THE ROLE OF EMPLOYEE TRAINING IN ACHIEVING ORGANIZATIONAL OBJECTIVES: A CASE OF MEDECINS DU MONDE

BY

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration in Corporate Management (MBA-CM) of the Mzumbe University

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CERTIFICATION

We the undersigned certify that we have read and hereby recommend for acceptance by the University of Mzumbe, Dar es Salaam Campus, a dissertation entitled: “The Role of Employee Training in Achieving Organizational Objectives”, in partial fulfillment for the Degree of Master of Business Administration in Corporate Management (MBA-CM) of the Mzumbe University

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Lastly, I thank my parents, and relatives for their courage and inspiration in every step and difficulties I passed through in processing this work.
DEDICATION

This work is dedicated to my parents Mr.& Mrs. Gwido Mgulunde for being good and supportive in every step of my life I pass.
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>MdM</td>
<td>Medecins du Monde</td>
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<tr>
<td>TRC</td>
<td>Training and Resource Center</td>
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<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Act</td>
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<td>UNECE</td>
<td>United Nations Economic Commission for Europe</td>
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ABSTRACT

This study examined the role of employee training in the achievement of organizational objective. The study conducted at an International Organization, MdM Temeke and targeted program staffs and Organizational Training department staffs. The objectives of the study were: to identify the types of employee trainings conducted in an organization, to identify how employee training is conducted at MdM, to identify how employee training linked to organizational objectives, and to assess the effectiveness of employee trainings.

The study was based on descriptive design whereby both qualitative and quantitative methods were employed. Both questionnaire and interview methods of data collection were applied to key informants and other respondents. The study used Statistical Packages for Social Science (SPSS) whereby tables and figures were employed, and t-test used to test the relationship of the employee training and the objectives of an organization.

The study found that the employee training offered at MdM Temeke has a significant role in the achievement of the organizational objectives, and validated by a t-test. There is significant relationship between employees training offered and the achievement of organizational objectives set.

Basing on the study recommendation, it is suggested that in order for MdM Temeke to maintain its performance through training, in the process of conducting employee training, there should be an involvement of trainees in training designing so as to have different opinions from them on the training contents and trainer of their choice as well. This will make the training more effective and motivational.
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CHAPTER ONE
INTRODUCTION

1.1 Background of the study
Training is the use of systematic and planned instruction activities to promote learning, involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their job satisfactory (Armstrong, 2006). Training design is very crucial to the organization, and it has to be designed according to the needs of employees and organization itself. Effective training has to pass through several processes so as to make it more useful with the positive results to the organization. Dessler (2014) presents five steps to consider in designing training, which are; training need analysis, designing of training program, developing the program, training implementation and training evaluation.

Training is an ongoing activity whereby employee need everyday updates. Training is a continuous process by which employee actually acquires the knowledge for her/him to perform well in the organization (Ameeq and Furqaan, 2013). Due to the technological changes, knowledge and skills available will not be enough to meet the requirement of tasks. Frequent training will create potentiality among employee in the organization. Effective training program helps employees to get familiar with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at particular job and to void on the job errors and mistakes (Robert, 2006).

Employee training fills the gap between the current employee performance and the desired employee performance. According to United Nations Economic Commission for Europe UNECE (2013), the importance is stressed by a growing gap between existing competence and skills and those competence and skills that are required to meet future challenges. Employee training reduces turn over within an organization. Muntaz et al (2016) suggested that employee training satisfaction is significant and positively related to the employees’ level of work engagement and is negatively related to turnover intention.
His results reveal that work engagement mediates the relationship between training satisfaction and turnover intention.

Training of employees tends to enhance organizational effectiveness through improved performance of employees. Azmawan et al (2013) found that training employees to acquire individual with managerial skills and process skills help in improving organizational effectiveness, knowledge application and knowledge protection interact with individuals. Training should be designed according to firm’s objectives. Training program is a stimulant that workers need so as to improve their performance and capabilities that increase the organizations’ productivity (Elgan and Imran, 2013).

MdM Temeke, values much employee training as the way of achieving organizational objective. The organization made up of a separate Training Department, Trainings and Resource Center (TRC) which is specifically responsible with provision of various employees training within and outside of organization. Due to that, it is important to analyze the role of employee training in achieving organizational objectives.

1.2 Statement of the Problem

Organizations invest mostly in human resource capital; this is due to the fact that human resource is the backbone for any organization to succeed. Training helps employees to update their knowledge, enhance their skills and ultimately improve their performance and productivity (Deshwal 2015). Employee training is an important aspect that most of the organizations use so as to enhance employee performance through learning process, which includes skills impartation, knowledge acquisition, concepts, rules or overall changing of attitude and behavior in the organization (Ahmed and Din, 2009).

Human resource development incorporates the use of employee training which result into well organization performance through carrier development and organizational development. However, there are several factors which may hinder employee
training program in an organization. Kihongo (2011) summarized as employee training is hindered by lack of fund due to inadequate budget for conducting training program, malpractices like favoritism, poor support from top management on employee training program and the absence of training policy within an organization.

In spite of various challenges, MdM Temeke invests about 70% of its activities in employee trainings through Training and Resource Center department which are developed and designed in line with the program and organization strategies and objectives to ensure that the knowledge gap of employees is filled in order to achieve the organization goals (MdM Training Coordinator, 2017).

The organizations are striving to combat these challenges in various ways based on their capacity and availability of resources. But the question is how these trainings to employees and knowledge gained contribute to the success and development of the organizations. This holds the main focus of this study, to assess the role of the employee trainings in achieving organizational objectives in order know how and/or to what extent those trainings achieve the intended objectives.

1.3 Research Objectives

1.3.1 General objective

The main objective of the study is assessing the role of employee trainings practices for achievement of organizational objective.

1.3.2 Specific objectives

This study focuses on the following specific objectives:

i. To identify the types of employee trainings conducted at MDM
ii. To analyse how employee training is conducted at MDM.
iii. To identify how employee training is linked to organizational objective at MDM,
iv. To assess the effectiveness of employee trainings at MDM.
1.4 Research Questions
Research questions came from the main topic of the study, which is about the role of employee training in the achievement of organizational objectives. Those research questions are as follows:

i. What types of employee trainings conducted at MDM?
ii. How is training conducted at MDM?
iii. How is training linked to organizational objective at MDM?
iv. Is employee training effective at MDM?

1.5 Scope of the Study
The study took place in the international organization, Medecins du Monde. Which is located at Dar es Salaam, Temekte District and Tandika Ward alongside Maguruwe market. The study was done specifically in Program and TRC Departments. Every employee, volunteer and Peer Educator from Program Department had equal opportunity to participate in this study. While from TRC Department only staffs were involved.

1.6 Significance of the Study
The study will enable the Organizational Training and Resource Center (TRC) to correlate the relationships between the training provided and the employees’ performance towards organizational objectives set;
The study also will help TRC to decide on the appropriate types of trainings which are relevant for employee to achieve organizational goals.
Moreover, the study will enable Organizational Training departments to identify better ways of involvement of trainees in training designing so as to make the training more effective.

1.7 Limitation of the Study
The researcher was sometimes forced to spend much time convincing informants to accept the interview sessions.
Most of the respondents were not willing to participate in interview sessions. This reluctance was caused by lack of confidence to these respondents. However the researcher managed to convince them by insisting on the purpose of the study.

Some informants could not fill in questionnaires on time. The researcher had to visit and remind them many times. This took a lot of researcher’s time.

On interview sessions, the respondents did not accept to be recorded. This was a problem for the researcher had to spend time to take down points during the interview sessions. Respondents lacked confidence and accommodated unnecessary worries. This lack of readiness to be recorded despite clarification made by the researcher takes notes to relying on manual recording of information/data.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter consists of various views from different scholars in relation to the subject of the study. The chapter begins with the definitions and discussions of the key concepts of training. Also the chapter reviews various contents related to training and the learning theories which are related to the role of training in the achievement of organizational objectives. Finally under this chapter, empirical studies are also presented.

2.2 Definition of key concepts
2.2.1 Training
Training is defined as the process of increasing the knowledge and skills for doing a particular job (Gupta 2012). Is the use of systematic and planned instruction activities to promote learning, involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their job satisfactorily (Armstrong 2006). Training has a complementary role to play in accelerating learning, as pointed out by Reynolds (2004). According to Milkovich and Boudreau (2004) training is the systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirements. Training is closely linked to other human resource activities, for example employment planning and identifies skills shortage. On the other hand, Desssler (2005) defines training as the process of teaching new employees the basic skills they need to perform their jobs. Also Cartwrighter (2003) argues that training is the mastering of a particular task or set of tasks, it does not require understanding of the whys and wherefore.
Training is closely related to development and education, but they are quietly different.

Gupta (2012) gave the difference of development and education from training as explained in the following section
2.2.2 Training and Education
Training is any process by which the aptitude, skills and abilities of employees to perform specific jobs are increased. While education is the process of increasing the general knowledge and understanding of employee, thus education is wider in scope and more general in purpose than training. Training is vocational whereas education is general and major burden of the education falls on the Government. Education is personal oriented. While training is job oriented. Education is formally instructed, while training is imparted at work place (Gupta, 2012).

