QUALITY OF EMPLOYEES’ TRAINING IN THE VOLUNTARY SECTOR: A CASE OF MOROGORO SAVING THE POOR ORGANISATION
QUALITY OF EMPLOYEES’ TRAINING IN THE VOLUNTARY SECTOR: A CASE OF MOROGORO SAVING THE POOR ORGANISATION

By

Selemani Ezekiel

A dissertation submitted to the School of Public Administration and Management (SOPAM) in partial fulfillment of the Requirements for the Award of Master of Science in Human Resources Management (MSc HRM) of Mzumbe University 2015
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled Quality of Employees’ Training in the Voluntary Sector; A case of Morogoro Saving the Poor Organisation, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management (MSc HRM) of Mzumbe University.

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DECLARATION

AND

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I, Selemali Ezekiel, declare to the Senate of Mzumbe University that this thesis is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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LIST OF ABBREVIATIONS AND ACRONYMS

FGDs  Focus Group Discussions
HR    Human Resource
HRM   Human Resources Management
HRBV  Human Resources Based View
MOSAPO Morogoro Saving the Poor Organisation
NSSF  National Social Security Fund
RPL   Recognised Prior Leading
TNA   Training Needs Assessment
TNs   Training Needs
TPC   Tanzania Posts Corporation
SHRM  Strategic Human Resources Management
ABSTRACT

In order to prepare workers to do the job as desired, organisations normally provide training to their employees so as to optimise their potentials. However, the quality of training programmes in many instances has been questionable as it happens that training is conducted when there is a need to improve performance only. There are still many staff who are not very well equipped in their working places; the reason could be the quality of training. The general objective of the study was to evaluate the quality of employees’ training at Morogoro Saving the Poor Organisation.

Case study research design was used in the methodology. A sample size of 15 respondents was used in the study where interview, observation and focus group discussions were used. Data collected were analysed qualitatively and processed through the excel programme.

The findings revealed that the majority of respondents (53.3%) agreed that employees’ training at MOSAPO can be termed as good. This has been so from the fact that many of the employees perceived the strategies put as a tool to raise their aspirations and organisational performance. Likewise, training at MOSAPO was based on programmes and plans, although there were some delays of effecting plans due to the inadequate funds as well as the inability to obtain qualified trainers. Yet, there has been an evaluation whenever training is carried out. Furthermore, MOSAPO has been utilising its staff as well as hiring trainers experienced in human resources management from various consulting firms. Finally, it was found that the organisation has been trying its level best to train its employees in order to enhance performance. It was concluded that trainees who are adequately trained perceive their work climate as supportive and are more likely to attend training programmes and be motivated to learn. It is recommended that leaders should encourage individuals and teams to conduct debriefs of on-the-job experiences as a means of fostering experiential learning.
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CHAPTER ONE
PROBLEM SETTING

1.1 Introduction

This chapter provides a brief examination of the quality of employees’ training in the voluntary sector with reference to Morogoro Saving the Poor Organisation (MOSAPO). It further describes the background to the problem; statement of the problem; research objectives and questions; the significance, definitions of key terms and organisation of the study.

1.2 Background to the Problem

The survival of any organisation in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage (Kelly, 2011). As the quality of human resources of an organisation is essential to its success, every organisation must seek to improve the quality of its work force. One way of achieving this is through training (Ely, 2004). The importance of training can only be appreciated with a clear understanding of its direct impact on employee performance as an improvement in employee performance leads to an improvement in an organisation’s performance (Deng et al, 2003). Moreover, improved capabilities, knowledge and skills of the talented workforce have proved to be a major source of competitive advantage in the current global market (McKinsey, 2006). Therefore, developing the desired knowledge, skills and abilities of the employees to perform well on the job is of paramount importance and requires effective training programmes that may also effect employee motivation and commitment to the job (Meyer and Allen, 1991).

In order to prepare workers to do the job as desired, organisations normally provide training to their employees so as to optimize their employee’s potential (Mullins, 2007).
Training can help solve observed performance problems from the organisation by explaining details of the job. This would reduce the duplication of effort in the workplace; the time spent correcting mistakes and the problem solving necessary to correct bad performances (Chapman, 1993). Unfortunately, the majority of governmental, private and international organisations do not recognise the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organisations first seek cuts in their training budgets (Gupta, 2003). Firms offer training to employees to receive better company or organisation results. But training can also lead to more turnover intentions because better skilled employees are more employable in other firms (Garcia, 2005). On the other hand, a poorly trained workforce can lead to errors, injuries and even legal issues, all of which can be extremely costly (Nkya, 2005).

As a grave example, recent reports estimate $183.0 billion are spent on employee injuries and deaths linked to deficient training practices every year (National Safety Council, 2010). Errors of all kinds are so prominent that entire training programmes have been developed specifically to remedy them. Error management training, for instance, encourages trainees to make errors and learn from them throughout the training process (Keith and Frese, 2005). Furthermore, a poorly trained workforce can cost organisations billions of dollars in legal fees (Goldman, 2000). Owens (2006) studied the association between training and organisational results in 2005 in the USA and discovered that to be true. The study by Owens (2006) theorized that employee’s in training initiatives will account higher levels of commitment and will be less likely to consider turnover. The research confirmed the theory that training positively impacts on turnover and commitment which in turn boosts employee performance. Kelly (2011) stated that employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum
potential. Employees who undergo proper training tend to keep their jobs longer than those who do not (Mkawe, 1999).

It is also argued that developing a new skill that fulfils a personal ambition is rewarding and it is believed that learning something new out of work has a positive impact on the morale and performance inside as well as outside the organisation (David, 2005). Though the effect of formal training on employee performance remains subjective and sometimes doubtful because of lack of sufficient direct transfer to the workplace, formal training remains an important strategy through which organisations ensure their employees’ competencies (Beatrice van der et al., 2009). Ngirwa (2006) in his study revealed that organisations which desire to maintain or improve their competitive edge in today’s dynamic world require a well-trained and developed staff for an effective and efficient provision of quality product and services to their customers to occur. The shortage of talented people highlighted in various literatures (Fishman, 1998; Economist, 2007) is an affirmation of the continued importance of such manpower. Indeed, talent, the world’s most valuable commodity, is reportedly getting harder to find, and the only best option left to face this challenge is to offer training. After all, these reports have confirmed that training impacts all the key areas of an organisation that make the difference for people, namely: productivity, innovation, retention, commitment, and speedy recruitment and training of new staff. This justifies the strategic role the HR-unit/department plays in determining the value of training, and why the issue of the critical role of training should be a no-brainer (Economist, 2007).

Most of studies based on assessing training activities, training policies and employees perceptions of training leaving many other factors behind that impact staff training in organisations. For example, Mkawe (1999) found that Kibaha Education Centre has been spending only 50% of the employee’s training budget. This suggests that even when budget is not the limiting factor to staff training, organisations and employees still fail to reach the intended objectives of having adequate and well trained manpower.
Moreover, a study by Kelly (2011) found that many managers view training as a luxury, not a competitive and strategic necessity. They question, “What if we train our employees and they leave?” “What if you don't train them and they stay?” It was found that training is one of the basic human resource activities in an organisation that aims at enhancing competence and productivity in an organisation. However, very often it is seen that training programmes does not yield the desired results as the quality of training may be poor (Ngirwa, 2006). Yet, employee productivity does not rise in proportion to the training investment. This is the case at Morogoro Saving the Poor Organisation as the quality aspect seems not promising. There are still many staff who are not very well equipped in their working places; the reason could be the quality of training (MOSAPO Report, 2013). It is from this background that this study aimed at evaluating the quality of employees’ training in the study area.

1.3 Statement of the Problem

Employee training is the framework for helping employees to develop their personal and organisational skills, knowledge and abilities (Kelly, 2011). The focus of all aspects of human resources development is on developing the most superior workforce so that the organisation and individual employees can accomplish their work goals in service to customers (Gupta, 2003). All employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development (Nkya, 2005). Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the organisation and thereby increase the chances of his/her efficiency in discharging his or her duties (Ngirwa, 2006).

Mullins (2007) state that by providing employees with the opportunity to improve themselves, specific training and development programmes help to reduce the number of
dead-end jobs in an agency. Reducing the number of such jobs and providing opportunity for advancement can, in many instances, increase motivation. However, the quality of training programmes in many instances have been questionable as it happens that training is conducted when there is need to improve performance and effective use of human resources and building employees ability to manipulate tools of work or when there are new comers or new employees in the organisation only (McGills, 2007).

MOSAPO has the functions of improving education services to the vulnerable groups by providing them with education support, promoting and supporting the child protection rights and combating violence against children, fights against gender discrimination, promotes and supports youth sports and games as well as establishing and maintaining environmental conservation through sustainable agricultural activities. Despite the functions bestowed to the organisation; the quality aspects in delivering these services seem to lack essential aspects of training needs as training can be done haphazardly, inadequately and not linked to organisational strategies. In view of this, the study intended to evaluate the quality of employees’ training at Morogoro Saving the Poor Organisation.

1.4 Research Objectives

The research objectives of this study were divided into two main categories, that is; general objective and specific objectives as given hereunder

1.4.1 General Objective

The general objective of the study was to evaluate the quality of employees’ training at Morogoro Saving the Poor Organisation (MOSAPO) in Morogoro municipality.

1.4.2 Specific Objective

The current investigation has outlined the following specific objectives:
i. Find out whether employees’ training at MOSAPO is based on the effective principles of effective training

ii. Determine whether training offered to employees at MOSAPO is adequate

1.5 Research Questions

The study was based on the following specific questions

i. To what extent is employees’ training at MOSAPO based on Training Needs Assessment?

ii. Is employees’ training at MOSAPO based on specific training programmes and plans?

iii. Is employees’ training evaluation carried out at MOSAPO?

iv. Is employees’ training at MOSAPO offered by qualified training providers’

v. How adequate is the employees’ training at MOSAPO?

1.6 Significance of the Study

The findings of this study raise awareness to the management to tailor their training as per the needs of their employees, conduct training needs assessment by enabling employees acquire skills and knowledge in order to enhance productivity for the organisation concerned.

This study is vital to the employee by raising his/her awareness on training and development of the knowledge and attitudes as to equip him/her with useful skills, which enhance value of the employer and increases his/her job security.

This study is significant to MOSAPO as it raises concern to employees to visualize the importance of training for the enhancement of services to customers.
The findings are useful to academicians as they provide a basis of conducting further research and contributing to the body of knowledge regarding human resource management.

