The Contribution of Training Needs Assessment to the Effectiveness of Training program and Outcome in the Public Sector of Somalia: A Case Study (Civil Service of Federal Government of Somalia)

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Abstract: The Study was an attempt to investigate the Contribution of training needs assessment to the effectiveness of the training programs and outcome in the Public sector of Somalia. Through a descriptive survey research design, information is collected through questionnaire. By using random sampling comprising 65 workers from the different ministries and Central bank of Somalia. Data were analyzed using the Statistical Package for the Social Sciences(SPSS)program. Frequency and percentages were used to present data in tables. The results of the study showed that training needs assessment practices in public sector is very important and helped the workers to assess and indicate their training gaps or their training needs. The study also revealed that the tools used to identify the training needs were effective and helped trainees to identify training gap as indicated by 63.1. % of the respondents. The research also looked at Challenges in doing an effective training needs assessment at the public sector of federal government of Somalia, the most important finding was that the participants of the training encountered language barriers during training needs assessment which prevented them to assess their training needs effectively since 55.3% agreed that English language was an obstacle to assess their training needs.

Keywords: training, needs assessment, public sector, effectiveness, program, outcome

1. Introduction

Training in the context of capacity development is the passing of knowledge, skills or attitudes from one party or individual to another. It is a planned learning process aiming to improve the competency of the trainees; so as to positively change their behaviors and provide benefits to their organizations and other stakeholders. (Hanna Hasselqvist, L. T. 2012).

Most positive examples of training involve the learning of technical skills, where it is easy to see and experiment with how the learning can be applied. However, it is important to note that training is not effective in all situations. In fact, there are many cases where training is not at all effective in building capacity. One of the best skills a trainer can have is understanding the limitations of training. (Hanna et al, 2012).

Successful training requires the support of the trainees as well as their organization, and time invested by both. In addition, the training needs assessment may identify capacity issues that training alone cannot affect.

A training need exists when there is a gap between what is required of a person to perform competently and what he/she actual knows. A "training needs assessment", or "training needs analysis", is the method of determining if a training need exists and if it does, what training is required to fill the gap. The expectation of knowledge, skills and abilities of officials at different levels is different, so their training needs are also different. Training needs assessment has therefore to be for different target groups for exactly knowing what training is required for each group. (Brown, 2002).

A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value added outcomes (Armstrong, 2007).

The purpose of conducting a needs assessment is to validate the hypothetical judgment with actual training needs to ensure that solution addresses the most needed subjects and effectively. Training needs assessment is traditionally regarded as an indicative process that occurs before training. The purpose of formal needs assessment is to identify the training targets (Kozlowski & Salas, 2003).

Kaufman and Valentine (1999) refer to needs assessment as the process for identifying and prioritizing gaps in performance. In contrast, they define needs analysis as the process for attributing cause to identify performance gaps. Hence, the entire process will be referred as needs assessment. So, once training has been conducted, a comprehensive evaluation should follow.

Training effectiveness is a broad concept that identifies situational or contextual factors impacting learning, retention and transfer. This focus is critical for uncovering whether a training program was

effective or ineffective due to characteristics of the program or to factors outside the control of the training system (Ford, 2006) Training outcome is concerned with the achievement of a desired level of proficiency and the attainment of requisite knowledge and skills. (Goldstein, 2001)

Goldstein (2001) claims that, of all of the best practices, needs assessment is probably the most important part of the process. Therefore, training needs assessment is the foundation of the entire instructional design process. It establishes the content of subsequent training. If not done correctly, or at all, the job-relatedness, effectiveness and validity of any training program is jeopardized. In addition, needs assessment provides a database to support or justify resource allocation for other human resource functions.

1.2 Objectives of the Study

The main objective of the study was to see if needs assessment really matters to training success.

1.2.1. General Objective

To analyze the importance of training needs assessment (TNA) in the public sector of federal Government of Somalia.

1.2.2. Specific Objectives

The specific objectives are:

1. To explore the importance of training needs assessment practices in the agencies of federal Government of Somalia.
2. To investigate the effectiveness of training practices at the public sector of federal Government of Somalia.
3. To identify the barriers in doing an effective training needs assessment at the agencies of federal Government of Somalia.

