THE ROLE OF TRAINING AND DEVELOPMENT ON IMPROVING EMPLOYEES PERFORMANCE IN PRIMARY SCHOOLS IN TANZANIA: THE CASE OF ILALA MUNICIPAL
THE ROLE OF TRAINING AND DEVELOPMENT ON IMPROVING EMPLOYEES PERFORMANCE IN PRIMARY SCHOOLS IN TANZANIA: THE CASE OF ILALA MUNICIPAL

By

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Dissertation Submitted to Mzumbe University in Partial/Fulfillment of the Requirements for the Degree of Masters of Science in Human Resources Management (MSc HRM) of Mzumbe University

2013
We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation/thesis entitled The Role of Training and Development in Improving Employees Performance in Primary Schools in Tanzania: The case of Ilala Municipal, in partial/ fulfillment of the requirements for the award of the degree of Masters of Science in Human Resource Management of Mzumbe University.

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DEDICATION
This dissertation is dedicated to my lovely daddy the late Mr. Elias Ikomba who always wanted to see his daughter prosperity, may God rest his soul in peace and my beloved mom Mrs. Nesiah Elias Ikomba for her assistance and encouragement throughout my study life.
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>HRM</td>
<td>Human Resources Management</td>
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<td>IMC</td>
<td>Ilala Municipal council</td>
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<td>MEO</td>
<td>Municipal Education Officer</td>
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<td>MSI</td>
<td>Municipal School Inspectors</td>
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<td>N</td>
<td>Number of respondents</td>
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<td>PST</td>
<td>Primary school Teachers</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>T&amp;D</td>
<td>Training and Development</td>
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<td>TNA</td>
<td>Training Needs Assessment</td>
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<td>TNs</td>
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ABSTRACT

This study assessed the roles of training and development on improving employee’s performance in primary schools in Tanzania the case of Ilala Municipal. Specifically, the study assess the extent to which lack of training and development have contributed to poor performance of employees in primary school in Tanzania, examining types of training given to employees in relation to new subjects and curriculum, analyzing the systematic and structural problems that hinders training and development to primary school Teachers in Tanzania. The study was qualitative with some aspects of quantitative approach with 100 respondents. They were 95 teachers, 4 school inspectors and 1 Municipal education officer. Data were collected through questionnaires, semi-structured interviews, focus group discussion and from documentary evidence.

Evidence from the findings show that, training and development is not a priority in the sector for example there are neither training strategic plan nor policy guide for the same, teachers were obliged to teach new subjects prior to the training on how to teach them. Also the government does not allocate funds for training, teachers are not permitted to go for training even at their own costs and there are no proper formalities and procedure for training.

The study has also revealed that types of training provided to teachers is not compatible with their knowledge and skill gap as a result they can neither deliver nor meet intended ends as well as be in a position to overcome the ongoing changes and challenges. The study also uncovers the systematic and structural problems that hinder training and development of teachers in Tanzania. They include governance particularly decision making, lack of training tools, as well as inconsistence in the number of employees and pupils which results into overloading teachers. Thus, poor employee performance is a result of lack of training of teachers in Tanzania.

Based on findings the study recommends for the education sector to increase the allocation of resources for staff training, which in turn would increase its contribution towards improving employee performance.
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CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO RESEARCH PROBLEM

Training and development (T&D) are claimed to be one of the organizational strategy to improve employee’s performance in any organization. Horwitz (1999) argues that, it is through training and development that employees acquire new skills and knowledge that match with both internal and external challenges that occurs in the course of their employment thus they can efficiently and confidently discharge their duties.

In the same view (Sim et al.1989) are of the view that training for competences plays an important role at improving employee performance. This is because, unlike those without competencies, employees with various competencies are in a better position to meet and match with various changes and challenges; to achieve this, selection of the right employees and training that aim to obtain employees with suitable competences are paramount.

Furthermore, training and development are considered to be motivation factors to some employees (Agarwala, 2010). The fact that employees join organizations with different goals and needs, it is obvious that those whose goals are to advance in their careers may work with maximum efforts once they are trained and developed periodically hence improve in performance. Since training and development results into promotion of employees in many organizations, it is therefore clear that it motivates employees not only to diligently perform their duties but also develop feelings of trust to management as well as sense of ownership in the organization (Cole, 2004).

In the similar vein, training and development are also considered as a means to control employee’s turnover thus enable an organization to retain competent, skilled and knowledgeable employees who stands as catalyst for organization performance (Chhabra, 2010).

Not only training and development are vital at motivating employee and control their turnover in the organization but also crucial in the attainment of both short and long term goals of the organization, which in fact can be obtained and measured through
employee performance. Since achievement of goals and objectives of an organization are assessed by performance of its resources, human resources in particular, training and development form the central part of it especially on the areas of assessment and evaluation of employee’s performance.

In order to improve employee’s performance an organization must have a clear human resources plan which observes among other things, training needs of all the employees in relations to the goals of an organization (Bowey, 1974; Porter, 1985). The plan should note outstanding workers, those who need additional training and those are performing below expectations of the organization which will then determine type of training to suit employees.

Since the 1990’s and early 2000’s, education sector in Tanzania has undergone several changes; the changes were so fundamental in the sector in both primary and secondary education. In secondary education some subjects such as commerce and book keeping were removed from the syllabus, whereby in primary education some subjects were fused into one, sports and games were removed from the curriculum and some new books were introduced to replace the previous books and above all curriculum’s were changed too.

These changes have created the need for expanded skills and knowledge’s as well as a continuous skills up-gradation to facilitate both teaching and learning strategies and thereafter improve performance. Within this context, the reasons for training and development (T&D) become a strategic organizational activity in the sector (Argarwala, 2010).

Similarly, the contemporary education environment faces in the country various challenges which necessitate stakeholders Teachers in particular, not only to be well informed but also updated in their field as well as possess relevant skills and knowledge that may enable them to smoothly implement curriculum (Miles et al. 1978). Introduction of new technology especially the use of computer and internet which are currently used for communication, extraction of teaching materials and record keeping, needs well trained persons.
Furthermore, Teachers who entered the work force thirty years ago may have skills and ability that is unlikely to suit today’s changes and challenges in the sector hence a need for training.

Moreover, the increase in number of children in the country necessitated for government efforts in building of primary schools to enable them have opportunity to be enrolled and obtain primary education which, is termed to be basic and compulsory to all children (URT, 2000). Unfortunately, the increase in the number of children and schools seem not to match with the training of personnel who would impart knowledge to children in that level.

1.1 Statement of the Problem

Tanzania has experienced poor students’ results for children studying in primary schools for several years. Currently, some children finish primary schools without even knowledge of reading and writing though they were for seven years in schools. It is claimed that, lack of training and development to Teachers is one of the factor for not only Teachers poor performance in the schools which is reflected in poor student’s result in the final examinations.

Despite of the impacts that training and development have on increasing employees’ efficiency, which mostly facilitates organization performance, unfortunately the education sector do not consider training as a priority in improving employee’s performance. Following such observations, there is a need to assess the role of training and development to primary school Teachers who are at the centre of imparting knowledge and skills to children in the education sector taking into consideration of the fact that training and development are weapons for employee performance.

However, limited literature is available on training and development in relation to improving employee’s performance. This study therefore intends to fill this information gap by specifically investigating the role of training on employee performance in assessing the extent to which lack of training and development have contributed to poor performance of employees in primary school in Tanzania, examining types of training given to employees in relation to new subjects and
curriculum and analyzing the systematic and structural problems that hinders training and development to primary school Teachers in Tanzania.

1.2 Research objectives

The general objective of this study was to investigate the role of training and development on improving employee’s performance in primary schools in Tanzania.

1.2.1 Specific objectives

This study seeks to achieve the following specific objectives:

i. To assess the extent to which lack of training and development have contributed to poor performance of employees in primary school in Tanzania.

ii. To examine types of training given to employees in relation to new subjects and curriculum.

iii. To analyze the systematic and structural problems that hinders training and development to primary school Teachers in Tanzania.

1.3 Research questions

The study attempted to answer the following questions in relation to training & development and employee’s performance;

i. To what extent does lack of training and development contribute to poor employee’s performance?

ii. Were Teachers trained to meet new subjects and curriculum introduced by the government?

iii. What are the structural and systematic problems hindering training and development of Primary school Teachers in Tanzania?

1.4 Significance of the Study

This study will increase awareness to stakeholders in the education sector on the importance of training and development to employees particularly in the increase of productivity. The study will also be useful not only to the policy and decision makers who participate in allocation of resources to meet the needs for education but also investors who run private schools in the country. Likewise, will provide valuable
information to education stakeholders on how they can best support primary schools teachers especially in relation to teaching and learning.

Similarly, the findings of the study will be used as tool for a rational review of the existing training and development strategies so as to come out with strategies that will enhance training of employees. Furthermore, the study will add some knowledge as regard to training and employee performance and be used as additional reference to researchers in the field. For researcher, the study is considered as the fulfilment of the requirement for the Degree of Masters of Science in Human Resources Management of Mzumbe University.

1.5 Limitation and Delimitation of the study
Carrying out this study involved the information from primary and secondary data source. Secondary data source was collected through documentary review methods. Since the title needed the researcher to undergo data collection process from the various institutions, the responsible person(s) felt to provide some of the information that were needed by the researcher as most of the them treated such information as confidential ones. This solved by assuring respondents that the required information is just for research work and not otherwise.

Similarly, limitation of the study was in its totality being examined in the course of conducting the research currently; limitation was based on the financial to cover all the costs, and shortage of time was among constraints that limit the researcher during the study. In this case, the researcher after completing coursework returned to the employer to continue working. This of course limits her with regard to getting enough time for research work. This limitation solved by the researcher taking annual leave of twenty eight days which used intensively in doing the research work.

1.6 Definition of key concepts
In the context of this study the following terms will be used in this study.

1.6.1 Training and development
Training and development was used interchangeably in this study to connote increase in the skills and knowledge to employee to enable them to perform their duties
effectively and efficiently/improve performance. In this regard training is any attempts geared at providing an employee with relevant knowledge and skills while development refers to learning opportunities directed towards helping employee growth through imparted knowledge and skills.

1.6.2 Employee

Employee refers to school Teacher who is the main implementer of the curriculum.

