ASSESSMENT ON THE IMPACT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE IN PUBLIC ORGANIZATION IN TANZANIA: CASE STUDY TANZANIA PORTS AUTHORITY
ASSESSMENT ON THE IMPACT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE IN PUBLIC ORGANIZATION IN TANZANIA: CASE STUDY TANZANIA PORTS AUTHORITY

By
Consolata Juvenal Kabunduguru

The Dissertation Submitted to Mzumbe University Dar es Salaam Campus College in Partial Fulfillment of Masters of Science in Human Resources Management (MSc. HRM) Degree of Mzumbe University

2013
CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Mzumbe University a thesis titled; Assessment on the Impact of Training and Development on Organizational Performance in Public Organization: Case of Tanzania Ports Authority in partial fulfillment of the requirement for the award of Masters Degree of Science in Human Resource Management (MSc. HRM).

........................................
Major Supervisor

........................................
Internal Examiner

........................................
Acceptance of Board of Dean/Director

........................................
FACULTY/DIRECTORORATE/SCHOOL/BOARD
DECLARATION
AND
COPYRIGHT

I, Consolata J. Kabunduguru hereby declare that this submission is my own work towards the MZUMBE UNIVERSITY DAR ES SALAAM CAMPUS and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

Signature ......................................

Date ............................................

© 2013

This dissertation is copyright material protected under the Berne Convention, the Copyright Act 1999 and other international and national enactments, in that behalf on intellectual property. It may not be reproduced by any means, in full or in part, except for extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without written permission of Mzumbe University, on behalf of the author and the University.
DEDICATION

I dedicate this work to my Parents Mr. and Mrs. Juvenal Kabunduguru my brothers Mathias Kabunduguru Paschal, Alex Deus and George and my sisters Beatrice, Epiphania, Faith and my sister in law Redempta Angel and Sia and baby Doreen and A very friend of mine Julius Mbuna for their love, support and encouragement during my studies.
ACKNOWLEDGEMENT

Foremost, I am grateful to God for seeing me through my years of University education.
I dedicate this work to God Almighty. He has been the wind beneath my wings. His Grace and Mercy has brought me thus far and I am grateful.

My deepest appreciation and thanks go to my supervisor, DR. FELICIAN BARONGO for his guiding, advising and constructive criticisms that helped me stay focused from the beginning of this work to the end.
I also want to thank the Management and staff of Tanzania Ports Authority for their help and contribution towards the success of this project.

I would also like to express my profound gratitude to my friends and my colleagues who supported me in one way or another and their special advice and comments during the time of writing this dissertation. Specifically, Dr, Barongo, Mr. Mwasimba, Mr. P. Gawile and all student of Master of science in Human Resources Management 2011 -2013 for their kindness and cooperation during the whole period of my study.

I am also grateful to my respondents who spent their time to provide data that made it possible to complete this work. Despite being very busy, they sacrificed their time to give me the required information. I am also grateful to all who have assisted me in one way or another. May God Bless them all

Finally, I am grateful to Mr. Joe Kakeneno of TPA for proof reading my work.
**LIST OF ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MUDAC</td>
<td>Mzumbe University Dar Es salaam campus</td>
</tr>
<tr>
<td>SKAC</td>
<td>Skills, Knowledge, Attributes and Competencies</td>
</tr>
<tr>
<td>T &amp; D</td>
<td>Training and Development</td>
</tr>
<tr>
<td>TPA</td>
<td>Tanzania Ports Authority</td>
</tr>
</tbody>
</table>
ABSRACT

The quality of Human Resource is an asset to any organization and as a result Training and Development has become an issue that has to be faced by every organization. The amount, and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance, new markets or new processes, the adaptability of existing workforce and importantly the extent to which the organization supports the idea of internal career development to their staff.

Most organizations meet their needs for training in an ad hoc and haphazard way whiles others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. This study, therefore, sought to assess the impact of Training and Development on organizational performance in public sector organizations using Tanzania Ports Authority (TPA) as a case study. The research intended to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of TPA, who were randomly selected.