2.2.3 Training and Development
Development is the process by which learning occurs through experience and where the results of learning enhance not only the task skills of individual but also his/ her attitude, provides skills and attributes that can enable a person to fit in a new and challenged circumstance (Cartwrighter 2003).

Training and development refers to the process to obtain or transfer KSA (knowledge, skills and abilities) needed to carry out a specific activity or task; therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader (Niaz 2011). This is a long term training focus on enhancing both individual and organizational capabilities for future. Training and development also refer to imparting of specific skills, abilities and knowledge (Aswathappa, 2013). Also Cartwrighter (2003) defines training and development as the means by which an organization invests in its employees for any changes requires new skills and attitude as well. The organization which does not invest in trainings will always be a victim of changes.

However these two concepts have difference in between. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel learn technical knowledge and skills for a definite purpose. While development is the long term education process utilizing a systematic and organized procedure (Aswathappa, 2013). Training is a systematic approach to affecting
individuals’ knowledge, skills, and attitudes in order to improve individual, team, and organizational effectiveness. Development: systematic efforts affecting individuals’ knowledge or skills for purposes of personal growth or future jobs and/or roles. (Aguinis & kraiger, 2009). Trainings do not require understanding of the whys while development does.

Training is more objectively, enabling a person who was not able doing something to do something, while development is more subjectively as rather than provide skills also improve the capacity of thinking and reasoning to individuals (Cartwrighter, 2003). Training is mechanical while development is humanistic (Lessem, 1990). Training is job centered in nature, while development is the carrier cantered in nature.

Also coaching and mentoring creates differences between training and development. Coaching is the situation in which knowledge and skills are transferred from older one who is more experienced to new hired employee. This is more than training. The process ensures the availability of intellectual capital in the organization when the experienced employee is retiring or leave. The skills and knowledge which pass through the coaching process will remain to other employees (Cartwrighter, 2003). While mentoring not much concerning in improving skills and performance of individual in a shallow way, but the development of individual. This is more developmental. Mentor is the experienced person excluding person’s manager who assist individual by providing counsel and guidance in the organization (Cartwrighter 2003).

2.2.3.1 Training and Development Strategy
Training and development strategy is the direction and scope of the trainings and development opportunities developed and provided by an organization for employees and other concerned partners; which match the needs of both individual and organization so as to ensure the organization can respond to changes in its both external internal environment. Both external and internal changes always require an organization to conduct some training. Training and development strategy comprises
of three strategies (components); what skills do employees have at the moment, future organizational aims and skills employees needed to achieve those future organizational aims (Cartwrighter, 2003).

The figure 2.1 above show the training and development cycle that shows that, for employee training to be more effective and for the achievement of organizational objective, It has to involve both individual and organizational needs. It has to be designed in a way that both individual and organizational wishes are satisfied. After needs identification, training is planned, then implementation and lastly evaluation (Cartwrighter 2003).

**Figure 2.1: Strategic Training and development Cycle**

![Training and development cycle diagram]

**Source:** Researcher’s construct 2017

**2.2.3.2 Approaches to Training & Development**

**Reactive Approach**

The traditional approaches to training can be generally termed as reactionary, driven by tactical delivery of technical skills in bricks and mortar, classrooms trainings and where training is seen as an event oriented activity (Milkovich and Boudreau, 2004).
**Proactive Approach**
In the learning organization, this approach aligns all learning activities with the corporate business strategy, and its focus is on developing competencies (Milkovich and Boudreau, 2004).

**Active Learning Approach**
In this approach, trainees play a leading role in learning by exploring issues and situational problems under the guidance of their facilitator. The trainees learn by asking thought provoking questions, searching for answers, and interpreting various observations made during the process. The active learning approach has its lasting impact on learning since it helps in long-term retention and finding better solutions in the challenging situations. In today’s fast paced world, continuous learning is essential to success. Individuals need to learn to succeed in life and at work. Companies need to ensure their employees continue to learn, so they can keep up with increased job demands and so the company can gain or maintain competitive advantage (Milkovich and Boudreau, 2004).

**2.2.4 Training and Learning**
Learning is different from training, can be defined as a process that comprises training as well as education (Jensen, 2001). As stated by Reynolds (2002) that learning is the process in which a person acquires knowledge, skills and capabilities, while training is used to promote learning. Learning is process whereby behavior and attitude are changed (Cartwrighter 2003). Also Argyris (1993) stipulates that learning occurs when we identify and correct errors. Employee within an organization learns from other people or co-workers and interaction with his/ her manager by doing and by instructions.

**2.3 Theoretical Review**
This party shows the learning theories, categories of training, techniques of training and other contents related to training
2.3.1 Learning theories

Different scholars give out views on how individual acquire, organize and install skills and knowledge. Armstrong (2001) explains several number of learning theories; namely reinforcement, cognitive, experiential, social learning, stimulus response, and self efficacy theories.

2.3.1.1 Reinforcement learning theory

It states that, the behavior change is determined by individual response to events and ensuring consequences reward and punishment (Skinner, 1974). This is the most used theory in training development. Also it is called behaviour theory and criticized by being more manipulated and not taking learners in to account. Therefore, actions are regulated to large extent by anticipated consequences (Bandura, 1971).

2.3.1.2 Cognitive learning theory

It involves the gaining of knowledge and understanding by absorbing information from principles, concepts and facts, then internationalizing, (Armstrong & Tailor, 2014). People learn themselves. It is self managed type of learning. In this, participative and case study ways of training are applied. This function when learner is willing to learn with the time limitless (Coyle-Shapiro 2013 et al).

2.3.1.3 Experiential learning theory

This is much basing on experience of individual, people learn from experience. People learn on what they wrong. The more basic form of learning, rooted in direct experience, is large governed by the rewarding and punishment consequences that follow any given action (Bandura, 1971). Managers are recommended to their staff to do it well.

2.3.1.4 Stimulus Response Theory

The theory developed by Gagne (1997). The theory is basing on several combination of factors; need to learn (what makes / drive a person to learn), stimulation provided during the learning process, appropriate response by the learner and the learning feedback.
2.3.1.5 Self Efficacy Theory
Bandura (1977) said that people believe themselves in their ability to learn and perform their task. Also Cruest (1992) added that people feeling on self efficacy has positive to a better learner.

2.3.1.6 Social Learning Theory
The theory states that, for learning to be effective, social interaction is necessary. Wenger (1998) stated that we all participate in community of practice (group of people who work together and share expertise). Thus there are primary source of learning.

2.4 Contents Related to Training
2.4.1 Training Categories
Training of employee designed so as to meet the different number of organisational objectives and achieve organizational goals. Designed employee trainings are basing on what is required for employee to be trained, what is job needs technically, personal and operational and carrier development. All these enables the organization to achieve what is intended to achieve. Mathis and Jackson (2008) stated about four categories of training, which are as follow;

2.4.1.1 Required and Regular Training
This kind of training consists of different mandated legal requirement, for example OSHA. This category is concerned with all employees, especially new employee oriented.

2.4.1.2 Job Technical Training
This training enables employee to perform job well, It provides technical support such as equipment operation, Record keeping need, Telecommunication and IT system.
2.4.1.3 Interpersonal and Problem Solving Training
This is the training category which addresses both operational and interpersonal problems and seeks to improve organizational working relationship, for example interpersonal communication, managerial, supervisory skills and conflict resolution skills.

2.4.1.4 Development and Carrier Training
Is the training category which provides individual and an organization with long term focus, also facilitates the future capabilities of both individual and organization, like organization change and leadership.
All the four training categories work together as summarised in figure 2.2
2.4.2 Justification of Training

Armstrong and Tailor (2014) stated the justification of training as follows:

In the working place, training is ongoing process whereby employee tends to learn every day, the knowledge and skills acquired are not satisfactory to the organization employee to work effectively.

Various skills in the organization have to be developed quickly so as to meet the demand required. Those skills and knowledge can be attained through training rather than experience.
Tasks to be carried out are so specialized and specific. Not every employee will be able to master them. Training of employee will enable them to master at their own initiative at a reasonable speed.

2.4.3 Techniques of Training
Trainers are doing training activities through several methods, as proposed by Armstrong (2006) there are seven training techniques which are elaborated below;

2.4.3.1 Instruction Technique
This is the job instruction technique basing on both learning theory and skills analysis. Instruction technique employed six stages to be followed;

✓ Preparation for instruction session, a trainer must have a plan on what to present to trainees.
✓ Presentation should consist of both explanation and demonstration
✓ Explanation should be simple and most directive
✓ Demonstration stage consist of three steps;
   a) Complete operation shown at a normal speed so as to show trainee on how the tasks should be carried out.
   b) The operation is demonstrated slowly in a correct ways.
   c) The operation is demonstrated again slowly at least two to three times.
✓ Trainees imitating trainer, and repeat the operation under guidance
✓ Following up by the trainer is continue during training period.

