

Training Needs Assessment for managers of Technical and Vocational Education and training providers in Namibia

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Abstract:

This mixed-method research study aimed at determining the training needs for managers of Technical and Vocational Education and Training providers in Namibia by employing both qualitative and quantitative data collection methods simultaneously. The research findings revealed that managers of Technical and Vocational training providers did not attend capacity building training within the last 2 years. This implies a lack of structured and coordinated continuous development activities. Financial management, risk management and performance evaluation skills emerge to be areas where managers perform poorly, and these are the areas where training may be needed to maximise performance. Research findings indicate that TVET managers are short of skills to set strategic goals, recruitment, and delegation. In addition, the research findings revealed that most managers possess a good level of proficiency in intrapersonal skills, except for emotional literacy and humility. This indicates that some TVET managers are unable to recognize, understand, and effectively manage emotions, both in oneself and in others. Therefore, there is a need for continuous professional development activities, to ensure that TVET managers remain relevant to their job roles. Lastly, the research findings revealed that interpersonal skills such as communication, collaboration, and conflict resolution skills are recognized as essential for fostering a positive learning environment in any TVET centre as well as cultivate relationships with diverse stakeholders. Therefore, it is important for TVET managers to be capacitated in interpersonal skills to enhance their effectiveness in leading and managing technical and vocational education programmes.

Key words: Assessment, Manager, Skills, And Training Needs

Introduction:

In Namibia, there is a growing recognition of the crucial role that TVET plays in preparing individuals for the workforce. As industries evolve and demand a more specialised workforce, the need

for effective TVET programmes becomes paramount. The effective management of TVET institutions is vital for their success. There is a growing demand for professionals who possess

both technical expertise and managerial skills to lead and innovate in the rapidly changing landscape of technical and vocational education. The globalization of economies and the rapid advancement of technology have led to changes in the skills required by the workforce. TVET programmes need to adapt and respond to these changes. There is a growing emphasis on ensuring that educational programmes, including TVET, are closely aligned with industry needs. TVET managers need to build strong partnerships with industries, design relevant curriculum, and incorporate emerging technologies to ensure graduates are well-prepared for the demands of the job market.

Objectives of The Study:

- To identify the specific competencies and skills gaps among TVET managers.
- To develop evidence-based recommendations for enhancing competence of TVET managers.

Literature:

Training Needs Assessment

Training Needs Assessment (TNA) is a systematic process of identifying and analysing gaps between the current knowledge, skills, and abilities of individuals or a group of people and the desired or required levels (Rajan, 2018). Therefore, it is defined as the process that companies and other organizations use to determine performance requirements and the knowledge, abilities, and skills that their employees need to achieve the requirements. It is an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organisation accomplish its objectives (Brown, 2002). Training needs assessment is the process of identifying the "gap" between performance required and current performance. When a difference exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap. A complete needs assessment also considers the consequences for ignoring the gaps.

The purpose of a training needs assessment is to identify performance requirements and the

knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements (Anderson, 2000; Sorenson, 2002). The training needs assessment tells where and what kind of training programmes are needed, who needs to be included, conditions under which training will occur, and criteria to guide programme evaluation (ibid.). Training needs assessment is done to seek information about optimal performance or knowledge, actual or current performance or knowledge, feelings of trainees and other significant people, causes of the problems and solutions to the problem (Clarke, 2003). It helps to identify training needs at departmental or organisational level, in order to help the organisation to perform effectively. It is the phase in which an organisation's needs are identified, forming the foundation of an effective training effort. An effective training needs assessment will help direct resources to areas of greatest demand. The assessment should address resources needed to fulfill organizational mission, improve productivity, and provide quality products and services (Clarke, 2003).

What is Expected from A Tvet Manager?

It has been recognized that one cannot be born to be a manager. It is a journey where one should grow into. Becoming a TVET manager requires constant skill building and making conscious decisions (Mäki, Liedenpohja & Parikka, 2014). The transition from a regular employee to a manager position is a big step, which can be an overwhelming experience for anyone (Harvard Business Review, 2017).

A manager represents the employer and must stand strong no matter what difficulties and changes the work environment goes through. Organizing the work and process is one of the main tasks TVET managers must be able to do well while taking care of being the most profitable as possible. Managers should also treat everyone equally and let the employees participate in decision making processes and work for achieving mutual and personal goals (Harvard Business Review, 2017). Creating the positive work environment and giving

constructive feedback to teams will set the good example of doing the work professionally as well as becoming more trustworthy and consistent at work. Handling of stress and possible contradictions are also part of the managers' job in TVET providers (Mäki et al, 2014).

The Roles of Tvet Managers in Management:

Traditionally speaking, the management and leadership has been two separate paths. The managers' role was involved with operational matters, decision making, planning, reporting, and organizing the workload (Huttunen, 2018). Managers play crucial roles in management across various functions and levels within an organization. Managers are responsible for setting organizational goals and objectives and creating a roadmap to achieve them. This involves strategic planning, forecasting, and resource allocation. Managers organize resources, both human and non-human, to ensure that the plans are executed effectively. This includes designing organizational structures, establishing reporting relationships, and coordinating activities (Huttunen, 2018).

Managers are involved in recruiting, selecting, and training employees. They ensure that the right people are in the right roles, with the necessary skills and competencies to contribute to the organization's success (ibid.). Managers monitor performance against established goals and standards, as well as take corrective action when necessary. This involves setting performance metrics, measuring progress, and implementing changes to improve performance. Managers are responsible for identifying and addressing problems and challenges that arise within their teams or departments. They analyse issues, develop solutions, and implement strategies to overcome obstacles and achieve objectives. Managers serve as liaisons between different levels of the organization, as well as between the organization and external stakeholders. They build relationships, negotiate agreements, and resolve conflicts to ensure smooth operations.

The Roles of Tvet Managers in Leadership:

Managers play crucial roles in leadership within organizations. While the terms "manager" and "leader" are often used interchangeably, they

encompass distinct but complementary functions. Leaders were seen more as motivational people who set examples on how to do the work. Leaders do encourage others to face challenges and get motivated for their work. Managers establish the vision, goals, and objectives for their teams or departments (Huttunen, 2018). They articulate the organization's mission and ensure that everyone understands their role in achieving it. Managers develop plans and strategies to accomplish organizational goals. This involves analysing the current situation, identifying opportunities and challenges, and formulating action plans to move the organization forward (ibid.).

Managers make decisions on behalf of their teams or departments, ranging from routine operational choices to strategic direction. They must consider various factors, such as available resources, risks, and potential outcomes, to make informed decisions (ibid.). Managers motivate and inspire their teams to perform at their best. This involves providing encouragement, recognition, and support, as well as fostering a positive work environment that encourages collaboration and innovation (ibid.). Managers monitor and evaluate the performance of their teams against established goals and expectations. They provide feedback, address performance issues, and recognize achievements to ensure continuous improvement (Huttunen, 2018).

Key Skills Required in The Managerial Work at Tvet Institutions

Staff planning and delegation skills

Staff planning is one of the crucial responsibilities the TVET manager must perform. Well-planned staff planning will increase the quality of work as well as motivation and work well-being. It has also a major impact on ensuring the needed skills for the required job (Mäki et al, 2014). Different things can help to build more success, such as defining the tasks clearly to the team and meeting the targets and objectives. In addition, helping others to succeed in their tasks and letting the employees to be self-driven at work will help to build more success. Lastly, developing new processes and strategies for

how to achieve business targets will also help in building more success (Harvard Business Review, 2017).

Diverse teams help get more perspective and success in teamwork. In multiprofessional teams, the employees can bring their own life and previous working experience to the table as well. Overall, the employees will have an opportunity to learn from each other and share the knowledge they have gained at work (Mäki et al, 2014).

