FACTORS AFFECTING IMPLEMENTATION OF TRAINING PROGRAMS TO THE PUBLIC INSTITUTIONS: A CASE OF PRESIDENT’S OFFICE, PUBLIC SERVICE MANAGEMENT
FACTORS AFFECTING IMPLEMENTATION OF TRAINING PROGRAMS TO THE PUBLIC INSTITUTIONS: A CASE OF PRESIDENT’S OFFICE, PUBLIC SERVICE MANAGEMENT

By
Amina Mohamed

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Science in Human Resources Management (MSc-HRM) of Mzumbe University-Dar es Salaam College

2013
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled The Assessment of the factors affecting the implementation of Training Programs at President’s Office-Public Service Management, in partial/fulfillment of the requirements for award of the degree of Msc. Human Resource Management of Mzumbe University.

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ACKNOWLEDGMENTS

Before giving my sincere thanks to the people who supported me on this study, let me firstly thank the Almighty God for giving me good health all the time I have been working on this study. I would like in a very special way to thank my Supervisor Ms. Mary Rutenge who has tirelessly reviewed my work very closely in a very professional way. I treasure and respect her mentoring and supportive supervision. I also wish to thank all employees of President’s Office, Public Service Management without their input this study could not be complete. It is not possible to mention all who contributed to this work, but I really treasure their contribution and support. May God exalt all of them!
DEDICATION

To my lovely husband Masoud Said Mbarouk, my daughter Aisha, and my son Mohammed this work is dedicated.
Current advances in technology and rapid transformation in the world have placed increasingly severe demands on the human capital in public sector. The need for improved and more varied skill levels, coupled with current economic constraints, requires that modern public sector training programs impart the complicated, higher-order skills required to perform to an acceptable level. Furthermore, this must be accomplished in less time, and with a lower money investment than in past years.

This study discusses the factors affecting effectiveness implementation of training programs at President’s Office-Public service management. The study had three specific objectives namely; determining the current Training Practices at President’s Office-Public Service Management, identification of the perceived benefits of training programs at President’s Office-Public Service Management and exploring the major challenges that usually trigger the implementation of training programs to President's Office - Public Service Management. The researcher employed qualitative and quantitative techniques, hence the methods triangulation. Data collection instruments were questionnaires, personal interviews, and documentary sources.

Data collected were analysed using Statistical Package for Social Sciences (SPSS) mainly descriptive statistics (Frequencies & Statistical means). Data collected through documentary review and personal interview were analysed using content analysis. The study used a sample of 84 respondents from different departments of the President’s Office-Public Service Management.

The findings showed that there is no agreement on training needs and priorities, lack of commitment and shortage of funds, thus limiting the sustainability of programs. Conclusively the research argues that the President’s Office-Public service Management should restructure the training programs to bring social and economic benefit and enhance organisational Performance.
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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The involvement of training to workers in public sector fosters the improvement of the workforce and thus affects the entire economy. The operations of the public institutions in the formulation and implementation of the training is having its own potential to grow as a strategy. The provided opportunity to the professionals deserves an upgrading approach into their skills and to their careers. This study aims to analyze factors affecting implementation of training programs to the public institutions in Tanzania.

1.2 Background of the Study

Employees are increasingly demanding change, choice, flexibility, as well as variety in their work; recommending that with the de-layering of organizations and empowerment of individual employees, the future for both the organization and the individual lies not in promotion to successively higher levels of management, but rather in developing and enhancing the value of the individual as an asset of the firm (Seidler, 1996). The value of human capital is enhanced by acquisition of higher performance potential such as new tasks, functions, as well as KSAPs (Knowledge, Skills, Abilities, Personal attributes) (McGregor, 1988).

Furthermore, higher performance capability usually begins with planned, structured approaches to ensure that cross-training occurs, and with constant evaluation on the basis of application in the work place (Feigenbaum, 1988). When reviewing the literature on quality management, one is struck by the absence of any mention of individuals who have problems in the workplace (Seidler, 1996). Moreover, employees involved in an effective training programme manifest a love for their work and are interested in doing their best for the organization (Seidler, 1996).

The importance of employee training and development has long been recognized as a crucial issue for businesses (Ford et al., 1997). To the extent that employee-training programs are effective, companies are able to avoid wasteful spending and improve
performance and productivity. Thus, a key consideration for virtually all business is the expected return provided the organization for its training investment.

As mentioned by Craven (1997), there is some link between training and good performance but the direction is difficult to identify. Nonetheless, what is known for sure is that the training and development of staff is relevant in better performing companies. The difficulty in identifying the correlation between training and performance is attributed to the determination of changes in performance. Measuring knowledge acquired is easy to determine. But to measure skills and attitude development is a different aspect to consider (Craven, 1997). This evaluation needs to be done over a long time period and needs to be carried out by those working with the candidate, to evaluate how the delegate performed before and then after the training process.

1.3 Statement of the Problem

Without the appropriate answer in the needs of the employees for training there is a devastating effect on the growth of the business and the country’s economy of Tanzania. Different administrative reforms of the public institutions adopted different strategies and adjustments to satisfy the needs (Manguènnandongo, 2002). With respect to the core personnel policies, there should be an effective way to enhance the job performance of the employee. The aid of the training and development is one of the major steps that most of the public institutions in Tanzania want to keep in their system to achieve the quality of performance.

Despite the good plans of the Government of Tanzania to offer training to its workers, there are several factors that hinder the implementation of training programs to the public institutions in Tanzania. Moreover, the government has spent enormous amount of money on employees in the public sector and more expenses will be incurred by the government in training its public sector employees in order to achieve a knowledge-based workforce and knowledge-economy in tangent with the country’s vision 2020. Yet, presently, many grievances and complaints have been directed towards public sector employees for their ineffectiveness and inefficiency which is lead by lack of training. Therefore this study tends to analyze factors
affecting implementation of training programs to the public institutions in Tanzania, the case of President's Office - Public Service Management (Utumishi).

1.4 Objectives of the Study
The objectives of the study are to:

1.4.1 Main Objective
Examining factors affecting implementation of training programs to the public institutions in Tanzania, the case of President's Office - Public Service Management (Utumishi)

1.4.2 Specific Objectives
i. Determine the current Training Practices at President’s Office-Public Service Management
ii. To identify the perceived benefits of training programs at President’s Office-Public Service Management
iii. Find out the major challenges that usually trigger the implementation of training programs to President's Office - Public Service Management

1.5 Research Questions
The study seeks to answer the following questions:

i. What are the current training practices taking place at President’s Office-Public Service Management?

ii. What are the benefits of training programs at President’s Office-Public Service Management?

iii. What are the Major challenges that usually trigger for the implementation of training programs to President's Office - Public Service Management?

1.6 Significant of the Study
The study is important to:-
Policy makers:

i. The study will pose a problem of the stated topic and hence benefit policy makers who after identifying the problem will come forward to prevent it by making policies which will guide the organizations concerning training and their implementation obstacles

ii. Organizations:
The study will challenge the public organizations about training and their implementation obstacles.

1.7 Scope of the Study
The study was conducted at President’s Office - Public Service Management (Utumishi). This study focuses on training and their implementation obstacles; departments focused are training department and policy department. This will help much on obtaining relevant and supporting data for conclusion as the researcher of this study is also one of the employee (insider) in training department.

1.8 Limitation of the Study
The study faced with the following limitations;

i. Time constraint: The time allocated was not enough because the President's Office - Public Service Management (Utumishi) is very large i.e. it is the central point of all trainings in public organizations in Tanzania, therefore it was difficult to include all departments within the required period of four months.

ii. Lack of enough funds: The fund provided were not enough to cater all expenses during the fieldwork.

1.9 Organization of the Study
The study is organized into five chapters. The chapter one covers the background and problem statement of the study. The main purpose of the research, objectives as well
as significance of the study are found in chapter one. The review of related literature and theoretical framework are located in the next chapter (Chapter two). Chapter three contains a description of the research methodology and procedure while presentation, analysis and discussion of results will covered in chapter four. The chapter five will cover summary of findings, conclusion and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This study examines factors affecting implementation of training programs to the public institutions in Tanzania, the case of President's Office - Public Service Management (Utumishi). This chapter presents a review of literature used in the study.

2.2 Theoretical Literature Review
2.2.1 Definition of Terms
2.2.1.1 Training
Generally, training is a process in which people acquire knowledge, skills and attitudes that they need to perform their jobs well for the achievement of their organizational goals (Mathias and Jackson, 1998). Similarly, De Cenzo and Robbins (1996) defined training as learning experience which seeks a relatively permanent change in an individual to improve that individual’s ability to perform his or her job effectively.

Training may in other way mean changing what employees know, how they work, their attitude towards work, or their interaction with their co-workers or supervisors. In fact there is a correlation between training expenditures of an organization and economic performance measures, such as return on assets and productivity, service delivery etc (D’ Arcimoles,1997).

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning:
‘It should be reserved for situations that justify a more directed expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject-specific knowledge, rather than trying to build core learning abilities’.

According to Prasad (2006), Training is an act of imparting and developing specific skills for a particular purpose. Irwin and Ford (2002) also look training as the systematic acquisition of skills, rules, concepts or attitudes that result in improving performance in other environment.

Burcley and Caple (2000) define training as a systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience, to achieve effective performance in an activity or range of activities. Goldstein and Ford (2001) add that training is the systematic acquisition of skills, rules, concepts, or attitudes that result in an improved performance.

Armstrong (2003) concurs with other authors in defining training as a planned and systematic modification of behavior through the learning event, programs and instruction which enable individuals to achieve the levels of knowledge, skill and competencies needed to carry out their work effectively.

Training in view of Decenzo and Robbins (1996) is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Decenzo and Robbins typically say training can involve the changing of skills, knowledge, attitudes, or behavior. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their coworkers or supervisor. Decenzo and Robbins see training as more present-day oriented, its focus is on individuals’ current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is the process of teaching employees the knowledge or skills they need to better perform their
current jobs. That is training aims to help employees meet the goals of the company as well as their own goals.

Sims (1993) summarizes the above definitions by defining training as a systematic planned approach to teaching knowledge, skills, abilities, and attitudes, with certain features. Furthermore, training is a process of changing behaviour and motivation to improve the match between employee characteristics and the demands of a job. The process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels. Improved competence and performance, in turn, imply that there have been measurable changes in knowledge, skill, abilities, attitudes, behavior.

2.2.1.2 Development
Before we begin our study of the factors affecting the implementation of the training programs to the public institutions in Tanzania, it is important to understand exactly what we mean when we say development:
Development describes the growth of humans throughout the lifespan, from conception to death.

The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development.

The scientific study of development is important not only to psychology, but also to sociology, education, and health care. Development does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development throughout life.

2.2.1.3 Training and Development
Training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It
has been known by several names, including employee development, human resource development, and learning and development.

Harrison observes that the name was endlessly debated by the Chartered Institute of Personnel and Development during its review of professional standards in 1999/2000. "Employee Development" was seen as too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to be comfortable with. "Human Resource Development" was rejected by academics, who objected to the idea that people were "resources" — an idea that they felt to be demeaning to the individual. Eventually, the CIPD settled upon "Learning and Development", although that was itself not free from problems, "learning" being an over general and ambiguous name. Moreover, the field is still widely known by the other names.

2.2.1.4 Public Services
This is a term usually used to mean services provided by government to its citizens, either directly (through the public sector) or by financing private provision of services. The term is associated with a social consensus (usually expressed through democratic elections) that certain services should be available to all, regardless of income. Even where public services are neither publicly provided nor publicly financed, for social and political reasons they are usually subject to regulation going beyond that applying to most economic sectors. Public services are also a course that can be studied at college and/or university. These courses can lead entry in to the: police, ambulance and fire services.

