EXAMINING THE POST TRAINING AND DEVELOPMENT EFFECTS ON ORGANIZATIONAL PERFORMANCE: A CASE OF MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

By
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A Dissertation Submitted to Mzumbe University Dar es Salaam Campus in Partial Fulfillment of the Requirement for the Degree of Master of Science in Human Resource Management of the Mzumbe University, Dar es Salaam Campus

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *Examine the Post Training and Development Effects on Organizational Performance*, in partial/fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of the Mzumbe University, Dar es Salaam Campus.

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ACKNOWLEDGMENT

My sincerest thank goes to the Almighty God for his continued favor and blessings bestowed upon me during the study period. Also my utmost gratitude goes to my supervisor, Dr. Boniface Mgonja. I heartedly thank them all for their help and support.

Likewise, my unrivaled appreciations are directed to the Ministry of Education and Vocational Training, which provided information to make this study a reality, particularly to the Staff participated in my survey.
DEDICATION

I dedicate this dissertation to my family who has always been the spring of my inspirations to execute it to the end. I say “I love you all”.
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CIPD</td>
<td>Chartered Institute of Personnel Development</td>
</tr>
<tr>
<td>HoDs</td>
<td>Head of Departments</td>
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<tr>
<td>HRD</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>HRT</td>
<td>Human resource training</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>KEC</td>
<td>Kibaha Education Centre</td>
</tr>
<tr>
<td>LGAs</td>
<td>Local Government Authorities</td>
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<tr>
<td>OJT</td>
<td>On – the Job Training</td>
</tr>
<tr>
<td>TANESCO</td>
<td>Tanzania National Electricity Supply Company</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
<tr>
<td>TPC</td>
<td>Tanzania Post Corporation</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UK</td>
<td>United Kingdom</td>
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ABSTRACT

This study was conducted at the Ministry of Education and Vocational Training with the intention of examining the Examine the Post Training and Development Effects on Organizational Performance. The core objectives were to find out the factors that constrain the effectiveness of Post Training and Development on Organizational Performance, to determine the benefits of effective Post Training and Development on Organizational Performance and to examine measures taken to improve organizational performance through Post Training and Development.

This study employed a case study research design where the purposive and simple random techniques were used to attain respondents. The questionnaires and interview were the instruments used for data collection from 25 respondents. The data were analyzed by using the manual approach of Microsoft Excel spread sheet. Direct quotations were also presented from an interview conducted.

Based on the findings, the researcher find out that, training is the best tool for the performance improvement in any organization. Various merits presented which basically proves the need of having training in place. Despite of having those benefits of post training still there are multiple challenges which affects the results and expected outcomes of the post training, those challenges includes; lack of budget due to shortage of funds, biasness, lack of awareness and readiness, expensiveness of the training, the overlook on training needs, individual low capacity of understanding, the absence of training programme and training needs assessment. These challenges are the obstacles to the achievement of the predetermined goals of the post training for the performance improvement.

However the researcher realized that, the ministry has to invest on awareness creation to its employees so as to avoid unnecessary complains among the employees. Awareness creation also enables the employees understand the real concept of training and what he is expected to do after attending the training.
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CHAPTER ONE
INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction
Training and development is one of the essential human resource functions in an organization. Training is a factor for enhancement of competence and productivity in organization. Nowhere in the world to optimal expected levels without training and retraining (Mwesiga, 2004). Performance of any work organization depends most on how efficient and effective the leaders and workers are and their ability to help people participate in their own localities in decision making and problem solving of all the matters concerning teaching, research, consultancy or individuals in the work organization can only do this if they have required skills and knowledge; if they are developed; if they are promoted according to their contribution; if they are fairly according to their contribution and if they are able to work together as a team. (Mkawe, 2003).

1.2 The Background Information
Many African states embarked on training of its people soon after independence in early 1960s because the colonialists did not train enough personnel to take over their position after independence. The Colonial powers in Africa were not keen on developing a local cadre of qualified personnel to take over the administrative responsibilities upon their departure (Mutahaba et al, 1993:82). In almost all countries, at independence the nationals occupied a fraction of the posts in the establishment, and were mainly in lower and middle levels. Lack of qualified personnel after independence made African countries to start investing in Human Resource Training so as to overcome the problem.

Tanzania was also affected like other African countries. Its desire for training was pressurized by its Africanization and localization policies which aimed at seeing positions in Civil Service being filled by Africans and in particular indigenous Tanzanian wherever possibilities existed. Citing from Freedom and Uhuru, Nyerere as the Chief Minister puts clear the above intention at the legislative Council meeting in September 1960 pointing out that:
“…within this policy in the case of new appointments to the service, it is Government’s intention that African candidates of Tanganyika should have prior to consideration…only if no suitable qualified Tanganyika candidate is available should other candidates be considered” (Nyerere, 1966:100).

Tanzania embarked on extensive training of its workers widely scattered in the central government, local government and independence (1961). The aim was to get qualified human resource to speed up development. The training was being conducted on both and long term courses. With lapse of time training costs have escalated tremendously. Narrowness of the budget and economic instability and forced with donor countries and multinational institutions (World Bank, International Monetary Fund etc.) the government was required to reduce administrative expenditures in the name of “structural adjustment”. This move resulted into reduction of provision of training opportunities too. The responsibility of providing training sponsorship in recent years was delegated from the Government to the Government’s Organizations, like Ministry of Education and Vocational Training.

Apart from other work organization has training and employee development to its human resource achieve. Human resource training (HRT) and human resource development (HRD) programme are the ones which can help the organization’s staff within public institution to offer improved services efficiently and effectively towards the achievement and development of their localities.

HRD and HRT have the following roles and functions; Gosh (2000) sees the roles and functions of HRD and HRT as to reduce the gap between performance of the organization and the felt need of changing society. Training helps to reduce the gap by increasing employee’s knowledge, skill, ability and altitude; it also helps the organization to achieve its aims and objective. Heneman et al (2001) see training and development as helping employees improve individual abilities and bring those more in line with existing or anticipated job requirement

Most of public organizations in Tanzania include Ministry of Education and Vocational Training have programme of Human resource and development. Ministry
of Education and Vocational Training has been providing training to its staff years in and years out. The training has been conducted locally and abroad in both short and long term courses. Despite having programme within the Institution there have been complaints on how these programme on training and human resource development implemented and mismatch between programme and their output. However, Wilhelm et al (2002) observed that 68% of public institution are undergraduate and only small percentage were graduate holder, and that the remaining are secondary school leavers with or without training in the required skills. Joshua (2000:52) also noted the same problem in Lindi Town council where he found that it lacked enough qualified manpower, because those who hold positions have no required qualification.

As the world is advancing very fast due to simplifies means of technologies, communication and Globalization (free market forces determine the survival of any organization) then job have become more complex, the importance of employee training has forced organization to give a fresh look at training. When job were simple, easy to learn and influenced to upgrade or alter their skill. In most of Public Organization, Ministry of Education and Vocational Training as the one phenomenon of technology change and its effects on jobs, products and services being left more in 1990s.

Therefore, training under public institution should be designed so as to make participants be able to use the knowledge and skills gained from the training to performance their work effective. An effective training should be systematic, well planned, well supported, carefully designed, well conducted and cost effective.

1.3 Statement of the Problem
According to Frame (1999), training is a systematic development of knowledge, skills and attitudes required by an individual to perform adequately several task or job.

Public Organizations in Tanzania enhance or increase the knowledge, skills and attitudes of their workers for effective job performance; they do take their employees
for training and development programmes. However, training programme needs to be conducted frequently as the need arise.

While training and development programmes are very important aspects of HRD, still the level of staff performance after training and development programme sometimes does not reflect the training attended. The main objective of training is to improve the level of performance, to increase the knowledge, the quality and standard of service provided and alike. Thus, the researcher was focused on what might be the cause of hindrance of effectiveness of these training and development in public organizations. However these factors might not be generalized as each organization might experience different factors thus the Ministry of Education and Vocational Training has been chosen to be a case study.

1.4 Objectives of the study

1.4.1 General objective
The general objective of this study was to examine the post training and development effects on Organizational Performance.

1.4.2 Specific objectives
a) To find out the factors that constrains the effectiveness of post training and development on Organizational Performance.

b) To determine the benefits of effective post training and development on organizational Performance.

c) To examine measures taken to improve organizational performance through post training and development

1.5 Research questions.
a) What are the factors that constrain the effectiveness of human resource training and development in Public Organization?

b) What are the benefits of post training and development on organizational Performance?
c) What measures are taken to improve human resource training and development in Public Organizations?

d) What should be done to improve the execution of human resource training and development in Public Organizations?

1.5.1 Significances of the study.
The study is significant and important in following ways:

i) The findings of this study outline factors that constrain the effectiveness human resource training and development to workers, and give alternative way to provide more effective training to Public Organization employees and thus improve satisfaction and efficiency.

ii) The findings of this study help to inform the policy makers and other stakeholders in Public Institutions on related issues about the best and comprehensive ways of providing effectiveness Human Resource Training and Development in Tanzania and eventually increase the service uptake among needy.

iii) The findings of this study help the Government to evaluate and reflect on what has been done, and create awareness, which will raise political commitment and openness to the Public organization at different level.

iv) This study will enable a researcher (who is a Human Resource trainee) to be awarded a Master of Science in Human Resource Management.

1.5.2 Definition of key terms

1.5.3 Human Resources
From the national view point, human resource may be defined as the knowledge, skills, creative abilities, talents and aptitudes obtained in the population (Gupta 2006:1.4). From the view point of an organization, human resources represent the people at work with the following features; they are the product of their biological inheritance and interactions with the environment, they are heterogeneous (each individual have a unique characters), they are dynamic and behave differently as well as the greatest potential to develop and grow provided the right climate is provided to them, *ibid.*
1.5.4 Training
According to Gupta (2006) Training is the process of increasing the knowledge and skills for doing a particular job, it is an organized procedure by which people learn knowledge and skills for a definite purpose. The main objective of training is to bridge the gap between job requirements and present competence of an employee. Training also improves behavior and performance of a person. *Ibid.* The need of training is due to, job requirement, technological changes, organizational viability (changes of environment), and internal mobility (the move from one job to another).

1.5.5 Human Resource Development
Human resource development is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development (Gupta 2006:12.2). It is a system and process involving organized series of learning activities designed to produce behavioral changes in human beings, *ibid.*

1.5.6 Organization of the Dissertation
This research Dissertation is organized in five chapters, chapter one provides the general context of the study, which includes; introduction and background information, statement of the problem, research objectives and research questions. It also provides explanations on significance of the study, definition of key terms and organization of the proposal and the last part is conceptual framework.

Chapter Two covers the literature review which includes information on theoretical and empirical literature. The information on the research gap that is identified in this research proposal is extensively explains how it is bridged.