1.6.3 Performance

Performance connotes employee’s ability to effectively and efficiently deliver the expected outputs (Mathias et al. 2009)

1.7 Organization of the Study

The study was organized into five chapters. The first chapter includes introduction and background of the study, the research problem, the objectives of the study and the research questions. The chapter was further included the significance of the study as well as limitations of the study. Chapter two covers literature review. The chapter began with a discussion on the theoretical literature that guide the study based on the role of training and development on improving employee performance in primary schools in Tanzania and thereafter literature review that was provided for a comprehensive scholarly views on training and development as integral part for improving employee’s performance.

Furthermore, empirical literature, research gap and conceptual framework were all covered in this chapter. Chapter three addresses the research methodologies whereas chapter four covers presentations of the findings and the discussion of the findings. Chapter five presents the study’s synopsis whereby summary, conclusion and policy implications are presented.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter covers the theoretical literature reviewed from books, journals and other published and un-published documents that guides the study as well as the empirical literature which was reviewed. The chapter also provides the explanations on the research gap and the conceptual framework.

The chapter begins with the theoretical literature that guided the study and thereafter the reviewed literature that provides for a comprehensive review based on different arguments by different scholars on the role of training and development at improving employee performance.

Furthermore, the empirical literature was reviewed to show all about the role of training and development on improving employee’s performance in primary schools in Tanzania.

2.2 Theoretical Literature

2.2.1 Resource-based Theory
The study was guided by the resource-based theory of employee performance as propounded by (Barney 1991; and Boxall 1996). The theory mainly focuses on the promotion and development of human resources on the issues of skills, knowledge, attitudes and competencies. According to the theory, aligning human resources to current strategic goals contribute nothing to employee’s performance as compared to the provision of relevant skills and knowledge; employee performance is a product of among others, skills, knowledge and competencies.

The theory further points that; human resources can provide competitive advantage for the business, as long as they are unique through skills, knowledge, attitudes and competencies which underpin performance of their job hence survival of organizations. The theory maintains that human resources are important capital to develop for sustainable employee and organization performance and that, business
excellence is not just about ‘best practice’ or ‘leapfrogging the competition’, but about productivity through the intellectual capital.

The theory also emphasizes that, employee’s performance can be improved firstly, if employee’s are valued and the basis of the value is created by matching an individual’s competencies with the requirements of the job which in turn determine type of training, as individuals will make a variable contribution.

Secondly by considering employee’s cognitive ability which lead to their trainability, adaptability, flexibility for future performance and development, thirdly and finally human resources are non-substitutable which implies that unlike other resources in the organizations, human resources cannot be substituted rather trained and developed so that they cannot go with the changes and job challenges but also improve performance.

The rationale for selecting this theory lies on the fact that, it considers human resources (employees) as important capital and assets which, when developed can improve performance and lead to the survival of an organization. In addition the theory acknowledges the importance of training and development to employees and organization at large, and employee competencies in the improvement of employee’s performance.

**2.2.2 Human Capital Theory**

The study also was inspired and guided by Human Capital Theory. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising worker’s future income by increasing their lifetime earnings (Becker, 1994). This postulates that expenditure on training is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes through imparted knowledge, skills and competences. Therefore the teaching methods need to be replenished through training if the objective of a school such as good performance to the pupils has to be achieved. Lack of it will lead to poor performance as a result of failing to plan best lesson that can prepare and make their pupils to be attentive hence poor performance.
Furthermore, human capital theory states that people are worth investing in as a form of capital (Garrick, 1999). People’s performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits (Bratton 2007). These can applies to primary school teachers when well trained the return of investment can be assessed in terms of pupil’s good performance which is a results of employee’s performance.

As Sen (1997) explains, human capital concentrates on the agency of human beings through skill, knowledge, effort in augmenting production, possibilities. Training attempts to close the gap by bringing employees up to, but not beyond the desired standard or competence (Bratton, 2007). This theory is relevant to the study because teacher’s work performance is expected to be determined through training. As teachers upgrade their skills, they maintain the mastery of their subject area likely to bear fruit especially when the new subjects and curriculum are introduced.

Teacher’s value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their schools gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. This is supported by Bryan (2006) who argues that at the micro level, human capital of employees contributes to competitive advantage. Therefore, training is the most component of human capital that enable employees to acquire knowledge, skills and competences for a particular job in the organization with a particular set of technologies.

2.2.2 Performance

Teacher’s job performance is a concern of everybody in the society because they are the ones who build the foundation to every known career in every society. Oxford Advanced Learner’s Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfilment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teacher’s role of teaching students in class and outside the class.

The teaching of students can be performed well if the teachers are trained well to gain new skills, knowledge, attitudes and competences. Therefore, teacher job
performance is the teacher's ability to integrate the experience, teaching methods, teaching curriculum, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by skills, knowledge, attitudes and competences.

Performance is the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it; A performance comprises an event in which generally one group of people (the performer or performers) behave in a particular way for another group of people.

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract.

Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers.

According to Mathias and Jackson (2009), “Performance is associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed”. “The standard to which someone does something such as a job or examination” (Macmillan English Dictionary for Advanced Learners, 2007). “Performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed” (Business Dictionary 2010: online).

For the purpose of this study, the researcher’s definition will be as follows: Employee performance is about the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer, meeting the organizational target goal, employee growth, low supervision and responsibility.
A good employee performance is necessary for the education sector in Tanzania especially to primary school education. Organization’s success is dependent upon the employee’s creativity, innovation and commitment (Ramlall, 2008). Good job performances and productivity growth are also important in stabilizing our education. But the questions arise that how these employees can work more effectively and efficiently for the achievement of the education sector particularly at primary school level?

There are many factors which improve the work of the employee such as flexible scheduling, motivation, environment, training etc. Therefore research on primary education and on their individual employee performance is important to our society in general. Performance comprises both a behavioural and an outcome aspect. It is a multi-dimensional and dynamic concept, therefore primary education sector needs highly performing employees in order to deliver the products and services they specialized in it.

2.2.3 Training

Many writers perceive training in different ways, Gupta (2001, 2009) defines training as the process of improving the knowledge and skills of personnel. Armstrong (2001) views training as the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience. Training involves systematic procedures for transferring technical know-how to the employee’s so as to increase their knowledge, skills and competences for performing their jobs with proficiency. In this case by undergoing the training programme, the trainees acquire technical knowledge, skills and problem solving ability.

These definitions associate training with increasing employee’s knowledge, skills, abilities, attitudes and modification of behaviour as a result of learning process. Traditionally training has been defined as the process by which individuals change their skills, knowledge, attitudes, and or behaviour (DeCenzo and Robbins, 1998). According to Flippo, “Training is the act of increasing the knowledge and skills of an
employee for doing a particular job”. In this context, training involves designing and supporting learning activities that result in a desired level of performance.

All in all training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace (Charnov, 2000). In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviours.

Furthermore, Kenny and Reid (1988) went beyond by defining training as a planned process to modify attitude or skills and behaviours through learning experience to achieve performance in any activity or range of activities. So in this regard training is viewed as a means to achieving good performance to employees in any organization. Training may be defined as learning process in which employees acquire knowledge, skills, experience and attitude that they need in order to perform their job better for achievement of their organization goal.

Thus, employee training is learning process in their course of performing their responsibilities (Ngirwa, 2005). Training is a well a planned process to change attitudes, knowledge or skills and behaviour through a range of activities to achieve effective performance. Beardwell et al. (2004) argued, when training is in the work situation, it develops the employee to satisfy current or future needs of the organization. On the other hand Bramley (2003) stressed that, training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work.

2.2.4 Development

Development is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance. This development often includes a wide variety of methods, e.g., orienting about a role, training in a wide variety of areas, ongoing
training on the job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience.

Bratton, J. and Gold, J. (2000) explain that, employee development is analyzing training requirements to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the organization. In so doing the performance appraisal can identify employee key skills and competencies. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate (Nadler Leonard, 1984).

Furthermore, development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them” (Garavan, Costine, and Heraty 1995). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution/organization identify effective strategies for improving performance.

In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem like the poor performance on the students and employees (teachers) that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Marmer, 1999).

2.2.5 Training and development

Training and development is a subsystem of an organization that emanate from two independent yet interdependent words training and development. Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner’s knowledge, attitudes or skills) so that the learner can better perform a current task or job. Training activity is both focused upon, and evaluated against, the job that an individual currently holds (Learner, 1986).
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 R., 2005).

Training and development ensures that uncertainty is reduced and learning or behavioral change takes place in structured format. In the field of human resource management, 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 R, 2005). Therefore the continuous employee training and development has a significant role in the development of teachers and their school performance.

In this context Training and Development are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Kim, 1997).

2.2.6 Training and development on improving employee performance

There have been different scholar’s arguments on the role of training and development on improving employee performance. Sharma (2011) is of the opinion that training and development are at the centre of employee performance as well as survival of an organization. According to him, through training and development employee can not only go with the changes and challenges but also obtain competencies that lead to the improve on the performance and survival of an organization. He considers training like an important investment which entails the inputs aimed at updating the skills of the employee’s necessary for improving their performance.

According to him, after the newly appointed employees join the organization, it is necessary to train them in order to make them competent for the jobs that they are
supposed to handle and by so doing they become fully productive in less time. In modern industrial environment, the need for training of employees is widely recognized to keep the employees in touch with the new technological developments.

Moreover, training is important not only for organization but also for employees; for the employees, it gives them greater job security and an opportunity for career advancement. Skills acquired through training are asset for the organization and the employee. The benefits of training stay for a very long time.

He further argues that, a need for employee’s training arises because of several factors which include change in technology, accuracy of output, improve motivation, and introduction of new and modern working tools (Ibid). In the context of this study, it is clear that for employee’s performance is subject to proper and periodic training without which poor employee performance as well as student’s result are inevitable.

Based on the investment perspective, Greer (2001) opines that employees are valuable resources as compared to other resources for production in any organization who deserve training and development as a way to them productive. He goes one step further by arguing that, when employees are viewed as variable costs, there is little recognition of the firm’s contribution to their training or the costs of recruiting and training their replacements. Likewise, there is less incentive to provide training or make other investments in them.

Finally, he pointed out that investment in training fundamental to the formation of human capital for the survival of the organization in the contemporary modern world. In this case training needs to be treated as a continuous process to update the employee’s in new methods and procedures.

