.5
7. Promotion of Products	4.00	MN	4
AWM	4.01	MN	

Legend: VMN – Very Much Needed; MN –Much Needed

Enhancing faculty members’ capability in research particularly in basic and advanced statistical methodological skills demands training designs that are perceptively prepared to address the diversity of faculty members’ educational status.

Trainings conducted to enhance research capability raised issues and challenges such as limited existing researches confined in the workplace, in-depth and comprehensive research with data mining as a tool and collaboration and linkage with funding agencies

[7]. Nevertheless, such trainings motivated the participants to undertake research which revealed a substantial increase in the number of collaborative researches that are responsive to the vision of the university and enhanced their skills in determining the appropriate statistical methods. Moreover, linkages were established from local institutions.

As to extension, all items were said to be much needed such as establishing linkages, empowering partner agencies/communities, evaluation and monitoring and organizing people/communities.

Extension practitioners have to possess expertise and technological skills they need as they transfer knowledge, technology and innovations [8] which can be provided by needs based trainings. Such trainings can assist in the acquisition of the desired and targeted outcomes of any community activities provided by the institution.

In the production function, trainings for income generating processes/procedures, resource generation mechanism and preparation of feasibility studies were deemed to be much needed by the faculty members.

The findings suggest that faculty members of Siniloan Campus really need to be acquainted and be trained with those aspects that they declared very much needed and much needed. They are aware that providing those trainings on the specified items will make them efficient and effective in the carrying out of the four – fold functions.

Table 3. Specialized Training/s Needed to Enhance Expertise on the Specialization

Trainings
A. Common for All Disciplines:
Use of Modern Technology
Conduct of Qualitative Social Research
Instructional Materials Development
Trainings focused in acquiring effective English skills
Research for Sustainable Development
Training Workshop in Statistics
B. College of Teacher Education
Trainings on Microbiology Testing/Genetics and Biotechnology
Softwares for Teaching Mathematics
Trainings for Filipino Subject (OBE)
Teaching Style
Food Processing
Trainings on different TLE skills
C. College of Criminal Justice Education
Training in Document Exam and Dactyloscopy
Criminalistics

Table 3 (cont). Specialized Training/s Needed to Enhance Expertise on the Specialization

Trainings
D. College of Hospitality Management and Tourism
TESDA Training
Travel Operation
E. College of Business Management and Accountancy
Management and organization
Taxation Updates
F. College of Arts and Sciences
Psychological Testing
G. College of Agriculture
Animal Production
H. Sports Department
Sports Nutrition
Sports Science

Aside from the aforementioned trainings specific for instruction, research, extension and production, the faculty members disclosed that they also needed some specialized trainings to enhance their skills in their specialization. Among those trainings were about the use of modern technology, preparation and conduct of qualitative social researches, instructional materials development, acquisition of effective English skills, formulation of researches on sustainable development and workshops on statistics.

Specific for the colleges of the university, the faculty members under the College of Teacher Education said that trainings regarding software for teaching Mathematics, microbiology testing/genetics and biotechnology, teaching style, acquisition of different TLE skills, food processing and on OBE were what they aspire to receive.

For the faculty members of Criminology department, trainings on criminalistics and document exam and dactyloscopy were said to be necessary; those under the College of Hospitality Management and Tourism, TESDA training, travel operation and food processing were declared needed; while faculty members under the business management and accountancy revealed that trainings on taxation (updates) and management and organization were needed. Furthermore, faculty members disclosed that they wanted to have trainings on psychological testing under the Psychology program and animal production for the agriculture department. Lastly for the sports department, trainings on sports clinic and sports science declared were needed.

The findings imply that every faculty member has a need to be trained specific to his ability and field of

specialization which will reinforce themselves as transmitters of knowledge and skills.