1.3 Research Questions

The following research questions were used to achieve the objectives of the study.

1. What is the importance of training needs assessment practice in the public sector of federal Government of Somalia?
2. To what extent do training needs assessment practices is important to the effectiveness of training programs and outcome at agencies of federal government of Somalia?
3. What are the barriers of effective training needs assessment facing the agencies of federal Government of Somalia.?

3.Research Design

A study design is a plan that explains the basic structure of the study. It provides the procedural outline for the conduct of the study. Research design is "the blueprint that includes experiments, interviews, observation, and the analysis of records, simulation or some combination of these (Donaldo, 2003). this research used descriptive survey design method to collect and analyze the data. Hence, questionnaire was administered to collect quantitative data.

3.1 Research Target Population

Employees All of ministries and Central Bank of Somalia which comprise technical officers, administrative staffs, secretaries, HR managers, accountants, logistics staffs and office assistants were targets of the study

3.2 Research Sample

The study sample was restricted to a very specific population of workers, who were participating the training for employees' capacity building programs facilitated by the federal government of Somalia and funded by World Bank. It was categorized as a random sampling. Therefore, about 65 workers from the different ministries and Central Bank of Somalia responded to the questionnaire. Participants were selected based on random sampling.

3.3 Research Instruments

The primary research instrument was a questionnaire, Thus, the questionnaire consisted of 25 questions(items) in the form of a five-point Likert scale which ranged from strongly disagree to strongly agree.

3.3.1 Reliability. According to Golafshani (2003) the reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. It is referred to as reliability if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Therefore, reliability aims to test for how reliable are the instruments to study. The reliability of the questionnaire was tested using the Cronbach's Alpha coefficient application in the SPSS and it was .871 which is above Acceptable minimum of 50%.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	25

4. Procedures for Data Analysis and presentation

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Frequency counts and percentages were used to present data in tables. The qualitative aspects of the data were summarized in the form of text for easy description and analysis. Therefore, qualitative and quantitative techniques were employed to present, describe and interpret data collection and to draw adequate conclusion on the findings.

5. Results and Discussion.

This part presents the views from respondents which were elicited to find out the contribution of training needs assessment to the effectiveness of the training program and outcome of the training. Primary data were collected through questionnaires to address the objectives of the study. The results were discussed in accordance with the research objectives and attempts are also made to relate findings to alternative or supportive views. Frequency distribution tables were presented which contain the percentage for each response. To facilitate interpretation of the data, responses to items on a five Likert scale, mostly involving strongly disagree, disagree, neutral, Agree and strongly agree respectively were solicited. The presentation of findings is preceded by background information on the respondents.

5.1. Demographic Characteristics of the Respondents

This part is a presentation and analysis of the data obtained from the study. It involves the background information of the respondents. The variables involved are age, gender of respondents, educational background and the number of years they have worked in the Public sector**.** Data obtained has been presented in Tables below**.**

Table 1. Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-30	40	61.5	61.5	61.5
31-40	14	21.5	21.5	83.1
41-50	7	10.8	10.8	93.8
51and above	4	6.2	6.2	100.0
Total	65	100.0	100.0	

Table 4. Qualification of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary	7	10.8	10.8	10.8
Bachelor	48	73.8	73.8	84.6
Master	10	15.4	15.4	100.0
Total	65	100.0	100.0	

Table 1 depicts the age distribution of respondents who participated in the study. The purpose was to find out the average age of the respondents who are actively involved in the training A close look at the Table .1 shows that 40 respondents representing 61.5% fall within the age brackets 20-30 years; 14

Table 2. Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	69.2	69.2	69.2
	Female	20	30.8	30.8	100.0
	Total	65	100.0	100.0	

representing 21.5 % fall within the age brackets 31-40 years. And 7 respondents representing 10.8% fall within the age bracket 41-50. While the remaining 4 representing 6.2% fall within the age brackets 51 and above years, the data showed that majority of the civil workers of federal government of Somalia fall between 20-30 and 31-40. This means that the majority of the federal government workers are youth who could be ordinary expected to be more involved in the workforce.

