Recognizing the Influence of Training Needs Analysis on Performance of Business Faculties in Karachi Business Schools.

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Abstract
The modern complex business environment requires managers to be equipped with appropriate knowledge, skill-sets, and tools to perform effectively and efficiently. In that context the role of business schools cannot be overemphasized. Accordingly, the faculty members of business schools are expected to possess requisite competencies and skills for performing their responsibilities properly. To achieve this purpose, a systematic process of TNA, that is, Training Need Analysis should arguably exist. This study focuses on examining the impact of training needs analysis on the performance of faculty members in business schools at Karachi. This study employs positivism philosophy, and a deductive approach. Survey strategy was used to plan the various tasks associated with this study. A questionnaire was sent to faculty members of business schools operating in Karachi. Four bi-variate regressions were run, each representing independent variable being regressed by one of the four independent variables. The results showed that, as indicated by the high betas from the regressions, training needs analysis has a strong impact on the performance of faculty members at business schools in Karachi.

Key Words: Training Need Analysis, Teaching Skills, Research Skills, Technological Skills and Quality Management.

Introduction
In this highly competitive economic environment, capabilities and competencies have to be developed by every institution for employee who can provide for competitive advantage and

add to organizational performance. As the marketplace is increasingly becoming competitive, therefore, institutes tend to focus on each and every economic dimension in order to achieve their strategic objectives (Epstein & Yuthas, 2017; Abouelenein, 2016). In order to be efficacious as well as holding competitive advantage for an institution, the staff or faculty should hold and have KSA (knowledge, skills and abilities) for achieving desired objectives. Training or learning is one the most vital significant as well as important formal and productive way of making staff or faculty to be updated with latest techno equipment's and work related knowledge, skills and abilities (Bueno, 2019). Once such type of goals are being achieved by the institutes or organizations it is beneficial for both the institute as well as for the growth economy. Training or learning is well-thought-out to be an important factor which helps institutes and organizations to flourish and expand with the potential staff or faculty with profitability (Mahmud, Saira Wahid, Arif & Belso-Martinez, 2019; Akinnagbe, 2011).

Assessing the training needs, designing the training plans and program, implementing those plans, and lastly analyzing the results are the right approaches to bring about training effectiveness. Moreover, training may be effective only if it is developed and implemented in accordance with the contemporary market trends, and demands. This explains why training needs analysis is the initial and very important step in the designing process of a training program (Bueno, 2019). According to Hanif (2012) that if training needs to be successful the essence should be a successful training need analysis. However, modern organization face a dilemma, which is, in spite of a number of obvious advantages of T&A they tend not to appreciate the importance of training need analysis. Being regarded as the most critical step in the overall training cycle, it eliminates the deficiencies and weaknesses that could surface in the training programs (Bano, 2012). Training need analysis activity should not operate in isolation rather it should be in congruence with the organizational policies, objectives, and value system. The adequacy of training can be upgraded by active learners, dynamic learning environment, and llecting ongoing feedback (Merriam-Webster, 1974)

The existence of TNA ensures that training and development system will be in the right shape to help guide a large number of activities which are specifically in place to enhance the productivity and creativity of employees. The TNA is not limited to technical skills and knowledge but also emphasize qualitative attributes such as communication skills, personality, work place behavior, commitment, loyalty, and others (Ejakait, 2016). TNA is a foundation of all training related activities. To secure the optimum value for the money from the training programs which are consistent with the organizational and individual goals, a strong focus on training need analysis is a must. Unsuitable and ineffective commitment of training resources could be a result of deficient needs analysis that is not valuable for the organization & also for the performance of the employee (Ejakait, 2016). As TNA ascertains the training needs and identify deficient performance it is helpful for both the trainers and the aspirants. However, training is not always the only solution to the problem at hand, which may at times be amicably resolved by effective negotiations. It is to be noted that TNA is a very challenging step in the training life cycle which require sharp analytical skills for evaluating multiple training needs. Moreover, ample time is required to conduct the overall analysis and extract the important training needs of the employees (Altarawneh & Aseery, 2016). As discussed above, the research examines the impact of TNA on Karachi Business school faculties' performance, where faculties are providing education and making their students able to

grow with today's business world. Business Schools are meant to make their students capable to be the business professional and able to open opportunities for others by establishing good market.

