TRAINING NEED ASSESSMENT OF ADMINISTRATIVE STAFF OF ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Muhammad Afzal TAHIR
Ph.D Scholar AIOU, Islamabad, PAKISTAN

Muhammad Asif CHUADHRY
Ph.D Scholar AIOU,
Islamabad, PAKISTAN

Dr. Almas KIANI
Assist Professor, PMAS- Arid University, Rwp
Islamabad, PAKISTAN

Sumaira LIAQUAT
Ph.D Scholar AIOU,
Islamabad, PAKISTAN

ABSTRACT

Needs assessment and Human Resource Development are closely lined with each other considering this; the study was undertaken with the objectives of the study: to identify the human resource development needs of administrative staff, analyze training needs of administrative staff, and suggest solutions of the problem for administrative staff and developing a training model for administrative staff. For this purpose a questionnaire was designed on Likert Scale for collection of data. The population of the study consisted on whole administrative staff at AIOU, Main Campus, Islamabad and Regional Campuses/Centers/Offices. The study was descriptive in nature, for the purpose of data collection the questionnaire was delivered personally to the respondents at AIOU, Main Campus, Islamabad and through mail and email to other Regional Campuses/Centers/ Offices. The data was presented in table forms and mean percentages and mean score was calculated.

A finding of the study includes training required:

➤ **Designing Filing System,**
➤ **Defining Procedure for Record Retention,**
➤ **Computer Advance Level Training,**
➤ **Personnel Management**
➤ **Using Utilities Software Programs for Administrative**
  Task Completion
   ➤ **Efficiency and Disciplinary Rules,**

- ➢ **Working with Noisy Equipment,**
- ➢ **Noting and Drafting Procedures and Techniques**
- ➢ **Safety,**
- ➢ **General Financial Rules,**
- ➢ **Performance Evaluation and Quantification of ACRs,**
- ➢ **Legal and Legislative Drafting , (xiii) Supervision,**
- ➢ **Communication and Convincing with Logical Reasoning,**
- ➢ **Maintaining Staff Encouraging Environment and Motivation**
- ➢ **Framing Office Procedures,**
- ➢ **Believe on create good and healthy working environment and**
- ➢ **Planning and Implementing Office System, layout etc.**

Under conclusion, it includes that staff need training in Rules and Regulation, communication skills and analytical skill, self-motivation and improving social behavior.

It was recommended that the administrative staff need training to enhance their working capacity and professional skills for smooth functioning of the office. On the basis of finding, the administrative staff should be provide on the job or off the job training opportunities and the University should design courses/programs related to areas highlighted in the finding and launch training programs periodically.

Keyword: **AIOU, training, need assessment, administration staff, distance education, University.**

## INTRODUCTION

Training Need Assessment
Training Need Assessment is based on organization, operation and individual analysis. In organization analysis, training needs are identified within the organization.

At operation level training needs assessment is made on operational basis like what an employee must do in order to perform competently and individual analysis helps in determine how well each employee is performing the tasks that make up his or her job.

Presently training and development is a center stage almost in all organizations. Training is a planned and organized programs designed to improve performance of individual or group at organizational level to achieve time bounded objectives efficiently and successfully.

The objectives of training are measurable changes in knowledge, skill, attitudes and social behavior.

Training and Development is functions of management related to Human Resource Management (HRM) which deals with functional division of personnel employed. To identify training and development needs and planning, designing, organizing and implementing is called 'The Classic Training Cycle' which is as under:
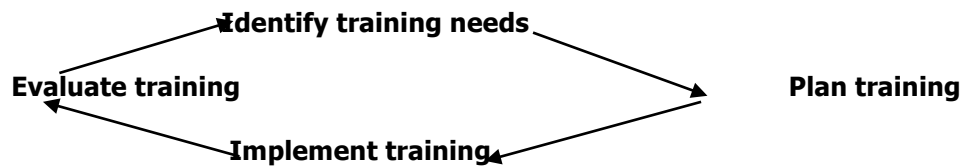
Figure No.1
Classic Training Cycle
Source: Wilson, P.J. (2005). *Human Resource Development Learning and*
Training for Individuals and Organizations (2nd edition.). India: Kagan Page Limited.