The respondents were asked to indicate their gender by ticking the appropriate column they belonged. The purpose was to find out the number of male and female workers who actually participated in the training .Table .2 shows that 45 respondents which is the majority of the respondents representing 69.2.0% were males, while the remaining 20 respondents representing 30.8.0% being females, the findings shows that there are more male workers in the public sector, because , males and females have different attitudes and views toward events at the work place (Singer, 1996) but 30.8 % which is the percentage of female workers indicates their fair representation in the workforce in public sector of federal government of Somalia.

Table 3. Marital status of respondents

		Frequency	Percent	Valid Percent
Valid	Single	25	38.5	38.5
	Marriage	40	61.5	61.5
	Total	65	100.0	100.0

Table 3 depicts the marital status of respondents who participated in the study. The purpose was to find out the status of the workers of civil service who are actively involved in the training with in the federal government of Somalia. A close look at the Table shows that 25 respondents representing 38.5% fall within the single status; and 40 representing 61.5 % fall within the marriage. The data shows that majority of the workers of the federal government of Somalia are married.

Table 4.4 shows responses elicited, 7 respondents representing 10.8% have obtained secondary school certificates; 48 representing 73.8% have obtained bachelor Level while the remaining 10 representing 15.4% have obtained master degree. The data shows that majority of the employees have attained some level of education whose opinions and views are guided and well informed.

Table 5. Experience of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3years	29	44.6	44.6	44.6
	5years	9	13.8	13.8	58.5
	5-10years	16	24.6	24.6	83.1
	10 and above years	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

The study sought to find out the duration of time, the respondents had worked in the public sector. According to the findings,44.6% of the respondents indicated that they had worked between 1-3 years,13.8% of the respondents indicated that they had worked 5years and 24.6% of the respondents had worked for 5year and above this according to the Wayne, (2002), this shows that the analysis had gained considerable experiences be able respond accurately. findings also show that most workers of federal government of Somalia are not experienced in the public sector field, although there are great number of experienced work force who have been working in this sector for long time period.

5.2. Importance of training needs assessment practices in the public sector
The importance of training needs assessment practices in the public sector of federal Government of Somalia. The questionnaire used for the ATS scale contained Some questions designed specifically to measure the extent to which the study sample of 65 participants consider The importance of training needs assessment practices in the public sector of federal Government of Somalia especially civil service workers. Tables bellow show the details of the participants' frequency of responses to questions.

Table 6. The process for identifying training and professional development needs helped me enhance my knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	4.6	4.6	4.6
	D	3	4.6	4.6	9.2
	N	9	13.8	13.8	23.1
	A	23	35.4	35.4	58.5
	SA	27	41.5	41.5	100.0
	Total	65	100.0	100.0	

The results from the question which sought data on the views of the respondents on the process for identifying training and professional development needs helped them enhance their knowledge revealed that 6 of the participants representing 9.2 % disagreed, while 50 (76.9%) indicated that they agreed The process for identifying training and professional development needs helped them enhance their knowledge. And 9 participants representing 13.8% were neutral whether identifying training and professional development needs helped them enhance their knowledge or not. According to table, the study has revealed that the majority of the workers believed that process for identifying training and professional development needs helped them enhance their knowledge. The finding was in line with the principles of Cole (2002) suggestion on purpose of facilitating training as it was to create a learning media directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task

Table .7 Training I received after training needs assessment helped me to enhance high quality of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	9.2	9.2	9.2
	D	2	3.1	3.1	12.3
	N	13	20.0	20.0	32.3
	A	16	24.6	24.6	56.9
	SA	28	43.1	43.1	100.0
	Total	65	100.0	100.0	

Participants were asked whether the Training they have received after training needs assessment helped them to enhance high quality of service. The results showed that 8 participants representing 12.3. % of the workers disagreed that the Training they have received after training needs assessment helped them to enhance high quality of service. While 44 workers representing 67.7% told that Training they have received after training needs assessment helped them to enhance high quality of service. And the remaining 13 which is 20% were neutral in their responses. In the literature, several authors (Schneier et al, 1998; Goldstein, 2001; Armstrong, 2010) suggested that effective TNA practices can enhance the competitiveness of the workforce and enhance high quality of service.