The study assessed the training and development process of TPA and whether training has improved employee and organizational performance. A questionnaire designed using structured questions to collect primary data from employees of TPA. Personal interviews were held with some management staff of the organization. The results indicated that TPA’s employees were not aware about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at TPA are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. It was recommended among other things, that the processes involved in training be duly followed, TPA should help its staff identify their career paths and to guide them in the pursuit of higher education.
TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATION .................................................................</td>
</tr>
<tr>
<td>DECLARATION AND COPYRIGHT ..................................................</td>
</tr>
<tr>
<td>DEDICATION ...........................................................................</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ..................................................................</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS ..........................................................</td>
</tr>
<tr>
<td>ABSTRACT ...............................................................................</td>
</tr>
<tr>
<td>TABLE OF CONTENT ...................................................................</td>
</tr>
<tr>
<td>LIST OF TABLES .......................................................................</td>
</tr>
<tr>
<td>LIST OF FIGURES ......................................................................</td>
</tr>
</tbody>
</table>

CHAPTER ONE .......................................................................... 1

1.0 Introduction and Background to the Problem .................................. 1
1.1 Statement of the Problem .................................................................. 4
1.2 Objectives of the Study ................................................................... 5
1.2.1 General Objective .................................................................... 5
1.2.2 Specific Objective .................................................................... 5
1.2.3 Research Questions ................................................................... 5
1.3 Significance of the Study ................................................................. 5
1.4 Scope and Limitations of the Study .................................................. 6
1.5 Organization of the Study ................................................................. 6

CHAPTER TWO .......................................................................... 8

LITERATURE REVIEW .............................................................. 8

2.1 Introduction ............................................................................... 8
2.2 Theoretical Literature ................................................................... 8
2.2.1 Training in Broad Contest ....................................................... 8
2.2.2 Benefit of Training .................................................................. 11
2.2.3 Training and Development ....................................................... 12
2.2.4 The Role of Institutions in Manpower Training and Development .... 15
2.2.5 Training and Development Function in Public Service Management in Tanzania ................................................................. 16
2.3 Empirical Literature .................................................................... 20
2.4 Research Gap .............................................................................. 24
2.5 Conceptual Framework .................................................................. 24

CHAPTER THREE ....................................................................... 26

RESEARCH METHODOLOGY ......................................................... 26

3.1 Introduction ............................................................................... 26
3.2 Area of the Study ....................................................................... 26
3.3 Research Design ....................................................................... 26
3.4 Population of the Study ................................................................. 27
3.5 Sample and Sampling Techniques/Procedures ................................ 27
3.6 Data Collection Methods and Instruments ...................................... 28
3.7 Validation of Research Instruments ............................................... 31
CHAPTER FOUR
DATA PRESENTATION, AND ANALYSIS OF FINDINGS

4.1 Introduction ................................................................. 32
4.2 Respondents’ Characteristics............................................ 32
4.2.1 Age of Respondents.................................................... 32
4.2.2 Gender of Respondents............................................... 33
4.2.3 Educational Background............................................. 34
4.2.4 Job Position of Respondents........................................ 34
4.2.5 Respondents’ Work Experiences................................... 36
4.2 Employees’ Awareness on Training and Development at TPA .... 36
4.3 The Extent of Implementation of Training and Development Policy at TPA .................................................. 38
4.4 Training and Development Practices and Methods at TPA ....... 43

CHAPTER FIVE
SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction ................................................................. 47
5.2 General Summary ........................................................ 47
5.3 Conclusion .................................................................... 49
5.4 Recommendations ....................................................... 49

REFERENCES ........................................................................ 54
APPENDICES ......................................................................... 57
Appendix 1: Questionnaire for Employees of TPA ...................... 57
Appendix 2: Interview Schedule for Management of TPA ............ 62
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Sampling Distribution</td>
<td>28</td>
</tr>
<tr>
<td>4.1</td>
<td>Age Distribution of Respondents</td>
<td>32</td>
</tr>
<tr>
<td>4.1</td>
<td>Respondents’ Levels of Education</td>
<td>34</td>
</tr>
<tr>
<td>4.2</td>
<td>Respondents’ Job Positions</td>
<td>35</td>
</tr>
<tr>
<td>4.3</td>
<td>Respondents’ Work Experiences</td>
<td>36</td>
</tr>
<tr>
<td>4.4</td>
<td>Respondent Participation in Training at TPA</td>
<td>39</td>
</tr>
<tr>
<td>4.5</td>
<td>Selection for Training</td>
<td>39</td>
</tr>
<tr>
<td>4.6</td>
<td>Type of Training Received</td>
<td>40</td>
</tr>
<tr>
<td>4.9</td>
<td>Opportunity for Personal Development</td>
<td>44</td>
</tr>
<tr>
<td>4.10</td>
<td>Respondents Opinion of Training Effect on Employee Performance</td>
<td>45</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1:</td>
<td>Employee Development</td>
<td>24</td>
</tr>
<tr>
<td>Figure 4.1:</td>
<td>Age Distribution of Respondents</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4.2:</td>
<td>Gender Compositions of Respondents</td>
<td>33</td>
</tr>
<tr>
<td>Figure 4.3:</td>
<td>Employee Awareness of Existence of Training Policy at TPA</td>
<td>37</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 Introduction and Background to the Problem

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002). Now days training are the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization.