2.4.3.2 Lecture Technique
Is the training technique with little or no participation, except at the end in the question and answers time, Its effectiveness depends with the ability of the trainer to present material and use of visual aid as well. In this method, material presented is easy to be forgotten after several days unless some of trainees put materials in to practice. For lecture technique to be effective, the following conditions are important;

✓ It should not take long, not more than 30 to 40 minutes.
✓ It should not contain too much information.
2.4.3.3 Discussion Technique.

It is participatory training technique which gives an opportunity to participants to learn from experience of others and develop power of self expression. The role of trainer in this method is to influence and guide the group rather than imparting new knowledge.

There are techniques which can help trainer to get active participation of trainees, which are as follow;

✓ Use open ended questions to stimulate participants’ thought
✓ Ask for contribution by direct question
✓ Ensure all participants are participate
✓ Prevent individual domination of the discussion
✓ Avoid being dominator of the group.

2.4.3.4 Case Study Technique

It is a history, description of an event or set of circumstance that is analyzed by trainees in order to diagnose the cause of the problems and work out on how to solve them, involves presentation of really situational.

2.4.3.5 Role Playing Technique

In this technique, a trainer is training with really examples, shows to the trainee why, when, how and where to act. Then later participants are performing the action. Participants act out a situation by assuming the roles of the characters involved, the method involve the interaction between people or within a group. Also enable trainees to get expert advice and constructive criticism from trainer and increasing confident to participants as well.

2.4.3.6 Simulation Technique

Consists of both case study and role playing so as to get high rate amount of realism in a training room with the aim of reflect the reality. Training participants are given
information on situation in detail and develop and defend the plan of action (MSH 2012).

2.4.3.7 Group Exercise Technique
Training method where by trainees define problem and propose solution to them. Trainee groups formed and undertake some activities together. It is a kind of team building program, hence develops interactive skills.

2.4.3.8 Brainstorming
Training technique that trainees are encouraged to contribute any idea they know in consideration of subject matter and there is no criticism on that also time is limited. This technical is useful as it stimulate creativity and a sense of problem solving to trainees. No good or bad ideas and trainees are encouraged to participate.

2.4.3.9 Distance learning
It is the learning technique that there is no physical interaction. Trainer and trainee are not together on the site. A learner learns from a distance. Trainer and trainee communicate and exchanging materials through technology at a specific time.

2.4.4 The needs for training
Training is said to be important for organization to perform well, due to its significance, employer has an obligation to ensure that both the new and old employees are trained on how to act upon task they are assigned. The following are the needs of training in the organization, according to (Gupta 2002).

2.4.4.1 Job requirement
Once an organization selects the new employee, he or she might lack the qualification required to perform the certain task effectively. That new employee needs a full detailed instruction so as to perform better in a task he or she assigned. The orientation training is needed so as to match employee ability with the job requirement so as to meet the situations clarified in the following su-sections.
2.4.4.2 Technological change
Technology is fast changing day to day. Due those changes, many offices use advanced technology in order to work more effectively and acquire higher productivity. The application of advanced technology in the organization requires training. Employee needs training so as to adapt those technological changes and operate well in a new technology introduced. For an organization to perform well, both old and new employees concerned require training on a new technology introduced. Training of employee has to be continuously; this is due to the fact that technology tends to change every day.

2.4.4.3 Organization viability
This is concerning with the adoption of new environment to an organization. For example the higher competition rate in the market. Refresher training is required to existing employee so as to make them more creative in competing with the environment. A firm needs to be standby ensuring its capability. Also an organization, due to the presence of free market has to make sure that the market demand is met. This also needs employee training so as to enable the producers of those products and services to produce quality and satisfied product and services the customer expected.

2.4.4.4 Internal mobility
Training provided to employees who is moving to another job tasks. Before assigned to new position they need to be trained on how to perform the new task. Training prepares employees for higher level tasks. Also reduces the cost of supervision, and accidents as well.

2.4.4.5 Trust on productivity
In order to grow and survive, the organization has to be more productivity. The ongoing employee training tends to impart productivity skills to employee and led to the maintenance of the high standards of organizational productivity.
2.4.4.6 Improved motivation
Employee training as motivator, employee training imparts employee with skills and update them on the ways of dealing with challenges at work place. The skills acquired play a role in career development of employee and reduces employee turnover.

2.4.5 Types of training
They are various type of training. Gupta (2002) presents six types of training as follows;

2.4.5.1 Orientation training
This is the type of training whereby a new employee is given instruction training so as to be familiar with the job, his or her superior, subordinates and with the rule and regulation of the organization.

2.4.5.2 Job training
Type of training provided to employee so as to impart knowledge and skills for improvement of performance. Trainees taught on how to handle and operate machines in a right way. This type of training reduces accident at work place and inefficient in the job performance.

2.4.5.3 Safety Training
This is the kind of training provided to emphasize safety at work place. The aim of this training is to create awareness to employees on the occurrence of accidents and reduce accident at work place.

2.4.5.4 Promotional Training
This is an employee training which involves training of existing employees so as to make them empowered to perform the higher level task. The potential employee, before promoted, they trained on how to perform the high level task as they will face challenges.
2.4.5.5 Refresher Training
Type of training design with the purpose of revive and update skills and knowledge of existing employees. It is a retraining programme conducted to avoid obsolescence of knowledge and skills.

2.4.5.6 Remedial Training
It is a kind of training which mostly conducted by psychological personnel. Such training designed to overcome the shortcomings in employees’ behavior and performance of existing employees.

2.4.6 Benefits of Employee Trainings
Employee training has positive impact to both employee (individually) and employer (an organization). Starting with benefit of employee training to the organization;

2.4.6.1 Increasing Productivity
Employee trainings increase the skills of employee when performing a particular task. The level of skills increased enhances the increase of quality and quantity of organization output. Also the knowledge imparted, prepares employee for future position and responsibilities (Aguinis & Kraiger, 2009).

2.4.6.2 Standardization of Procedures
Employee training provides the standardization of operating procedures that makes employees to perform on higher level. Since employee posses the required skills and knows how to perform on those skills, enabling him/ her to make fewer mistakes at work place (Sharma, 2013).

2.4.6.3 Low rate of Supervision Need
Trained employee needs low supervision, compared to untrained employee. Employee training does not make supervisors to stop supervising, rather than it makes it irregular. Well trained employee may work with low supervision because he or she knows what is supposed to be done and how to do it. While an employee who
is not well trained needs a close supervision and instructions way on how task is to be performed (Sharma, 2013).

2.4.6.4 Economy of Operation;
Trainings to employees enable employees to make better use of the organizational materials and equipments. Also it reduces the tare of breaking up and damages of the organization machines and equipments. This reduces the cost and the overall operational economy (Sharma, 2013). According to Cole (2002), employee training reduces cost of production because trained employees make use of organizational machines and equipment which makes of an organization economy growing.

2.4.6.5 High Morale
The proper employee training activates the employee’s attitude toward the organizational activities, also enabling better cooperation among employees, which lead to reduction of complaints, absenteeism, turnovers and dissatisfactions among employees. This creates the sense of cooperation among them (Sharma, 2013). Apart from organizational benefits of employees, there are benefits of employee trainings to individuals (employees), which are as follows;

2.4.6.6 Increasing confidences
Employee training enables employee to be confidence when he or she is facing operational challenges at work place. He or she feels comfortable and secured to handle the particular challenge (Sharma 2013).

2.4.6.7 New skills;
Employee training acts as an asset to employee, as it provides skills that remain permanently, and can be applicable for future (Sharma, 2013). Also as explained by Hill and Lent (2006) and Satterfield & Hughes (2007) and supported by kraiger (2002) who argue that skills imparted stands as antecedents of job performance. Apart from that also tacit skills are acquired through employee training. These are behavior acquired through informal learning that is usefully for effective performance (Barber 2004).
2.4.6.8 Carrier Advancement
Employee training can develop knowledge and skill which may help individual to work in a newer job dimension (Sharma, 2013).

2.4.6.9 Enhancing Strategic Knowledge
Employee training is enabling a person to know when to apply a specific knowledge and skills (Kozlowski, 2001). Also Fold & Schmialt (2000) reviewed training as adaptive exercise.

2.4.6.10 Cross cultural training;
Employee training conducted for improving individual effectiveness and adjustment while on assignment in a new culture (Aguinis & Kraiger, 2009).

2.4.6.11 Resilience to change
Employee training enables employee to cope and tolerate with organization changes. Trained employees feel motivated working under changes without any resistance, the adaptation sense enabling growth and survival of organization (Sharma, 2013).

2.4.6.12 Safety
Trained employees handle the organization machines and equipment in a safe way. Trained employees are less vulnerable to accidents (Sharma 2013).

2.4.7 Systematic steps involved in designing Training program
Training design is very important for the effectiveness of training within an organization. There are several steps taking in to consideration in designing of training as proposed by (Dessler2014).