1.7 Definition of Terms

a) Training

Training is defined as a process of assisting employees to acquire or develop knowledge, skills, techniques and attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organisational objectives (Kelly, 2011). Ely (2004) defined training as the process of teaching, informing or educating people so that; they may become as well qualified as possible to do their job; and that they become qualified to perform in position of greater difficulty and responsibility. Here training is essential for efficient and effective performance by staff. Again, training is the process of developing the skills, awareness or expertise of staff, and this is important for both professional and non-professional employees. It is important, therefore, that training be prepared carefully, in response to staff and organisational needs, and that its effectiveness be monitored (Prytherch, 2000). Moreover, training has been defined as “a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment” (Tharenou et al. 2007). In organisations today, this definition has some weaknesses. First, it should be appreciated that skills and knowledge that employees need are changing rapidly so much so that what is currently relevant may not be relevant in future. Second, there is the tension between being able to know and ‘own’ their learning. This means employees should be aware of their own needs for both the organisation’s requirements and their own long term development (Holden, 2001). In this study training is the process of polishing employees in order to go hand in hand with the provision of services that are valuable to internal (employee) and well as external customers (those who receive the service).
The training plan will outline who will deliver the training, and when and where your apprentice or trainee needs to go to receive the structured component of the training (Elly, 2004). A training plan must be devised within three months of an apprentice or trainee commencing their apprenticeship or traineeship and prior to the delivery of any structured training. It should be flexible enough to meet all the needs. What to include in the training plan according to Kelly (2011) are;

i. The competencies to be obtained
ii. The time-frame for achieving the competencies
iii. The training to be undertaken
iv. The delivery modes to be employed
v. The details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
vi. Who is responsible for the delivery and/or assessment of each competency
vii. Assessment details and arrangements
viii. A Record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the apprenticeship or traineeship. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length of the off-the-job training or the duration of the overall apprenticeship or traineeship.
ix. The name of the qualification to be issued
x. Any other specific requirements to be met in accordance with the particular training contract in question

b) Development

This refers to both the training and the education of an organisation’s staff as well as the overall career development of each staff member (Kelly, 2011). In this study development means the attainment of goals that are put for the purpose of enhancing services to the target group.
c) **Knowledge**
This refers to what the individual or employee needs to know; this includes theories and practical knowledge such as mode of operating a machine or the dynamics of a particular procedure (Garcia, 2005). In this study knowledge means the acquired skills an employee attains after undergoing training.

d) **Skills**
It refers to what the individual needs to be able to perform a task. Skills have to do with know how; it endows ability in an individual. Knowledge is transmitted into skills by practical training in which the employee is actively involved and enhanced by repeated training (Nkya, 2005). In this study skills mean what an employee uses in order to fulfill his/her responsibilities.

e) **Attitude**
This is the disposition or behaviour that is normally associated with a particular job. The amount of knowledge and skills possessed by an employee determines to a large extent his attitude to work (Mullins, 2007). In this study attitude means the behaviour emulated by the employee after training.

f) **Performance**
Performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed (Brum, 2007). Yet, employee performance according to the researcher is about the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer (McGill, 2007).

g) **Employee**
An employee is a person who works in the service of another person under an express or implied contract of hire, under which the employer has the right to control the details of work performance (Elly, 2004). Again, an employee is a person who is hired to provide services to a company on a regular basis in exchange for compensation and who does
not provide these services as part of an independent business (Black's Law Dictionary, 2008).

h) Employer
This is a legal entity that controls and directs a servant or worker under an express or implied contract of employment and pays (or is obligated to pay) him or her salary or wages in compensation (Brum, 2007). In this study the employer is MOSAPO.

i) Education
Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations (Meek, 2007). Moreover, education is concerned with increasing general knowledge and understanding of the total environment (McGill, 2007). Education requires instruction of some sort from an individual or composed literature (Elly, 2004).

j) Voluntary Sector
This is the part of the economy that consists of non-profit-making organizations, as opposed to the public and private sectors. Voluntary sector organisations are those bodies whose activities are carried out not for profit and which are not public authorities or local authorities (McGill, 2007). The purpose of the voluntary sector is to improve and enrich society. It is sometimes referred to as civil society, the third sector, the voluntary and community, non-profit, not-for-profit, charity, social and even beyond profit sector.

k) Quality of Employee Training
Quality of employee training facilitates change on many levels, and in the case of quality management systems, adequate training will help to ensure that every employee within
the organisation not only understands the organisational goals, but also their own specific roles that will enable these changes to be made (Brum, 2007).

1.8 **Organisation of the study**

The study is organised into five chapters. Chapter one presents the problem setting of the study regarding the quality of employees’ training in various sectors. Chapter two provides the literature review from various studies on the quality of training employees. Chapter three focuses on the methodology adapted when carrying out the study. Chapter four presents and discusses the findings while chapter five presents the conclusion and recommendations. It ends with the references and appendices attached with this report.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature regarding the quality of employees’ training as discussed by different authors. It is a critical summary and an assessment of the current state of knowledge or current state of the art in a particular field (Meek, 2007). It provides the reader with an up to date account and discussion of the research findings in a particular topic. Specific issues covered in this chapter includes; theoretical literature review; theoretical framework guiding the study; empirical literature review and conceptual framework.

2.2 Theoretical Literature Review

This section accounts for the review of relevant concepts and literatures in connection to employees’ training.

2.2.1 Reasons for carrying out Training

Khanfar (2011) gave the following reasons for training of employees by an organisation:
   a) that new employees are in some respect like other raw materials; they have to be processed to become able to perform the tasks of their jobs adequately and to fit into their work-group and into the organisation as a whole;
   b) that new jobs and tasks may be introduced into the organisation and be filled by existing employees who need redirection;
   c) that people themselves change – their interest, their skills, their confidence and aspirations, their circumstances;
   d) some employees may move job within the organisation on promotion or to widen their experience and so need further training;
   e) the organisation itself or its context may change or be changed over time, so that employees have to be undated in their ways of working together;
   f) the organisation may wish to be ready for some future change and require some employees to develop
transferable skills; and g) management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers. From the above reasons given by Khanfar (2011), it is therefore obvious that training is inevitable for organisations that are very serious about winning the competition or at least being the leader in the industry.

2.2.2 Principles of Effective Training

Principles of effective training include the following:

a) Preparation
Participants should receive preparatory information prior to the event. There should be a complete schedule and an overview of the learning goals. Participants should also receive background reading or work needed to prepare for the event accompanied by instructions (Garcia, 2005).

b) Content and Delivery
According to Kelly (2011) a training programme should be built around central concepts and content geared towards a particular target group. The level, sector, and prior experiences of participants should be considered in designing content. If the training programme is not local in origin, it will need to be modified for the local context. Make changes according to the level of awareness and understanding of participants. Also, be aware of cultural factors, family and social practices that would influence the content and may impact attitudes and discussion. However, each session of a training programme and all training materials need to include overall learning goals and specific objectives (measureable outcomes). Goals and objectives are important in defining, describing and measuring what you want to achieve from your event.
Based on adult learning principles, a training programme should include diverse ways of presenting the material and involving the participants. The materials should be designed to include a variety of learning methods including discussions in both small and large groups, interactive exercises, case studies, and role plays. The facilitators should be experienced in encouraging group participation and comfortable in modifying activities as needed throughout the session (Mullins, 2007). In order to build a multidisciplinary approach, when participants from different sectors are present, it is important to engage participants across sectors during the course of the programme. The sessions should be designed with the intention of forming lasting relationships and building a team approach in daily work. When participants work together in the session to solve problems, it will improve their ability to work together outside of the session to solve problems (Mc Gills, 2007). On the other hand, participants will come to the event with their own experiences and concerns. Those experiences can be valuable for discussion and application throughout the programme. Using participant experiences will help them see how what they are learning can be carried back into their work. Case studies and specific examples can increase involvement and learning. Furthermore, facilitators should use a variety of presentation strategies. For those sections where presentation of content material is necessary, consider using flip charts, posters, participant handouts, animation drawings, PowerPoint slides, or other audio-visual aids to make presentations more interesting and to help the participants understand the material you are presenting (Mkawe, 1999).

c) Facilitators
All leaders and facilitators of a programme should meet as a group prior to the event to review and adapt the programme materials, to agree on session structure and to the roles and responsibilities of each facilitator. When preparing for a multidisciplinary programme, specialists of each sector are expected to meet together as a group with the project leader prior to the event. This team meeting is important to develop cross-sector relationships, which serve as a model for the group (Garcia, 2005). Part of a facilitator’s role is to create an environment that helps participants feel connected with each other.
The sense of community created among the participants will help provide a foundation and an understanding of applying a team approach in their work (Mkawe, 1999).

d) Evaluation

Each training team should meet at the close of each day to debrief the sessions of that day and take note of things that went well and those that need to be modified for the following day. At the end of each day, leave time for and encourage participants to contribute their comments and feedback on what was most helpful and what was least helpful. Participants should be given an evaluation form to complete at the end of the entire event (Tharenou et al., 2007). After the completion of the programme, the team is expected to meet to evaluate the entire event. Participant and facilitator evaluations should be reviewed for suggested changes to the programme content and delivery. The project leader will then work with one or two of the facilitators to formally incorporate the suggestions into the programme materials. This process contributes to improvements and leads to a model programme that can be replicated at other times and in other places (Kelly, 2011).

2.2.3 Theoretical Framework Guiding the Study

Although there is a strong belief that training is related to organisational-level outcomes in terms of performance, the theoretical rationale and empirical evidence for this relationship has seldom been the focus of training research (Kozlowski et al. 2000). As noted by Kozlowski et al. (2000) most models of training end with transfer of individual-level knowledge in the training context and there is little theoretical development or research on how individual-level training outputs result in organisation-level performance. Thus, Kozlowski et al. (2000) concluded that, “there is a level gap in the training literature in which, although the goal of training is to enhance organisational effectiveness, the models, methods and tools of training focus on the individual level”.
The literature on Strategic Human Resource Management (SHRM) provides a number of models to explain how training might lead to improved organisational performance and quality of employees. For example, Wright and McMahan (1992) provide a conceptual framework that incorporates six theoretical models for the study of SHRM (Tharenou et al., 2007). Of the six theoretical models described in their framework, three of them which are Strategic Human Resource View, Behavioural perspective, Cybernetic System model are relevant for understanding quality employees’ training as the study stipulates. First, according to the Human Resources Based View (HRBV), an organisation’s resources can be a source of competitive advantage when it possesses resources that add positive value to the firm, are unique, imperfectly imitable and cannot be substituted with another resource by competitors. Accordingly, human capital is considered to be a resource that can provide competitive advantage to the extent that HR practices produce skilled employees who provide value to the firm and have unique inimitable skills. Applying the HRBV to training suggests that, “training can be viewed as an investment in human capital that provides employees with unique knowledge, skills and abilities that add value to the firm and enable the performance of activities required to achieve organisational goals, thus resulting in positive organisational-level outcomes” (Tharenou et al., 2007).