The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience. Training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings through making employee more skills after attained training. It has been known by several names, including human resource development, learning and development etc.

Training also has impact on the return on investment (Richard Chang Associates, INC.). The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. Thus the purpose of this study is to show the impact of training and the design of training on the employee performance in the Organisation.

Training and development increase the employee performance like the researcher said in his research that training and development is an important activity to increase the performance of health sector organization (Iftikhar and Siraj-ud-din, 2009). Employee performance has much importance to the organization; it increases job satisfaction, knowledge and skills. According, (Chris Amisano,2010). there is
relationship between training and performance, this shows that employee performance is important for the performance of the organization and training and development is beneficial for the employee to improve performance.

The main objective of our study is how the training increase the employee performance. Training increase or develop the managerial skills (Robart Jr, shipper, 1998). Despite focusing on efficiency and cost control the spending on training should increase because organization get more efficiency, effectiveness out of the training and development (workforce special report, 2006). This shows that training increase the efficiency and the effectiveness of the organization.

Human resource is the very important and is backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization.

Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). According to Mwita (2000) performance is the key element to achieve the goals of the organization so to performance increases the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. (Qaiser Abbas and Sara Yaqoob). There are many factors which improve the work of the employee such as flexible scheduling, training, good working conditions etc.

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the organization goal and needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that Training design plays a very vital role in the
employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982). People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Ruth Taylor et al., 2004). It is good for organization to give their employees on the job training so that their employees learnt in a practical way (Tom Baum et al., 2007). Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip seamen et al., 2005). Delivery style means so much in the Training and Development.

Training and development refers to the process to obtain or transfer (knowledge, skills and abilities) needed to carry out a specific activity or task, therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horison and customer’s service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness.

A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993). In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they
are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous 2004).

1.1 Statement of the Problem

Employees training play a very important role in the operations of organizations performance. However, in public organisations in Tanzania training and development is not properly implemented. Studies have shown that training activities are not effective because of inadequate funds. Either fund allocated for training and Development purpose is misallocated, lack of training planning (Dominic and Kessy, 2009, URT, 2004 URT, 2003). As such, programs not implemented and no measures are taken to see how much training is acquired and actual translation of such training in to actual work performance.

However, for some years now it appears training in Tanzania ports Authority is haphazard, unplanned and unsystematic and several of its employees such as machine operators, junior and middle level engineers, accounts clerks, computer operators, secretaries, drivers and many other category of workers, have not qualified for any form of training nor is there any systematic process of staff development in place. A brief interaction with some employees did show that Management of Tanzania Ports Authority see cost incurred in the acquisition and maintenance of plant and equipment as more relevant than that expense on training and development of its staff.

The Tanzania Ports Authority as the case study at present is experiencing an ongoing crisis of its workforce with very few employees who are going for training. This situation has left the TPA vulnerable with respect to Training and Development, while the Ministry of Transport putting emphasis on all the employees have to go for training according to the needs of the organization when it is required. Hence this study was conducted to assess the Impact of Training and Development on Organizational Performance in Public Organization.
1.2 Objectives of the Study
The following were research objectives.

1.2.1 General Objective
The general objective of the study was to investigate the influence of employees training and development programs on the organization performance.

1.2.2 Specific Objective
Specific objectives were as follows:
(i) To investigate Employees’ Awareness on Training and Development at TPA
(ii) To determine the Extent of Implementation of Training and Development Policy at TPA
(iii) To assess the Training and Development Practices and Methods at TPA

1.2.3 Research Questions
The following research questions were used to design research instruments.
(i) To what extent Employees’ are awareness of Training and Development at TPA?
(ii) To what the Extent of Implementation of Training and Development Policy at TPA
(iii) To what extent Training and Development Practices and Methods at TPA effective?

