

A Study on the Training Needs of Employees Saint Lucia Air and Sea Port

Authority

By

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“Gratitude is the inward feeling of kindness received. Thankfulness is the natural impulse to express that feeling. Thanksgiving is the following of that impulse.” Henry Van Dyke

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ABSTRACT

The purposes of this research were to explore the training development processes of training programs at St. Lucia Air and Sea Port Authority (SLASPA), the training programs offered and the training need of employees at this organization. This study aims to understand and explore the relevant training and development needs issues of training programs at Saint Lucia Air and Sea Port Authority. Every organization undergo training programs for their employees therefore the study seeks to explore what strategies are used to discover the different training needs of employees and whether the training program meet those needs. This research utilized both the Quantitative and Qualitative method of data analysis. The collected data were analyzed using descriptive statistics, One Way Anova and document analysis. The participants for this study were employees from Saint Lucia Air and Sea Port Authority. A convenient sampling technique was adopted for data collection. A questionnaire with 28 items were used which utilized a five point Likert- scale ranging from 1, (highly dissatisfied) to 5 (highly satisfied). Out of the 200 questionnaires dispatched, 159 were retrieved, which represents 80 % response rate. The study unveiled that that employees are fairly satisfied with the training programs offered by Saint Lucia Air and Sea Port Authority. Finally, the findings revealed that the only demographic variable that has any significance to training is education. Employees listed a number of training needs, however, customer service and fire arm training were the two more frequently mentioned.

Keywords: Training, training needs, training programs

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CHAPTER I. INTRODUCTION

The first chapter provides an insight to this research. It provides general information into the background of the study, problem statement, the purpose of research, research questions, the significance of the study, and furthermore the delimitations. Lastly this chapter provides definition of terms which is pertinent to this study.

Background of the Study

Organizations spend billions of dollars each year on formal training and development programs in order to facilitate employee's learning (Dolezalek, 2005; Noe, 2010). According to Training magazine industry report in 2010, 51.4 billion was budgeted for formal training and some 13.5 billion was spent in training products and services in US Companies, with the expectation that their training investments will lead to improvements in organizational performance or results criteria (Dolezalek, 2005; Salas & Cannon-Bowers, 1999). In today's rapidly changing business environment and continued advances in technology, markets become more competitive and therefore capable workers are crucial to organization's success in gaining competitive advantage (Manju & Suresh, 2011; Wagonhurst, 2002). Many companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business, and the development of e-commerce. Therefore companies have to take steps to attract, retain, and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic market by offering high quality products and services (Noe, 2010). Training prepares employees to use new technologies, function in new work systems and communicate and cooperate with peers who may be from different background. Monson (2010) stated that good training is essential to a strong, successful business.

Training is defined as the acquisition of skills, concepts, or attitudes that results in improved performance in an on-the-job environment (Goldstein, 1980). Organizations effectively use employee skills, provide training and development (T&D) opportunities to improve those skills, and increase employees' satisfaction with their jobs and working conditions (Hooi, 2009).

The research of this study will be focusing on one of Saint. Lucia's leading organization which is responsible for the air and seaports of the country, SLASPA. Saint Lucia is a small island country in the Eastern Caribbean Sea on the boundary of the Atlantic Ocean and is part of the Lesser Antilles. It covers a land area of 617 km² (238.23 sq mi) and has a population of 174,000 (2010). Its capital is Castries. SLASPA's headquarter is located in the capital city. SLASPA is the organization responsible for the island's ports of entry and generates millions of dollars to the revenue into the country. This organization like many others undergoes many training programs and spends thousands of dollars towards training programs within the organization. According to the voice newspaper, SLASPA has invested considerable amounts of time and money in developing its human resources as part of their mandate to ensure the future success and growth of the organization. SLASPA has recognized the vital role it must play in developing its most important asset, 'the employees.' The training department embarks on a number of training programs to facilitate training for its employees. These training include firearms, global market outlook, customer service, mechanical technicians, supervisory management techniques etc.

The Saint Lucia Air and Sea Ports Authority (SLASPA) was established in 1983, and is responsible for running the island's two principal seaports which are located in Castries and Vieux Fort, the two airports namely the George FL Charles Airport and Hewanorra International Airport and the smaller points of entry into St. Lucia, namely Soufriere, Marigot and Rodney Bay Marina. SLASPA also has one subsidiary company, St. Lucia Marine Terminals Ltd which was formed in 1994 and is responsible for the management of the port of Vieux Fort located in the south of the Island. Operating from modern headquarters in Castries, SLASPA was created out of the merger of the St Lucia Ports Authority with the Airports Division of the Ministry of Communications and Works. This merger has created a unique position for the island by providing avenues to generate initiatives to maximize the assets held in its name and offer value-added services to its clientele.

The organization is managed by a well-qualified team headed by a general manager who reports to a council appointed by the government. Its mandate is defined as the provision of coordinated and integrated systems of airports and seaports. Under the Shipping Act No. 11, 1994 SLASPA established and houses a Maritime Affairs Unit, for the purpose of the licensing of ships, matters relating to the safety of crew at sea and for matters incidental thereto.

Consequently, it is charged with ensuring the highest quality of services at its air and sea gateways, and as a result continually seeks ways to enhance infrastructure and human resources to meet current and forecasted demands. SLASPA also works closely with the St Lucia Tourist Board and the St Lucia Hotel and Tourism Association to mount effective marketing campaigns for the island of St. Lucia. SLASPA's mission statement is to maximize air and sea-borne traffic and related services through safe and efficient operations, performed by a highly motivated work force contributing to the sustainable, social and economic development of Saint Lucia.

According to the voice newspaper, SLASPA has invested considerable amounts of time and money in developing its human resources as part of their mandate to ensure the future success and growth of the organization. SLASPA has recognized the vital role it must play in developing its most important asset, 'the employees.' According to Ben Emmanuel, deputy chairman and part of the training committee at SLASPA, the organization prides itself in its sensitivity to the needs of staff which it sees as its most important asset. Therefore SLASPA spends thousands of dollars into the training and maintaining of employees.

This study will examine how training needs for employees at this organization are determined and what issues are related to meeting those needs, what are the training programs conducted and how these programs meet the needs of the employees.

Motivation of this Study

In Saint Lucia, SLASPA is one of the biggest organizations own by the government and is therefore charged with ensuring the highest quality of services at its air and sea gateways. As a result SLASPA continually seeks ways to enhance infrastructure and human resources to meet current and forecasted demands. Employees are the ones held accountable for both success and failure of businesses, programs and products. Training need is important because it helps determine whether the training can correct or meet performance problem (Noe, 2010). SLASPA spends thousands of dollars on training and therefore by conducting training needs they can increase the motivation of employees, ensure that their time and money will be spent wisely, and align the training with the organizations strategic plan. It also serves as one of the ways to avoid the failure and performance of the employee's by addressing some of employees need.

After doing some research, there are not many literature on training needs and training programs, however not many focus on how specific organization conduct their training needs. They focus more on the theoretical aspect of training needs. Therefore this has motivated the researcher to examine this particular organization because no research has been done looking at the training programs or training needs of employees at this organization and it will aid in the contribution of enhancing the training programs of that organization and by extension a small section of the Human Resource Department.

Also the researcher has interacted with a few employees at the organization and most of them have expressed dissatisfaction in the training that they receive claiming that they feel that the training programs are a waste of their time. Therefore it will be both interesting and informative to both the researcher and the organization to find out what the training needs issues are and how they can be addressed for conducting future training programs. Therefore, the motivation for this study is explore the issues that surround training needs at one of St. Lucia's leading organization. Also examining employee's views is a great source of motivation since employees are not always the ones being the center of research but the organization.

Statement of the Problem

Training for organization is an expensive undertaking, although the modern day management would like to refer to 'Training' as investment rather than an expense. Training has long been an issue for organizations that exist. Time and expense are the main issues that consistently surface in any discussion of training. Nobody can deny the importance of development through training but designing and imparting effective training can add value to the knowledge base and skill inventory of the organization. This therefore must be done by skilled individuals and must be done to ensure that an organization continues to grow.

Significance of this Study

As mentioned earlier, SLASPA is the organization responsible for the island's ports of entry and generates millions of dollars to the revenue into the country. Therefore this research will contribute significantly to aiding the training department at SLASPA and giving some meaningful contributions towards their approach to training. SLASPA is a valuable company that undertakes

many training programs on a yearly basis due to the different types of employees therefore invest heavily towards the training of these employees. The study into the training and training needs of employees would insure that training exercises are focused and appropriate and satisfactory. For certain, training cannot be done for the sake of training. That is a luxury that no organization can really afford. Therefore it will provide management with a more accurate and insightful representation of what are some of the needs of employees at SLASPA and to aid them in the preparation of better and more beneficial training programs for employees. Some problems are often perceived as training problems when they are not. Identifying issues surrounding training needs and finding appropriate ways to doing so is critical for the success of the training and a very practical practice that can help the organization reach their goal and to strive to be the best that they can be.

Purposes of the Study

The aim of this study is to gain insight into the training and development practices that are carried out at SLASPA. The salient focus of the study is to examine the training practices used at SLASPA and to see whether these practices need to be improved and whether it meets the training needs of employees.

The purposes of the study are as follows:

1. To explore the training development processes of training programs at SLASPA.
2. To explore what training programs are used at SLASPA.
3. To establish whether demographic data such as employment level, gender, age, education, marital status and work experience have any difference on training.
4. To explore the training needs of employees at SLASPA and to find out whether training satisfactorily meet those needs.

Research Questions

Based on the research background and motivation, the main purpose of this study is to explore training needs of employees at SLASPA. Research questions are listed below:

1. What is the training development processes used for training programs and how is the training conducted?
2. What are training programs conducted for employees at SLASPA?
3. What is the difference with demographic data such employment level, gender, age, education, marital status and work experience and training of employee's at SLASPA
4. Do training programs satisfactorily meet the training needs of employees?

Delimitations

The study focuses on the training programs conducted at SLASPA. As mentioned before SLASPA is a very important organization which The study participants were exclusively drawn from SLASPA and had to be full time employees with at least one year of working experience at this organization.

Lastly, due to lack of resources and time the study did not cover all employees at SLASPA. As mentioned in the background, SLASPA is a very huge organization which encompasses the islands two principal seaports, Castries and Vieux Fort, the two airports namely the George FL Charles Airport and Hewanorra International Airport and the smaller points of entry into St. Lucia, namely Soufriere, Marigot and Rodney Bay Marina. Therefore the participants of the survey came from the islands smallest airport, George FL Charles Airport and the Castries Seaport.

Definition of Key Terms

In this section the researcher will give the definition of the variables to be used in the research.

Training- According to Goldstein (1980), training is defined as the acquisition of skills, concepts, or attitudes that results in improved performance in an on-the-job environment.

Blanchard and Thacker (2010) also defined training as the organized and systematic process of providing an opportunity to learn KSAs for current and future jobs. Noe (2010) defines training as a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills and behaviors that are critical for successful job performance. For the purpose of this study, the researcher will use Noe's definition of training.

Training need: is the gap between what employees are required to know to perform their job and what they actually know (Blanchard and Thacker, 2010). Training need is also defined as a learning or performance gap that exists between the current conditions and the desired condition (Gupta, 2007). For the purpose of this study Blanchard and Thacker's definition will be used.

Training Program: a program designed for training in specific skills Gupta (2007).

CHAPTER II. LITERATURE REVIEW

This chapter gives a brief review of the literature that is relevant for developing this study. The first section talks about training and training needs. The second section examines theories related to training needs and the last section examines previous research that has been done on training.

An Overview of Training

Training refers to the planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills, or behaviors that are critical for job performance (Noe, 2010). Blanchard and Thacker (2010) also defined training as the organized and systematic process of providing an opportunity to learn KSAs for current and future jobs.