Assessment of training needs in an organization is based on objectives to be achieved. Likewise, training and development of operational skills of personnel required to ascertain goals. For this purpose, a training cycle adapted by winter, (1995) is as follows:
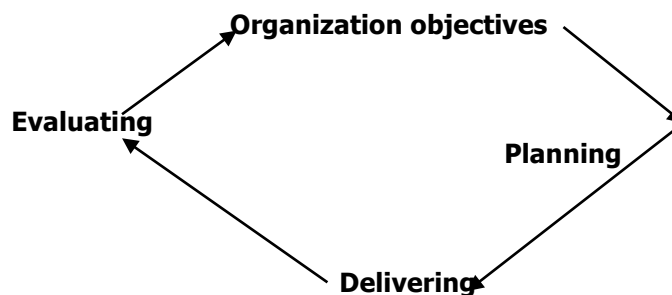
Figure No .2
A Training Cycle adapted by Winter (1995).
Source: Winter, R (1995) *Strategic Human Resource Development, Harlow,*
Pearson Education: Training and Development. Oxford: Blackwell.

Need represent the gap between what is what would or should in a particular context and need assessment is a parameter to determine this gape and to suggest remedial measure to bridging this gape. Hay Group (2004) defined training needs assessment is a process of gathering information regarding potential of the participants and development of training courses and to chalk out the method of delivery of training program. Further training needs assessment helps in determining training needs, priorities of training and achieving training objectives.

The World Bank Institute Implementing Agency (n.d) elaborated that a training needs assessment or training need analysis is a method to determine the gape between existing and required training needs and how to fill up this gap.

The different levels of expertise, knowledge, skills are required for different jobs, so training needs are also different for each level thus training needs varies for each target group.

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World Health Organization (2000) defined needs assessment is a tool of program planning which evaluate the capacity of services and appropriate mix of services required to responds diversity of need associated with the goal of an organization. Miller, (2002) defined training needs assessment is an activity to be carried out training and development function and designing and developing training and development program consists of different phases i.e. needs assessment, instructional objective, design and implementation and evaluation of training programs. Wasserheit (n.d) defined that the training needs assessment is a systematic process of assessing skills at expertise level of workforce who have been assigned different tasks and to need to address the deficiencies if exist through staff development methods. According to Annual Report Year 2006-2007 of National Rural Support Program (NRSP) Institute of Rural Management, training needs assessment is a cyclical process to be repeated on regular basis to assess change in needs of an individual as well as organization. PRSP followed the following process of training needs assessment.

- ➢ **Target Population Selection**
- ➢ **Development of strategy for training needs assessment considering objectives and components**
- ➢ **Identification of source of information/ data**
- ➢ **Selection of methodology**

Sammers (2002) elaborated need assessment is a process to identify types of training programs for the purpose of technical and vocational training which can address the needs with the understanding of role of technical and vocational training in the economy and educational system of the country.

The purpose of Training Needs Assessment Survey (TNAS) is to facilitate an organization to evaluate current requirement of staff training about identification of problem area, analysis of problem and to dig out remedial measures as well as to evaluate performance of the personnel who have got training.

Training Programs

In general term, training process strengthen three human dimension i.e. knowledge, skills and aptitude. These aspects need to be taken together and addressed for the development of human resources who can contribute effectively in socio economic development of the country. Gulzar (2009) defined training is a learning process and acquisition of knowledge, strengthen professional skills, development of new skills, behavioral change, enhancement of productivity and performance level of an employee.

Training and development programs based on the first step/ phase i.e. training needs assessment i.e. Systematic inquiry for the purposes of identifying priorities and making decisions, and allocating financial resources in a manner consistent with identified program goals and objectives. Training needs assessment is usually concerned with individual and organization performance.

As far concerned with individual, needs assessment highlight that job performance level and in relation to organization it defines organizational objective.

After getting requisite information from employees through tool, an organization identifies problem areas and prioritizes training programs. Prior to implementation programs which have been chalked out, organization determine financial implications, trainers, space, facilities, equipments and time which will support training programs.

Technological advancement and changes in every field of life throughout the world is very rapid. New equipment, machines, products are being introduced day by day which requires that user should be fully acquainted. In order to meet technological advancement requirements, an organization need to develop training strategy for human capital to trained them.

Every organization wish to have well adjusted trained and experience personnel to perform the job assignments efficiently. With the passage of time, importance of education and training has been increased because in past jobs were not so complex and complicated and there were little need of employees to upgrade their education and ulterior skills. In the current era rapid changes are occurring and requiring skilled and updated knowledge of employees. This situation demanded that orientation and proper training of the employees is an essential part of Human Resource Management.