2.4.7.1 Training need assessment
As explained by Brown (2002), training need assessment is ongoing process of gathering data to determine what training needs so that training can be developed to help the organization to accomplish its objectives. Conducting need assessment is
very important for an organization in a training program. Brown (2002) also gave reasons and purpose for conducting training need assessment, and types of analysis as well.

**Reasons for conducting training need assessment**
- Identification of specific problem areas in the organization
- To obtain management support
- To develop data for evaluation
- To determine cost and benefit of training
- To identify the gap between employee skills and the required job skills
- To identify condition under which training will occur

**Types of training need assessment**
There are three types of analysis under which training need assessment is consider.

**Organization analysis**
This examines where there is a need of training, and under what condition training will be conducted. Also identify and propose the abilities and knowledge that employee will need for the future as the organization and their job task changing. The analysis also identifies areas where training could improve its performance. For example in the area where there is high rate of turnover, absenteeism and poor performance.

**Task analysis**
The analysis is concerning with the comparison of job requirement and employee knowledge and skills in determining training needs. The gap between performance and job requirement indicates a need for task training.

**Individual analysis**
As titled, targets individual employee and how they perform their job. Individual employee can determine his or her training need interview or test and performance
appraisal. Ways of identify individual training needs can be done individually or in a group.

2.4.7.2 Designing the Training Program
This is the training stage that concerning with the planning the overall training program; including training objectives, delivery methods and program evaluation. The planning should include the environment that will motivate learners to learn and transform what they learn to the job. Manager has to review possible working program contents; including workbooks, exercises and activities. Also estimates a budget of a training program.

Setting learning objectives; Training should specify the measurable objectives that will be able to be accomplished after a successfully completing of the training program (Blanchard and Thacker, 2007). Training objectives chosen should address the performance deficiencies that have been identified in need analysis.

Training Budget should be planned; in consideration of direct and indirect cost, cost of the trainers’ time, participants’ compensation and the cost of evaluating training. Due to the budget set, a manager has to ask whether the organization will afford the training programme, and will it pat to spend that much

2.4.7.3 Development Training.
According to Dessler (2014), programme development means choosing the actual contents the program will present, as well as designing the specific instructional methods you will use(lecture, cases, web based) also decide on training equipment and materials such as, workbooks, power point slides, web and computer based activities.

2.4.7.4 Implementing the Training Program
This is the stage of working upon the objectives set, program designed and allocation of the budget set. This means actually doing the training. In this phase, employee training can be initiated in a number of ways. Various issues have to be considered;
On or off the job training

Employee training can be done either on the job or off the job. Technical focused employee training is basing in on the job training. This way is effective to the employee as enabling employees to learn and acquire more knowledge through performing the actual process at the work place as the method is more practical. This method can be not effective when a trainer is not competent, for that reason there will be a risk / bad working practice will e passed on (Cannell, 1997).

Off the job training,

This kind of employee training when employees acquire knowledge, skills and attitude change away from their work place, (hotel conference, and class room). The problem with is when the reality does not happen as it is more theoretical than practical.

Learning style

There are several types of learning style. A trainer has to identify the most preferable learning style. This is due to the fact that different people have different learning style they prefer. It can be hand on learning, try by error approach and verbal learning style. Employee training has to involve a range of learning style to the program in order to appeal more effective to the employee (Cascio, 1998).

Active versus passive learning

On employees training, trainer decides on the method to practice during employee training session. Whether active learning methods which enabling trainees to participate fully in a training. This involves methods like group discussions, role playing exercise or work simulation, or trainer may decide to use passive methods of training. This is the training way in which trainer imparts knowledge, skill while trainees receive it passively. This can be done in a class room situation or lecture method (Holden, 2001).
Group versus Individual based training
In an organization, hence people are working as a team. It is important to train them as a team as well. This facilitates and develops sense of team working skills among employees (Cannon et al., 1995).

Training transfer to the job
Employee training has to be designed as similar as job situation. The similarity will enable employee to apply the skills acquire though training to the work. This resulting in utilization of skills and knowledge acquired in training at work place (Cascio, 1998).

2.4.7.5 Evaluation of Training Effort.
This is a crucial stage whereby manager tends to measure the effectiveness of the training. Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired in the training program, training is likely to be more effective when trainees want to learn are involved in their jobs and have carrier strategies. According to Goldstein (1986 ) training evaluation is the systematic collection of descriptive and judgmental information that are important in making employee training more effective in a relation to the selection, adaption, value and modification of various instruction activities. Also Hamblin (1974) defined training evaluation as the way of getting information on the effect of training program and assess the value of the training in the light of the information. Training effective depends on the attitude, value and expectations of trainees Gupta (2012).

The process of training evaluation is said to be difficult and complex as well (Easterby 1986, Atrhur & Bennet 2003), it is most important activity in employee training and the final logical stage. Training evaluation process has to be systematic. According to Goldstein (1993), the main objective of employee training evaluation is to examine the training taught, was it intended to improve the course content for future use. Also there are some other objectives of employee training evaluation, which are to get training support from the management, to find out where the desired expectations (goals) and check either they met y the training or not, to receive
training contents so as to make it more effective, to be professional in managing training programs, to identify and reduce obstacles that hinder the transfer of training at work place and to determine training programs to be included in a future training. It is important to evaluate employee training as it improves the training program in the future and determine the needs as well (Kirkpatrick, 1996).

**Evaluation levels**
Training evaluation is the Assesses the program’s successes or failures. According to Gupta (2012), evaluation of training effectiveness is the process of obtaining information on the effects of training program and assessing the value of raining in the light that of information. Mathis and Jackson (2008) proposed four criteria used in training evaluation as follows;

**Reaction**
Evaluate the reaction level of trainees by conducting interviews to the trainees. Trainee reaction is complex and affected by various factors; such as training context, training contents, and training methods. Questionnaire with rating scale is preferable and supplemented by informal discussion and interviews.

**Learning**
Giving the test to trainees before and after the training to measure how well the trainees have learned facts, ideas, concepts, theories and attitude. It has to be done very carefully as it assess the skills and knowledge acquired through training. The skills acquisition evaluation has to assess both validity and reliability. According to Hamblin (1974), suggested that training evaluation through learning has to be done immediately after he training session is over and should use some post test score.

**Behaviour**
This is a training evaluation tool measuring the effectiveness of training through employee job performance. Te problem with evaluation criteria is that, the trainee may take a long leave after training. This may be difficult to assess and evaluate of particular trained employee. The training evaluator has to make sure that, there is an
enabling environment and opportunity for trainee to demonstrate skills and knowledge acquired from the training.

Results
Training is evaluated through the achievement of the organization objectives. Results such as productivity and quality are measured before and after the training of employees.

The below figure summarises the interaction among the systematic steps involving in designing employee training so as to make it effective.

The figure 2.3 shows the systematic processes of conducting employee training. The diagram stands as a cycle as tends to contain renewable processes. Once the employee training needs are identified, the designing of the training is conducted, whereby the objectives of the training are identified. Those objectives rely on the organizational and employee needs. In this step, the budget for conducting employee training is set. After training designing, next step is developing of training program whereby training materials and equipments are prepared, trainer is identified, and the training methods are set. The next step is training implementation, whereby all the planned activities are keeping into action. The training is conducted. The last step is evaluation, whereby the organisation assesses the effectiveness of employee training provided. Employee training is assessed in order to identify the training gap for the next training session.
2.4.8 The Roles and Responsibilities of a trainer in an Organization

In order to make employee training more effective, a trainer has to play different vital roles. This means that a trainer has to wear different personalities; according to Sharma (2013), there are five roles of the trainer, which are as follows:

2.4.8.1 Trainer

As a trainer, a primary role is a training director. Trainer helps people to learn. Providing learning feedback and make sure that the employee training course designed is meeting the trainees’ needs. A trainer may involve in instruction and class room teachings, supervision of individual work and small group works. A trainer also is a learning specialist.
2.4.8.2 Provider
As a provider, trainer is planning, designing and delivery of training program, also assessing training needs, setting of the training objectives, designing of the course. In this role, a trainer has several trainings to deliver.

2.4.8.3 Consultant
As a consultant, a trainer is concerning in analyzing problem in an organization and suggesting solution which may require training. A trainer is liaising with the line manager so as to identify the performance problem/gap and advising on training solution appropriate with the problem.

2.4.8.4 Innovator/Change Agent
As innovator, a trainer tends to help an organization in management of any change appear in an organization and enabling an organization to solve a problem which may hinder organization performance. As change agent, a trainer has a role of working with managers, helping manager to cope with changes occurred and provide support, facilitate changes by advising on how support, identify a conducive place for workshop and facilitates changes by advising on how training can be function and how can help an organization changing process.

2.4.8.5 Manager
As a manager, trainer has a role of panning, organizing, controlling and developing training activities functions in an organization. It involves the following roles; setting goals and policies of training, communicate the goals and policies and how training can improve the organization performance with other departments, including senior managers. A trainer also has to ensure the designing, developing, delivering and evaluating of employee training is appropriate and monitoring the total training plan on quality standards.
2.5 Empirical review

Several studies have been conducted on training and development of both employee and an organization. Those studies bring different views related to the topic under discussion.