1.3 Significance of the Study
The findings of this study form a basis for creating awareness on the state of assessing the impact of training and development on organization performance in the public organization in Tanzania. Similarly, these findings form a basis for informing policy makers and influence creation of policies and guidelines to improve the Employees’ training and development in public services in Tanzania.

It is a tool for professionals to improve employee’s training and development, which in turn reduce the cost of recruiting and retraining, replacement staff and make the
government a more and attractive employment proposition. It provides hands on experience in training and development for desired outcomes. The findings of this study contribute to the existing body of knowledge on Employees’ training and development in Tanzania. Findings of this study also provide data for further studies.

1.4 Scope and Limitations of the Study
A major limitation of this was emanated from negative attitude caused by low level of awareness and knowledge among some respondents on the topic. To address this problem, prior to the interview, the researcher was explaining to the respondents what employees’ Training and Development (T & D) is and why it is important to implement it properly.

Another limitation is caused by some of the respondents being unwilling to be interviewed because of the fatigue of being the subject of research with hardly any tangible personal benefits accruing at the end of the exercise. Also the tradition of them neither getting to know the results nor seeing the impact of studies in which they participate. Sometime others respondents think that research is the management and administration staff affair. If this happens it affect the research timetable. However, in order to get the cooperation of the interviewees, the researcher has to explain that this is an academic study to make the respondents more receptive.

Some of interviewees sometimes claim that they do not have time to be interviewed. In order to increase willingness to participate, interviewee has given the freedom to choose a convenient time and venue to be interviewed. Sometimes the respondents, for example, prefer to be interviewed outside their offices in a quiet place away from interruptions. Although this issue might not affect this study much, the general research patience in scheduling interviews is something that future researchers need to take into consideration.

1.5 Organization of the Study
The study is organized into five chapters.
Chapter one introduces the study by giving the background information on the research problem, objectives, hypothesis and scope of the study.

Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference to how it applies to TPA.

Chapter three discusses the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections and how results were analyzed.

Chapter four presented the findings on the practices and impact of training and development in Tanzania Ports Authority. It also lay out the researcher’s analysis on the organizations responses to the impact of such training on its employees in terms of organization performance.

Chapter five presents the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through training and to ensure stable and committed human resources.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
In this chapter, the reviewed literature is presented. The presented literature includes both theoretical and empirical literature. The chapter also provides explanations of the research gap and the conceptual framework.

2.2 Theoretical Literature
2.2.1 Training in Broad Contest
The objectivity of training and development and its continued learning process has always been leverage with the organization and now it has become rather an overarching trend of social needs, emphasizing that organizations must inculcate learning culture as a social responsibility.

Training and development, has its strategic positioning and it directly contributes towards organizational business goals and objectives. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993). In order to ensure that our employees are equipped with the right kind of skills, knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of our business.

By choosing the right type of training, we ensure that our employees possess the right skills for our business, and the same need to be continuously updated in the follow up of the best and new HR practices. To meet current and future business demands, training and development process has assumed its strategic role and in this regard few studies by Stavrou et al.’s (2004) and Apospori, Nikandrou, Brewster and Papalexandris’s (2008), have attained much importance as these highlight the T&D practices in cross-national contexts. Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance. Differently from
these studies, Cunha, Morgado and A Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed.

Frequent changes in technology and job design along with the increasing importance of learning and knowledge-based organizations, transform training and development process into an increasingly important facet of human resource development. Training and development process includes a wide range of learning actions and therefore to develop an organization with a strategic focus, it becomes a model of learning organization.

An organization survives if it is performing well in the environment by being profitable but if it fails to do so the organization may not survive. And worse is the decay of both human and physical structures (Manguènnandongo, 2002). The rationale of training and development is not only on the ordinary employees but as well as to their executives, to develop skills required in the diversification and competitiveness by making the organization successful. The benefits fall entirely for the employees and for the private companies. The target of the program being implemented in the companies is ultimately expected to contribute in the achievement of the objectives of the companies, increase the competency in the market, and improve the living conditions of the employees (ADBG, 2008). Under the participation of the stakeholders, the guidelines and implementation of training in the employees can achieve positive results. The workforce development is focused on attracting, developing, and retaining, the best of the people from the broadest business practices to meet the objectives or goals of the companies. Intentionally, training and development are provided for the employees with best of the career opportunities in different industry and encourages their individual growth and achievement (Kruger, 2008).