It is also an alternative term for civil service.
Public service tend to be those considered so essential to modern life that for moral reasons their universal provision should be guaranteed, and they may be associated with fundamental human rights (such as the right to water). An example of a service which is not generally considered an essential public service is hairdressing. The Volunteer Fire Dept. and Ambulance Corps are institutions with the mission of servicing the community. A service is helping others with a specific need or want.
Service ranges from a doctor curing an illness, to a repair man, to even a food pantry. All of these services are important in people's lives.

2.2.1.5 Knowledge

Knowledge is defined by the Oxford English Dictionary as

i. expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject;

ii. what is known in a particular field or in total; facts and information; or

iii. Awareness or familiarity gained by experience of a fact or situation.

Philosophical debates in general start with Plato's formulation of knowledge as "justified true belief."

There is however no single agreed definition of knowledge presently, nor any prospect of one, and there remain numerous competing theories. Knowledge acquisition involves complex cognitive processes: perception, learning, communication, association and reasoning. The term knowledge is also used to mean the confident understanding of a subject with the ability to use it for a specific purpose if appropriate. See knowledge management for additional details on that discipline.

“ We suppose ourselves to possess unqualified scientific knowledge of a thing, as opposed to knowing it in the accidental way in which the sophist knows, when we think that we know the cause on which the fact depends, as the cause of that fact and of no other, and, further, that the fact could not be other than it is. Now that scientific knowing is something of this sort is evident - witness both those who falsely claim it and those who actually possess it, since the former merely imagine themselves to be, while the latter are also actually, in the condition described. Consequently the proper object of unqualified scientific knowledge is something which cannot be other than it is. ” - Aristotle, Posterior Analytics (Book 1 Part 2)
2.2.1.6 Attitude

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

Attitudes are judgments. They develop on the ABC model (affect, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object (Torington et al 2009).

In heraldry, an attitude is the position in which an animal, fictional beast, mythical creature, human or human-like being is emblazoned as a charge, supporter or crest. Many attitudes apply only to predatory beasts and are exemplified by the beast most frequently found in heraldry—the lion.

2.2.1.7 Competence

A competence is the cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.
2.2.1.8 Skills
A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be divided into domain-general and domain specific skills.

2.2.1.9 Organization Performance
Performance is an action or achievement, considered in relation to how successful it is. This is widely defined as ability to operate efficiently, quickly. According to Bana, et all. (2007) the central premise of human relations theory in organizational studies is that organizational performance is enhanced through the people working in it, organizational performance, although not a precisely defined concept, is assessed in terms of the results that an organization achieves in relation to its objectives. In principle, it can be measured at the output, outcome or impact level, and, less rigorously, as the organization’s compliance to rules.

2.2.2 Factors Influencing Training
According to Gupta (2009) Training is required on account of the following reasons:-

2.2.2.1 Job Requirements
Employees selected for a job might lack the qualifications required to perform the Job effectively. New and inexperienced employees require detailed instruction for effective performance on-the –job. In some cases, the past experience, attitudes and behavior patterns of experienced personnel might be inappropriate to the new organization. Remedial training should be given to such people to match the needs of the organization. New employees need to provide orientation training to make them familiar with the job and the organization.

2.2.2.2 Technological Changes
Technology is changing very fast. Now automation and mechanization are being increasingly applied in offices and service sector. Increasing use of fast changing technique requires training into new technology, for instance, staff in public sector
bank are being trained due to computerization of a well-trained personnel. New jobs require new skills. Thus, both new and old employees require training.

2.2.2.3 Organizational Viability

In order to survive and grow, an organization must continually adapt itself to the changing environment. With increasing economic liberalization and globalization, business firms are experiencing expansion growth and diversification. In order to face international competition, the firms must upgrade their capabilities. Existing employees need refresher training to keep them abreast of new knowledge. Training programs foster the initiative and creativity of employees and help to prevent obsolescence of skills. An organization can build up a second line of command through training in order to meet its future needs for human resources. Trained staff is the most valuable asset of a company.

2.2.2.4 Internal Mobility

Training becomes necessary when an employee moves from one job to another due to promotion and transfer. Employees chosen for higher level jobs need to be trained before they are asked to perform the higher responsibilities. Training is widely used to prepare employees for higher level jobs. Thus, there is an ever present need for training people so that new and changed techniques may be taken as an advantage and improving old methods which are affected. Need for training has increased due to growing complexity of jobs, increasing professionalization of management growing uncertainties in the environment global competition, growing aspirations, vast untapped human potentials, ever-increasing gap between plans and results and sub-optimal performance levels.

2.2.3 Benefits of Training

Training is an activity that changes people’s behavior. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. 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, McNamara (1998) lists the following as general benefits from employee training:

i. increased job satisfaction and morale
ii. increased motivation
iii. increased efficiencies in processes, resulting in financial gain
iv. Increased capacity for adaptation of skills and qualifications to technological and other changes in the organization to improve the performance of employees by helping them to adapt to changes in the work routine due to new technologies, new legislation, etc.
v. increased innovation in strategies and products, and Increasing efficiency in executing the tasks to reduce costs;
vi. Promoting horizontal mobility by providing training to acquire the expertise necessary to fulfill a new task on the same hierarchical level to improve the flexibility and adaptability of employees
vii. reduced employee turnover
viii. Improving the relationship between the organization and customers;
ix. Improving the quality of products and services delivered to customers;

2.2.3.1 Training Enlarges Knowledge and Skills

Training enlarges the knowledge and skills of the participants. Therefore, well-trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills. Trained employees are more valuable posts to develop future managers. Bartram and Gibson (2000) agree that without the right training, employees can be your [the organization’s] biggest liability. Trained effectively, however, they can become your biggest asset. Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programs train workers in new behaviors and then train managers to support employees as they apply learning daily (Rosner, ibid). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training.
Nwachukwu (1988) sees training as organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. One of the potent factors militating against the good performance of employees is inadequate training. It is the systematic training and development of personnel on continuous basis that can harness the totality of human resources towards high productivity in the organization. The more organizations seek excellence, the more employees’ training and development becomes imminent. Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization.

2.2.3.2 Empowerment

The main focus for training is seen as a key to achieving empowerment for individuals and in maintaining the focus on the customer in order to remain competitive. Not only is training the center of empowerment with as much as 10% of employees’ time spent on it, but successful companies use training and development as a competitive strategy. Sloman (1999) emphasizes that it is universally accepted that competition has become more intense. Two forces that have given rise to this growing intensity are an increasingly global economy underpinned by the information/telecommunications revolution. There is incontrovertible evidence that these forces have exerted a powerful influence on the competitive environment in which all large organizations operate. An important issue facing the training manager is to consider how the influence will be felt in the organization (ibid).

2.2.3.3 Improve Performance

Training helps to improve the level of performance. Trained employees perform better by using better method of work. Training facilitate rapidly changing in business trends Sloman (1999) suggests that training makes a significant and distinctive contribution to the development of an organization’s competitive strategy, based on enhancing the skills and capabilities of employees, and giving individuals in the organizations appropriate opportunities to develop their own capability both in
the short and long term. Borders and boundaries have collapsed and the general effect of globalization is well known and that less attention has been to the given dramatic collapse of traditional business boundaries. This phenomenon forced managers to change their management approach to adapt to new business trends (ibid).

Improve individual and organizational performance Broad (2005) states that the main and important objective of training and development is to address performance deficiencies both at individual, team and organizational level. She further notes that training and development consists of structured learning experiences to help a learner gain new knowledge and skills to assist them do their job. Bakwena (2000) differs with Broad’s view that training improves performance. Bakwena (ibid) argues that researchers have not been able to clearly demonstrate that indeed training and development improve individual and team performance, a sentiment held by many. Bakwena (opcit) adds that it is not necessarily true that training and development improves performance.

The assumption that if they are not performing the way they should, training and development are the solution, is no longer true (Broad 2005). The question then is, if training and development were not improving performance, why then have organizations spent a lot of money on training and development for many years. There must be a bit of the truth in that to some extent training and development improves individual, team and organizational performance. The main question maybe would be, to what extent training and development contributes to the effective and efficient operation in the organization.

Cascio (1989) sees training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels. To Cascio, improved performance in turn, implies that there have been measurable changes in knowledge, skills attitudes and/or social behaviour. In a related work, Aina (1992) sees training as the acquisition of the technology which permits employee to perform according to standard. He then see training as an experience, a discipline or a
systematic action which causes people to acquire new skills and knowledge and predetermined behavior.

2.2.3.4 Achievements of Organization Goals
Burcley and Caple (2000) are of the view that when training and development are well managed, they can contribute to the achievement of organizational goals. Training and development play a more long-term strategic role directly or indirectly. The direct role is pursued within the context of training and development. In this respect, training and development can move away from focusing on individual skills to a more strategic approach such as leadership, team, and an organizational strategic plan.

2.2.3.5 Promote Good Relationship
Prasad (2006) argues that proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. Training helps to develop people for promotion to higher posts and to develop future managers. A sound training program helps to improve the climate of an organization. Industrial relations and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced. Organizations having regular training programs can fulfill their future needs for personnel from internal sources.

2.2.3.6 Create Organization Stability
According to Armstrong (2006) organizational stability is enhanced because training helps to reduce employee turnover and absenteeism. Training is an investment in people and therefore systematic training is a sound business investment. In fact, no organization can choose whether or not to train employee. The only choice left to management is whether training shall be haphazard, casual and possibly misdirected or whether it shall made a carefully planned part of an integrated program of human resource administration.
2.2.3.7 Benefits of Training to Employees

According to Gupta (2009) Training is useful to employees in the following ways:

i. **Self-confidence:** Training helps to improve the self-confidence of an employee. It enables him to approach and perform his job with enthusiasm.

ii. **High earnings:** Trained employees can perform better and thereby earn more.

iii. Safety Training helps an employee to use various safety devices. He can handle the machines safety and becomes less prone to accidents.

iv. **Adaptability:** Training enables an employee to adapt to changes in work procedures and methods.

v. **Promotion:** Through training, employee can develop himself and earn quick promotions,

vi. **New skills:** Training develops new knowledge and skills among employees. The new skills are a valuable asset of an employee and remain permanently.

2.3 Training Effectiveness

According to Gupta (2009) Trainings effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired in the training programs. It depends on the attitudes, interests, values and expectations of the trainees and the training environment. A training programs is likely to be more effective when the trainees want to learn, are involved in their jobs, have carrier strategies, contents of training programs, and the ability and motivation of the trainers also determine training effectiveness.

2.3.1 Identifying Training Needs

Gupta (ibid) argues that at all activities must be related to the specific needs of the organization and the individual employees. A training program should be launched only after the training needs are assessed clearly and specifically. The effectiveness of a training program can be judged only with the help of training needs identified in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and attitudes should be specified.
The problem areas that can be resolved through training should also be identified. Training needs can be identified through the following types of analysis.

Organizational Analysis, It involves a study of the entire organization in terms of its objectives, its resources, resources allocation and utilization, growth potential and its environment. Its purpose is to determine where training emphasis should be placed within the organization. Organizational analysis consists of the following elements.

(a) **Analysis of Objectives.** The long-term and short-term objectives and their relative priorities are analyzed. Specific goals and strategies for various departments and sections should be stated as a means for achieving the overall organizational objectives. General objectives need to be translated into specific and detailed operational targets. It is also necessary to continuously review and physically objectives in the light of the changing environment.

(b) **Resource Utilization Analysis:** The allocation of human and physical resources and their efficient utilization in meeting the operational targets are analyzed. In order to examine in detail the inputs and outputs of the organization, efficiency indices may be developed. These indices will help to determine the adequacy of specific work flows as well as the contribution of human resources.

(c) **Organization Climate Analysis:** The prevailing climate of an organization reflects the member’s altitudes. It also represents management’s altitude towards employee development. Without adequate management support, and appropriate supervisory styles, a training program cannot be successful. Analysis of organization climate can reveal the strengths and weaknesses also.