Table 4. Extent of Faculty Members' Training Needs with Respect to Communicative, Management and Information and Communication Technology Skills

A. Oral Communication		WM	VI	R
1. Effective Communication	Oral	4.20	MN	3
2. Phonemic/Phonetic Skills Development		4.22	VMN	2
3. Approaches to Effective Oral Communication		4.31	VMN	1
AWM		4.24	VMN	
B. Writing Skills		WM	VI	R
1. Business Correspondence		4.05	MN	3
2. Approaches to Effective Writing		4.09	MN	1
3. Effective Written Communication		4.06	MN	2
AWM		4.07	MN	
Management Skills		WM	VI	R
1. Positive Behavioral Management Dealing with Apathy (lack of interest) and Negativity (unconstructiveness)		4.07	MN	4
2. Personnel Effectiveness and Leadership Seminars		4.22	VMN	1
3. Leadership for the Effective Administration of Students		4.16	MN	2
4. Planning and Managing Equivalency and Accreditation		4.11	MN	3
5. The Art of Making Meetings Work		4.04	MN	5
AWM		4.12	MN	
Information & Communication Technology Skills		WM	VI	R
1. Preparing Teachers to Teach with Technology		4.13	MN	2
2. Designing Multimedia Instructional Materials		4.18	MN	1
3. Computer Use, Maintenance, Security and Internetworking		4.00	MN	3
4. Microsoft Office Applications (word, Powerpoint, excel, publisher)		3.85	MN	4
5. Computerization of Grades and Enrolment Systems		3.78	MN	5
AWM		3.99	MN	

Legend: VMN – Very Much Needed; MN – Much Needed

Training and development is an important approach in perpetuating the university's vision, mission, goals and objectives and in equipping the workforce with deep commitment, adaptability and resiliency[9]. The emerging reality of organizational changes, competition and occupational upheavals brought the necessity to intensify the training and development of an institution.

Approaches to effective oral communication and phonemic/phonetic skills development of faculty members were very much needed to be trained among faculty members with respect to oral communication while approaches to effective writing was deemed much needed.

Training programs should include trainings catering communication skills of the employees [10]. Faculty members are socially diverse; some are covert, others are overt. Learning and practicing good communication skills such as fundamentals of good communication, listening skills and encoding, decoding, and online interaction that can be acquired through different training activities can result to increased effectiveness in their performance.

Faculty members declared that trainings/seminars on personnel effectiveness and leadership was very much needed for developing management skills; while designing multimedia instructional materials and preparing teacher to teach with technology were much needed with respect to information and communication technology.

Teacher leaders play an important role in directing instructional advancement and increasing teaching quality for they possess expertise about teaching and learning [11]. Supporting professional development through identification of the teachers' development needs and attendance to different seminar-workshops, trainings and conferences based on the identified needs can be done by the head of the institution.

The findings suggest that strengthening communication, management, and information and communication technology skills is very important to faculty members as they carry out their responsibilities as members of the academe. It is important that teachers can communicate effectively the messages they want to transmit using the verbal and non – verbal cues in writing and through information and communication technology. Teachers need to be literate in the use of information and communication technology so as to facilitate efficient learning and keep up with what the digital world offers them. In like manner, the findings imply that

faculty members are managers in their own classroom and some are designated to handle units/departments; thus, the need to be equipped with some management skills.

Table 5 presents the extent of importance of developing work, communicative and leadership skills. All statements under work skills were averred very important to be developed by faculty member particularly the aspects on setting up and monitoring goals and objectives, fostering collaboration among fellow faculty members in realizing good results and pursuing and utilizing opportunities for continuous learning.

In like manner, having clear understanding, assertive communication skill, creating rapport and trust, directing effective and efficient meetings and attentive listening skills were very important for faculty members to develop.

Communicating effectively using verbal and nonverbal forms is indispensable in every workplace. Employees' moral is improved by having positive and effective communication [12]. Thus, trainings on improving communication skills can be one of the concerns of an organization. It is expected that faculty members can go beyond ordinary conversations and can communicate well orally, in writing and in using electronic mails.

Table 5. Extent of Importance of Developing Work, Communicative and Leadership Skills

A. Work Skills	WM	VI	R
1. Establishing and monitoring goals and objectives	4.82	VI	1.5
2. Encouraging collaboration among fellow faculty members to achieve results	4.82	VI	1.5
3. Seeking and utilizing opportunities for continuous learning	4.80	VI	3
4. Understanding and seeking to achieve the College's goals and objectives	4.76	VI	5
5. Responding to a changing organization	4.62	VI	8
6. Taking appropriate and timely action to overcome unexpected hurdles or obstacles to a plan or project	4.71	VI	6
7. Expressing loyalty and dedication to the College in interaction with others	4.65	VI	7
8. Setting up and monitoring time frames and plans	4.78	VI	4
AWM	4.75	VI	

Table 5 (cont). Extent of Importance of Developing Work, Communicative and Leadership Skills