To cope with this, an emerging demand, created a separate field of study i.e. Human Resource Development. Training is a learning processes through experiences in which seeks permanent change in an individual which enhance the working capacity as well ability to perform the tasks quickly and efficiently. According to Robbins (n.d) Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes, or behavior. Cascio (1998) defined training as:-

> ➢ Training consists of planned programs designed to improve performance at the individual, group and/or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skill attitudes and/or social behavior.

Manpower Services Commission (1981) Glossary of Training Terms defined training as:

> ➢ A planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Job Specification
Job specification is output of job analysis. Job analysis provides basis of developing job specification. Job specification is a written statement of qualifications that one must possess to be inducted to perform specific job. Job specification defined by Robbins (n.d) as, "Job specification is narrates an acceptable minimum qualification that an incumbent must posses to do the job successfully.

Job specification is a statement of the human qualification required performing the specific job" (http://www.dbms.edu.pk/file).

Job Description
Job description is an account of activities and duties linked with a particular job and it is prepared to identify, define limits and description of contents of the job.

The term job description used to illustrate characteristics of job to be met out. Job description is defined by Human Resource Experts in large organization whereas in small enterprises, supervisors execute this task.

Job description is a written statement that defines, relationships and result expected of anyone in the job. It is an overall view of what is to be done in the job http://www.magma.ca-tskdim/obyep/jobseach/job_description_and specification. tm

Job description is written statement that identifies the tasks, duties, activities, and performance results required in a particular job. Job description defined by Decenzo (2000). Is as, "A written statement which covers the detail of job is to be done by the holder with certain condition and why it is done is known as job description".

Job Analysis
Management prior to human resource planning considers defining what work is to be done and how it can be divided in to different jobs. This process is known as job design and collecting relevant information and data is called job analysis. Gatewood & Field (1994) defined job analysis is systematic and purposeful process to gather information on work related aspects of a job. Leslie & Bayers (2000) defined "job analysis is a process of determining specific job by gathering information related to job through observation and studies".

According to Cascio (1998), "job analysis comprises job specification and people requirement that should reflected minimally acceptable qualification for job holders". As per view of Decenzo (2000), "job analysis provides information about job current being done and the knowledge, skills, and abilities individuals need to perform the jobs adequately".

Job analysis is an assessment that defines jobs and the behavior necessary to perform them. Robbins (n.d) defined job analysis is an activity which provides entrusted data to evaluate performance of personnel because supervisors are enable to compare actual work executed by an individual with the tasks required to be accomplished.

On these lines, job analysis also basis of training need assessment and chalk out training programs. To collect data for job analysis following four techniques are used.

> **Interviews**
> **Observation**
> **Questionnaires**
> **Use of Diaries and Logs**

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Job specification specifies the characteristics required to perform job defined in the job description. Job specification is concerned with an individual who has to perform the job rather on the work itself.

Job Enrichment
Job enrichment is an activity to design jobs which facilitate the incumbents to satisfy needs for recognition, growth and responsibilities. In this way employees are given responsibility and job are expanded vertically.

Decenzo (2000) elaborated that job enrichment refers to the vertical expansion of jobs. It increases the degree of which the worker controls of planning exaction, and evaluation of the work.

According to Leslie & Bayers (2000) job enrichment involves an upgrading of the job by adding motivators factors, designing jobs that provides for meaningful work, achievement, recognition, responsibility, advancement, and growth is the key to job enrichment.

TRAINING NEEDS OF ADMINISTRATIVE STAFF
of ALLAMA IQBAL OPEN UNIVERSITY

The purpose of a training needs assessment, it is an activity to identify performance requirements or needs within an organization in order to deploy 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 needs assessment 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. Training needs assessment taken place at three different levels which are organizational analysis, task analysis and individual analysis and these levels are integrated with each other.

TRAINING FACILITIES TO ADMINISTRATIVE
AT ALLAMA IQBAL OPEN UNIVERSITY

Staff Development and Nominations Section is functioning in the University which is headed by Assistant Registrar Staff Development and Nominations under the supervision of the Registrar.

The University first time created budget provision for Staff Development programs from Endowment Fund and payments were paid to the Academic Staff for foreign higher studies.

The detail is presented in table 1.