(d) **Environment scanning:** The economic, political, technological and socio cultural environments of the organization are examined. This is necessary to identity the environmental factors which the organization can influence and the constraints which it cannot control.
According to Armstrong (2009) Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. The concept was originally developed for the industrial training boards in the 1960s and consists of a simple four-stage model, as illustrated in Figure 2.1 below.

1. Identify training needs.
2. Decide what sort of training is required to satisfy these needs.
3. Use experienced and trained trainers to implement training.
4. Follow up and evaluate training to ensure that it is effective.

**Figure 2.1: Systematic Training Models**

Source: Armstrong (2009).

**2.3.2 Training Objectives**

According to Armstrong (2006) the purpose of the training should be clearly defined in terms of the ‘criterion behavior’ required as a result of training, and the ‘terminal behavior’ expected. The latter can be expressed as a statement along the lines of: ‘On completing this training the participant will be able to…’ Defining criterion and terminal behaviors will provide the basis for evaluation, which is an essential element in the achievement of successful training.
2.3.3 Training should be Job Related
Armstrong (2006) argues that the content of the training should be related to the work contexts of the participants. Ideally, their work should be made a central feature of the subject matter. Every opportunity should be taken to embed learning at work.

2.3.4 Appropriate Training Technique
Armstrong (ibid) argues that training techniques used should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course.

2.3.5 Training Must Meet Defined Needs
Armstrong (2003) states that a systematic training is one that is specifically designed planned and implemented to meet the defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated. Brookes (1995) adds that for training and development to be successful it needs to be organized effectively. The organization needs to have and support a training department or at the least someone with dedicated responsibility within the personnel. It is essential to have a training and development policy and training plan and to allocate a realistic budget to the training, and for training and development to be represented and supported at board level. Brookes (ibid) cautions that it is important to recognize that training is not the solution to all problems, and indeed, that it could sometime exacerbate the situation. Training is usually identified or associated with performance problems, either existing or potential, and therefore it is important for training to be systematically organized.

Employee training represents a significant expenditure for most organizations. Training too often is viewed tactically rather than strategically. Organizational
leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy. To Daniels (2003) training should not be regarded as a luxury to be undertaken when time and budgets allow. Nor is it wise to think of training as remedial, as a matter of shoring up weak employees or fixing problems. In a successful program, the training unit acts not like a group of physicians who minister to organizational ills, but rather as an agent of change. Senior management should recognize that the training function has valuable intelligence about employees’ core skills. The training unit, in a successful program, understands the organization’s strategic direction and can design and implement a creative way of moving people in that direction.

2.3.6 Barriers for Effective Training

Swanepoel, et al (1998) argues that one of the many reasons why training fails in the organization is due to a lack of systematically developing training models. The authors add that it is essential to translate the needs identified into measurable objectives that will guide the training process. These objectives will state what a person will be able to do, under what conditions, and how well the person will be able to do it. Once the needs have been identified and behavioral objectives stated, training methods can be developed to achieve these objectives. Appropriate training methods must be selected and suitable materials developed to convey the required knowledge and skills identified in the objectives. Most importantly, training management is a single and critical component that contributes to the effective training and development in the organization.

Sloman (1999) notes that, an effective link between training and strategic planning is one of the most important challenges facing training managers in recent times. Sloman further adds that in the majority of instances, training managers attach strategic organizational goals to their training and development priorities. He attributes this failure to poor planning on the part of training managers. It is therefore crucial that a strategic training plan be in place for training to be effective. Creating a learning organization is not easy and therefore managers have to deal with diverse and difficult situations.
Garrant (1990) identifies the lack of a personal development plan as a stumbling block to the successful implementation of a learning organization. Lack of training could be as a result of a lack of resources. Budget constraints could prevent training from occurring or the employee workload could discourage the release of employees for training. Whatever the reasons, the fact remains that a department that does not train, will not be able to respond to changing demands, will not be able to transform itself and cannot be defined as a department valuing human resource development.

2.3.7 Principles of Training

According to Gupta (2009) the following guidelines can help to make training more effective:

i. **Clear objectives.** The objectives and scope of a training programme should be clearly defined. A comparison of operational requirements and existing human resource skills will help to determine the specific training needs of employees operational requirements depend on the performance needed to achieve organizational objectives. A well defined set of performance standards should be created.

ii. **Training policy:** A clearly defined training policy serves as the guide for designing and implementing training programmes. Such a policy should specify who is responsible for training, what is to be spent in training. Etc.

iii. **Motivation:** Employees tend to be most responsive to training programmes when they feel the need to learn. Therefore, training must be related to the needs and problems of the trainees as well as to their abilities and aptitudes. Information provided in the training material should be meaningful. It should be presented in a sequential manner from the simple to the more complex. Audio – visual aids should be used to avoid boredom and fatigue of the lecture method.
iv. **Reinforcement:** According to B.F Skiner’s Behavior Modification model when a behavior is repeatedly rewarded, it becomes a permanent part of one’s rewards and punishments. Rewarded or negative reinforcements, Pay raise, promotions and praise should, therefore, be used to reward trainees who learn and apply the knowledge and skills. Rewards should quickly follow the desired behavior and performance. Trainees should be encouraged to participate, discuss and discover the desirable patterns of behavior.

v. **Organized Material:** Training material should be properly organized. A complete outline of the whole course should be distributed in advance so that the trainees can prepare themselves before coming to the class. Training material should be prepared by training section in consultation with line supervisors.

vi. **Learning period:** Learning takes time and teaching in segments is better than in one go. Several short sessions spread over a long period, enable the trainee to learn, reinforce and review.

vii. **Preparing the Instructor:** The instructor or trainer is the key figure in a training programme. The trainer should not only be a good teacher but must know the subject and the job also. Good trainers should be developed both from inside and outside the organization.

viii. **Feedback:** Trainees should be provided information on how much they have learnt and how well they are doing. Every trainee should know what aspect of his behavior/ performance is not up to par and what he can do to improve it. The feedback should be possible, fast and frequent. Self graded tests and programmed learning can be used to provide feedback.

ix. **Practice:** Practice makes a man effect. Skills that are practiced often are better learned and less easily forgotten. Therefore trainees should be allowed
continuous practice. Tell and demonstrate knowledge and skills and then let the trainee try it himself.

x. **Appropriate Techniques:** The methods and processes of training should be related directly to the needs and objectives of the organization. It should be conducted as far as possible in the actual job environment so as to be meaningful to be effective, training should be based on the tested principles of learning.

2.4 **Training Process**

According to Sehgal (2006) the standard model of training process has the following steps:

i. Identification and analysis of training needs.

ii. Defining training objectives.

iii. Design and development of training plans.

iv. Implementation of training plans.

v. Review and evaluation of training programs.

vi. Feedback on the result of evaluation for further improvement in training.

2.4.1 **Identifying Training Needs**

At all activities must be related to the specific needs of the organization and the individual employees. A training program should be launched only after the training needs are assessed clearly and specifically. The effectiveness of a training program can be judged only with the help of training needs identified in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified. The problem areas that can be resolved through training should also be identified.

Training needs can be identified through the following types of analysis.

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environment. Its purpose is to determine where training emphasis should be placed within the organization. Organizational analysis consists of the following elements.

i. **Analysis of Objectives.** The long-term and short-term objectives and their relative priorities are analyzed. Specific goals and strategies for various departments and sections should be stated as a means for achieving the overall organizational objectives. General objectives need to be translated into specific and detailed operational targets. It is also necessary to continuously review and physically objectives in the light of the changing environment.

ii. **Resource Utilization Analysis.** The allocation of human and physical resources and their efficient utilization in meeting the operational targets are analyzed. In order to examine in detail the inputs and outputs of the organization, efficiency indices may be developed. These indices will help to determine the adequacy of specific work flows as well as the contribution of human resources.

iii. **Organization Climate Analysis.** The prevailing climate of an organization reflects the member’s altitudes. It also represents management’s altitude towards employee development. Without adequate management support, and appropriate supervisory styles, a training program cannot be successful. Analysis of organization climate can reveal the strengths and weaknesses also.

iv. **Environment scanning.** The economic, political, technological and socio cultural environments of the organization are examined. This is necessary to identity the environmental factors which the organization can influence and the constraints which it cannot control.
2.4.2 Task or Role Analysis

It is a systematic and detailed analysis of jobs to identify job contents. The knowledge, skills and aptitudes required and the work behavior. On the part of the job holder, particular attention should be paid to the tasks to be performed. The methods to be use, the way employees have leant these methods and the performance standards required of employees. Also called operations analysis, its purpose is to decide what should be taught, Questionnaire, interviews, human resource records. Reports, tests, observation and other methods can be used to collect information about jobs in the organizations.

2.4.3 Manpower Analysis

In this analysis, the person to be trained and the changes required in the knowledge. Skills and aptitudes of an employee are determined. First of all, it is necessary to decide whether performance of an individual is sub-standard and training is needed. Secondly, it is determined whether the employee is capable of being trained. Thirdly, the specific areas in which the individual requires training are determined. Lastly whether training will improve the employee’s performance or not is determined. Other alternatives to training For example modifications in the job, new equipments or processes, etc. should also be considered. Personal observation, supervisory evaluation, work samples, diagnostic tests and performance reports provide the information needed to choose from these alternatives. Training can be relevant and viable if the three types of analysis above are carried on continuously. Moreover, this analysis should be integrated in a carefully designed and executed program.

2.4.4 Defining Training Objectives

Training objectives should be carefully considered in any programs. These questions are useful for identifying training objectives: how are the customer requirements and business objectives transmitted through the organization; which areas require improved performance; what changes are planned for the future? Training objectives should be able to satisfy what the trainee will be able to do when he/she goes back to work on completion of training. The objectives specified for the training program
should be less ambitious than actually intended. It is due to the reason that training programs cannot always address all the problems.

2.4.5 Designing and Development of Training Plans

It is one of the most important stages of the training process since it establishes inter-relationship amongst all the key items in other phases of the training cycle. Each plan of training should comprise the objectives of the program, its contents, length of the program, its venue, training techniques to be used, particulars of the trainers and cost estimates along with funding source necessary for the implementation of the program. Line management should contribute to the creation of draft programs and the final responsibility for the implementation of training programs should be borne by them.

The content of the training program should be determined entirely by the training needs analysis. It will be greatly influenced by the level of participants and training objectives. The length of the program is determined by its content. However, training techniques used greatly influence the length of a training program. Generally it is desirable not to have a very long training program in order to sustain the interest of the participants.

2.4.6 Evaluation of Training Programs

It is important to evaluate the success of training programs in order to assess their effectiveness. The reasons for evaluating training programs are as under:

i. To determine whether the programs are meeting objectives is boosting learning and resulting in transfer of training to the job.

ii. To ascertain the feedback from the trainees regarding the content and administration of the program. For example, schedule, accommodation, quality of reading materials and trainers etc.

iii. To take stock of the financial benefits and cost of the program.
iv. To compare the costs and benefits of different training programs in order to choose the best program.

Evaluation is an integral part of training. It compares the objectives of training with the outcomes to answer the question about the degree of success of the training program.

Harris suggests four levels at which evaluation can take place Harris (2000) as follows

- **Trainee Reaction:** - The reaction of trainees to the training experience itself. Trainees are asked to give a feedback at the conclusion of the program regarding the quality of the program, content, facilities and trainers. Reactions are useful for identifying what trainees thought was useful and what inhibited learning.

- **Amount of Learning:** - It involves measurement of what trainees have learnt during training. Learning outcomes are used to determine the extent to which trainees are familiar with principles, facts, techniques, skills or process presented in training program. Typically, tests are used to assess learning. The extent to which the trainees are able to transfer learning to their job cannot be gauged at this stage.

- **Behavior Change:** - At this level, evaluation tries to measure the extent to which the trainee’s behavior changes on the job as a result of participation in the program. The managers and peers provide ratings of job performance of the trainee where he exhibits the behaviors emphasized in the training program.