Chapter three includes the area of study, research design, data collection methods, sample and sampling procedures as well as research analysis. The chapter provides information on how this research was conducted and come up with the findings as well as the way forward pattering to the issue under discussed.
### 1.5.7 Conceptual Framework

Conceptual framework refers to an assembled set of research concepts cum variables together with their logical relationships often presented in form of diagrams, charts, graphs, flow charts or mathematical equations, Ndunguru (2007). Conceptual framework unveils a studied phenomenon of conceptual cum variables into simple set of relationship that can be easily understood, modeled and studied, *Ibid*. In this study, the effective implementation of Human resource training and development in public organizations depend on various factors. Some of those include the training policies, settled budget, the training need and the modality of appointing the respective staff for training as well as training programme. Having those independent variables in place and if well followed and implemented the key outcome will be the competent and skilled staff, expertise, standard performance and quality services, high morale and productivity, cost reduction, less supervision, personal growth resulting to organizational goals attainment.

**Figure 1: The Conceptual framework of effectiveness of Training and Development in public organizations**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training programme</td>
<td>Effectiveness of HR training and development in Public organizations</td>
<td>• Competent and skilled staff, • Expertise, • Standard performance • And quality services • High Morale and Productivity • Cost Reduction • Less supervision • Personal growth</td>
</tr>
<tr>
<td>Settled budget</td>
<td>Training policies,</td>
<td>Training need and the modality of appointing the respective staff for training</td>
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**Source:** Researcher’s Construct 2014
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews various literature related to Human resource Training and Development programme in public organizations. The aim is to slot in other people’s ideas into this study. The chapter therefore reviews various literatures and how these literatures could be used to augment the study. Human Resource Training and Development on the part of the organization and employee is not a separate activity that can be limited to the training school it must be relevant to the work situation of the trainee. Every organization needs to have well trained and experience staffs.

2.2 Theoretical literature review
The training and development theory is derived from Dugan Laird approach to training Development. The approach has been used as guideline of this study. He developed a four Systematic training as follows;

2.2.1 Systematic Training
The fundamental aim of training is to help the organization to achieve its purpose by adding value to its key resource. Training means investing in people to enable them to make the best use of their natural abilities. In order to execute good training, one need to have systematic approach to training just all Managers address themselves system ally to management problem, Dugan, (2000).
Dugan’s model or approach has four systematic training include appraise performance, identify training need, schedule and implementing training, and lastly is evaluation of training results.

**2.2.2.1 Appraisal of performance**
Appraisal of performance require each organization to get standards of performance of an organization and that will be the key indicator which show whether targets are being met or otherwise, and any deviation in targets can be evaluated. If the weakness resides in performance then performance can be further be appraised in order to identify the case of the differences in the non-attainment of target. Here difference would point to are (s), which require training as a remedy or otherwise. Performance relates specifically to performance requirement.

**2.3 Identification of training need**
Identification of training need is very crucial step in assessing the impact of staff training on work performance. This is because it crystallizes the problem arising from deficiency in knowledge, abilities, altitudes and skills. The latter is what is called training needs.
2.3.1 Scheduling and implementing training
Scheduling and implementing training a critical step, for the implementer of training officer. First in assessing the impact of training, it is necessary to identify how decisions are made by the training officers in the execution of training either through on job approach or off job approach. Second it requires the examination on which criteria are used by the training officer on selecting candidates for training based on the performance deficiency, Third it requires the provision on all the related need to candidates as far as training is concerned.

2.4 Evaluating result of training
Evaluating result of training is the focus of this study just like management problem, training most is evaluated to determine whether objectives or training were achieved or not. This is actually a control process step, and will be achieved by identifying after examining the above three steps of training approach which illustrate systematic training. Once the result agrees with objectives, this indicates success in the activity, where there is disparity. It is important to apply correct measure like further and better training for an attempt to meet the goal.
The supervisor can there after closely watch on improvement of the performance through direct observation and production record.

2.5 Reasons for training
Flippo (1984:1999) argue that training should aim at increasing skills, knowledge, and altitude in performing specific job and understanding our total environment. Such training should be based on identified training need. The objective of training is to prepare the individual to carry out one’s present job satisfactorily or to prepare oneself for greater responsibilities.
Any organization cannot conduct training program without any specific training programme, which was discussed by Graham and Bennelt (1993:244).
- To change in working method
- To change production, services which may necessitate training not only in production method but also in marketing function of the organization.
2.6 Formulation of Training Programme
Training programme involve setting instructional objectives, determining program content, and deciding on training methods and techniques, the design work may be done by specially designated training professionals, especially for programs to be offered several times, or left to individual instructor (Heneman et al 2000:428). Once training objectives and policy are decided, an appropriate training program can be designed and conducted. Decisions on the following items are required for this purpose (Gupta 2000)

2.6.1 Training methods and techniques
According to Gupta (2000), training program is implemented by using training methods and techniques such as:

(i) **On-the Job Training (OJT)**
In this method the trainee is placed on a regular job and taught the skills necessary to perform it. The trainee learns under the guidance and supervision of the supervisor or instructor.

(ii) **Vestibule Training**
In this method a training center called vestibule is set up and actual job conditions are duplicated or stimulated in it. Expert trainers are employed to provide training with the help of the equipment and machines, which are identical with those, used at the work place.

(iii) **Apprenticeship training**
Theoretical instruction and practical learning are provided to trainees in training institutes.

(iv) **Class room training**
Under this method, training is provided in company classrooms or in educational institutions. Lectures, case studies, group discussions and audio visual aid are used to explain knowledge and skills to the trainees.
Internship training

It is a joint programme of training in which educational institutions and business firms cooperate. Selected candidates carry on regular studies for the prescribed period. This method helps to provide a good balance between theory and practice.

Employee development needs to be seen as a joint process in which managers and the managed work together, Flowler (2002:59). These can be grouped into three types of influences to employee development:

a) **The Influence of the whole work environment** – Starting with the style or culture of the organization as a whole, but including also the impact of the immediate working group, the shape of the particular job, and the nature of the work.

b) **The influence of the manager**: this includes the quality of information day-to-day contact and more formal actions such as an allocation of task in order to provide developmental experience or sending the employee on a training course.

c) **Self –development by the employee**: stimulated by job interest or career ambition (Flowler 2002:60)

Fowler sees training and development requirements as falling under three broad categories namely:

(a) The need for additional knowledge – for example, of new legislation or new techniques;

(b) The need for new or higher level skills – the practical or active application of knowledge to particular functions;

(c) The need for attitudinal change – for example, to understand and support the principles of equal opportunities or become market – oriented. (1995:67)

2.7 Empirical Literature

Paul (1999) in his research discovered that “there were 276 government institutions, University departments, and independent institutes providing Public Administration and Management Training in 31 developing counties in 1990s, which is four times the number listed in a United Nations report in 1970. Despite the above growth record Ozgediz (2000:29) noted that training and development still receives less
emphasis in developing counties than in public sector organization in industrialized countries, or private enterprises, or multinational corporations.”

On the other hand Ozgediz (2000:29) observed that this low level of training and development “in developing countries can be partly explained by the fact that public service organizations in industrialized countries or the multinationals… also much of what is spent in training (and development) goes to more expensive training programs of long duration (one to two years)” Mkawe (2003) noted that the funds allocated to different government training centers for human resource in Tanzania are insufficient; for example Kibaha Education Centre (KEC) reduce the capacity of these training centers to offer appropriate education to civil servants and also political officials.

The funds allocated for training at KEC though not enough but yet were reallocated to other operations. The Centre had no competent training officer to properly coordinate training activities. There was a problem of trainability of staff recruited and incentive scheme to retain trained staff was inadequate. The study concluded that KEC was not serious enough in training its staff.

Another study by Mchanakutwa (1999) at the Tanzania National Electricity Supply Company (TANESCO) unearthed that the Company not conform full to its training policy. The staffs were sent for further training without identifying the needs of the company for the same. The training Committee of the TANESCO relied more on discussing the training budget putting aside training need of the organization. Due to lack of training need identification TANESCO found itself having surplus of trained staff in some departments hence these staff found no professional job to do.

The above situation according to the researcher made the trained staff to resign from the services of the company. The training Bonds which require employees to remain and serve TANESCO for a certain period after coming back from training were not adhered to due to laxity of management to make effective enforcement of such bonds.
A study conducted by Salum (2000) at Tanzania Post Corporation (TPC) identified the following criteria used in selecting staff for training.

These are:

- Introduction of new products or service
- Introduction of new facilities or technology.
- Enhancement of manpower skill according to manpower planning
- Self-sponsorship

According to the study 88% of employees underwent training as the result of their respective heads of departments recommendations. Nevertheless the training at the TPC was discovered to be not transparent enough such that some staff complained and wondered which criteria were applicable in selecting staff for training. The researcher discovered that TPC had no any official assessment mechanism specified to measure training success as well as performance degree on the activities of the corporation.

One another research undertaken by Hamis (2000) at the Tanzania’s Ministry of Health unearthed that the training at the Ministry was not effective because the Government did not allocated enough funds for training purposes. Moreover the training programmes were not implemented and worse more there was no training evaluation conducted to measure training acquired and actual translation of such training into actual work performance.

Kayoka, (2000) studied “Training Needs Assessment” (TNA) at the Ministry of Health. The research found the following criteria used in identifying training need in the ministry.

- Job Analysis.
- Performance review
- Training survey
- Individual desire for training
- Change in work method and techniques

The training needs assessment in the Ministry is a responsibility of quite good number of people. Among these are the training department staffs, top Management, heads of department, supervisors and individual employees. The researcher
pinpointed that lack of funds has affected training needs assessment though the Ministry has willing to exercise it.

The qualitative problems have also been observed by (Paul 1999; Oliver 1998; Roberts 1998; Kurb and Wallace 2000) namely:

(i) Training is often treated as a discrete event, rather than a part of an overall program of organizational improvement.

(ii) Few trainees are selected on the basis of greatest need; bureaucratic politics and patronage play a more important role.

(iii) Competent trainers are rare, as training is not a profession in high demand and trainers have few opportunities to upgrade their skills and obtain firsthand knowledge of the environments form, which trainees come.

(iv) Training curricular and materials are usually based on borrowed models that are rarely updated: little efforts are made to generate indigenous materials.

(v) Classroom – based, academic-style teaching still dominated most training programs; building training on the knowledge trainees already possessing and relating it to actual work environments are rare practices.

(vi) Evaluation of training go little beyond taking attendance and assessing the ‘happiness levels’ of trainees; effects of training on knowledge, attitudes, behaviors, and job performance are rarely measured.

(vii) Most training institutions are poorly financed and managed, except for a few centers of excellence found in Asia, Africa and Latin America.