To let the employees grow professionally, the delegation of authority and responsibilities is needed in employees, which also gives them an opportunity to try out new tasks and possibility to gain new skills alongside (Mäki et al, 2014). Delegating skills might be one of the most difficult tasks for most TVET managers. A common mistake that quite often happens is that managers try to do everything him/herself not to lose the control of the work. Therefore, managers must learn how to become more disengaged with all work and learn to delegate the tasks to different employees (Harvard Business Review, 2017).

Financial management skills

Understanding financial concepts and possessing financial skills are crucial for effective management in any organization (Mikkola and Valo, 2020). Financial skills aid managers in making informed decisions about resource allocation, investment opportunities, and cost management. Without a solid understanding of financial principles, managers may struggle to make sound judgments (Mikkola and Valo, 2020). Financial skills are essential for developing budgets, forecasting financial outcomes, and creating strategic plans. Managers who lack financial expertise may struggle to create realistic budgets or effectively plan (ibid.).

Financial skills enable managers to identify, assess, and mitigate financial risks effectively (Müller-Stewens, 2019). Whether it's market risk, credit risk, or operational risk, managers need to understand the financial implications and develop appropriate strategies to manage them (ibid.). Managers often need to communicate financial

information to various stakeholders, including investors, creditors, and employees. Effective communication requires the ability to translate complex financial data into understandable terms and convey the financial health and performance of the organization accurately.

According to Müller-Stewens (2019), poor financial management skills can undermine the financial health, operational efficiency, and long-term viability of an organization. It's crucial for institutions of higher learning to invest in developing and maintaining robust financial management practices to mitigate these risks and ensure sustainable growth. Müller-Stewens (2019) argues that without proper financial management practices, there's a risk of inaccurate or misleading financial reporting. This can damage the organization's reputation, erode investor confidence, and even result in legal consequences for non-compliance with accounting standards.

Strategy work skill

Strategy is a multifaceted skill that involves critical thinking, foresight, planning, and adaptability. Strategy implementation has always been the role of the manager. Following the organization's vision and mission is important and managers can be in the spotlight to set an example. Managers can take over the coordinating and integrating roles, which help with different factors of the entire strategy process such as in cultural context, planning and approach styles.

With the help of managers, the engagement between the stakeholders and organization can be gained easier (Müller-Stewens, 2019). There are some prerequisites for managers that need to be taken into consideration to succeed in the strategic work. For instance, the importance of decentralizing the hierarchical responsibilities should be done, which can help in fast-changing environment situations. The education, experience and development of a manager plays a big role where the manager's expertise step in. The manager can give consultation which will influence the strategy process (Müller-Stewens, 2019).

Like any skill, mastering strategy requires practice. Managers need to look for opportunities to apply strategic thinking in various aspects of personal and professional life, and they should not be afraid to experiment and iterate until they find what works best for them (Müller-Stewens, 2019).

Conflict solving skills

According to Mikkola and Valo (2020), poor management will decrease the chances to handle possible conflicts and negative relationships at work. As a manager, it is important to recognize the negative turning points that caused the conflicts and start fixing these from the beginning. When employees encounter challenges at their work, good communication and management skills are needed. Good communication can be used as a support tool every day for avoiding conflictual situations (Mikkola and Valo, 2020). A manager can prevent the possible negative outcomes by being available for the employees and encouraging them to raise possible faults at work. The manager should consider all parties' feelings without judging anyone. The most important thing is to find out where it all started and what kind of topics brought the real problems to the work (Mikkola & Valo, 2020).

Poor conflict resolution skills can have wide-ranging negative consequences for an organization, affecting its culture, productivity, employee well-being, and overall success. Therefore, investing in effective conflict resolution strategies and fostering a culture of open communication and collaboration is crucial for organizational health and success (Mikkola and Valo, 2020).

Communication skills

The foundation for communication starts with behaviour (Huttunen, 2018). Interaction can be verbal or non-verbal where the message is being transmitted between a receiver and sender/talker. Facial expressions, body language and tone and way of speaking play a big role from the receiver's point of view. The message might be misunderstood if both parties have difficulties to listen and understanding each other. The communication should always be a two-way

process where the interaction takes part (Isotalus, 2017).

Interaction and communication skills have a crucial impact on the entire organisation's operation. Listening skills are a core skill for the manager. It is an essential part of communication between an employee and the manager (Huttunen, 2018). According to Isotalus (2017), good communication skills give a positive connection with work performance, work well-being and overall commitment.

The manager's interactions skills should consist of data management, negotiating, reporting, influencing, conflict management, networking, emotional supporting and operational skills. The manager is working with individuals daily where the manager meets the employees in different kind of situations. Therefore, it is essential to communicate with different people in various environments. What comes to the data flow, the manager should be able to be informative and report to keep the employees on track of work (Isotalus, 2017).

Emotional intelligence skills

TVET managers should focus on strengthening emotional intelligence skills, which are self-awareness, self-regulation, motivation, empathy, and social skills. Having an emotional intelligence will help to understand different people's emotions and opinions, where one's strengths, values, weaknesses, and what kind of impact this person has on others (Isotalus, 2017). The self-regulation skill is about controlling or redirecting different moods.

In a situation where there are many changes at the workplace, managers must be able to have good communication skills to understand how everyone feels and how to process their feelings in the best possible way. Managers with good listening skills can separate facts from opinion, recognise the employee's possible attempts to operate, observe verbal and non-verbal communication and find the core message, give feedback after listening. All these together will help managers to make decisions independently which way to go with

his/her employees. It has been found out that bad listening skills will end up to unnecessary misunderstandings in an organisation (Isotalus, 2017).

Methodology:

This mixed-method research aimed to determine the training needs for managers of Technical and Vocational Education and Training providers in Namibia by employing both qualitative and quantitative data collection methods simultaneously (Creswell and Creswell, 2017). The integration of these methods allowed for a comprehensive exploration of determining the training needs for managers of Technical and Vocational Education and Training providers, enhancing the depth and breadth of the study.

Research Design:

The study adopted a concurrent mixed-method design, wherein both qualitative and quantitative data were collected concurrently throughout the research process (Creswell and Creswell, 2017). This design facilitated the triangulation of data, enabling a more comprehensive understanding of the research phenomenon.

Participants:

The study involved a purposive and cluster sampling techniques to select participants who met the criteria of anyone occupying a managerial position from low level to top level management at both public and private TVET providers. The population comprised of seventy-three (73) TVET providers i.e. 13 public and 60 privates. TVET providers were divided into four clusters to allow representation across the country i.e., North, South, West and Central. Ten (10) public and eighteen (18) private TVET providers with a total number of 160 TVET managers were selected for this study.

Data Collection Instruments:

A structured questionnaire was designed to collect qualitative and quantitative data. The questionnaire consisted of closed-ended questions that aimed to measure the level of competency possessed by

managers in specific areas. The questionnaire was pre-tested to ensure clarity, validity, and reliability. Simultaneously, qualitative data were collected through open-ended questions in the same questionnaire. These questions were designed to capture participants' perspectives, experiences, and insights.

Data Collection Procedure:

Data were collected through a self-administered questionnaire distributed to participants. The survey was conducted in boardrooms of the institutions, ensuring a comfortable and conducive environment for participants to provide honest and thoughtful responses. Participants were given clear instructions regarding the completion of both quantitative and qualitative sections of the questionnaire.

Data Analysis:

Descriptive statistics, such as frequencies and percentages were employed to analyse the quantitative data. Patterns were identified. The qualitative analysis provided in-depth insights into participants' perspectives (Cohen, Manion and Morrison, 2018).