Furthermore, Mabey (1998) opines that employee performance is an outcome of investing in training and development. He argues that, to a large extent, differential levels of training activity are frequently cited as central in explaining the superior performance of employees. Additionally, Lynch, (1994) alleges that the emergence of new working system together with various challenges and changes made in the working models intensify interest in workforce skills and a need for their training
while, Cappelli and Rogovsky (1994) argues that training is necessary at providing employees with skills relevant for their jobs and by so doing employee performance improves.

Furthermore, training and development is also seen as central to the concerns of human resource management (HRM); indeed at least one commentator has identified training as the vital component the strategic without which employee can perform well. This is because, training does not only facilitates flexible working practices and rapid adaptation but, it is argued, can also be an important means of motivating employees and securing commitment to company goals. The modal further advocate that, organizational outcomes such as employee commitment and performance are the product of a well plan training and development strategies given to employees (Ibid).

Moreover, Hyman (1992) argues that training and development are catalyst for employee performance because they are the main agent for transforming employees at their work place. In the same line of argumentations, Keep (1989) is of the view that, training is the means by which employers create technical competencies within the workforce, facilitating the adoption of new technologies and the development of flexible working practices. Therefore, it is argued that firms should seek to emphasize broad and high skills, or multiple competencies which allow for an expansion of job boundaries and the ability to switch between tasks, rather than narrow, low-level skills (Streeck 1989).

Keenoy (1990) opines that, training is vital at increasing employee commitment, attachment, and loyalty which are basis for improve in the performance. Storey (1995) is of the opinion that training lead to employees’ commitment that influence behavioral dimension involving them going beyond contract or going the extra mile in pursuit of customer service or organizational goals. In the same vein, Keep (1989) considers training as a means through which employees are valued in the organization and that, the act of valuing them as important to the company's future success leads to the improve in the performance and organization outcomes.
Similarly, based on the human resource modal, Becker (1975) contends that training produce outputs in the form of skills, superior productivity, affirmative attitudes and so forth. Indeed, the training process may itself represent an opportunity for management to directly attempt to strengthen employees' identification with corporate values in the hope of encouraging co-operative forms of behaviour (Willmott, 1993).

Barrington and Simpson (2002) are of the view that, training and development do not occur on vacuum rather subject to several objectives that aim at improving employee’s ability at work place. According to them training and development are important because they improve employee’s performance, they enable employees to have equivalent skills to match with the new technology, increase sense of belonging and ownership of the employee to their organization.

They further add that, training and development are vital at decreasing the need for employee’s supervision thus they can perform their duties independently; they are also among criterion for employee’s promotion and advancement (ibid). Similarly, Allis (2003) went beyond by arguing that training and development are vital at improving employee performance because they are not only source of job satisfaction but also increase in the morale among employee as well as employee’s innovation in performing their duties.

He further argues that, through training and development, organizations can avoid employee turnover which in most of the time disturb performance; it also create a pool of readily available and adequate replacements for personnel who may leave or move up in the organization thus maintain performance standards (ibid).

Mueller (2008) puts it clear that, once employers have devoted time and effort to sourcing, screening and selecting new employees, the next steps are to retain and motivate these employees. A critical component of retention and motivation is an effective orientation program; this is because, new employees very often find the start of a new position a trying experience, there is much they don’t know about the job tasks and responsibilities, the organization and its operations, the organization
and reporting structure, the operational rules and procedures they should follow and what they are expected to do and not to do.

All new employees want to be successful, and we as employers want them to succeed. Therefore, a new hire orientation program must be planned and implemented carefully to ensure that success. At this point, Owners and managers should offer constructive criticism, suggestions to avoid mistakes, ideas on how to avoid conflicts and suggestions on how to improve work performance to ensure success. When employees understand what is required of them and why they are asked to perform activities in a certain way, they have a much greater opportunity for success on the job. Still, corrective and disciplinary action may be required during the evaluation period.

Matthews, et al. (2004) contend that training and development are not only sources of employee’s morale but also means to identify individual need. They argue that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. According to them once employee’s needs are known and training to meet the needs is conducted they become capable of performing their duties. In the same line of thinking, Singh and Vinnicombe (2003) are of the view that, training is considered to be a process of enhancing an employee’s capacity to handle greater responsibilities successfully.

Inspite of that, Ngirwa (2005) argue that, after successful orientation and placement a new employee starts a new cycle in the work organization. To start with, the new employee uses his or her previous knowledge, skills and experience to perform his or her job up to the point when the ability to perform starts to fall below the demand of the job. It is at this point according to him, where the organization has to train the employee in order to ensure the restoration of match between employee performance capability and their job demand.

Following that, he recommends for the use on job training in order to enhance the employee skills, so as to enable them perform their duties efficiently and effectively. Finally, he suggests for the use specialized training that reflects the
Training Needs Assessment (TNA) on specified number of employees in the public organization.

Additionally, Coventry (1973) adds that training is a factor for improved performance. To him training and development increases the effectiveness on the use work equipment this means that, training results into fewer defects, less material wastage, less tool damage and less supervision hence greater efficiency and improve in employee performance. However, training results could be achieved only if Training Needs (TNs) are appropriately approached from performance analysis perspective. Therefore the issue of training process as a factor of increased efficiency improvement of employees involves correct determination of TNs.

Dilauro (1979) notes that the training process may be viewed as part of the larger process of analyzing performance problems. The action of defining training needs is appropriately approached from a performance analysis perspective between desired level of performance and the actual level of performance.

Moreover, Harbison (1973) draws a knit relationship between training and performance. To him, it's the human resource that can only exploit other resources for attainment of organizational goals. According to him, if the skills and knowledge of this resource are developed, through training in various methods, there is high possibility to improve performance of employees and achieve the desired goals.

Bana (2004) comes with the assumption that training and development function is a required means of accruing core competencies, promoting efficiency and effectiveness of the civil servants as well as building up a talent bank within the service. Training and development if it's effectively done, not only remedies skills deficiency but also equips employees, in both their present, or anticipated and future positions with necessary competencies required at improving current or future employees performance.

Cole (2002) stressed that training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an
effective sales force to mention but a few. Training is the planned and systematic modification of behaviour through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992).

Additionally, Sharma (2011) contends that, employee training should be done by the employer not otherwise and without that, the employees will struggle to train themselves by trial and error or by learning what others are doing. But this way will take a lot of time, lead to acquire some behaviour which are not needed or get some errors and will ultimately result in higher costs of training. The employees may not be able to learn the best operative methods on their own that directly relate to the expectation of their employer.

As for the context of this study, training of employees (Teachers) rests to the governments. This is on the fact that training as a learning process enable employees (Teachers) to acquire knowledge (K), skills (S), experience (E) and attitude (A) that they will need in performing their job well that will lead to delivering good performance to their students hence the achievement of their organization.

2.3 Empirical literature

This section attempts to review and outline the research done by other scholar on the role of training and development on employee’s performance in order to identify the gap to be filled by the current study. Training and development enhances job satisfaction and improves the employee’s performance because the employees know what is expected of them as they are also equipped with the knowledge and skills to perform their jobs efficiently.

Different organization at national level and international level are greatly put the training budget in order to train their employees. In this regard various studies on the role of training and development have been conducted in different places. Some studies have given emphasis to the importance of employee training and development in work performance of the employee in public organization that lead to efficiency in service delivery and eventually the attainment of the organization goal.
Despite of several researches being done similar to training and development, still there is no documented evidence to show that the same titled research was done where this research is expected to be undertaken. In light of this, the contextual environment where similar researches have been done is very different from that where this research is expected to be done. Hence, findings from this study will cover the existing gap.

A study conducted in Scotland, UK on 150 organizations to investigate the main issues of the current HR performance revealed that 89% of the organization surveyed ranked employee training and development as most important in performance management (Soltan, et al., 2004). The study suggested that for those involved with HRM practices, training and development was widely regarded as one of the main practice on employee’s performance. Other studies have gone a step further into studying the positive effects of employees training and development as the central, part of HRM practices and organization performance.

A study by Fey (2000) suggested that, a strong positive relationship was found between both management development and employee training and organization performance. Therefore, both were significantly related with employee and organization performance.

A study by Malekia Axel Ellison (2008) suggested that, the effectiveness and efficiency in the organization activities depend much on the behaviour and performance of the employee in their job. Therefore the improvement of employee’s performance within the organization is related with provision of training and development.

Mulebya (2009) found that, Training and Development Programmes influenced job satisfaction and workers performance in the organization. Therefore he stressed that deliberate efforts should be made by the government through its responsible Ministry to improve the ways and the manner in which training and development programmes are been provided and essential training need assessment (TNA) should always be adhered to so as to yield positive impact on job satisfaction and employees performance.
In Israel, Harel and Tzafrir (1999) found that training and development practices had positive relationship with employee’s performance in public and private sectors.

Based on the above literature review, there is little doubt that employee’s performance is subject to proper training and development in their career therefore, for primary school’s teachers in Tanzania to perform well, they should be trained and developed continuously.

2.4 Research Gap

Several studies have been conducted on the role of employee training and development at improving performance but few studies have intensively been conducted specifically to primary schools in Tanzania. This has necessitated the researcher to undergo intensive and extensive reading on the same so as to examine their performance. However, the study was conducted at Ilala Municipal Council in Dar es Salaam region to fill this gap.

2.5 Conceptual framework

A conceptual framework is a narrative outline or diagrammatic presentation (or a combination of the two) of variables to be studied and hypothetical relationships between and among the variables. The variables are joined with arrows to show the hypothetical relationships. For the purpose of this study training and development is the independent variable and the employee performance is dependent variable. These two variables have been chosen to see the role of T&D on the employee’s performance in primary schools education.

As elaborated earlier in the theoretical literature, the study was guided by the resource-based theory of employee performance as propounded by (Barney, 1991; Boxall 1996). The theory mainly focused on the promotion and development of human resources on the issues of skills, knowledge, attitudes and competencies. The following is the training model conceptual framework.
Figure 2.1: Training Model Conceptual Framework showing the Role of T&D

Source: Researcher, 2013
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the methodologies that were used to conduct this study. In this regard, area studied and reasons for studying are elaborated. Furthermore, study area, research design, research approach (es), population, sample, sampling procedure, data sources are explained. The information on data collection methods and instrument used to collect data; data management and data analysis procedure are discussed.