Berge (2001) also defines training as learner's acquiring knowledge, skills, and attitudes that are useful to them immediately to improve performance on the job. Development is defined as according to Towers (1992) as the identification of those skills and knowledge needed by employees in order for the organization to meet its strategic objectives and the management of those processes necessary to improve them. Employee development is crucial to the implementation of organizational strategies and the development of firm performance. Therefore individuals are now the only source of sustainable competitive advantage.

Training often serves as a way to improve the quality and competency of employees. The improvement of training can be very beneficial to an organization due to the fact that it improves product and service quality and performance, and thus create more earning and value for its stakeholders. Craig (1996) states that organizations must comply with standards that apply to similar training programs in industry. Evaluation should be an integral part of workplace basic skills program. Training is rather important especially to the participants who achieve their program goals and improve their performance as a result often comments that they value these achievements because they meet personal goals as well as the company. Research also further demonstrates that those participants who are attracted to such training programs and who complete instruction are the ones who perceive training programs content to be relevant to their needs.

Bashir, Memon and Rizvi (2011) states that every organization has to come up with new ways to increase effectiveness and efficiency in the business process. To remain competitive and sustainable the key is to invest in training. One of the constant trends in the training world is a consistent desire of training professionals to prove training's worth to the organization (Shushan, 2012). The continued need for individual and organizational development can be traced to numerous demands, including maintaining superiority in the marketplace, enhancing employee skills and knowledge, and increasing productivity. Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel.

Importance of Training

Training, in the most simplistic definition, is an activity that changes people's behavior. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). McNamara (2004) lists the following as general benefits from employee training:

- increased job satisfaction and morale
- increased motivation
- increased efficiencies in processes, resulting in financial gain
- increased capacity to adopt new technologies and methods
- increased innovation in strategies and products
- reduces employee turnover

This is only a partial listing of the many benefits that result from training. Training that is appropriate to the needs of an organization can add great value. Training is not always the answer to performance problems. Brandt Sakakeeny, training industry analyst for Solomon Smith Barney believes that training can be a great investment and training can be a waste of money (Rosner, 1999). Training is indeed a waste of money when the desired behavior does not occur. Gupta

acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary (Gupta 1999). The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Bartram and Gibson, in their Training Needs Analysis Toolkit agree. Without the right training, employees can be your [the organization's] biggest liability. Trained effectively, however, they can become your biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programs train workers in new behaviors and then train managers to support employees as they apply learning daily (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training. Training is big business. In 1998, American companies spent \$60 billion on training (Rosner, 1999).

Introduction to Training Needs

Some performance problems can be addressed by training. Some problems training can't fix. Training isn't the answer to a problem when it's used to cover up the symptoms (Rosner, 1999). A needs assessment avoids misdiagnosing a non-training problem as a training problem. Some organizational and individual training needs are not as clearly defined as others. Even when training needs appear to be obvious, it is still necessary to choose appropriate methods that will meet them. Many training needs are not so obvious.

A training needs assessment is one of the most basic and common forms of assessment used by HRD professionals in the workplace (Gupta, 1999). Needs assessments help determine when training is the answer – and when it is not. Assessment insures that training programs have relevance to the people being trained. Gupta, in his book *A Practical Guide to Needs Assessment*, gives the following overview of the training needs assessment:

A needs assessment provides the information that is usually necessary for designing training programs. The basic purpose of a training needs assessment is twofold: to identify the knowledge and skills that people must possess in order to perform effectively on the job and to prescribe appropriate interventions that can close these gaps.

There are two main reasons to conduct a training needs assessment: 1. it ensures that training programs are developed based on identified needs; and 2. it is relatively easy to implement (Gupta, 1999).

Investing in human resource and talent is very beneficial to an organization and strengthens organization advantage in this knowledge based society. To design an effective training program, DeSimone and Werner (2009) stated that trainers often follow the instructional system design (ISD) approach. This approach includes a four-phase approach that consist of assessing training needs, designing training programs, implementing training programs, and evaluating training programs. For the purpose of this study only two phases will be studied.

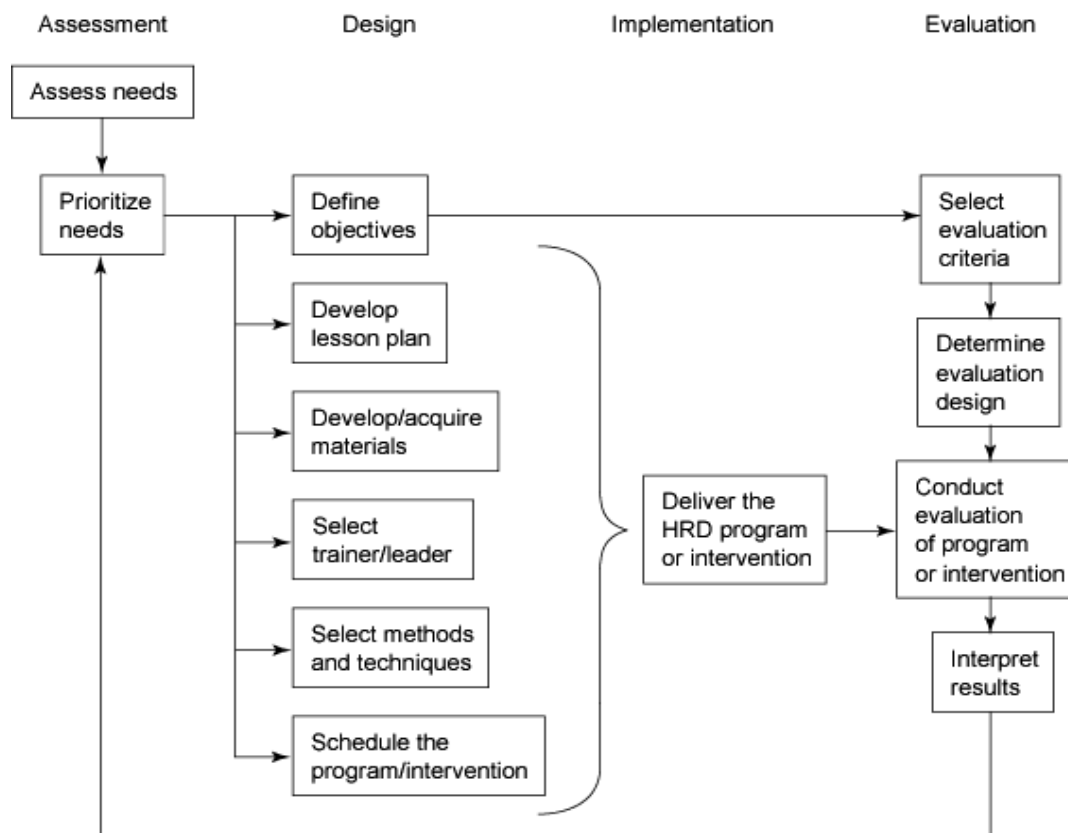


Figure 2.1 Training and HRD Process Model. Adapted from Werner, J., DeSimone, R. (2009). *Human Resource Development*. Cengage Learning. U.S.A.

In today's rapidly changing business environment, capable workers are crucial to organization's success in gaining and sustaining a competitive advantage. This must be achieved against a background of intensified competitions, incessant changes, and a power shift to the

customer collaborations across organizational and geographical boundaries, and a need to maintain high level of talent. Edens and Bell (2003) stated that it is also important for an organization not to view training as a one off investment and solution. Training should be about more than simply “teaching” staff new skills or guiding them on how to do things “better.” Instead if training is seen as an ongoing process with set goals and outcomes, which are monitored, refreshed and enhanced, it can bring a continued and long-term benefit to a business. The continued need for individual and organizational development can be traced to numerous demands, including maintaining superiority in the marketplace, enhancing employee skills and knowledge, and increasing productivity. Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel.

According to Blanchard and Thacker (2010), Training need is the gap between what employees are required to know to perform their job and what they actually know. Miller and Osinski (2002) further describe it as a crucial activity for the training and development function. According to Denby (2010), training can be an extremely powerful and cost effective investment by an organization, but only if it is implemented to match and complement the business’s needs and objectives. It can help to expand the scope of available skills within the workforce as well as improve on existing expertise, all with the goal of improving the business’s efficiency and effectiveness. And enhancing the capabilities of the team can even support retention, as staff feel empowered and invested in, and better equipped to deal with their daily activities. Holmes (1999) further stated that it is important that any investment in training is underpinned by a clear view of what the organization’s training needs are. Many businesses face the prospect of wasting valuable training budget because they do not know how to accurately identify what their internal needs are, and thus cannot design the most suitable training and enhancement programme.

The purpose of a training need is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. The training need is the first step in the establishment of a training and development Program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the

evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment (Miller & Osinski, 2002).

The goal of a training need is to determine whether a training need exists, who it exists for, and for what tasks training is needed. In order for organizations to know whether training is needed three types of analysis need to be considered, namely organizational analysis, task analysis and person analysis. Training Need is utilized to identify what training workshops or activities should be provided to employees to improve their work productivity. Focus should be placed on needs as opposed to desires (Tollison, 1992).

Organizational Analysis

Organizational analysis involves identifying whether training supports the company's strategic direction; whether managers, peers, and employees support training activity; and what training resources are available (Noe, 2010). Brown (2002) further stated that organizational analysis examines where training is needed and under what conditions the training will be conducted. It identifies the knowledge, skills and abilities that employees will need for the future as the organization and their jobs evolve or change.

Through organizational analysis, data are collected by considering such items as absenteeism, safety incidents, lost workdays, turnover rates, grievances, customer complaints or other performance problems. These data can then be evaluated to indicate where training could improve performance. The organizational analysis phase also should plan for workplace changes, such as skills needed in the future, workforce demographics, and evolving laws and regulations (Brown, 2002). Future skills understand how an organization may be changing and help to identify skill needed. For example, will new equipment be installed or new processes implemented? Will standards or regulations change? Will technology change? Will employees need communication and interpersonal skills to better work with other employees or in teams? Will cultural changes occur within the organization?

An organization's labor pool may change as much older people enter the workplace or as women or other minorities become more prominent. As the economy changes and operating costs adjust, the workplace may need to change. For example, becoming a global organization will

require changes. Understanding the effects of such changes will help an organization better accommodate employees' needs while still meeting organizational needs.

Laws and regulations: Changes in safety and environmental regulations as well as adoption of other laws may dictate that an organization provide training in specific areas. For instance, employees who work with hazardous materials may need annual refresher training.

Task Analysis

Task analysis examines each job's knowledge and skills requirements and compares these requirements to employees' actual knowledge and skills. Any gaps indicate a training need.

Sources for collecting operations/task analysis data include job descriptions, standard operating procedures, job safety analyses/job hazard analyses, performance standards, review of literature and best practices, and on-site observation and questioning (Miller & Osinski, 2002).

According to Brown (2002), an effective task analysis identifies:

- Tasks that have to be performed;
- Conditions under which those tasks are to be performed;
- How often and when tasks are performed;
- Quantity and quality of performance required;
- Skills and knowledge required to perform tasks;
- Where and how these skills are best acquired.

Person Analysis

Goldstein and Irwin (1993) suggested that when doing person analysis, the focus should be on how well the staffs should execute their job, namely the evaluation of their performance. According to Anderson (1993), Person Analysis focus on two questions: Who need training? What kind of training is needed? In this level, self insight and analysis are assessed, using the critical incident technique and other techniques ().

Person analysis examines a worker and how s/he is performing the assigned job. An employee can be interviewed, questioned or tested to determine individual level of skill or knowledge. Data also can be collected from performance reviews.

Performance problems can be identified by looking at factors such as productivity, absenteeism, tardiness, accidents, grievances, customer complaints, and product quality and

equipment repairs needed. When deficiencies are identified, training can be established to meet the individual employee's needs (Miller & Osinski, 2002).

The three levels of the needs analysis are interrelated and data need to be collected at all levels for the analysis to be effective. Based on the information gathered, management can identify training needs, establish learning objectives, and develop a training program that meets organizational and employee needs.