Khan et al (2011) from University of Lahore conducted research on the impact of training and development on organization performance. The study based on the secondary data, whereby researchers were intensively reviewing other peoples works. The study came up with four hypotheses that show that training and development have significant effect on organization performance. H1 stated that training designing has significant effect on organization performance, this proven by different studies which indicated that it is important to design training before deliver it to the trainees (Armstrong, 2000). The training design has to be designed and meet to employee training needs (Ginsberg, 1997). Since employees acquire what they expect through training, will enable them to work confidently and give out good results. The organization that design employee training according to organization and employee needs acquire positive results (Partlow 1996, Bondreau et al 2001, Tihany et al 2000).

H2 stated that on the job training has positive effect on organization. This supported by number of studies. On the job training enabling employee to acquire work experiences directly, since it is more practically compared to off the job training which is more theoretically. Also on the job training reduces cost due to the fact that it is cost effective (Baum et al 20007, Tailor et al 2004, Flynn et al 1995, Heras 2006).

H3 delivery style has significant effect on organization performance, supported by various studies. Delivering style is essential has to impress trainees. Trainer has to engage trainee during training sessions. If trainer is delivering training and not impressive way, trainee wont capture what is trained (Seamen at al., 2005).
H4 training and development has significant effect on organization performance supported by difference studies. Employee training is essential to the organization. Trained employee performs well compared to those who are not trained. Also employee training enable employee to achieve individual and organization goals in a better way (Flynn et al., 1995).

Furthermore D. N (2014) from CCS University Meerut, conducted research on the role of training and development in an organizational development. In his study secondary data were collected. Researcher came up with the fact that the strategic positioning of the training and development directly promotes organizational business goals and objectives, hence enhancing organizational performance. Due to that, organizations must focus on continual learning and job trainings, line managers should be involved in training need assessment and policy decisions for training, good training must provides opportunity to learn and grow and employee performance is amplified through competitive advantage.

In his study a researcher presented hypotheses which proves the benefits of training to employee and organizational development which were; it improves productivity, it helps employee to develop knowledge, skills and abilities so that they might become better qualified to perform the duties of their present job and advance to move responsible positions, alleviate labor market shortage and reduce personnel turnovers and prepare employees to deal more effectively with growing social, scientific and economic problems faced by the Government by making use of advances in professional and vocational knowledge and technology.

Jehanzeb K and Dr Bashiri N A of 2013 from the King University department of Management, College of Business Administration, and the University of Technology Malaysia, department of Management and Human Resource Development, conducted research on Benefit of Training and Development to employee and organization. In their study, they came up with the benefit of training to both individual and organization. Such benefits include efficiency and employee performance direct or indirect factor. For organization benefit mostly comprises of
better performance (profitability, efficiency and output), and other benefits that are
directly or indirectly related to employee performance.

Shavita D (2015) conducted a study on Job Satisfaction and training of employee,
with the purpose of making comparison of job satisfaction to employee before and
after the training programme. Sample of 50 employees from private organization
were randomly selected. Close and open ended questionnaire was used. Mean,
standard deviation and t test were employed for data analysis. The study came up
with the result that, there is a significance difference of job satisfaction before and
after the training programme, thus employees have high degree of job satisfaction
after training.

Also researcher Mwangisa (2008) conducted a study on the role of training in
organization development and came up with the fact that policy based training to
employees said to motivate employees and improve performance to the organization.

### 2.6 Conceptual Framework

A conceptual framework is the foundation in which the entire study is based. It
comprises with variables, which are independent and dependent variables.
The figure 2.4 shows roles of employee training act as the independent variable that
determines the achievement of organization objective which mediated by the
increase of employee performance. Independent variables that are changes in
competence, knowledge, skills and attitude, improves quality of work, employee
satisfaction, facilitates the use of machines, reduces employee turnover, reduces
accidents and reduces employee lateness, predicts the achievement of organization
objective.

According to Wring and Geroy (2001), employee competence changes through
effective training programme. Training does not only improve the overall
performance of employee to the current job tasks, but also enhances the knowledge,
skills and attitudes of employee. Training of employee has a positive relationship
with employee performance. Mwita (2000) pointed out that performance is the key
mediator element to achieve the organizational goal, hence organizational development. Therefore, to perform well increases the effectiveness and efficiency of the organization which is helpful in achievement of organizational goals.

Also employee training has several roles to the development of organization as increase productivity, improve the quality of work, improve skills, knowledge, understanding and attitude, and facilitate the use of machines and tools. Furthermore, employee training reduces turnover, accidents and lateness of employee (Oguntimehin, 2001). The productivity role is supported by Colombo and Stanca (2008) who suggested that employee training has a positive and significant effect on productivity.

Employee satisfaction brings about positive results to the organization. Companies which are providing training programme for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner, 2000).
Figure 2.4 Conceptual Framework

The Roles Employee Training

- Competence, knowledge and skills attitude
- Improves quality of work
- Employee satisfaction
- Facilitates the use of machine
- Reduces employee turnover
- Reduces accident
- Reduces employee lateness

Increase Employee performance

Achievement of organization objectives

Source: Researcher Construct 2017
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter explains research methodology and procedures used in conducting the study. This chapter covers the following areas: area of the study, research design, study population, sample size and sampling procedures, data collection methods, primary data, secondary data, data presentation and analysis, pilot study, and data triangulation.

3.2 Research Design
A research design is a blueprint for conducting a study with maximum control over factors that may interfere within the validity of the findings (Burns and Grove, 2003). Also it is an arrangement of conditions for collection and analysis of data in the manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted (Kothari 2006). This implies that research design is the foundation in which a research study is constructed in it. The research used descriptive research design which is non-experimental designed to justify current practice, make judgment and develop theories as well, (Burns and Grove, 2003). Descriptive design does not base on either qualitative or quantitative approach, rather is basing on both approaches. This study used both interview and questionnaire methods of data collection. The design purposely used to answer questions who, what and how. Therefore, respondents were supposed to give their opinions on what are the roles of employee training in achieving organizational objectives. Respondents managed to give their views on how the employee training acquired in the organization helps in achievement of organization objective.

3.3 Area of the Study
The study was conducted in Tanzania, Dar es Salaam region, specifically at Medecins du monde Tembeke District. The organization is located at Tandika ward alongside maguruwe market. The organization intends to reduce harms associated with drug use among people who use drugs. The organization focus on prevention of
HIV/AIDS and Hepatitis C. What the organization does is to implement Needle and Syringes programme, where by injectors of drug users are provided new injection facilities like syringes, alcohol swabs, and injection water for injection. This is accompanied with education on safe injection. This program enables a drug user not to share injection tool as it reduces HIV/AIDS and Hepatitis C infection among people who inject drugs. Also organization supply condoms to drug users as well with the aim of prevent HIV/AIDS and Hepatitis among PWUD, apart from that the organization also referring drug users to methadone treatment. Preventing and managing overdose, promotion of human rights, Antiretroviral treatment and care for HIV/AIDS, counseling and testing of HIV, prevention diagnosis and treatment of sexual transmitted infections, vaccination prevention diagnosis and treatment of viral hepatitis, prevention diagnosis and treatment of tuberculosis. All of those activities are accompanied with targeted information, education and communication to PWUD.

3.4 Population Study
A population is a group of elements, or cases, whether individuals, objects or events that conform to specific criteria and to which we intend to generalize the result of the research (Mcmillan, 1996). The population of this study was the organizational employees, volunteers and peer educators of Medecins du Monde. The organization comprises of four departments, namely; Support department, Training and Resources Center (TRC), Monitoring and Evaluation department and Program department. The targeted population of this study was employees from program and Training and Resource Center departments. This is due to the reason that the program staffs are the ones who operate the daily activities in the field level of the organization and TRC department which is responsible department in providing training. The total population of the study was 30, whereby 6 employee from field unit, 18 peer educators from program departments, 1 organization nurse, 2 volunteers, 1 clinic in charge and 1 social worker from Medical unit. Also the study included people from training and resource center.
3.5 Sampling Techniques and Sample Size
Sampling is the procedure a researcher uses to gather people, places and things to study (Donald & Deldo, 2006). It is a process of selecting a number of individuals or object from a population, such that the selected group contains elements representatives of the characteristics found in the entire group (Orodho and Kombo, 2002). In this study, the researcher used non probability sampling specifically purposive sampling, because the researcher believed that the targeted group is reliable for the study. A researcher picked a sample which was appropriate and able to provide information in relation to the study. The sample selected purposively since the respondents are the ones who are direct services provider to beneficiaries and have in-depth information to the study. A sample of 30 respondents purposively selected from the population of the study.

3.6 Types of Data
The study use both primary and secondary sources of data. Primary source refer to the information which gathered direct from the field, through questionnaire, interview, focus group discussions and observation, While secondary source refers to the review of information which has already been published by other people.