3.2 Study Area
This study was done at Ilala Municipal council (IMC) in Dar es Salaam region. Education officers, school inspectors, head teachers and ordinary teachers were included in the study. This municipal was selected based on the fact that, it is an area with plenty of training infrastructures and opportunities through which Teachers could be taken for their advancement. Furthermore, important education offices such as Ministry of education and vocational training, School inspection offices are situated at this municipal, and most teachers prefer to work at Ilala Municipal.

3.3 Research design
Saunders et al. (2007), defines research design as the general plan of how the research questions would be answered. It is the conceptual structure within which research is conducted. It constitutes a blue print for the collection, measurement and analysis of data. Aaker et al (2002) defined a research design as a detailed blue print used to guide a research study toward its objectives. According to this definition a research design is a detailed plan of work to be done to achieve the research objectives.

As far Kombo and Tromp (2006) are concerned, they viewed research design as the structure which provides the systematic arrangement of the research document and how the flow of data can answer the existing problem or question. A research design is the arrangement of conditions for collection and analysis of data in a manner that
aims to combine relevance to the research purpose with economy in procedure (Selltiz et al, 1962). For the purpose of this study, the researcher used the Case Study research design to achieve the objective of the study.

Aaker et al (2002), defines a case study as a comprehensive description and analysis of a single situation. This design has been chosen due to its flexibility in terms of data collection and analysis and also is less expensive. Furthermore the study design helped the researcher to get details on the issues as priory prepared in the research questionnaires.

Unlike other research designs, a case study method was applied to describe an object or phenomenon as it exists and facilitate an understanding about training and development on improving employee’s performance in the field requirements. A case study approach also helped the researcher to answer the questions, what, why and how in order to capture the in-depth of the problem (Morris and Wood, 1991).

3.4 Research Approach (es)

A number of approaches are undertaken by researchers to make the research work more accurate and practical. Among the approaches are such as qualitative approach and quantitative approaches. Quantitative research involves data collection, analysis and interpretation. It is mainly a statistical analysis method to solve the research problem, because data used in it, is mathematical and statistical form.

Qualitative research is based on texts and images, pictures etc. (Creswell, 2003). It is more flexible in comparison of quantitative research, because it allows adaption of interaction between researcher and its participants. It also include case study to resolve the research problem. It describes whole problem and it uses theories, concepts and case study. Qualitative research is generally inductive and Quantitative research is deductive (Frankel and Devers, 2000).

Deductive research approach allows the research to establish a hypothesis by using theory. Variety of data and information is collected by the researcher to confirm or reject the hypothesis to resolve issue (Gill and Johnson 2010). On the other hand, inductive approach is totally reverse form deductive approach. Observation, pattern, tentative hypothesis and theory are important steps of the inductive approach. For the
purpose of this study the researcher adopted qualitative (inductive) approach and a little of quantitative (deductive) research approach.

The main reason for choosing a qualitative approach was that the researcher wanted to explore the views of teachers with regard to how the role of training can improve their work performance. Qualitative research which is exploratory in nature enabled the researcher to enter into the field with an open mind (Patton, 2002). It is holistic and it provides a contextual understanding of the lived experience from the participants (Brock-Utne, 1996).

Qualitative approach offered more proof, concrete, and convincing information to the researcher. Therefore, the approach enabled the researcher to enter more deeply into the field (informant’s) world so as to capture their feelings, views and opinions in seeking the information on the role of training on improving employee’s performance in primary schools in Tanzania.

3.5 Population

The target population is the complete group of specific population elements relevant to the research project (Zikmund, 2003). The population for this study was employees from Ilala Municipal Council (IMC) who are in Education sector; these were Head teachers, ordinary teachers, Education Officers and School Inspectors. For the purpose of attaining the objective of the study the researcher included Primary school Teachers (PST) from different five Primary schools, Municipal Education Officer (MEO) and Municipal School Inspectors (MSI).

3.6 Sample, Sampling Techniques and Sampling Procedure

Sample size is the exact number of items selected from a population to constitute a sample. It is recommended to use a large sample size to be able to generalize the findings (Adam and Kamuzora, 2008). For the purpose of this study the Purposive sampling method and Simple random sampling techniques were employed to obtain the number of respondents. This involved all education stakeholders in Primary school sector. The simple random sampling was used to ensure that every element in the population had an equal chance of being selected.
Rationale for using this techniques lies on the fact that the group was homogeneous in terms of profession, thus make it easier to obtain a sample that represents all elements as well as to make follow up of the study step by step in the role of training in improving employee performance in the terms under study.

The sample derived from the population consisted of one hundred respondents that included primary school Teachers (PST), Municipal Education officer (MEO) and Municipal schools Inspectors (MSI) who were randomly and purposively selected. Rationale for selecting such categories of people is the fact that they are members of the community and stakeholders in the education sector.

3.6.1 Distribution of the respondents

Primary school Teachers were the target group in this study, because they are at the centre of both teaching and learning processes. It is the fact that, teachers are responsible at ensuring that skills and knowledge are well imparted to pupils in accordance to the laid down procedures and standards. It was assumed that, a well trained teacher can confidently perform his/her duties properly and meet the intended learning objectives. Similarly, with regards to the coordinating and controlling roles of the Education officers and the school Inspectors in the sector, the study finds it wise to include them as a means to meet study objectives.

A representative sample of ninety five respondents was selected randomly from five primary schools. One Education Officer and four Inspectors were also purposively involved in the study, thus make a total of one hundreds respondents. Table 3.1 below indicates the actual distribution number of the respondents.
Table 3.1: Actual Distribution Number of Respondents (N=100)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Respondents 95 Teachers –</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST</td>
<td>Buguruni 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ukonga 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kerezange 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kinyerezi 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Majohe 19</td>
<td>95</td>
</tr>
<tr>
<td>MEO</td>
<td>1 Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>MSI</td>
<td>4 School Inspectors</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>


3.7 Sources of Data

3.7.1 Primary Data Source
This is a source of collecting data whereby the data are collected by the researcher himself or herself or by researcher assistants from the field for the purpose of answering a research questions (Adam and Kamuzora, 2008). The data were collected from the field through questionnaires, interview and Focus Group Discussion (FGD) methods. FGD and structured interviews allowed the respondents to discuss in-depth the phenomenon and have freedom to answer questions in a flexible manner (Adam and Kamuzora, 2008).

3.7.2 Secondary Data Source
The secondary data also were employed as a source of data collection. Secondary data refers to the data which have already been collected and analyzed by someone else (Kothari, 2004). The data was collected from the existing or available literature that relates to the study; these included government reports, journal, internet and books.

The rationale for selecting this source lies on the fact that, it gives the detailed and well grounded information. This argument is clearly supported by Lincoln and Guba (1983) who clearly asserts that, “both documents and records represent a “natural”
source of information. Not only are they, in fact, an “in context” and exist in it but they consist of information about the context. They are thus repositories of well grounded data on the events or situations under investigation”.

Moreover, secondary data are effective in counterchecking different information’s collected through interviews and questionnaire. They are also best data at providing a basis for comparison of the data that are collected by the researcher. By the use of secondary data, researcher was able to identify the gaps and deficiencies and what additional information needs to be collected. Secondary data also are time saving and helps to improve the understanding of the problem.

3.8 Data Collection Methods and Instruments

The following Data Collection methods and instruments were employed in this study. The research employed both qualitative and quantitative methods of data collection. The data were collected and undergone data cleaning processes for the purpose of controlling and managing objective of the study. Both primary and secondary data were used as a source of data collection. The rationale for using both primary and secondary data lies on the fact that, there is no single instrument, which is reliable enough to give dependable results (Shipman, 1997).

3.8.1 Questionnaire

This was an instrument used to collect data under this study. The study employed self-administered questionnaires to gather information from the respondents. The questionnaires with closed-ended and an open ended questions were written in Swahili and later translated in English. All ninety nine questionnaires were successful filled and returned.

Questionnaires were very useful to extract quite a lot of information from the respondents within a short time. It saved time as the researcher administered a number of questionnaires to many respondents at a time.

3.8.2 Interview and Interview guide Questions

Interview is common methods used by researchers to gather information from the research respondents where by questions are being asked about the research study.
Both structured and non-structured interviews were used during data collection and involved the use of a set of predetermined questions and highly standardized techniques of recording. An unstructured interview was characterized by flexibility in approach to questioning that acted as supplementary questions.

Interview guide questions were used because they were expected to provide a room to respondents to provide extensive information as they were affor. Through interview, respondents were free to provide information in a structured manner with confidence. Also, the use of interview was vital in gathering information from respondents who seemed to have limited time in providing such required information. Therefore, in this regard, an interview was used to collect substantial amount of information from the respondents.

3.8.3 Focus Group Discussion and Focus Group Interview Questions

This technique was also used to gather information in this study. The group discussion comprised of teachers who had the same background in terms of knowledge and interests. This was a tool for collecting qualitative data from the group where the moderator (in this case, the researcher) followed a predetermined interview guide to direct the discussion (McNamara, 2006).

Basically, focus group discussion resembles interviews as it involves face-to-face interaction, but with this technique, a group of teachers were interviewed through the prepared focus group interview questions at the same time in the same group (McNamara, 2006; Fontana & Frey, 2004). The main purpose of using these techniques in this study was to draw upon respondent’s attitude, feelings, reaction and their experience on the aspect of training and development in improving their performance.

In this study, seven teachers from two primary schools were involved in the focus group discussion (three teachers from Kerezange primary school and four from Buguruni primary school). The focus group discussion took place at Buguruni primary school teacher’s staffroom and it was carried out for forty-five minutes. They were free to discuss and air out the impact of training and development on their daily activities especially on teaching the pupils. Focus group discussion provided a
great deal of information since there was a great flexibility and the opportunity to
restructure questions.

Through this technique participants were able to question and give their arguments. It
also helped the researcher to obtain in-depth information, concepts, various
perceptions and ideas from the group. It was a powerful tool because the researcher
came into contact with the respondents (face to face). In this regard, the information
produced by the group in this study was richer, more complete and more revealing
than other methods.

The technique was so useful and successful in the study because the researcher
prepared a list of questions to guide respondents in their discussion thus minimized
its shortfalls such as domination of some members as well as going out of the topic
(McNamara, 2006).

3.8.4 Documentary Analysis and Documentary Analysis Guide

Documentary review was also a useful source of data for this study. Documents are
important in research because bridges the information obtained from data will be
collected through the use of other research methods such as questionnaires,
interviews and FGD. Documentary review guide was used as an instrument during
data collection from different documents.