- **Concrete Results:** - They are a measure of training program success in terms of increased productivity, reduced accidents or other training program objectives. Evaluation is a phase that provides a stable foundation on which further improvement of training can be built in the future.
2.4.7 Some typical ways training can be implemented effectively by public institution

According to McNamara 1997, training methods are either on-the-job, implemented outside the organization or a combination of both. The following is a brief overview of rather typical methods of development (in alphabetical order):

**Apprenticeships**

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized master-crafts person. Particularly during times of low unemployment, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill.

**Career Counseling**

Learners have the opportunity to work with their supervisors to develop career plans which identify areas for improvement or advancement, and how those areas can be addressed and when.

**Coaching**

Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

**Continuous Learning**

Continuous learning is learning how to learn. Typically, this involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights. It also involves the ability to conceptualize the learning process. Continuous learning is often associated with the concepts of systems thinking and organizational learning.
Courses
Universities, colleges and training centers often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses - otherwise, the learner is collecting information (hopefully, knowledge), rather than building skills.

Distance Learning
Distance learning has become a mainstream approach in training and development. This typically includes learning by getting information and / or guidance from people who are not face-to-face with the learner, e.g., learning via satellite broadcast, broadcast over the Internet, e-mail or postal mail correspondence, etc. Some people consider online learning (e.g., information, tutorials, etc., available on diskette, CD-ROM, over the Internet, etc.) to be distance learning, as well.

Internships
Internships are offered usually by organizations to college students wanting to find work experience during the summer months. The internships offer precious, real-life job experience and the organizations often get skilled, highly dedicated service. Many times, interns go on to be hired by the organizations, as well.

Job Assignments
Job assignments are wonderful opportunities from which to learn. To cultivate learning, consider having employees to write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job.

Job Rotations
This can be one of the most powerful forms of development, allowing learners to experience a broad range of managerial settings, cultures and challenges.
Lectures
Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations, not just in classrooms. Professional associations often bring in speakers. Guest lectures are often sponsored by local universities, colleges and training centers, and announced to the public. Many times, the lectures are repeated over local radio and television.

Management Development Programs
Local universities, colleges and training centers usually offer these programmes. They carefully review their programme content and design to ensure that training includes real-life learning activities during which learners can develop skills for the workplace.

Mentoring
Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

Online Training
There are an increasing number of approaches to online learning. Sources of online training include learning from computer diskette, CD-ROM, the Internet or Web-based training, etc.

On-the-Job Training
This form helps particularly develop the occupational skills necessary to manage an organization, e.g., to fully understand the organization's products and services and how they are developed and carried out.

Other-Directed Learning
This includes having someone other than the learner identify the training goal, methods to achieve the goal, and approaches to evaluating the training and progress toward achieving the training goal.
Orientation to New Jobs or Roles
A carefully developed procedure for orienting new employees is very helpful for getting employees "off on the right foot" when starting their jobs.

Peer-Based Methods
This includes formats where peers focus on helping each other learn, e.g., by exchanging ongoing feedback, questions, supportive challenges and materials.

Professional Organizations
A wide variety of professional organizations often offer courses, seminars, workshops and sessions from conventions.

Self-Directed Learning
Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify that they've met the objectives, as well.

Television
Various television networks often have a wide variety of very enlightening shows about basic job skills, such as computer basics, business writing, etc.

Tutorials
Tutorials include guidance to proceed through learning some technique or procedure, e.g., a tutorial on using a computer software package.

Training Courses and Workshops
Workshops, seminars, convention sessions, etc. are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

Workshops
Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.
Distance Learning
Distance learning is where the learner is geographically removed or distanced from the source of the learning. An example is a correspondence course where a training organization sends training materials via postal mail to the learner who returns completed assignments over postal mail. Another example is "online learning" or "e-learning" where a learner uses a variety of computer and networking technologies to access (often remote) training materials, interacts with learners. (McNamara 1997)

Online Learning
Online learning (or eLearning) is where a learner uses a variety of computer and networking technologies to access (often geographically remote) training materials, interact with learners, etc. (Note that not all online learning or e-learning is distance learning, for example, a learner might use an interactive CD-ROM on his or her computer.)

2.5 Empirical Literature Review
Kihongo (2011) did a study on the factors inhibiting effective staff training at the councils of Temeke Municipality and Kisarawe District in Tanzania. A case study design was employed, with data collected from 47 respondents. The instruments used to collect data were questionnaires and secondary information sources.

To report the findings, descriptive statistics was used. The data were validated using mean percentages. On the whole, the study findings identified lack of proper training policies and programmes, lack of or inadequate training fund allocation, lack of top management commitment towards staff training, coupled with malpractices such as favouritism and staff training fragmentation as the main factors inhibiting effective staff training in the study area. As a result, the study provides four recommendations aimed at redressing the situation. First, local government authorities should formulate clear staff training policies and provide well-designed training programmes. Second, local government authorities should increase their staff training budget allocations in addition to establishing a specific unit to oversee and co-ordinate staff training initiatives and all related matters.
Third, the top management of such authorities should make an unwavering commitment to staff training.

Four, the selection of training candidates should be based on the organisation’s assessed training needs and the suitability of those candidates to avoid malpractices of favouritism.

A Study Made on manpower training and development in the Nigerian public service by Okotoni and Erero (2009). Provide an example of factors hinder effective training programs elsewhere, the report reveals that, the importance and significance of training and development to organizational development has no doubt been recognized in the Nigerian public services. However, it is confronted with a number of problems. Some of the problems include the following: there is the absence of systematic training despite the various reforms that emphasize this since late 1960s.

This problem needs to be addressed urgently if training must attain its objectives. By adopting the recommendations that were made by the various public service reforms in the country, Poor funding, this is reflected in the difference between budgetary provisions and actual funds released for various years both at the federal and state levels. Concerted efforts must be made by government to address the problems associated with funding training. Most of the training schools and centers established by government are poorly funded the use of quack consultants by government has grossly affected the quality of training by public servants. In many instances, government prefers to contract training programs to party loyalists rather than competent and experienced specialists in the higher institutions and consulting firms.

The study done by Mndeme (2011) on “Factors Affecting the Implementation of Training Programmes in Parastatal Organizations in Tanzania: A case study of Tanzania Electric Supply Company Limited, Dar-es-Salaam and Coastal Zone” A case study approach was selected and used due to the nature of the study. Total sample of 274 which is 25% of the population was picked from TANESCO Dar es Salaam and Coastal Zone by simple random and purposive sampling methods. Data
were collected by questionnaires, interviews, and review of documents with a response of 254 staff which is 92.7% of the sample, and qualitative analysis method was used to process the data. The study revealed a number of factors that may cause in effective implementation of training programs in parastatal organization; but can mainly be grouped into two:- First, Organization factors such as, lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation; Second, Sociological factors, such as; age characteristics, marital status, family responsibilities and low level of education. To enhance effective improvement of training programmes it is recommended to;- Develop a uniform TNA exercise improve the level of efficiency of training function and eventually have clarity in scope and objectives; Conduct evaluation after every training session and give feedback to trainees; increasing employee capacity by allocating adequate budget; Implement training function openly and involve every individual in determining the kind of training they need and adapt the “Blended Learning Programme Model”. Garvey (2011) and Kirkpatrick’s (1975) Evaluation Model as analyzed in the paper.

2.6 Research Gap
Generally after revising various literature, it is obvious that various researches have been conducted on the aspect of training. Despite the fact that there are many studies concerning employees training, little have been made so far on assessing the factors affecting the implementation of training programme to the President’s Office- Public Service Management (Utumishi). This gap necessitated the need to conduct this study since it will enable President’s Office - Public Service Management (Utumishi) and other policy makers to concentrate on how to offer the best training programs towards employees for better performance and increase skills and knowledge.

2.7 Conceptual Framework
Conceptualization is the act of creating or formulating something by thinking up a particular ideas or actions intended to deal with a problem or situation. It is an abstract, simplified view of the world that we wish to represent for some purpose (Burns and Bush, 1995)
It is a written or visual presentation that: explains either graphically, or in narrative form, the main things to be studied, the key factors, concepts or variables, and the presumed relationship among them”. (Miles and Huberman, 1994, P18)

Conceptual frameworks provide researchers with the ability to move beyond descriptions of ‘what’ to explanations of ‘why’ and ‘how’. A means of setting out an explanation set that might be used to define and make sense of the data that flow from the research question.

It is a filtering tool for selecting appropriate research questions and related data collection methods. A reference point/structure for the discussion of the literature, methodology and results.

Conceptual frameworks, however, also have problems in that the framework: Is influenced by the experience and knowledge of the individual – initial bias. Once developed will influence the researcher’s thinking and may result in some things being given prominence and others being ignored – ongoing bias. The solution is to revisit the conceptual framework, particularly at the end when evaluating your work.

Training programs are influenced by external variables and internal variables. External forces for training include but not limited to, environment, community needs, donors and political set up, change in technology while internal factors include budget, commitment of employees to learn. When training programs carried out successful then it is expected that there should be an increased organizational performance which can be tested via services delivery to customers and level of customers’ satisfaction, reduced employee turnover, employees empowered, increased innovation and reduced operating cost. The findings of this study reveals the following to be the factors hindering effective implementation of training programs; shortage of funds, lack of management commitment, nepotism, incompatibility of training programs and organisation/individual needs, shortage of training opportunities and lack of evaluation programs. The conceptual framework can be summarized using figure 2.2 below.
Figure 2.2: Conceptual Framework for Organizational Training

Independent Variables  Interning Variables  Dependent Variables

The impact of training programs on organisation performance

Training Programs
- Community Needs
- Donors and political set up
- Change in technology

Intervening Variables
- Shortage of funds
- Lack of training and development policy
- Lack of management commitment
- Nepotism
- Incompatibility
- Lack of training opportunities
- Lack of evaluation program

Organisation Performance
- Reduced employee turnover (Gap)
- Increase innovation (Gap)
- Reduced operating cost (Gap)
- Reduced customer complaints (Gap)

Review the whole process to bring the expected
Source: Developed by the Researcher, 2013

The above factors explain the relationship between training programs and organisation performance. Training programs were expected to arise from employees’ needs, donors and political set up and technological change. However employees’ needs and technological change are the ones that could yield good results. Donors and political influence are imposed training which might not be reflexive to community/employees’ needs hence lacking commitment.
On the other hand if training program will arise from employees needs and technological change, they will result into Reduced employee turnover, increased innovation, reduced operating cost, and reduced customer complaints.

For the case of this study it has been observed that training programs has not produced the expected outcomes due to; Shortage of funds, lack of training and development policy, lack of management commitment, Nepotism in selecting participants for training, incompatibility (training needs not matching with employees needs), lack of training opportunities and lack of evaluation program. Therefore it is important for the top management of the organization to review training programs to match employees’ needs and expectations, unless otherwise the training programs will be done as a routine hence wastage of time and resources.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents research methodologies employed during the research study. It describes research approach, research design, study area, study population, unity of analysis, sample size, sampling technique, types and sources of data, data collection methods, and data analysis methods.

3.2 Research Approach and Design
A research design is a blueprint that enables the investigator to come up with solutions to those problems and guides him/her in various stages of the research. This study is case study. Case study is the study that places more emphasis on a full contextual analysis of fewer events or conditions and their interrelations. An emphasis on detail provides valuable insight for problem solving, evaluation and strategy. It allows evidence to be verified and avoids missing data (Cooper et al 2003). It employed qualitative and quantitative design hence triangulation method.