Integration of Findings:

Quantitative and qualitative findings were integrated during the interpretation phase. Convergence, divergence, and complementarity between the two types of data were explored to develop a holistic understanding of the competence level of managers of TVET providers.

Ethical Considerations:

This research adhered to ethical principles, ensuring participants' informed consent, anonymity, and confidentiality. The study received approval from the Faculty of Commerce, Human Sciences and Education Ethic Research Committee.

Findings and Discussion:

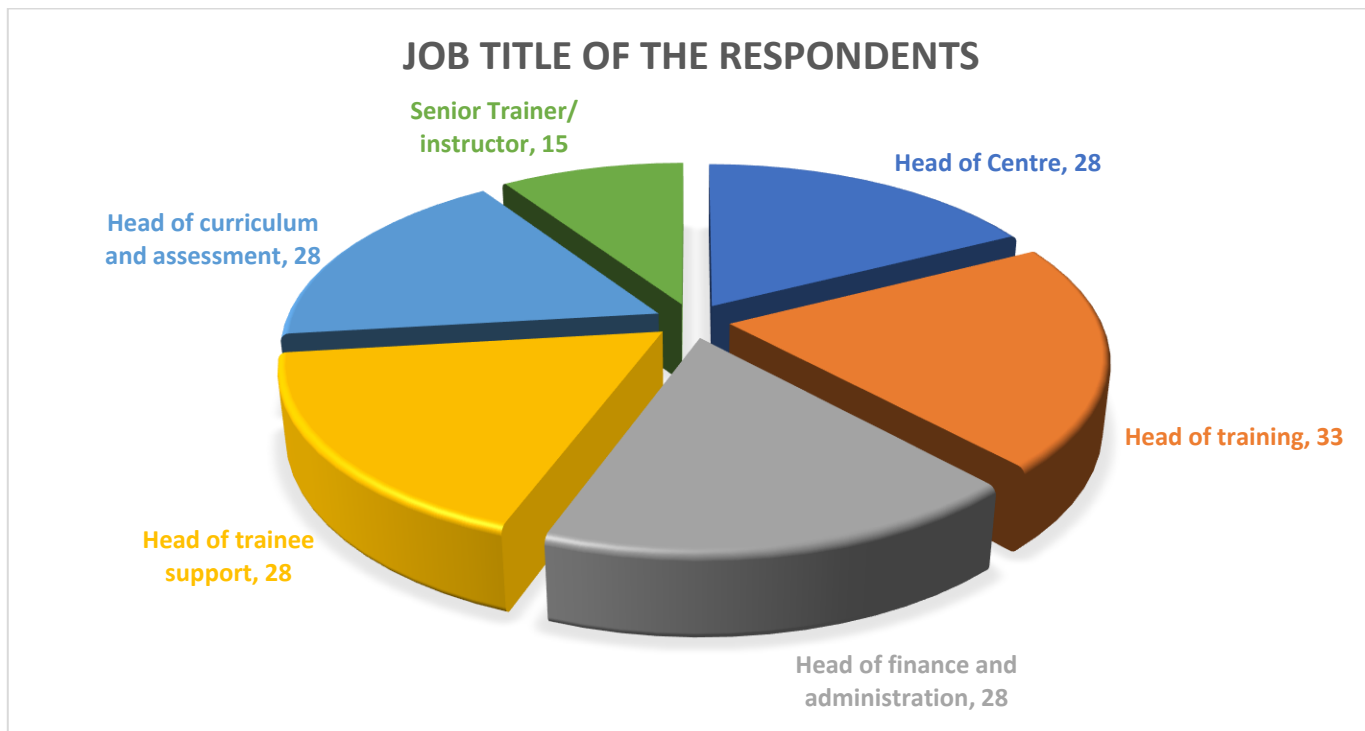


Figure 1: Job Titles of Respondents

In figure 1, the job titles of the 160 respondents are presented. Out of the 160 respondents, there were 28 heads of centres represents 17.5% of the total participants. The table also shows that 33 heads of training representing 20.6% took part in this study. Furthermore, figure 1 shows that 28 heads of

finance and administration representing 17.5%, 28 heads of trainee support representing 17.5%, 28 heads of curriculum and assessment representing 17.5% and 15 senior trainer/instructors representing 9.4% took part in this study.

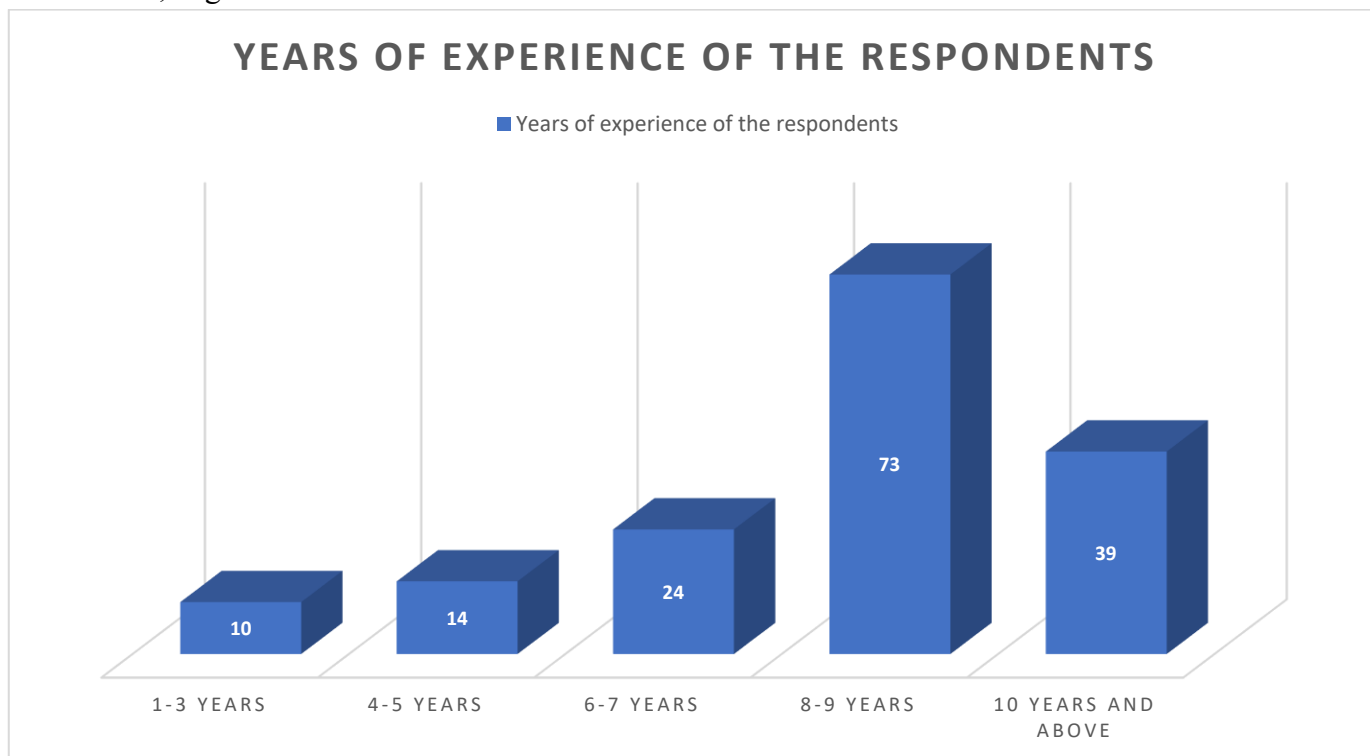


Figure 2: Years of Experience of Respondents

Figure 2 provides the years of experience of the respondents. Data in figure 2 shows that 10 respondents have 1 – 3 years of experience, 14 respondents have 4 – 5 years of experience. Furthermore, figure 2 shows that that 24 respondents have 6 – 7 years of experience, 73

respondents have 8 – 9 years of experience. Lastly, figure 2 shows that that 39 respondents possess 5 and above years of experience. The data presented in figure 2 shows that most research participants at the management level have many years of working experience.