3.6.1 Primary Source of Data
Primary data collected in the field whereby Medecins du monde used as a study area. The source administered both questionnaire and interview methods for data collection, where by interview method was basing on key informants.

3.6.1.1 Questionnaire Method
It is the data collection instrument which contains list of questions that respondents answer (Kothari, 2002). Researcher applied questionnaire since it is the simplest method of data collection, also it is the method which enables respondents to fill those questionnaire in details as provide enough time to respondent to fill. Questionnaire designed in both open and closed ended with the intention of acquiring detailed information from respondents. 30 Questionnaire papers were distributed to respondents.
3.6.1.2 Interview
In this study researcher conducted to face to face semi structured interview. This method is useful to some respondents as they prefer more conversation than filling up the questionnaire. The researcher conducted interview with TRC department people, including Department Coordinator, Department Manager and Trainer. There respondents were selected purposely because they are the ones who are responsible for provision of training and have in dept information concerning training materis within the organization.

3.6.2 Secondary data collection
Review of data which have already been collected by someone else and which have already been passed through the statistical process (Kothari 2004). In this study, researcher used various other peoples work such as book, documentaries, journals and internet especially Google finder.

3.7 Validity and reliability measurements
3.7.1 Validity
The degree to which the instrument used during the study was in a position to measure what was intended to be measured with accuracy (Churchill and Brown 2007). In this study, content validity was used to ensure that research questions are related with the objectives of the study and also through asking opinions from key informants.

3.7.2 Reliability
This measures how consistency the result from a test is (Heale and Twycross, 2015). In ensuring the reliability of the study, a researcher was achieved through stability attribute where by test-retest was employed as the same respondents were asked to fill similar questionnaire under the similar circumstances.

3.8 Data Analysis Method
Data analysis refers to the number of closely related operations which are performed with purpose of summarizing and organizing data in such a manner that they answer
a research questions (Kothari 2004). Therefore, in the process of analysis, relationship or difference supporting or conflicting with original or new hypotheses should be subjected to statistical test or significance to determine with what validity data can be said to indicate any conclusion (Kothari, 2004). In this study, both qualitative and quantitative techniques were used with the help of Statistical Package for Social Sciences (SPSS). Qualitative data were analyzed through content method in a descriptive level. While quantitative data were analyzed through SPSS model with the aid of charts and tables. Also t test method used to test the significant relationship of training provided with the organisational objectives.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction
This chapter presents the findings and discussion obtained in the research. The study used two data collection methods, which are structural questionnaire and interview in order to make well understood of the role of employee training to the organization. With regard to questionnaire, 30 copies were distributed and the returns were 23 questionnaire. Interview method was used as well. This chapter is based on data presentation of each objective.

4.2 Age of Respondents
The age interval of respondent as shown in the table below 4.1, presents the response of respondents, most of respondents lied on 26-33 age intervals which is equal to 47%. While 13% were from the age of 18-25. This indicates that the study involved mostly youth employees.

<table>
<thead>
<tr>
<th>Age interval</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>26-33</td>
<td>11</td>
<td>47.8</td>
</tr>
<tr>
<td>34-41</td>
<td>4</td>
<td>17.3</td>
</tr>
<tr>
<td>42-49</td>
<td>4</td>
<td>17.3</td>
</tr>
<tr>
<td>50-57</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data, 2017

4.3 Gender of Respondents.
The study involved both female and male respondents. As shown in Table 4.2 there were 20 male respondents (87%) and 3 female respondents (13) This indicates that the population study was dominated by males compared to females. There was no gender balance
### Table 4.2 Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>87</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** Field study, 2017

#### 4.4 Level of Education

In assessing the role of employee training in achievement of organization objectives, the researcher assessed the level of education of the respondents. Below table 4.3 show the education level whereby (52%) of respondents had primary school education level, 13% of respondents had ordinary education level, 4.3% was holding advanced secondary education level, 13% of respondents were diploma, 13% were bachelor degree holders, and (4.3%) was holding a master degree. The table 4.3 result indicates that most of respondents attained primary school education level.
### Table 4. 3 Level of Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>Ordinary</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Advanced</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Master Degree</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data 2017

### 4.5 Types of Training Offered in an Organization.

With respect to above objective, respondents articulated the types of training they attended. The tale 4.4 below show different types of trainings that employee attended, followed by the analysis of the objective.

### Table 4. 4 Types of Employee Trainings

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency /23</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety training</td>
<td>10</td>
<td>43.7</td>
</tr>
<tr>
<td>Orientation training</td>
<td>20</td>
<td>86.9</td>
</tr>
<tr>
<td>Task related training</td>
<td>16</td>
<td>69.6</td>
</tr>
<tr>
<td>Refresher training</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Remedial training</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>213.2</strong></td>
</tr>
</tbody>
</table>

Source: Research Data 2017

With the respect of this objective, respondents were supposed to identify the types of trainings which are offered in the organization. As per table 4.4 above, it happened one respondent tend to attend more than one type of training, it shows that 86.96% of respondents attended orientation training. This is the type of training whereby each new employee joined in an organization has to attend. In this category, a new
employee is given some instructions in order to be familiar with the job environment, especially job itself, his or her superiors, and subordinates and with the rules and regulations of the organization. This supported by Desler (2015) stated that orientation training provides a new employee with the organization information so as to get new employee attached to the organization. Also it gives employee the useful information so as to protect themselves and others from hazards. It increases efficiency, reduces turnover, balances productivity needs with the individual safety and security need (Work safe (WS), 2014).

Only 12.04% respondents did not attend orientation training. This shows that, the organization considers orientation training as important. According to the response of respondents, 1% of respondents attended remedial training, this is the kind of training which conducted by psychological expert designed to overcome the shortcoming in employee behavior, and their performance.

The other types of training like remedial trainings and safety trainings are outsourced by the institution as explained by a respondent there was a remedial training on psychology which conducted by person who was not from within an organization. The training improved employee’s working performance as it released stress.

4.6 How Employee Training is Conducted at MdM Temeke?
On this objective, researcher used interview as the way of obtaining information. The general responses indicated that, MdM Temeke practices some processes in conducting employee training, those processes are training need identification, develop of objectives of the employee training, training designing, training implementation and lastly training evaluation.

Researcher divided respondents in to two parts; trainees and trainers parts. Responding to how training is conducted, on trainee was quoted:

*What is done is, our line manager come to us and ask us to fill a questionnaire which consist of our roles and responsibilities and asking us to fill, also sometimes comes and ask us on the skills and knowledge we want to be trained in relation to our tasks. Then he comes to us with the training*
timetable, and then training is conducted. Before training the trainer asking some question and after training the same questions are asked. The questions are relating with the training subject.

Another trainee added that:

“It is not all the time that our line manager conducting training needs assessment, sometimes we are given a training timetable and asked to join training without even knowing what were the training contents. The training provided is mostly related with organizational objectives and task needs”.

This supported by a response from line Manager who said that,

“Sometimes we do not need to conduct training needs assessment, it happens employee is supposed to perform a new task, due to that training is conducted”.

Apart from trainee responses, also a researcher asked trainers the same question. The trainers’ part involved both TRC people and field manager. Their responses are as follow:

TRC Manager stated that,

At MdM Temeke employee training need is assessed through different three ways, one managers/ supervisors can identify employees skills gap in implementing their day to day activities through supportive supervision; whereby a line manager/ supervisor can identify employee skills gap at the field when a staff is not able to deliver services as expected, two is by questionnaire, in this method normally is used in developing refresher trainings where supervisors develop a questionnaire related to common duties and responsibilities of unit staffs. After the staffs respond to the questions again managers/ supervisor review the responses and finally they identify skills gap among staff which will need more attention and emphasis during the training. Three is by a focus group discussion with staffs with related responsibilities i.e. a team of outreach workers where they are asked in a group to mention topics/ areas where they want to improve/ be trained, in the discussion there will happen some of the topics are most appearing and
mentioned by most of the staff. The most mentioned topics are given priority as demand for the staffs. From there training needs objective is developed by line managers together with the TRC Unit.

This also supported by TRC Coordinator who added that

“Entire training package is tailor-made to enhance efficiency and raise level of confidence among team members to rake their organizational role in a professional manner”

Those responses showed that there are reasons that drive an organization to conduct training. This is supported by Stimulus response theory that is basing on several combinations of factors; need to learn (what makes / drive a person to learn),

The field manager reported that,

“After identify the needs of training, I then seat with TRC to develop training objectives basing on the training needs identified in order to fill the gaps identified. The training objectives are then shared to coordinators to review and add their inputs before designing the training”.

The TRC manager added that,

After the objectives of the training developed, the TRC unit designs the employee training in consideration of training objectives developed. The unit decides who to conduct the trainings, It may happen that some time trainer will be proposed from outside the organization or the trainer will be from within the organization depending on different scenarios, also the unit decides what training method will be employed, where and how. Also the TRC develops action plan including training contents, training materials, learning theories, instructional design and share to managers for discussion and improvement. In addition the unit produces the final designed training and shares time table and location for the training in advance to the staffs.
This supported by Dessler (2015), once the training needs are achieved the employee and organization objectives will be achieved.