The method was useful, since it enabled the researcher to unfold information about different aspect of factors affecting implementation of training programs to the public institutions in Tanzania at President's Office- Public Service Management (Utumishi) through triangulation method, that is employment of multiple methods of data collection and comparisons of data to sort quality ones. Case study design enabled the researcher to be flexible during data collection, as it allows the use of different research methods such as interviews, questionnaire and observation. As a result purposive and comprehensive information will be obtained and for that reasons it help the researcher to reach a sound conclusion and workable recommendations.
3.3 **Study Area and Population**

Singh (2007) defines population as a group of individuals’ objects, or items from among which samples are taken for measurement. For the purposes of this study the targeted populations are the employees of President's Office - Public Service Management (Utumishi)

According to Dawson (2002) geographical area help to narrow down research topic and resources in terms of budget and time. For the purpose of this study President's Office - Public Service Management (Utumishi) is the area of study. The researcher is an employee (insider) of President's Office - Public Service Management (Utumishi) and is residing in Dar es Salaam city where the study area is located. In this case, it was cost effective and time serving for the researcher taking into consideration that the researcher has financial constraints as well as limited time. The population of the study comprised 372 employees of President's Office - Public Service Management (Utumishi).

3.4 **Sample and Sampling Techniques**

3.4.1 **The Sample**

Yin (2009) argues that, a sample is a unit out of individuals that is small enough to present the population from which it was selected. The sample of this study was the employees of President’s Office - Public Service Management (Utumishi). Sample seemed to be useful rather than the whole population because of costs in terms of fund, time and material that has to be used in surveying the whole population. The total sample selected in this study was 112 respondents but the response rate was 83 respondents from President’s Office - Public Service Management (Utumishi). The sample was taken from administration and human resources department, policy and development department, Planning department, Government ICT services department, human capital department, Management service department, Finance and accounts unit, internal audit unit and from procurement unit as indicated in table 3.1.
To obtain a sample size of 112 Nassiuma’s formula (2000) was used, where he stated that when the population is less than 1000 thirty percent (30%) of the population should be taken as a sample of the study, but where the population is above 1000 the following formula should be used to determine a sample.

\[ n = \frac{NC^2}{C^2 + (N-1)e^2} \]

Where \( N = \) population of employees = 372
\( C = \) coefficient of variation (assumed) = 10%
\( e = \) sample error (assumed) = 1%

Since the population was less than 1000 thirty percent (30%) was taken to represent the population (372*0.3= 112)

**Note:** the table below shows the actual number of respondents who participated in the study. The expected number of respondents was 112, but due to unavoidable circumstances 28 respondents couldn’t show up.

**Table 3.1: Composition of the sample**

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and human resources department</td>
<td>14</td>
</tr>
<tr>
<td>Policy and development department</td>
<td>9</td>
</tr>
<tr>
<td>Planning department</td>
<td>9</td>
</tr>
<tr>
<td>Government ICT services department</td>
<td>14</td>
</tr>
<tr>
<td>Human capital department</td>
<td>9</td>
</tr>
<tr>
<td>Management service department</td>
<td>9</td>
</tr>
<tr>
<td>Finance and accounts unit</td>
<td>8</td>
</tr>
<tr>
<td>Internal audit unit</td>
<td>6</td>
</tr>
<tr>
<td>Procurement unit</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
</tr>
</tbody>
</table>

**Source:** Field data July 2013
3.4.2 Sampling Techniques

Krinshaswami (2002) defines sampling as the process of drawing a sample from a large population. Therefore, it is a process of obtaining the number of elements to infer a large population. In order to draw valid inferences from a sample in relation to its respective population, then the researcher used two types of sampling techniques: convenience sampling and purposive sampling techniques.

Random sampling

This ensured that each and every employee of President’s Office - Public Service Management (Utumishi) had an equal chance of being selected as part of the sample. The researcher used two types of random sampling: simple random sampling and stratified sampling.

Simple random sampling

Since President’s Office - Public Service Management (Utumishi) has a big population of employees amounting to 372, the researcher used simple random sampling to ensure that each employee has an equal chance of being included in the sample. However, the population at President’s Office - Public Service Management (Utumishi) appeared to be heterogeneous; the researcher also employed stratified random sampling to ensure the inclusion of every strata in the study. The strata at President’s Office - Public Service Management (Utumishi) have been indicated by the table 3.1 of respondents.

Researcher used stratified random sampling due to three reasons:

- To increase the sample’s statistical efficiency
- To provide adequate data for analyzing the various subpopulations
- To enable different research methods and procedures to be used in different strata.

In this way, the researcher believed that stratification was more efficient statistically than simple random sampling. With ideal stratification, each stratum was homogeneous internally and heterogeneous with other strata.
Moreover simple random sampling was also appropriate because it enable the researcher to get respondents from all strata without being biased. In non probability sampling purposive sampling was employed. In purposive sampling the researcher purposely targeted to include the Directors, and other heads of departments.

3.4.3 Purposive Sampling
According to Kothari (2004), purposive sampling helps to identify key persons who hold different leadership positions on the subject in question and can increase the utility of the findings. The researcher employed this techniques to select directors and head of departments at President’s Office - Public Service Management (Utumishi), the rationale behind this was to grasp specific and reach information related to the study, so as to attain study objectives. Singh (2007) argues that purposive sampling can be useful for situations where a researcher needs to reach a targeted sample quickly and where a random process of selection or proportionality is not the primary concern. As a reason the researcher adopted the technique so as to reach respondents quickly, and thus it enables the researcher to finish the process of data collection within intended time.

3.5 Types and Sources of Data
As explained by Krishnaswami (2002) data are facts, figures and other relevant material, past and presents that serve as bases for the study and analysis. He further states that data may be classified into primary and secondary data. In the course of the study the researcher used both type of data as follows-

3.5.1 Primary Data
Nsubuga (2000) defines primary data as a data which are obtained through eye witness accounts. They are reported by the actual observer or participant of event. In this study the researcher conducted an interview with employees of President’s Office - Public Service Management (Utumishi). The rationale behind using interview was to obtain employees perception in regard to training programs undertaken by President’s Office - Public Service Management (Utumishi). The
researcher distributed questionnaires to employees of President’s Office - Public Service Management (Utumishi) to obtain more information about the subject matter. Moreover the researcher designed a questionnaire to capture data relating to current training programs and the challenges facing the prevailing training programs.

3.5.2 Secondary Data
Kombo and Tromp (2006) define secondary data as neither collected directly by the user nor specifically for the user. It involves gathering data that already has been collected by someone else. The researcher reviewed the training policy, strategic plan and training report owned by President’s Office - Public Service Management (Utumishi) as a source of secondary data to provide logical support to primary data.

3.6 Data Collection Instruments and Methods
In collecting relevant data the researcher will use relevant instruments and methods for data collection such as:-

3.6.1 Questionnaire
Kothari (2004) is of the view that through questionnaires respondents have adequate time to give well thought answers and also respondents who are not easily approachable, can also be reached conveniently. The researcher used questionnaire as an instrument for data collection at President’s Office - Public Service Management (Utumishi), and distributed 112 questionnaires to employees of President’s Office - Public Service Management (Utumishi). However the response rate was 83 only. Questions were both closed and open-ended. Indeed, while some indicators required brief and precise answers, it was also desirable to let information emerge from the field. Respondents were given with the opportunity to express their thoughts on the subject matter as freely as possible. Appendix 1 provides the questionnaire for the study.
3.6.2 Interview
According to Gupta (2009) interview is a face to face interaction between two persons for a particular purpose. Masson (2002) describe the rationale for using interview includes that a researcher may be able to add an additional dimension through asking some questions from different angle or in greater depth. The researcher conducted interviews with employees of President’s Office - Public Service Management (Utumishi). An interview guide was used to avoid losing focus and to ensure that all relevant questions are asked. The interview was used in order to obtain more information on employee’s perception about factors affecting implementation of training programs to the public institutions at President’s Office - Public Service Management (Utumishi). Interview also was used to supplement respondent’s information given in questionnaire. Appendix 2 provides interview guide for the key informants.

3.6.3 Documentary Review
Bell (1993) defines a document as any written or recorded material, the preparation of which is not evaluation purposes or the request for the inquiry. The researcher used various document such as training policy and strategic plan of President’s Office - Public Service Management (Utumishi) and Training and development Report. The researcher used these documents to supplement the primary data which were obtained through questionnaire, observation, and interviews.

3.7 Data Analysis
Data analysis is an important step towards finding solution of a problem under study. Guba (1994) describes data analysis as being a systematic process involving working with data, organizing them and dividing them into small manageable parts. Continue to explain that data are further synthesized in order to discover what is important and what has been learned so as to decide what to tell others. Data analysis is the assessment of what has been gathered in survey and making deductions and inferences. Since data were obtained from different methods, data have been analyzed depending on data collection method.
Content Analysis

Data gathered from interviews, documentary review and open ended questions were analyzed using content analysis. Content analysis measures the systematic content or what aspects of the message. Through this method the researcher recorded the frequency of responses on specific items that were specified earlier for the sake of drawing some conclusions. A table was made to count how frequently items appear in order to make the researcher draw some conclusions from the frequency of their appearance. The data that were analyzed included management perception on the existing training programs and their shortcomings and the level of involvement of employees in planning training programs (See appendix II). The interview aimed at soliciting information related to identification of the current training program at President’s Office - Public Service Management (Utumishi) to determine how training programs are developed and determining the factors affecting training programs at President’s Office - Public Service Management (Utumishi).

Statistical Package for Social Sciences (SPSS)

This study combined two methods qualitative and quantitative where some descriptive statistical methods were employed at analysis stage whereby frequencies and percentage of responses were obtained. The results of this analysis were presented in tabular form and charts for easy and concise discussion and support on a logical basis. The computer software program Statistical Package for Social Science Research (SPSS) and Microsoft office excel 2007 were used in processing the data and writing the final dissertation. Data were then analyzed in tables and frequencies. As discussed that data appeared in two forms, qualitative (Open ended questions) were analyzed using content analysis and quantitative (closed ended questions) data were analyzed using SPSS, hence making it more readable and easily interpretable statistically. Quantitative data were characterized by value free, hard, objective, and abstract.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction
This chapter gives the results of the study. The study was conducted at President’s Office-Public Service Management, where a sample of 83 employees was used. Analysis of results has been given to show the percentages for the various variables in relation to the ranking obtained through questionnaire, personal interview and documentary sources. This indicated the way the distribution of responses appeared. Specifically frequency distribution was used to deal with research questions. The research questions were developed from the specific objectives of the study.

4.2 Characteristics of Respondents
4.2.1 Age of Respondents
The study comprised people of different age groups whose forms were filled during the appraisal process. From the documentary sources it has been revealed that 85% of respondents belonged to a group of 20-49 years and 15% the group of 50-59 years.

The aim of the researcher was to know whether the organisation has a mixed composition of staff that is significant to affect the training program. If a big number of employees could belong to the age group of 50-59 years this could signify that the organisation is having employees who are preparing themselves for retirement hence reduced morale for learning and finally affecting training program. With this regard the President’s office-Public Service Management is not characterized by people with advanced age. It is expected that employees are of great motive to learn since most of them are youth who have high potential to raise their career. Therefore training programs are very necessary at the President’s Office-Public Service Management and should receive its emphasis.
Table 4.1: Age of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>20-29</td>
<td>22</td>
<td>21.6</td>
<td>26.2</td>
</tr>
<tr>
<td></td>
<td>30-39</td>
<td>27</td>
<td>26.5</td>
<td>32.1</td>
</tr>
<tr>
<td></td>
<td>40-49</td>
<td>23</td>
<td>22.5</td>
<td>27.4</td>
</tr>
<tr>
<td></td>
<td>50-59</td>
<td>12</td>
<td>11.8</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

4.2.2 Gender of Respondents

Gender sensitive is a global issue under discussion in every working environment today. From the questionnaire distributed to employees it has been observed that 59% of employees are male and 41% are female. Since Tanzania has been facing the system of male dominance for a number of decades the speed of change to recognize the role of women in all positions is satisfactory. Few decades back women were seen as people to stay at home and take care for the families. This is not the case at the President’s Office-Public Service Management. Women are more constrained with a number of factors thus affecting their involvement in Training Programs compared to men. The table 4.2 below shows the gender of respondents as appeared from the field.
Table 4.2: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

4.2.3 Educational Background

Good performance of any working environment requires appropriate and possibly relevant qualifications in the field. The researcher wanted to find out the level of education of the personnel recruited for the post they assume. It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. The findings revealed that the organisation has employees of different educational qualifications. This implies that different levels of training should be planned and systematic may be required to improve their quality. Table 4.3 below presents the data of educational background of respondents:

Table 4.3: Education level of respondents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Certificate</td>
<td>5</td>
<td>4.9</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>13.7</td>
<td>16.7</td>
<td>22.6</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>16</td>
<td>15.7</td>
<td>19.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>39</td>
<td>38.2</td>
<td>46.4</td>
<td>88.1</td>
</tr>
<tr>
<td>Master Degree</td>
<td>10</td>
<td>9.8</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013
4.3 Current Situation at the President’s Office Public Service Management With Regard to Training Programs

4.3.1 Background of the Ministry
The President’s Office, Public Service Management is a Ministry under President’s Office. Its chief executive and accounting officer is the Permanent Secretary. The Office was formerly known as the Civil Service Department under the President’s Office. In 2003 it was transformed into Public Service Management to be conventional with the newly enacted Public Service Act as amended by Act No.18 of 2007.