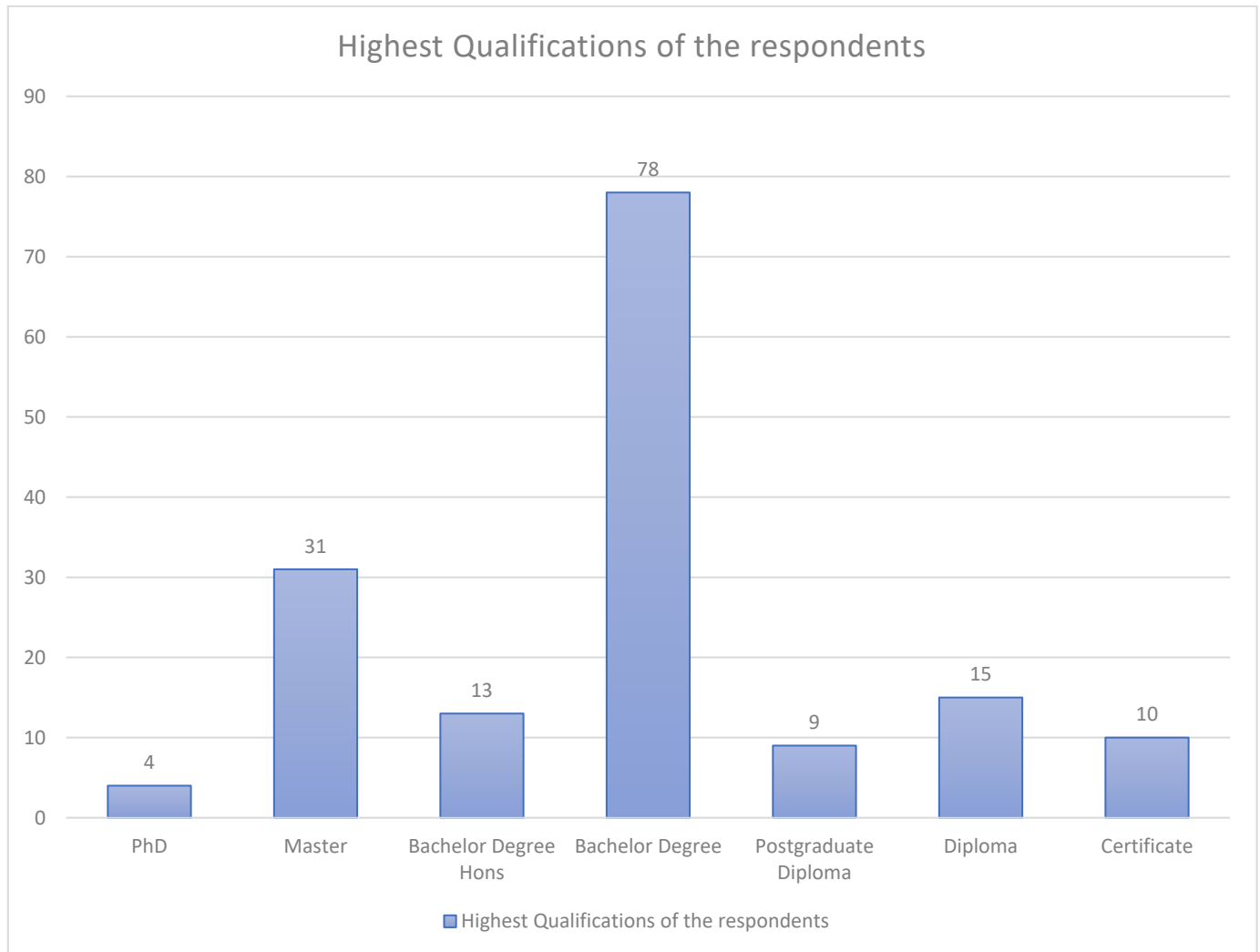


Figure 3: Qualifications of respondents

Figure 3 shows that most managers (78) who participated in this study have a bachelor’s degree as their highest qualifications. This represents 48.8% of the research participants. Figure 3 also shows that 31 respondents have master’s degrees as their highest qualifications. This represents 19.4% of the research participants. The data further reveal that 15 respondents have postgraduate diploma as their highest qualifications. This represents 9.4% of the research participants. In addition, figure 3 shows that 13 respondents have bachelor’s degree hons as their highest qualification representing 8.1% of the research participants. Figure 3 shows

that 9 respondents have postgraduate diploma as their highest qualification representing 5.6%, 10 respondents have certificate as their highest qualification representing 6.3% of the research participants. Lastly, figure 3 revealed that only 4 respondents possess PhD as their highest qualification representing 2.5% of the research participants. Generally, data in figure 3 shows that 135 respondents representing 84.4% of the research participants do meet the admission criteria to the postgraduate diploma in TVET management (NQF Level 8).