Table .8. Training received after training needs assessment helped me to increase my performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	10.8	10.8	10.8
	D	4	6.2	6.2	16.9
	N	12	18.5	18.5	35.4
	A	11	16.9	16.9	52.3
	SA	31	47.7	47.7	100.0
	Total	65	100.0	100.0	

Participants were asked whether the Training received after training needs assessment helped them to increase their performance. The results showed that 11 participants representing 17 % of the workers disagreed that the Training received after training needs assessment helped them to increase their performance. In contrast 44 workers representing 64.6% agreed that Training received after training needs assessment helped them to increase their performance. And the remaining 12 which is 18.5% were neutral in their responses.

Table 9. Training needs assessment is effective entry points of training programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	4.6	4.6	4.6
	D	8	12.3	12.3	16.9
	N	16	24.6	24.6	41.5
	A	19	29.2	29.2	70.8
	SA	18	27.7	27.7	98.5
	6	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

According to the above table 9. The study shows that majority of the respondents representing 56.9% agreed that Training needs assessment was effective entry points of training programs. In contrast, 16.9% of the workers disagreed that raining needs assessment was effective entry points of training programs. And the remaining 24.6% were neutral in their responses. So, according to the findings, Somali federal government training needs assessment was effective entry point to the training program as indicated by majority of the participants of the training.

5.3. The extent the training needs assessment tools effectiveness is important to the effectiveness of training outcome.
The study investigated the views of employees on The extent the training needs assessment tools' effectiveness is important to the effectiveness of training program and training outcome. The objective was to determine employees' views of The extent the training needs assessment tools' effectiveness is important to the effectiveness of training program and training outcome. Frequencies of respondents were calculated to aid interpretation of the responses and the views elicited from respondents have been presented in below Tables.

Table 10.the tools used to identify the training and professional development needs was effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	9.2	9.2	9.2
	D	2	3.1	3.1	12.3
	N	16	24.6	24.6	36.9
	A	21	32.3	32.3	69.2
	SA	20	30.8	30.8	100.0
	Total	65	100.0	100.0	

According to the above table 10. The study shows that majority of the respondents representing 63.1. % agreed that the tools used to identify the training and professional development needs were effective. In contrast, 12.3% of the workers disagreed that the tools used to identify the training and professional development needs were effective. and the remaining 24.6% were neutral in their responses. So, according to the findings, the tools used to identify the training and professional development needs were effective.

Table 11. Identified training needs reviewed in the period from one assessment to the next helps me to identify training gap

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	7.7	7.7	7.7
	D	6	9.2	9.2	16.9
	N	9	13.8	13.8	30.8
	A	21	32.3	32.3	63.1
	SA	24	36.9	36.9	100.0
	Total	65	100.0	100.0	

The results from the question which sought data on the views of the respondents on Identified training needs reviewed in the period from one assessment to the next helped them to identify training gap revealed that 5 of the participants representing 7.7 % strongly disagreed, and 6 participants representing 9.2% disagreed that Identified training needs reviewed in the period from one assessment to the next helps them to identify training gap while 45 respondents representing(69.2%) indicated that they agreed Identified training needs reviewed in the period from one assessment to the next helped them to identify

training gap. And 9 participants representing 13.8% were neutral whether Identified training needs reviewed in the period from one assessment to the next helped them to identify training gap. According to table, the study has revealed that the majority of the workers believed that Identified training needs reviewed in the period from one assessment to the next helped them to identify training gap.

Table 12.My identified training and professional development needs were actually met during the training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	6.2	6.2	6.2
	D	7	10.8	10.8	16.9
	N	15	23.1	23.1	40.0
	A	25	38.5	38.5	78.5
	SA	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

From the above table, 60% of the respondents said that their identified training and professional development needs were actually met during the training, which indicated that the training needs of workers and training gab was filled during the provision of the training program.