Blanchard and Thacker (2010), states that employees motivation is goal directed and derived from both personal needs and decision processes used to satisfy those needs.

Needs Theories

A need as defined by Gupta (2007), stated that a need when addressed, contributes to achieving the desired learning or performance goal by closing the gaps between current condition and the desired condition. DeSimone and Werner (2009) further defined needs as deficiency states or imbalances, either physiological or psychological, that energizes and directs behavior. Henry Murray proposes that human beings experience a large number of needs, such as aggression, affiliation, autonomy, and achievement. Although needs are internal states, they can be influenced by forces in the environment. Noe (2010) stated that needs theories help to explain the value a person places on certain outcomes. A need is therefore define as a deficiency that a person is experiencing at any point in time. A need motivates a person to behave in a manner to satisfy the deficiency.

Blanchard and Thacker (2010), states that understanding a person's needs help the individual understand his behavior. From Maslow's early work, Alderfer (1969) developed a need theory on motivation called the ERG theory. ERG represents the three basic needs of the theory: existence, relatedness, and growth. Existence needs are immediate needs required to sustain life, (need for food, shelter, and the need for some security in the future for a safe and healthy life. Relatedness needs reflect people's need to be valued and accepted by others. Interpersonal membership and group membership (work, family, friends, etc.) acts to satisfy these needs. Growth needs include feeling of self worth and competency and achieving our potential. Recognition, accomplishment, challenging opportunities, and feeling of fulfillment are outcomes that can satisfy needs.

Expectancy Theory

Noe (2010) mentioned another needs theory known as the expectancy theory. Expectancy suggests that a person's behavior is based on three factors: expectancy, instrumentality, and valence. Expectancy is said to be the link between trying to perform a behavior and actually performing that behavior very well. In the expectancy theory, a belief that performing a given behavior (e.g., attending a training program) is associated with a particular outcome is called instrumentality. Valence is the value that a person places on an outcome (e.g., how important it is to perform a better on the job. From a training perspective, expectancy theory suggests that learning is most likely to occur when employees believe in themselves and that they can learn the content of a training program; and learning is linked with outcomes such as better job performance, a salary increase, or peer recognition (instrumentality; and employees value these outcomes (valence).

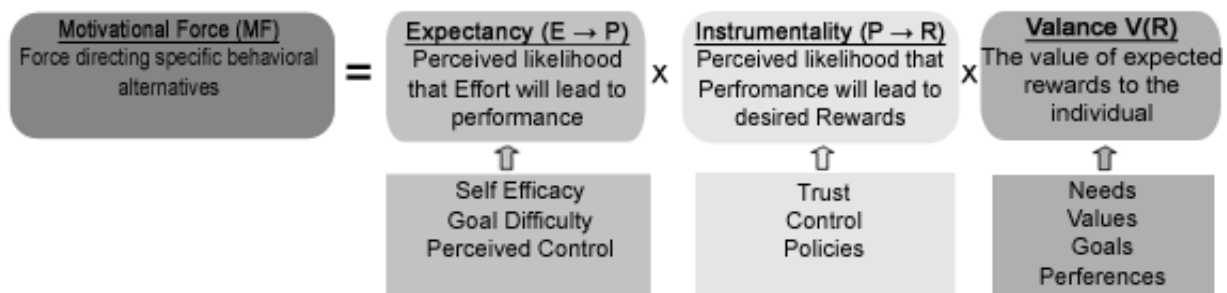


Figure 2.2 Expectancy theory of motivation. Blanchard, P., Thacker, J. (2010). *Effective Training Systems and Strategies, and Practices*. Pearson, New Jersey.

Blanchard and Thacker (2010) further states that people work to satisfy their needs. Understanding the types and the strengths of employees needs is important in the training process. It can help identify some of the poor performance and therefore determine training needs. Understanding need is also important in designing a training programs and facilities. Trainers need to make sure that the environment and training methods- that is how the training is conducted and where it takes place-meet the trainee's physical relationship and growth needs.

Adult Learning Theory

The adult learning theory was developed out of the need for a specific theory of understanding how adults learn. Educational psychologists, recognizing the limitations of formal education theories, developed andragogy, the theory of adult learning (Noe, 2010). Malcom Knowles is most frequently associated with adult learning theory. Knowle's model is based on several assumptions:

Table 2.1

Knowles' Principles of Adult Learning

<i>Principles of Adult Learning</i>	<i>Definition</i>
Need to Know	Adults need to know why they should learn something, meaning the reason they need to learn something or how it will benefit them.
Self-Concept	Adults fight against others imposing their wills on them, but having been conditioned through the national schools system of a dependant learner, they need to be moved into a self-directed learner where they are responsible for their own learning and the direction it takes.
Role of Experience	Adult's experience should be used in their new learning and the technique should include ways to include the adult's knowledge as a tool that they can draw upon and also provide engagement by acknowledge them for their experiences.
Readiness to Learn	Adults seek out learning as a way to better with real life tasks and problems.
Orientation to Learning	The new learning should clearly define how the new learning will apply to their life in some fashion.
Motivation to Learn	Internal motivators are important than the external motivators that adults may receive for more learning. These internal motivators can come in the form of increased job

satisfaction, self-esteem, and quality of life.

Source: Fidishun, D. (2011). Andragogy and technology: Integrating adult learning theory as we teach with technology [Electronic version]. Retrieved December 2, from <http://www.mtsu.edu/~itconf/proceed00/fidishun.htm>.

As an individual field, adult education should be perceived as a lifelong process, as adults need to gain new knowledge, skills, attitudes, and values in order to participate in a changing society (Knowles, 1980). What we learned in our youth may not sustain us in our adulthood. In fact, Beder (1989) outlines four purposes of adult education: "to facilitate change in a dynamic society, to support and maintain the good social order, to promote productivity, and to enhance personal growth" (p. 39). Beder also suggests an interrelationship in which affecting one purpose will affect all the others. In addition, Knowles describes adult education in terms of a learning process and maintains that the field encompasses practically all experiences of mature men and women by which they acquire new knowledge, understanding, skills, attitudes, interests, or values. It is a process that is used by adults for their self-development, both alone and with others, and it is used by institutions of all kinds for the growth and development of their employees, members, and clients. It is an education process that is often used in combination with production processes, political processes, or service processes.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1980) provide the following definition of adult education, hinting at participation, change, and development. The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons, regarded as adult by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development, (p. 3)

Although both definitions focus on self-development, allowing for participation within groups and the larger community, Knowles (1980) connects adult education to political processes. The very learning and growth a person undertakes, which can lead to empowerment, is in itself a

political process. Cunningham (1989) contends that by further institutionalizing the field of adult education, educators will lose the vision, and that education for social change will continue to deteriorate. Yet, he feels a renewed energy coming from adult educators in many aspects of education for social change including conscientization, popular education, peace studies, and environmental education. Selman, Selman, Cooke, and Dampier (1998) add, "much, if not most, of adult learning in our society takes place outside of our educational institutions and the programs which they offer".

The adult learning theory is especially important to consider in the developing training programs because the audience for many such programs tends to be adults, most of whom have not spent a majority of their time in a formal education setting. Many adults believe that they learn through experience. As a result, trainers need to provide opportunities to trainees to experience something new and discuss it or review training materials based on their experiences.

In fact, Finger (1995) argues that traditional adult education is counterproductive to the humanization of society. Finger proposes a new role for adult education that focuses on collective and collaborative methods to effect positive social change and notes that adult education should be collaborative, utilizing principles and methods from community development and organizational learning. Further, Cunningham (1989) affirms the view that individualized studies reduce educational opportunities for social change and community learning, stating, "the education of adults is a social activity, not a discipline, and can be seen as unique in that its history is not made behind the backs of people; it is made by the people". In examining the effects of informal learning, Falk and Harrison (1998) discovered that learning in the community supports the transfer of skills, knowledge, and values to others, and most importantly to the next generation. Community learning is associated with process, a community development outcome that includes activities such as group participation, celebrations, and leadership development (Falk & Harrison, 1998). For Falk and Harrison, community learning is continuous in that it supports capacity building as well as individual and group transformation.

Relevant Studies on Training Needs

Jaya and Ehsan, (2007) wrote that training need is utilized to identify what training workshops or activities should be provided to employees to improve their work productivity. Focus should be placed on needs as opposed to desires. Too many times within organizations training is used to try and fix problems that may not be skills or knowledge related. Similarly, providing training without having determined a need for can also a waste of time and money. The first step in any training program is to determine whether training is needed and, if needed, to specify what that training should accomplish. Training Need is utilized to identify what training workshops or activities should be provided to employees to improve their work productivity. Focus should be placed on needs as opposed to desires.

One way to review office operations for potential training topics is to examine these operations in terms of five categories of training needs listed by Stanley (2002):

1. Newcomers to an organization
2. A change in work within an office
3. Improvement of a poor performer
4. Developmental requirements
5. Consideration of a potential promotion

Newcomers to a organization: When a new employee arrives at an office, he/she needs to become acquainted with the duties and responsibilities of his/her new position. This may require a formal training program for personnel new to an organization; or it may be as simple as a good orientation for someone transferring in from another part of the organization. In any case, don't overlook the need for training as part of a new employee orientation program.

A change in work within an office: Change is a constant part of any business. Some changes evolve slowly while other changes arrive suddenly. These changes may include things such as a formal business re-organization, new tasks, new equipment, or new software. These types of change require training and will probably be the biggest source for new or continuing training requirements.

Improvement of a poor performer: Occasionally inefficient, ineffective or incorrect performance by an employee requires a change in the way an employee does something. Training

may be the vehicle used to make this change easier. Identification of the need for this type of training is not always easy.

Developmental requirements: Many employees seek tasks or knowledge that go well beyond their basic job requirements. These desires are referred to as their self-actualization or self-development needs. Supervisors can often help motivate employees by helping them satisfy these needs through training.

Consideration of a potential promotion: In some organizations training is provided as part of an internal advancement program. This training encourages personnel to seek higher levels of authority and responsibility, as well as provide some of the skills needed for these higher positions (Stanley, 2002).

CHAPTER III. RESEARCH METHODOLOGY

This chapter contained the methodology that was adopted for the study. It comprised of research design and framework, population and sampling procedure, instrumentation, reliability of the research instruments, data collection procedure, data analysis as well as research conclusions. The design is however, strongly influenced by the research questions and by the findings from the review of the literature that are contained in chapters one and two respectively.

The study was an explanatory quantitative research work. According to Babbie (2011), surveys may be used for explanatory analysis and are essential in studies that have individuals as units of analysis. The data was collected using a questionnaire containing closed-ended questions in the Likert's scale format where the respondent must select from a list of answers.

Research Framework

The research framework (See figure 3.1) of the study was developed in accordance with the purpose of the study and the literature review. It offers an overview of the major components the researcher targeted. According to the research questions and related literature review about training needs, and the variables to be studied, the researcher then provides the research framework which will give a visual representation of what is being researched.

According to Blanchard and Thacker (2010), Training need is the gap between what employees are required to know to perform their job and what they actually know. Miller and Osinski (2002) further describe it as a crucial activity for the training and development function. There the framework depicts training need of employees whether it be on a staff, personal or task level is to be met by the provision of training of an organization for different employees whether they be administrative or lower end employees. Administrative employees include the employees who work in the managers, supervisors, human resource department, accounts, administrative assistance, engineers, information technology, internal audit, marine department, and in seaport operations. Lower Level employees include port police officers, clerks, secretaries, electrician, mechanics, customer service and maintenance, such as cleaners, security, company drivers.