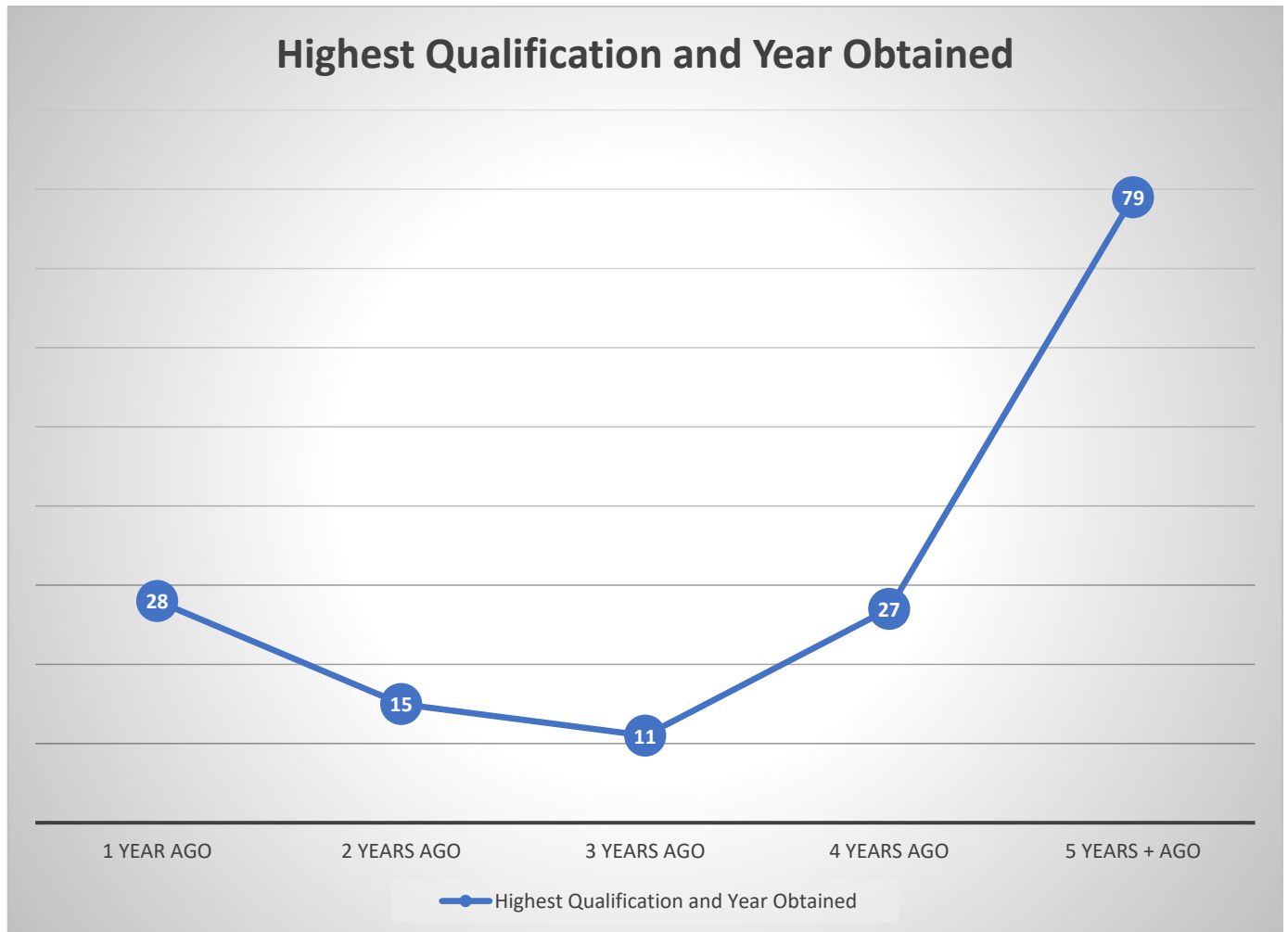


Figure 4: Highest Qualification and Year Obtained

Figure 4 shows that 28 respondents represent 17.5% in this study have obtained their highest qualifications a year ago. Figure 4 further shows that 15 respondents represent 9.4% obtained their highest qualifications two years ago, 11 respondents represent 6.9% obtained their highest qualifications 3 years ago, 27 respondents represent 16.9% obtained their highest qualifications 4 years ago and 79 respondents represent 49.4% obtained their highest qualifications over 5 years ago. The data from figure 4 shows that most managers (79/160) representing 49.4% who participated in this study attained their highest qualifications after 5 years or more.

Participants were asked to qualitatively describe the type of continuous development training attended during the last 24 months. Results revealed that managers of Technical and Vocational training providers who participated in this study did not attend capacity building training within the last

2 years. However, the outliers show a varied types of capacity building activities such as labour related training, sustainable development, and quality management. This implies a lack of structured and coordinated continuous development activities. The intersection of this revelation and data from figure 4 show that, most managers obtained their highest qualifications 5+ years ago and yet they have not been attending continuous development training. The implications here is that there is risk, Kauhanen (2018) stressed that organisations have become complex in the changing world, the constant competition, diversity, and development in everything requires the TVET managers to stay ahead of time.

Through open ended question, participants outlined their key functions, which comprised of:

- Monitoring of training
- Human resource management

- Financial management
- Resource management and mobilisation
- Stakeholder management
- Project management
- Coaching and mentoring
- Policy formulation
- Student support
- Coordination of assessment

- General administration

TVET managers have not been provided with continuous professional development activities for the past 2 years. Even the outliers who have attended ad hoc capacity building activities, results show the misalignment of the training received to their key functions. For this reason, there is need for regular, structured continuous professional development activities, if the managers are to remain relevant to their job roles.

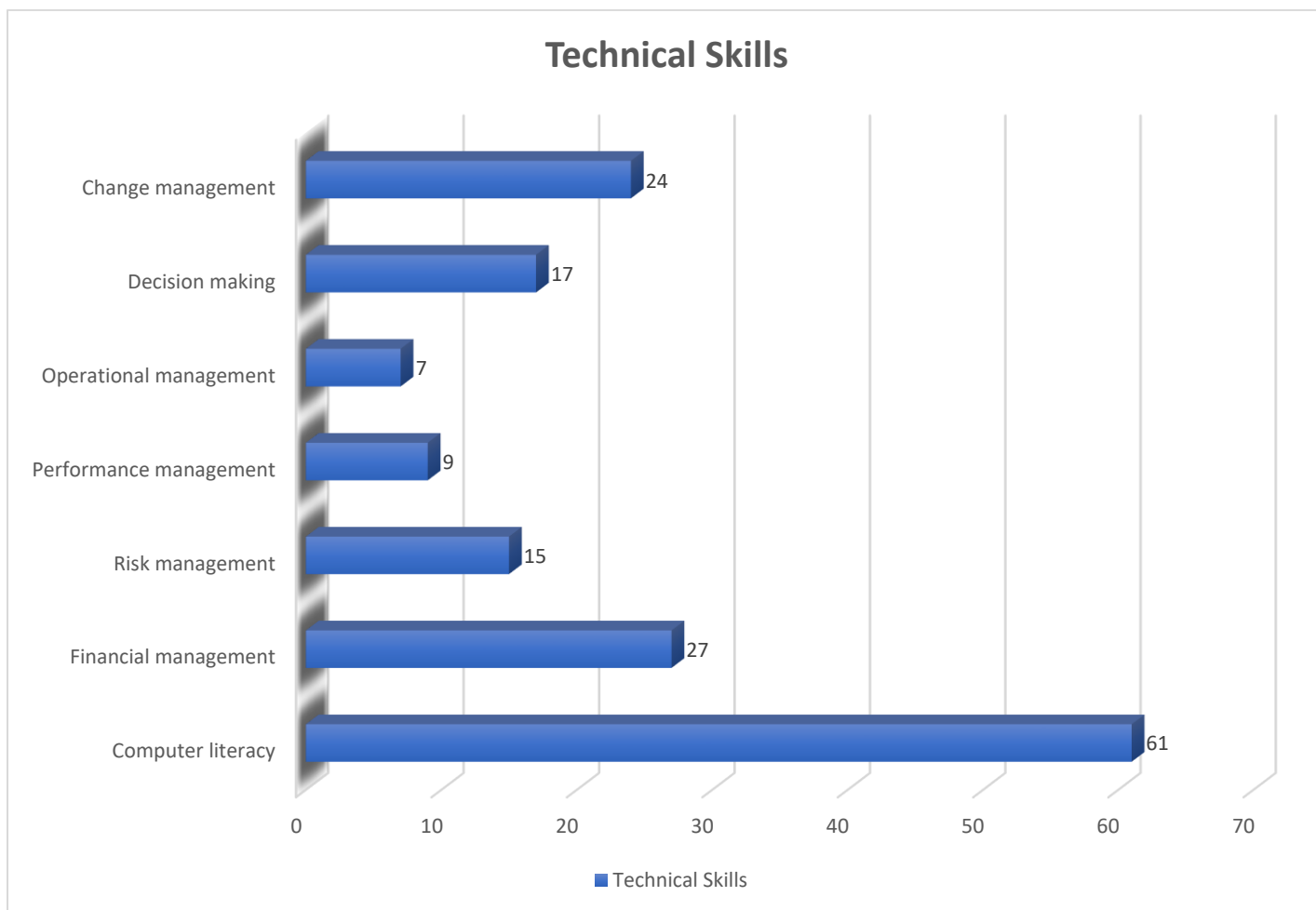


Figure 5: Technical Skills

Figure 5 above shows that 61 respondents represent 37.5% of the participants have good computer skills. Furthermore, figure 5 shows that 51 respondents represent 31.8% of the participants have good financial management and change management skills. Data in figure 5 further reveals that only 32 respondents representing 20% of the research participants have good risk management and decision-making skills. Finally, data in figure 5

shows that there are fewer research participants (16) represent 10% of the research participants who possess good operational management skills and performance management skills. Overall, financial management, risk management, performance management, operational management, decision making and change management skills emerge to be areas where managers perform poorly, and these are the areas where training may be needed to

maximise performance. Technical skills are crucial for TVET managers to ensure that vocational training programs are relevant, high-quality, and aligned with industry needs. These skills enhance their ability to support instructors, engage with

industry partners, manage resources, solve problems, and make informed decisions, ultimately contributing to the success and sustainability of TVET institutions.