In order to maintain and nurture such organizations, we require strategic focus on the needs of learning, both for the employer and the employee. In order to create a win-win situation both for the organization and the employee, the employer must consider
the learner (the employee) as a vital investment for organization’s successful performance. In these organizations, a direct linkage between the organization’s mission and its learning culture, benefits both the employer and the employee, highlighting the positive associations of learning, motivation and organizational performance.

The learning organization therefore requires an environment that supports growth for individual capability and experience and, at the same time, increases business performance. For a learning organization to become effective, it is necessary that leadership support and guidance for continuous learning is vital, specially steered by the CEO

Employee Development is one of the most important functions of Human Resource Management. Employee development means to develop the abilities of an individual employee and organization as a whole so; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase (Elena P. 2000). Therefore, there is a direct relationship between Employee Development and Employee Performance. As when employees would be more developed, they would be more satisfied with the job, more committed with the job and the performance would be increased. When employee performance would increase, this will lead to the organization effectiveness (Champathes, 2006).

Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena P. 2000). Many of the organizations are investing in employee development. When organizations are contributing towards the employee development activities, the employees work hard; utilize their full skills and efforts to achieve the goals of the organizations.
2.2.2 Benefit of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

(i) High morale – employees who receive training have increased confidence and motivation.

(ii) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

(iii) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided

(iv) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion

(v) Give feeling of personal satisfaction and achievement and broaden opportunities for career progression and

(vi) Help to improve the availability and quality of staff.

(ii) Development

Before we begin our study of the assessment of the effectiveness of human resources training and development in Tanzania Ports Authority (TPA), it is important to understand exactly what we mean when we say development: Development describes the growth of humans throughout the lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development. The scientific study of development is important not only to psychology, but also to sociology, education, and health care. Development does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development throughout life.
(iii) **Training and Development**

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

**2.2.3 Training and Development**

Until recently there has been a general resistance to investment in training in the public service because of the belief that “employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidence that initial selection of personnel was at fault.” (Stahl, 1976). This assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organisations have come to recognize that training offers a way of “developing skills, enhancing productivity and and building worker loyalty to the firm.” (http://www.bls.gov/oco/ocos021.htm).Quality of work.

The importance of training and development is more obvious given the growing complexity of the work environment, the rapid change in organizations and advancement in technology, among other things. Training and development helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing
conditions. Indeed, the importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Training and development helps to ensure that organisational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. (Jones, George and Hill, 2000). It is further argued that training “helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability.” (www.businessballs.com/traindev).

Elaborating further on the importance of human resources development (HRD), the International Labour Office (2000) affirmed that development and training improves their trainees’ “prospects of finding and retaining a job; improves their productivity at work, their income earning capacity and their living standards; and widens their career choices and opportunities.” Management experts also argue that a major function of a manager is to develop people and to direct, encourage and train subordinates for optimum utilization.

All organizations have a vision and mission. Failure to develop people could result in goals not being achieved. Therefore, organisations align their training and development activities to their corporate strategy (Millmore et al., 2007:364). In order for academic staff members to deliver their services effectively and efficiently, they should be continuously developed (Thackwray, 1997:15). Various authors, including Pace et al. (1991, cited in Hargreaves and Jarvis, 1998:13), have written about the historical development of staff training. Since the mid-twentieth century much emphasis has been placed on employee development.

It is observed that the human resource development function is one of the important subjects of attention in the Public Sector Reform Program and this encompasses the development of the capacity to accept, adopt and implement specific elements of the program. It also involves efforts to enhance and develop requisite abilities and
aptitudes in terms of skills, knowledge, attitudes, and behaviors. In addition, it has entailed the enhancement of individual abilities of staff as well as introduction and improvement of systems and process. The word Development is an encompassing word and reflects some dynamism: movement from a particular state of affairs to a desired different higher state of affairs. Since development in Human Resource Management is taken to comprise increases in present level of skills, knowledge and abilities including the concept of continuous learning/education, training as a concept and a term has tended to be subsumed under the word development.

The Zenith Bank in Nigeria employs training and development as an organizational strategy of retaining employees. In a study conducted by Gberevbie, (2010) over a five year period from 2000 to 2005, he found out, that strategies that target retention of employees brings more profit to the organization. He was referring to training and development as one of these strategies. Other strategies include the promotion of the organization’s image, participation of staff in the organizational decision-making, regular enhancement of salary and other benefits and fair and just treatment of employees. The need for the abovementioned strategies is imperative. Organizations that have succeed to establish appropriate and effective employee-retention strategies experience a lesser number of employee turnover.