Ozgediz (2000:32-33) has noted some other problem with training and employee development in the third world countries:

The training and development of human resource in the developing countries, suffers from low visibility and priority in government. This is partly because it is usually regarded as an element of personnel management, which itself has low status in the government. Training is often seen as a luxury and an activity that has little or no effect. He also noted that public servants including those of local government seldom demand training, unless they want to have break from their daily routines, as the outcomes they expect from it are not of high value to them. In short, the situation in most Third Word is vicious circle of poor performance, poor status, and poor demand.
Torington and Hall (2002:338) give out three reasons on why training suffers. These include the problem of results, the lack of external control and personnel manager’s values. In the first place it is difficult to identify and demonstrate the result which training produces. When economic conditions are difficult a normal management reaction is to concentrate on those activities that will produce immediate results. Another problem is lack of external control. Torington and Hall (2002:338) pointed out that “two external influences are less potent: training boards and labour turnover.”

The third problem is the personnel manager’s values. Torington and Hall (2002:339) argue it would be inaccurate to suggest that disinterest in training is limited to those outside the personnel function.

This may well be because of the lack of interest by other managers, yet it has the effect that training is not defended forcefully nor promoted vigorously.

Carter and Lomsdom (1994) argued that inadequate Management Training programmes to employees or failure to provide support to them are among barriers to effective Training and Development. The same observation was made by the Chartered Institute of personnel Development (CIPD) research in UK, (1994). Beside cave’s observations, the CIPD (1994) also noted that training programmes are often lacking in congruency between what Management needs and what is actually needed to improve organizational performance within a particular context. The CIPD research also noted a lack of effective integration of Training and Development strategies, objectives and other areas of Human Resources Management.

Although these problems are identified but they are not the same from Public Organizations to another. Given this fact the researcher therefore wants to conduct the research on assessment of the factors constrains the effectiveness of HR training and development programme at Ministry of Education and Vocational Training as the case.

Also it can be realized that when developing training in the workplace, the objectives should be the main priority in making sure that they produce long-term effects over
short-term ones. In many organizations, the methods of training sometimes lack a link in the midst of training that institutes towards a true level of success (Rynes & Rosen, 1995). Therefore, limiting its potential and allowing it to be viewed by management as a waste of money. The start of training begins with awareness. “The immediate training goal is true awareness, which starts when individual behavior is interpreted in the context of another’s culture, but it is not encumbered by cultural stereotypes regarding competence, power, or personality” (Sanchez & Medkik, 2004, p. 518). However, the following objectives of a diversity training program, which seem to be typical as a format towards set up by most organizations, are to “define diversity, examine demographic changes contributing to diversity, develop awareness of the effect of diversity on social perception, discuss cultural factors that hinder effective communication, and recognize how cultural values, biases, assumptions, and prejudice influence decision making” (Sessa, 1992, p. 37).

Following the first step of awareness in training, is the ability to zone in on breaking individual mindsets that are pre-determined by a thought process that usually takes place at a younger age. The focus is shifted here, “to go beyond the initial category and its immediate cognitive, affective, and behavioral correlates, perceivers should be motivated to attend to other individual attributes and to integrate all of these attributes into an impression of the target” (Sanchez & Medkik, 2004, p. 519). An accomplishment from this as a guide for diversity training is projected that by “attending a training session 14 that warns about the biasing effects of thoughtless categorization ought to motivate perceivers to increase their attentional resources when interacting with culturally different individuals” (Sanchez & Medkik, 2004, pg. 519).

In order to assist in this portion of training, viable topics of discussion should be centralized around the organization’s potential for growth which would entail with buying into organizational goals, how the effects that these pre-conceived notions of thought concerning difference turn into action, look at past issues of comparable companies that encountered issues due to the lack thereof concerning diversity, and lastly an exercise to highlight the current difference of the workplace and the prior
topics discussed (Rynes & Rosen, 1995; Sanchez & Medkik, 2004). Next, to follow up as a consistent reminder, there should be an established support network. “This supportive work context should facilitate behavioral change by providing consequences for the newly learned behaviors, and adequate organizational policies and procedures” (Sanchez & Medkik, 2004, p. 520). If implemented correctly, these methods of carrying out a training technique for diversity are good tools to follow as a guide. Nonetheless, somewhere along the lines of this format, organizations whether public or private, seem to miss the connectivity of the previous listed methods. A major part of public sector perception with this originates from conflicting outlooks on training that have been constant over time and not noting the areas for agencies on where change should take place collectively.

Another factor on focus that affects performance related to training is attitude. The views of training focus exhibits an overall observation of the reputation from the public sector on diversity training, but as a form of contributing to its success, a component in it is said to be the effect training ends up having on attitudes. Attitude adjustments possess the ability to transform into a positive outcome in handling workplace problems as well as the interaction amongst public officials and employees with each other and when it comes to citizens; thus creating a perspective that Selden and Selden refer to as the “learning to effectiveness perspective” (pg. 315). “Agencies adopting this perspective value diversity because it improves internal processes by incorporating the varied perspectives and approaches to work that different group members offer an organization “(Milliken & Martins, 1996, pg. 402). However, this is where the biggest problem within the training seems to evolve. The reason is on account of the attitudes from those of upper level management first. An account for change has to start from up top before it can trickle down to the bottom when an impact as big as diversity training is involved. Consequently, this situation is a representation of an issue that correlates directly with discrimination and unfair practices.

Under the explaining of the paradigm Discrimination-And-Fairness being a reason for failure on public organization’s part of diversity by Thomas & Ely (1996).
Nevertheless, the dimensions of diversity are different for each organization, so the reception of the diversity training programs makes it just as difficult when implementing them. Being receptive of diversity in the workplace involves breaking down the organizational barriers associated with it first in order to find a way to measure some form of success from diversity training. “It is crucial to involve the entire organization in diversity-related efforts” (Overmyer Day, 1995, p. 28). “In order to accept and commit to a diversity initiative, the entire workforce must understand the issues and goals of the initiative and know how those goals relate to individual employees on the job” (Overmyer Day, 1995, p. 28). Therefore, whomever the trainer is that coordinates the diversity efforts would have to develop a way to show employees the best way to incorporate it into their everyday work environment, in addition to an increased effort from management.

Along with management’s strong push to effect attitudes of employees, the training once implemented needs to be directed at noting differences of all kinds (Soni, 2000). They have to show the different backgrounds from individuals within the organization and relate it to how the various perspectives can solve problems and complete task collectively. Nevertheless, all different types of barriers can hinder this from being effective. “Barriers may range from blatant forms of prejudice and discrimination, to more subtle program-specific manifestations such as inappropriate program offerings, agency no responsiveness, agency insensitivity, and indiscriminate bureaucratic regulations” (Allison, 1999, pg.80). In other words, the barriers from an organizational standpoint have restrictions that come off as blatant insensitive ways of individual bias and these biased feelings sometimes create more subtle ways of shaping workforce programming to restrict others in different areas from those that do not accept workforce diversity. In relation to organizational barriers for the acceptance of diversity within public organizations, those barriers stem from something else, which are individual feelings (Allison, 1999). Individualistic perceptions and behaviors truly are the main reason that diversity is even an issue in the world today.
The worldly restraint towards diversity correlates with the initial attitudes that come from the restraint of diversity training when organizations strive to implement it. In order to understand these attitudes, we must first look at what factor over time has molded these perceptions. Since as far back as time goes in American history, the world has operated as a white-male dominated society. Due to this act of dominance by the race known as the majority, it has given people “privilege” over others (Johnson, 2006). With that mindset being so prevalent in the majority’s upbringing, it makes it difficult to alter the thought process of individuals towards being open for diversity. “Most organizations’ failure in the area of diversity occurs not because they’re run by mean spirited bigots—few are—but because they deal with issues of privilege badly or not at all, unless a crisis forces the issue” … “Even then, they deal with it only enough to make it seem to go away, which usually doesn’t include confronting the reality of privilege and oppression” (Johnson, 2006, p. 65). Therefore, an organization can do all it feels is necessary to get diversity and training for diversity within their operations, but the complex issue is getting individual attitudes to open up to it in order to see it show a true form of success. It is the individual attitudes that have to be shifted in accepting diversity in order to change the challenges to implementation on an organizational level (Milliken & Martins, 1996).

Also the roles in assessing the needs of training towards diversity, managers have to observe all the possibilities of success and failures associated with it. “Given the widespread use of diversity training, it is important to assess the extent to which such training can be an effective means of achieving the learning objectives associated with it” (Hanover & Cellar, 1998, p. 106). It is known that the training is very beneficial, which is why a majority of organizations actually implement the training (Hanover & Cellar, 1998). However, the outcome of diversity training also involves the action of development to assist with its success to improve its workings for public organizations. What this does, is set the tone for new employees entering the organization and helps with a re-evaluation of self for older ones. “New employees frequently need training to help them understand their tasks, technologies, and procedures unique to the organization, and to correctly implement key rules and
regulations” (Berman et al., 2010, p. 276). “Existing personnel periodically need to acquire new abilities, giving real meaning to lifelong learning” (Berman et al., 2010, p. 276). In other words, it gives new employees a mindset for diversity going into working for the company and makes older employees assess their way of normally doing things. In the end, it breeds a more cohesive workplace environment, which shows benefits of the training. As stated before, the environment within the workplace affects the output so organizations also believe that the goals of diversity improve business reasoning. “Many organizations have stated that they want to value or manage diversity for business reasons—for instance, to reflect their markets better or to improve products and services” (Overmyer Day, 1995, p. 26). However, on the side of public agencies, business reasoning is not the first objective; the citizens are.

Even though the training is the first step of showing beneficial results for an organization, it is the development of the diversity training techniques that strengthen a company for future performance. “Development increases staff potential, assists in succession planning, and is tied to strategic organizational development, ensuring that agencies have the employees with relevant skills” (Berman et al., 2010, p. 276). Within the specific context of government agencies, this development is a need with it being one of the nation’s largest employers. The better the training and development is for public organizations, then the better retention rate of employees for it as well (Choi, 2008). Overall, the benefits of diversity training vary. They can be helpful to the organization in many perspectives, but it is the various ways of what program they implement and how it is implemented that dictates the actual success of the training (Rynes & Rosen, 1995; Hanover & Cellar, 1998; Wentling & Palma-Rivas, 1999; Naff & Kellough, 2003; Anand & Winters, 2008). Managing diversity is an initiative that all leaders should take personally to help success rates of programs.