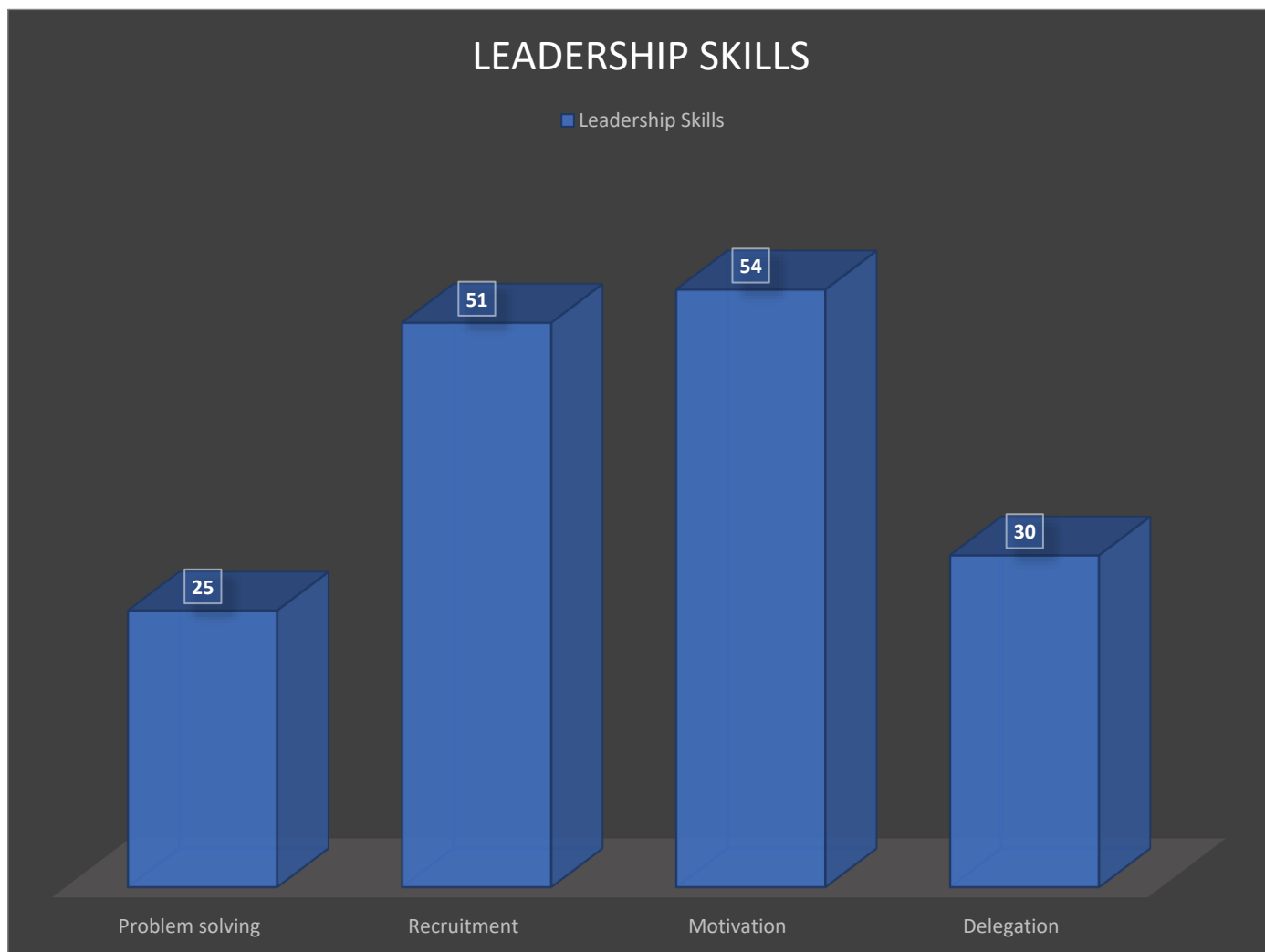


Figure 6: Leadership skills

Figure 6 above shows that over 54 respondents represent 33.8% of the research participants possess good motivational skills. Furthermore, data in figure 6 reveals that 51 respondents represent 31.9% of the research participants possess good recruitment skills compared to delegation skills in which only 18.8% of the research participants possess good delegation skills. In addition, figure 6 shows that there are numerous research participants (15.6%) who possess good problem-solving skills.

Results show that managers are short of skills to set strategic goals, problem solving, and delegation. Strategy skills involve providing the direction,

aligning efforts, and driving success in the organisation. Without clear strategic goals, efforts may lack direction and purpose, consequently, organisations may end up allocating resources on activities that are not aligned to overarching objectives. Leadership skills are essential for TVET managers to effectively guide their institutions towards achieving educational excellence, meeting industry demands, and ensuring the overall success of their programs. These skills enable managers to inspire and support their teams, make strategic decisions, foster innovation, and maintain high standards of quality and accountability.