The second theoretical model is the behavioural perspective which focuses on employee role behaviour as a mediator between strategy and organisational performance (Wright and McMahan, 1992). Accordingly, HR practices should elicit and reinforce the behaviours required by the organisation’s strategy. Along these lines, it is necessary to identify the HR practices that will be effective in eliciting desired role behaviours. The desired role behaviours should then lead to positive organisational outcomes. Applying this perspective to training suggests that training will result in positive organisational outcomes to the extent that it results in employee behaviour that is required by the organisation’s strategy (Tharenou et al., 2007).
The third framework is represented by a set of models, described as cybernetic systems model or input-throughput-output models (Wright and McMahan, 1992). Open system models portray organisations as transforming inputs from the environment into outputs. Wright and McMahan (1992) present a cybernetic open systems model of HR in which inputs consist of employees’ knowledge, skills and abilities; the throughput is employee behaviours; and the output includes productivity, satisfaction and turnover. Included under the cybernetic approach is an open systems model of the HR system in which employee competencies (inputs) lead to behaviours (throughputs) which then lead to effective and performance outcomes (outputs). Thus, when applied to training, cybernetic models suggest that training leads to organisational performance to the extent that it results in competencies that is knowledge, skills and abilities that are necessary to perform the behaviours that will impact organisational performance (Tharenou et al., 2007).

Moreover, Kozlowski et al. (2000) provided a theoretical framework to develop a multilevel model of training effectiveness to bridge the micro-macro gap in training literature. They proposed that, “training effectiveness involves the linkage between micro training outcomes and macro objectives at higher organisational levels” (Kozlowski et al., 2000). They focused on training transfer, “because it is the primary leverage point by which training can influence organisational effectiveness and present a theoretical framework to guide research on vertical transfer across different levels of the organisational system”(Kozlowski et al., 2000). In sum, the models reviewed here suggest that the effects of training on organisational performance are mediated through direct effects of training on employee attitudes and behaviours. It has also been theorised that, “an HR system is a complex set of practices designed to influence employees’ collective satisfaction, commitment, motivation, behaviour and skills; these attributes are thought to be the mediating mechanism that links HR training practices and firm performance” (Ostroff and Bowen, 2000).
2.2.4 The Employee Training Needs

It is agreed by a number of authors that a training need of an employee occurs when there is an existing or anticipated shortfall or problem in performance where training is considered the most appropriate and effective remedy (Meek, 2007; Mathias and Jackson, 2009). Also, it has been held that identifying needs properly is an important part of the training cycle (Cole, 1993). If the analysis at this stage is wrong then later training activity will also be focused on a wrong need (Elly, 2004). This could result in wastage of funds and demotivation of employees and it can also set up negative attitudes towards future training (Marthur, 1983).

According to Boydell (1983) and Kempton (1995) training needs of employees (TNs) can be identified at three levels; organisational level, occupational level and individual level. TNs at organisational level focus at identifying where within the organisation training is needed. Training needed is identifiable at this level through the performance appraisal system. This provides the key channel for feeding back organisational needs as perceived by individuals (Elly, 2004). It is the general weakness which is highlighted where training is most needed in the organisations. Information from both levels needs to be processed by HR professionals in order to plan the overall needs of the organisation (Mullins, 2007). Again, TNs at occupational level for the organisation attempts to identify the content of training, that is, what an employee must do to perform competently a given task or job. It is concerned with raising the performance in specific occupations (McGill, 2007). It is about establishing standards of performance that is, the knowledge, skills and attitudes an employee in a specific occupation must acquire so as to perform to the set standard (Elly, 2004). Job analysis can be used to determine the knowledge and skills required in specific jobs and information can be supplemented by analysing the results obtained from the assessment of individuals (Okanya, 2008).
Moreover, TNs at the individual level begins with a profile of the individual and a job description, which provides a list of skills and knowledge required to match the two (Kempton, 1995). This is intended to discover the deficiencies in particular skills, knowledge and attitudes on the part of the individual (Boydell, 1983). Needs at the individual level can also be identified by looking at critical incidents for example, over the previous six months that were particularly challenging or stressful, a manager may identify TNs of his/her subordinates. This can be matched through appraisal interviews (Meek, 2007).

2.2.5 Training Approaches and Training Needs Assessment

2.2.5.1 Training Approaches

There are three approaches to training that have been articulated such as:

i) The traditional approach;

ii) The experiential approach, and

iii) The performance-based approach (Rama et al, 1993).

In the traditional approach, the training staff designs the objectives, contents, teaching techniques, assignments, lesson plans, motivation, tests, and evaluation. The focus in this approach is that, there is intervention by the training staff (Khanfar, 2011). In the experiential approach, the trainer incorporates experiences while the learner becomes active and influences the training process. Experiential training emphasises real or simulated situations in which the trainees will eventually operate. In this model, the objectives and other elements of training are jointly determined by the trainers and trainees. Trainers primarily serve as facilitators, catalysts, or resource persons (Garcia, 2005). In the performance-based approach to training, goals are measured through attainment of a given level of proficiency instead of passing grades of the trainees. Emphasis is given to acquiring specific observable skills for a task (Brum, 2007).
Moreover, a number of approaches have been highlighted for identifying needs (Edmond and Noon, 2001). These include;

a) The problem-centred (performance gap) and

b) Profile comparison (changes and skills) approaches.

These approaches for analyzing training needs depend on or either new or current employees (Torrington et al., 2005). The problem centred approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills (Meek, 2007).

### 2.2.5.2 Training Needs Assessment

A training needs assessment is the process by which one can determine what sort of knowledge, skills, and/or abilities someone (may be a worker) has that can be accomplished via some sort of learning means. It’s a way of figuring out what needs the worker has that can be met with training (Meek, 2007). Training needs assessments are typically done by one of several organisations or persons supporting the organisation (Elly, 2004). A training need is “any shortfall in the employee performance which can be remedied by appropriate training” (Cole, 1993). A training need has been regarded as a gap between the current and desired results (Watkins and Kaufman, 1988). While appreciating the above view, another scholar has further regarded a training need to be, “the difference between the actual and required performance in some specific area of operation where improved training is considered the most appropriate and economical way of eliminating the difference” (Ssonko, 1998). As can be observed from the above definitions, training is intended to fill a performance gap. However, not all performance gaps can be bridged by training. A performance gap indicates a training gap (training need), only if the development of appropriate knowledge, skills and attitudes would help to improve performance and therefore close the gap. This requires that the lack of
appropriate knowledge, skills and attitudes by the employee is a primary or contributory cause of the performance gap (Stewart, 1999).

For training to be effective according to Broad and Newstrom (1992) the following should be done namely;

i) Need to ensure that it responds to a known skill gap.  
ii) The employee must actually transfer the knowledge and skill learnt during training to the job.  
iii) The focus needs to be developing the linkage between training practices or factor (individual and organisation) with training effectiveness.

2.2.5.3 Purpose of Training Needs Assessment

The main purpose of assessing the training need of employees is to determine what the job entails and break it down into sub-tasks which will help in designing training programmes. If this is done, it will enable training to be correlated to performance (Dessler, 2001). Moreover, an employee may be forced to attend training or attend it as an opportunity to be away from work, such an individual may not think of the training experience as an opportunity to learn new skills and approaches that can be applied in the work environment (Meek, 2007). Again, a training need assessment is conducted ultimately to identify what areas of knowledge or behaviours that training needs to accomplish with learners (Armstrong, 2005). The training needs assessment considers what results the organisation needs from the learner, what knowledge and skills the learner presently has and usually concludes with identifying what knowledge and skills the learner must gain (the "performance gap") (Gupta, 2003). Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not (McGill, 2007).
Depending on the resources and needs of the organisation, a training analysis can range from a very detailed inventory of skills to a general review of performance results. The more complete the training analysis, the more likely that the employee's training will ultimately contribute results to the organisation (Armstrong, 2005). Brum (2007) stated that employees can require training for a variety of reasons, which usually fall into two categories:

i) Training to fill a "performance gap" as identified during the performance management process and

ii) Training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organisation.

Moreover, Gupta (2003) provided a one approach -- four steps to conducting a needs assessment as follows;

Step 1 -- Perform a "Gap" Analysis

The first step is to check the actual performance of organisations and people against existing standards, or to set new standards. There are two parts to this: Current Situation; where, we must determine the current state of skills, knowledge, and abilities of our current and/or future employees. This analysis also should examine organisational goals, climate, and internal and external constraints and Desired or Necessary Situation; where, we must identify the desired or necessary conditions for organisational and personal success. This analysis focuses on the necessary job tasks/standards, as well as the skills, knowledge and abilities needed to accomplish these successfully. It is important to identify the critical tasks necessary, and not just observe current practices. We also must distinguish our actual needs from our perceived needs -- our wants. The “gap” between the current and the necessary will identify needs, purposes and objectives. Here are some questions to ask to determine where training and development or even human resource development may be useful in providing solutions:
i) **Problems or deficits.** Are there problems in the organisation which might be solved by training or other HRD activities?

ii) **Impending change.** Are there problems which do not currently exist but are likely due to changes, such as new processes and equipment, outside competition and/or changes in staffing?

iii) **Opportunities:** Could we gain a competitive edge by taking advantage of new technologies, training programmes consultants or suppliers?

iv) **Strengths:** How can we take advantage of our organisational strengths, as opposed to reacting to our weaknesses? Are there opportunities to apply HRD to these areas?

v) **New directions:** Could we take a proactive approach, applying HRD to move our organisations to new levels of performance? For example, could team building and related activities help improve our productivity?

vi) **Mandated training:** Are there internal or external forces dictating that training and/or organisation development will take place? Are there policies or management decisions which might dictate the implementation of some programme? Are there governmental mandates to which we must comply?