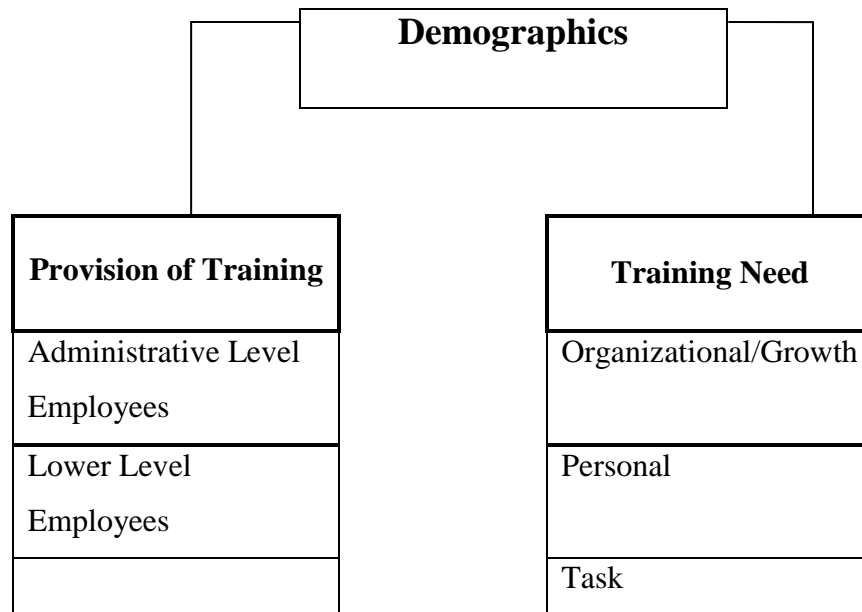


Figure 3.1 Research framework

Research Method

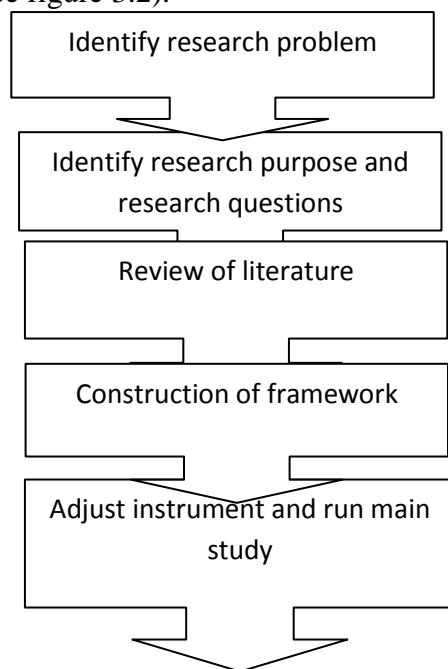
The fundamental premise of needs assessment is that in order to make effective decisions about current or future training needs, data must first be gathered (Gupta, 1999). There are many ways to collect data. Commonly used methods are interviews, focus groups, surveys and questionnaires, and observation. Other methods include the nominal group technique, action research, and Dacum (developing a curriculum). Most needs assessments employ one or several data-gathering techniques (Gupta, 1999). This study utilizes quantitative research to collect data from participants in an effort to answer research questions. Quantitative research was selected in order to obtain data from a wider sample of employees in a short time frame. The questionnaire was selected from a previous study and was modified to better suit for this study and field. Also a qualitative approach was used to deduct information from a document provided to the researcher by the manager of the name organization to aid in the answering of research questions 1 and 2.

Research Procedure

In conducting this research the first step was to identify a problem. Then the research purpose and questions were identified and defined. This served as the basis of the study. Then literature was collected to gain more insight on the topic. Information was obtained from previous studies conducted as they provided different ideas of what can be done in carrying out this study.

A letter was emailed to the Human Resource Manager of SLASPA informing her of the study. Due to the fact that the researcher has contacts at the organization, communication between the researcher and her contacts took place to ensure that the procedure was carried out smoothly. Once the questionnaires were obtained they were analyzed. Results were shared and discussed with experts in the field of Human Resource Development on the subject matter for improvement where needed.

As for the main study, a similar letter was emailed to the human resource manager and also permission was requested from the general Manager of the organization informing them of the study, and permission was requested to go to the workplace to request the participation of the employees. After one week the respondent received permission from both HR manager and general manager approving. As mentioned in the background the organization consist two airports and a seaport. Sample was collected from each of these areas. After which, the completed questionnaires were analyzed with the help of appropriate soft ware. The findings were discussed with subject matter experts in the field who will further aid in providing a conclusion and suggestions for future study (See figure 3.2).



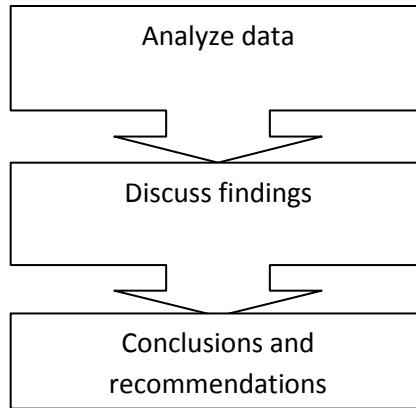


Figure 3.2 Research procedure

Data Collection

Research Sample

Sampling is concerned with drawing of individuals or entities from a population in such a way as to permit generalization about the phenomena of interest from the sample to the population (Pinsonneault & Kraemer, 1993). The researcher distributed a total of 200 questionnaires at the organization. Questionnaires were distributed to employees from each of these locations and from different levels of the organization. One hundred sixty one (161) questionnaires (81%) were received. Questionnaires were considered invalid. Therefore a total of 159 were used for the sample. Convenient sample was used.

Criteria Selection and Convenient Sampling

The sample had to meet two criteria. Respondents had to be employed with SLASPA on a full time basis. This therefore means that volunteers and part- time employees were not included in the population. Also employees must have at least 1 year of employment with the organization. These two were based on employees work experience. Work experience is a good predictor of job knowledge (Longoria, 1997).

The respondents for this survey were selected by using convenient sampling method. Convenience sampling is a non probability method. This means the respondents are chosen in a non random manner, and some members of the population have no chance of being included.

When time or cost is a factor, convenient sampling becomes a useful sampling method (Kahl, 2010).

Research Instrumentation

The instrument used for this research was largely adapted from Hennessy-Hicks Training Needs Analysis Questionnaire and Manual, (Hicks and Hennessy, 2001). The aims of the Hennessy-Hicks Training Needs Assessment Questionnaire are to identify training needs at the individual, group or organisational level and to prioritise these training needs. The instrument is unique in that it is tailored for use specifically with health care teams, but can easily be adapted to meet the particular objectives of a clinical specialty, management or organisation. Therefore this instrument has been modified to suit the organization which will be studied. The instrument has been successfully used in developed and developing countries, with equal success. Developed in 1996, the original instrument consisted of 30 questions and had a 7 point Likert scale. Some of the questions on the instrument were tailored for this research without compromising its psychometric properties. A total of 20 questionnaires were distributed to employees at the organization to which may respondents said that they had difficulty understanding the scale. Therefore the scale was change to a five point Likert scale according to two criteria: how dissatisfied are respondent's with their training and their task to how satisfied the respondent is currently with training and performing their task. It ranged from highly dissatisfied to highly satisfied. In majority of studies, the tool has been modified in order to customize it for the particular aims and objectives of a study and it has not compromised its validity or its reliability. Therefore a total of 28 questions were asked to the employees at SLASPA. The questions were designed in two categories, one in relation to employee's job performance and the next on assessment of the training programs issued by SLASPA. The item numbers for questions in relation to job are (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16 and Q17). Questions in relation to training offered by SLASPA are (Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27 and Q28). This could be found in section 2 of the questionnaire.

In addition, the questionnaire has a section for biographical and occupational information, thus affording the possibility of breaking down the sample into different groups for comparison purposes. The instrument has added benefits in that the method of assessing training needs is

relatively opaque and thus reasonably free from deliberate distortion. Standard methods of collecting training needs data tend towards a free response wish-list approach, which may provide a statement of the respondent's interest and desires rather than reflecting actual skill deficits and areas in need of development (Hicks and Hennessy, 1999).

The research instrument of this study is a questionnaire; it comprises of three major sections (See appendix A). This questionnaire is adopted from Hennessy-Hicks Training Needs Analysis Questionnaire and Manual (Hicks and Hennessy, 2001). Section I is demographic information of respondents. Section II focuses on training needs and Section III will be long answer questions.

Section I request demographic information of the respondent; therefore, it includes gender, age, job title, working experience, education and marital status.

1. Gender: Male or Female
2. Age: Participants will state their age.
3. Employment position: Is the current position that the employee currently holds.
4. Education: Is divided into four groups: High School Diploma, Associates Degree, Bachelors Degree and Maters Degree or higher.
5. Marital Status: Participants will be asked to identify which one of the two categories they fall under.
6. Working experience: Participants will be asked to indicate the number of years they have been working in their current position.

Section two comprises of the questionnaire items from 1 to 28 and section three is an open section where respondents write in the areas where they feel there is a need for training or further training.

Reliability of Instrument

A measurement is reliable if it reflects mostly true score, relative to the error. After having gathered the data from the 159 participants, a reliability test was done to ensure the quality of the questionnaire. The Cronbach's Alpha was used to test the reliability in this research. The questionnaire consisted of 28 items. The questions were designed in two categories, one in relation to employee's job performance and the next on assessment of the training programs issued by SLASPA. The item numbers for questions in relation to job performance are (Q1, Q2, Q3, Q4, Q5,

Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16 and Q17). Questions in relation to training programs offered by SLASPA are (Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27 and Q28). To test reliability the researcher used SPSS 19. In Table 3.1, it indicated high internal consistency based on the alpha reliability of all items combined, 0.938 (28 items), the 17 items based on employees performance and the Cronbach's Alpha for the 11 items on training offered by SLASPA. The Cronbach's Alpha for individual items in the questionnaire is in Table 3.2.

Table 3.1.

Cronbach's Alpha for Questionnaire Items

	Cronbach's Alpha	N. of items
Questionnaire	.938	28
Job Performance	.945	17
Training	.810	11

Table 3.2

Cronbach's Alpha for Individual Questionnaire Items

Cronbach's Alpha	N. of items
Q1	.936
Q2	.935
Q3	.935
Q4	.936
Q5	.934
Q6	.935
Q7	.966
Q8	.934
Q9	.935
Q10	.934
Q11	.935
Q12	.935
Q13	.934
Q14	.935
Q15	.934
Q16	.934
Q17	.937
Q18	.936
Q19	.936
Q20	.934
Q21	.935

Q22	.934
Q23	.933
Q24	.933
Q25	.936
Q26	.934
Q27	.934
Q28	.935

Methods of Data Analysis

Table 3.3

Coding System Used in SPSS

Demographic Data	Coding System
Gender	1=Male 2=Female
Age	Data was entered into SPSS
Education	1=High School 2=Associates Degree 3=Bachelors Degree 4=Masters Degree
Marital Status	1=Married 2=Single
Work Experience	Data was entered into SPSS
Employee Level	1=Administrative Employees 2=Low Level Employees

Once the data was collected, it was prepared for data analysis. This was done by coding each response with a number sequence. Once this process was completed, the data was keyed into SPSS. The questionnaire had open responses for age and work experience. For the purpose of presentation, age and work experience were put into categories to save space. Many respondents were between the age of 23-29, 30-35 and 36 and above. There were for groups. The same procedure followed for work experience but was categorized in four groups.

In order to test for differences, the data was then inputted into the Software Package for the Social Sciences (SPSS) 19.0. Table 3.3 shows the coding system used in creating the SPSS file. In SPSS, the data was then cleaned by running frequencies on all tested variables. This process helped in identifying mistakes for example it helped in removing numbers such as 44 and 55 instead of 4 and 5.

Descriptive Statistics were then run on the demographic data items of gender, age, education, marital status, working experience and employee level. This was done to give the researcher more information about the data that was collected from the sample population. The descriptive statistics also helped the researcher to arrange the data into a more interpretable form by forming the frequency distributions, graphic displays and by calculating numerical indexes such as averages.