The major role of PO-PSM is to assist the Head of Public Service who is the Chief Secretary on matters relating to personnel and administration in the Management of Public Service in the entire government system. According to the Presidential Order of 1993 (Ministerial Responsibilities) the specific functions of PO-PSM are as follows:- Administrative and Personnel Policy, Administration of Public Service, Coordination of Training and Recruitment, Improvement of efficiency and effectiveness of delivery of public service and Human Capital.

4.3.2 Training Programme at President’s Office- Public Service Management
Provision of training to public servants is statutory requirements vested upon employers (Government) vide the Public Service Management and Employment Policy 2008, Public Service Act Cap.298, Public Service Regulation, 2003 read together with other relevant legal instruments and directives. The requirement was made statutory so as to ensure that public servants are availed opportunities to undergo training (long and short training) that will enable them acquire new knowledge, skills and appropriate culture and attitudes. It is for this reason; provision of training has been an inevitable function of the Government.

Despite developing training program every financial year for public servants, the correlation between the current training programs and employee performance is not clearly seen. Laura (2012) confirmed that there was insignificant difference in job performance between employees who receive training from time to time and those
who do not. To cement on that the Ministry of Public Service Management recently has declared not to sponsor long term training to her employees. The Ministry will only seek for scholarship from abroad in case some individuals are after long term training. If we critically examine on this action we reveal that training and development at the ministry receives less emphasis. Therefore the researcher is interested to explore the factors that affect the implementation of training program at the President’s Office-Public Service Management. To come up with these findings the researcher has developed three specific objectives; to determine the objectives of the training programs, to examine the current practices with regard to training programs and to determine challenges facing the implementation of training programs. The findings for these specific objectives have presented under here below.

4.4 Factors Affecting Training Programs at President’s Office-Public Service Management

To come up to the solution on the factors affecting Training Programs the researcher thought it was worthy to consider three things. The first is the current training practices at the Ministry, secondly the associated benefits of training programs and lastly determining the challenges facing training programs at President’s Office-Public service Management (PO-PSM). On the other hand these were treated as specific objectives. Below is the presentation of data relating to the three specific objectives?

4.4.1 Training Practices at President’s Office-Public Service Management

In this aspect the researcher was interested in knowing the current training practices at President’s Office-Public Service Management. To come up with the real situation the researcher asked several questions. These included availability of training programs to new employees, availability of on-job training, if employees are sufficiently trained, agreement on training needs and priorities, Measurement of knowledge and skills against job requirement, Correlation of training programs and organisational goals, Sufficiency of Training Opportunities, Knowledge on strategic direction, Discussion on Goals to be achieved, Availability of training Materials and
Training needs assessment before implementing any training program. The outcomes of these questions were as follows;

**Availability of Training Programs to New Employees**

When we asked respondents on whether induction/orientation courses are properly conducted to new employees the following were the results; 59.6% showed the level of disagreement and 40.4 agreed. These results can further be depicted using table 4.4 and its associated figure.

Every new employee needs to be made fully familiar with the job, his/her superiors and subordinates and with the rules and regulations of the organisations. Induction training creates self-confidence in the employees. It is also known as pre-job training. It should be brief and informative. The findings have shown that orientation programs are not well administered at PO-PSM. What does this imply? The answer is straight forward; new employees will get stressed, higher start-up cost of integrating the new employee into the organisation, eventual employee high turnover due to failure to understand the rules and culture of the organization, employee’s difficult to adjust to his or her work team or work environment more quickly.

**Table 4.4: Training to new employees**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly disagree</td>
<td>14</td>
<td>13.7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>35.3</td>
<td>42.9</td>
<td>59.5</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>24.5</td>
<td>31.1</td>
<td>89.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>6.9</td>
<td>9.3</td>
<td>97.6</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013
Importance of on-job Training

Since Training can cover a number of ways the researcher was interested in knowing whether on the job training receives its due importance at the PO-PSM. Apart from on-the-job training there are other type of training such as vestibule training, apprenticeship training, classroom training and internship training. In this section the researcher was interested in knowing whether employees are placed on regular job and taught the skills necessary to perform the task. This was seen as an important element since employees could learn under guidance of and supervision of the superior or an instructor. The results of this question were that 67.8% agreed that on the job training receives its due importance, 31% said on the job training is not emphasized while 1.2% of respondents did not respond to this question. The summary of these findings have be presented in 4.5 below. On-the-job training is designed to make an employee learn several different jobs within a work unit or department and perform each job for a specified period. This will allow flexibility in the department in case of emergence or when some member of a work unit is absent, another one can perform that job. Although PO-PSM is doing well on this aspect it should raise the profile rise the percentage of activities related to on-the-job training.

Table 4.5: Due importance to on-job training

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>24.5</td>
<td>29.8</td>
<td>31.0</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>50.0</td>
<td>60.7</td>
<td>91.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>5.9</td>
<td>7.1</td>
<td>98.8</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.0</td>
<td>1.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013
Feelings of Employees on whether they are sufficiently trained
The researcher wanted to know whether the current training programs satisfy employees at President’s Office-Public Service Management. To make training more meaningful, it is important to avoid common pitfalls. Reinforcement should be encouraged. Employees should be given feedback on the outcome of their training/learning. Normally employees are more effective and loyal when they receive high quality and up-to-date training. When the researcher posed a question to know whether employees are feeling as sufficiently trained the following were the results; 50% said were sufficiently trained, 47.6% said were satisfied and 2.4% did not respond to the question. These findings can be further explained using table 4.6 below

Table 4.6: Sufficiently trained

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>6.9</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>34.3</td>
<td>41.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>30.4</td>
<td>36.9</td>
<td>86.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>8.8</td>
<td>10.7</td>
<td>97.6</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>2.0</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Agreement on Training Needs and Priorities
For a training to produce the desirable results there must be an agreement between the trainer and the trainee on the areas for training and their priorities. Agreement on training needs makes a trainee to own the training program hence motivation to learn. When the researcher asked respondents on whether there is an agreement between trainers and trainees on training needs and priorities, the following were
then outcomes. Fifty five (55.90%) of respondents said there are no agreements, 41.6% agreed to the fact that there is an agreement on training needs and priorities and 2.4% did not respond to the question. Figure 4.7 summarizes the findings.

From the above findings it is seen that the majority of respondents are saying that there is no agreement on training needs and priorities. It seems most of the training programs are imposed from top management hence not reflecting the needs of trainees. This makes trainees lose interest on the existing training programs. This is contrary to Amstrong (2006) who contents that “any training program should be related to the work contents of trainees. It is important for the Ministry to agree on training needs and priorities in order to yield the expected results.

Table 4.7: Agreement on training needs and priorities

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>5.9</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>4.1</td>
<td>40.2</td>
<td>48.8</td>
<td>56.0</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>27.5</td>
<td>33.3</td>
<td>89.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>6.9</td>
<td>8.3</td>
<td>97.6</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>2.0</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Measurement of knowledge and skills against job requirement

i. Training programs should be designed after comparing knowledge and skills against job requirement. Where there is a gap a training program should be designed to bridge the gap. This is what is called competency based training. When we asked respondents on whether training are designed to reflect job requirement the following were the responses; 48.8% disagreed while 51.2% said training are designed basing on gaps on knowledge and skill required to perform a task. The table 4.8 below supports the findings. The above findings are contrary to Harris (2000) who advocates that any training programs should be designed to ascertain the feedback from the trainees regarding the content and administration of the program, to take
stock of the financial benefits and cost of the program and to compare the costs and benefits of different training programs in order to choose the best program.

Table 4.8: Measurement of knowledge and skills against job requirement

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>8.8</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>31.4</td>
<td>38.1</td>
<td>48.8</td>
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<tr>
<td>Agree</td>
<td>41</td>
<td>40.2</td>
<td>48.8</td>
<td>97.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>2.0</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Correlation of Training Programs and organisational Goals/individual goals

Before designing any training program the trainer has to ask himself/herself the following questions; (a) what impact will the training have organizational/departmental outcomes, such as absenteeism, turnover, reduced costs and improved productivity? (b) what impact will the training have on the behavioural and attitudinal outcomes of the individual trainees and (c) what impact will the training have on the personal growth of the individual trainee? When these questions are well measured it is easy to measure the efficiency of training program. The data from the field indicated that 52.4% of respondents agreed to the fact that there is correlation between training programs and organisational goals/individual goals while 47.6% said training programs do not correlate with organisational goals/individual goals. The table 4.9 below cements these results.
Table 4.9: Correlation of training programs and organisational goals

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>9.8</td>
<td>11.9</td>
<td>11.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>29.4</td>
<td>35.7</td>
<td>47.6</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>38.2</td>
<td>46.4</td>
<td>94.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>4.9</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

**Sufficient Training Opportunities**

The researcher believes that availability of training programs depends on training opportunities. The employing organisation has a role to find training opportunities, it also the responsibility of an individual (employee) to search training opportunities under the guidance of the employing organisation. When the researcher asked respondents on whether there are sufficient training opportunities, the following were the results; 53.6% agreed to the fact that there are sufficient training opportunities while 46.4% denied to the findings that there are sufficient training opportunities. Table 4.10 shows the real responses on the availability of training opportunities.

The above findings contradict with the results of personal interview from directors, where directors argue that the Ministry has withdrawn from sponsoring employees for long term training programs. This entails that there is poor communication between lower level employees and top management. When lower level employees consider that the management is reluctant to offer training opportunities, the management is having different perspective. Therefore there is a need to harmonize the situation that all members of the ministry should be singing the same song.
Table 4.10: Sufficient Training Opportunities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>1.0</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>8.8</td>
<td>10.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>37.3</td>
<td>45.2</td>
<td>46.4</td>
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<tr>
<td>Agree</td>
<td>36</td>
<td>35.3</td>
<td>42.9</td>
<td>89.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>10.7</td>
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</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Availability of Training Materials

The researcher believes that an effective training should involve transfer learning. Transfer learning is only possible when training materials are provided to trainees. These will enable them to share these materials to non participants hence multiplying the impact of training. The researcher wanted to know whether the currently training programs are providing trainees with sufficient training materials. The following were the outcomes; 53.5% said are not provided with training materials while 46.5% agreed to the fact that training programs are providing trainees with training materials. Table 4.11 depicts the reality from the field.

Table 4.11: Availability of training Materials

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>8</td>
<td>7.8</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>8.8</td>
<td>10.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>37</td>
<td>36.3</td>
<td>44.0</td>
<td>53.6</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>28.4</td>
<td>34.5</td>
<td>88.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>9.8</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013
Conducting Training needs assessment before implementing any training program

Training must be directed toward the accomplishment of some organisational objectives, such as more efficient production methods, improved quality of products/services or reduced operating cost. This means that organisations should commit resources to those training programs that can best help in achieving its objectives. This can only be achieved if proper training needs assessment is properly done. To know whether the President’s Office-Public Service Management is conducting a training need assessment the researcher posed a question to respondents “Does your organisation administer training needs assessment before implementing any training program?” the following were the following were the results; 58.3% denied that training needs assessment is not administered before implementing any training program while 41.7% agreed that training needs assessment are administered before implementing any training program.