This article consists of six parts which starts from the introductory paragraph of the study whereas the next parts defines the problem statement on which the study is conducted, the research question and the objectives of the study. Then the next part defines the literature review which is on the subject of this study and followed by the forth part which describes the research methodology. Fifth part shows the analysis of data collected with the results and findings of the study. Last part focuses on discussion and conclusion of the study and explain future research for the next research.

Problem Statement, Research Question and Objectives

Training and development, regarded as a very critical function in an organization, allows employees to uplift their performance. To ensure effectiveness of training and development, it is essential to have an ongoing system to understand the training needs of employees. Indeed, to maintain an effective training function, all of the activities in T&D cycle should be systematic, however, special emphasis should be placed on the initial activity in the training cycle, that is, training needs analysis. Definitely, TNA should never be performed by scanning the employee's performance reports or by relying on the feedbacks of supervisors, because, these two approaches may not allow a clear understanding of the training needs (Abouelenein, 2016). TNA has the potential to identify the gap between the existing KSAs of the employees and the future KSAs, and provide the organization an opportunity to absorb innovative ideas into existing operational and managerial practices. However, assessing the Training need is a major challenge for HR. Fortunately, it is given due importance with strong emphasis on TNA in order to enhance employees KSAs (Ashraf, 2014). Nevertheless, in Pakistan, TNA is not generally practiced effectively resulting in training programs which may be costly and ineffective rather than being productive investments on Employees future KSAs. This research has been limited to the business schools operating in Karachi.

To fill the gaps of training needs in this area it has been considered as the study problem of this research. As TNA is considered as the most important and powerful tool for upgrading the faculties' performance in order to improve the quality of the education, it plays an important role to examine the responses from the faculty of Business Schools of Karachi of the question: What is the effect of TNA on performance of faculties in Business Schools in Karachi? The answer to this question defines the objectives of this study to find out the impact of TNA on Business Faculties' performance. It also explains and understands the relationship between the analysis of Training needs in Teaching Skills, Research Skills, Technological Skills and quality management with the performance of Business faculties.

Literature Review

T&D is a very critical area in HRD which seeks to enhance and update the knowledge and capabilities of employees. An effective T&D system within an organization ensures that employees know how to perform their assigned tasks more efficiently and effectively; this, of course, leads to higher organizational productivity and profitability (Altarawneh & Aseery, 2016). The nature of T&D is such that it has to meet the challenges of a complex organization system characterized by sophisticated technology, complex regulations, and fast changing social and economic trends, and that is why it has become a favorite topic for researchers and practitioners (Sheikh, Tawfik, Ibrahim & Samy, 2020; Rao & Shah, 2012). As it has a positive influence on the

employees' performance training can safely be considered as an investment (Mahmud et al., 2019; Bueno, 2019; Choi & Yoon, 2015). Training creates a working environment marked by trust, collaboration, and, of course, higher productivity (Bano, 2012).

The association among performance of employees and training remains well established in relevant research. Of course, only training which is effective will be beneficial to the employees and the organization (Afaq, Yusoff, Khan, Azam, & Thukiman 2011).

A critical step in assessing the training and development needs within the organization is training needs analysis. TNA is frequently stated to seek a gap between the existing capabilities of the employees and the what is actually important in workplace based on the modern business environment. TNA helps in structuring and selecting the training and development activities to the satisfaction of the key stakeholders such as the top management, departmental managers, and, of course, the actual recipients. An effective training needs analysis meaningful information for the training managers to design effective and appealing training program. Training needs analysis, as discussed above, is a very important activity, and therefore, it should be performed with full commitment, discipline, and rigor. There are different approaches to perform TNA. (Altarawneh & Aseery, 2016). In a study conducted by Jen-China, Tseng-Chang and Chen (2012), they were of the opinion that in order to master and achieve optimum learners' performance, the gap should be identified through training need analysis.