In order to understand the characteristics of each group and the relationships between or among the groups, the following methods were used, descriptive statistics, including means and standard deviations, t-test and one way anova. Also a document analysis was used to answer research questions one and two. This data was made available by the manager of the Human Resource of SLASPA.

CHAPTER IV. RESULTS AND DISCUSSIONS

This chapter presented the data analysis, and gave a comprehensive overview of the research findings. In addition, it included relevant discussions of the research findings. First and foremost, descriptive statistical analyses were used to describe the demographic characteristics of the study group. This was preceded by the t test and the one-way analysis of variance (ANOVA) analysis in order to test whether there were differences among training program and demographic groups.

Descriptive Statistics

Characteristics of the Sample

This section presents details concerning the background information of the participants. The demographic section incorporates total of six factors: gender, age, education, marital status, employee position and working experience. The aim was to obtain additional information with regards to employees as well as the group tendencies connected to training. The results are presented in the table below.

All respondents are employees in the St. Lucia Air and Sea Port Authority. A total of 161 questionnaires (81%) out of the 200 dispatched were collected. During the preliminary stages of analysis, questionnaires in which respondents either did not answer every question or chose multiple answers were discarded. As a result, two were discarded and a total of 159 questionnaires out of the total number collected were deemed fit and valid to be analyzed, representing a response rate of 79.5%.

Of the total number of respondents who participated 90 (56%) were male and 69 (43.4%) were female. With regards to age distribution, majority of respondents fell in the age category of 30-35 and 36 and above (31%, 36%). Also majority of the respondents were single, 95(59.7%) were married and 64 (40.3%) were single. In reference to respondent's education, more than half of the participants had an associate's degree (82%, 51.6%) This was followed by high school graduates (43) and people with bachelor's degree (25). Respondents with master's degree represented the smallest number of respondents. With regards to respondent's levels in the

organization, 50% of them were working with administration whereas are in remainder worked as low level staff (49.7%). Finally, pertaining to the number of years respondents has as work experience, the majority of the respondents have had a period of 5 to 10 years (48.4%) while only 25% served a period above 1-5 years.

Table 4.1

Demographic Characteristics of the Study Sample (N=159)

Demographics		N	%
Gender	Female	69	43.4
	Male	90	56
Age	23 & below	12	7.5
	24 -29	40	25.1
	30 -35	50	31.4
	36 & above	57	35.8
Marital Status	Single	64	40.3
	Married	95	59.7
Education	High School	42	27.0
	Associates Degree	82	51.6
	Bachelor's Degree	25	15.7
	Masters	9	5.7
Employee Level	Administrative	80	50.3
	Low Level Employees	79	49.7
Work Experience	1year -5years	40	25.1
	5years-10years	77	48.4
	10years-15years	20	12.6
	15years and over	22	13.8

Descriptive Statistics for the Questionnaire

A total of 28 questions were asked to respondents. The first 17 questions were in relation to the employee's job and the next eleven (11) of these questions were asked about training offered by the organization. The respondents were asked to select their responses by choosing the number that best applied to them. The options were presented on a 5 point Likert scale with 1= strongly dissatisfied, 2= dissatisfied, 3= neutral, 4= satisfied and 5= highly satisfied. The questions asked based on the training programs observed that mean scores ranged between 3.26 (SD=1.26) and 3.89 (SD= .897). This suggests that the respondent's scores on average were between neutral and satisfied with the statements of the items. The question with the highest mean score asked

“Applying training to your own work” (Q18). “Assessing the needs of employees” (Q27) had the lowest mean score.

Seventeen questions were asked in relation employee’s job and their job performance. “Getting along with your colleagues” had the highest mean of 4.19 (SD=.807). The question with the lowest mean score of 3.33 (SD=1.26) asked “Supervisors undertaking keen interest in employees concerns”.

Table 4.2

Descriptive Statistics for Questionnaire Items on Job Satisfaction

Items	Frequency	Mean	Std. Deviation
Q1. Establishing a relationship with customers	159	4.08	.795
Q2. Doing paperwork and/or routine data for job	159	3.84	.991
Q3. Appraising your own performance	159	3.95	.980
Q4. Getting on with your colleagues	159	4.19	.807
Q5. Introducing new ideas at work	159	3.64	1.121
Q6. Providing feedback to colleagues	159	3.80	1.054
Q7. Giving information to managers and/or supervisors	159	3.82	1.022
Q8. Planning and organizing activities in the organization	159	3.42	1.115
Q9. Organizing your own time effectively	159	4.17	.695
Q10. Using technical equipment, including computers	159	3.64	1.192
Q11. Supervisors undertaking keen interest in employees concerns	159	3.33	1.261
Q12. Making do with limited resources	159	3.55	1.106
Q13. Collecting and collating relevant information from all parties	159	3.50	1.073
Q14. Working as a member of a team	159	3.91	.877
Q15. Accessing resources used (e.g. time, money, Information, equipment)	159	3.63	1.041
Q16. Undertaking administrative activities	159	3.78	1.035
Q17. Personally coping with change in the organization	159	3.96	.930

Table 4.3
Descriptive Statistics on Questionnaire Items for Training

Items	Frequency	Mean	Std. Deviation
Q18. Getting involve in training	159	3.59	1.117
Q19. Applying training to your own work	159	3.89	.897
Q20. Communicating with trainers face-to-face	159	3.67	1.058
Q21. Identifying viable training topics	159	3.53	1.084
Q22. Evaluating training	159	3.62	1.004
Q23. Evaluating new training methods	159	3.36	1.099
Q24. Showing colleagues and/or apprentices how to do things	159	3.79	.910
Q25. Evaluating needs of the organization	159	3.47	1.124
Q26. Writing reports of training programs	159	3.60	1.154
Q27. Assessing the needs of employees	159	3.26	1.260
Q28. Designing effective training activities	159	3.31	1.142

Score Differences among the Demographic Groups

In the analysis using the one way ANOVA, the principal objective of running this model was to test whether there were any differences in scores among the selected demographic items namely, gender, age, education, marital status, work experience, employee level and with particular reference to training items. The results were very interesting and are displayed in the different table below. It showed that gender, age, marital status, employee experience has no difference with training. However, the results showed the other remaining demographic items namely educational level and some of employees work experience has a significant difference with training.

Table 4.4

One - Way ANOVA Analysis of Gender on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	.398	1	.398	.286	.594
	Within Groups	218.658	157	1.393		
	Total	219.057	158			
Q19	Between Groups	1.394	1	1.394	1.739	.189
	Within Groups	125.789	157	.801		
	Total	127.182	158			
Q20	Between Groups	16.172	1	16.172	.914	.341
	Within Groups	2777.803	157	17.693		
	Total	2793.975	158			
Q21	Between Groups	.020	1	.020	.017	.896
	Within Groups	185.540	157	1.182		
	Total	185.560	158			
Q22	Between Groups	.028	1	.028	.027	.869
	Within Groups	159.331	157	1.015		
	Total	159.358	158			
Q23	Between Groups	.684	1	.684	.565	.453
	Within Groups	190.158	157	1.211		
	Total	190.843	158			
Q24	Between Groups	.461	1	.461	.556	.457
	Within Groups	130.268	157	.830		
	Total	130.730	158			
Q25	Between Groups	.213	1	.213	.168	.682
	Within Groups	199.346	157	1.270		
	Total	199.560	158			
Q26	Between Groups	.081	1	.081	.060	.807
	Within Groups	210.158	157	1.339		
	Total	210.239	158			
Q27	Between Groups	.197	1	.197	.123	.726
	Within Groups	250.709	157	1.597		
	Total	250.906	158			
Q28	Between Groups	1.162	1	1.162	.891	.347

* $p < 0.05$, ** $p < 0.01$

As indicated in Table 4.4 gender difference with regards to training was not significant. All the values are above the significant range. Therefore gender is not a determinant factor in regards to training.

Table 4.5

One Way ANOVA Analysis of Age on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	51.744	32	1.617	1.218	.221
	Within Groups	167.313	126	1.328		
	Total	219.057	158			
Q19	Between Groups	30.390	32	.950	1.236	.204
	Within Groups	96.792	126	.768		
	Total	127.182	158			
Q20	Between Groups	399.573	32	12.487	.657	.916
	Within Groups	2394.402	126	19.003		
	Total	2793.975	158			
Q21	Between Groups	42.065	32	1.315	1.154	.283
	Within Groups	143.494	126	1.139		
	Total	185.560	158			
Q22	Between Groups	26.676	32	.834	.792	.775
	Within Groups	132.682	126	1.053		
	Total	159.358	158			
Q23	Between Groups	44.093	32	1.378	1.183	.253
	Within Groups	146.749	126	1.165		
	Total	190.843	158			
Q24	Between Groups	32.328	32	1.010	1.294	.160
	Within Groups	98.402	126	.781		
	Total	130.730	158			
Q25	Between Groups	40.363	32	1.261	.998	.480
	Within Groups	159.197	126	1.263		
	Total	199.560	158			
Q26	Between Groups	42.991	32	1.343	1.012	.461
	Within Groups	167.248	126	1.327		
	Total	210.239	158			
Q27	Between Groups	60.538	32	1.892	1.252	.191
	Within Groups	190.368	126	1.511		
	Total	250.906	158			
Q28	Between Groups	51.549	32	1.611	1.315	.145
	Within Groups	154.351	126	1.225		
	Total					

* $p < 0.05$, ** $p < 0.01$

Also age has no significant difference with regards to training as can be seen by the figures stated above. Therefore, age is not a determinant or contributing factors to employees training.

Table 4.6

One Way ANOVA Analysis of Marital Status on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	3.625	1	3.625	2.642	.106
	Within Groups	215.432	157	1.372		
	Total	219.057	158			
Q19	Between Groups	2.045	1	2.045	2.566	.111
	Within Groups	125.138	157	.797		
	Total	127.182	158			
Q20	Between Groups	.126	1	.126	.007	.933
	Within Groups	2793.849	157	17.795		
	Total	2793.975	158			
Q21	Between Groups	1.204	1	1.204	1.026	.313
	Within Groups	184.355	157	1.174		
	Total	185.560	158			
Q22	Between Groups	3.252	1	3.252	3.270	.072
	Within Groups	156.107	157	.994		
	Total	159.358	158			
Q23	Between Groups	4.875	1	4.875	4.116	.044*
	Within Groups	185.967	157	1.185		
	Total	190.843	158			
Q24	Between Groups	.574	1	.574	.693	.407
	Within Groups	130.155	157	.829		
	Total	130.730	158			
Q25	Between Groups	3.901	1	3.901	3.130	.079
	Within Groups	195.659	157	1.246		
	Total	199.560	158			
Q26	Between Groups	4.259	1	4.259	3.246	.074
	Within Groups	205.980	157	1.312		
	Total	210.239	158			
Q27	Between Groups	3.825	1	3.825	2.431	.121
	Within Groups	247.080	157	1.574		
	Total	250.906	158			
Q28	Between Groups	1.385	1	1.385	1.063	.304
	Within Groups	204.515	157	1.303		
	Total	205.899	158			

* $p < 0.05$, ** $p < 0.01$

The same can be said about marital status since all the figures show there is no significant difference with regards to training except for Q3 which has a significant different of ($F = 4.116$; $p = 0.044$). Q23 reads ‘evaluating new training programs’, which means that marital status have partial influence on evaluation of training.