From the above analysis it is clear that training at PO-PSM has not been following the known and standard training practices and methods. Indeed, when respondents were asked if in their opinion they consider training and development activities at PO-PSM as planned and systematic 58.3% disagreed. When training needs assessment is not conducted this implies that training programs designed are not specific. A training program should be only launched after training needs are assessed clearly and specifically. The effectiveness of training program can be judged only with the help of training needs identified in advance.
Table 4.12: Training needs assessment before implementing any training program

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>8.8</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
<td>39.2</td>
<td>47.6</td>
<td>58.3</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>32.4</td>
<td>39.3</td>
<td>97.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>2.0</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

4.4.2 Benefits of Training Programs

Any training program is expected to produce certain results to the organisation and to an individual. Gupta (2006) talks of increased self confidence, higher earnings to employees, safety, adaptability, promotion and new skills as individual benefits of training programs. On organisational level the following are the benefits of training; Higher productivity, better quality of work, less learning period, cost reduction, reduced supervision, low accident rate, higher morale and improved organisational climate.

The to know the benefits associated with training programs at the President’s Office-Public Service Management the researcher asked questions related to job satisfaction, skills, knowledge and capacity to adopt to new changes, innovation in strategies and product and reduced operating cost, empowering individuals and reduced employee turnover. The findings for the mentioned items have been discussed under here below

Training Programs increase job satisfaction

In different literatures it argued that one of the benefits of training program is increase job satisfaction. When an employee is aware of what is expected from him/her and is well equipped with skills and knowledge to perform the task, he/she is
likely to be satisfied with the job. The researcher wanted to know whether the current training programs increase job satisfaction to employees of President’s Office-Public Service Management. The following were the results; 61.9% of respondents said the training programs did not increase job satisfaction and 48.1% of respondents agreed to the fact that training programs increase job satisfaction. Table 4.13 summarizes the results.

Table 4.13: Training Programs increase job satisfaction

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>7</td>
<td>6.9</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>45</td>
<td>44.1</td>
<td>53.6</td>
<td>61.9</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>25.5</td>
<td>31.0</td>
<td>92.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>5.9</td>
<td>7.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Training programs increase skills, knowledge and capacity to adapt to new changes

The speed of change in technology is so fast in the 21st Century that forces individuals to learn new things from time to time. The change of technology has even forced President’s Office-Public Service Management to introduce e-government system in its operation. Therefore it is expected that the training programs are designed to increase knowledge, skills and lead individuals to easily adapt to new changes in work procedures and methods. When the researcher asked on the reality of the fact, the following were the results; 48.8% did not agree to the fact that training programs are designed to increase the required skills, knowledge and they are not making individuals to adapt to new changes. Table 4.14 summarizes the results.
Table 4.14  Training programs increase skills, knowledge and capacity to adopt to new changes

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>7</td>
<td>6.9</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>33.3</td>
<td>40.5</td>
<td>48.8</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>29.4</td>
<td>35.7</td>
<td>84.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>12.7</td>
<td>15.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Training programs increase innovation in strategies and product/service and reduce operating cost

Different authors of Human Capital Development argue that training programs increase innovation in strategies and product/service and reduce operating cost. It is argued that trained employees make more economical use of resources. Reduction in wastage and spoilage together with increased productivity help to minimize operating cost. Trained employees are ought to be better in inventing new strategies and methods in doing job. The researcher wanted to measure this theory whether it is in line of what is happening at President’s Office-Public Service Management. The results were as follows; 65.5% said training programs increase innovation in strategies, product/service design and reduce operating cost, while 34.5 said training programs did not increase innovation in strategies, product/service design and reduce operating cost. Table 4.15 summarizes the results.

Therefore it is the knowledge and skills acquired for the job that makes employees innovative, creative and productive. Training is the means by which skills, knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the impact of training and development on worker performance and productivity, respondents were asked the key question on whether the current training programs increase innovation in strategies and product/service
and reduce operating cost. The majority are not in agreement with the fact hence there is a need to restructure the training programs at hand.

Table 4.15: Training programs increase innovation in strategies and product and reduce operating cost

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>24</td>
<td>23.5</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>30.4</td>
<td>36.9</td>
<td>65.5</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>28.4</td>
<td>34.5</td>
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</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Training programs is a tool to empower individuals

The aim any training program is to help individuals improve self confidence and perform his/her job with enthusiasm. Training can lead an individual perform better and earn more and can develop himself and earn quick promotions. The researcher asked respondents on whether the current training programs are acting as tools for empowering individuals. The following were the outcomes; 65.5 did not agree to the fact, 34.5 agreed to the fact. The table 4.16 summarizes the findings.

One of the key known benefits of training is the motivation it provides those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel motivated and satisfied with the training and how it is applied at PO-PSM. As has already been stated earlier that majority of employees are not motivated with training programs. They need to be revised to suit the interests of trainees.
Table 4.16: Training programs is a tool to empower individuals

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
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<td>13.7</td>
<td>16.7</td>
<td>16.7</td>
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<tr>
<td>Disagree</td>
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<td>40.2</td>
<td>48.8</td>
<td>65.5</td>
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<tr>
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<td>20.6</td>
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<td>90.5</td>
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<td>7.8</td>
<td>9.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013

Training Programs reduce employee turnover

Trained employees tend to develop positive attitude among employees. Job satisfaction and morale tend to be improved due to rise in the earnings and security of an employee. Training tend to reduce grievances because opportunities for internal promotion are available to well trained employees. This mentality reduces employees’ intention to leave the job. Therefore the researcher wanted to know whether this is the case at President’s Office Public Service Management. The following were the results; 70.3% did not agree to the fact and 29.7% agreed. The summary of these findings is presented in table 4.17 below.

Table 4.17: Training Programs reduce employee turnover

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>24</td>
<td>23.5</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>34.3</td>
<td>41.7</td>
<td>70.2</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>15.7</td>
<td>19.0</td>
<td>89.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>8.8</td>
<td>10.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>82.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data July 2013
4.4.3 Challenges Facing the Implementation of Training Programs at President’s Office-Public Service Management

In order to know challenges facing implementation of training programs, the researcher created open ended questions to be administered by employees and interviews were administered to managers/heads of departments. The challenges have been presented according to the score it received from respondents. The results in Table 4.18 show how employees and Head of Departments identified some challenges facing implementation of training programs at President’s Office-Public Service Management. The frequencies and percentages for each challenge identified are given. These have been multiple response questions hence each item is scored independently at 100%.

Table 4.18 Challenges facing implementation of Training Programs at President’s Office-Public Service Management

<table>
<thead>
<tr>
<th>Variable</th>
<th>Details</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges identified by employees</td>
<td>Lack of training Policy</td>
<td>72</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Nepotism (favouritism)</td>
<td>68</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Lack of management commitment</td>
<td>62</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Incompatibility between training needs and training programs</td>
<td>58</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Poor communication on training opportunities</td>
<td>53</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Lack of proper procedures and motivation</td>
<td>51</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number of Respondents</strong></td>
<td><strong>75</strong></td>
<td></td>
</tr>
<tr>
<td>Challenges Identified by Managers</td>
<td>Political interference</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Shortage of fund</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Shortage of training opportunities</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Lack of training effects evaluation</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number of Respondents</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Research Findings, 2013
The above findings reveal the challenges facing the implementation of training program as ranked by employees and managers. According to lower level employees the first challenge that carries more weight is lack of training policy and this was said by 96% of employees. On the other hand the management ranked shortage of fund as the first challenge where all respondents (100%) admitted that this was the major problem.

The second challenge to be mentioned by employees was nepotism which was mentioned by 91% of the respondents. Employees were observed lamenting that whenever training opportunities arise only those figures that are known by big officials are appointed to attend the training. Contrary to this supervisors consider the shortage of training opportunities as the second challenge to be highly ranked (78%). When employees see that there is nepotism in providing training opportunities, Managers/Directors consider that the problem is shortage of adequate training opportunities.

When the researcher interviewed directors on how the training plan, lessons, and trainers were determined, the directors again indicated that it depended on the situation at hand. Training is a planned and systematic process that goes to develop employees and it is significant to note that the training process at President’s Office-Public Service Management seem to depend on contingency. No wonder when respondents were asked how easily accessible training is to them, majority said it is upon director’s discretion.

The other challenge that has been mentioned by employees in regard with training program was lack management’s commitment. This was ranked as challenge number three and scored 83% (see table 4.12). To be effective training program are supposed to be properly organized. Good organisation alone is not adequate, proper planning and training is equally important. Top management should be seen framing and authorizing the basic training policy, review and approve the training plans and programs and approve the training budgets. This is not done at President’s Office-Public Service Management where currently there is no approved training policy and
even the training program is even not yet approved. This indicates that the element of training at PO-PSM receives less emphasis than other issues.

Further more research findings revealed incompatibility between training needs and training programs to be the other challenge facing implementation of training program. This also goes in line with the previous findings where respondents argued that at PO-PSM training programs do not reflect the training needs and priorities of the work. No wonder why this is happening. The reason is straightforward. The ministry does not have the training policy which could explain the expected results to be achieved through training, the priorities for training and the type of training required. It is seen that training programs are reactive rather than pro-active hence difficult to measure its effectiveness.

Lack of proper procedures and motivation was also seen as the challenge facing implementation of training programs (68% of respondents). This implies that training programs are not well designed. They don’t indicate who is to be trained—new or old employees; unskilled or semi-skilled workers, supervisors or executives. It is necessary to create a desire for learning. Employees will be interested in training if they believe that it will benefit them. Trainees will change their behavior if they become aware of better ways of performing and gain experience in the new pattern of behavior so that it becomes their normal manner of operation.

Training Evaluation; regarding training evaluation, the Directors of PO-PSM admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion (56% of respondents). The respondents also indicated that they are not aware of how training is evaluated. To supplement on what director said employees commented no feedback is given in regard with how training programs improves their performance. It is important to evaluate the extent to which training programs have achieved the aims for which they were designed. Evaluation provides useful information about the effectiveness of training as well as the design of future training programs.
CHAPTER FIVE

SUMMARY, CONCLUSION AND POLICY IMPLEMENTATION

5.1 Summary
This study looked at the factors affecting training program at President’s Office- Public Service Management. The entire study was structured into five chapters. Chapter One (1) which constitutes the introduction to the study contains the background information, problem statement with relevant research questions, objectives of the study, the research questions, scope and significance of the study. Chapter Two (2) of the study was used to review relevant literature involving the examination of key concepts like human resource management, training, benefits of training, training process, career development and the relationship between training and factors affecting effective implementation of training programs.

Chapter three (3) deals with the methodology of the study and contains the research design, population, sample of the study, sampling techniques, data collection methods, design and administration of research instruments, and data analysis procedures. Chapter four (4) focused on data presentation, analysis and discussion of the findings. Chapter five (5) focused on conclusion and recommendations.

5.2 Conclusion
The study was conducted basing on research questions. The main research question was determining the factors affecting training programs at PO-PSM. The ministry has been involved in training activities since (10) years (1999 – 2008) back. However these programs have been affected by a number of factors. To conclude on the factors affecting training programs at President’s Office-Public Service Management, the researcher divided the assignment into three specific objectives; determination of the current training practices at PO-PSM, exploring the perceived benefits of current training programs and identifying challenges affecting effective implementation of training programs at President’s Office-Public Service Management. Conclusions have been given basing on these three specific objectives.
The current training practices at the Ministry indicate that new employees are not properly oriented; there is no agreement on training needs and priorities, no sufficient training opportunities, shortage of training materials and inadequate training needs assessment. With these findings the ministry should not expect the on-going trainings to change behaviours of employees. It should be noted that the route to changes in performance lies in changes to knowledge, skills and attitudes.