**Step 2 -- Identify Priorities and Importance**

The first step should have produced a list of needs for training and development, career development, organisation development and/or other interventions. Now we must examine these in view of their importance to organisational goals, realities and constraints. We must determine if the identified needs are real, if they are worth addressing, and specify their importance and urgency in view of our organisational needs and requirements. For example:

i) **Cost-effectiveness:** How does the cost of the problem compare to the cost of implementing a solution? In other words, we perform a cost-benefit analysis.
ii) **Legal mandates:** Are there laws requiring a solution? (For example; safety or regulatory compliance.)

iii) **Executive pressure:** Does top management expect a solution?

iv) **Population:** Are many people or key people involved?

v) **Customers:** What influence is generated by customer specifications and expectations?

If some of needs are of relatively low importance, then we would do better to devote our energies to addressing other human performance problems with greater impact and greater value.

**Step 3 -- Identify Causes of Performance Problems and/or Opportunities**

Now that we have prioritized and focused on critical organisational and personal needs, we will next identify specific problem areas and opportunities in our organisation. We must know what our performance requirements are, if appropriate solutions are to be applied. We should ask two questions for every identified need:

i) Are people doing their jobs effectively?

ii) Do they know how to do their jobs?

This will require detailed investigation and analysis of our people, their jobs and our organisations — both for the current situation and in preparation for the future.

**Step 4 - Identify Possible Solutions and Growth Opportunities**

If people are doing their jobs effectively, then perhaps we should leave well enough alone. (“If it is not broken, don’t fix it.”) However, some training and/or other interventions might be called for if it's important enough to move our people and their performance in new directions.
But if our people ARE NOT doing their jobs effectively, then training may be the solution if there is indeed a knowledge problem. Organisation development activities may provide solutions when the problem is not based on a lack of knowledge and is primarily associated with systematic change. These interventions might include strategic planning, organisation restructuring, performance management and/or effective team building (Armstrong, 2005).

2.2.6 Kinds of Training
Training may broadly be categorized into two kinds: pre-service training and in-service training. Pre-service training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma (Garcia, 2005). In-service training, on the other hand, is offered by the organisation from time to time for the development of skills and knowledge of the incumbents (Farooq and Khan, 2011).

2.2.6.1 Pre-service Training
Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job such as agriculture, medicine, or engineering (Garcia, 2005). They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma (Mullins, 2007). They are not entitled to get a professional job unless they can earn a certificate, diploma, or degree from the appropriate institution (Shar and Masrur, 2011). Pre-service training contents emphasise mostly technical subject matter such as business, accounting, animal husbandry, and fisheries as well as pedagogical skills to prepare the students to work in different undertakings (Farooq and Khan, 2011).

2.2.6.2 In-service Training
In-service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities as it
promotes the professional growth of individuals (Okanya, 2008). In-service training is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery of techniques (Shar and Masrur, 2011). In-service training according to Singh and Masrur (2011) may broadly be categorized into different types:

i. Induction or orientation training i.e. orientation that provides a staff member, existing or new, with an overview of the university and library culture that assures an understanding of policies and procedures necessary to function efficiently in the environment. The induction programme consists of important information about the library, the work environment, colleagues, how the work of each division leads to the big picture. This should be done at the beginning of the job task training. The second part of the induction programme would include more mundane but useful information, like how staff are paid, rules and policies, and anything beyond that can be included in the training for the actual post.

ii. Foundation training i.e. programmes that provide trainees with the basic knowledge and skills needed for entry into a particular occupation. They are typically conducted in a classroom or shop setting, and do not involve any significant work-based training component. As a result, trainees do not require an employer/sponsor to participate.

On the other hand Singh and Masrur (2011) continue to highlight in-service-training as;

i. On-the-job training i.e. training imparts the knowledge to perform the specific job effectively; teaches skills which translate knowledge into action, and provides the ability and the confidence needed to get the job done. In other words, showing new staff what their job actually entails. On-the-job training is important to new staff members, and also to existing staff members when, for instance, new systems are introduced.
ii. Refresher or maintenance training i.e. the short term course aimed at recall and reinforcement of previously acquired knowledge and skills; and

iii. Career development training i.e. training that can enhance the skills and knowledge of individuals who work in any type of career development settings. They are designed to help employees take responsibility for their careers. All of these types of training are needed for the proper development of staff throughout their service life (Singh and Masrur, 2011).

2.2.7 Importance of Training

Training is crucial for organisational development and success. It is fruitful to both employers and employees of an organisation. An employee will become more efficient and productive if he is trained well (Cho et al., 2006). Again, training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are:

i) increased job satisfaction and morale,

ii) increased motivation,

iii) increased efficiencies in processes,

iv) resulting in financial gain,

v) increased capacity to adopt new technologies and methods,

vi) increased innovation in strategies and products and

vii) Reduced employee turnover (Garcia, 2005).

According to Barzegar and Shahroz (2011), the most important impact of training on employees and organisation performance is to improve the quality and quantity of organisation’s output, increase in the organisation’s profitability, safeguarding the organisation stability, minimising the risk, decrease the organisation cost and expenses, improving the management of the organisation and establishing the organisation as
national and international entities. Singh and Madhumita (2012) believe that training is an important means to improve the employees’ productivity which ultimately affects the organisation performance and effectiveness. Okanya (2008) says that training directly influences on the human resource outcomes (employee performance) and puts indirect effect on the organisation performance that is mediated with employee performance. Muzaffer et al. (2012) stated that a trained employee is an important asset for the organisation. Again, training improves the interpersonal skills of employee and maintains the capability of both employees and organisation.

2.2.8 Effectiveness of Training
The effectiveness of training is a measurement of learning (Elly, 2004). It is determined by comparing post-test scores with pre-test scores and then measuring the net change (Meek, 2007). There are several methods to measure this—on a per-student basis, on a per-“skill point” base or on a per-dollar basis. Generally effectiveness measures are defined in terms of the extent to which a set of objectives are met (Mullins, 2007). Likewise, effective training is given to the employee for increasing productivity, improving the quality, fulfilling future needs, improvement of organisational climate and for obsolescence.

2.2.8.1 Ways of making Training Effective
Armstrong (2010) gave 10 ways of making training effective as follows;

i) Use variety: Use many training media and methods available. The more ways you present training information, the more your staff will learn and retain. Vary the pace and style of your training. Formal training is good, but informal training fills in many gaps.

ii) Use repetition: Informal training repetition can mean you distil portions of the training into slogans, factoids, and images. Refresher courses are also a form of formal training repetition.
iii) Use feedback: Feedback reinforces learning by making the learner recall information. The method of feedback is important.

iv) Administer small doses: Most people get "burned out" if they get too much of a good thing—at least too much at one time. Having a tip of the day is another easy way to administer small doses.

v) Apply knowledge right away: It's too easy to forget something if you don't use it. Experts disagree on the "shelf life" of learning, but there's somewhat of a consensus you should wait no longer than two weeks to make use of newly acquired skills. Even if people didn't forget, they are much more motivated when they know they can put their learning investment to use right away. When someone returns from a training session, assign that person some work related to that training.

vi) Make it interesting: First, if you're using written materials, how do they sound when you read them out loud? Does the writer try to bring you into the discussion? Do you feel any emotional response? Does the material sound wordy or stuffy? If so, it makes poor training material. It needs to be concise and clear.

vii) Use training experts: Several companies produce interesting training videos and other aids that use the principles of variety, repetition, and small doses. If you keep track of the kinds of work assigned to the apprentices, you can count their experience as training.

viii) Use your vendors: Vendors routinely put on mini-courses. While these may accent a particular product, it's worth it to pass on information an attendee can use. Many times, a vendor will come to your office or plant. Sometimes, this can get you exceptional service you wouldn't get otherwise.

ix) Use a matrix: Many engineers and financial types often use spreadsheets. If posted prominently, a matrix allows people to compare their own training progress with their peers. This can have a motivating effect. Before you post such a matrix, though, make sure you've taken at least the first step toward correcting imbalances.

x) Give everyone a chance: Use training to show you have confidence in them and their contribution is important. When you show everyone is important, through the
way you administer training, you have a positive effect on the team dynamic. When everyone is an expert in something, then you've accomplished one of the main goals of training: a strong, knowledgeable staff. The attitudes from such an environment give rise to teamwork as well as excellence.

2.2.8.2 Effective Training Model

Dena and Patsy (2003) came with a model of effective training. The resulting model of effective training has four major criteria.

(i) Effective training is learner focused;
Effective training identifies and addresses issues important to the learner, while building on learner strengths. It includes opportunities for active participation by the learner, while recognising and drawing on the knowledge and experience of the learner. Learning is facilitated through peer exchange, and is culturally and ethnically meaningful. All participants are drawn into the discussion.

(ii) Effective training demonstrates productive behaviour and effective life skills;
Effective training integrates decision-making, planning, organisation and implementation skill building. It models and reinforces workplace ethics and productive use of time. Local and community resources are an integral part of the learning environment. Opportunities for learners to expand social networks are provided. Learners are challenged to take responsibility for their own lifelong learning.

(iii) Effective training inspires and motivates;
Effective training increases the learner's knowledge about the subject matter, and reinforces worthwhile values and principles. It provides opportunities for humor and fun during learning, while maintaining a positive focus. Learners leave the session with a feeling of accomplishment.
(iv) Effective training celebrates personal and group achievements;
Incentives to mark learning milestones are incorporated into effective training. On-going assessment and learner-based feedback is critical to the success of any training session. Learners are acknowledged and recognised for their contributions by the larger community. Opportunities to include children and other household members in the learning process are also made available. Community leaders who can bring other resources to bear on the issue at hand are included as an integral part of the learning process.

The critique of effective training model lies on the argument by Broad and Newstrom (1992) who argued that for a training to be effective, the employee must actually transfer the knowledge and skills learnt during training to the job. Hung pointed out that in most studies related to training effectiveness, the focus is on developing the linkage between training practices or factor (individual and organization) with training effectiveness.

### 2.2.9 Importance of Training and Development

Training and career development are very vital in any company or organisation that aims at progressing. Training simply refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process and operating a certain machine or system. Career development, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people as highlighted by Kelly (2011).