3.9 Data Management

All data were cleaned, edited and coded before analysis. Double data entry was done
to reduce the chances of errors being made during the entry. Both validity and
reliability of data were considered.

3.9.1 Reliability

To ensure reliability, the instruments were tested for different respondents at a later
date or with different sample (Veal, 1997) then a sample of different respondents
were given questionnaires to fill in order to check the reliability of the results. If the
results of a study can be reproduced under a similar methodology, the research
instrument is considered to be reliable.
3.9.2 Validity

Validity determined whether the research truly measures which it was intended to measure or how truthful the research results are. Prior to the actual research, Pilot study/Pre test were conducted by the researcher. The first study were done in order to be familiar with situation and to identify those who will be ready to participate in the study. The second visits were done during validation of study instruments. This aims at testing if instruments were appropriate for collecting intended data (Babbie, 1983).

3.10 Data Analysis Procedure

Data analysis is important since it purifies data which finally are compiled for making analysis, comparison and draw inferences to build developed theory (Kerlinger, 1986). The study used both qualitative and some aspects of quantitative methods of data analysis. Qualitative data that were collected through primary sources were subject to content analysis in which relevant information were extracted, processed and presented descriptively. The rationale for using qualitative analysis lies on the fact that it is best in process of describing phenomena, classifying it and seeing how concepts connects (Dye, 1993). More importantly, qualitative analysis takes into account the context of the phenomenon.

Qualitative analysis also emphasizes describing the world as it is perceived (Dey, 1993) and enabled researcher to know how respondents view and understand the entire world (Silverman, 2004) while quantitative data, were analyzed numerically and converted into frequencies and percentages before interpretation and presentation. Furthermore the data collected were cleaned, edited, summarized and coded, and finally verified to provide answers to the research questions (Huberman and Miles 1984).

Data gathered was processed using excel computer programme and the statistical Package for Social Sciences (SPSS). The SPSS package was preferred due to its extensive analytical capacity and ease administration of data. To explain some findings, descriptive statistics were employed to show frequencies and percentages. The results obtained during data analysis were presented in tables and figures. The
coming chapter provides for findings, analysis and discussion based on the primary and secondary data in relation to the research objectives and questions.
CHAPTER FOUR
PRESENTATION OF THE FINDINGS AND DISCUSSION

4.1 Introduction
This Chapter presents the study findings from the field, analysis and discussion of the same based on the three research questions engaging the findings and scholars views on the role of training and development at improving employee performance. First, we assess the extent to which lack of training and development have contributed to poor employee performance.

This is followed by analysis on the type of training given to teachers to meet new subjects and curriculum that were introduced by the government and the structural and systematic problems hinders training and development of Primary school Teachers in Tanzania. The focus was on the four categories of respondent’s namely ordinary teachers, Head Teachers, Municipal Education Officer and School Inspectors.

4.2 Profile of the Respondents
Gender together with age is among factors that do contribute to undermine training of teachers in Tanzania. The findings have shown that, sixty seven percent of all the teachers are females; seventy percent of all the teachers are married while those who are single constitute twenty five percent, four percent of the respondents are widowed and only one percent constituted divorced respondent. Figure 4.1 and figure 4.2 below indicate the profile of the respondents on gender and marital status.

Figure 4.1: Gender of Respondents (N=100)
The findings from figure 4.2 below indicate that seventy percent of employees are married, twenty five percent are single whereby four percent are widowed and remaining one percent are divorced.

Figure 4.2: Marital Status of the Respondents (N=100)

Source: Researcher, July 2013
From the above figure one may not hesitate to argue that majority of teachers who are married are occupied by family issues that may disallow them to have enough time to attend training even when opportunities for doing the same is provided.

As for the age, the findings have shown that forty three percent of all the teachers fall under the age of 41-50, thirty one percent are of 31-40 years, fourteen percent fall under 21-30 years and twelve percent between 51-60 years. In principal, employees females in particular, of the age between 31-40 years are in the prime years to make families whereby those between 41-50 are busy at raising their families with issues of getting money to pay school fees for their children, taking care of their extended families thus majority of them may not be in a position to leave their family responsibilities and go for training.

Above all, employees of the age between 51-60 years in the service may think more about their life after retirement than going for training. Figure 4.3 below indicate clearly the findings of age profile of all the respondents in the study. The findings also indicates that majority of teachers who in fact need training are those in between the age of 31-40 and 41-50 while the government seem not to have enough fund to undertake training. Those at the age of 21-30 are fresh from the college who need a well package of orientation training under moderate supervision, whereby those under 51-60 have enough experience but they also about to retire.
In terms of their education level, the largest group of the respondents occupies 42% hold certificate level of education, followed by 40% holders of ordinary Diploma while those with Bachelor Degree accounted for 14% and only few of them 4% had Post Graduate Diploma Degree or Masters Degree. Holders of certificate level of education are the ones who are at frontline in the teaching of pupils. Such findings indicate that there is need for training and development to employees in the sector so as to equip them with more skills and knowledge as a means to enable them meet the desired ends. Figure 4.4 below indicates the findings of the respondent’s profile on their education level.
4.3 The Extent to which lack of Training and Development Contributes to Employee Poor Performance.

First the study sought to assess the extent to which lack of training and development has contributed to employee poor performance in Primary education in Tanzania. Based on the findings of the study one should not hesitate to argue that lack of training and development has greatly contributed to employee poor performance in Tanzania. This is because of the existing knowledge gap of the teachers from time of employment to date.

Findings from table 4.1 below indicates that thirty three percent of the respondents completed their teaching training between 1979 and 1989 while forty percent of them completed it between 1990 and 2000, others twenty seven percent completed teaching training between 2001 and 2011.
Table 4.1: Year Completed Teaching Training (N=90)

<table>
<thead>
<tr>
<th>Year categories</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-1989</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td>1990-2000</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>2001-2011</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher findings, 2013

On the other hand, the study found that, twenty nine percent of the teachers were employed between 1979-1989, forty percent of them were employed between 1990 and 2000 while thirty one percent were employed in between 2001-2011 and since then no deliberate efforts have been made to effect training to majority of teachers so that they can be in a position to carry out their duties well. Figure 4.5 below illustrates the findings on the years of employment.

Figure 4.5: Year of Employment

Source: Researcher field data, 2013

Respondents were asked about knowledge and skill possessed by teacher through which they carry out their duties. The findings have indicated that teachers face problem of knowledge and skills that are necessary for them to confidently carry out their responsibilities well. Three respondents out of four equal to Seventy five percent have agreed that teachers at Ilala Municipal lack knowledge and skills that
may enable them to carry their duties well while one respondent which is equivalent to twenty five percent have disagreed.

Such findings indicate that for teachers to improve their performance, the government should invest to its human resource failure of which it signs for a sustainable teacher’s poor performance. Figure 4.6 below illustrates clearly the findings.

**Figure 4.6: Does Teachers Lack Knowledge and Skills that make them not to Carry their Responsibilities properly**

![Bar Chart](image)

**Source: Field data, 2013**

Moreover, respondents were asked if they undergone any training about teaching of their subjects since they were employed. Table 4.2 below indicates the findings. Seventy seven percent (77%) of the respondents (Teachers) have declared that, they have never attended any training since they were employed; twenty three percent (23%) of the respondents had attended training.
Table 4.2: Have you Attended any Training since you were Employed (N=90)

<table>
<thead>
<tr>
<th>Respondents response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>NO</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>90%</strong></td>
</tr>
</tbody>
</table>

Source: Field data, 2013

Furthermore, the respondents were asked about the number of training they have undergone. The findings from table 4.3 below indicate that those who declared to undergone training most of them thirty three percent undergone once, while twenty nine percent undergone twice, others who made twenty four percent had training three times and the remaining fourteen percent had undergone training four times.

Table 4.3: Number of Training Undergone (N=90)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>Twice</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Thrice</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field data, 2013

Under such a situation there are no way teachers can deliver well and meet the intended objectives because they lack competencies and expertise to teach their subject well, as what Sharma (2011) says that employee’s competencies can be enriched through training thus enable them to meet various challenges in the course of discharging their functions.

He further argues that, training is a means not only to increase and improve accuracy but also enable employees, long service in particular, to match with the ongoing technological changes. Since training is a proactive means to develop skills and employee’s expertise (Harrison, 2005), it is obvious that lack of training automatically results into poor employee performance.

Additionally, findings from the ordinary teacher’s categories indicated that eighty two percent were of the opinion that lack of training has greatly contributed on poor performance while eight percent were of the view that lack of training and
development has no harm to employee’s performance in primary education in Tanzania. Figure 4.7 below indicate the findings.

**Figure 4.7**: Lack of In-Service Training has Contributed to Poor Performance of Primary School Teachers of Tanzania

![Bar chart showing frequency and percent of YES and NO responses.]

*Source: Field data, 2013*

Inline to this, the head teacher’s category respondents indicated that majority sixty percent of them they were of the opinion that lack of training and development lead to poor performance while the minority forty percent of the respondents was of the negative side as indicated in 4.8 below.
Figure 4.8: Respondents Opinions on how Lack of Training and Development Lead to Poor Performance

It is in this relations were the respondents argue that lack of training lead to poor performance as it mainly affects the newly employed teachers and it has effect on the frequently change of subjects and teaching curriculum hence poor performances. As put by Krietner (1995), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know.

In this regard newly employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but they may require extensive training to ensure their effective contribution towards their performance in the organization. Therefore, majority however, require training to improve and maintain an effective level of job performance.

Ngirwa (2005) argue that, though organization have the right orientation and placement of a new employee, those newly employees uses his or her previous knowledge, skills and competencies to perform his or her job up to the point when the ability to perform starts to fall below the demand of the job. It is at this point according to him, if there is no any training provision there will be poor performance.
Moreover, the study has revealed that number of employees who are taken for training in the whole Ilala Municipal is very minimal. The Municipal has three thousands four hundred and sixteen teachers (3416), but in the academic year/financial year 2010/2011 and 2011/2012 respectively, only one hundred and twenty five (125) teachers got some training. Such a small number indicates how training is ignored, thus there is no way there can be good performance of teachers.

Additionally, the study has also revealed that recommendation given by inspectorate department to train teachers following their weakness in teaching is not implemented as intended. The findings summarized in table 4.4 below shows that seventy five percents (School Inspectors) have said that their recommendations are not taken care while twenty five percent have pointed that are moderately taken care.