Training needs analysis processes are directed towards providing a clear idea about the deficiencies in professional skills, and also identifying the requirement in trainees' profile making it helpful for their career (Ramesh, Thammi, Reddy, Krishnan, Biswas & Umamaheshwari, 2019). Training needs are identified by analyzing the skills which are not developed suitably, assessing the information that's not appropriate for needs of the future, and also observing the defiance which may not be congruent to the environment in Business school. The gape is found through TNA and expected performances from faculty members (Ferreira & Abbad, 2013). Several issues have been identified in higher education which include: number one, graduates possessing only a few competencies; number two, lack of quality in specialized subjects; number three, unemployment among the university graduates due to lack of skills and abilities; number four, use of traditional teaching methodologies; number five, programs, courses, and teaching methodologies set without paying attention to the societal needs. Of course, these issue greatly affect the quality of education (Bano, 2012).
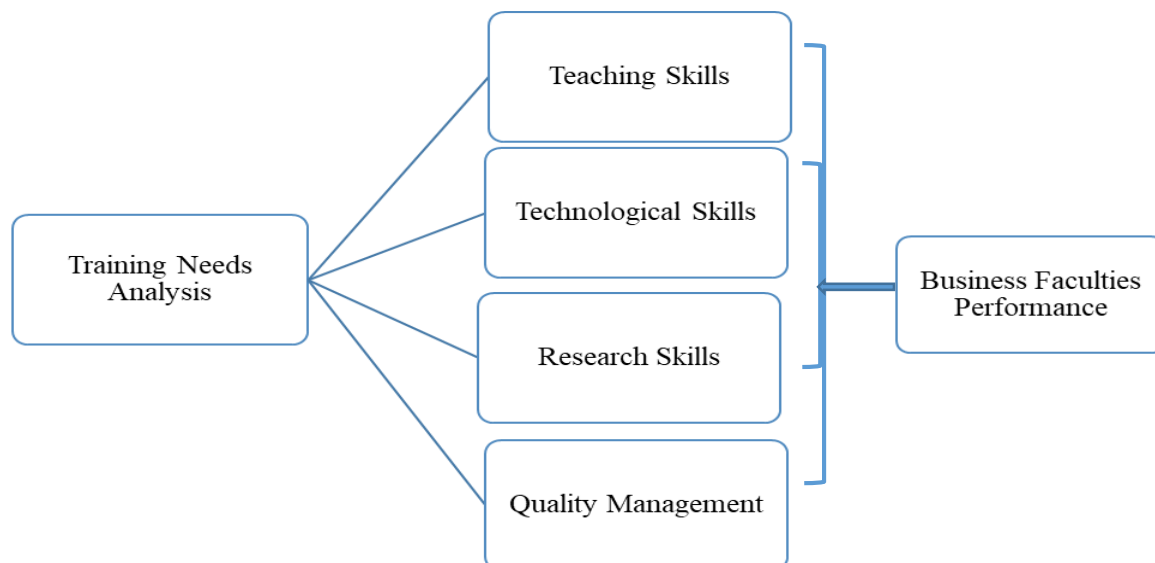
Both teaching and learning are complicated processes, therefore, to make these processes effective, all of the relevant factors should be considered and employed proficiently. Factors or variables may be an ideal learning environment, dynamic curriculum, or modern technology. However, one variable that stands out is a teacher who is able to bring about the right change and produce the desired outcome (Diab & Yacoub, 2020). That is why, in countries which are emerging or underdeveloped, specialized professional improvement and development is well-thought-out and considered as a very vital part especially for the process of education (Ashraf, 2014).

For making the teaching style match with the learning style of students, professional training is required. Both the faculty members and the learners gain motivation through this process, and show their willingness for learning and grooming. However, instructional plans as well as strategies of erudition alone are not adequate; occasionally alertness also becomes very cooperative. Effective training can eliminate traditional lectures, create a strong learning

environment, and decrease the drop-out rate. Moreover, teachers and faculty may learn new teaching methodologies and apply them to their own learning environment in accordance with the market and students' needs (Sheikh, Tawfik, Ibrahim & Samy, 2020; Hamadneh, 2015). The academic environment is shaped by the keenness and prowess of faculty members. To create an environment of excellence and innovation, faculty development is critically important, and by focusing on the competencies to be maintained by every individual faculty member, it is used as an important factor in improving the overall educational system. Because of the challenges of social and technological environment, the role of a faculty member has changes substantially (Bhatnagar, Srivastava, & Singh, 2010). To support core academic function at the universities, effective training programs and activities are found quite supportive in the area of defining the exact roles and responsibilities of faculty members. Because of the transformation in the academic environment, the roles of the faculty members need to undergo a suitable transformation in lines with the changing environment which is fast becoming more technological, global, and competitive (Isabel, 2016). Of course, to improve the educational system, it is inevitable to transform the mechanisms available to train teachers, as without a trained and qualified faculty it is almost impossible to improve the educational system remarkably.