Table 4.7

One Way ANOVA Analysis of Education on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	35.222	3	11.741	9.899	.000**
	Within Groups	183.834	155	1.186		
	Total	219.057	158			
Q19	Between Groups	14.647	3	4.882	6.725	.000**
	Within Groups	112.535	155	.726		
	Total	127.182	158			
Q20	Between Groups	155.519	3	51.840	3.045	.031*
	Within Groups	2638.456	155	17.022		
	Total	2793.975	158			
Q21	Between Groups	26.973	3	8.991	8.788	.000**
	Within Groups	158.586	155	1.023		
	Total	185.560	158			
Q22	Between Groups	18.926	3	6.309	6.963	.000**
	Within Groups	140.432	155	.906		
	Total	159.358	158			
Q23	Between Groups	23.380	3	7.793	7.213	.000**
	Within Groups	167.462	155	1.080		
	Total	190.843	158			
Q24	Between Groups	12.673	3	4.224	5.546	.001**
	Within Groups	118.056	155	.762		
	Total	130.730	158			
Q25	Between Groups	39.189	3	13.063	12.626	.000**
	Within Groups	160.371	155	1.035		
	Total	199.560	158			
Q26	Between Groups	26.249	3	8.750	7.371	.000**
	Within Groups	183.990	155	1.187		
	Total	210.239	158			
Q27	Between Groups	16.618	3	5.539	3.665	.014*
	Within Groups	234.287	155	1.512		
	Total	250.906	158			
Q28	Between Groups	26.861	3	8.954	7.752	.000**
	Within Groups	179.038	155	1.155		
	Total	205.899	158			

* $p < 0.05$, ** $p < 0.01$

This table indicates that education level of employees definitely has a significant difference on training. This therefore indicates that employee's level of education influences education. All the figures are in the range of significant. According to Merriam and Leahy (2005), the effectiveness of training programs can be assessed in terms of knowledge acquired.

Table 4.8

One Way ANOVA Analysis for Work Experience on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	41.270	22	1.876	1.435	.109
	Within Groups	177.787	136	1.307		
	Total	219.057	158			
Q19	Between Groups	26.192	22	1.191	1.603	.054
	Within Groups	100.990	136	.743		
	Total	127.182	158			
Q20	Between Groups	186.322	22	8.469	.442	.986
	Within Groups	2607.652	136	19.174		
	Total	2793.975	158			
Q21	Between Groups	29.776	22	1.353	1.182	.274
	Within Groups	155.784	136	1.145		
	Total	185.560	158			
Q22	Between Groups	22.610	22	1.028	1.022	.442
	Within Groups	136.749	136	1.006		
	Total	159.358	158			
Q23	Between Groups	45.661	22	2.075	1.944	.011**
	Within Groups	145.182	136	1.068		
	Total	190.843	158			
Q24	Between Groups	20.666	22	.939	1.161	.294
	Within Groups	110.064	136	.809		
	Total	130.730	158			
Q25	Between Groups	46.051	22	2.093	1.854	.017*
	Within Groups	153.509	136	1.129		
	Total	199.560	158			
Q26	Between Groups	32.915	22	1.496	1.147	.306
	Within Groups	177.324	136	1.304		
	Total	210.239	158			
Q27	Between Groups	57.749	22	2.625	1.848	.018*
	Within Groups	193.157	136	1.420		
	Total	250.906	158			
Q28	Between Groups	43.510	22	1.978	1.656	.043*
	Within Groups	162.390	136	1.194		
	Total					

* $p < 0.05$, ** $p < 0.01$

When it comes to work experience a few items bore no significance to training however some items such as items number 23, 25, 27 and 28 indicate there is significance. The questions items are Q23, evaluating new training methods, Q25 designing effective training activities, Q 27, evaluating needs of the organization and Q28, assessing the needs of employees.

Table 4. 9

One Way ANOVA Analysis of Employee Level on Training

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q18	Between Groups	1.498	1	1.498	1.081	.300
	Within Groups	217.558	157	1.386		
	Total	219.057	158			
Q19	Between Groups	1.435	1	1.435	1.792	.183
	Within Groups	125.747	157	.801		
	Total	127.182	158			
Q20	Between Groups	22.652	1	22.652	1.283	.259
	Within Groups	2771.323	157	17.652		
	Total	2793.975	158			
Q21	Between Groups	.977	1	.977	.831	.363
	Within Groups	184.582	157	1.176		
	Total	185.560	158			
Q22	Between Groups	1.300	1	1.300	1.291	.258
	Within Groups	158.058	157	1.007		
	Total	159.358	158			
Q23	Between Groups	5.524	1	5.524	4.680	.032*
	Within Groups	185.319	157	1.180		
	Total	190.843	158			
Q24	Between Groups	.020	1	.020	.024	.877
	Within Groups	130.709	157	.833		
	Total	130.730	158			
Q25	Between Groups	1.934	1	1.934	1.536	.217
	Within Groups	197.626	157	1.259		
	Total	199.560	158			
Q26	Between Groups	2.416	1	2.416	1.825	.179
	Within Groups	207.823	157	1.324		
	Total	210.239	158			
Q27	Between Groups	2.450	1	2.450	1.548	.215
	Within Groups	248.456	157	1.583		
	Total	250.906	158			
Q28	Between Groups	1.358	1	1.358	1.042	.309
	Within Groups	204.542	157	1.303		
	Total	205.899	158			

* p < 0.05, ** p < 0.01

Employee level has no significance on training. All the figures show there is no significant difference with regards to training except for Q23 which has a significant different of (F 4.680; .032*). Q23 reads 'evaluating new training programs', which means that marital status does have some influence on evaluation of training.

The Training Program Developing Process at SLASPA

Training is seen as an integral part of SLASPA's organization performance. SLASPA provides employees with the knowledge and skills to perform their jobs effectively. One of the ways training programs are developed is by using a triggering event. The company recognizes that the organizations actual performance is less than what they expect. The managers report it to the human resource department which in turn conducts an analysis of the situation within this department to decide whether or not it is necessary to have training or some other form of action to boost up employee performance. In the event that the analysis yield that training is required, the department decides to either design a training program if they have the skilled individuals to conduct he training or outsource their training. Another way that SLASPA determines how it conducts its training is by allowing departments to determine the different areas that they have the greater need for training. By determining the departments that need the training and affected employees they figure out which employees need which training.

SLASPA also follows a ten step approach to develop performance base training. The first four steps constitute the task analysis that is necessary to design and develop relevant, useful training materials.

1. Defining the target population for training.
2. List the tasks to be performed by the target population on the job.
3. List the skills and knowledge needed to do the tasks.
4. Select the skills and knowledge to be taught. (These make up the "training objectives.")
5. Organize the selected skills and knowledge into suitable teaching units (modules) and develop the training design (including brief outlines of module content and planned training methods).
6. Draft expanded outlines of modules, including instructional objectives, main body of text, and descriptions of training methods, examples and exercises.
7. Experts provide realistic examples and information for use in exercises.
8. Draft the complete modules, facilitator guidelines, and course director guidelines.

9. Field-test the training materials.

10. Revise and finalize training materials based on the field test.

SLASPA like any organization exposes all employees to a number of training workshops and training programs on both a long term and short term basis, on the job and job instruction training. (Refer to Appendix C). SLASPA uses a variety of training methods to administer their training programs. Some of the training is in house training whereas others are organized for the whole department or divisions. Some take place on the job where as others are off the job. On the job training takes place sometimes at the trainee's regular work-Station (desk, machine, etc). Most SLASPA employees receive at least some training and coaching on the job. Sometimes the training is conducted by an assigned trainer; whereas other times it may be conducted by the supervisor or even an experienced employee.

Another approach that SLASPA uses quite often is the Job instruction approach. This uses the trainers to train employees while they are working on an assigned job. Employees are given handouts, training manuals and are given practice time and follow ups to the training. Other methods use for conducting training programs or workshops is through lectures, training space and discussions. SLASPA engage in audiovisual training for top management and supervisors.

Training programs are delivered to employees at all ranks at SLASPA from top management to low level employees. Some of the employees are port police, marketing personnel, maritime, accounts, engineering, operations, internal audit, human resource, information systems, and marine. Refer to Appendix C.

The Training Programs and Workshops at SLASPA

SLASPA offers many training programs to employees at all levels of the organization. Some of these training programs are listed in Appendix C using graphs. However these training programs are place in a table below as mentioned in Appendix C.

Table 4.10

Training Programs at SLASPA

List of Training Programs offered to Managers	List of Training Programs offered to Employees
Administrative Professional Workshops, Court Prosecutor Training, New Court Procedures, Firearms, Project Management, Asphalt Maintenance, Technical Report Writing, Basic Carpentry/Joinery/Plumbing, Welding Training, Aids Awareness, Strategic Planning, Graphic Design, Market Research, Photography, Professional Accounts	first aid, supervisory management techniques, customer service, credit card, radio communications, shipping legislation, defibrillator training, E-Learning, Microsoft Excel, Customer Service, AIS Program me, Airport Safety, Port Operation, Basics Training & Development, Coaching & Mentoring Workshops, Microsoft Office, Firearms

The Employees Training Needs at SLASPA

The last section of the questionnaire indicated which areas do employees feel there is a need for training. The list of areas is listed in table 4.7. This table shows a list of areas that respondents have stated that the required further training to be more capable of performing on their job. From the list below majority one of the most popular responses was Airport safety and control. The second was court procedural matters and lastly air traffic control.

Table 4.11

List of Specific Training Needs Identified by Respondents

Training needs identified by respondents	
Court Procedure	New Equipment Training
Background Investigations	Ship Surveying
Fire Arm Training	Air Traffic Control
Legal Aspects Training	Airport Safety/Security
Court Procedures	Energy Consumption
Microsoft Excel Training	Computer Training
Reporting Skills	Management of Ship Registry
Communication Skills	Immigration and Emigration Duties
First Aid	Advance weapon Training
Road Safety	Criminal Interrogation
HR Development Training	Conflict Resolution
Aviation/Maritime Security Training	Search/Patrol Procedures
Customer Relation/Service	Simulator Training

Discussions

In terms of the findings, demographic data was first determined. It showed that there were more males, 90 (56%) than females 69 (43.4%) who answered the questionnaire. The range in relation to age was pretty wide; the youngest respondent was 19 years old, and the oldest 55 years. Looking at the age range one can say that SLASPA encompassed a population of young employees. Majority of which are around 33 years old due to the fact that the mean age is 33.79 (SD= 7.748).

Majority of the respondents were single (60%) with only a high school education or associate's degree (40.3%, 52%). The mean score for work experience is 9.08 (SD= 5. 430).

Therefore this means that the populations of employees of this organization are still very young in terms of experience. Younger employees are especially hungry both to learn and to receive affirmation that they are doing a good job. They are generally much more motivated by incremental education and acknowledgement than they are by a modest raise in salary.

In terms of respondents' responses when it came to training programs, the responses ranged from neutral to satisfactory. This indicates that there may still be lots of room for improvement. Also, the fact that the item that got the lowest rating was assessing the needs for employees. This means that employees are not satisfied with the way how their training is being assessed. This was the basic purpose of this study and this has now proven that something ought to be done by the relevant individuals to help salvage this problem. Another surprising indication from the analysis reveals that employees were dissatisfied with the fact that supervisors do not take a keen interest in their concerns. Unsatisfied employees and employees who have no confidence in their organization is certainly not a good recipe in an organization.

The results were very interesting. It revealed that gender has no significant difference to training. This result is not surprising since it does not matter what sex one is, although some studies do say that gender does have a significant difference to training. One could argue that it depends on the type of training. Age has no significance to training. This is not surprising, due to the fact that regardless of what age an individual is, there is still need for improvement and need to learn more. There is a saying which goes; one is never too old to learn. Marital status also reveals that there is no significant difference to training. Whether an individual is married or single, they do have the need for training. Therefore these results seem to be pretty accurate.

As for education, it shows that it has great significance to training, which is very true. An individual's education can influence how they learn and also what type of training method they require. As for working experience, it also shows that it has a little significance to training. This means that depending on the number of years of work experience one has, it can determine their attitude towards training. Meaning if an employee has been in an organization for twenty four years, as with one of the employees, they can feel that they know all there is to know about their job. According to Blanchard and Thacker (2010), many trainees feel anxious when they enter training. Most arrive at training with an elaborate and highly cognitive structure. They already feel that they know about themselves, their work, their company, and many other things.