Table 1.
Year wise Budget Allocation for Staff Development of AIOU

S.No.	Financial Year	Budget Allocation (Rs. Millions)	Actual Expenditures (Rs. Millions)
01	1999-2000	5.000	2.145
02	2000-2001	5.000	4.633
03	2001-2002	4.000	0.061
04	2002-2003	------	------
05	2003-2004	4.000	2.835
06	2004-2005	-----	----
07	2005-2006	----	----
08	2006-2007	1.000	* (-) 0.144
09	2007-2008	3.500	0.720
10	2008-2009	3.000	0.298
11	2009-2010		
12	2010-2011		
13	2011-2012		
14	2012-2013		
15	2013-2014		
		Total	10.692

*(loan installments recovered from employees on account of Purchase of Personal Computers and adjusted in budget allocation)

As far concerned further development regarding introducing Staff Development Programs in AIOU is concerned, as per Academic Audit of AIOU, 2006, Quality Enhancement Cell (QEC) and Academic Planning and Course Production (AP&CP) was proposed, as there was need to train and equip academicians with characteristics of Open Distance Learning (ODL) system. Director of QEC presented the detailed course outlines of "In Service Training of AIOU Staff", a non credit course of two months duration.

The following is the committee of this course.

1.	Prof. Dr. Muhammad Daud Awan	Chairman
2.	Prof. Dr. M. Zafar Iqbal, Member MAC/Dean F/O Edu	Member
3.	Prof. Dr. Muhammad Kaleem Tahir MAC/Dean F/O Science	Member
4.	Prof. Dr. Inam ul Haq Javed MAC/Dean F/o SS & H	Member
5.	Prof. Dr. M. Baqir Khan Khakwani MAC/Dean F/O A&IS	Member
6.	Dr. Mehmood Hussain Awan, Chairman Special Education	Member
7.	Mr. Abid Hussain Khawaja Member MAC/Director IET	Member

In this regard one workshop of seven days have been conducted from 19-2-2009 to 24-2-2009

STAFF TRAINING PROGRAMS of AIOU

First time from the inception of the University, the Vice-Chancellor emphasized training need of the staff.

The views are as, "In a distance learning institution particularly there must be also be ample provision for the training of servicing and administrative departments, whose effective operation is essential to the function of the University as whole" (Five Year Report 1974-1979, p. 5). Further the Vice-Chancellor chalked out priorities regarding training programs. First priority was given for presentation of course program inevitably, very productively, the training has been "on Job" for the both academic and servicing side (Allama Iqbal Open University Five Year Report 1974-1979 Islamabad 1979, Chapter VII Staff Development, p.95).

There is no budget provision for staff development of administrative staff under Staff Development Program. Staff Development budget is being spent on Academic Staff Development programs.

In the year 2000-2001, the Vice-Chancellor took step to provide Computer Skills to its employees and the Chairman Department of Computer Science was assigned this job. The Department of Computer Science arranged computer training for all categories of AIOU staff. According to statistics available in Vice-Chancellor Report year 1997-2000, total administrative staff that availed training opportunity is 18. After that no such arrangement has been made so far.

To acquaint its employee with professional skills, the University is also making nominations for training to other government institution like Pakistan Computer Bureau, Islamabad (PCB) and Secretariat Training Institute, Islamabad (STI) who invites nominations from the University for training of their employees.
The detail of employee who got training from 1975 to 2008 is as under:

Table 2.
Detail of Staff Provided Training Year Wise

Year	Within AIOU	Within Country	Abroad	Total
1975-	-	-	17	17
1985-	-	-	3	3
1989-	-	-	14	14
1993-	-	-	-	-
1997-	18	23	4	45
2001-	-	13	-	13
2002-	-	4	1	5
2004-	-	-	2	2
2005-				45*
2007-	-	-	-	-

OBJECTIVES OF THE STUDY

Objectives of the study were:

> ➢ **To identify the human resource development needs of administrative staff to analyze training needs of administrative staff under study.**
> ➢ **To suggest solutions of the problem for administrative staff included in the study.**
> ➢ **To develop training model of human resource development for administrative staff.**

RESEARCH METHODOLOGY

This study was descriptive in nature. Method and procedures used in this study are presented under the following sub-heading instrumentation, research sample, data collection, analysis and interpretation.