Table 13. Skill & Knowledge acquired after training were result of training needs assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	4.6	4.6	4.6
	D	12	18.5	18.5	23.1
	N	14	21.5	21.5	44.6
	A	18	27.7	27.7	72.3
	SA	18	27.7	27.7	100.0
	Total	65	100.0	100.0	

According to the above table 13, the study revealed that skills and knowledge workers acquired after training was result from the training needs assessment conducted by the federal government of Somalia since the majority of respondents representing 55.4% agreed, while 23.1% disagreed. And the remaining 21.5% were neutral in their responses.

Table 14. the training program designed was based on the requirements of the job and employee deficiency of ability for the job which was based on conducted needs assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	12.3	12.3	12.3
	D	6	9.2	9.2	21.5
	N	9	13.8	13.8	35.4
	A	20	30.8	30.8	66.2
	SA	22	33.8	33.8	100.0
	Total	65	100.0	100.0	

From the above table, study showed that majority of the respondents representing 64.6% agreed the training program designed was based on the requirements of the job and employee deficiency of ability for the job which was based on conducted needs assessment, meaning that training program was effective and based on the needs assessment conducted and the tools used to identify were also effective.

Table 15. Training needs assessment contained all the necessary contents which are required to train the participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	13.8	13.8	13.8
	D	5	7.7	7.7	21.5
	N	12	18.5	18.5	40.0
	A	24	36.9	36.9	76.9
	SA	14	21.5	21.5	98.5
	6	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

The participants of the training also were asked if Training needs assessment contained all the necessary contents which are required to train the participants., 9 participants (13.8%) strongly disagreed Training needs assessment contained all the necessary contents which are required to train the participants., while 5 (7.7%) disagreed Training needs assessment contained all the necessary contents which are required to train the participants. And 12 (18.5%) workers were neutral. The data also revealed 24(36.9%) Training needs assessment contained all the necessary contents which are required to train the participants. In responding to this question, whereas 14(21.5) workers strongly agreed that Training needs assessment contained all the necessary contents which are required to train the participants. Table.15 indicates that the majority the workers representing 58.4% believe that Training needs assessment contained all the necessary contents which are required to train the participants.

Table 16.My satisfaction level towards NDP's content and the quality of current training programs was high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	7.7	7.8	7.8
	D	6	9.2	9.4	17.2
	N	19	29.2	29.7	46.9
	A	12	18.5	18.8	65.6
	SA	22	33.8	34.4	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
	Total	65	100.0		

Participants were questioned whether their satisfaction level towards NDP's content and the quality of current training programs was high. The study showed that 52.3% their satisfaction level towards NDP's content and the quality of current training programs was high. While 16.9% disagreed that their satisfaction level towards NDP's content and the quality of current training programs was high. While the remaining 19 respondents representing 29.2.0% were neutral in their responses. Therefore, the study showed that majority of the participants agreed their satisfaction level towards NDP's content and the quality of current training programs was high

5.4. Challenges in doing an effective training needs assessment at the agencies of federal government of Somalia.

The last objective of the study focused on finding out the Challenges in doing an effective training needs assessment at the agencies of federal government of Somalia. The objective was to determine the Challenges in doing an effective training needs assessment at the agencies of federal government of Somalia. the results were presented in the following tables.

Table 17.I encountered language barriers during training needs assessment which affects to assess my training needs effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	15.4	15.4	15.4
	D	8	12.3	12.3	27.7
	N	11	16.9	16.9	44.6
	A	22	33.8	33.8	78.5
	SA	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

As observed from the findings and above table 17, participants of the training encountered language barriers during training needs assessment which affected to assess their training needs effectively

since 55.3% agreed that English language was an obstacle to assess their training needs. As evidenced from the above table, majority of the respondents agreed that the assessment tools were based on English language and prevented them to assess their training needs effectively

Table 18.The assessment tools were not based on the education and experience level of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	13.8	13.8	13.8
	D	8	12.3	12.3	26.1
	N	5	7.6	7.6	33.7
	A	30	46.2	46.3	80
	SA	13	20	20	100.0
	Total	65	100.0	100.0	

According to the above table, 43 respondents representing 66.2% have agreed that the assessment tools were not based on their level of education and experience, while 17 of the respondents representing 26.1%rejected that the assessment tools were not based on the education and experience level of the participants. And the rest of the respondents were neutral. Based on the findings, the assessment tools were higher level than the education and experience of the participants therefore participants needed to get assistance from local training assistants.