The MdM Temeke trainer stated that,

*The training is implemented based on the design and time table; sometimes it is difficult to finish within the schedule so more time will be added. Normally before the training we do test to test the skills of the participants about the topics. The response is kept for reference and at the end of training staffs will have the same test to test again their level of understanding if improved or not. The trainees are monitored throughout the training in order to see either the training is effective or retain the participant interest*”.

The TRC manager responded that,

*After training, participant of the training are asked to give the feedback concerning the training whether it met their expectations or not and if it is useful or not. This also will involve participants doing a test to test if the training has improved their skills and changed their perception. Through trainees’ feedback, trainers identify the gap/weak points that will need to be improved for the next training.*

Apart from that, the employee training evaluation is conducted through supportive supervision at field as presented by Field Manager,

*“The employee training evaluation is done through supportive supervisor where supervisors observes again the performance of staffs after the training if it has improved or not. For some few training we do on sport evaluation by asking participants to conduct a role play game where they practice what they have been trained”.*

Experiential learning theory tends to support the role play game that is the learners learn by experience. Learners learning from what they wrong. The theory states that the more basic form of learning, rooted in direct experience, is large governed by the
rewarding and punishment consequences that follow any given action (Bandura, 1971). The role playing game creates some sort of experience to trainees.

MdM Temeke, through TRC department practices a number of procedures in conducting employee trainings. Due to the study results the department conducting training needs an analysis whereby training needs are identified, this is important to organization as it enables an organization to attain its objective, as it involves employee needs, organizational needs and job requirement. This explained by Brown (2002), training need assessment is ongoing process of gathering data to determine what training needs so that training can be developed to help the organization to accomplish its objectives. Once the training needs are achieved the employee and organization objectives will be achieved (Dessler, 2015).

MdM Temeke after identifying training needs, it develops training objectives. This is important for making employee training effective, as Blanchard and Thacker (2007) suggested that, training should specify the measurable objectives that will be able to be accomplished after a successfully completing of the training program.

This if followed by training designing. This also is helpful in achieving organizational objectives. The training designing provides some issues to be included in employee training, such as training contents, trainers and where employee training will be conducted. The results indicated that the training designing process is not participative as does not involve trainees. After employee training designing, MdM Temeke undergoes training implementation and lastly is employee training evaluation.

4.7 The Link Between Employee Training and the Organization Objectives.
With regard to this objective, respondents were asked either, the training provided helped them to fulfill organization objectives or not. The table 4.1 shows 91% of respondents responded that there is a good relationship between employees training offered and the objectives of an organization. This means that what is trained has a relation with what employee is expected to perform and that result into achievement of organization objectives. Trained managers and employees are in a good position
of achieving organization objectives compared to untrained one. Employee training enables managers and supervisors to manage the subordinators more effective in accomplishment of organization goals and objectives (Dessler, 2015).

Table 4. 5 Response of Respondents

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>91.3</td>
</tr>
<tr>
<td>no</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data 2017

4.8 Importance of Training

In relation to organizational employee training, respondents identified several importance of training they attended. The table 4.6 shows those importance. The importance of training differs in terms of training areas whereby training in the prevention to HIV/AIDS transmission, hepatitis, syphilis gonorrhea and TB is the main significance of employee training stands at 48%, Prevention of overdose were 17.1%, Enhancing knowledge and skills on assigned tasks 8.6%, Promoting methadone treatment to beneficiaries and Provides knowledge on safe drug use and quitting stands at 5.7% and. Providing more experience and motivation among employee 5.7%, Promoting Advocacy was 2.9%, Enhancing quality services weighs 2.9% and increasing performance stands at 2.9%.
### Table 4.6: Importance of Employee Training to Organization (%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevents HIV transmission, hepatitis, syphilis, gonorhea, ant TB</td>
<td>17</td>
<td>48.6</td>
</tr>
<tr>
<td>Promotes methadone treatments to beneficiaries</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Prevents overdose</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>Provides more experience and motivation among employee</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Provides knowledge on safe drug use and quitting</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Increasing performance</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Enhance quality services</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Promotes advocacy</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Enhance knowledge and skills on assigned tasks</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: research data 2017

**4.9 The Linkage Between Employee Trainings Provided and Organizational Objectives in Respect to the Importance of Employee Training**

Since the organization is dealing with reducing harm associating with drug using, especially HIV/ AIDS and Hepatitis, there are some activities which are done in the organization so as to reduce those harms. Regarding to the harm reduction package, which containing the following activities;

Targeted information education & communication, Prevention, diagnosis & treatment of sexual transmitted infections, Antiretroviral treatment & care for HIV/AIDS, Mental Health & Social Support, Counseling and testing of HIV, Vaccination, prevention, diagnosis & treatment of viral hepatitis, Opioid substitution therapy, Socioeconomic reintegration, Condom and needle & syringe programming, Prevention, diagnosis & treatment of tuberculosis, Promotion of human rights,
Fighting criminalization and preventing violence and lastly is Preventing and managing overdose.

Back to the respondents, on the relationship between employee trainings and organizational objectives, they identified different importance that show the relationships, such factors are Prevents HIV transmission, Hepatitis, Syphilis, Gonorrhea, and TB, Prevents Overdose, Promotes methadone, Provides more experience and motivation among employee, Provides knowledge on safe drug use and quitting, Increasing performance, Enhance knowledge and skills on assigned tasks, Enhance quality services, and Promotes advocacy,

About 91.3% of the respondents as shown in table 4.5 agreed on the presence of the positive relationship between the type of training attained and the organizational objectives. This holds true based on the t-test statistical test where the calculated value of t-test is 2.9147 great than the table value (2.1789) at 12 degree of freedom and 95% confidence level. Since the calculated t-test value is greater than the table value indicating that there is a significant relationship between the training provided to the organizational objectives in consideration with harm reduction package. This also supported by Wright and Geroy (2001) who elaborate that Employees training does not only improve the performance of employee on assigned tasks, but also enables the employee to work effectively and efficiency and achieve organization objectives in a competitive manner. Employee training facilitates the organization performance and provide employee with competence and resulting in achievement of corporate goals (Harrison, 2000). Also Sultan et al (2012) suggests that employee performance is determined by employee training which is referred to as a good predictor of organization performance. Effective employee training brings about changes in employee competences. The competences of employees resulting to the achievement of organizational objectives. This is confirmed by the quotations from the interviewers

1st key informant responded that,

*MdM Temeke objectives are fulfilled by the employee trainings through designing and development of training in line with the program and organization strategies and objectives, therefore serving the purpose of*
Training and development is one of the Human Resource Management practice. This is the one of the essential aspects for organization to achieve its objectives, hence high performance. There is a relationship between training and performance of an organization. Farooq & Aslam (2011) studied on the relationship between training and performance and come up with results that; for the organization to perform well, has to utilize better human resource. This can be achieved only through provision of training to employee in a consideration of their tasks.

4.10 Ways Used to Assess the Effectiveness of Employee Training at MdM Temeke

In that objective, researcher asked whether there is any means that organization is using to assess the effectiveness of the training they offer to employee or not.

In this objective, respondents had to report if the organization has a way to measure the effectiveness of the training offered to employees or not, in a table 4.3 the response shows 69% of respondents reported that there are ways in which an organization is used to assess the effectiveness of the training offered, and 21.7% of respondents said there is no any way that organization is doing to assess the effectiveness of employee training, and 8.7% of respondents did not know anything pertaining to this objective/research question, as table 4.6 shows.
Table 4.7 Assessment of Effectiveness of Employee Training at MdM Temeke

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>16</td>
<td>69.6</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>I don’t know</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data 2017

About 69.6% of respondents, who said yes there are ways that organization is doing to assess the effectiveness of employee training, came up with the means of evaluation. As figure 4.3 shows, 42.9% of those respondents who said yes, mentioned asking question (learning level) as the way that organization is using to assess the effectiveness of employee training, and 57.1% presented support and supervision of performance by a manager/supervisor (behavior level). This means that employee training evaluation falls under leaning and behavior approaches.

Figure 4.1 Training Assessment Ways

Source: research data 2017
These were supported by key informants as one interviewer said:

*The means of evaluation was through assessments when providing training, which is done before and after the training, through asking questions to participants. This is done so as to assess the understanding of the participants before and after the training and measure the effectiveness of the training and notice the gap for future training. In addition there is a particular section to evaluate overall training in which verbatim comments are invited by participants on content, training materials, facilitation and training team, these feedback guide revision and improvisation of employee training events.*

However, 21.7% of the respondents said there is no any method which organization used in assessing the effectiveness of employee training. That is, there is no any means that the organization is doing to assess the effectiveness of training, rather than assessing employee training during training sessions. These respondents suggested that, the TRC has to assess the effectiveness of employee training at field level, by investigating the behavioral change among beneficiaries (drug user). Those employees who indicated that there is no way that organization is using to assess effectiveness of trainings seem are not aware on it.