Population of the Study

Population is a group of persons or individual having common one or more characteristics for the research. Bukhari (1990) defined a population or a universe or an aggregate is any group of individuals that has one or more characteristics in common that are of interest to the research. Further Koul (2007) defined the population is a collection of specified group either it is human being on non-human entities like educational institutions, time unit, geographical areas, prices, commodities and salaries are called its universe.

In this context, population may consist of students in a class, manufacturing firm, universities, employees in the university, academic staff, teachers in school etc. There are two types of population i.e. homogenous population and heterogeneous population. The population of this study consists of administrative staff (Basic Pay Scale BPS 16 and 17) at AIOU, Main Campus and at Regional Offices i.e. 158.

Sample of the Study

Sample is subset of population or representative values of the entire population having same characteristics chosen for decision making. Freedman et al (2006) defined sample is considered representative of the population if the characteristics of the sample are similar to the distribution of these characteristics in the overall population. Total population was taken as sample of the study i.e. 158 100 % sampling.

Tool of Research

Certain tools are used to gathering or collection of data on the problem identified to draw conclusion and to suggest remedy. These are four major tools of research used for collection of data.

> ➢ **Questionnaire**
> ➢ **Interview**
> ➢ **Observation**
> ➢ **Test and appraisal instruments**

As regard selection of tools of research, the researcher used "Questionnaire" for this purpose.

After through review of literature and related research, reports, papers, documents, term papers and plans, the researcher developed an instrument consisting of 12 parts comprising on 98 items. While last part was open ended for seeking suggestions on training programs. The researcher personally visited to the respondents at AIOU, Main Campus, Islamabad and distributed 93 questionnaires and 65 questionnaires were mailed/emailed to administrative staff at Regional Offices. Out of which 126 responded. The questions were developed on Likert Scale.

Questionnaire was designed keeping in view the functional requirement and responsibilities of administrative staff. Part I consists on 13 item related to administrative tasks and Part II is related to supervision having 10 items. Part III is regarding record management pertaining to 7 items. Part IV is about maintaining to office efficiency which consists on 6 items. Part V concerned with computer skills for office use has 7 items. Part VI comprises on practical technical skills having 2 items. Part VII is related to team environment working consisting on 2 items. Part VIII is related to communication skills essential to run the office and 5 items were covered under this heading. Part IX is connected with public rationing necessary for office management consists on 5 items. Part X was linked with compliance of rules, regulation and statutes which were essential to run the business of the organization and this part was consisted on 4 items.

Part XI was about working behavior for successful completion of tasks as well as efficient management system and this part comprised on 15 items. Part XII is related to training opportunities provided by the AIOU to employees on different aspects which were covered through 22 items and last part i.e. XIII was to seek suggestion from the respondents regarding preference of training i.e. on the job training, off the job training or any other. Questionnaire form containing questions was carefully selected and organized related to the problem to get opinion/ observations from the target population. The respondents were requested to give their responses to each statement. The scale of each statement was in qualitative form i.e. Excellent, Good, Satisfactory, Poor and Very Poor.

Pilot Testing
For the purpose of pilot testing, the researcher personally approached to 10 retired administrative staff that was not included in sample. The objective of pilot testing was to find out drawback of the questionnaire and to modify accordingly as well as to minimize the possibilities of misconception and ambiguity. Further more 3 retired person (grade 16) and 3 retired persons (grade 17) were also served with this questionnaire but no amendment was again suggested.

DATA ANALYSIS

In the present study, the data was collected from the target population through questionnaire designed on Likert Scale. The data collected through questionnaire was analyzed on the basis of Mean Score. Accordingly in this portion the position of mean score in terms of different statements has been presented.

Table 3.
Demographical Data
(Gender , age , Education, work Experience, training Experience)

Type	Group	Count	Column N %
Gender	Male	114	90.58%
	Female	12	9.52%
Age	20-25	0	0%
	26-30	0	0%
	31-35	18	14%
	36-40	17	13%
	41-45	20	16%
	46-50	27	21%
	Total	126	100%
Education	B.A/B.SC	44	35%
	M.A/M.SC	69	55%
	M.Phil/M.S	8	6%
	PhD	1	7%
	Others	4	3%
Experience	1-5	47	37%
	6-10	28	22%
	11-15	15	12%
	16-20	18	14%
	21-25	8	6%
	26-30	5	4%
	31-35	5	4%
Training	On job	70	56%
	Of the job	46	36%
	Any other	10	8%

Table No 3. reflects that 14% respondents were of age in range 31-35 years, 13% of age group 36-40, 16% of age group 41-45, 21% were of age group 46-50 and 35% were age of above 50 and there was no age group fall in 20-25 and 26-30 range.

