ELEVATING ORGANIZATIONAL EFFICIENCY: EMPOWERING TEACHING AND ADMINISTRATIVE FUNCTIONS THROUGH TRAINING NEEDS ANALYSIS

Michael C. Suldan, MBA [1]
Anna Roselle B. Naungayan [2]
[1,2] Medical Colleges of Northern Philippines and International School of Asia and the Pacific

ABSTRACT

The Training Needs Analysis (TNA) is a strategic tool used to optimize teaching and administrative functions in educational institutions. This study addresses the common limitation of overlooking employees' diverse learning styles and unique needs in TNA processes, emphasizing the importance of a holistic and collaborative solution. The goal is to empower organizations to maximize the potential of their workforce through targeted training programs that recognize the continuous process of skill development. The study uses a descriptive-survey research design to determine the training requirements of both faculty and non-teaching staff at MCNP and ISAP. There are 106 administrative personnel and 184 teachers among the participants. Training Needs Assessment Tools and Hennessy-Hicks TNA questionnaires are used to collect data, ensuring that all information is collected. The Rank Distribution is used for systematic assessment, taking note of the relative ranking of different variables. The findings indicate that middle managers, teaching staff, and non-teaching staff all require specialized training. Statistics is the most important skill for middle managers, pointing out the importance of a thorough understanding of statistical concepts. Teachers express a strong desire for innovation and continuous learning. Non-teaching staff places a high value on research writing skills. Preferred in-house professional development opportunities show a high demand for workshop seminars, and face-to-face interaction is the preferred format for professional activities, implying that in-person interactions have distinct advantages.

Keywords: *Training Needs Analysis, Organizational Efficiency, Professional Development, Educational Institutions, Skill Development*

INTRODUCTION

The Training Needs Analysis (TNA) is important for the development of comprehensive program plans and training initiatives. Its significance extends beyond the realm of routine HR processes, it serves as a catalyst for enhancing the broader framework of office management and administrative functionality. At the heart of this endeavor is the ability to pinpoint precisely what knowledge and skills are required for optimal performance, and therein lies both the challenge and the opportunity. TNA's significance extends far beyond the human resources processes associated with it. It has become a strategic tool that enables institutions to optimize their teaching and administrative functions comprehensively (Rezaei et al., 2021). TNA has the potential to revolutionize the way educational institutions function by meticulously identifying the precise knowledge and skills required for greatest efficiency within an organization.

The tendency of Training Needs Analysis processes to overlook employees' diverse learning styles and unique needs is a common limitation (Bin Othayman M., et al., 2022). As a result of this management, training programs which fall narrow of their intended goals may be implemented. Employees, as the main recipients of these initiatives, bring a variety of perspectives, experiences, and expectations. The effectiveness of a training program is

determined not only by the content or methods used, but also by how well it resonates with the individuals it seeks to strengthen. A single strategy might overlook the fact that employees have different learning styles, different levels of prior knowledge, and different career goals. Neglecting such details can result in disengagement, decreased knowledge retention, and eventually, failure to achieve the desired training outcomes.

This study aims to bridge that gap by offering a holistic and collaborative solution to the problem. It aims to empower organizations to harness the full potential of their workforce through establishing targeted programs and plans to address the training needs of employees. Furthermore, the development of training programs is not a one-time endeavor. It is essential to establish continuous communication with employees in order to gather valuable feedback on the effectiveness of training initiatives. This feedback serves as a compass for continuous improvement, allowing institutions to improve their training programs to better align with the institutions' evolving needs and goals.

METHODOLOGY

Research Design

This study utilized a descriptive-survey research design, which was appropriate for investigating and describing a specific phenomenon. In this case, the research aimed to identify the training needs of both faculty and non-teaching staff at MCNP and ISAP. The descriptive-survey approach provided a basis for comprehensively describing and understanding the employees' training needs.

Respondents

Participants in this study consisted of MCNP and ISAP employees, including administrative personnel (106) and teaching personnel (184). As a sampling technique, Training Needs Assessment Tools were used in the study. Using this tool ensured that data was collected from the entire population of employees within the specified categories.

Data Gathering Procedure

Data collection was facilitated by existing records in the HR Office. The initial phase involved designing and developing a valid questionnaire in collaboration with the Research and Development Center. The survey questionnaire was then distributed to the participants. This method ensured that data collection was efficient and directly involved employees, offering them the opportunity to express their training needs.