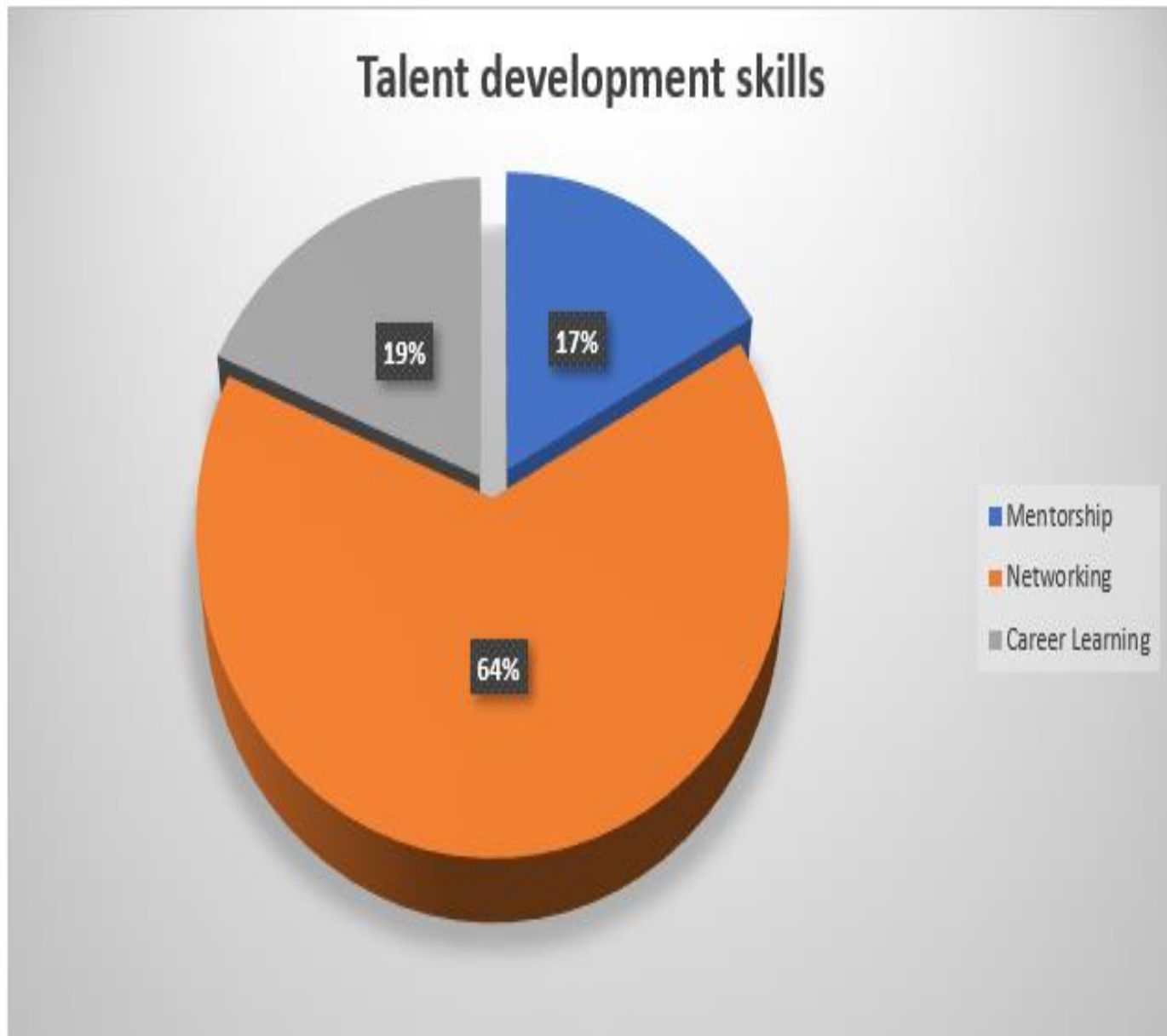


Figure 6: Talent development skills

Data presented in figure 7 above shows that most research participants (64%) possess good networking skills compared to 17% of the research participants who have good mentorship skills. Data in figure 7 also reveals that only 19% of the research participants possess good career learning skills. Figure 7 shows that while most of the research participants (64) possess good networking skills, the data shows that 83% of the research participants possess poor mentorship skills and career learning skills. Data presented above shows that 36% of the research participants have poor networking skills.

Generally, proficiency of managers in fostering the growth and development of their teams has been

notably inadequate. Talent development ensures a skilled, engaged workforce capable of driving innovation and growth. A lack of or inadequate talent development competence by managers negatively affects employee satisfaction, organisational performance, and long-term success. Literature reviewed reveals that investing in talent development is essential for fostering a skilled and engaged workforce, driving innovation, maintaining a competitive edge, and ensuring long-term organizational success. Therefore, there is a need for the TVET managers to attend capacity-building activities for them to remain relevant to their job roles.

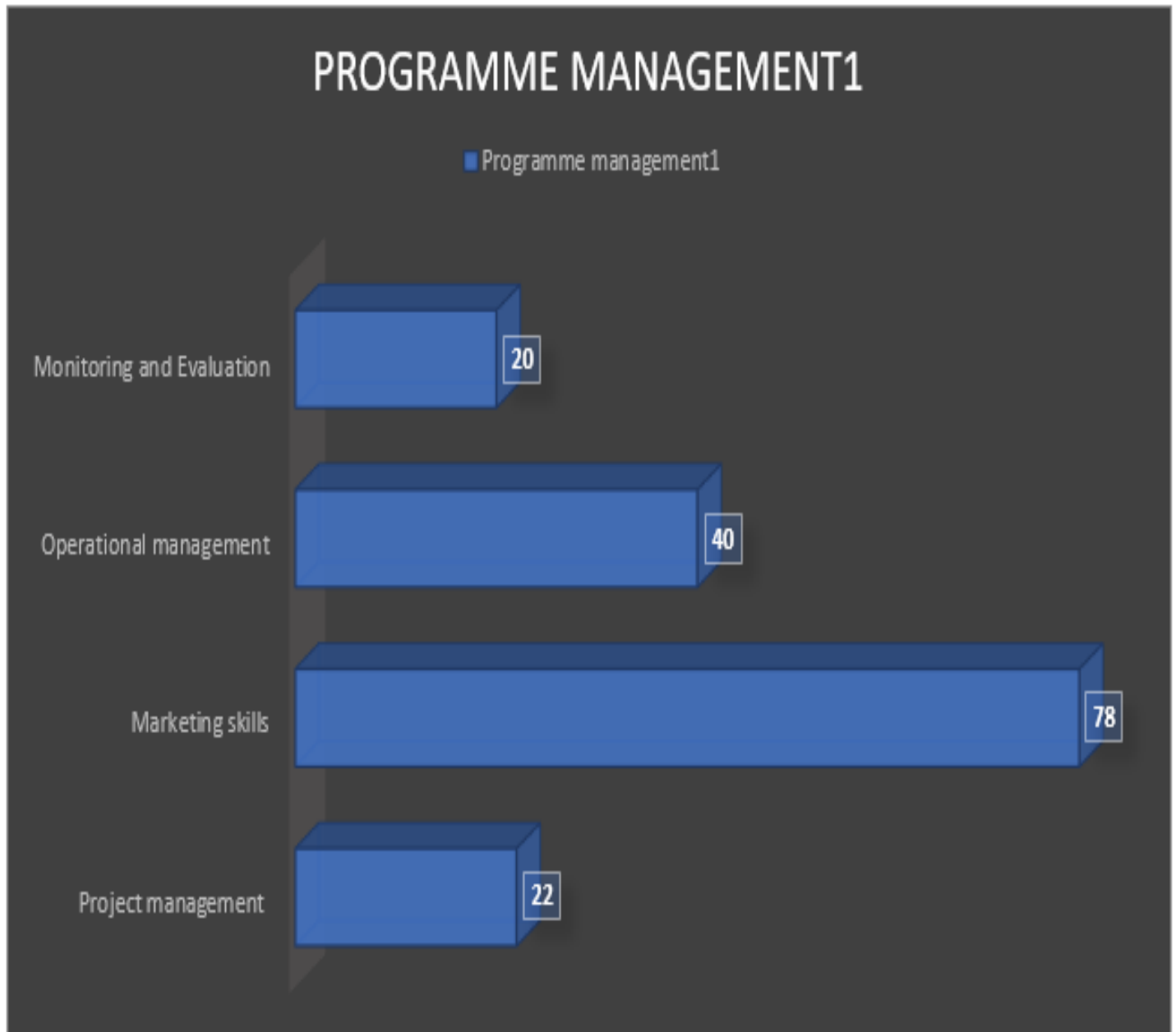


Figure 7: Programme management

Figure 10 above shows that most of the research participants (78) representing (48.8%) possess good marketing skills. Data in figure 10 also reveals that 40 respondents representing 20% of the research participants have good operational management skills. Figure 10 further reveals that only 22 respondents representing (13.8%) of the research participants possess good project management skills. Finally, figure 10 reveals that only 20 of the respondents represent 12.5% of the research participants have good monitoring and evaluation skills. Data from figure 10 reveals that project management and monitoring and evaluation are the two skills in which most participants need assistance.

Overall, results in figure 10 show that TVET managers are unable to think strategically to align programme objectives with the organization's overall strategy. They are unable to make decisions that support the long-term goals and objectives of the organisation. The implications here is that there is risk, Mabona (2016) argued that poor programme management can expose organizations to various risks that can have significant negative impacts on project outcomes, organizational performance, and stakeholder satisfaction. To avoid such risk, there is a need for TVET managers to engage in capacity-building activities that capacitate them with programme management skills.