35% respondents were possessed Bachelor level qualification i.e BA/B.SC, 55% were M.A/M.Sc, 6% were having M.Phil/M.S qualification 7% were PhDs and 3% were those who possess qualification other than listed.

There were 37% of the respondents who possessed 1-5 years of experience and were 47 from the whole sample. 28 respondents have experience from 6-10 year and they were 22% of the whole sample.

15 respondents were in the range of experience 11-15 year and they were 12%, 8 respondents have the range of experience from 21-25 years and they were 6%, 5 respondents acquired work experience range from 26-30 and 31-35 and they 4%. 56% of respondents were in favor of on the job training, 36 % were off the job training, and 8 % suggested any other ways of training.

Table 4.
Administrative Tasks

S No.	Statement	E	G	S	P	V P	Mean Score
1	Implementing Office Policies	53	21	15	13	24	3.5
2	Setting Performance Standards for Staff	24	19	31	17	35	2.8
3	Framing Office Procedure	30	15	20	18	43	2.8
4	Supervising Office Staff	43	40	20	8	15	3.7
5	Organizing office Operations	40	32	21	16	17	3.5
6	Executing Office Procedures	30	23	32	23	18	3.2
7	Scheduling of Task Completion	20	18	14	40	34	2.6
8	Making Horizontal and Vertical Communication	20	16	11	40	39	2.5
9	Initiating Supplies requisitions	35	23	14	35	19	3.2
10	Maintaining Liaison with other agencies/ Organizations/	30	25	18	41	12	3.2
11	Maintaining Office equipment	32	28	22	38	6	3.3
12	Maintaining Office Record	48	36	18	17	7	3.8
13	Coordinating Personnel Work	50	43	23	6	4	4.0

The highest mean score was 4.0 of statement No. 13 "Coordinating Personnel Work and next highest mean score was 3.8 of the statement No. 12 "Maintaining Office Record " and then the highest mean score was 3.7 of the statement No. 4 " Supervising Office Staff". Lowest mean score was 2.5 of statement No. 8 "Making Horizontal and Vertical Communication" and the next lowest mean score was 2.6 of statement No. 7 " Scheduling of Task Completion" and then the lowest mean score was 2.8 of statement Nos 2 and 3 i.e. "Setting Performance Standards for Staff and Framing Office Procedure".

These were weak areas and required training, hence these statements needed to be included in developing a training model.

Table 5.
Supervision The hig

S No.	Statement	E	G	S	P	V P	Mean Score
1	Defining Job Description/ Job Assignments	35	26	19	25	21	3.2
2	Counseling and Guidance of Staff	30	35	25	19	17	3.3
3	Monitoring of staff performance/work	35	30	28	19	14	3.4
4	Evaluating staff performance	20	16	7	50	33	2.5
5	Emphasizing placement of skilled/trained staff in the section/department	25	18	11	53	19	2.8
6	Realizing training needs for staff to improve efficiency and productivity	60	40	10	4	12	4.0
7	Providing training opportunities to staff	20	11	7	43	45	2.3
8	Initiating personnel matters for disciplinary actions	40	25	13	24	24	3.3
9	Recommending incentives for motivation of staff	25	15	12	45	29	2.7
10	Maintaining and observing rules, regulation and statutes etc	70	30	11	6	9	4.2

Best mean score was 4.2 of statement No. 10 "Maintaining and observing rules, regulations and statutes etc" and the second highest mean score 4.0 of statement No. 6 "Realizing training needs for staff to improve efficiency and productivity" and then the highest mean score was 3.4 of statement No. 3 "Monitoring of staff performance/work" and the lowest mean score was 2.3 of statement No. 7 "Providing training opportunities to staff" and the second lowest mean score was 2.5 of statement No. 4 "Evaluating staff performance" and the next lowest mean score was 2.7 of statement No. 9 "Recommending incentives for motivation of staff

As these items were having lowest mean score, it was apparently reflected that there was need of training on these lines.

Accordingly these statements reflected to be inserted in developing a training model.