The shifts in the racial and ethnic population of the U.S. in the workforce over the past few years are a prime example to why employment policies aimed at promoting diversity have a chance of improving the work environment. It starts with the strong push from the administrative standpoint that needs to show continuous effort. Norma
M. Riccucci 2006) discusses that there are a number of possible recommendations that may have the possibility of assisting employers for the diversity shifts for now and the future. The first recommendation says, “Obtaining a strong commitment and support for diversity initiatives from not only agency leaders, but also from government CEOs, such as mayors, governors, and the President” (Riccucci, 2006, p.59). To explain, if administrative personnel believe strongly in the diversity efforts and integrate it within the objectives of the organization, the company then sets the benchmark for its goal and that expression of commitment displays the level of significance for the outlook. The second recommendation stated says, “Developing an organizational culture that supports and values diversity” is helpful (Riccucci, 2006, p. 60). Once administrative support is gathered, the exchange within the organization relies on acceptance from the culture, which they view being crucial to having those efforts institutionalized in policy. The third recommendation discussed focuses on “developing family-friendly benefits and policies” (Riccucci, 2006, p. 60). The benefits that come from employers are extremely vital for any employees’ occupation, so in return a sense of security is produced with those benefit packages.

That sense of security given from the benefits will serve as a likely tool for an individual to open themselves up to diversity efforts so they can avoid job loss. Public organizations are very well known for their secure effort in producing the best benefits for public service employees more so than anything in comparison to its counterpart in the private sector. Compensation has mostly displayed itself as the direct drive behind private sector business strategies with benefits based more so on position as well as their organization’s amount of income. However, in the public sector, the utilization of these family-friendly benefits and policies serve as strengths to public organizations. The fourth recommendation is “Developing training and development programs” (Riccucci, 2006, p. 61). Training and development needs to be consistent for diversity to have longevity within public organizations. The education has to be equal for managers, supervisors, and employees so that they will know how to handle discriminatory acts when they occur. The final recommendation emphasizes, “Developing opportunities for promotion and advancement” (Riccucci, 2006, p. 61). “A glass ceiling or sticky ladder has worked to prevent women and
people of color from reaching upper-level, higher paying jobs” (Naff, 2001, p. 67). When the “flood gates” open up for room of promotion and advancement of diverse groups, the opportunity serves as a symbolic representation of managing diversity well within an organization’s operations, which in public organizations makes the representative bureaucracy more evident.

A T&D program - an essential Human Resource Development (HRD) function of any organization - addresses a discrepancy between the current performance of the employee and what is expected of him. Training refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford, 2002). Alternatively, development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth or future jobs and/or roles. However, with the changing socio-economic and technological relevance of T&D, the definitions, scope, methods and evaluation of these programs have undergone a sea change in the last decade. This literature review offers a comprehensive look at T&D and presents its interesting facets. In the current study, the word “training” is often referred to mean both training and development efforts. Training-related changes result in improved job performance and other positive changes (e.g., acquisition of new skills; Hill & Lent 2006, Satterfield & Hughes 2007) that serve as antecedents of job performance (Kraiger 2002). Barber (2004) found that training led to greater innovation and tacit skills.

Decker & Nathan (1985), Robertson (1990) in their research found that training affects change in worker skills through a change in trainees’ knowledge structures or mental models. Training may not only affect declarative or procedural knowledge but also may enhance strategic knowledge which is defined as knowing when to apply a specific knowledge or skill (Kozlowski et al. 2001, Kraiger et al. 1993). Training benefits employees to perform their jobs in a different culture and/or adjust psychologically to living in that culture (Bhawuk & Brislin 2000, Lievens et al. 2003). Studies made by Morey et al. 2002, Salas et al. 2001 indicate that training improves declarative knowledge, planning and task coordination, collaborative
problem solving, and communication in novel team and task environments. Several studies have also documented the impact of training on the organizational performance. Results of the research by Aragon-Sanchez et al. (2003) indicate that training activities were positively related to most dimensions of effectiveness (i.e., employee involvement, human resource indicators, and quality) and profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). Ubeda Garcia (2005) study on organizations’ training policies suggested that training programs oriented toward human capital development were directly related to employee, customer, and owner/shareholder satisfaction as well as an objective measure of business performance (i.e., sales per employee). Similarly, it is also observed that 4.6% of the variance in financial performance was explained by training via the mediating role of social and organizational performance (Guerrero & Barraud-Didier, 2004).

Yet another possible benefit of training is social capital, via relationship building, norm development, and institutional trust (Brown & Van Buren, 2007). Interestingly, Clardy (2005) noted that an organization’s reputation can be affected by its training practices. The adoption of many policies to encourage the design and delivery of training programs at the national level is the recognition of the benefits of training activities for society (Herman Aguinis and Kurt Kraiger, 2009). Most of the researches on the relationship between training activities and their benefits for society have been conducted by economists; the focal dependent variable is national economic performance. Becker (1964) observed that training efforts produce improvements in the quality of the labor force, which in turn is one of the most important contributors to national economic growth. Riding on the benefits as T&D efforts in many organizations continue to expand and grow, there has been a greater than ever pressure to show the results of training. It is imperative to focus and to adequately and properly demonstrate and communicate that training efforts are making worthwhile contributions.

As a result, there is a growing body of conceptual work on measuring the effectiveness of T & D. Hamblin (1974) defined the process of evaluating T&D
as “any attempt to obtain information (feedback) on the effects of a training program, and to assess the value of the training in the light of that information”. Sackett and Mullen, (1993) suggested that the purpose of evaluation is to help organizations make decision about future training activities, and provide tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible, given the constraints of the situation, and to communicate to organizational decision makers both the strengths and the limitations of whatever evaluation data is obtained. The findings of the study by Grider et. al (1990) suggested that Organizations should provide necessary resources to evaluate the training activity effectiveness while Integrating T&D into the strategic plan of the firm. They also opine that organizations should establish an information network to facilitate access to necessary data for before and after measurement. Saxena (1997) reported that the actual practice of evaluation in many organizations did not often follow the strict recommendations of evaluation literature.

However, Campbell (1998) suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or program. The key messages from the literature reviewed include that Training evaluation can take many forms and the components it includes should be selected according to the information needed and how those information are expected to be used. It should essentially look at the whole training cycle and not just at the course itself, including needs assessment, design, and delivery and follow up.

The training and development of public sector employees is vital to any country; it affects the quality of its bureaucracy and policy making, as well as the representativeness of its administrative systems (Maor & Stevens, 1997), and in few countries, employment in public sector itself is creating challenges for the concerned governments (Mohammed & Ingo, 2012). Just as training is a core function in private sector organizations, it is also central to the public sector, whose employees need to be trained to face the new challenges and pressures for innovation created by the current atmosphere of increased globalization.
One could argue that training and development are even more important in the public sector as they tend to produce mostly intangible services that defy calculation (Kee & Black, 1985). Learning and training have become synonymous and it is essential for organizations to develop a talented, motivated and engaged workforce if they are to respond to today's business challenges. Training and development has become a key issue for organizations worldwide, an issue which continues to gain center-stage, being as relevant for the public sector as for the private. The strategies and polices articulated by public or government authorities indicate the degree of importance they give to the provision of human resources training and development. Normally, such strategies aim to upgrade employees' knowledge and raise the level of their performance (Emanuel, 2007; Haslinda, 2009). Establishing a sound training strategy and training policy is vital; it must also involve all the stakeholders of the organization.

It is very important to recognize that training and development must be a strategic priority rather than simply a tactical or knee-jerk response. Moreover, training and development strategy and policies must be seen primarily as means of assessing and addressing skill deficiencies in the organization, and must be conceptualized with this in mind (See also, Mabey & Salaman, 1997; Maor, 2010). The culture of public sector organizations is very different from that of the private sector, in that the government sector work environment tends to be very rigid and bureaucratic, and training usually takes a back seat (Alan & Mike, 1993). Recently, however, public and government sectors worldwide have faced demands to become more responsive and proactive, and the public sector in Oman is no exception. The government of Oman has chosen to follow the path of E-governance and is working hard to achieve this goal. They now need to bring the same dedication to adopting the management techniques utilized by private organizations. As Bradley and Parker (2001) argue, public sector organizations everywhere are facing pressure to do this, and have no choice but to follow this path. Similarly, Clifford and David (1996) demonstrated that negatively construed personnel policies in the public sector would negatively impact duties of both the practitioners and employees. Once the need for a training strategy has been accepted, an organization must carefully create an overall training
policy which will provide a framework for training and development activities. This policy must be fully documented and shared across the organization. Clardy (2008), for example, argues that the policy needs to be put in writing if it is to provide an effective mechanism for structuring and governing the training function of the organization. In a large organization, a written policy also helps to communicate key concerns to the whole workforce, integrating them into its efforts and empowering them in its implementation. A second key issue to remember when designing a training policy is that it should emphasize the goals and objectives of the training rather than the methods and procedures. Au et al. (2008) found that training policies which focus on the specific training methods and procedures frequently end up being far less effective than those which focus on the goals and the desired outcomes and effects.

This approach is often highly challenging for public sector organizations, who tend to focus on design and curricula and may have minimal flexibility. In addition, public sector organizations often fail to properly evaluate the real effects of their training programmes. For them, simply conducting the training is seen as success, and they rarely examine what is achieved by the learners and what skills and information are transferred to their job performance (Rinne et al., 2011). If a training programme wants to motivate its employees, it must make the goals and objectives of the training program clear. Employees can then visualise their career goals and will become interested in the training offered. If, however, they are forced to attend a training program where they see no added value, the effect may actually be counterproductive. As Haslinda (2009) observes, organizational policies which force uninterested employees to attend training courses may lead to negative attitudes and seriously limit the effectiveness of the training; there have been many cases of this in the public sector.

Furthermore, as found in Palan's (2007) study, having goals and outcomes helps in evaluating training programs by showing, for example, whether any training activity's failure to achieve its objectives was because a specific action or work duty was neglected or because of a weakness in the whole system. Adopting an
appropriate and effective mechanism for controlling and evaluating training will provide such information. This will definitely help to bridge the gap in the realization of the training objectives and ascertain the return on investment (ROI), a key factor in any evaluation in an organization as is well known, the training process consists of four basic and consecutive steps which reinforce each other. These are: identifying of training and development needs, designing training and development intervention, its delivery, and the evaluation of the training and development intervention. This is also referred as a systematic training cycle (STC), a generic framework used for many years to guide the design of the formal training and development interventions (Mankin, 2009). Yorks (2005) calls it a cafeteria-style delivery of program, it is referred as ADDIE training model—analysis, design, development, implementation, and evaluation which emerged after the World War II (Allen, 2006) whereas, the STC model emerged in 1960s in UK (Bratton & Gold, 2007, cited by Mankin, 2009). There are a number of factors which are key to creating a cost-effective and successful training plan. First, it is vital that training programs always be designed in alignment with the firm's business strategy. In reality, however, it has been found that this element is often neglected. This is particularly true in public sector and government organizations, which believe strongly in having a well-defined business mission and vision, but rarely translate this into a proactive HR and training strategy.