Data Gathering Instrument

The study made use of a standardized and widely recognized format, referencing the Hennessy-Hicks Training Needs Analysis (TNA) questionnaires. These questionnaires were well-established tools for evaluating and recording employee training needs.

Data Analysis

The study used the Rank Distribution as the statistical measure for assessing the employees' Training Needs Analysis. This technique enabled a systematic assessment of training requirements while taking into consideration the relative importance of different variables.

RESULTS AND DISCUSSION

The results of the Training Needs Analysis (TNA) reveal valuable insights into the specific training requirements of both administrative and teaching personnel at MCNP and ISAP. This discussion will analyze these findings in detail, considering their implications for enhancing employee development and organizational effectiveness.

TABLE 1: TRAINING NEEDS FOR MIDDLE MANAGERS

VARIABLES	RANK
Management	3
Interpersonal	7
Intra-personal Communication	9
Research	4
Statistics	1
Communication	6
Computer Skills	8
Administrative and Human Resource	5
Extension	2

The table 1 show that statistics got the highest rank and the lowest rank is intra-personal communication regarding the result in training needs analysis of middle managers. The result implies that the middle managers may require a deeper understanding of statistical concept and methods to perform their roles effectively. This could include, data analysis skills middle managers need to analyze data to identify such as SPSS, understanding how interpret statistical results and communicate findings in making data-driven decision, by addressing these areas through targeted training programs and literature, individuals within the organization can develop the skills and knowledge needed to leverage statistics effectively in their roles.

The results substantiate the proposition put forth by Andri, Yusuf., Rizki, Syahputra., Junita, Lubis., (2022), affirming the necessity for training in statistical analysis software to enhance performance. This aligns with their assertion that acquiring proficiency in statistical tools is pivotal for improved effectiveness. Additionally, the study underscores the critical role of statistics in the realms of research and decision-making, emphasizing the overarching importance of honing statistical skills to foster competence in these professional domains.

TABLE 2: TRAINING NEEDS FOR TEACHING STAFF

VARIABLES	RANK
Communication and Presentation	8
Teamwork and Collaboration	6
Ethics and Integrity	8
Innovation and Continuous Learning	1
Emotional Intelligence	5
Leadership	3
Information Technology	4
Multicultural Sensitivity	7
Pedagogy	9
Values	2

The table 2 show that the innovation and continuous learning rank highest and pedagogy rank lowest in teaching training needs analysis result. This implies that the strong demand and necessity for fostering a culture of innovation and ongoing learning within the educational

institution. The need to encourage teaching staff to think creatively and find innovation solutions to challenges in the educational environment. Promotion of lifelong learning and inspire students to adopt a seminar mindset and approach to learning, preparing them for success in an ever-changing world, ultimately contributing to the overall success and effectiveness of the educational institution.

Continuous learning and innovation are recognized as important needs for faculty members (Mariya, P, et al., 2016) (Lewis, Winks., Nicholas, Green., Sarah, Dyer.,2020)(Maria, José, de, Pinho., Maria, José, da, Silva, Morais. ,2014). Faculty members need to keep abreast of the latest developments in their field and continuously update their knowledge and skills. They should engage in continuous professional development activities such as attending conferences, reading journals, and participating in e-learning modules.

TABLE 3. PREFERRED TOPICS FOR NON-TEACHING STAFF

VARIABLES	RANK
Record Management and Document Control	3
Data Privacy	4
Anger Management	5
Customer Service	2
Leadership	4
Networking Administration	5
Graphic and Lay-Outing	4
Research Writing	1

For table 3 show that the Research rank highest in non-teaching training needs analysis and for lowest rank fall under anger management and networking administration. This implies that research writing skills be essential in non-teaching staff, engaging in research writing encourages teaching staff to stay abreast of the latest developments, trends, and research findings in education. Development research writing skills can be a valuable form of professional development for non-teaching staff. Overall, emphasizing research writing skills among non-teaching staff aligns with the broader goals of promoting innovation, continuous learning, and professional development within the educational institution. It can enpower educators to make meaningful contributions to their field while enhancing their own professional growth and effectiveness.

The study's results align closely with those of Adonis, Fulgar, and Cerbito (2023), who similarly observed that the research competency of both teaching and non-teaching personnel exhibited a level of "moderate competence." Their findings underscored the positive influence of educational attainment on enhancing the research capabilities of individuals in this context.