The purpose of training is to improve knowledge and skills and to change attitudes. It is one of the most important potential motivators. Training programs can lead to many possible benefits for both individuals and organisation. Training programs can increase the confidence, motivation and commitment of staff; provide recognition, enhanced responsibility and the possibility of increased pay and promotion. They can also give a feeling of personal satisfaction and achievement and broaden opportunities for career progression and help to improve the availability, quality and skills of staff.

Apart from the said benefits of training programs, employees of PO-PSM have shown dissatisfaction level on the following aspects. It was expected that training programs could reduce employee turnover, but the outcome indicated the disagreement of the fact by 70.3%, on the aspect of empowering individuals, employees showed their dissatisfaction level by 65.5%. Training programs were also expected increase innovation in strategies, product/service and reduction of operating cost. The result to this was the opposite. More than 65.5% of respondents did not agree to the verity. Moreover employees showed that the ongoing training programs did not increased capacity, knowledge and ability to adapt to new changes (61.9%).

As discussed earlier it was expected training programs to improve organisational performance, increase the level of individual and organisational competence. They help to reconcile the gap between what should happen and what is happening-between desired targets or standards and actual levels of performance. Despite many advantages of training programs many employers continue to have reservations about the cost and the extent of tangible business returns from training. The President’s
Office-Public Service Management has been facing a lot of challenges, to mentioned some include shortage of fund (100% of respondents-directors), lack of training and development policy (96% of respondents), lack of management commitment (83% of respondents), nepotism (91% of respondents), shortage of training opportunities (78% of respondents) incompatibility between training needs and training programs (77% of respondents), poor communication on training opportunities (70% of respondents), lack of proper procedures and motivation (68%), political interferences (67%) and lack of training effects evaluation (56% of respondents).

5.3 Policy Implementation
It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization’s staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, President’s Office-Public Service Management should ensure that the following are instituted at the work place.

Conduct Training Needs Assessment before Training
Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

The needs identified should emanate from President’s Office-Public Service Management strategic plan, which also cover departmental/ sectional/ teams and individual plans. PO-PSM should see learning, training and development as well as training’s objectives, plan, implementation and evaluation as a continuous process for organizational development and survival. Through this process, gaps in knowledge, skills, attitudes required for the organisation, department and individuals to reach their potential, will become evident.
Set clear objectives and defined Policy for training
This will enable the design of a carefully planned program of training. The program should address such questions as; who is to be trained and why? What should they be taught? Where and how should the training be undertaken, and by whom? How will the training be assessed and evaluated? The expected results of training should be understood clearly and realistically and be seen as reasonably attainable.

Involve trainees in setting training programs
It is important that staff themselves should feel a sense of involvement and know how they can play their part in achieving the goals and objectives of the organisation. They should be given ownership and partnership in the training process.

Create more Opportunities for training
Consideration must be given to external courses and training opportunities linked to the educational system. These include programs designed to provide improved employment opportunities and centered on standards of occupational competence. Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

Establish an effective system of review and evaluation.
This should involve the ongoing monitoring of progress, a supporting performance management system and maintenance of suitable training records. Evaluation should involve assessment by the trainers, line managers and supervisors and the trainees. The review process should include identification of those areas to which greater attention should be given in future training programs. Whenever possible evaluation should be objective, measurable factors for example reduced staff turnover and absenteeism or sickness. The ultimate evaluation of training is the extent to which it contributes to improved organisational performance and effectiveness and the quality, job satisfaction and prospects of employees.
5.4 Area for Further Study

The researcher recommends the future researchers to commit their efforts towards the following areas;

• The effect of training programs on employee performance
• The impact of training and development on employee turnover

5.5 Contribution to Knowledge

The findings and analysis of this study show that training programs at PO-PSM are not well planned. They are constrained by a number of factors. More than that the study has contributed that effective training program should be backed up by training and development policy. As far as research study is concerned, the contribution of knowledge will be to the following area:

5.5.1 To the Researcher

Through research study made at President’s Office-Public Service Management the researcher has widened her knowledge following the findings obtained due to ability of revealing the challenges and the solutions in relevant study. In that facet the researcher has accumulated a lot of knowledge and will be able to carry out another related study more efficiently in broader area of study.

5.5.2 To the Other Researcher Student

This research report will help other Human resources professionals and other managers who will be undertaking the related study to acquire knowledge and making deeper investigation on the study by making sure that they are covering the gaps not covered by the researcher hence bringing new insight.
REFERENCES


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www.google.com

www.wikipedia.com

APPENDIX I

Questionnaire

My name is Amina Mohammed; I am currently in the process of writing my dissertation for the completion of a Masters degree in Human Resources of Mzumbe University- Dar es Salaam Business School. My research topic based on “Factors affecting implementation of training programs to the public institutions in Tanzania, the case of President's Office - Public Service Management (Utumishi)”. Your assistance in filling and returning the questionnaire is greatly valued. The responses are completely anonymous and confidential.

SECTION A : BIOGRAPHICAL DATA

Please supply the following information by making “V” in the appropriate block where the options are provided.

A.1 What is your occupational?

A.2 What is your Sex?

<table>
<thead>
<tr>
<th>Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

| 20-29 |  |
| 30-39 |  |
| 40-49 |  |
| 50-59 |  |

A.3 What is your age?

A.4 indicate your qualification

| Certificate |  |
A.5 How long have you been working with this Organization?

<p>| | | | | | |</p>
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<thead>
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<tr>
<td>1-5 years</td>
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<tr>
<td>6-10 years</td>
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<tr>
<td>11-14 years</td>
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<tr>
<td>15-19 years</td>
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<tr>
<td>20+</td>
<td></td>
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</tbody>
</table>

SECTION B: TRAINING PRACTICES

Please indicate the extent to which you agree with each statement by putting an “V” in the appropriate block.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neutral</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My organization always provide training to new employees</td>
<td></td>
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<tr>
<td>2</td>
<td>On-the-job training is given due importance.</td>
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<td></td>
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<tr>
<td></td>
<td>Sufficient opportunities exist for training and development in the organization.</td>
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<td></td>
<td>I feel that I am sufficiently</td>
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<td></td>
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<tr>
<td>trained for my job</td>
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</tr>
<tr>
<td>3</td>
<td>My trainer and I discuss the training needs and priorities which will assist me to improve my performance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>My trainer and I reach agreement on the needs and objectives of my training</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Training needs and objectives are related to the overall organizational goals</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>In my organization deficiency in knowledge and skills of trainees are measured against individual employee’s job requirements</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>I am aware of the strategic direction of my organization/department</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>My trainer/training manager reminds me of the overall training strategic goals and objectives.</td>
<td></td>
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<tr>
<td>9</td>
<td>My trainer/training manager and I regularly engage in discussions about the goals I have to achieve</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Training material provided during the training programmes is</td>
<td></td>
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</table>
Other feelings about my organization

SECTION C; BENEFITS OF TRAINING

Please indicate the extent to which you agree with each statement by putting an “V” in the appropriate block.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training programmes conducted in the organization help in organizational development</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I think that I would have performed better in some other task within the organization.</td>
<td></td>
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<tr>
<td>3</td>
<td>Personal goals of individuals are well integrated into organizational goals</td>
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<tr>
<td>4</td>
<td>My trainer determines any changes in the organizational efficiency and effectiveness that can be attributed to post-training performance of individuals and teams</td>
<td></td>
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<tr>
<td>5</td>
<td>increased innovation in strategies and products, and Increasing efficiency in executing the tasks to reduce costs;</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>increased job satisfaction and morale increased motivation</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Increased capacity for adaptation of skills and qualifications to technological and other changes in the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Agree</td>
<td>Neutral</td>
<td>Strongly disagree</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>8. Training is seen as a key to achieving empowerment for individuals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Improving the quality of products and services delivered to customers;</td>
<td></td>
<td></td>
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<tr>
<td>10. Reduced employee turnover</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Promoting horizontal mobility by providing training to acquire the expertise necessary to fulfill a new task on the same hierarchical level to improve the flexibility and adaptability of employee</td>
<td></td>
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<tr>
<td>Any other role</td>
<td></td>
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</table>

Please indicate the extent to which you agree with each statement by putting an “V” in the appropriate block.
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<tbody>
<tr>
<td>3</td>
<td>The trainers generally have enough practical and field experience.</td>
</tr>
<tr>
<td>4</td>
<td>My organization sets attainable performance goals in line with its vision and mission and broad training objectives</td>
</tr>
<tr>
<td>5</td>
<td>The trainer and the rest of the training department value trainees’ opinions on issues relating to employee training and development</td>
</tr>
<tr>
<td>6</td>
<td>The trainer must establish whether the training programme was designed to meet specific learning, training and organizational objectives</td>
</tr>
<tr>
<td>7</td>
<td>My trainer determines any knowledge or skill deficiencies</td>
</tr>
<tr>
<td>8</td>
<td>Drastic changes in the training programme can create confusion amongst trainees and</td>
</tr>
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</table>

83
defeat the intended learning objectives

Any other comments
................................................................................................................................................................................................

4. Are there any problems associated by trainings programs at your organization?

a) Yes
b) No

5. If the answer is yes in question no 4 can you mention the problems?

a) ................................................................................................................................................................

b) ................................................................................................................................................................

6. What measure should be taken to improve trainings programs at your organization?

a) ................................................................................................................................................................

THANK YOU VERY MUCH FOR YOUR KIND CO-OPERATION!
Appendix II

Interview Guide for Key Informants

1. Has your organization have training programme?
   . Yes
   . No

2. Is your organization identifies the training needs for the employees?
   . Yes
   . No

3. On an average, how much time did it used to take for training programme?
   . One Month
   . Two Month
   . Three Month

4. How many training programs have been made in the past one year?
   . One
   . Two
   . Three

5. How many training programs did you attend last year?
   ............................................

6. Do you have any training programs in this year?
   . Yes
   . No

7. Do you think that, training programs archive their objective?
   . Strongly archive
   . No achievement

8. Do you think the training programs are effective?
   . Yes
   . No
9. Do employee training programs raise unrealistic expectations about organization objectives?
   . Yes
   - no

10. What is the selection procedures for Training, and who is responsible to select them?

11. Does Management support trainees?
   a. Yes
   b. No

12. To what extent does training change employee’s behavior?
   a. Considerable
   b. Slightly
   c. Nil
   d. I don’t know

13. Does your organization use a specific training model?
   . Yes
   . No

14. Which training mode usually applied by organization in training?

15. What are the benefits of using particular model?
Q. 16 What are the challenges associated by using such particular model?

Q. 17 Is training practices always successful?
   - Yes
   - No

Q. 18 Are there challenges in carrying out training programs?
   - Yes
   - No

Q. 19 Can you mention challenges associated with carrying out training program
Appendix III:
The Organization Structure of PO-PSM

MINISTER

PERMANENT SECRETARY

ADMINISTRATION & HUMAN RESOURCES MANAGEMENT DIVISION
DIRECTOR

PLANNING DIVISION
DIRECTOR

PROCUREMENT MANAGEMENT UNIT
DIRECTOR

FINANCE AND ACCOUNTS UNIT
CHIEF ACCOUNTANT

INTERNAL AUDIT UNIT
CHIEF INTERNAL AUDIT

GOVT. COMMUNICATION UNIT
PRINCIPAL OFFICER

RECORDS AND ARCHIVES MANAGEMENT BOARD

FOUNDERS OF THE NATION BOARD OF TRUSTEES

E GOVERNMENT, TaGLA, TANZANIA PUBLIC SERVICE COLLEGE and UONGOZI INSTITUTE

INFOR. & COMM. TECHNOLOGY UNIT
PRINCIPAL COMPUTER SYS. ANALYST