They need to realize, therefore, that the process of planning work-related training activities requires both a solid understanding of the organization's needs and also a detailed assessment of the capabilities and skills of employees chosen for the training courses (Ferdous & Razzak, 2012). This is particularly important in situations where there are limited resources allocated for training and development but where employees have extensive training needs, with improvement needed in a wide range of skills and other competencies (Ho et al., 2011). In the case of public sector organizations, the bureaucratic and reactive organizational culture creates an additional hurdle for those coordinating and adopting a proactive training intervention. Secondly, it is essential that organizations prioritize their training programs and adopt training agendas for a specific time period, rather than having a piecemeal and ad hoc training plan.
Palan (2007) recommends the development of an annual training plan based on both a competency analysis and on systematic development plans; if this system is established, ad hoc training can be avoided.

There have been numerous studies suggesting that there is a direct relationship between works environment and practices on the one hand and the effectiveness of training on the other. For instance, Harley et al. (2000) found that establishments that offer many fringe benefits and have innovative workplace practices are more enthusiastic about providing formal training and are likely to spend more on their training programs than other organizations. The research also found that employees in such organizations were receiving more hours of both formal and informal training. Surprisingly, when measuring the effect of transferring training climate to work environment on other measures of training, the results show indirect impact on knowledge acquisition and the transfer of learning to the workplace (Tziner et al., 2007). Other researchers also investigated this phenomenon and concluded that training reputation has a direct influence on the minds of the employees and the perceived training transfer among the trainees. (See also, Kally et al., 2005; Sahinidis et al., 2008). When we talk about the effectiveness of training, management support is a crucial issue in the transference of learning at the workplace and many empirical studies have indicated the importance of the role of management in the training function. Highlighting the strategic objective for public organizations, Rehman et al. (2011) revealed that the continuous support and involvement of management is a prerequisite for achieving the strategic goals of the organization. Clardy (2008) also notes the importance of securing the approval and support of the top management or the board of directors when an organization adopts a training and development policy. In fact, there has been a great deal of research about the importance of such support and involvement hypothesized in training as well (Anvari et al., 2010).

The seriousness of the top managers’ concern about training and the degree of their support for it can be shown in how well the size of the training budget allocated
meets the demands of the organization. Haslinda and Mahyuddin (2009) also feel that the size of the financial budget allocated to any specific training plan can be used as a direct indicator of top management's level of commitment to the training function (See also, Haslinda, 2009). Other factors also help to build a learning climate. For example, many studies emphasize that line managers need to be involved in all stages of the training process if the training effort and initiative is to ensure added value (Palan, 2007). In another study, Au et al. (2008) emphasizes the role of co-workers' support in the workplace in facilitating knowledge transfer after training.

Such studies have proved conclusively that establishing management support and providing a conducive work environment where new learning and knowledge can be applied without any fear of reprimand are necessary to provide the employee with a proactive learning environment (See also, Ho et al., 2011). This is not only true for the private sector, but is also highly relevant to public sector organizations in Oman and elsewhere (Karim et al., 2012; Karthikeyan et al., 2012).

Evaluation of training is the final step in the training process in any organization. Its function is to help to identify and rectify any errors made in the implementation of the training strategy. The success of the entire training process thus depends upon the development of the right kind of metrics and tools for measuring its effectiveness. Moreover, these metrics and tools need to be identified from the beginning, before HR and training professionals start to plan training inputs or activities. The failure to adopt a reliable review system has been reported as the most important reason for the cases of attrition occurring after employee training (Palan, 2007). Haslinda and Mahyuddin (2009) prescribe a useful identification framework to help policy-makers in their assessment of the return on the training investments.

Dionne (1996), however, finds that the process of evaluating training activities is highly complex and involves many stakeholders; researchers, trainers, and managers all need to participate in the development of a globally accepted standard for the training evaluation process. Journal of Applied Business and Economics vol. 14(2)
It is in the light of all these issues that our case study was carried out; it evaluates eleven public sector organizations in an attempt to understand the inherent dynamics of training and development in the public sector in Oman. The study always bears in mind that implementing a western-based education and training system in a country like Oman is bound to involve challenges and needs significant modification if it is to be effective (See also, Wilkins, 2003).

Once training has been applied for the better making of an organization, there has to be a way to actually see changes that have taken place by the training. Out of those that are heavy on diversity training, they make it a requirement so that the return on investment produces positive results. In addition, when it comes to public organizations these results come back in forms of representative policies, plans, objectives, and changes that ultimately bring out the ideal outlook of public organizations (Kellough & Naff, 2004). Some organizations have been fortunate enough to benefit from diversity training efforts, but measurement issues of diversity programs have problems when assessing the effectiveness of the programs. “To be sure, one measure of the success of diversity programs is the extent to which organizations are moving women and people of color into upper-level positions of power” (Riccucci, 2006, p. 65). However, in the article “The Pitfalls of Diversity Training,” it states “reports of positive results, while growing, are still hard to come by” (Overmyer Day, 1995, p. 27).

The success of diversity training programs vary for many reasons but ideally, the program’s effectiveness is difficult to measure due to lacking expectations from management as a factor. Any organization that uses these training programs on diversity has the perplex task of assessing the success of it if what is expected is not clear. Once they have reached that point, not knowing where to go from there is viewed as a factor that impacts the measurement of effectiveness (Anand & Winters, 2008). Nevertheless, there is proof that an investment in diversity is existent in the public sector through its growth in numbers of other races, but data is lacking in respect to showing the use of other diversity management techniques on behalf of these public organizations. “Fifty-five percent of agencies responding to the NPR
(National Performance Review) survey reported using measures such as productivity and performance to assess the effectiveness of the diversity initiative. However, closer examination revealed that these measures primarily consisted of a comparison of agency demographics with the civilian labor force (already required by the EEOC) or referred to performance elements included in managers’ and supervisors performance plans” (Naff & Kellough, 2003, p. 1312). A part of the reason for this is due to the vast array of public organizations that exist in the United States. Every bureaucratic agency is mandated to abstain from discrimination and be more inclusive of diversity, but an actual account of use is just as equally difficult to find as it is to determine effectiveness of training. “Objectives are typically stated in more concrete and immediate terms” (Anand & Winters, 2008, p. 367). Over the numerical measurement of evaluation, the other side of it is the action side of things from people once it is over and their thought process. Rasmussen (1996) said in the ASDT trainers sourcebook, “It’s not the workshop that’s important, it’s what people do afterwards that counts” (p. 7).

Therefore, it varies one organization after the next.

The measurement of impact in diversity training has to be done with clear distinction on how it will be accounted for to determine a positive correlation to benefit over cost. Evaluating the impact of diversity training after its use for companies is assessed through various different ways pending on the company, but it must be clear exactly what factors will be measured. “To assess its effectiveness, there must be a clear understanding of what diversity training is intended to achieve” (Anand & Winters, 2008, p. 367), but with public organization the desired outcome of the training misses clarity for the long term projection. “Very little research in public administration has sought to understand the impact of personnel diversity on organizational outcomes (Pitts, 2005, pg. 6). In essence, public organizations seem to lack ways to properly measure diversity training’s impact to evaluate a degree of success (Soni, 2000). However, from some studies that have tried to determine causality among effectiveness to measure training, Sungjoo Choi hypothesizes two components that are possible: job satisfaction and retention of employees, in other words employee turnover (p. 609). These two factors make for possible numerical
calculations that can serve as measurement tools for training. Consequently, one affects the other, but they are likely to not have strong validity in measuring or assessing an impact because many other factors outside of diversity training effect the outcome of this as well. “As with goals, performance must be measured using multiple indicators, and this is a problem when comparing organizations with disparate performance outcomes” (Pitts, 2005, p. 15). “Even though there is prevailing belief among practitioners that diversity training is valuable, the reality is that many questions remain about its effectiveness” (Anand & Winters, 2008, p. 367). Currently, “minimum research exists on empirically studied data coming from the public sector with focus on diversity management process and how it effects organizational Outcomes” (Naff & Kellough, 2003, p. 1312), therefore explaining where the problem exists for a highly accurate evaluation.

In public organizations specifically, the use of it makes them better equipped to serve the public while allowing the best effort to come about with a representative workforce. “Public organizations have the social and political opportunity to utilize the diversity of their employees to foster the active participation and contribution of individuals from nondominant cultural backgrounds” (Selden & Selden, 2001, p. 321), which as a result from it has the ability to ameliorate public sector workforce development for the future. “The potential barriers to and dynamics to multicultural understanding are not mysterious” (Guy & Newman, 1998, p. 75). However, these barriers can be lessened in public organizations with a change in perceptions from those up top in higher public administrator positions and more commitment from their end to implement this training to their employees with a more direct approach (Rynes & Rosen, 1995).

The views of training will change along with the change in perceptions, as well as the role that diversity plays on training in general and when this change happens, “public organizations will realize their capacities to comprehend, value, and benefit from cultural diversity through their movement toward creating a climate of genuine
acceptance of and sincere respect for ethnicity, gender, and other characteristics that define individual’s cultural background” (Brown & Harris, 993, p. 108).

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance.

Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, and competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee
performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their Knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps. According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

Planned training according to Kenney and Reid consists of the following steps: Identify and define training needs Define the learning required in terms of what skills
and knowledge have to be learnt and what attitudes need to be changed. Define the objectives of the training Plan training programs to meet the needs and objectives by using right combination for training techniques and locations. Decide who provides the training Evaluate training. Amend and extend training as necessary.

Organizations whether private sector or public sector are generally agree that training and development is very critical to the growth and development of the core activities in which the organizations engages in (Noe, 2002). Training is an aspect of human resources development function of the organization (Rajeev et al, 2009, p272). Dessler (2005) defined training as a process that applies different methods to strengthen employees’ knowledge and skill needed to perform their job effectively. Other researchers on human resources development literature defined training with similar perspectives (Ivancevich, 2003; Mondy & Noe, 2005; Yong, 2003; Beardwell & Holden, 2003). Hughe (1988) perceive training as a powerful agent that brought about organizational expansion, development of capability and performance improvement.

For training initiative to be effective, organization need to examine the extent to which training and HRD system closely connected with the organizational strategy, and more important, the measure to ensure the effectiveness of training and development activities (Haslinda & Mahyidin, 2009, p.240). The evaluation is carefully designed to utilize the four levels of training effectiveness; reaction, learning, behavior and result derived from the program (Hamid Khan, 2002, 49). Organizations are increasingly lay emphasis on the contribution of the training program to organizational strategic goal and based the evaluation of training as the perquisite for investment in training program. Moreover, the effectiveness of training program in terms of its application to job is also given important consideration (Brinkerhoff, 2005).