#### a) Help in addressing employee weaknesses:

Most workers have certain weaknesses in their workplace, which hinder them from giving the best services. Training assists in eliminating these weaknesses, by strengthening workers skills. A well organised development programme helps employees gain similar skills and knowledge, thus bringing them all to a higher uniform
level. This simply means that the whole workforce is reliable, so the company or organisation doesn’t have to rely only on specific employees.

b) Improvement in workers performance
A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is also boosted by training and development. This confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities. It helps the worker carry out the duties in better way and even find new ideas to incorporate in the daily execution of duty.

c) Consistency in duty performance
A well organised training and development programme gives the workers constant knowledge and experience. Consistency is very vital when it comes to an organisation’s or company’s procedures and policies. This mostly includes administrative procedures and ethics during execution of duty.

d) Ensuring worker satisfaction
Training and development makes the employee also feel satisfied with the role they play in the company or organisation. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organisation that they work for and the only way to reward it is giving the best services they can.

e) Increased productivity
Through training and development the employee acquires all the knowledge and skills needed in their day to day tasks. Workers can perform at a faster rate and with efficiency thus increasing overall productivity of the company. They also gain new tactics of overcoming challenges when they face them.
f) **Improved quality of services and products**
Employees gain standard methods to use in their tasks. They are also able to maintain uniformity in the output they give. This results with a company that gives satisfying services or goods.

g) **Reduced cost**
Training and development result with optimal utilization of resources in a company or organisation. There is no wastage of resources, which may cause extra expenses. Accidents are also reduced during working. All the machines and resources are used economically, reducing expenditure.

h) **Reduction in supervision**
The moment they gain the necessary skills and knowledge, employees will become more confident. They will become self reliant and require only little guidance as they perform their tasks. The supervisor can depend on the employee’s decision to give quality output. This relieves supervisors the burden of constantly having to give directives on what should be done.

### 2.2.10 Impact of Training on Employee Job Performance

Bowra *et al.* (2011) found that successful organisations tend to progressively knowing that there are volumes of factors which contribute to performance of organisation but human resource is definitely the most essential one. According to Tharenou *et al.* (2007) the goal of training is to enhance the organisation effectiveness. It also demands an influence on employee’s performance, as well as in relation to organisational performance which is mediated by means of employee’s performance. Aguinis and Kraiger (2009) found that;

a) training improves the overall organisation profitability, effectiveness, productivity, and revenue
b) And other outcomes that are directly related to training in improving the quality of services.

Olaniyanand (2008) believes that training enhances the employees’ capacity to contribute the optimal performance of the organisation. The other impacts of training can be summed up as training:

i. Improves morale of employees- Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he/she will contribute to organisational success and the lesser will be employee absenteeism and turnover;

ii. Enhances less supervision- A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts;

iii. May result in fewer accidents- Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes;

iv. Influences the chances of promotion- Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organisation; and

v. Increases productivity- Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

2.3 Empirical Literature Review

Huselid (1995) studied the impact of HRM policies and practices on firm performance using survey methods. He found that these practices have a significant impact on employee outcomes (turnover and productivity) and on the overall corporate performance and recommended that policies that enhance performance need to be
accommodated. In addition, the method used included interviews to HR officers and managers. In lieu of this, the analysis contrasted that of Miller (1992) who saw no significant impact on employees but to the organisation management. On the other hand, Huselid et al. (1997) evaluated the impact of HR managers’ capabilities on HR effectiveness and the impact of the latter on the corporate financial performance using questionnaires with a sample of 293 U.S. firms. They found that effectiveness was associated with capabilities and attributes of HR staff and that there exists a relationship between HR management effectiveness and productivity, cash flow, and market value. Wright et al. (1999) examined the impact of HR practices (selection, training, compensation and appraisal) and participation of the financial performance of 190 US petro-chemical refineries using focus group discussions. Their results confirmed the existence of a direct relationship between training and compensation with workforce motivation. Again, they found that only under highly participative systems, HR practices (selection, compensation and appraisal) are positively related to firm performance. Moreover, their studies could not find out whether the employees’ training is based on effective principles of effective training.

Wan et al. (2002) tested six strategic HR variables’ (training, staffing, empowerment, performance appraisal, job design, and performance-based pay) using semi-structure questionnaire to find out their impact on firm performance and then examined how the combination or the bundle of such variables together affect this performance. Using a sample of 191 Singaporean companies, they found that effective implementation of the different strategic HR variables have a positive effect on organisational outcomes (especially to the firm HR performance-employee productivity, job satisfaction and commitment). They also found that performance appraisal, empowerment and training were very important issue to tackle by top management if they are interested to enhance their HR performance and hence the organisation performance. Thus, recommended them to be key indicators for firm’s performance. However, the study could not determine whether training offered to employees is adequate.
Mwesigwa (2010) in his study found that training leads to improved skills and work performance through pilot studies using qualitative approach that were conducted to examine two groups of about 125 teachers from six schools in which some teachers had received in-service training. The findings revealed the group of teachers who had succeeded in developing skills and cooperative staff work, expressed greater confidence in their ability to develop their students’ social skills than their colleagues who had not attended training. Mwesigwa (2010) concluded and recommended that, training should take into consideration the amount of time the process requires to unfold so that teachers come to use appropriate instructional methods for coping with social reality they confront in their classes. On the other hand, Ahmad and Barker (2003) in their study argued that whatever significant personal training an individual gets from the course and whatever changes in behaviour that individual successfully experiments with, the impact of training frequently fades with time because there is often insufficient support in the organisation for applying the new learning. Ahmad and Baker (2003) further stated that, some participants gain increased self confidence, greater awareness of their own capacities and skills, and greater understanding of the ways, they have given power away to others and as a result they no longer ‘fit‘the job demands nor the behaviour demands of others and consequently may take the step of finding another job. However, their studies could not determine whether training offered to employees is adequate.

A study by Kidunda et al., (1999) at National Social Security Fund (NSSF) discovered that the problem of training at the Fund was the lack of clear training programmes. As a result training was being done randomly. He argued that there were many misconceptions from staff on their individual perception and objectives of training. They pointed out that overseas training had been preferred by employees as a way of earning money. More reasons were given that staff preferred to go for training so that they would get promotion upon completion of such studies. Rewards such as promotion and
better pay by management following trainees’ impressive performance in academics have also been put forward as a reason for employees’ desire.

Furthermore, a study conducted by Salum (2000) at Tanzania Posts Corporation (TPC) identified the criteria used in selecting staff for training to be:

- Introduction of new product or service, Introduction of new facilities or technology, Gap between performances of employees against required output, Enhancement of manpower skills according to manpower planning, Employee’s individual initiative and lastly Self-sponsorship. According to the study, 88% of employees underwent training as a result of their respective heads of departments recommendations. Nevertheless the training at the TPC was discovered not to be transparent enough such that some staff complained and wondered which criteria were applicable in selecting staff for training. The researcher discovered that TPC had no official assessment mechanism specified to measure training success as well as performance degree on the activities of the corporation.

2.4 Research Gap

Literatures done on training of employees show some elements of training practice without going into deep analysis as to why quality training programmes fail. Also the studies referred to were undertaken some years ago so there is a possibility that the findings they produced are outdated in the current environment that does not fit well on MOSAPO. The gaps in studies done as sited above motivated the researcher to conduct a detailed study on the quality of employees’ training at MOSAPO in Morogoro municipality.

2.5 Conceptual framework

Figure 2.1 provides the conceptual framework. This is defined as an abstract idea or a theory used to develop new concepts or to reinterpret existing ones (Kothari, 2004). It gives the relationship between the independent and dependent variables. To design the training programmes, training needs are identified as per the systematic training model
in order to bridge the performance gap. From the figure the dependent variable is the quality of employees’ training while the independent variables include; TNA (training duration, content and location); training programmes and plans; evaluating the training programme; use of qualified trainers and availability of adequate employee training. It is stated that, if all these are adhered to, the organisation would be in a position to perform well.

**Figure 2.1: Conceptual framework model**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNA (training duration, content and location)</td>
<td>Quality of employees’ training</td>
</tr>
<tr>
<td>Training programmes and plans</td>
<td></td>
</tr>
<tr>
<td>Doing evaluation</td>
<td></td>
</tr>
<tr>
<td>Utilisation of qualified trainers</td>
<td></td>
</tr>
<tr>
<td>Adequate employees’ training</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adopted and modified from Ivatury and Mas (2008)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter focused on the description of the procedures that were employed in the study. Mugenda and Mugenda (1999) state that research methodology should specify the research design, study area, population and sample size, sampling procedures, data collection methods, data analysis techniques, reliability and validity of research instruments and ethical considerations.

3.2 Research Design
A research design is a systematic plan to study a scientific problem (Sekaran, 2003). The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research question, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. Again, a research design typically includes how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected (Mugenda and Mugenda, 1999). There are different research designs according to Mugenda and Mugenda (1999) such as case study; casual, cohort, cross-sectional, descriptive, experimental, exploratory, historical and longitudinal research design. Moreover, for the purpose of this study, case study research design was employed.

A case study research design is an in-depth study of a particular research problem rather than a sweeping statistical survey. It is often used to narrow down a very broad field of research into one or a few easily researchable examples (Yin, 2003). The case study research design is also useful for testing phenomena in the real world. It is a useful design when not much is known about a phenomenon.
3.3 Study Area

The study was conducted at Morogoro Saving the Poor Organisation. The organisation was selected because despite the functions bestowed to the organisation; the quality aspects in delivering the services seem to lack essential aspects of training needs as training can be done up hazard, inadequate and not linked to organisational strategies. There are still many staff who are not very well equipped in their working places; the reason could be the quality of training. In view of this, the study intended to evaluate the quality of employees’ training at Morogoro Saving the Poor Organisation.

Morogoro Municipality is one of the 6 districts in Morogoro region. The municipal council lies between 07° 00’ and 10° 00’ south and between 37° 40’ and 38° 22’ east at the central part of the Eastern Arc of Mountain Uluguru. It covers an area of 531 square kilometres. It is bordered by Morogoro Rural district to the East, Mvomero district to the North West and South West. In the South it is bordered by Uluguru Mountains around Morogoro municipality. Morogoro municipality has 302, 622 (National census, 2012). Morogoro municipal council has one division called Morogoro Urban. This division is divided into 29 wards, which in turn are sub divided into sub wards commonly known as hamlets (mitaa). There are 295 hamlets.