Yahaya (2007) conducted a comparative study on Zenith Bank, Union Bank and First Bank. He found out that Zenith Bank generated more revenues by training its employees with the use of information technology. Although its number of employees is fewer compared to First Bank, Zenith gained more because of their effective and efficient employees. Zenith bank met the most standard requirements. Employees were satisfied with the training and development opportunities that are available at Zenith Bank. The opportunities mentioned by the employees are, job training, employee orientation, skills enhancement training, learning and practicing of new skills, and the regular and periodic schedule of training and development in all the areas of the organization. In Zenith bank, employees attend both in-house and off-shore training and development courses on a regular basis. This is also complemented by regular on-the-job-training and incentive schemes such as
scholarship grants to children and spouses. Further in this bank formal and informal modes of communication are utilized to communicate with the employees.

Stahl (1986), training helps prepare employees for certain jobs that are unique to the public sector. Specifically on Nigeria, the Public Service Review Commission (PSRC) report in 1974 emphasized the importance of training and development. Three decades after, another reform endeavor (the 1988 civil reforms) emphasized obligatory and periodic training. A fundamental question is “what has happened to this important subject matter between 1974 and 1988?” The answer seems obvious. Little or nothing has been achieved. Despite the recognition of the importance of training by management experts and government as expressed in white papers on various reforms in Nigeria, the experience of manpower training and development in the Nigeria public service has been more of ruse and waste.

2.2.4 The Role of Institutions in Manpower Training and Development

The need for training institutions in Nigeria can be traced back to 1896 when some educated persons in Lagos proposed the establishment of a Training College and Industrial Institute. Though the idea was supported by the British government, it was not ready to make financial commitment. The lack of financial commitment on its part and the inability of the initiators to raise the required funds led to the demise of the proposal. Later, more concrete moves were made to establish institutions of learning in the country to cater for the acute shortage of manpower.

The post-independence efforts to develop a training system for the Nigerian civil service can be traced to Professor C.P. Wolle’s survey of 1967 on the Training Needs of the Federal Civil Service. Erero and Ayeni, 1992). The federal government commissioned the Institute of Administration, University of Ife, Ile-Ife to carry out a survey on the training needs of the civil service. The study was conducted and a report was submitted. The federal government came out with a White Paper on the Report in April 1969.
The purpose of training and development is extensive. Training and development builds a team of highly effective and efficient employees. Employees who are trained regularly are well motivated and have enhanced confidence and self-esteem. Training and development prepare and enhance employee’s knowledge and skills to enable them to adopt to new technology, the changes in the organization and the working environment. Training and development also creates a pool of employees for promotion or to replace employees who have left the organization.

Training and development enhances job satisfaction because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their job efficiently. Cross-training and multitasking of employees allows them to perform tasks other than what is relegated to them and gives them a sense of importance in the organization and feelings of security. The other purpose of training and development is for safety considerations, the handling of equipment, facility, and materials from the less risky to the very hazardous and the prevention of the cost of accidents. With training and development errors are reduced because employees are already well-equipped with the ways of the work (Mazin, 2001.)

2.2.5 Training and Development Function in Public Service Management in Tanzania
Since independence, a number of organizational changes and/reforms have been instituted at the national and regional levels, and business enterprises in Tanzania. These changes were brought out to promote efficient socio-economic development of the country. Among these changes or reforms include; Africanization or localization of the civil service and public enterprises (in the early 1960’s); nationalization of major business enterprises (in 1967) and decentralization of government administration to the regions (1972) (Abdi, 2005).

Also in 1980s the country experienced economic liberalization which was brought by different programmes including Structural Adjustment Programme (SAP), Economic Recovery Programs (ERP) and Economic and Social Action Program (ESAP). As a result of economic liberalisation the government considers financial reforms,
privatization and decentralization of government to districts as the main development agenda in Tanzania (Wangwe and Arkadie, 2000).

Within the same period, in 1989 the Government of Tanzania requested the donor community to provide assistance in carrying out a civil service reform programme. *United Nations Development Programme* (UNDP) responded positively through the project “*Strengthening Management in the Public Sector*” which was executed directly by the Government. One of the objectives was to study and recommend a National Training Policy and conduct training for those civil servants whom the government retains in its service to fulfil its stated role (UNDP, 2005). This was designed to assist civil servants in updating their skills so as to make them more efficient, effective and productive.