Table 4.4: The Extent to which Inspectors Advice/Recommendation has been taken care (N=4)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No any action taken</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Moderately</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2013

This implies that, training and development is not considered as important phenomenon at increase employee ability as well as performance in the Municipal.

As per findings in table 4.5 of the inspectorate department, it shows that 50% of the respondents ranked teaching skills as the most important area that need frequently training while 25% of the respondents identify the teaching skills on the new curriculum as the area that need frequently training and the remaining 25% stated that all area starting from the teaching skills and on how to handle the pupils in class and outside environment are very important area.
Table 4.5: Areas of Intensive Training to Teachers (N=4)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching skills</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Teaching skills on new curriculum</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>In all area starting from the teaching skills and on how to handle the pupils in class and outside environment</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field data, 2013

Such findings indicates that training is highly needed for teachers to smoothly carryout their duties and improve their performance thereafter. This is because; a good teacher is the one who possess both teaching skills that enable him to present his/her subject to the pupils properly and material relevant to the subject matter. Therefore, the above table provides findings that indicate training and development is highly needed for primary school teachers to improve performance in Tanzania.

More interestingly, the findings have also noted that selection procedures for training are very cumbersome because it is full of biasness and nepotism thus only few teachers are selected for training under those grounds. Dilauro (1979) opined that, once employee’s performance problems has been noted, training needs should not only be defined but also effected immediately to improve employee’s performance.

In the same line of argumentations, Ngirwa (2005) and Krietner (1995) are of the view that failure to provide training to employees for a long time create knowledge gap which impinge employee’s ability to perform their duties well and meet the expected outcomes. Since number of teachers enrolled for training is too limited, and recommendation of the School Inspectors who actual know teachers teaching ability is not considered, teachers will keep on using previous knowledge which might not be relevant following some new development and technological changes in the sector hence poor performance.

While analyzing regimes such as training policy as well as Municipal Training Strategic Plan that guide the whole issue of teacher’s training at Ilala Municipal, the findings have indicated that, training policy was established in 1995 by the Ministry of Education but since then it’s contents is not well known even by the Municipal
Education Officer who is responsible in the management of all matters relating to education in the Municipal.

Similarly, the findings have revealed that previously the Municipal had no any Training Strategic Plan to guide teachers training until this academic/financial year 2013/2014 following poor pupil’s results. This implies that, things are not done in systematic manner in the sector as a result even important matter such as training and development through which employees can improve their performance are not taken care.

According to the Human Resource Modal of Human Resource Management, an organization that wants to achieve its goals should not only consider her employees as important resource but also have human resource plan, training and development in particular as a means to improve their performance which thereafter leads to its survival (Armstrong, 2001).

Given the above findings, there is little doubt therefore that, lack of training and development has in many ways contributed to poor employee performance in primary schools in Tanzania. This is because, employee training has not been considered as important in the sector, though it is stated in the policy yet its contents is not well known by the main stakeholders themselves; above all there are no systematic way to ensure actual training is imparted to improve teaching abilities of teachers.

4.4 Types of Training given to Employees in Relation to new Subjects and Curriculum.

One of the objectives of the research was to examine types of training that were given to employees in relation to the new subjects and curriculum. The findings and analysis on the same is as hereunder discussed:

The study has found that in the year 2005 the government made fundamental changes in the education sector primary education in particular, on the teaching curriculum whereby some new books and subjects namely Information and Communication Technology “Tehama”, Personality and Sport ‘Haiba na Michezo’, Working/Vocational Skill ‘Stadi za Kazi’, Civics, French and Spanish were
introduced to be taught by teachers. Despite the changes, the study has revealed that, training of the teachers prior to the teaching of the subject was not given priority in the sector.

Figure 4.9 indicate that eighty six percent of the respondents (Teachers) have never been given relevant training in respect of the subjects since they were introduce rather they are obliged to teach them in the class; only fourteen percent of the respondents have said to be trained. In that regard, teachers were left to learn from others by trial and error instead of being given right training by their employer thus poor performance.

**Figure 4.9: Provision of Training on the New Subjects**

![Bar Chart](chart.png)

Source: Researcher, 2013

Furthermore, the findings have shown that, training is too limited to teachers in Primary schools. Figure 4.10 indicate that ten percent of the respondents acknowledged to be provided with orientation seminar (“semina elekezi”) to equip them with teaching environment and pupils behavior while one percent undergone cooperative training which enabled them to interact with their colleagues from the ward especially those attended some seminars another one percent of the respondents attended refresher training.

**Figure 4.10: Types of Training given to Teachers**
The study has revealed that, sometimes teachers were provided in a limited time with mainly what was termed as orientation seminars ("Semina elekezi"), refresher training and cooperative training were given to employee so that they can cope with the new curriculum and syllabus.

Orientation seminars meant to impart knowledge and skill to few employees who were supposed to teach their fellows employees on the other hand with the refresher training the employees made to attend the course at the specific training. In principal such types of training were not beneficial at improving employee’s skills because they meant among other things to updating skills to meet the job requirement of employees rather than providing new skills to meet the ongoing changes and challenges.

In relation to the findings of the study under cooperative training teachers play a supportive role among themselves with the intention to enable employees acquire new knowledge through interaction but since the training were not organized and supervised well it could not deliver the intended outcomes.

As far as the above findings are concerned, it is suffice to argue that, teachers were provided with types of training that were not compatible with their actual needs,
responsibilities as well as challenges they face in the course of implementation of the new curriculum, old subjects together with the new subject hence poor performance.

Sharma (2011) of the view that, training should be done by the employer failure of which the employees will struggle to train themselves by trial and error or by learning what others are doing. He went beyond by arguing that employees may not be able to learn the best operative methods on their own that directly relate to the expectation of their employer.

In the same vein, Kim (1997) contends that in a situation whereby new ideas are introduced in an organization, training and development should follow immediately not only to create solutions to various issues at workplace but also to empower employee so that they can meet the intended expectations. In the similar view, Keenoy (1990) concurs with Kim (1997) that at whatever changes in the organization, employee training and development increases employee commitment, attachment as well as loyalty which are cornerstone at improving their performance.

Not only teachers under the sample were not provided with relevant training in respect of the new subjects, but training has been noted to be a problem to the rest in their schools. The findings have shown that there is a total of one hundred and eighty one teachers to five primary schools participated in the study namely Ukonga, Kerezange, Buguruni, Kinyerezi and Majohe but none of them were given chance to undergo training in the academic year 2010/2011 and 2011/2012 respectively.

More seriously, the findings have also shown that there is neither system nor on job training plan in these schools that could help them get more working skills. In such a situation, teachers are demoralized; build a sense of being disvalued hence poor performance. Mathew et al (2004) and Allis (2003) put it clear that, training and development are sources of employee’s morale and satisfaction which all together act as catalyst to employee performance.

Keep (1989) went further by arguing that, lack of employee training and development within a specified period of time results with poor performance as employee may feel as ignored, unwanted and disvalued. In the context of our study, since two academic years can pass without a single teacher be taken for training it is
obvious that, employees (Primary school teachers) are already demoralized thus they just work because they have no other means hence poor performance.

Interestingly, the respondents were asked if their school have any formalities of giving in-service training all of the five respondents that is equivalent to hundred percent had declared to have no any formalities to run in-service training to employees in their schools. Figure 4.11 below illustrates clearly the findings.

**Figure 4.11: Formalities of Giving In-Service Training to Employees**

![Figure 4.11: Formalities of giving In-service Training to Employees](image)

Source: Researcher, 2013

The above findings aimed at understanding if teachers are trained to working values and goals while at their working stations. This finding has indicated a serious problem on training. Ysseldyke and Algozine (1982) indicated that in-service training programs are important methodologies used to develop and improve teachers’ skills in order to enhance their instructional skills and competencies and provide them with the latest about teaching.

Furthermore, the Education and Training Policy of 1995 states that teacher is the most important actor in education and training. It is clearly stated in the Education and Training Policy that in-service training and re-training will be compulsory in
order to ensure teacher quality (URT, 1995). Provision of In-service teacher training is intended to improve teacher’s effectiveness. It is assumed that this will play a great role in developing the quality of Tanzania education.

4.5 The Systematic and Structural Problems Hinder Training and Development

The study intended to analyze systematic and structural problems that hinder training and development of Primary School teachers in Tanzania. Respondents were asked to provide their feelings on the issue of training and development using the three points Likert scale. These were Agree, Disagree and don’t know. The findings are discussed hereunder:

As indicated in table 4.6 below, ninety two percent of the all the teachers were of the view that training and development is mainly hindered by minimal training budget allocated by the government in every academic/financial year. Training and development is not only hindered by lack of government budget but also teachers’ permission to attend training.

Fifty six percent of the ordinary teachers have argued that sometimes teachers may want to go for training at their own cost but it is difficult to get permission from the responsible authority. According to them, the authority perceive that teachers who go for training will run the profession so refusal of permission is one of the mechanism put by the authority to retain them.

Furthermore, lack of proper formalities and procedure for training and development has also been said to be among the problem that hinder training and development of teachers in Tanzania; ninety nine percent of the ordinary teachers have pointed that, there is no proper and good procedures to ensure that all teachers have opportunity for training.

The same has also been pointed out by twenty percent of the Head Teachers as a problem in the sector. Such a problem symbolizes poor organization and management of important matter in education sector in Tanzania, training and development in particular, which will keep on undermining performance of teachers.
Moreover, good governance particularly decision making has been said as among problem that hinder training and development of teachers in the country. One hundred percent of the respondents (Ordinary Teachers) declared that, though they are among the main stake holders in the sectors, yet the government did not involve them in the decision to change teaching curriculum, fusion of some subjects as well as introduction of new books and subjects.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Respondents (N=90)</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Government does not provide enough budget allocation on teachers training</td>
<td>90</td>
<td>83(92%)</td>
<td>2 (2%)</td>
<td>5 (6%)</td>
</tr>
<tr>
<td>Teachers are not included in making decision especially in the changing of the policy, books, subjects and the teaching curriculum</td>
<td>90</td>
<td>90(100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>There is no proper and good procedures in making sure that all teachers are getting job training/in-service training</td>
<td>90</td>
<td>89(99%)</td>
<td>0%</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Teachers are not provided permission when they want to attend the training as they are being told that they want to run their professional.</td>
<td>90</td>
<td>50(56%)</td>
<td>30(33%)</td>
<td>10(11%)</td>
</tr>
</tbody>
</table>

Source: Field data, 2013

The above table expresses findings by ordinary teachers relating to systematic and structural problem that hinder training and development in Tanzania. Based on these factors, it is suffice to say employee’s poor performance is inevitable unless deliberate measures are taken to rectify the situation.