3.4 Population and Sample Size

3.4.1 Population of the study

According to Sekaran, (2005) population is a group of individuals, objects or items from which samples are taken for measurement or it is an entire group of persons, or elements that have at least one thing in common. Population is whatever you are counting: there can be a population of people, a population of households, a population of events, institutions, transactions, and so forth (Bryman, 2004). Anything you can count can be a population unit. But if you can't get information from it, and you can't measure it in some way, it's not a unit of population that is suitable for survey research (Yin, 2003).
Therefore, the target population of the study comprised of all (30) employees at the organisation. The advantages of selecting this population is that, most of them underwent training on various issues hence expecting from them to give relevant answers on the topic. These included the management, heads of department and lower cadre employees.

3.4.2 Sample Size

A sample is a part of the population from which it was drawn. Samples can be drawn in several different ways, such as probability samples, quota samples, purposive samples, and volunteer samples (Yin, 2003). For the purpose of the study, the sample size of 15 respondents was purposively selected from various departments namely; department of finance and human resources, department of development, department of operations and department of auditing. However, Cooper and Schindler (2008) argued that, for any valid and reliable study to be carried, its sample size shouldn’t be less than 15% of its population. As it stands, the sample size is 30% of the population; hence fulfilling their argumentations. Table 3.1 shows the distribution of respondents.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Category</th>
<th>Population</th>
<th>Sample size</th>
<th>Method employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management</td>
<td>3</td>
<td>2</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>2</td>
<td>Department of finance and human resources management</td>
<td>10</td>
<td>4</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>3</td>
<td>Department of development</td>
<td>6</td>
<td>4</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>4</td>
<td>Department of operations</td>
<td>8</td>
<td>4</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>5</td>
<td>Department of auditing</td>
<td>3</td>
<td>1</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>30</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Source: Analysed data, 2015

3.5 Sampling Procedures

A sampling procedure is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected
Sampling procedures are divided mainly into two groups which are Probability Sampling and Non-Probability Sampling. Probability sampling includes simple random sampling, stratified sampling, systematic sampling, cluster random sampling, and multistage sampling. Non-probability sampling includes; purposive sampling, volunteer sampling and quota sampling.

Purposive sampling is another sampling technique that was used in this study. This technique enabled the researcher to select a sample on the basis of her knowledge of the population, its elements and research aims. It is based on the researcher’s judgment and purpose of study (Bryman, 2004). The researcher applied this sampling technique to select individual respondents who were considered to have information rich. The respondents to be selected purposively included; management and employees from different department as shown in Table 3.1

### 3.6 Data Collection Methods

Data means “factual records which may take the form of numbers, symbols, text, images or sounds, used as primary sources for research, and that are commonly accepted in the research community as necessary to validate research findings” (Yin, 2003). Moreover, data can be classified as:

i. Raw or primary data: Information recorded as notes, images, video footage, paper surveys, computer files, etc., pertaining to a specific research project

ii. Processed data: Analyses, descriptions, and conclusions prepared as reports or papers

iii. Published data: Information distributed to people beyond those involved in data acquisition and administration

Again, data collection methods are methods that enable a researcher to attain the research objective. Data are usually collected through qualitative and quantitative
methods. Qualitative approaches aim to address the ‘how’ and ‘why’ of a programme and tend to use unstructured methods of data collection to fully explore the topic. Qualitative methods include focus groups, group discussions. Quantitative approaches on the other hand address the ‘what’ of the programme which include questionnaires etc (Sekaran, 2003).

All these data collection methods help researchers to obtain primary and secondary data which are used to get information from respondents and other sources.

3.6.1 Primary data collection methods
Primary data is data observed or collected directly from first-hand experience (Kothari, 2004). Primary data has not been published yet and is more reliable, authentic and objective; has not been changed or altered by human beings; therefore its validity is greater than secondary data (Yin, 2003).

Primary data collection methods used by the researcher to collect data from the field included interview, observation and focus group discussions.

3.6.1.1 Interviews
According to Kothari (2007), an interview is a set of question administered through oral or verbal communication or is a face-to-face discussion between the researcher and interviewees. Ruane (2005) defines an interview as a more personal form of survey research in which questions are posed in a face to face or telephone exchange between the interviewer and the respondent. The researcher collected data on training evaluation and the weakness associated with training. The aim of interviewing respondents was to allow the researcher to reflect person’s perspectives based on the assumption that the person’s perspective is meaningful, knowable and able to be made. Interviews enabled the researcher in collecting data on individuals’ personal history, perspectives, and experiences. Finally, Fowler (1993) posits that interviews produce a better return rate than observation.
3.6.1.2 Observation

An observation is the act of a human being receiving knowledge from the outside world by the use of the senses. It is the ability to notice and record happenings or the way a person looks at things. Observation consists of receiving knowledge of the outside world through our senses, or recording information using scientific tools and instruments (Yin, 2003). Hennink (2011) says that observation is a research method that enables researchers to observe and record people’s behaviours, actions and interactions systematically. The method allows researchers to obtain a detailed description of social settings or events in order to situate people’s behaviours within their own socio-cultural context.

There are two types of observation namely; i) participant and ii) non-participant observation. Hennink (2011) stated that participant observation refers to a process of learning through exposure in the activities of the participants in the research setting. The aim is to get the learners’ perceptions, feelings and their emotions about the incidences to be observed. During observation, it is essential not to influence what is observed and by so doing, a researcher has an ample chance to observe, listen and take notes more freely. Moreover, as regards non-participant observation, whereby the observer remains detached from the situation but records the happenings by, for example, listening to the people he/she observes, for example, during tea break or in corridors. In this method the researcher remains in the background (Krishnaswami, 2002).

This study used participant observation where the researcher observed the participants while participating in their activities. In participant observation, the observer can understand the emotional reactions of the observed group and get a deeper insight of their experience. The observer will be able to record the context which gives meaning to the observed behaviour and heard statements (Krishnaswami, 2002). The participant observation method of data collection is particularly important when there are difficulties in obtaining relevant information through self-report because subjects are
unable to communicate or provide sufficiently detailed information. Observations also are used to validate or extend data obtained using other data collection methods. Likewise, participant observation serves to: see directly what people are doing without having to rely on what they say or do; see things that escape the awareness of people in the setting and provide information on things people would otherwise be unwilling to talk about. The disadvantages include; practicability as it can be very time consuming and resource intensive; observer bias as it is susceptible to observer bias – subjective bias on the part of the observer – thus undermining the reliability and hence the validity of the data gathered; observer effect i.e. the way in which the presence of an observer in some way influences the behaviour of those being observed. In order to avoid or minimize this, methods of observation sometimes attempt to be as unobtrusive as possible.

3.6.1.3 Focus Group Discussions (FGDs)

A focus group discussion is a form of group interviewing in which a small group – usually 10 to 12 people – is led by a moderator (interviewer) in a loosely structured discussion of various topics of interest (Sekaran, 2003). The course of the discussion is usually planned in advance and most moderators rely on an outline, or moderator’s guide, to ensure that all topics of interest are covered. The strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices (Bryman, 2004).

For the purpose of study, FGDs were used and involved a group of discussants who discuss specific topics or issues under the facilitation of a researcher while someone else, a note taker, is taking notes about the discussion and in most cases recording the discussion using a tape recorder. It helped the discussants to be free to express one self. However, each group included at least 10 members based on the literature which says
that a typical group size should have 6 to 10 discussants (Bryman, 2004). The information collected included; whether employees’ training is based on the principles of effective training and whether training is offered to employees is adequate.

3.6.2 Secondary Data Collection Methods
Secondary data are published data that were collected in the past or other parties called secondary data (Yin, 2003). Secondary data sources included documentary review consisting of issues written down to reveal information relevant for the study.

3.6.2.1 Documentary review
This is the review of written documents that present a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. This case establishes a convincing thesis to answer the study’s question. The advantages include; provision of data that help in comprehending issues to be studied as well as being the basis for the research. However, the disadvantages include; if the issues they contain are of less value or of little significance.

For the purpose of this research, the researcher used different documents in order to access accurate and reliable data such as;

   i)   performance appraisals,
   ii)  training reports
   iii) Training policy for MOSAPO.

3.7 Data analysis Techniques
Data analysis is a process that involves editing, coding, classifying and tabulating the collected data. Likewise, data analysis is an attempt by the researcher to summarise collected data (Kothari, 2004). There are two types of data analysis that is qualitative and quantitative data analysis.
Qualitative analysis involves the analysis from interviews and focus group discussions while quantitative analysis involves the analysis from questionnaires. In this study the researcher used qualitative data analysis techniques. This approach essentially involved a thorough and repeated response from oral information provided by respondents underlining the main ideas and then extracting the core meaning (Sekaran, 2003). Qualitative analysis enabled the researcher to unveil what were hidden but known to respondents.

However, data collected were analysed qualitatively using content analysis. Content analysis is the study of documents through which the writers try to communicate, through some of the documents. Its advantages include; i) access to inaccessible subjects as it allows research on subjects to which the researcher does not have physical access; ii) non-reactivity as the document study shares with certain types of observations (e.g., indirect observation or non participant observation through one-way mirror). Its disadvantages include; i) the inability of the researcher to clearly apprehend what is written and the ii) written issues not reflecting what is asked sometimes.

For the purpose of the study the researcher utilised content analysis by analysing texts regarding authorship, authenticity, or meaning from respondents’ responses on "Who says what, to whom, why, to what extent and with what effect?." (Yin, 2003). Data analysis techniques include univariate analysis (such as analysis of single-variable distributions).

3.8 Reliability and Validity of Research Instruments

3.8.1 Reliability
Reliability means the accuracy of data. In order to test the reliability pilot study was carried out to test questionnaires and structured interview to be presented to the respective respondents for their reliability; afterwards corrections were done in order to
obtain reliable data for the research. The collected data were verified by experts experienced in research for their reliability. This allowed the researcher to study the properties of measurement scales and the items that made them.

Since the reliability of data goes with the accuracy or precision of a measuring instrument, in this research study, reliability was concerned with the interviews’ consistency of responses to the questions asked in repeated measurements (Carmines and Zeller, 1979).

3.8.2 Validity
Validity is defined as the instrument’s ability to measure exactly what concept it is supposed to measure (Sekaran, 2003). It is the measure of generalisability of findings. The researcher in order to validate the data and instruments used the interviews and FGDs in the research to ask the experts to recommend on their representativeness and suitability. Besides, he allowed suggestions to be made to the structure of these interview guide questions. These helped the researcher to establish content validity as argued by Cooper and Schindler (2008).