B. Communicative Skills	WM	VI	Rank
1. Understanding clear and assertive communication skills and how they create rapport and trust	4.74	VI	1
2. Conducting effective and efficient meetings	4.73	VI	2
3. Listening carefully	4.63	VI	3
AWM	4.70	VI	
C. Leadership Skills	WM	VI	R
1. Encouraging teamwork and collaboration as a method to accomplish tasks and achieve objectives	4.73	VI	2
2. Recognizing and rewarding students/faculty members for doing their best	4.75	VI	1
3. Giving students/colleagues direct, constructive feedback which can be used to achieve goals	4.69	VI	5
4. Leading students and co-faculty members and allocating tasks to achieve goals	4.67	VI	7
5. Leading students and co-faculty members and allocating tasks to achieve goals	4.69	VI	5
6. Empowering students and co-faculty members to achieve results and holds them accountable for actions	4.70	VI	3
7. Motivating students and co-faculty members in order to reach organizational goals	4.65	VI	8
8. Influencing students and co-faculty members in a way that results in acceptance, agreement, or behavior change	4.69	VI	5
AWM		VI	

Legend: VI-Very Important

Finally, faculty members declared that developing leadership skills such as recognizing and rewarding students/faculty members for trying to give their best, promoting teamwork and collaboration in accomplishing the tasks and in attaining objectives and empowering students and co-faculty members in the realization of good results and their accountability for their actions were seen to be very important.

Enriching the competencies, capabilities and potentials of the employees and building their credibility are addressed by conducting training needs

assessment. Likewise, the utilization of training needs assessment is a form of evaluating the outcomes of the deployment of the organizational resources [13]. Streamlining the organization’s vision, mission and goals can also be addressed by the needs assessment.

The findings imply that faculty members value the development of their working, communicative and leadership skills. This is so for they put their hearts and minds to the assignments given to them. They are aware that as part and parcel of the educational community, they have to contribute the best that they can to the realization of the vision and mission of the university.

They likewise give importance to communicative skills for they always communicate with other educational stakeholders. They averred that effective communication will help them as they deal with individuals in the university and in the community.

As leaders of the university, they need to develop and reinforce the skills they have in order that things and responsibilities given on them can be carried out with accuracy and honesty. Moreover, they can be of good influence to their students, co – teachers and non – teaching personnel.

Table 5. Career Plans of Faculty Respondents

Career Plans	Frequency
Pursue Higher Education (Doctorate degree)	33
Intention/Plan to Put up a Business	16
Pursue Higher Education (Master's Degree)	8
Intention/Plan to Work Abroad	4
Concentrate on pigmented rice varieties	1
Pursue Advancement in Research	1
Publish Papers	1

Faculty members were also asked about their career plans which can influence their need for such trainings. Generally, faculty members had the intention to pursue their doctorate and masteral degrees; some intended/planned to put up a business; others had the intention/plan to work abroad, concentrate on pigmented rice varieties, pursue advancement in research and publish papers.

The finding implies that faculty members are career – oriented and this can be a good foundation that they can be provided with different trainings that will help the university in its vision and mission.

Motivation, feelings and attitudes of the faculty members about their job had taken into consideration. Faculty members were goal – oriented rather than impulse ridden as they work or carry out the tasks and responsibilities given to them. They did not have

issues with their colleagues or seniors except the issue about vertical articulation. They also feel that there was a need for re-organization in the workplace so that other faculty members could be mentored and trained, discovered and developed their abilities and those who are more qualified and have the capabilities can be given the chance to lead.

The faculty likewise believed that there was really a great need to conduct training programs for them and they were very much willing to take part on it. They were just waiting for the time wherein they will be recommended and sent to various trainings, seminars, workshops and conferences.

Faculty members had been a part of the university from 11 – 15 years and from 1 – 10 years. Working at the university for even a long time or short time had given them problems and challenges that they needed to cope up. They had done several adjustments such as being committed, securing guidance from the Lord, from friends and administrators, setting the priorities, believing in their capability, practicing time management, building camaraderie, manifesting love, perseverance and hard work for their job, continuous learning, just taking their responsibilities in relaxing manner and participating in seminars.

Faculty members were also asked to describe themselves as a learner and as a teacher/worker.

Faculty members averred that as learners, they were open, willing and eager to learn; they were goal oriented thus work hard to achieve what they want; they were open for challenges which they think is important for self – development; and they were not afraid to discover new things and open to opportunities.