Conceptual Framework:

The framework was adapted from a study published in the European Scientific Journal, and conducted on Al- Albayat University. The author found relationship with training needs and business faculties' performance. The framework of this study identify the adopted variables of Teaching Skills, Research Skills, Technological Skills and Quality Management based on which the research objectives of this study were set. Before formally introducing training programs, organizations can clearly understand as to who desire training, and the type of KSAs deficiencies faculty members have, and the reasons for their non-performance.

Source: (Abouelenein, 2016)

Hypotheses:

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As per the discussion, four hypotheses were formed with the help of four variables to examine the opinions from the respondents and find the answer of the research question of this study. To satisfy individual and social needs, commitment from the top management is required to finance important resources. Moreover, quality is a very important factor in setting the market benchmark for measuring performance and improvement in teaching (Abouelenein, 2016). For imparting quality education, the top management should remain committed towards the establishment of a quality management system, strive to develop the culture of quality within faculty members, maintain an ongoing system for curriculum development and revision, encourage all of the faculty member for performance improvement, establish a system of needs analysis of all stakeholders, promote the practice of self-evaluation, and take recommendations from each stakeholder for enhancing the overall quality of education. According to the above discussion, the first hypothesis was formulated as:

H1: Analysis of Training needs in Quality Management impacts on Business Faculties' performance significantly and positively.

The effectiveness in teaching is achieved through several factors, which are: number one, teaching skills; number two, teaching methodology; number three, appropriate application of teaching skills and teaching methodology; and number four, transmission of knowledge in the form of facts, theories, and application of concepts (Ramesh et al., 2019; Ashraf, 2014). It is also noted that activity based instructional approach motivates learners to actively contribute during classes, moreover, it grows in them a strong ability to think deeply, and develop their skills set more than is the case with traditional lectures. The teaching methodologies such as discussion approach based teaching and action oriented activity based approach methodologies are a few of the vital methodologies which may enhance the information and abilities of learners. The educational strategies are classified in terms of their focus, which include strategies such as are instructor-centric, student- centric, or activity- oriented strategies (Ramesh et al., 2019). Moreover, there are other popular teaching strategies such as field trips, management games, market or industry survey, and others (Isabel, 2016). Case study based teaching is quite effective in allowing the students to learn theoretical concepts through cases specifically prepared by modelling theoretical concepts in real-world contexts (Bano, 2012). Above discussion formulated the second hypothesis as:

H2: Analysis of Training needs in Teaching Skills impacts on Business Faculties' Performance significantly and positively.

The studies conducted by Bueno (2019) and Hamadneh (2015) shown that the performance of business faculties can be improved by enhancing and enlightening the research skills of faculty members helps them to analyze the quantitative and qualitative data and easy to publish their research internationally. This is the way to upgrade their professional career and will improve the quality of education by publishing their research paper in international and national magazines and conferences. This discussion formulated the third hypothesis as:

H3: Analysis of Training needs in Research Skills impacts on Business Faculties' Performance significantly and positively.

Isabel (2016) stated that to support the universities' academic function, training and development activities are required to establish the roles and responsibilities of faculty members. With ongoing

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transformation in the academic environment, the role of faculty members need to be enhanced where they can equip the students with skills and knowledge that would allow them to compete in the fast advancing technological, social, and global environment. And for this improvement of technological skills help to upgrade the performance of faculty. Due to this technological world, faculty needs to improve their technological skills which helps in designing online courses, exams and websites and helpful for the new generation who want to move with this technological world (Mahmud et al., 2019). As per this discussion the following last hypothesis were formulated as: H4: Analysis of Training needs in Technological Skills impacts on Business Faculties' Performance significantly and positively.

Methodology:

This study focuses on positivism philosophy for examining the needs of Business Faculties by using statistical tool. This study emphasis on deductive approach as the data is extracted from the previous studies and investigated the model of training need analysis and Faculties performance according to existing theories. Questionnaire was developed after the development of hypothesis. Survey technique was used for collecting the data from Business Faculties through the questionnaire and the questionnaire was applied to a purposive sampling of faculties. 109 Business Faculties were chosen from 5 different universities from both private and public sectors. Although, there are 20 business schools operating in Pakistan, the selection of 5 business schools was considered representative as the selection was made based on the judgement of the author for the suitability of the respondents to the objective of this study. The author considered the size, location, and the HEC-based ranking of the university in forming the sample. The author used SPSS statistical application for performing the statistical analysis for this study.