3.9 Ethical Considerations
In order to ensure ethical conduct in the study all respondents were informed about the study in order to have their willingness to cooperate (informed consent was obtained). The information to be provided by respondents was treated as confidential and for academic purposes only. This enabled respondents to cooperate with minimum risk. Other ethical considerations included; briefing the respondents as to the purpose of the research, their relevance in the research process and expectations from them. Again plagiarism and fabrication of data were avoided, privacy was maintained and anonymity of respondents was ensured.
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction
This chapter presents and discusses results arising from the data analysis regarding the quality of employees’ training at MOSAPO in Morogoro municipality. The findings were presented and discussed under five questions that comprise the main sections namely; the first section presented and discussed the extent of employees’ training at MOSAPO; the second section explored if training is based on specific training programmes and plans; the third section examined if training evaluation is carried out in the organisation; the fourth section examined if training is offered by qualified trainers and the fifth section determined how adequate is training at MOSAPO in Morogoro municipality.

4.2 Extent of Employees’ Training at MOSAPO
The first question sought to determine the extent of employees’ training at MOSAPO. The researcher asked both the management and lower cadre employees to provide opinions and their perceptions in relation to the question. The answers from respondents’ perceptions were categorised into three levels, namely very good, good and poor. As Table 4.1 shows.

Table 4.1: Extent of Employees Training

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>05</td>
<td>33.3</td>
</tr>
<tr>
<td>Good</td>
<td>08</td>
<td>53.3</td>
</tr>
<tr>
<td>Poor</td>
<td>02</td>
<td>13.4</td>
</tr>
</tbody>
</table>

Source: Research data, 2015

The results in Table 4.1 show that a few of the respondents (13.4%) agreed that employees’ training at MOSAPO is poor and is not carried out based on TNA. This is because what MOSAPO provides to its employees for work performance was somehow
not vivid in the organisation. The organisation seemed to lack competent employees who would deliver splendid services as stated by respondents. It is expected that training needs to bridge the difference between the actual and required performance. In some specific areas of operation improved training is considered the most appropriate and economical way of eliminating the difference. As seen there are some missing ingredients that would prove that training at the study area training is good or very good; but poor. This state of affair is in line with Chapman (1993) who affirmed that training can help solve observed performance problems from the organisation by explaining the details of the job. This would reduce the duplication of effort in the work place; the time spent correcting mistakes and the problem solving necessary to correct bad performances and not the other.

Moreover, a good number of respondents (33.3%) agreed that employees’ training at MOSAPO is very good as it focuses on the effective principles of training that focus on TNA, training policy adherence, use of qualified trainers and conducting evaluations that bridge the gap that may exist. The respondents’ affirmation was due to their involvement in planning the objectives and targets which the organisation practices for its betterment. Moreover, it was found that respondents were eager to participate and yield good results because this issue is stipulated well in the organisation policy. This is in line with Meyer and Allen (1991) who contended that developing the desired knowledge, skills and abilities of the employees to perform well on the job is of paramount importance and requires effective training programmes that may also effect employee motivation and commitment to the job. Thus, MOSAPO has been utilising well its policy as a means to develop its employees’ capabilities something that promise a good future of the organisation.

Likewise, the majority of respondents 53.3% agreed that employees’ training at MOSAPO can be termed as good. This has been so from the fact that many of the employees perceived the strategies put as a tool to raise their aspirations and
organisational performance. For example, it was found that those who were trained, utilised well their knowledge and skills to attain work performance something that can be interpreted by those provided with the services as very good, but requiring some improvements because of some reasons to fulfill their obligations for the enhancement of services. However, there has been a need to have frequent capacity building among the employees for the smooth running of MOSAPO. One of the respondents from the management stated that;

“since the introduction of employees’ training using various trainers; our customers are taking little time to be served in relation to other service providers something that adds credit to our organisation. The reason behind this is that MOSAPO employees are aware of the value for customer service as the customer is termed as the king. Moreover, there has been an introduction of various services such as entrepreneurship related services that have attracted many youth and the vulnerable groups seeking this service for their advancement” (Respondent from the management)

Thus, careful investigation of and sensitivity to market needs as well as an ability to spot suboptimal deployment of resources have helped entrepreneurs begin to develop opportunities which may or may not result in the formation of a business as an alternative for them.

4.3 Whether training is based on specific training programmes and plans
The second question sought to find out whether training at MOSAPO was based on training programmes and plans. It was found that various arguments were given by respondents as to why what was planned was effectively implemented or not.

The results from a group discussion found that training at MOSAPO was based on programmes and plans, although there were some delays of effecting plans due to the
inadequate funds as well as the inability to obtain qualified trainers. One of the respondents in the group pointed out that;

“It has been a tendency by our organisation to have good plans but their implementation have been hindered by the late disbursement of funds something that causes some training to employees to be delayed and sometimes get postponed for that regard. When this happens evaluation in a progressive manner is hindered leading to performance deficiencies” (FGD respondent)

Moreover, the results from an interview with one of the management personnel showed that

“Programmes and plans are put to forecast the future but it happens that errors of all kinds are so prominent that entire training programmes have been developed specifically to remedy them. Error management training, for instance, encourages trainees to make errors and learn from them throughout the training process” (Respondent from the management) as contended by Keith and Frese (2005).

This was obvious through a quick check up by the human resources department with simple observations on how employees were performing on the job and taking note of the problems they experienced. In lieu of this, the needs focused on orienting new candidates who joined the organisation as supported by Meek (2007) that new employees need to be introduced to new working environment for better performance in the organisation.

One of the human resources officers reported that;

“Orientation training was given to new comers to familiarise them with the organisation’s mission, vision, rules, regulations and working
conditions available. This was expected to bring about changes in the attitudes of the workers towards fellow workers, supervisors and the organisation” (Respondent from management)

On the other hand, training programmes and plans on specific areas raised the needs focusing on existing employees as these were trained to refresh and enhance their knowledge in order to effectively use the technology that was deemed to be used by the organisation. Furthermore, one of the respondents reported that;

“The training was carried out because of updations and amendments which took place on customer care services to be effected as a result of competition among organisations. Thus, training need became vital in order to cope with those changes while updating employees in new methods and procedures (Key informant).

The argument above is in contrary with the findings by Ngirwa (2006) who established that most African work organisations do not have staff training policies at their disposal. Similar results were observed by Jacobs (2003) who states that, it is difficult for trainees to understand the way the department works without proper training programmes being set up in place.

Furthermore, training was carried out because of preparing employees on promotions and career growth which became important. This went hand and hand with preparing employees to share the responsibilities of the higher level job. One of the respondents was able to provide evidence on that as follows;

After being provided with the training, the knowledge I acquired has enabled me to climb a higher rank than I had before. However, the skills I got enabled the smooth running of the jobs assigned to me (FGD respondent).
The arguments above are in line with Ngirwa (2006) who in his study revealed that organisations which desire to maintain or improve their competitive edge in today’s dynamic world require a well-trained and developed staff for an effective and efficient provision of quality product and services to their customers to occur. Furthermore, the results support the arguments by Meek (2007) that effective training programmes can transform “on-paper” benefits into a real return on investment. These benefits can include higher revenue generated, increased productivity, improved quality, lower costs, more satisfied customers, higher job satisfaction and lower employee turnover. This implies that organisations without suitable training policies and programmes cannot run human resource training and development programmes successfully.

4.4 Whether Training Evaluation is carried out in the organisation

The third question sought to find out whether training evaluation is carried out at MOSAPO. In lieu of that various arguments were given by respondents as follows.

One of the management personnel stated that;

*There is always an evaluation whenever training is carried out. After the completion of each programme, the team is expected to meet to evaluate the entire event. Participant and facilitator evaluations should be reviewed for suggested changes to the programme content and delivery. Afterwards, the project leader will then work with one or two of the facilitators to formally incorporate the suggestions into the programme materials (Respondent from the management).*

The statement above concurs with what Kelly (2011) suggested that by doing so that process contributes to improvements and leads to a model programme that can be replicated at other times and in other places. Moreover, it was found that in order to have a good evaluation, the selection procedure for training purposes is basically dependent on the need and availability of funds. After the evaluation is done employees are sponsored based on the need of the organisation departments and when it happens that
there are enough funds for sponsorships, approval is based on early timing of applications as per the policy. This suggests that the training needs and the available budget are evaluated and they are the ones that determine who should be given first priority to undergo training.

The above finding is in line with the report by McGill (2007) who stated that many organisations operating on tight budgets tend to further shrink the funding allocation for training initiatives. In addition, such organisations tend to cut training first from their budget and generally restore it last. As such, the continual cutting of employee training from the budget signified that training is not as valued as it should be in an organisation. These findings imply that it is difficult for work organisations and, specifically, non-governmental organisations to train enough employees if they do not set aside enough funds/budgets for staff training and development that is backed up with a thorough evaluation.

Likewise, it was found that evaluation was done at MOSAPO as a vehicle cost leader in order to avoid wastage of resources. Meanwhile, evaluation was vital for the organisation as it helped in addressing employees weaknesses that enabled the organisation to strengthen workers’ skills. One of the respondents had the following to comment;

“Evaluation at our organisation has been carried out in order to find ways of improving workers’ performance as it was found that workers/employees would be helped in carrying out duties in a better way if a training evaluation is done. Also, evaluation was done in order to have consistency in duty performance among employees” (Key informant).

Yet, one of the respondents stated that evaluation is always done at MOSAPO to accommodate performance deficiencies among employees. Thus, in order to eliminate these deficiencies, evaluation is important.
4.5 Whether training is offered by qualified trainers

The fourth question sought to find out whether training is offered by qualified trainers at MOSAPO. Various arguments were given by respondents in this regard as follows.

One of the management personnel stated that:

*MOSAPO has been utilising its staff as well as hiring trainers experienced in human resources management, organisational performance, strategic management and customer care services from various consulting firms. These experts have enabled the organisation attain its objectives and targets although with deficiencies in budget related affairs (Respondent from the management).*

The incorporation of various experts resulted in exchange of experiences that enabled MOSAPO employees to bridge the gap of knowledge they possessed. The role played by trainers enhanced the workers’ skills development that goes hand in hand with technological development. This is in line with Nkya (2005) who suggested that, fast development in technology and globalisation had caused ways of doing work to be dynamic. These developments necessitated training to be a continuous organisational activity in order to equip employees with skills to cope up with technological changes as well as globalisation. Also, the enhancement of workers’ skills goes in line with Torrington and Chapman (1983) who explained that training has been given good attention in recent years because of rapid technological advances. These have phased out unskilled jobs ushering in jobs demanding knowledge about the new technology. Thus, there is a need for utilising skilled trainers in various specialisations.