Table 19.Some participants were not the exact beneficiaries of the training programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	18.5	18.5	18.5
	D	20	30.8	30.8	49.2
	N	11	16.9	16.9	66.2
	A	15	23.1	23.1	89.2
	SA	7	10.8	10.8	100.0
	Total	65	100.0	100.0	

Table19. Depicts if the participants were or were not the exact beneficiaries of the training programs. A close look at the Table 19 shows that 32 respondents representing 49.3% disagreed that participants were not the exact beneficiaries of the training programs, and 22 representing 33.9 % agreed some participants were not the exact beneficiaries of the training programs. While the remaining 16.9% were neutral in their responses, the data showed that majority of the workers who participated the training were exact beneficiaries of the training program. In contrast a large number of the participants of the training program representing 33.9 % stated that some participants were not the exact beneficiaries of the

training programs. This means that great number of employees were not those who deserved to attend the training.

Table 20. My low level of knowledge prevented me from meeting or achieving my training/professional development needs assessment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	33.8	33.8	33.8
	D	11	16.9	16.9	50.8
	N	15	23.1	23.1	73.8
	A	6	9.2	9.2	83.1
	SA	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

The study sought to find out if low level of knowledge prevented participants from meeting or achieving their training/professional development needs assessment. According to the findings, 33 respondents representing 50.7% indicated that low level of knowledge did not prevent them from meeting or achieving their training needs assessment, while 26.1% indicated that low level of knowledge prevented participants from meeting or achieving their training/professional development needs assessment, and remaining 23.1% were impartial. This means majority of the respondents achieved to assess their training needs assessment because of their enough knowledge to assess it but a great number of workers who were participating the training failed to assess their needs because their low level of knowledge prevented them to do so

6. Conclusions

Training is necessary in the changing environment, planned and systematic training should be made in all private and public sector. It brings changes in behavior, attitude at any age and helps in increasing the workers' performance. The desire of this study was to build upon the previous training literature by providing a detailed examination of needs assessment, its importance, practices, and challenges. The result of the study showed that training needs assessment practices in public sector is very important and helped the workers to assess and indicate their training gaps or their training needs.

The research also looked at the extent the training needs assessment tools' effectiveness is important to the effectiveness of training outcome and found that the tools used to identify the training and professional development needs were effective and helped trainees to identify training gap as indicated by 63.1. % of the respondents. The research also looked at Challenges in doing an effective training needs assessment at the public sector of federal government of Somalia, the most important finding is that the participants of the training encountered

language barriers during training needs assessment which prevented them to assess their training needs effectively since 55.3% agreed that English language was an obstacle to assess their training needs.

The overall opinion about Training Needs Assessment to the Effectiveness of Training program and Outcome in the Public Sector of Somalia among the employees is very good and effective, it is very much helpful to improve the individual career and the government agencies' growth, and they are satisfied with the National Development Plans, also the content and the quality of current training programs, it's process and methods of teaching.

7. Recommendations

The public sector of the country is very important and plays key role by contributing in the national economy. The National Development Plans (NDPs) interns of employees' capacity building plays key role for the entire agencies of the country and also for national economy. However, several shortcomings are still found of training needs assessments in this area. Therefore, in order to speed up the success of this area, the following lines of actions are suggested:

1. Training needs assessment should be reviewed from one period to the next to identify training gaps
2. Training programs should be based on the requirements of the job and employee deficiency of ability for the job.
3. Local language or local training assistants should be used during training needs assessment to offset language barriers during training needs assessment and also during training.
4. Trainees should be selected by using effective method of selection to allow only those participants who are qualified to attend for the training.
5. Training programs should be based on conducted training needs assessment and the level of employees' knowledge and skills.

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