The need to strengthen the public sector was due to the identified problems such as overstaffing, declines in real wages, non-transparent pay systems, suboptimal organisation and management of public service functions and limited capacity in skills and administrative technologies. All these changes or reforms required massive training of management and administrative cadres in the public sector. Unfortunately they were not preceded by planned, concerted efforts to ensure that the available personnel becomes adequately trained and developed in order to assume more complex responsibilities and to increase their efficiency and effectiveness in their job performance (Fjeldstad, et.al., 2002). Parastatals have been mainly depending on external sponsorships for training their executives. However due to economic and budgetary constraints the sponsored trainings were inadequate.

Also, the Tanzanian government initiated programs which did not address themselves concretely to a specific training need of public enterprises (United Republic of Tanzania (URT), 2004). This goes against required practice which contends that employers should change their attitude in favor of training their employees otherwise they will continue to give the training function minimal consideration (URT, 2003). This indicates that there is no comprehensive policy to guide and design appropriate training programme. Consequently there has been
uncoordinated, fragmented and ad-hoc approach to training and utilization of human and financial resources resulting into poor service delivery to the public. In addition to that there was weak team working among managers, which has largely caused lack of understanding of the requirement and the pressures to maintain momentum in their own activities (Braathen, et al., 2005). All these problems created a need to review how effective the training and development (T&D) function is carried out.

This paper therefore investigates the effectiveness of Training and Development function at management level. Specifically it examined (i) the design of the training and development program, (ii) how it is implemented by comparing an ideal training program and the real one in PO-PSM, and (iii) to seek views as well as evaluate the attitude of trainees in the way the function is carried out. First, a reform program connotes planned change, change goals, and initiated change processes. Change to occur might require a change catalyst but implementation has to depend upon those who are part of the system and processes to be improved. It is logical that success in any change effort is a consequence of a certain facilitated degree of readiness to embrace change and ability to manage and adapt to changes in business processes.

Implementing change regardless how novel and beneficial the desired outcomes are requires some preparations on the part of staff concerned, especially staff of middle and higher leadership and managerial levels. The objective is two fold: to inculcate the necessary attitude to acceptance of the onset of a change process and creating or developing the required skills and knowledge for implementing the planned change processes. The change package cannot be necessarily complete and often during implementation innovations and adaptations have to occur.

The Office of Public Service Management (OPSM) according to Rugumyamheto (2002) is responsible for coordinating all public service employees training in the Tanzanian government and it is fully consulted in initiating new training schemes, or to make substantial changes in existing training programmes. The training and development function in the Public Service Office involves orientation exercise or
induction courses for all new entrants and then skill development programme that takes place each year or at least once in every two years for each staff.

The programme is drawn specifically for each different cadre and for each different level of grade in accordance with the training needs assessment which is undertaken for every cadre. This enhanced the achievement of the organization objectives, officer’s career progression, individual’s performance appraisal and gender balance. There is also leadership training to prepare individuals for top level positions in the public service (Rugumyamheto, 2002). Training policy of Tanzania states that Tanzania should be self sufficient in trained and skilled manpower required to man its economy (URT, 1998). In this case training should take place locally; however where local institutions have inadequate training facilities or where local facilities are non-existent, efforts will be made to secure and utilize training opportunities and scholarships that may be made available by friendly countries and International Organisations (Wangwe and Arkadie, 2000).

As a way of summary, the purpose of training is to improve knowledge and skills and to change attitude (Mullins, 1999). One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention (Colarelli & Montei, 1996; Becker, 1993). Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company’s success. Training can have a considerable influence on company finances as there are several potential training costs that companies may incur. One type of training related cost is direct cost. This may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost related to worker output and productivity during and upon completion of the training.

Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should
translate into higher wages and opportunities for career advancement. In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006).

2.3 Empirical Literature
This section presents empirical literature pertaining to effectiveness of training and development in public organization. It covers experience from countries outside Africa, African countries and lastly Tanzanian experience. Through an empirical study is done in Shenzhen by Xiao and Tsang (2001) in China findings show that in the fast-growing market-oriented economy in Shenzhen, employers have continued to provide on-the-job training to a large number of employees since the 1980s.