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Table 6.
Training Opportunities provided by AIOU so far

S No.	Statement	E	G	S	P	V P	Mean Score
1	Training provided about Office Management	26	23	32	21	24	3.0
2	Training provided on the line of Legal and Legislative Drafting	7	5	35	32	47	2.2
3	Training provided about Law and Rules	2	1	17	46	60	1.7
4	Training opportunities provided about Management Skills by AIOU	5	4	2	47	68	1.7
5	Training provided regarding Personnel Management by AIOU	2	3	1	48	72	1.5
6	Training opportunities provided regarding Office Procedure and Practice	6	7	13	39	61	1.9
7	Training provided by the University regarding Treasurer Rules	6	8	10	39	63	1.8
8	Training provided about Rules of Business	5	3	15	40	63	1.8
9	Training provided about General Financial Rules (Leave, Pension, GPF etc)	4	6	7	51	58	1.8
10	Safety Training provided by the University		3			68	1.7
11	Computer training (M.S Word, Excel, Power Point, MS Access. Internet, Email, Database Management etc)	2	29			19	3.2
12	Computer training advance level		-	4	46	-	-
13	Training about Noting and Drafting Procedures and Techniques provided by AIOU		4	40	12	72	1.7

Table 7.
Training Opportunities provided by AIOU so far

S No.	Statement	E	G	S	P	V P	Mean Score
14	Training provided regarding Efficiency and Disciplinary Rules l AIOU	5	3	2	41	75	1.6
15	Training provided regarding Rem from Service (Special Powers) Ordinance 2000 by AIOU	6	4	3	39	74	1.6
16	Training provided by the Universi about Performance Evaluation an Quantification of ACRs	7	4	2	52	61	1.8
17	Official Communication Skills	29	27	32	12	26	3.2
18	Training provided regarding Draw and Disbursing Procedures/ Rule	20	13	7	35	51	2.3
19	Training provided about arrangin meeting, preparation and compilation of agenda	11	8	12	43	52	2.1
20	Training provided by the Universi about Recording minutes of meetings	11	14	17	32	51	2.2
21	Security and use of office equipments (Telephone, Fax, Photocopier, Computer etc)	40	26	32	14	14	3.5
22	Training so far provided by AIOU about Civil Servant Appointments Promotion and Transfer Rules.	5	6	2	53	60	1.8

There were no responses from the respondents on statement No. 12 "Computer training advance level", thus employees must be provided training opportunity on advance level computer training. The highest mean score was 3.5 of statement No. 21 "Security and use of office equipments (Telephone, Fax, Photocopier, Computer etc)" and second highest mean score was 3.2 of statement No. 11 "Computer training (M.S Word, Excel, Power Point, MS Access. Internet, Email, Database Management etc)" and then the highest mean score was 3.0 of statement No. 1 "Training provided about Office Management". The lowest mean score was 1.5 of statement No. 5 "Training provided regarding Personnel Management by AIOU" and the next lowest mean score was 1.6 of statement No. 14 "Training provided regarding Efficiency and Disciplinary Rules by AIOU" and statement No. 15 "Training provided regarding Removal from Service (Special Powers) Ordinance 2000 by AIOU" and then the lowest mean score was 1.7 of statement No. 10 "Safety Training provided by the University" and statement No. 13 "Training about Noting and Drafting Procedures and Techniques provided by AIOU".

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These were weak performance area and required training on these lines, thus these items were required to be included in developing a training model of human resource development.

CONCLUSIONS AND DISCUSSION

It is concluded that the administrative staff do not have knowledge regarding "designing filing system" . The conclusion is drawn that the administrative staff do not know about "defining procedure for record retention". It is sum up that the administrative has not been provided "computer advance level training by AIOU. The administrative staff has lack of knowledge regarding, "Making Horizontal and Vertical Communication", "Scheduling of Task Completion" , "Setting Performance Standards for Staff" and Framing Office Procedure. The conclusion is drawn that the administrative staff is not concentrating on "providing training opportunities to staff", "Evaluating staff performance" and "Recommending incentives for motivation of staff".

The administrative staff is not familiar "using utilities software programs, "Database software programs" and "utilities software programs" It is concluded that the administrative staff is "unable to work with noisy equipment" The administrative staff is unable "to work as team leader". It is concluded that the administrative staff is unable in respect of "Convincing and logical reasoning" and" Speaking effectively". The administrative staff is not taking active part in "assisting to the community in different events as volunteer". It is concluded there are very little number of staff who are able "working with minimal supervision" and there is also lack of "self motivation" and "using analytical skills". The University has not provided training opportunities to the administrative staff regarding "personnel management", "Efficiency and Disciplinary Rules and Removal from Service (Special Powers) Ordinance 2000", and "Noting and Drafting Procedures and Techniques".