Organizations are unwilling to invest in training program that has not been sufficiently evaluated in terms of its potential contribution to the organizational strategic goals and mission, and its effectiveness and uses on job to achieve the
desired objectives (Noe & Schmitt, 1986). Chang and Ho (2001) however, considered training and development as an expensive investment. They often stated that training is unnecessary because most organizations are not sure about the actual contribution of training and development toward organizational performance due to lack of evaluation. Furthermore, Bramley and Kitson (1994) define training as a planned effort by an organization to increase employee’s learning work related competence. Employees’ training has become an important tool through which an organization can improve its service quality, decrease labor cost and increase productivity and profitability (Kim, 2006). Tracy et al. (2001) conceptualizes training effectiveness as comprises of training acquisition and transfer of training. Transfer of training is known to be good indicators of training effectiveness (Baldwin & Ford, 1988). Based on this, the behavioral changes that accompany training in work place could be a clear indication of training.

According to Goldstein and Ford (2002) training is one of the most pervasive methods for improving job performance and enhancing employee’s performance in a work environment. Kirkpatrick (2007) asserts that training is of little value to organization unless it translates into performance. Training effectiveness is thus a measure of the extent to which training achieves its intended outcome, for instance to improve work performance (Krager, Ford & Salas, 1993). From another perspective, training evaluation is viewed as an important component of conceptualizing, designing, analyzing, developing and implementing an effective training program (IAEA, 2003, p13).

Moreover, training evaluation has the advantage of identifying the area that needs further improvement and it may also provide an insight on methods of improvement (Goldstein & Ford, 2002). Human Resources Management (HRM) literatures have described training and development as a deliberate and concerted effort that aimed at improving and enhancing organizational performance. Training and development is essential for an organization to build and sustain competitive advantage in the organization’s core competence. Definitely, employee’s competence is specialized knowledge and skill that often enhanced by continuous training and development.
(Cascio, 1998; Beardwell, Holden, Claydon, 2004; Ivancevich, 2003; Mondy & Noe, 2005; Noe, Hollenbeck, Gerhardt & Wright, 2006; Yong, 2003; Torrington, Hall & Taylor, 2005). Training evaluation is further defined as a systematic process of data and information collection to examine whether training really achieved its intended purpose (Goldstein & Ford, 2002). Kirkpatrick (1998) referred to training evaluation as an evaluation of four different parts these includes; reaction, learning, behavioral changes and return on investment. Haywood (1992) noted that in real world situation, there are many factors that influence the effectiveness of training and development in an organization and training is one out of many factors that could enhance individual and organizational performance.

Mayer and Pipe (1983) suggests that the reasons for strategic plan for training evaluation is to evolve a careful methods of assessing and reporting training effectiveness, so that the finding can be used to improve training and training related activities (such as mentoring and other transfer of learning support). Generally, many organizations are concerned with the contribution of training to organizational performance, the feasibility of such rationale and appraisal are not always substantiated. Hung (2001) reasoned that training evaluation often concentrated on the quantity of training provided but not particularly on quality. Therefore to ascertain the effectiveness of training, training evaluation is required (Branley & Kitson, 1994; Cheng & Ho, 2001; Beardwell, Holden & Claydon, 2004).

Besides focusing on the impact of training on organizational performance, it is possible to explore other approach by studying the organization and management of training. There are two major elements of training effectiveness, first is “output benefit” this is of course referred to as traditional approach of measuring training effectiveness, by this the individual performance improvement are measured as a consequences of training. Second is the training process effectiveness, this measured how well a training function delivered its services to the organization irrespective of the type of individual that attend the training. For example, at one end, the organization might have recruited high quality employee to perform training
functions, however, despite huge investment committed to training not very much has been achieved in terms of desired outcome.

On another hand, is a less resourceful organization but blessed with effective training personnel that assist the organization to get maximum returns from its training program. It presupposes that the quality of employee that attends the training determines the effectiveness of training, in such situation the training management has little or no control over the issue of selecting participants to attend the training. Thus the difference between two extreme scenarios previously described lies on the manner in which training is managed, not only in training department but in the organization as a whole. This is referred to as training process. Criteria for analyzing the effectiveness of training are not very obvious, but three element of measuring training can be identified.

These are as follows; accurate identification of training needs; accurate selection of participants and appropriate course content. The initial step is to set up target criteria from which losses can be identified, this depend on the specific objectives of the training. We can measure the deviation from ideal of incremental losses due to poor selection, weak identification of training needs and inappropriate content and so on. Training needs can be classified into two, organization and individual needs. Organization needs relates to how to succeed in the market and the activities required for the success. The needs are met when the activities are structure to meet those identified needs. Individual needs are identified by matching the job specification with personal profile.

Employee’s training needs can be identified through corporate system such as skill gap analysis, training needs assessment, performance appraisal, counseling session and job evaluation. For training to be very useful, it must be directly related to the core business activities. The best means of identifying employee skill gap is to rigorously match the job specification activity by activity with personal profile of the employee using an organizational modeling human resources management package. Through this training needs can be clearly revealed (Poulet, R. 2008).
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter is all about the research design and methodology that the researcher employed in conducting this study. It is argued by Kothari (2004) that research methodology is a systematic way applied to solve the research problem. Therefore this chapter set down a tenor on the research design, area of the study and population of the study, sample and sampling technique, data collection methods and data analysis.

3.2 Research Design
A research design is a plan of action for collecting data, organizing and analyzing it with the objective of combining the relevance of the research with the economy in procedure (Kothari, 1997 and Bailey, 1994). There are various categories of research designs. These include case study design, survey design and experimental design. This study employed a case study design. The choice of this design is that a case study is characterized by a thorough study of a unit over a range of variables but always maintaining the unitary nature of the unit of inquiry. Moreover, a case study design is flexible in terms of data collection and analysis. Finally, a case study design is characterized by a depth and a breadth study of the units of inquiry.

3.3 Area of study
The research was conducted at the Ministry of Education and Vocational Training Dar es Salaam. The President of the United Republic of Tanzania issued a Notice on assignment of Ministerial responsibilities (Instrument) vide Government Notice No. 494 of 17th December, 2010. In that Instrument, the President has created the Ministry of Education and Vocational Training which is mandated for formulation, monitoring and evaluation of the implementation policies, teachers’ training, registration of schools, inspection of education services and infrastructure, library services and education press services.
Vision
A literate society with well-grounded ethical values, adequate social, scientific and technical knowledge and skills for the betterment of the nation.

Mission
To develop and implement education policies which provide equal opportunity to quality education for all Tanzanians and ensure development of a productive quality human resource base through education and training.

Specific issues to be undertaken by the Ministry
Quality assurance
Since the function of administration of primary and secondary school education has been decentralized to LGAs, it is therefore recommended for the Ministry to put in place mechanisms for strengthening the quality assurance and regulatory organs so as to ensure that education is provided in accordance with these standards.

Research, Monitoring and Evaluation
The Ministry is advised to conduct research and use the findings for informed decision making. Furthermore, the ministry needs to strengthen monitoring and evaluation of its education policies, legislations, guidelines and curricula in order to make informed decisions during the review processes. This strategy will enhance the quality of education services delivery in the country.

Identification and Development of Talents of Pupils at early School Age
The Ministry has a mechanism of identifying high achievers in examinations as talented and gifted pupils and select them to join special secondary schools. This system does not give chance to identify and develop talents of the children at early ages and, therefore, loose a lot of necessary resources for development. The Ministry therefore needs to ensure that the system trickles down to early school age and develop them at different levels of education.
Enrolment Expansion
The enrolment expansion achieved both in Primary and Secondary education through the Primary and Secondary Education Development Programmes throw a challenge to the Ministry to embark on developing and implementing programmes of expanding enrolment in teachers training institutions, Vocational, Technical and Higher Education.

Transformation of Education Press Services into a Government Executive Agency
The Ministry is currently carrying out operational activities of education press services which are potential for becoming executive agency. It is therefore proposed to the Ministry to initiate the transformation process.

The approved functions and organization structure of the Ministry of Education and Vocational Training comprises of the Office for the Commissioner of Education and the following Divisions and Units:-
1. Higher Education Division;
2. Technical and Vocation Education Training Division;
3. Adult and Non-Formal Education Division;
4. Teachers Education Division;
5. School Inspectorate Division;
6. Special Needs Education Unit;
7. Diversity Unit;
8. Education by Media Unit;
9. School Registration Unit;
10. Pre - Primary and Primary Education Unit;
11. Secondary Education Unit;
12. Policy Planning Division;
13. Administration and Human Resources Management Division;
14. Procurement Management Unit;
15. Finance and Accounts Unit;
16. Internal Audit Unit;
17. Government Communication Unit;
18. Legal Services Unit;
19. Information and Communication Technology (ICT) Unit;
20. National Commission for UNESCO; and
(The Organization structure - See Appendix I)

3.4 Population of the Study
The sum total of the units of analysis is called the population or universe (Bailey, 1987:81). A large population cannot be studied in its entirety for reasons of size, time, cost or inaccessibility (Ahuja, 2001:157). In the same way, the researcher used the sample for this research due to the constraints of time and other resources. The population of study for this research obtained from Ministry of Education and Vocational Training. In this research the population of study was the Directors, Head of Departments (HoDs) and ordinary Staffs’. The purpose of this selection is, the Directors and HoDs supervise the implementation of training policies and programmes while the ordinary staff are the one who affected by the implementation. Additionally, the selection also based on the fact that both have got some experience and practice in one way or another in Human Resource training and Development.

3.5 Sample size and Sampling Procedure
Sample size depends largely on the degree to which the sample approximates the qualities and characteristics of the overall population. Leedy (1980) suggests three factors to consider when deciding on a sample size as follows; the degree of precession required the variability of population and method of sampling to be used. A simple random sampling and purposively were used to select the sample size among the respondents and stakeholders. The sample size of this study were 30 respondents, of which 5 were Directors and 5 HoDs while the remaining 20 were the ordinary staff from different departments.
Table 3.1 shows the distribution of respondents

<table>
<thead>
<tr>
<th>Levels</th>
<th>Frequency (F)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directors</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Head of Departments</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Ordinarily Staff</td>
<td>20</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher 2014

3.5.1 Simple random sampling
Simple random is a probability whereby all members in the population have equal chance of being selected to form a sample. In this case probability selection of the study was made where by each ordinary staff were given an equal chance on selection into sample. Simple random sampling enabled the researcher to select the sample at random from the sampling frame without replacement (Krishimaswami, 2002:148-152). Ministry of Education and Vocational Training staffs in the study were selected simple random because is less representative of heterogeneous population.

3.5.2 Purposive Sampling
This is where the researcher targets a group of people believed to be typical or average or a group of people specially picked for some unique purpose. The researcher never knows if the sample is representative of the population, and this method is largely limited to exploratory research (Babbie, 1992). The respondents from different departments was not done for the sake of so doing but the researcher did it purposely with expectation of getting data, which was helpful in accomplishing the research.