TABLE 4. PREFERRED IN-HOUSE PROFESSIONAL DEVELOPMENT OPPORTUNITIES OF THE RESPONDENTS

VARIABLES	RANK
Workshop Seminar	1
Webinar	3
Presentation with the Guest Speaker	2
Mentoring	4

The table 4 in-house professional development opportunities the workshop seminar rank highest and mentoring rank lowest. This implies that the strong demand among employees for

hands-on, interactive learning experiences also opportunity to develop practical skills relevant to their roles. This can lead to more effective and engaging classroom experience for student in teaching staff, this ensures that the content is relevant and directly applicable to the participants, roles, and responsibilities.

Workshops are crucial components of seminars as they offer valuable opportunities for knowledge sharing, skill development, and problem-solving (Abdul et al., 2019; Aryansyah & Sidik, 2020; Tseng et al., 2017). These sessions provide participants with a platform to engage with experts in their respective fields, enabling them to stay abreast of new technologies and advancements (Tseng et al., 2017). Moreover, workshops contribute to enhancing critical thinking, problem-solving, and analytical skills among participants (Baird & Munir, 2015). Such interactive learning experiences are instrumental in fostering innovation, particularly in areas like green manufacturing and engineering (Baird & Munir, 2015; Tseng et al., 2017). In addition, the effectiveness of workshop-based seminars in cooperative learning settings has been documented (Baird & Munir, 2015).

TABLE 5. PREFERRED FORMAT OF THE RESPONDENTS FOR THE PROFESSIONAL ACTIVITIES

VARIABLES	RANK
Face to face	1
Online	2
One on One	3

Lastly, the table 5 show that the face-to-face rank highest and one on one rank lowest, this is implying the face to face are more demand in preferred format in respondents for the professional activities, face to face workshops suggests a recognition of unique benefits and advantages that in-person interactions offer in the context of professional development and learning for the employees within the educational institution.

Face-to-face interaction in seminars holds significant importance for various reasons. This mode of communication enables real-time interaction and immediate feedback, fostering active learning and enhancing student engagement (Liu et al., 2019). Beyond these benefits, face-to-face seminars play a crucial role in the development of interpersonal communication skills and the enhancement of students' self-efficacy (Francescato et al., 2009). Studies have demonstrated that students' perceptions of course effectiveness and satisfaction are closely linked to the level of interaction among students in face-to-face seminars (Gibson et al., 2006). Moreover, face-to-face seminars facilitate topic movement and effective negotiation among participants (Hebbel-Seeger, 2005). Although blended learning approaches, combining face-to-face and online components, have been employed to enhance flexibility and interaction in seminars (Reis et al., 2020), the inherent value of face-to-face interaction remains a cornerstone for effective educational experiences.

CONCLUSION

The findings of this study highlight the vital need of training programs that correspond to the specific needs of different departments within an educational institution. Middle managers should focus on improving their statistical skills so they can effectively analyze data and make data-driven decisions. To meet the changing needs of education, teachers must receive ongoing support in establishing a setting of innovation and continuous learning. Furthermore, non-teaching staff would benefit greatly from learning research writing skills so that they could contribute

meaningfully to the institution's research efforts. The preferred in-house professional development opportunities, such as workshops and seminars, ought to be utilized to offer hands-on, interactive learning experiences that are directly relevant to the participants' roles and responsibilities. Furthermore, the preference for face-to-face professional activities indicates a comprehension of the unique benefits of in-person interactions in promoting effective learning and professional growth in the educational setting.

RECOMMENDATIONS

This research provides insights into the training needs of different staff groups within an educational institution. Based on the analysis of the presented tables, here are some key recommendations:

For Middle Managers

Equip managers with the skills to analyze data effectively using tools like SPSS, interpret results, and make data-driven decisions. Consider training programs in interpersonal and communication skills to improve collaboration and leadership effectiveness.

For Teaching Staff

Encourage creative problem-solving and lifelong learning through workshops, conferences, and e-learning modules. Ensure strong foundational pedagogical skills through training programs focused on effective teaching methods and strategies.

For Non-Teaching Staff

Equip non-teaching staff with the ability to write research reports, stay updated on educational trends, and contribute to professional development. Focus on areas like record management, data privacy, customer service, and leadership.

For All Staff

Provide workshops, seminars, guest speaker presentations, and mentoring programs to cater to different learning styles and preferences. Prioritize face-to-face workshops for their unique benefits in fostering active learning, communication skills development, and engagement.

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