The results revealed that, MdM Temeke, undertakes the evaluation of the employee training, the organization assess the effectiveness of employee training through testing the knowledge of participants by practicing the pre and post testing (learning) and by assessing the performance by line Manager at field level (behaviour). This supported by reinforcement/ behavior theory which states that, the behavior change is determined by individual response to events and ensuring consequences reward and punishment (Skinner, 1974).
CHAPTER FIVE
SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction
This chapter provides the essential summary, conclusions and recommendations basing on the findings results. The summary part includes the objectives of the study, which were; to identify the types of employee trainings conducted in an organization, to identify how employee training is conducted at MDM and to identify how employee training linked to organizational objective, and assess the effectiveness of employee trainings.

5.2 Summary
The types of training which are offered at MdM Temeke, are orientation training, task related training, safety type of training, refresher training and remedial training. In this objective one employee attended more than one type of training, 86.95 % of respondents attended orientation type of training, this type is said to be very important to any new employee in an organization. It keeps the employee to be familiar with working environment and the people around the organization. This supported by Work Safe (2014), orientation training gives employee the useful information to new employees which enabling employee to protect themselves from hazard, to increase efficiency, reduce risks of injuries and balance organization needs with the individual safety and security needs (W S, 2014). Also 6 9.57% of respondents attended task related training; safety type of training attended by 43.5% of respondents, refresher training attended by 8.69%, remedial training attended by only 4.35% of the respondents.

This shows that, there is no proportional in the types of training provided in the organization. Some of trainings are highly considered compared to other types of training. This seems there is training which is considered more important than others. About the process that MdM Temeke is using to conduct employee training, the study reveals that, MdM Temeke practices some steps in conducting employee training. The organization starts with assessing training needs, where needs of training are identified, second is developing of training objectives which bases on the
training needs identified, then designing of training that consist of training contents, who will be a trainer, training method to be used and where training will take place, this process does not involve trainees. After that the training is implemented and lastly training evaluation to ensure the effectiveness of the training. Despite the employee training process being well designed, not all employees attend orientation training which is not recommended to any organization as every employee has to attend orientation type of training.

The organization objective is to promote the health of people who use drugs, and address legislative and normative barriers of health care access. Based on the findings, the study indicated that there is relationship between training and achievement organization objectives. Most of the responses based on the harm reduction package which consist of daily activities which are practiced at MdM Temeke where the employee training lies. The harm reduction package containing of targeted information education & communication, prevention, diagnosis & treatment of sexual transmitted infections, antiretroviral treatment & care for HIV/AIDS, mental health & social support, counseling and testing of HIV, vaccination, prevention, diagnosis & treatment of viral hepatitis, opioid substitution therapy, socioeconomic reintegration, condom and needle & syringe programming, prevention, diagnosis & treatment of tuberculosis, Promotion of human rights, Fighting criminalization & preventing violence and lastly is preventing and managing overdose. This shows that the employee trainings offered by MdM Temeke have a significant relation with the organizational daily activities.

The assessment of the effectiveness of employee training at MdM is done through supportive supervision, where supervisors visit field works to observe whether it is performed as proposed in the work plan and trainings, it is through this managers also come to know if there are still some gaps to be filled. Moreover, the assessment is done through staff/individual performance, managers/supervisors they make monthly analysis of work performed by each staff to determine if one has improved in delivering services or not.
Despite those results, there were some responses that show that MdM Temeke has no proper way of assessing the effectiveness of employee trainings as some respondents suggested that the Training Department has to assess the training they provide at the field by assessing the behavioral change among beneficiaries.

5.3 Conclusion
Therefore, employee training at MdM Temeke seems to be more considerably. In consideration of the types of employee training offered, orientation and task related trainings are mostly important in attainment of organizational objectives, the challenge is, not all of the employees got access to those types of trainings. Also, organizational ways of conducting employee trainings, MdM Temeke identifies training needs through different ways: supporting supervisor at field and through asking employees on what to be trained in a consideration of their tasks. The identified needs enabling the TRC department preparing training basing on those needs. Training objectives set in relation to the needs identified, training designed in a way that the contents required are included, but the problem is training designing process does not involve trainees.

Moreover, most of the types of trainings offered are contributing to the achievement of organizational objectives. Apart from that, the way training is assessed always facilitates the achievement of organizational objectives although it seems to be not efficient as reported by some of respondents that employee training is not well assessed. Training assessment enabling a line manager to identify the gap, which is useful in adding some contents in designing employee training.

5.4 Recommendations
Basing on the results of the research, study suggests some recommendations to MdM Temeke.
First, the organization has to make sure every new employee has an access to orientation training; due to its importance it has to involve every new employee. As results show that there are few respondents who did not attend orientation training. Second, Training Department in association with organization management has to
plan remedial training to employee at least twice a year, so as to refresh employee mindsets in the working environment, and this will improve employee work performance and reduce employee absenteeism and turn over as well. As the result shows, employees are not aware of the full processes involving in designing trainings. Although MdM Temeke specifically TRC Department follows the chain of procedures. It has to involve also employees in the designing of training; employee will add significant suggestion concerning training such as type of trainer of their choice and contents to be included in training. This will make employee training more effective and productive. Lastly, since the organizational activities always do change, MdM Temeke especially TRC has to ensure that the employee training is ongoing activity in order to overcome those changes. There should be much investment in training which will result into the achievement of organizational goals and improving the performance of employee.

5.5 Area for future research
The current study assessed the role of employee training to the achievement of organizational objective, a study conducted at MdM Temeke. The following studies are recommended as the further studies:

a) The role of training and development to the performance employee performance, in a public sectors

b) The challenges facing Trainings departments in designing and implementing employee training.
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APPENDICES

Appendix A:
Questionnaire for MdM Temeke employees

Iam Annatalia Mgulunde, a student from Mzumbe University, Dar es Salaam School of Business, pursuing a Master Degree of Business Administration- Corporate Management. iam conducting a research on the ROLE OF EMPLOYEE TRAINING ON ACHIEVEMENT OF ORGANIZATION OBJECTIVES; A CASE STUDY OF MEDECINS DU MONDE- TEMEKE, I would like to request you to fill this questionnaire correctly so that you can provide me with useful information for this study.

NOTE: the information given is confidential and will be used for academic purpose only.

SECTION A: DEMOGRAPHIC DATA please make (v) where appropriate in the provided options

What is your name? Not necessary
How old are you?
a) 18-25 ( )
b) 26-33 ( )
c) 34-41 ( )
d) 42-49 ( )
e) 50-57 ( )

Gender
a) Male( )
b) Female ( )

Educational background
a) Primary Education ( )
b) Ordinary Level ( )
c) Advance Level ( )
d) Diploma Level ( )
e) Bachelor Degree ( )
f) Master Degree ( )
g) Other (please specify)……………………

How long have you been working with MDM?
a) 0 - 1 years ( )
b) 2 - 4 years ( )
c) 5 - 7 years ( )

What is your position in MDM?
…………………………………………

SECTION B

1. Are you aware of the existing training program at MDM?
   a) Yes ( )
   b) No ( )

2. (a) Have you ever attended any form of training since you joined MDM?
   a) Yes ( )
   b) No ( )

   (b) If YES, which trainings have you attended? ( by types)
       a. On the job
       b. Off the job

   c. Both a and b

   4 what type of training you attended
       a. Safety
       b. Orientation
       c. Task related training
       d. Others, specify

…………………………………………
3. What were the objectives?
   a) To acquire more knowledge
   b) Job requirement
   c) To adapt new changes
   d) Others, specify

4. Which methods were used?
   a) Formal lecture
   b) Group exercise method
   c) Discussion
   d) Instruction
   e) Others, specify

How employee training need assessment is conducted?
   a. Organizational analysis
   b. Task analysis
   c. Individual analysis
   d. All of the above

Are you motivated by and satisfied with training program offered by an organization?
   a) Yes
   b) No
   c) Not sure

Do you think training has helped you to fulfill organizational objectives?
   a) Yes
   b) No
   c) Not sure

If yes, How……………………………………………………………………...
If no,
why………………………………………………………………………………….
………………………………………………………………………………….

How employee training is evaluated through after training?

a) Reaction ( )
b) Learning ( )
c) Behavior ( )
d) Result ( )

Is there any means that an organization is using to evaluate the effectiveness of training?

a. Yes
b. No
c. I don’t know

If yes in question 10(a) above, what are the means that organizational use to evaluate...

If no, how should it be done…………………………………………………….
………………………………………………………………………………….

Appendix B

Interview guide questions for .............
1. Do you conduct any training in your organization?
2. How employee training is conducted? Give the processes step by step
3. What types of training do you conduct?
4. How do you assess the training need assessment to employee?
5. Why do you conduct training?
6. What are the objectives of the organization?
7. How were those objectives fulfilled through training you offered?
8. Is there any relevance of the training you offer with the organizational objectives?
9. How do you assess the effectiveness of the training you offer?