Ndunguru (2004) and Kothari (2000) argue that purposive sampling is considered as representatives of the population for the case study research. Thus, the study purposely selected Heads of Department and Directors who are direct involved in human resource development in working organization. In this study they were
selected purposively because, by virtue of their positions in their respective organizations/institutions, were thought could be in possession of the information being sought about human resource development in Tanzania. The positions occupied by officials of different organizations/institutions were considered in selecting the appropriate respondents, and in case senior officials were ready throughout sampling procedure, the acting people is directly considered and involved in the sample. Therefore the researcher used purpose sampling technique picked these people believing that they have information useful for the study.

3.6 Research Instruments
This study focused on examining the Post Training and Development Effects on Organizational Performance. The sources of data were selected stakeholders in Tanzania. Various methods of data collection were employed. These comprised of survey methods in which an interview and questionnaire as research techniques were applied and the administration took place. Documentary sources will also forming the major sources of data of this study.

3.6.1 Self-administered Questionnaire
Questionnaire is the systematic designed questions for the purpose of collecting data from a respondent. Is a set of questions that are usually sent to the respondents to answer at their own convenient time and returned back the field questionnaire to the researcher (Mugenda, 1999). Randomly sampling was applied to obtain the information from respondents. Guided questionnaires as well as structured questionnaires were used to collect data relevant to the study. To ensure reliability and validity of data the questionnaires were pretested before the actual study takes place. Kidder (1981) argues that the use of questionnaires is of advantage because of economy, limiting interviewer’s bias and the possibility of anonymity. The ordinary staffs at the ministry were selected randomly in which the questionnaires were administered to them.
3.6.2 Interview Guide
An interview is a scheduled set of questions administered through oral or verbal communication in face to face relationship between the interviewer and interviewee (Devie, 1997). For the purpose of collecting well-detailed information unstructured interview schedule was used. This is because an interview is essential for understanding data obtained through quantitative methods (Kothari, 2002). Also Leedy (1994:196) argues that face to face interviews have the advantage of enabling the researcher to establish rapport with the participants and gain their cooperation.

The research technique involved verbal questioning in collecting data and was administered through person to person contact. By the use of the said instrument of data collection, information from key informants Directors and HoDs (such as the officials from the Institution) was sought. In order to avoid some inconveniences the researcher ensured that appointment is made to each client in advance. The respondents of interview were selected purposive for Head of departments, purposively were selected because there are the key player in human resource development.

3.7 Secondary data collection
Documents refer to an official paper or a book that gives information about something or that can be used as evidence or proof of something (Oxford Advanced Learners Dictionary, 2000:390). In data collection, Van As and Van Schalkwyk (2001:50) state that: “The process of gaining access could be achieved by means of a proposal to a review board or a professional body, or by acquiring the written consent of the parents or person to be interviewed or observed during the research”. Different types of documents were used in order to obtain secondary data; Secondary data were collected through documentary reviews by minutes, newspapers, human resource development reports, magazines, and Training and development. These data were used because they are quickly secured and cheaply also were verifying the findings based on the primary data.
3.8 Data Analysis Methods
Data analysis consists of examining, categorizing, tabulating, testing or otherwise combining both quantitative and qualitative data to address the initial propositions of the study (Yin, 2003). Descriptive statistical methods were employed for this study. Frequency distribution tables, graphs and charts were prepared to summarize the data. For categorical variables cross - tabulations were prepared. Simple indices such as mean, median, variance and standard deviation were used wherever applicable. The analysis was done manually using the Microsoft Excel Spread sheet.

3.8.1 Ethical issue
The study conducted in accordance with the ethical requirements and the rights of individuals as stipulated in the Constitution of the United Republic of Tanzania. Under no circumstances the researcher entertained the intrusion of respondents without requesting the prior approval from them.

3.9 Limitations of the Study
- The time and shortage of funds to facilitate this study were the limitations of this study hence small sample size.
- The return of unduly filled questionnaires. Due to lack of full cooperation from respondents, some of the questionnaires were returned blank. However those which were filled were detailed enough to fill the gap.
- Lack of the documentary literature review, a researcher found difficult on accessing relevant reports pattering to training due poor recording system.
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction
This chapter composed of the presentation and discussion of the findings as well as the interpretation of data collected during filed work. More specific, the analysis and discussion of the findings based on the comments provided by respondents while responding interview and questionnaires addressed to them during field.

The Microsoft Excel Spreadsheet was used to analyze the quantitative data. To supplement the quantitative information the researcher used the qualitative information linked to the subject under exploration to give the clear understanding. The direct quotations were used, which essentially helped to strengthen the statistical information. As informed in chapter three, the presentation of data in this chapter is in form of tables, pie charts, bar charts and pyramid.

4.2 Demographic Information of the Respondents
In this section the information about sex, age and level of education are presented as each aspect has its implication in the content of this study. The percentages of their differences were based on the total number of respondents.

4.2.1 Distributions of Respondents
Table 2 below shows the total number of 30 respondents which was the expected data to be collected summing up a total percent of 100%. However, the actual data collected was from 25 respondents, because the remaining five questionnaires were returned unfilled due to lack of full cooperation from the Ministry.
Table 1 Shows the Expected data to be collected and the Actual data collected

<table>
<thead>
<tr>
<th>Level</th>
<th>Expected Data collected</th>
<th>Actual Data Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (F)</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Directors</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Head of Departments</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Ordinary Staff</td>
<td>20</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data 2014

1.1 4.2. Sex of the Respondents
As presented in table 2 above, the actual total number of respondents was 25 comprised of Directors, Head of Departments and ordinary staff. Out of 25 respondents, 15 (60%) were males while 10 (40%) were females. This data give an impression that, the Government through its Ministries put considerations on gender balance and women empowerment. Table 3 below indicates the frequencies and percentages as the statistical data of the sex of the respondents.

Table 2: Sex of the respondents

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data 2014

4.2. 1. Distribution of Respondents by Age Group
The researcher was keen to find out whether age has an impact on effect of Post training and Development on organizational performance. She wanted to know how different groups of deferent age perceive the post training effect on performance. Table 4. and Figure 3 below present the distribution of the respondents belonging to
different age groups as follows. The age between 25 - 35 years was 8(32%). The age groups 35- 45 had 15(60%) respondents and the above 45-55 were 2 (8%) of all the respondents.

Table 3 Distribution of Respondents by Age group

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35 Years</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>35-45 Years</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>45-55 Years</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data 2014

In the course of finding out the effects of Post training and development to the organizational performance, researcher had an interview with one respondent with age between 25-35 had the following remarks;

“Myself I see that most of training are provided or offered on favoritism basis not because of the need of the department, it is very rare for an employee of my age to
attend training, is why you can find that, there is no direct link between the training and that performance, because most of those who are attending are not qualifying.”

While one respondent of the age 45-55 who attended several training said that; “the Management have witnessed the positive impact of post training in the performance, as the technology advancing, training is very important, I have improved my performance due to more training I have attended”.

This gives an impression that, age has an implication in the provision of training. Most of the aged staffs are more considered for training and you may find that, those who are attending they are at managerial position they are not the one who are practicing, that’s why it is very difficult to realize the positive impact on the performance.

4.2.3 Education Levels of Respondents

According to table 6 Figure 4 below, the educational levels of the respondents were as follows, Post graduate/masters 10(40%), Advance diploma/first degree 12(48%) and diploma 3(12%).

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>First Degree</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data 2014
The researcher found out that, those respondents’ falls under the Masters and first degree levels are disappointed with the way training is organized. Additionally they do not see the effect of post training on the organizational performance because they do believe that, those who are selected for training do not qualify hence there no improvement of the organizational performance.

4.4 Training Organization

In order to examine the post training effect, researcher saw the necessity to show how the training is organized at the ministry. In order to explore that information she conducted an interview with one HoD explained that;

“There are different kinds of training organized by the ministry, there are short course and long course which are sponsored by the ministry and others are donor funded. Normally the training needy is initiated by respective department because they are the one who knows their requirements, but also they have to rely of the budget settled.

The researcher added; is there any biases on the selection of those are supposed to go for training? HoD said; “I don’t think so, but even if there is biasness at the
departmental level, the head of training department and his committee have the opportunity to reject those who are not qualified.

The remarks above imply that, There is kind of biasness on the selection of those who are supposed to go for training. However the mode of selection is passing through different people there, it can be very challenging to lobby of to bring sort of biasness. In addition, the selection also rely on the plan and budget settled aside from those donor funded training.

4.5 Awareness on organizing and post training effect and readiness for training

Awareness of the respective issue or aspect is a very important tool in any organization. More information create understanding and avoid complains among the employees. Moreover, the awareness led to readiness and support. A researcher wanted to find out about the awareness of employees patterning to the training provided by their ministry. 20 (80%) respondents had full awareness on how the training is organized and 5(20%) were not full awareness on how training is organized. The table 7 and Figure 5 depict the finding on awareness of the employees.

Table 5: Awareness on organizing and post training effect

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Awareness</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Do not have awareness</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data 2014
The findings above necessitated a researcher to hold an interview with one respondent who had full awareness who said; “I do understand how the training is organized and the effect of post training on organizational performance, for the post training to have effect it needs the awareness and readiness to the trainee, some of the employees need training so badly for personal gain like financial. They do not think of the delivery after the training. Others they want training to add to their CV and others for getting promotions if any. So for the employees with that kind of notions we don’t expect them to deliver for organizational performance after training”.

On the other hand, one respondent who did not had awareness said; “most of trainings are provided in biasness, they are given to themselves”.
The remarks above show how the awareness creation is important before and after the training so as to make it more productive and valuable for organizational performance.

4.6 Factors constrain the effectiveness of post training and Development to the organizational performance

The researcher was eager to find out about constrains for effective post training for the organizational performance in the Ministry. By identifying those constrains it will give the chance to come up with recommendation for future improvement. 6 (24%) respondents comment on lack of budget due to shortage of funds, 3 (12%) mentioned biasness to be the factor, 5 (20%) lack of awareness and readiness, 3 (12%) the expensiveness of the training, 4 (16%) the overlook on training needs, 2 (8%) individual low capacity of understanding, 2 (8%) the absence of training programme and training needs assessment. The table 9 and figure 6 below Present the findings on constrains of post training effectiveness.

The Table 9 Factors constrains the effectiveness of post training and Development to the organizational performance

Table 6 Factors constrains

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of budget due to shortage of funds</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Biasness</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Lack of awareness and readiness</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Expensiveness of the training</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>The overlook on training needs</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Individual low capacity of understanding</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>The absence of training programme and training needs assessment</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data 2014
The findings above required a researcher to find the details, thus he conduct an interview with different respondents as follows: those who commented on lack budget and the expensiveness of the training said; “currently the government is facing the financial crisis, this situation also affects in greater extent the post training effectiveness because the organization opt for the cheap courses that they can afford than the organizational needs. On the other hand the focus will be on the courses which match with the available budget. Ultimately the organizational need will not be attained”.