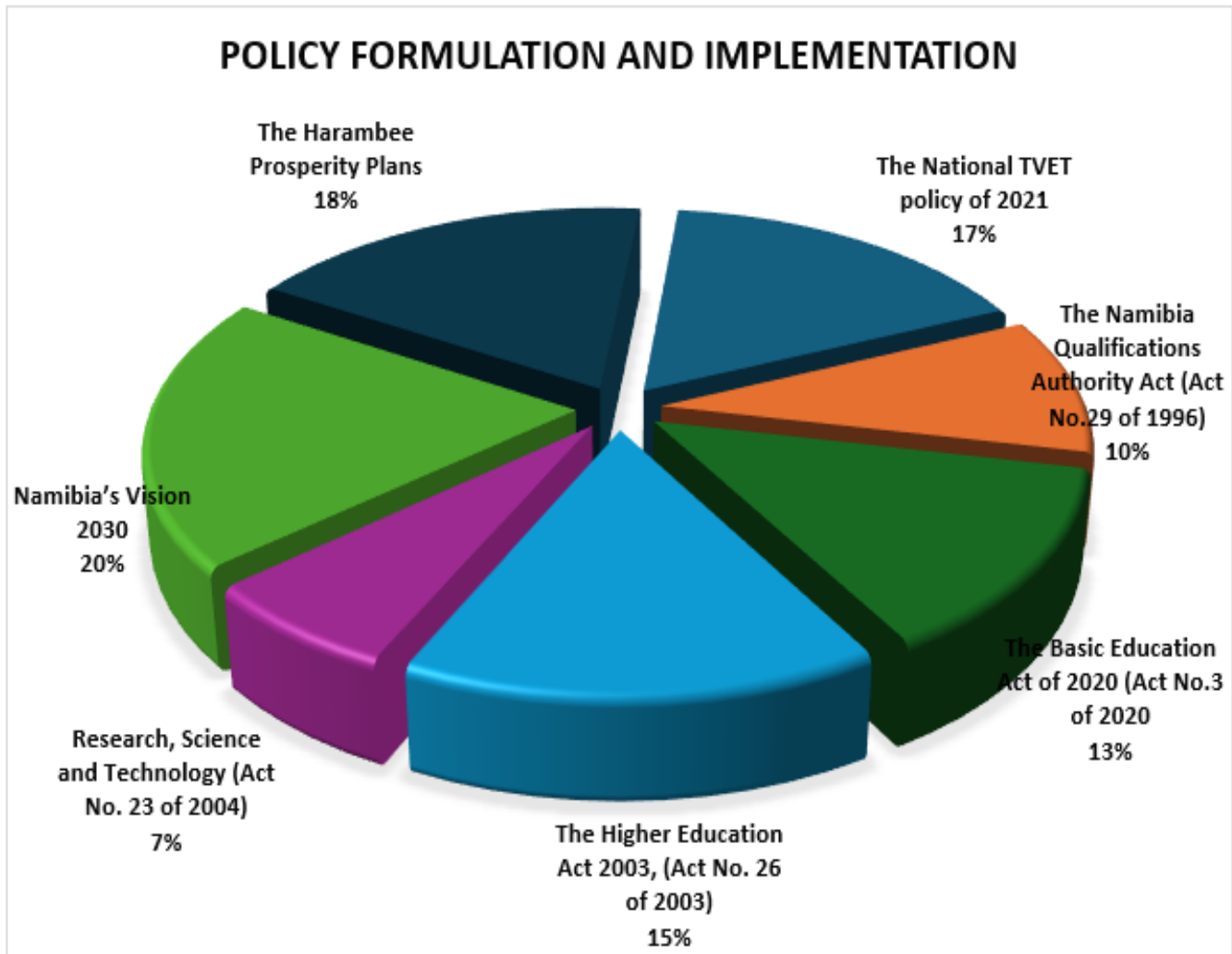


Figure 8: Policy formulation and implementation

Figure 11 reveals that only (7%) of the research participants have good research skills, science and technological skills compared to 93% of the research participants who possess poor research skills, science, and technological skills. The data in figure 11 reveals that most of the research participants 87% experience implantation challenges regarding to Basic Education Act 2020 (Act No. 3 of 2020). Figure 11 further reveals that 85% of the research participants do experience implementation challenges in line with Higher Education Act of 2003 (Act No. 26 of 2003). On the other hand, data from figure 11 shows that most of the research participants (83%) possess poor skills when it comes to the implementation of the 2021 national TVET policy.

Furthermore, data in figure 11 reveals that most of the research participants (90%) possess poor understanding of the Namibia Qualifications

Authority Act (Act No. 29 of 1996). Finally, figure 11 shows that the Harambee Prosperity Plans and Namibia’s Vision 2030 are among the policy documents in which the research participants do experience challenges when it comes to implementation.

Overall, result showing that TVET managers possess poor policy formulation and implementation. The Basic Education Act 2020, (Act No. 3 of 2020), the Higher Education Act 2003, (Act No. 26 of 2003), Research, Science and Technology (Act No. 23 of 2004) and Namibia’s Vision 2030 emerge to be the challenge to most TVET managers when comes to implementation. Most managers do find it difficult to formulate and implement policies that are in line with the national goals such as Vision 2030. These are the areas where training may be needed to maximise performance.

Conclusion and Recommendations:

The managerial work at TVET providers has undergone many changes in the last decades due to economic, political, and technological circumstances. In the 21st century, the operational environment in Technical and Vocational Education and Training institution has become more complex, which prompted organizations to adapt to new situations faster than ever before. Constant competition, diversity, and development in everything requires TVET managers to stay ahead of time. Effective management within TVET providers requires a multifaceted skill set that encompasses leadership, communication, strategic planning, stakeholder engagement, and adaptability. This study explored the essential competencies that TVET managers must possess to navigate the complexities of the education sector and drive positive outcomes for industry partners.

Based on the findings, the study provides the following recommendations:

The study revealed that there are some of the research participants who possess PhDs, master's degrees, bachelor's degree hons and postgraduate Diploma. However, obtaining a postgraduate qualification specifically in TVET management can significantly enhance the abilities of the TVET managers to effectively manage their institutions. The study therefore recommends postgraduate programmes specifically focused on TVET management. These programmes provide specialized knowledge and skills tailored to the needs of TVET institutions. In addition to formal qualifications, it is important for TVET managers to consider attending workshops, seminars, and conferences related to TVET management. These activities can provide valuable insights and networking opportunities.

Most managers as per the findings revealed that they have not been provided with continuous professional development activities for the past 2 years. However, attending professional training programmes can be highly beneficial for managers of TVET centres to enhance their management skills and stay updated with industry trends. The

study, therefore, recommends that TVET managers should engage in continuous learning through workshops, seminars, and conferences. These events can provide valuable insights, networking opportunities, and updates on best practices in TVET management. Also, for TVET managers through NTA to consult the Namibia University of Science and Technology (NUST) to develop training programmes that are tailored to the specific needs and challenges of TVET centres. Customized training can provide more relevant and practical knowledge for managing your institution. Even the outliers who have attended ad hoc capacity building activities, results show the misalignment of the training received to their key functions. For this reason, there is need for regular, structured continuous professional development activities, if the managers are to remain relevant to their job roles.

The study findings shows that there are numerous research participants who possess poor financial management and risk management skills. Attending training programmes focused on financial management can be highly beneficial. The study recommends that TVET managers should start with basic financial management courses that cover topics such as budgeting, financial reporting, and financial analysis. These courses can provide a solid foundation in financial management principles. It is recommended that NTA in collaboration with NUST through TVET Department to consider developing a to specialized training programmes that focus specifically on financial management in educational institutions or TVET centres. These programmes can provide more targeted and relevant knowledge and skills.

The study revealed that there are numerous research participants who possess poor recruitment skills. The study recommends that attending courses that cover broader aspects of human resources management, including recruitment, training, performance management, and employee relations is critical for managers of TVET providers. These courses can provide a more comprehensive understanding of managing human resources in a TVET context.

Data presented in this study shows that of the research participants have poor networking skills. The study recommends for TVET managers to attend workshops aimed and improving networking skills. By attending training programs focused on networking and relationship-building, managers of TVET centres can improve their networking skills, expand their professional network, and enhance their career opportunities.

It is important to provide managers with access to training programs that focus on policy analysis, development, and implementation. These programs should cover the fundamentals of policy making, including problem identification, stakeholder engagement, and policy evaluation. Also Encourage managers to participate in peer learning networks or communities of practice focused on policy making. These networks can provide a platform for sharing experiences, exchanging ideas, and learning from one another.

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