They argued that, had they been involved in such fundamental decision in the sector they could have advised the government well using their experience on how to manage the whole issue including areas for training of teacher’s prior teaching of the subjects. According to them, the government could not manage to plan for training without having proper advice from the teachers who are the main implementer of the curriculum.

According to Glickman et al., 1998 and Goodlad, 1984 successful plan in any organization can be achieved by involving employees in decision making whereby
Mabey et al. (1998) contends that excluding employees in the decision making is a rhetoric way of doing things in unsuccessful manner as it ends up by demoralizing employees and thereafter lower productivity.

In the same line of thinking, Cole, (2004) went further by arguing that, when employees are involved in decision making in the organization especially on matter relating to their profession and experience, they build a sense of ownership of the organization which later motivate them to contribute on the best to organize and the plan as well as readiness to work hard hence increase in the organization performance. Based on such observations, there is no doubt that there could a miracle for employee’s performance in Primary education in Tanzania.

The same reasons are acknowledged by the Municipal Education Officer when asked the reasons that hinders training and development to teachers in Ilala Municipal Council. Among other reasons he declared that there is inadequate budget allocation for training of the teachers in the country. As indicated in table 4.7 hundred percent of the head teachers pointed out that there is no training budget allocation set by the government thus teachers cannot go for training.

<table>
<thead>
<tr>
<th>Respondent response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequately budget allocation</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>According to the special training programme, number of selected teachers for training is too small (two teachers from each school)</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>There are no proper formalities for in-service training in education sector.</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher findings, 2013

The above table presents the findings by the Head Teachers who are the number one supervisor of both teaching and learning processes in Primary Schools in Tanzania. This means that, employer finds it costful to train and develop her employees who are at the centre to mobilize other resources to meet the desired ends. Based on the investment perspective, Greer (2001) opines that employees are valuable resources as
compared to other resources of production in any organization who deserve training and development as a way to them productive.

He goes one step further by arguing that, when employees are viewed as variable costs, there is little recognition of the firm’s contribution to their training or the costs of recruiting and training their replacements; there is less incentive to provide training or make other investments in them therefore poor employee performance should be expected and not otherwise.

They further added that, training and development has been left to the government because other education stakeholders in the Municipal think not to have responsibility of ensuring that their pupils are taught by skilled teachers instead they think that teacher can do teaching even without undergo training. Being the employer in the sector, it is true that the government cannot run away from ensuring that teachers are trained but that does not exclude the community and other stake holders to support the government.

Additionally, the study has found that big number of pupils against actual number of teachers in primary schools is another problem that hinders training and development of teachers in Tanzania as indicated in table 4.8 below. This is because teachers have many periods to teach all the time as a result they are not only overloaded but also it becomes difficult for them to undergo on job training because of being occupied all the time. For example a stream at Buguruni Primary School especially standard six and seven has between sixty to seventy pupils. In such a situation allowing teachers to go for training may mean leaving pupils without a help.

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Total number of teachers</th>
<th>Number of pupils</th>
<th>Number of streams per each class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukoniga primary school</td>
<td>25 teachers</td>
<td>653</td>
<td>2</td>
</tr>
<tr>
<td>Kerezange primary school</td>
<td>25 teachers</td>
<td>645</td>
<td>2</td>
</tr>
<tr>
<td>Buguruni primary school</td>
<td>72 teachers</td>
<td>1874</td>
<td>4</td>
</tr>
<tr>
<td>Kinyerezi primary school</td>
<td>35 teachers</td>
<td>512</td>
<td>2</td>
</tr>
<tr>
<td>Majohe primary school</td>
<td>20 teachers</td>
<td>400</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Researcher findings, 2013
Besides that, findings from table 4.9 showed that lack of training tools and qualified trainers has been said as another factor that hinders training and development of primary school teachers in Tanzania. Twenty percent of the respondents (Head Teachers) argued that, training should not be done in vacuum rather with special tools in accordance to the needs of the trainees. According to them, lack of tools and qualified trainers arises because the government is reluctant to invest enough money in the development of her human resources.

### Table 4.9: Three Challenges that hinders the Provision of In-Service Training to the Teachers (N=5)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No budget allocation for training; no proper formalities concerning in-service training</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Lack of training tools and trainers</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Bias, training is given to few selected ones.</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field data, 2013*

From these findings, it is evident that the government finds expensive to invest in training of her employees, which in turn results into more burden because of failure of teachers to meet the expected results and failure of majority of pupils. Mjenga (2002) observed that many work organizations performed poorly when it comes to training their members of staff, simply because they had not paid sufficient attention to the factors hindering the effectiveness of their staffs. In addition, such organizations tend to cut training first from their budget and generally restore it last. As such, the continual cutting of employee training from the budget implies that training is not as valued as it should be in an organization (McGill, 2007). As far as these findings implies it is difficult for education sector (Ministry of Education) to train enough employees if they do not set aside enough funds/budgets for employees training and development.

Furthermore, the findings revealed that bias on selecting employee’s to undergo training where the few ones are selected is among the challenges in training and development that can hinder the provision of training to teachers. These responses
showed that teachers are in need of training more than one can think and employer are obliged on training and development of their employees.

As Loewenstein and Spletzer (1998) and Bartel (2000) confirm that “the effect of an hour of training on productivity growth is about five times as large as the effect on wage growth” and that employers “reap almost all the returns to company training”. As such, investing in human resource development is an integral part of any organization that in turned will be operating efficiently and effectively. With this regard, when training is offered by competent trainers can help organizations maximize their investment in staff training and development, hence the need to identify good trainers (Michael, 2005).

Additionally, teacher’s self activities have been mentioned as another problem that hinders training and development. Twenty five percent of the respondents (School Inspectors) have argued that majority of teachers do engage in self activities that provide them with additional money apart from their monthly salary they are paid by their employer to sustain their life thus going for training is considered as an obstacle to their economic plan. According to them, unlike other employees in the public sector in the country, teachers have neither over time nor valuable meeting through which they can obtain extra money thus they are obliged to engage themselves in other self activities because their salaries are too small for them to meet their needs thus they perceive going for training as a way to destroy their other source of income for their life. Table 4.10 below indicate the findings clearly.

<table>
<thead>
<tr>
<th>Table 4.10: Reason for the Lack of Training to Teachers (N=4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response from the respondents</strong></td>
</tr>
<tr>
<td>Lack of training budget</td>
</tr>
<tr>
<td>The government does not give priority to Education sector</td>
</tr>
<tr>
<td>They lack training motivation</td>
</tr>
<tr>
<td>Teachers are busy with their self activities that make them not to attend the training;</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Source: Researcher findings, 2013

The findings in the above table also indicate that teachers are not motivated to undergo training so as to improve their career. Twenty five percent of the same category has shown that, there are motivation at all that may encourage teachers to
attend training even at their own cost. They argue that, there are time whereby some committed teachers attempt to train themselves but at the end of the training their efforts are not honoured rather, they are transferred to other areas where they cannot utilize such training. More interestingly, those who train at their cost are sometimes considered to have intention of taking some administrative position thus they are disliked by their superiors.

Indeed given all these findings, we are confident however to argue that, poor employee performance that is observed for several years in Tanzania and thereafter reflected in the poor pupils’ results could not happen if at all government and other education stakeholders could have continuous strategies as well as plan that are geared towards ensuring that training and development are imparted to teachers. This is due to the fact that, training and development are cornerstone not only for improving performance for primary school teachers but also important in the education sector which in fact is a mother sector of others in the country as it prepares and produces potential workforce for the remaining sectors of the economy in the country.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND POLICY IMPLICATIONS

5.0 Introduction
This chapter presents the summary of the findings, draws conclusion from the findings and gives explanation on policy implications according to the data findings and discussion of the findings.

5.1 Summary
The study focused on the assessing the role of training and development on improving employees performance of primary education in Tanzania. Specifically, the study dealt with; assessing the extent to which lack of training and development have contributed to poor performance of employees in primary education in Tanzania, examining types of training given to employees in relation to new subjects and curriculum. Analyzing the systematic and structural problems, that hinders training and development to primary school Teachers in Tanzania.

Lack of training and development has contributed a lot to poor performance of employees in primary education. Among the reasons found are such as it mainly affects those newly employed teachers because they lack teaching knowledge and skills. On the other hand frequently change of subjects and teaching curriculum without giving any training on those changes lead to poor performance.

In examining types of training given to employees in relation to new subjects and curriculum many of the respondents complained that there had been frequently curriculum changes without proper training preparation of teachers about how to manage and handle such changes. It was found that orientation seminars on curriculum change were involving only one or two teachers and mainly the head teachers hoping that they will teach others. Even those involved they argue that there were no proper methods or types of training given concerning new subjects and curriculum changes.
In analyzing systematic and structural problems, that hinders training and development to primary school Teachers in Tanzania it was found that teachers, who are the key players and main implementers of the curriculum, are not involved during the implementation and they are not prepared to manage those changes. Inadequate budgetary allocation also has been seen as the main stumbling block to enhancing staff training and development in education sector as a result of poor performance.

5.2 Conclusion
This study was able to conclude that there is a strong positive relationship between training and employees performance. Knowledge, Skills and competences are the most essential criterion of an employee for efficiently performing their work in any field of work.

Training and development are necessary to overcome deficiencies in the employees work performance. Lack of necessary knowledge, skills, competencies and qualities to perform a job would result into poor performance. In order to improve performance, employees must be given extensive and effectively training. Training will enable them to have necessary knowledge, skills and competencies required to perform their jobs.

Inline to that there is a need to review the training policy and the way the training function is implemented and put in place effective strategies that work. They should ensure that all guidelines are effectively followed and training that is urgently needed provided. In addition to that, there is still a need to change the methods of training that are not effective and provide more methods of practical nature. Since there has been neither a comprehensive policy to guide an appropriate implementation of training programme nor adequate efforts to make them aware of its function the Ministry should strive to design an effective policy that would be given to all primary education stakeholders and involve all respective employees in its implementation.