As a teacher and a worker, some declared that they were dedicated/committed to their work; facilitators who ready themselves for the class and worked hard in achieving their goals; adaptive to new techniques and modern technology; performed duties and responsibilities the best they could; a disciplined individuals who discipline students. Moreover, some considered that they were not effective teachers due to the designation that had given them conflicts in carrying out their responsibilities and that they were passive researchers and extensionists.

The aforementioned findings clearly signify that faculty members are motivated that they can carry out the responsibilities given to them. Though the motivation coming from the university is quite insufficient, still they tend to do their part as a learner, teacher and worker.

Training employees whose works are deficient due to lack of motivation is meaningless [14] and a waste of time and resources. It is important that the head of the organization can distinguish and address the can't-do (employees' knowledge of what to do and the standards of the organization) and won't-do (the willingness of the employees to do the job based on how they are motivated) problems for this is the heart of analyzing the performance of the workforce; thus, the importance of motivation.

Asked about the aspect where they consider themselves working best, the faculty members declared that doing their instruction function most specifically in the actual teaching of the field of specialization where they can utilize different strategies or approaches was the aspect they worked best. Some shared that they were best in dealing with diverse students and in facilitating students' outdoor and practical activities and those activities related to their field of specialization. A few answered that they did best in research and extension functions. The finding suggests that faculty members excel significantly in their primary function, that is, instruction and that they are innovative as they facilitate the learning of the students.

Faculty members of the host campus wanted to improve their research capabilities/skills for they were still not knowledgeable about research and they wanted to become experts in writing research. Furthermore, these faculty members wanted to improve their information and communication technology (ICT), communication skills and extension capabilities. Coming to school on time, being organized, committing one's self to the university, gaining self – confidence and time management are the personal aspects that they want to have improvement.

The responses of faculty members indicate their preparedness and eagerness to improve themselves in order that they will possess the professional and technical expertise expected of them and can perform the duties and responsibilities required of them.

Faculty members considered conducting research while given designations and responsibilities as the most challenging/difficult about their work. Likewise, stress and pressure at work i.e. many reports, paper works, and submission of reports and documents made the carrying out of one's work difficult and challenging. Another aspect that made the work difficult and challenging was balancing or creating balance between work and family. Faculty members

said that most of their time was taken by fulfilling their roles and responsibilities at the university. They often sacrificed the time they need to spend with their family.

Though having those aforementioned challenges and difficulty faculty members meet the difficulty and challenges by asking the assistance of other faculty members, managing their time properly, doing their best, being optimistic, asking God's guidance and giving their faith in God, accepting the difficulties and challenges and doing the right thing to do as they stand on what is right.

How faculty members deal the challenges affirms positivity, confidence and strong faith in God.

CONCLUSION AND RECOMMENDATION

Faculty members are needed to be trained in the designing and utilization of multi – media instructional materials and preparation of effective evaluation techniques, test construction and table of specifications for instruction; preparation and conduct of qualitative researches, formulation/development of research instrument, data analysis, and development of technical writing skills for research; empowering communities and partner agencies and establishing linkages for extension; and income generating processes, resource generation mechanism and feasibility studies preparation for production. In like manner, trainings to develop effective oral and written communication skills and seminars addressing personnel effectiveness and leadership skills are needed.

Developing work, communication and leadership skills were very important to the faculty members and this was manifested in their dedication/commitment as they performed their duties and responsibilities.

Faculty members had difficulty in performing their research function added by the stress and pressures they face. Although they faced challenges and difficulties in their work, they were motivated and have positive attitude towards equipping themselves with knowledge and skills and improve themselves through trainings, seminars and workshops.

In line with the findings and conclusions, it is deemed important that (1) the university emphasize the carrying out of training needs assessment before conducting a particular training; (2) trainings addressing the development of competencies of faculty members in line with instructional materials preparation and utilization, effective communication skills, technical writing, strengthening research

capabilities and community linkages and partnership, income and resource generation be given prime consideration for faculty development; (3) design series of seminars that will focus on developing and building up work and leadership skills as well as personnel effectiveness aligned to the quality policy of providing quality, efficient and effective services to the university's stakeholders; and (4) mechanisms of management and supervision be evaluated so as to lessen the stress and pressures experienced by faculty members.

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