This research selected the cross- sectional research survey which analyzed the data from individuals or group because of the time constraints and targeted only Karachi for this study. The researcher picked 5 universities for collecting data from IQRA, KSBL, KU, INDUS and Bahria University (BUKC). Population identified as SP, ASST. AP, AP and Lecturer from chosen Schools of Business in Karachi.

Results and Findings

With four hypotheses, the reliability of four variables were examined and conducted a test on hypothesis of multiple linear regression.

Reliability Test

The test was conducted and measured the overall variables reliability to check the dependability on the variables. The test of reliability depends 79.9%, while the result says that more consistency with scale and with factors.

Table 1:

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.799	33

Table 2: Demographic Testing

Variable	Categories	Frequency	%
Gender	Male	58	53.2%
	Female	51	46.8%
Qualification	PHD	18	16.5%
	MBA	63	57.8%
	BBA	11	10.1%
	Other	17	15.6%
Designation	Lecturer	5	4.6%
	Associate Professor	48	44.4%
	Professor	24	22.2%
	Other	31	28.7%
Specialization	HR	32	29.4%
	Supply Chain	16	14.7%
	Marketing	23	21.1%
	Finance	30	27.5%
	Other	8	7.3%
Age	22-25	21	19.3%
	26-30	32	29.4%
	31-35	29	26.6%
	36-40	20	18.3%
	40 Above	7	6.4%
Experience	3-5	16	14.7%
	5-10	37	33.9%
	10-15	38	34.9%
	Above 15	18	16.5%

The above table shows the details about the respondents, that is, the faculty members from the selected business schools operating in Karachi. The information about the respondents is given in terms of variables such as gender, qualifications, designation, specialization, age, and experience. The table shows that 53.2% of the respondents are male; 57.8% are masters, and 17% being PhDs; most of them, that is, about 67% are either associate professors or professors; their specialization is somewhat equal in areas such as finance (28%), HR (29%), Marketing (21%) and supply change (15%); age ranges from 21 to more than 40; and experience ranges from 3 to more than 15 years.

Regression Analysis:
The equation can be defined as
Business Faculties' Performance (y) = f (Training Needs Analysis)
$$y = \alpha + \beta x$$

Training Needs in Teaching Skills

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584[a]	.341	.335	.48439

Table 1: Predictors: (Constant), Training needs in Teaching Skills

Table 2

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.996	1	12.996	55.386	.000[b]
	Residual	25.106	107	.235		
	Total	38.102	108			

a. Dependent Variable: Business Faculties' Performance

b. Predictors: (Constant), Training needs in Teaching Skills

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.355	.493		.721	.473
	TS	.827	.111	.584	7.442	.000

a. Dependent Variable: Business Faculties' Performance

Table 3

Above regression Table 3 shows the value of beta coefficient as 0.584, which, as indicated by the t statistics and significant value, is statistically significant. This shows that the independent variable (Training needs in Teaching Skill) appears to have very strong impact on the value of dependent variable (Business Faculties' Performance in business schools of Karachi). The value of R square represents the test of validity and describes the goodness of model.

Training needs in Research Skills

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400ª	.160	.152	.54688

a. Predictors: (Constant), Research Skills

Table 5

ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.101	1	6.101	20.398	.000ᵇ
	Residual	32.001	107	.299		
	Total	38.102	108			

a. Dependent Variable: Business Faculties' Performance

b. Predictors: (Constant), Research Skills

Table 6

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.324	-1.182		-1.120	.265
	RS	1.095	.242	.400	4.516	.000

a. Dependent Variable: Business Faculties' Performance

Above regression Table 6 shows the value of beta coefficient for Research Skills as 0.400, which, as indicated by the t statistic and significance value, is statistically significant. This shows that the independent variable (Training needs in Research Skill) appears to have strong impact on the value of dependent variable (Business Faculties' Performance in business schools of Karachi). The value of R square represents the test of validity and describes the goodness of model.

The above result shows the strong relation between the variables

Training needs in Technological Skills

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229[a]	.052	.044	.58089

a. Predictors: (Constant), Training needs in Technological skills.

Table 7

Table 8

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.997	1	1.997	5.919	.017[b]
	Residual	36.105	107	.337		
	Total	38.102	108			

a. Dependent Variable: Business Faculties' Performance

b. Predictors: (Constant), Training needs in Technological Skills.