This will help to reduce the growing negative attitude towards the function. Likewise it is important for the Ministry to involve their teachers during the implementation of new curriculum and syllabuses. It is important to ensure that employees are
adequately trained as planned and the particular attention must be paid to the types/kind of training programmes during the design and implementation stage.

5.3 Policy Implications

On the basis of the study findings, it has been recommended that education sector in Tanzania should foster a culture of continuously improving the knowledge, skills and competencies of their employees so as to meet the ever-changing demands of their jobs. Furthermore, staff training should be viewed as pivotal to the sustainability and efficient operations in improving employee’s performance in education sector. In order training to play a positive role in the organization the policies about training and development should be communicated to the employees. This implies that education sector through Ministry of Education in Tanzania should formulate clear staff training policies coupled with well-designed training programmes. It is, therefore, recommended here that training policies should specify the party responsible for training, the type of training desired, and emphasise the use of annual training programmes.

This study also implies that education sector should be committed towards supporting staff training for all staff categories with equitable provision being made within the spirit the equal opportunity for all employees. Another important policy implication is that planners and decision-makers as well as Human Resources Managers in education sector should recognise the actual benefits of staff training and hence accord it the right and first priority it deserves. This entails increasing the allocation of resources for staff training, which in turn would increase its contribution towards improving employee performance.

As it has been noted that the role of training and development is undermined especial when it comes on the budget allocation, the study recommends that the responsible Ministry to work out strategies to accrue more funds for staff training where the as this will enable them to accommodate more trainees than under current practices.

The study recommended that teachers should be involved in curriculum changes as they are the key implementer of the curriculum changes. Likewise Teachers should
be trained on how to handle changes to the curriculum before the actual implementation has been done.

5.4 Areas for the Further Studies

The following areas are suggested for further studies.

a. Conduct a study on the impact of primary school teachers training on student performance.

b. The role of Ministry of Education and Vocational Training in improving primary school teachers training programmes.

c. An assessment of primary school curriculum change in relation to teachers training.
REFERENCES


Allis, R.P.M. (2003), *Zero to Million, How to build a company to one million dollars in sales*, Chapel, North Carolina, USA


MacMillan English Dictionary for Advanced Learner


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR EMPLOYEES (TEACHERS)

Dear respondents, the Researcher of this study is pursuing a Master of Science Degree in Human Resources Management. The questionnaire attached to this letter aims to solicit information for academic purposes. The information will enable the researcher to complete her thesis on the topic “the Role of Training and Development on Improving Employee’s Performance in Primary Schools in Tanzania”: A case of Ilala Municipal Council.

In contrary to that, I assure you that the information given will be treated as confidential and will be used only for the fulfilment of this research.

Thank you in advance.

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT A TICK (✓) UNDER THE APPROPRIATE ANSWER)

Q1: Your sex/gender

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

Qn2: Your age group

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>21-30 years</th>
<th>31-40 years</th>
<th>41-50 years</th>
<th>51-60 years</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Qn3: What is your highest level of education?
|-----------------|---------------------|------------|-------------------|--------------------------------------|

Qn4: Marital status

<table>
<thead>
<tr>
<th>MARITAL STATUS</th>
<th>Single</th>
<th>Married</th>
<th>Widow/Widower</th>
<th>Divorced</th>
</tr>
</thead>
</table>

SECTION B

INFORMATION OF TRAINING AND DEVELOPMENT ON EMPLOYESS PERFORMANCE

Qn5: Which year did you completed teacher’s training?

i) 1979-1989

ii) 1990-2000

iii) 2001-2011

Qn6: Which year did you employed as a Teacher?

i) 1979-1989

ii) 1990-2000

iii) 2001-2011

Qn7: Does your school have any program of giving in-service training?

i) YES

ii) NO
Qn8: If the answer to question 7 is YES, what kind of training were you given and for how long did you attend that training? (Give short explanation)

........................................................................................................................................
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........................................................................................................................................
........................................................................................................................................

Qn9: Have you attended any training since you were employed?

i) YES

ii) NO

Qn10: If the answer to question 9 is YES, how many times did you attend that training? .........................

Qn11: In your opinion, do you think lack of training and development has contributed to poor performance of teachers in primary schools in Tanzania.

a) YES

b) NO

Qn12: Mention the new subjects that the government added to be taught in school following the new curriculum.

i) ..................... ii) ..................... iii) ..................... iv) .....................

Qn13: Have you ever provided with any training on how to teach those introduced subjects?

i) YES

ii) NO

Qn14: The following set of statements describes your general feelings towards training and performance.

Please Tick (✓) on one answer inside the box.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Opinions</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Government does not provide enough budget for teachers training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teachers are not involved in making decisions, especially concerning with the changing of policies, books, subjects and curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There are no good procedures in making sure that all teachers are being provided with in-service training.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Teachers are not given permission to attend various training as they are being told that they want to run their professional.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Thank you, for your cooperation
APPENDIX II: QUESTIONNAIRES FOR HEAD TEACHERS

Name of the school…………………………………………………………

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT A TICK (✓) UNDER THE APPROPRIATE ANSWER)

Q1: Your sex/gender

<table>
<thead>
<tr>
<th>SEX/GENDER</th>
<th>Male</th>
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</tr>
</thead>
<tbody>
<tr>
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</table>

Qn2: Your age group

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</table>

Qn3: Marital status

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

Qn4: What is your highest level of education?

<table>
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<th></th>
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</thead>
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</tr>
</tbody>
</table>
SECTION B
SCHOOL INFORMATION AND INFORMATION ON TRAINING AND DEVELOPMENT ON EMPLOYESS PERFORMANCE

Qn1: Which year were you employed as a teacher? .........................
Qn2: In which year were you promoted to Head teacher position? ............
Qn3: How many teachers do you have in your school? .........................
Qn4: How many pupils are there in your school? .............................
Qn5: How many streams do you have in each class? ..........................
Qn6: How many times did you attend job training since you have been employed?
Qn7: How many teachers from your school attended training during 2010/2011 and 2011/2012?
Qn8: Does your school have any formalities of giving in-service training to new employed teachers? If the answer is yes, how many times do those training take place per term?
Qn9: Does teachers in your school provided with any training to acquire all necessary skills and knowledge in relation to the introduction of new subjects and the teaching curriculum?
Qn10: Do you think teachers in your school have enough knowledge and skills in overcoming the challenges in teaching those new subjects?
Qn11: In your opinion do you think lack of training and development can lead to poor performance of teachers? If yes, explain in few words
Qn12: How many teachers in your school need training so that they can cope well in their daily teaching activities?
Qn13: In your opinion, what do you think are the reasons that lead to the lack of frequently training to the teachers?

a. ........................................ b. .........................................................
................................................ ........................................
c................................................ d. ................................................
................................................ ........................................

Qn14: What do you think are the systematic problems that hinder training and development to primary school teachers in Tanzania?

Qn15: Mention any three challenges that you think hinders the provision of in-service training to the teachers.

i. ........................................................................................................

ii. ........................................................................................................

iii. ........................................................................................................

Qn16: What do you think can be done to minimize those challenges faced, so that the teachers can get training that will enable them to improve their teaching?

........................................................................................................
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Thank You for Your Cooperation.
APPENDIX III: FOCUS GROUP DISCUSSION EMPLOYEES CHECKLIST

Time: 45 Minutes

Moderator: Researcher

Recorder: Researcher

QUESTIONS

Qn1: What kind of training were you provided when the Government introduced new subjects and new curriculum in your school?

Qn2: Do you think training and development are sufficient to ensure good performance of teachers in primary schools?

Qn3: Comment on the performance of teachers in your school.

Qn4: What problems do you face in teaching new subjects in your school?

Qn5: What do you think can be done to improve teachers’ performance in your school?

Thank you, for your cooperation
APPENDIX IV: INTERVIEW QUESTIONS FOR MUNICIPAL EDUCATION OFFICERS

Qn1: Sex...................................................................................................................

Qn2: Age....................................................................................................................

Qn3: Educational level................................................................................................

Qn4: Marital status ......................................................................................................

Qn5: How many teachers are there in Ilala Municipal? .............................................

Qn6: Does Ilala Municipal have a training policy in place?
   a) YES
   b) NO

Qn7: If there is a training policy and procedures, briefly explain on how it says on teachers training.

Qn8: If the answer in question 6 is No, how does teachers’ training take place?
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

Qn9: How many teachers are given in-service training per year? .........................

Qn10: How many teachers were given in-service training in the year 2010/2011, 2011/2012 and 2012/2013? ......................

Qn11: How were they selected in the attended training?
   .................................................................................................................................
   .................................................................................................................................

Qn12: Does the Ilala Municipal have prepared any training strategic plan to their teachers in the year 2013/2014?
   a) YES
b) NO

Qn13: Are there any teachers who when are given opportunities for training they refuse?

a) YES

b) NO

Qn14: If the answer is Yes, how many teachers refused to attend those training in 2010/2011, 2011/2012? ..............................................................

Qn15: What are the problems that hinder training and development of Primary school Teachers in Ilala Municipal?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank You for Your Cooperation.
APPENDIX V: QUESTIONNAIRES FOR SCHOOL INSPECTOR

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT A TICK (✓) UNDER THE APPROPRIATE ANSWER)

Q1: Your sex/gender

<table>
<thead>
<tr>
<th>SEX/GENDER</th>
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Qn2: Your age group

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Qn3: Marital status

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<th>Widow/Widower</th>
<th>Divorced</th>
</tr>
</thead>
</table>

Qn4: What is your highest level of education?

|-----------------|----------------------|------------------|-------------------|--------------------------------------|-------|
SECTION B

INFORMATION ON TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE

Qn5: Does primary school teachers in Ilala Municipal lack knowledge and skills that make them not to carry out their teaching responsibilities properly?

i) YES

ii) NO

Qn6: Do you think lack of training contributes to the teacher’s not to carry out their responsibilities properly?

i) YES

ii) NO

Qn7: If the answer is yes, give reasons.

........................................................................................................................................................................
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........................................................................................................................................................................

Qn8: How many teachers in Ilala Municipal need training so that they can accomplish their responsibilities properly?

........................................................................................................................................................................

Qn9: Does the School Inspection Department provide advice/recommendation on teachers training?

i) YES

ii) NO

Qn10: To what extent does the advice/recommendation has been taken care?
Qn11: In which area do teachers need regular training?

Qn12: Are they provided with training in that particular area?

Thank you for your cooperation