In relation to the above comment, those who mentioned the lack of awareness and readiness said; you can hear some employees say; I cannot wait for the government to support my training, I will finance myself. In fact there is a lot of bias on the selection of those who qualified for training” the impact here is that, an employees will choose to study the course that he prefers and it can be out of the organizational need”.

Some respondents had remarks on the absence of training programme and training needs assessment. According to Gupta (2006)all the training activities must be
related to the specific needs of the organization. He adds…a training programme should be launched only after the training needs are assessed clearly and specifically. In order to identify the training needs, the gap between the existing and the required level of knowledge, skills, performance and aptitudes should be identified. That is to say, it is very important to conduct the training needs in advance. The respondents who commented on training needs and programme said, “*even though there is training programme but, it is not taken into practice. It is not implemented the way it is supposed to be implemented, that is why there no the effectiveness on performance after training*”.

The individual low understanding capacity, one respondent said “*Some of trainees have the low understanding capacity, they attend training yet they cannot improve their performance*”.

The remarks above imply that, there are multiple factors which led to hindrance of post training and development effectiveness to the organizational performance. In the prevalence of those mentioned factors it is very challenging to attain the post training and development pre-determined objectives. Thus the need to find the solutions to those challenges is inevitable for better performance.

### 4.7 The benefits of effective Post training for organizational performance

Respondents discussed about the benefits of effective post training for organizational performance. 5 (20%) respondents commented on higher productivity, 7 (28%) respondents mentioned on better quality of work, 3 (12%) respondents insisted on reduction of supervision 5 (20%) respondents commented on personal growth and 5 (20%) respondents argued on cost reduction. Table 10 and Figure 7. Show the benefits of effective Post training for organizational performance.
Table 7: The benefits of effective Post training for organizational performance

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher productivity,</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Better quality of work</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Reduction of supervision</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Personal growth</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Cost reduction</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data 2014

Figure 7: The benefits of effective Post training for organizational performance

Source: Field Data 2014

From an interview conducted by searcher to acquire the justification of the above findings, respondents said “post training assist on increasing the productivity, because training helps to improve performance, the trained employees knows how to use different methods of work which focus on improvement his performance. Another respondent said “an employee who attained respective training perform his duties in a quality standards because he knows how to do his job properly. In the
formal training the best methods are standardized and taught to employees. The uniformity of work methods and procedures helps to improve the quality of services. “Well trained employee tends to be self-reliant and motivated. They need less guidance and control, this give chance to supervisors to perform other duties…” said another respondent.

Personal growth, one respondent said “training enlarges the knowledge and skills of the participants. Thus an employee can grow very faster in his carrier. The training employee is more valuable in his organization”.

The last comment was on cost reduction, “trained employees make more economical use of materials and machinery. The reduction and spoilage together with increase in productivity help to minimize cost of operation. Even the cost of maintenance is reduced because employees understand how to use properly the machines and other office equipment”. Respondent said.

The comments above show the importance and benefits of post training only if the training provided to the respective participants. Training changes completely the performance of the employees in particular and the organization at large.

4.8 Measures to be taken to improve training for organizational performance

Respondents had some comments to those who concerns with the training procedures. 5 (20%) respondents, suggested on an increase on budget for training, 6 (24%) respondents recommended for the avoidance of biasness on the selection of those who are supposed to get training, 5(20%) respondents advice on having the training programme in relation to training needs, 9 (36%) argued on awareness creation on training issues. Table 11 and figure 8 depict the measures to be taken to improve training for organizational performance.
Table 8: Measures to be taken to improve training for organizational performance

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase on budget for training</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Biasness on the selection of those who are supposed to get training</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Having the training programme in relation to training needs</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Awareness creation on training issues</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data 2014

Figure 8: Measures to be taken to improve training for organizational performance

Source: Field Data 2014

At different time and location, some of the respondents suggested on various measures to be taken by the ministry so as to make the post training be more valuable. As presented above, some respondents insisted on an increase of budgets for training, “the budget for training has to be increased so as to allow more employees attend training, as training is the ability creation”. 

60
On the other hand “Biasness in not a proper and right way of selecting the employees for training, it is not fair at all and it demoralizes staff. The training has to base on the training needs assessment...” respondent said.

In order to avoid complain, “The awareness about training and training needs has to be done. Every employee has the right to know why he was not selected for training and why others have been selected, by so doing there could no complain whatsoever”, respondent suggested.

A researcher urge the management has to put into consideration on those suggested issues so as to make the post training effective for organizational performance.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction
This chapter gives the summing up of the whole work. It confers a researcher’s observation based on the findings acquired during the field. The summary shed light on the whole study so as to create enhanced solicitous. Moreover, the researcher recommends on key issues which she believes that, if they will be put into thoughtfulness they will bring about helpful changes in the current and future situation.

5.1 Summary of Dissertation
The foundation of this study was the Examine the Post Training and Development Effects on Organizational Performance. The core objectives were to find out the factors that constrain the effectiveness of Post Training and Development on Organizational Performance, to determine the benefits of effective Post Training and Development on Organizational Performance and to examine measures taken to improve organizational performance through Post Training and Development. Thus the analysis of the whole study relay on these objectives. Each chapter of this study was steered by the research objectives.

Chapter one is constituted by different parts, starting with an introduction where the researcher explained the general overview about training and development, statement of the problem which mostly focused training and performance. Another part was the significance of the study and definition of key terms followed by conceptual framework.

In chapter two, the detailed information about training and development was presented. Various reports and other relevant materials were referred. Empirical and theoretical review was presented. In the same chapter, the concept training was deeply elaborated to create a clear understanding to a reader.

Chapter three indicated the research methodology employed on this research. The whole chapter showed how the whole research was conducted. The data collection
methods employed. This research was a case study which based at Ministry of Education and Vocational Training.

Chapter four is the analysis and discussion of the findings; all the research questions derived from the statement of the problem and objective of the study were replied in this chapter. The chapter is constituted by sections which developed from the questionnaire and interview. Direct quotations from the respondents were presented as the interview was applied. The findings were presented in form of pie charts, tables, histogram and pyramid so as to make easy understanding.

Chapter five presents summary of the study, general conclusion as well as the recommendations. The researcher saw the necessity of providing these recommendations patterning to some few observations for the best outcome in the future.

5.2 General Conclusion

Based on the findings, the researcher find out that, training is the best tool for the performance improvement in any organization. Various merits presented which basically proves the need of having training in place. Despite oh having those benefits of post training still there are multiple challenges which affects the results and expected outcomes of the post training, those challenges includes; lack of budget due to shortage of funds, biasness, lack of awareness and readiness, expensiveness of the training, the overlook on training needs, individual low capacity of understanding, the absence of training programme and training needs assessment. These challenges are the obstacles to the achievement of the predetermined goals of the post training for the performance improvement. However the researcher realized that, the ministry has to invest on awareness creation to its employees so as to avoid unnecessary complains among the employees. Awareness creation also enables the employees understand the real concept of training and what he is expected to do after attending the training.
5.3 Recommendations

A researcher came up with some recommendation which will make post training more effective;

- The organization must have training policy and training needs which will lead to the development of training programmes. The objectives in the training programme have to be clear and well defined. The training need has to be identified by comparing the existing skills and the skills required. The thorough analysis has to be done so as to select the right employees for the right training.

- The organization has to realize that, training itself is the motivational factor. Employees tend to be more responsive to training programme when they feel they need to learn. Thus the organization has to organize more training to its employees so as to motivate them. Training also improves their performance and builds their performance.

- The advancement of science and technology necessitate training to employees. Thus the government has to set aside enough budget so as to training its employees. Without training the performance will be poor.

- The close supervision by HoD is required so as to be able to identify who needs training. The selection of the relevant employees makes the post training more productive. Thus enough time has to be vested on closely monitoring an employee’s performance.

- Right language to a right person, the trainer has to understand his participant. During training it is better to use a language which is more conversant to a person trained, sometime a person may have a very brilliant idea but he/she can fail to express or ask it due to a language used.
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APPENDIX II
INTERVIEW GUIDE FOR DIRECTORS AND HoDS AT THE MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

1. What do you know about training and development programme?
2. What kind of training programme does your office implement?
3. Does your office have the training policies and programme?
4. Does your employee have the awareness about the existence of this programme, what are their perceptions?
5. Does your employees satisfied with the existing this programme?
6. To what extent does this programme succeeded?
7. Which modality does your office use on implementing the training need?
8. What are the outcomes of training provided to your staff?
9. Does it have positive impact in organizational performance if yes or no why?
10. What are the merits of effective training and development?
11. What are the challenges on implementing the training programme?
12. What constrains hinders the effectiveness of training and development to your organization?
13. What are the strategies or efforts have been done to overcome those constrains?
14. What do you recommend to overcome the mentioned challenges?
APPENDIX III:
QUESTIONNAIRE; TO ORDINARY STAFF OF MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
EXAMINING THE POST TRAINING AND DEVELOPMENT EFFECTS ON ORGANIZATIONAL PERFORMANCE

Dear respondent, my name is Caro, a student at Mzumbe University in Dar es Salaam Campus, pursuing Master of Science in Human Resource Management. I am currently conducting a research as part of requirement to complete my second degree a study, my research base on examining the post training and development effects on organizational performance. I am very interested with your office as is one among public organization who implement the training and development programme. I wish to assure you that all information provided in this questionnaire will be treated as confidential and will be used for academic purposes only. I highly appreciate your cooperation as well as your contributions.

REQUIRED; Tick the most correct answer

PART A: GENERAL INFORMATION
1. What is your Sex?
   ( ) Male                      ( ) Female

2. What is your age category?
   ( ) below 25 years old        ( ) between 25 and 35 years old
   ( ) between 35 and 55 years old       ( ) above 55 years

3. What is your highest education level?
   ( ) Advanced Secondary education
   ( ) Certificate                   ( ) Diploma
   ( ) Advanced Diploma/First degree   ( ) Postgraduate Diploma/ Masters
   ( ) PhD

4. For how long have you been in this organization?
   ( ) Less than 2 years           ( ) between 2 and 5 years
5. In which department are you working in this organization?


PART II: DETAILED INFORMATION

6. What do you know about the training programme?


7. Does your office implement that programme, if yes how?


8. Have you ever attended any training whether long or short?


9. If yes to the above question how did you get it, if no why?

10. Does the training you attended useful to your daily practice?


11. If no, to the above question what might be the causative of not performing efficiently?


11. Is there any different to your performance before and after the attend of the training?


13. To what extent does the training helps to solve the problems associated with your performance?


14. What are the merits of the training?
15. What do you think are the challenges or constraint which hinders the effective training and development?
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

16. What do you think should be done by your office so as to overcome the above constrain?
................................................................................................................................................

*Thank you for your cooperation*