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**AN EXPLORATORY
TRAINING NEEDS ANALYSIS**

A thesis presented in fulfilment of the
requirements for the degree of
Master of Philosophy in Psychology
at Massey University, Palmerston North, New Zealand

**LEONA MANNA
1999**

ACKNOWLEDGEMENTS

I would like to express my thanks to Judy Brook, my primary supervisor for her help and understanding in being able to attempt a thesis in this area.

Sincere thanks go once again to Dr Nigel Long. Without his patience and encouragement on this thesis, it undoubtedly would not be here.

I am grateful for the help of The Company involved as the basis of this study, which without it would not have been able to do. Their patience in the wait of this project is gratefully appreciated.

Thank you to all the trainees who participated, without them, there would have been no research.

Lastly, thank you Derek, your love and persistence to 'get it done' has finally been rewarded, after many drawn out months.

ABSTRACT

To adequately evaluate the content of a training programme the training material must be the same as, or as similar as that required to be utilised on the job. In addition, determining what trainees need to learn about a job (training needs analysis) must be undertaken before the evaluation of a programme. In this exploratory study, a training needs analysis was undertaken on a four-wheel drive (4WD) training programme and this was evaluated. Data from three separate training groups provided information for a training needs analysis and baseline data for a evaluation of the programme. Thirty six trainees were contacted and agreed to participate in the evaluation of the training programme.

The training needs analysis revealed ten skills and/or abilities which trainees were expected to learn and/or gain from the training. After a training programme, trainees had more knowledge of those skills and/or abilities, and had a more positive attitude towards their handling of, and driving of 4WD vehicles. The study also investigated attitudes towards safety (using the Safety Locus of Control scale) and driving violations (using the Attitudes to Driving Violations scale). Contrary to results of Jones and Wuebker (1993) and Marlatt and Marques (1977), training significantly reduced the trainees' attitudes towards safety indicating that they had become more externally oriented in their beliefs about safety. This finding also suggests that trainees believe safety is more a matter of circumstances (i.e., luck). Finally, the training needs analysis also revealed that trainees' knowledge of specific skills and/or abilities increased after training, and this attitude also significantly reduced trainees attitudes towards safety. Recommendations for the directions of future research were made.

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