Table 9

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.233	.732		3.049	.003
	TECHS	.395	.162	.229	2.433	.017

a. Dependent Variable: Business Faculties' Performance

Above regression Table 6shows the value of beta coefficient for Research Skills as 0.23, which, as indicated by the t statistic and significance value, is statistically significant. This shows that the independent variable (Training needs in Technological Skill) appears to have somewhat strong impact the value of dependent variable (Business Faculties' Performance in business schools of Karachi). The value of R square represents the test of validity and describes the goodness of model.

The above result shows the significant relation between the variables.

Training needs in Quality Management

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638[a]	.407	.401	.45962

a. Predictors: (Constant), Quality Management

Table 10

Table 11

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.498	1	15.498	73.360	.000[b]
	Residual	22.604	107	.211		
	Total	38.102	108			

a. Dependent Variable: Business Faculties' Performance

b. Predictors: (Constant), Quality Management

Table 12

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.061	.477		-.127	.899
	Quality Management	.929	.108	.638	8.565	.000

a. Dependent Variable: Business Faculties' Performance

Above regression Table 6 shows the value of beta coefficient for Research Skills as 0.638, which, as indicated by the t statistic and significance value, is statistically significant. This shows that the independent variable (Training needs in Quality Management) appears to have very strong impact on the value of dependent variable (Business Faculties' Performance in business schools of Karachi). The value of R square represents the test of validity and describes the goodness of model.

The Above results and tables shows that the increase of single unit in Training needs in Teaching Skills, Research Skills, Technological Skills and quality Management will equally increase the

unit of Business Faculties' performance. It will equally increase and shows the positive impact and relationship between the dependent and independent variable.

Conclusion

Training and development, regarded as a very critical function in an organization, allows employees to uplift their performance, and organizations to become successful and innovative. Maintaining an ongoing and systematic training needs analysis function is a major challenge for HR. In Pakistan, TNA is not generally efficient and effective. The field of higher education, too, requires an effective training needs analysis function to improve upon faculty performance and hence the university's performance. However, only a few studies have been conducted in this connection.

This study is an attempt to fill the gap indicated above, and has attempted to find out the impact of training needs analysis on the performance of faculty members of business schools operating in Pakistan. Survey strategy was used to conduct the study. For data collection, a questionnaire was sent to faculty members in 5 business schools operating in Karachi. In order to achieve the research objective, the construct of training needs analysis was operationalized into four independent variables such as: Training Skills, Research Skills, Technological Skills and Quality Management. To analyze the data, four different regressions were run on the dependent variable, which is, faculty performance. Each regression exhibited the impact of one of the four independent variables on the dependent variable.

The results from the regression analysis conducted for this study exhibited that all of these four variables were found to strongly impact performance of faculty members at business schools in Karachi. This argument is supported by the level of respective beta coefficients produced by regressing the individual independent variables on the dependent variable of faculty performance; the regressions produced these beta coefficients: teaching skills, 0.58; research skills, 0.40; technological skills, 0.23; and 0.64 for quality management.

Recommendations

According to the findings of this study and information gathered, following are some suggestions as well as recommendations that provide a deep-insight for forthcoming growth of business schools.

- Primarily there is a requirement to give importance to the needs of faculty by the business schools' administration. This helps in enlightening the educational process of business school and also save the cost and time which is wasted in training program that is conducted without the need analysis of faculties.
- For refining the quality of education in business school and give remarkable impact on students' performance in the market, training program should be arranged for the faculty member as a well- motivated and high quality teaching staff is essential for professional development. And before the training sessions, there must be an approved structure for implementing the assessment of faculty in business schools of Karachi.
- No suitable remuneration, incentives and promotions have seen in any training for faculty. So it is recommended to give promotions, rewards and incentives that motivates the faculties to work on their professional development and for upgrading the studied variables

of this research i.e. teaching skills, research skills, technological skills and quality management.

- In case of limited resources, business schools can also collaborate with other institution that would be beneficial for professional development in different environment and with different faculties of business schools. It also helpful in improving faculties' performance.

Future Research

In the future, the researcher can explore the methods of training needs analysis that is implementing in business school which is not analyzed in present study. The research also explores other sector(s), gather outcomes from different organizations. This study identifies Training Need Analysis technique which only explore current practices as well as identify the impact of TNA. Researcher can also explore the other variables in the same context of study and find out the other skills on which faculty needs trainings.

For this study, the researcher was bound for restricted time period on which the researcher used the limited resources for collecting the data in the short period of time. So in future the researcher can extend the duration of the time and resources and increase the sample size according to the selected sector for the study.

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