Lastly the results revealed that an employee's employment level has no significance to training due to the fact that regardless an employee is a manager or a maintenance worker; there is still the need for training. All in all the results were satisfactory.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

This study aimed to explore the satisfaction of employees concerning the training programs conducted at SLASPA. In this chapter, conclusions are presented first in section one, practical implications and suggestions for further research are presented in section two. The results of the study have enabled a better understanding of some of the needs of employees. Also it has enabled the researchers to establish whether demographic variables have any difference to training.

Conclusions

Training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. The ultimate goal of any training program is to produce competent employees who can safely, effectively and efficiently perform the tasks required to meet your business requirements. Training is also an essential tool that ensures your staffs are kept up-to-date with the changes that are taking place in the world today. As your company implements new technology in the work environment, training will also be needed to make sure your employees have the knowledge and skills to take advantage of these new tools (Grupta, 2007).

The significance and value of training has long been recognized. Consider the popular and often repeated quotation, “Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime.” This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5th century BC. Given today’s business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever.

This study was conducted to assess the training programs conducted at SLASPA and to find out whether employees are satisfied with their training. As mentioned earlier the results confirmed that employees are satisfied with their training, which means that there is still room from much improvement. Also employees feel that administration does not take their concerns into consideration or even care about how they feel. The culture of an organization is to be supportive and developmental, if employees do not feel that need then this may be detrimental to the organization. This can cause employees not to be motivated in some aspects may lose interest in their work.

Limitations of the Study

In today's fast paced environment, training requirements can change so rapidly that data collected during a needs assessment, especially if the assessment spans an extended time frame, can become outdated fairly quickly (Gupta, 1999).

The researcher experienced many limitations throughout this study. One was the fact that her questionnaires were not the one administering the questionnaire and therefore the process of the data collection was rather slow. Therefore the researcher had time constraint. Secondly, even though there was a concentrated effort to get the questionnaire into the hands of employees, there is no guarantee that the individuals will actually receive and complete the questionnaires.

Recommendations

It is no doubt that SLASPA indeed undergoes training for employees of all levels at the organization. However base on the findings of the study the researcher recommends the following:

1. A more in-depth focused survey should be conducted by the Human Resource Department to assess the training needs of volunteers. There need to be a more structured form of assessment of programs. Many employees responded neutral to the questionnaire item that says that employees apply the training to their workplace. If a formal evaluation was being conducted then the Human Resource department would be aware of it.
2. Many employees suggested many training programs however many of these programs SLASPA in the document that they provided showed many of these training such as customer service, first aid, firearm training etc. So this means that it is either employees are not satisfied with how these training were conducted or they are not learning from this training, or they feel that they need to have it on a more regular basis. Therefore SLASPA needs to look into the design and delivery method of these programs. It also means that learning is not taking place in some of the training programs. Technology training was a priority identified for employees. Interpersonal communications skill training was identified as a need for staff. Therefore training to address these needs should be scheduled as soon as possible.

3. Assess the delivery method of training. When preparing a training program, they need to find creative ways to deliver the content of the training. Maybe this is one of the reasons that employees are still suggesting the same programs that the organization gives to them.

Recommendations to the Managers

Managers should allow employees to have some control over their learning. Due to the fact that some trainee walk into an organization with the notion that they already know it all. This reflects their experience. Some of these experiences differ from person to person and some can view training as a hindrance to their learning and may even resist training. Therefore allow these individuals to share their learning experiences with others. In fact Blanchard and Thacker (2010), also states that more often than not, adults seek learning assistance from others.

Involve Trainees in the training process. As can be seen in the questionnaire analysis, employees feel that supervisors have no interest in their need. Let employees get involve, this would create the impression that their needs are being taken into consideration, so much so that they can actively participate in the process and development of training. Also getting employees involve can help with the resistance to change and to learning new ideas. Therefore both supervisors and trainees should be involved in identifying the training needs.

Recommendations for Future Research

The training need of employees can play a significant role in the productivity of an organization. This means that these are areas that they are not very confident with and feel that they need more of a push in those areas. Since this research concentrated on employees and their training needs, the researcher has proposed a few areas that one can undergo some suggestions for further research.

1. Further research can be done in the area of employee's personality since personality does affect how employees learn. A successful trainer needs to understand how to deal with various types of trainees they might encounter. It would be interesting to know what personality traits employees and SLASPA possess, and how it affects training.

2. Examine the different methods used to implement training at SLASPA. Find out whether those methods are appropriate for trainees learning.

3. Have a study on employee's motivation towards learning. Whether there are any incentives in place to motivate employees to learn.

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APPENDIX A: COVER LETTER

Dear Sir/Madame,

This study seeks to investigate the training and development practices that are carried out at SLASPA. The salient focus of the study is to make an analysis of the training programs and see how they can be improved and whether it meets the training needs of the employees. This research is strictly for academic purpose and your valuable contribution would go a long way to help obtain the necessary data need for the completion of this study. Your answers will strictly confidential and will be used for statistical analysis.

Your participation will be greatly appreciated and if you need further clarification, my contact information is at the bottom. Thank you in advance for your participation.

Yours Sincerely,

Vanda William

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Advisor: Dr. Steven Lai

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APPENDIX B. RESEARCH QUESTIONNAIRE

This questionnaire comprises three sections that are to do with your training needs. Please answer all the questions as honestly as possible to enable us to compile a complete picture of your training requirements. Each section is prefaced by instructions for completion. Please read and follow these carefully.

Section I. Demographic Information

1. Gender: Male, Female
2. Age: _____(yrs)
3. Education: High School Diploma, Associates Degree, Bachelors Degree, Masters Degree or higher.
4. Marital Status: Married Single
5. Employee's Job Position: _____
6. Working Experience: _____(yrs)

Section II: Training Needs

In order to perform your job effectively you need relevant skills. You will see listed below a range of skilled activities many of which you undertake in performing your job. Look at each of these activities and then rate each one by circling the appropriate number in the box. The first rating (1) is concerned with how dissatisfied you are with the training, performance or your job; the last rating (5) is concerned with satisfied you are with the training, performance or your job.

	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
	1	←—————→			5
Job Performance					
1. Establishing a relationship	1	2	3	4	5

	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
	1	←—————→			5
with customers					
2. Doing paperwork and/or routine data for job	1	2	3	4	5
3. Appraising your own performance	1	2	3	4	5
4. Getting on with your colleagues	1	2	3	4	5
5. Introducing new ideas at work	1	2	3	4	5
6. Providing feedback to colleagues	1	2	3	4	5
7. Giving information to managers and/or supervisors	1	2	3	4	5
8. Planning and organizing activities in the organization	1	2	3	4	5
9. Organizing your own time effectively	1	2	3	4	5
10. Using technical equipment, including computers	1	2	3	4	5
11. Supervisors undertaking keen interest in employees concerns	1	2	3	4	5
12. Making do with limited resources	1	2	3	4	5

	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
	1	←—————→			5
13. Collecting and collating relevant information from all parties	1	2	3	4	5
14. Working as a member of a team	1	2	3	4	5
15. Accessing resources used (e.g. time, money, Information, equipment)	1	2	3	4	5
16. Undertaking administrative activities	1	2	3	4	5
17. Personally coping with change in the organization	1	2	3	4	5
Training					
18. Getting involve in training	1	2	3	4	5
19. Applying training to your own work	1	2	3	4	5
20. Communicating with trainers face-to-face	1	2	3	4	5
21. Identifying viable training topics	1	2	3	4	5
22. Evaluating training	1	2	3	4	5
23. Evaluating new training methods	1	2	3	4	5
24. Showing colleagues and/or apprentices how to do things	1	2	3	4	5
25. Evaluating needs of the organization	1	2	3	4	5

	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
	1	←—————→			5
26. Writing reports of training programs	1	2	3	4	5
27. Assessing the needs of employees	1	2	3	4	5
28. Designing effective training activities	1	2	3	4	5

Section III: Specific training needs

Please specify the areas of your job in which you would like to receive further training or instruction. List these in order of importance:

- 1.
- 2.
- 3.
- 4.

APPENDIX C. DOCUMENT FROM SLASPA

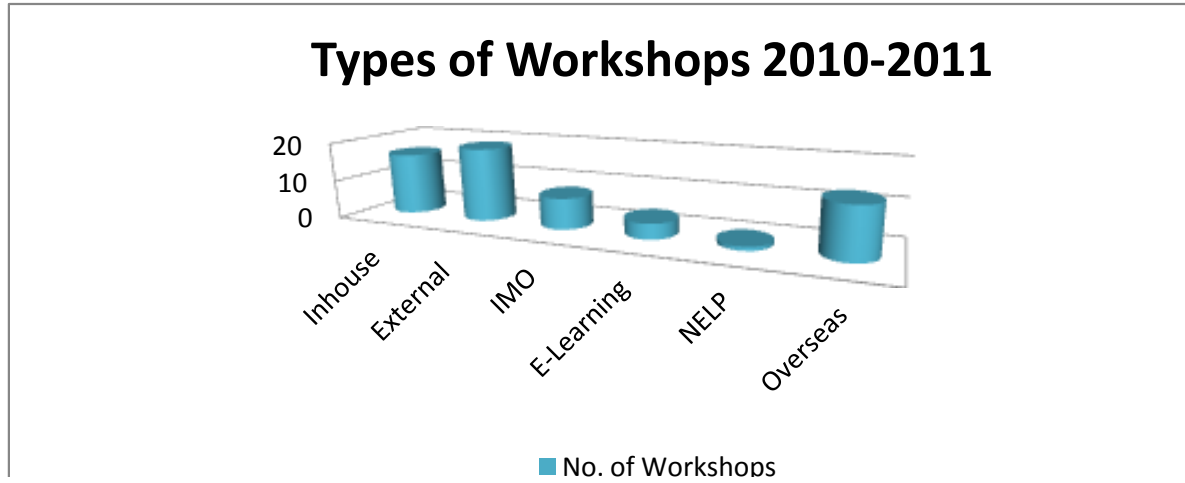


Figure 1: Pie Chart Depicting number of Employees exposed to Training for 2010-2011

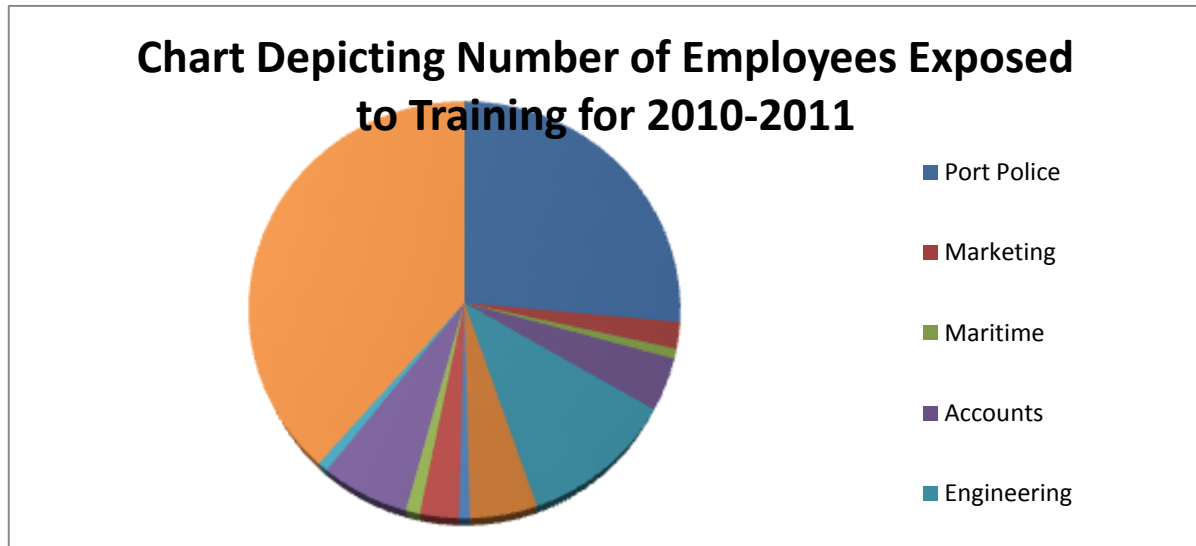


Figure 2: Graph depicting the type and number of In-house training workshops

Graph Showing the Type and Number of In-house Workshops

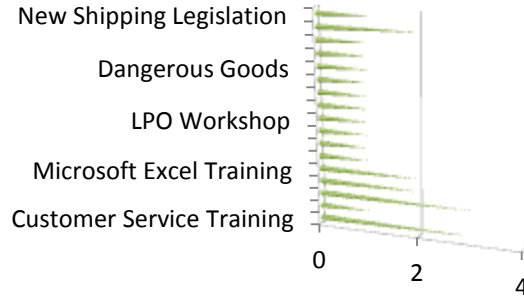


Figure 3: Graph depicting number of training workshops facilitated by SLASPA managers' financial year 2010-2011