RECOMMENDATIONS

The following recommendations are made on the basis of the results of the study.

- ➢ There is no budget allocation for staff development and training programs for administrative staff so a separate budget allocation may be made for this purpose.
- ➢ A separate department of staff development may be established under the supervision of Registrar.
- ➢ Staff Dev. Comm. may chalk out training programs with the help of academic departments as per demand of department of Staff Dev.
- ➢ The University may start a jiont venture program with Secretarial Training Institute, Islamabad for arranging training of the areas highlighted in the finding for administrative staff of Allama Iqbal Open University.
- ➢ Computer Science Deparment may continue Computer Staff Training program which had been discontinue.
- ➢ For advance level computer training program a jiont venture project may be started by the AIOU in collaboration with Federal Bureau of Computer, Govt of Pakistan.

- ➢ **Administrative staff may be bound to participate in training program and after training completion evaluation should be made and evaluation results may be linked with promotion of employee in the next grade.**
- ➢ **Non credit courses may be launched by the AIOU on the pattern of Daftari Urdu for Federal and Provincial Officers and it may be made mandatory for all adminsitrative and this may be requisite qualification for administrative staff for further promotion/selection failing which their cases may not be considered in Departmental Promotion Committee and Selection Committee.**
- ➢ **Training may be arranged for new entrants before posting in the sections/ departments.**

BIODATA and CONTACT ADDRESSES of the AUTHORS

Muhammad Afzal Tahir is Deputy Registrar in AIOU and PhD scholar in the field of Educational Planning and Policy Studies from AIOU. He is More than 25 year Administrative Experience in the University. He Works in different Department of the AIOU to perform Administrative duties as Assistant controller in the Conduct and Secrecy Quality Assurance and Academic planning Department. Dr Tahir has the Expertise in the Field of Academic planning at various levels of the University Program.

Muhammad AFZAL TAHIR
Ph.D Scholar AIOU, Islamabad, PAKISTAN
Mobile: 923005263110
Email: afzaltahir@yahoo.com

Muhammad Asif CHUADHRY is young dynamic professional in the field of Educational planning and Management. His expertise includes but is not limited to top-tier program development, excellent managerial and project-management, cross cultural and institutional capacity building and operational expertise, and a great eye for detail, not to mention an MA Educational Planning Management and an M.Phil degree in Educational Planning Management. Currently he is Doctoral Scholar in the discipline of Educational Planning Management from AIOU. Mr. Chuadhry publishes research paper in different international and HEC journal. He is also working with many journals as reviewer. Mr Chuadhry has more than ten year teaching and Educational Administration experience at post graduate level. He has good command in Research. He is working as Consultant with Spine, Islamabad.

Muhammad Asif CHUADHRY
Ph.D Scholar AIOU, Islamabad, PAKISTAN
Mobile: 92 333 5199420
Skype: asif.epm
Email: asif.epm@gmail.com

Sumaira LIAQUAT is working as headmistress with School Education department of government of Punjab, Pakistan. She is doing PhD in education with the specialization of distance, non formal and continuing Education. She has a good command on the managerial skill of educational administration. She has the teaching and administration experience to teach at secondary level , academic planning of the school , coordination with DEO and EDO. Conduction of examination policy implementation and administration of the teaching and supporting staff. She is author of various research paper in different international journal on the title of educational administration and distance education.

Sumaira LIAQUAT
Ph.D Scholar AIOU, Islamabad, PAKISTAN
Email: sumairaliaqut@gmial.com

Dr. KIANI is working as Assistant Professor in the PMAS- Arid Agricultural University, Rawalpindi, Pakistan. She carries 17 years of teaching and research experience. Dr. Kiani possesses vast experience of educational planning and research. she received her Doctorate Degree in Education with specialization of Educational Planning and Management from AIOU Islamabad, Pakistan. She has good command in educational research and administration. she is the pioneer member in the education discipline of Arid University.

Dr. Almas KIANI, Assist Professor,
PMAs- Arid University, Rwp, Islamabad, PAKISTAN

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