Moreover, it was found that the hiring of trainers has not been always done due to budget deficit. But, when a need arises, the organisation has been able to accommodate the situation. One of the management personnel stated that;

“We have been keen to hire experts for the training of our staff. A thing that we stick on is the provision of skills relevant for our staff in the areas of
need. This has been so and to some extent our staff are able to cope with the demands of time and the services we provide (Respondent from the management).

4.6 Whether training provided at MOSAPO is adequate

The last question sought to find out whether training provided at MOSAPO is adequate in order to enable employees achieve the targets put. In lieu of that, various arguments were given by respondents as follows.

One of the management personnel stated that;

*The organisation has been trying its level best to train its employees in order to enhance performance. The plans have been put and implemented, yet the provision of training that could be adequate for the organisation has been hindered by budget deficit (Respondent from the management).*

Moreover, it was found and insisted that steady and long-term competitiveness requires an organisation to be committed to putting employee’s first and developing quality training programmes that are linked to its strategic objectives. Without a true commitment to the employees at all levels throughout an organisation, the journey to enhance organisational performance will be an elusive adventure. This is in line with Meek (2007) who stated that quality employees equate to organisational success; unqualified and poorly trained employees equate to organisational failure. Thus, the provision of adequate training seemed to be of paramount importance.

On the other hand, the interviewees were of the view that although the organisation encounters budget deficit, what is given as training has helped employees capture relevant skills that have been of assistance to those who are served by the organisation. One of the respondents from the management stated that;
“As we grow the need for employee training has been the organisation priority. Our organisation has accommodated up to 430 people within the municipality that were trained of entrepreneurial ventures something that has enabled them participate in business ventures as well as humanitarian issues” (Respondent from the management).

Furthermore, respondents have demonstrated that trainees who are adequately trained perceive their work climate to be supportive and are more likely to attend training programmes and be motivated to learn. However, it was further found that trainees hold more favourable attitudes toward training when they have input into the design of the training or when they choose to attend training, rather than being required to attend. This would be necessitated by the way they perceive training and the availability of adequate training. The statement above concurs with Ngirwa (2006) who recommends that adequate training and development should be provided to enable employees to acquire the necessary knowledge, skills, experience and behaviour essential for the management of organisations in a dynamic environment.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusion, recommendations and a need for further research which are the outcome of the study findings. It commences with the summary, conclusion, recommendations and finally the need for further research is given.

5.2 Summary

The study aimed at evaluating the quality of employees’ training at MOSAPO. The goal was to find out whether employees’ training at MOSAPO is based on principles of effective training and determined whether training offered to employees at MOSAPO is adequate. The researcher utilised a case study research design that enabled the researcher to explore in-depth the ideas regarding the quality of employees’ training while utilizing interview, observation and FGDs.

The findings from the study revealed that employees’ training was based on principles of effective training from the fact that those who were trained, utilised well their knowledge and skills to attain work performance something that can be interpreted by those provided with the services as very good, but requiring some improvements because of some reasons to fulfill their obligations for the enhancement of services. However, there has been a need to have frequent capacity building among the employees for the smooth running of MOSAPO. Moreover, training at MOSAPO was based on programmes and plans, although there were some delays of implementing the plans due to the inadequate funds as well as the inability to obtain qualified trainers. Likewise, it was found that there has been an evaluation whenever training is carried out as after the completion of each programme, the team is expected to meet to evaluate the entire event. Furthermore, MOSAPO has been utilising its staff as well as hiring trainers experienced in human resources management, organisational performance, strategic
management and customer care services from various consulting firms. These experts have enabled the organisation attain their objectives and targets although with deficiencies in budget related affairs. Finally, it was found that the organisation has been trying its level best to train its employees in order to enhance performance. The plans have been put and implemented, however training has not been adequate due to budget deficit that has been acting as the major hindrance.

5.3 Conclusion

It is concluded from the findings that the quality employees’ training has been a priority to MOSAPO something that has necessitated the need to carry out training effectively. This promotes ongoing learning. However, programmes and plans are put to forecast the future but it happens that errors of all kinds are so prominent that entire training programmes have been developed specifically to remedy them.

Likewise, evaluation done at MOSAPO helped in identifying and addressing employees’ weaknesses that enabled the organisation to strengthen workers’ skills. Furthermore, MOSAPO used experts from various firms to help employees acquire skills relevant for the smooth running of the organisation. The incorporation of various experts resulted in exchange of experiences that enabled MOSAPO employees to bridge the gap of knowledge they possessed.

Moreover, respondents have demonstrated that trainees who are adequately trained perceive their work climate to be supportive and are more likely to attend training programmes and be motivated to learn.

All these conclusions are in line with the theories reviewed that create an environment for the organisation to benefit and carter for customer service provision.
5.4 Recommendations

In view of the above findings and conclusion, the researcher has proposed the following recommendations;

i. Research has shown that most learning does not occur in formal training environments only. Therefore MOSAPO leaders should take actions that promote ongoing and continuous learning on the job. Leaders should also encourage individuals and teams to conduct debriefs of on-the-job experiences as a means of fostering experiential learning.

ii. To enhance effective improvement of training programmes it is recommended to improve the level of efficiency of training function and eventually have clarity in scope and objectives of plans and programmes.

iii. Conduct evaluation after every training session and give feedback to trainees while implementing training functions openly and involving every individual in determining the kind of training they need.

iv. MOSAPO should enhance its employees for the purpose of getting rid of hiring experts who cost the organisation thereby enabling them to have proper skills to be shared among employees.

v. The adequacy of training has been low due to budget deficit, hence its enhancement is vital.

5.5 Need for Further Research

The study evaluated the quality of employees’ training at MOSAPO; it is advised that further studies be done on the following issues;

i) What is the perception of customers on the service quality provided at MOSAPO? The reason would be to find out if customers are satisfied with the services provided by MOSAPO.

ii) To what extent is the budget deficit contributing towards the failure of plans at MOSAPO?
The reason would be to find out if budget cuts cause failures in implementing plans and vice versa.
REFERENCES


APPENDICES

Appendix 1  Interview Guide Questions for senior staff

1. What is the extent of employees’ training at MOSAPO?
   Very good ( ) Good ( ) Poor ( )

2. Is the training carried out at MOSAPO based on TNA?

3. Does MOSAPO have yearly training programmes for her staff? (tick the right section)
   Yes ( ); I don’t know ( ); No ( )
   If yes

4. Are you involved in planning department objectives and targets?
   (a) Strongly agree ( )
   (b) Agree ( )
   (c) Disagree ( )
   (d) Strongly disagree ( )

5. Is the training based on specific training programmes and plans? Yes ( ), No ( )

6. Why do you think staff training programme was introduced in MOSAPO? (Tick the right section).
   (a) It is an Organisational Policy ( )
   (b) Pressure group (donor, interested parties) ( )
   (C) Development of employee’s capability ( )
   (d) Performance deficiencies (gaps) ( )

7. Does the organisation have a training policy to guide trainee’s selection? (Tick the right section).
   Yes ( ), I don’t know ( ), No ( )
   If yes, please outline the procedure.
8. Is training evaluation carried out at your organisation? Yes ( ), No ( )

9. Have you ever attended training under the Organisation’s training Programme? (Tick the right section). Yes ( ) No ( )

10. Did you find the training programmes held at your organisation useful?
Very useful ( ) Not really ( ) Useful enough ( ) No ( )

11. Have trainings been offered by qualified trainers? Yes ( ) No ( )

12. Mention at least two most important weaknesses encountered in the implementations of training programme in your organisation.
   a)………………………… b)…………………………

13. Are the training adequate to enable employees acquire skills relevant for their day to day activities? Yes ( ) No ( )

14. What are your suggestions for improving the training Programmes?
   a)………………………… b)…………………………

15. What do you think about the overall quality of those programmes?
   High quality ( ) Satisfactory quality ( ) Good quality ( ) Not satisfied ( )
Appendix 2  Focus Group Discussion Questions

1. What is the extent of employees’ training at MOSAPO?
   Very good ( ) Good ( ) Poor ( )

2. Does MOSAPO have yearly training programmes for her staff? (tick the right section)
   Yes ( ); I don’t know ( ); No ( )

   If yes; Are you involved in planning department objectives and targets?
   (a) Strongly agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly disagree ( )

3. Is the training based on specific training programmes and plans? Yes ( ), No ( )

4. Why do you think staff training programme was introduced in MOSAPO? (Tick the right section).
   (a) It is an Organisational Policy ( )
   (b) Pressure group (donor, interested parties) ( )
   (C) Development of employee’s capability ( )
   (d) Performance deficiencies (gaps) ( )

5. Does your education level necessitate training for the organisation’s betterment?

6. Did you find the training programmes held at your organisation useful?
   Very useful ( ) Not really ( ) Useful enough ( ) No ( )

7. Have trainings been offered by qualified trainers? Yes ( ) No ( )

8. Mention at least two most important weaknesses encountered in the implementations of training programme in your organisation.
   a) ..................................... b) .........................................

9. Where you involved in highlighting the training needs?

10. What do you think about the overall quality of those programmes?
    High quality ( ) Satisfactory quality ( ) Good quality ( ) Not satisfied ( )
## Appendix 3  Observation Checklist

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<th>Aim</th>
<th>Target</th>
<th>Response (tick where necessary)</th>
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<td>Employee’s training needs</td>
<td>Employee’s background knowledge and adaptation</td>
<td>Skilled and able to adapt</td>
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<tr>
<td>2</td>
<td>Employees’ training carried out at MOSAPO</td>
<td>Enhancing performance</td>
<td>Enhanced performance</td>
</tr>
<tr>
<td>3</td>
<td>Impact of training on employee’s performance</td>
<td>Work performance</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Recommendation to improve performance</td>
<td>Suggestions</td>
<td>-</td>
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Appendix 4  MOSAPORG ORGANIZATION STRUCTURE

MOSAPORG ORGANIZATION STRUCTURE

ANNUAL GENERAL MEETING

ADVISORY BOARD

EXECUTIVE DIRECTOR

SENIOR PROGRAM MANAGER

IT OFFICER

FIELD OFFICER

PROGRAM

ADMINISTRATIVE OFFICE

ACCOUNTANT

M&E OFFICER

SECRETARY

Volunteers

Interns