Assists employees in accessing external training opportunities

Graph Showing Showing the Type and Number of Inhouse training facilitated by SLASPA Managers

■ Graph Showing Showing the Type and Number of Inhouse training facilitated by SLASPA Manager

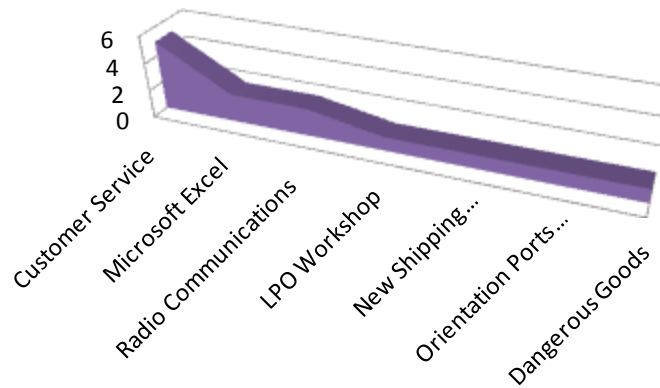


Figure 4: Graph depicting the type and number of In-house training workshops

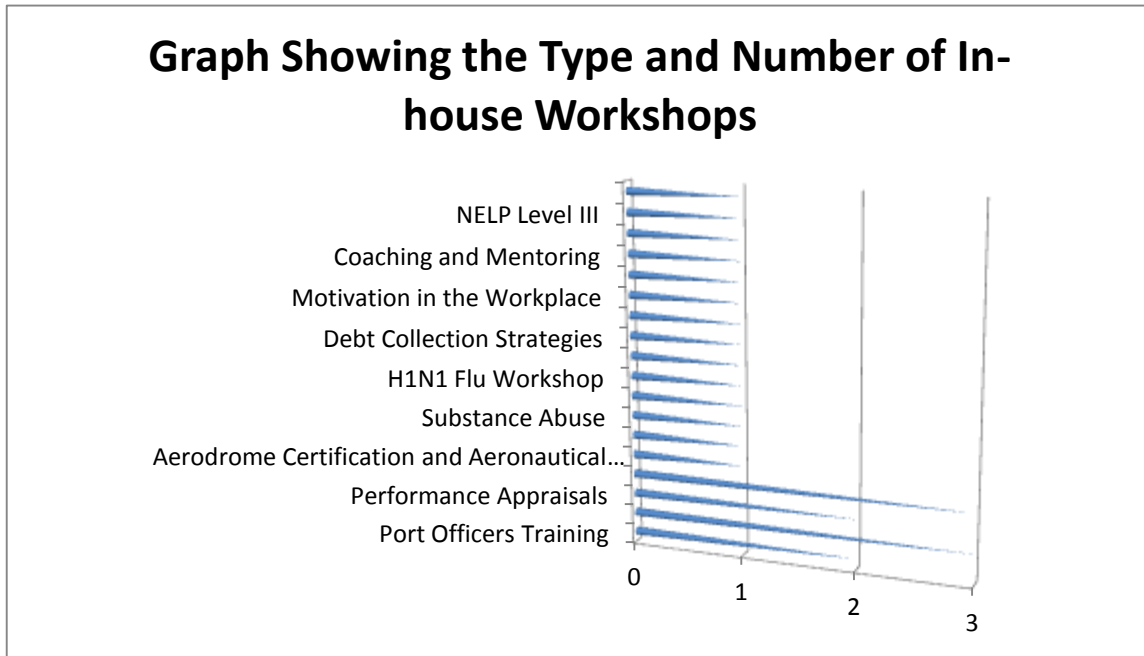
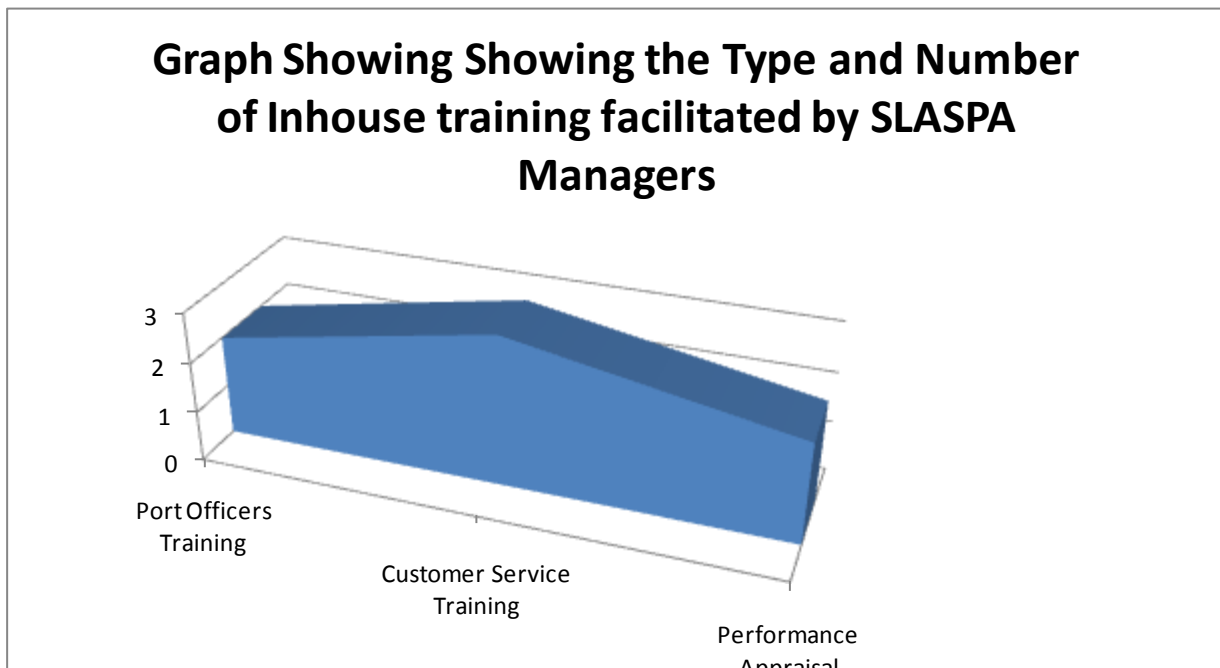


Figure 4: Graph depicting number of training workshops facilitated by SLASPA managers' financial year 2009-2010



EO- Entire Organization

ED- Entire Department

AIRPORTS DIVISION	
<i>(Focus- Safety, and Building Departmental Capacity)</i>	
Train the Trainer (ATCO supervisors)	2
Customer Service	ED
AIS Programme	1
Airport Safety Management Course	1
Airport Commercial Management	1
ATC training	
OPERATIONS DIVISION	
<i>(Focus - Building Departmental Capacity at all levels and Certification of Employees)</i>	
Train the Trainer- (Operators Malta)	2
Cargo Storage, Handling and Movement	2
KPI's for shipping- June	1
Port Operation (TM and WM)	2
Fork Lift Operations Certification	ED
Dangerous Goods	ED
Stevedore training (E.g.. Signalling, identifying marks and Labels,	1

Port Management (Malta)	ED
Tallying workshop	ED
Customer Service	ED
Basic Enrichment	1
Port Operations (In house)	ED
HUMAN RESOURCES	
<i>(Focus- Increased knowledge of Human Resource Management issues and best practises)</i>	
Job Evaluation and Analysis	1
Industrial Relations and Negotiations	1
Compensation Survey and Analysis	1
Performance Improvement Workshop	1
Team Building	ED
Human Resources Management Workshops	ED
Coaching and Mentoring Workshop	4
Basics of Training and Development	1
ADMINISTRATION	
<i>(Focus- Increased Productivity and Efficiency through re tooling)</i>	
General Administrative Courses	ED
Microsoft Office	ED
Administrative Professional Workshops	ED
MARINE	

<i>(Focus- Acquisition of new skills and techniques)</i>	
<i>Job Attachment- Trinidad Coast Guard</i>	ED
Refresher Courses- Lighthouse employees	1
PORTS POLICE	
<i>(Focus -Development of complete training curriculum to be used for in house training)</i>	
Court Prosecutor Training	1
In house Security Programmes	ED
New Court Procedures	ED
Firearms Training (In house instructors)	ED
ISPS awareness	ED
AED defibrillator Training	ED
ACCOUNTS	
<i>(Focus- Upgrading of Existing Skills)</i>	
Budgetting Workshops	1
Basic Enrichment	2
In-house Training - Accounts/Accounting Procedures	ED
ACC PAC Upgrade	ED
Professional Development Workshops	2
INFORMATION SYSTEMS	
<i>(Focus- Upgrade of Existing Skills)</i>	
Network Management and VOIP training for data and voice Network	1

Linux Administration and Network Administration	1
Web design and Administration	1
CIVIL ENGINEERING	
<i>(Focus- Increasing Technical Competencies for line staff and building supervisory /leadership capacity)</i>	
Project Management	2
Performance Management	ED
Asphalt Maintenance	4
Technical Report Writing	8
Basic Carpentry/ Joinery /Plumbing	2
Facilities Management	3
Mechanical Engineering	
<i>(Focus -Improving Technical Capacity for Increased productivity and efficiency)</i>	
Welding Training- follow up with MIC	1
Maintenance Planning and Schedule- Trainmar/fleet management	2
FIDIC Contracts(crane reachstakers/straddle)	2
Crane Inspection-certification in industrial equipment	2
Word and Excel	ED
Training on Terminal Trucks - kalmar- daren	2
Inhouse Training on Electricals-structure programme	ED

Job Estimation - AC and mechanical	1
Fork lift inspection training- J60Z0 Daren	
GENERAL COURSES	
Dangerous Goods	EO
Employee Development Initiatives	EO
Peformance Management System Roll out	EO
Microsoft Office	EO
First Responders/ Basic First Aid	EO
Orientation	EO
Aids Awareness	EO
SUPERVISORY STAFF	
<i>(Focus strengthening Supervisory Capacity)</i>	
Supervisory Development	EO
MANAGERIAL STAFF	
<i>(Focus- Building Managerial Capacity)</i>	
Strategic Planning Workshops(Retreat and Evalaution Exercise)	EO
Transitioning into Leadership (including focus on corporate culture, professionalism and image, team building)	EO
MARKETING DEPARTMENT	
<i>(Focus- Acquisition of Specific Function Skills)</i>	
Graphic Design	1
Market Research	1

Public Relations	1
Mall Management	1
Photography	1
MARITIME AFFAIRS	
<i>(Focus -Upgrading of Existing competencies)</i>	
Certificate Programme in Basic Shipping	1
OJT Programmes with other Ports	2
IMO Safety Management Workshop	1
IMO workshops	1
INTERNAL AUDIT	
<i>(Focus- Retooling of Existing Skills)</i>	
Risk Management Workshop	1
Professional Accounting Workshops	ED
LEGAL OFFICE	
Paralegal Training SALCC	1
Salvage Law and Practice Seminar	1