Training, often with job-related content, is provided to employees. Training is usually provided by firms and is related to job performance, meeting the needs of the organization, rather than emphasizing the cognitive perspective of the employees. Employees have also pursued self-financed adult education programs outside firms. Findings show that Northern Ireland gives a top priority in training and development of its workers to ensure that everyone is capable of carrying out their responsibilities to the best of their ability and in a manner which aspires to excellence in terms of quality, relevance, timeliness and accuracy of service provided (Civil Service Commissioner for Northern Ireland, 2007).

Similarly, Findings from Ghana and Tanzania show that the Management in most organizations strongly believes that it is in their corporate interest to attract, train and retain the best professionals. Experiences from Ghana show that training is used as a management tool for developing skills and knowledge. It is also used as a means of increasing employees and ultimately an organization's performance in terms of efficiency, effectiveness and productivity (Manu, 2004).

In Tanzania Human Resource Training and Development addresses the available human resources whose skill levels are deficient and need to be developed to perform their functions effectively and efficiently (Yembesi, 2009). In Tanzania Human
Resources Training function is under the Public Sector Reform Program. It involves efforts to enhance and develop employees’ requisite abilities and aptitudes in terms of skills, knowledge, attitudes, and behaviours. In addition, it entails the enhancement of individual abilities of staff as well as introduction and improvement of systems and process. To develop staff, the Public Service in Tanzania adopts career sensitive system for HR development supported by merit based recruitment and planning for succession. Nonetheless, attention is drawn to the on the job training (Issa, 2009).

More specifically, empirical findings from Northern Ireland, China, Ghana and Tanzania show that staff is trained on various things. For example, all new staff receives induction training and on-going training on the role and individual activities as appropriate. Senior staff is given refresher training on the management of the recruitment process, investigative techniques, dealing with complaints, awareness education and training in areas such as human rights, equality and diversity.

Line managers are given training in the new appraisal process and, advice and help in drawing up job descriptions, forward job plans and personal development plans. Not only that but also, they are given training in leadership, corporacy and management skills; training in setting business objectives, targets and evaluation techniques (Yembesi, 2009; Civil Service Commissioner for Northern Ireland, 2007; Manu, 2004; Xiao and Tsang, 2001).

They continue saying that all staff are trained on communication skills, customer service and relationships, organizing and arranging of meetings and events, management of diaries, minute taking and implementation of the Communications Strategy action plan. Moreover, all staff will be encouraged and trained, as appropriate, to make greater use of information technology and to be proficient in the use of technology for the management of information. Also, specific tailored or customized training will be provided as required.
Empirical findings from a study done by Ngirwa (2006) in Tanzania reveals that organisation which desire to maintain or improve their competitive edge in today’s dynamic world require a well-trained and developed staff for an effective and efficient provision of quality product and services to their customers to occur. Staff training intervention in Tanzania has usually involved organizing intensive short, medium and long-term customer-tailored staff development programmes at internal and other external training institutions locally and abroad (TRA, 2011).

Typical comprehensive models of training and development (Goldsein, 1986, Kowalski, 1988) are concerned with skill proficiency of personnel and organization competitiveness in varied organizational settings. The principal objective of training is to improve employees’ job related abilities (e.g. specific job-related knowledge, skills and attitude), and promote the transfer of the acquisition to the work settings. Based on industrial psychology approach, studies on training have been focused of retention of skill and knowledge after the training and relapse prevention (Wexley & Baldwin, 1986; Leifer & Newstrom 1980; Marx, 1982).

Empirical studies from Tanzania show that in guiding proper Training and Development, organizations launch and implement comprehensive training policies that seek to produce competent workers with the requisite professional attitudes and behaviour. Human Resource Policy major goal is to have a well-planned, trained deployed and motivated workforce (URT, 2008).

The training designed deliberately seeks to institutionalize a new corporate culture that promotes improved performance, professional integrity and customer-focus (TRA, 2011; Republic of Ghana, 2007; Xiao and Tsang, 2001). The training policy strategy considers both organizational and individual needs for staff career development. Staff training intervention usually involves organizing intensive short, medium and long-term customer-tailored staff development at external training institutions locally and abroad (TRA, 2011).
Employee development programs are not a new idea in the United States. General Motors established one of the first corporate universities in 1927 with the General Motors Institute (Gerbman, 2000). The concept was slow to catch on, but in the 1950s a variety of organizations followed the same path. During the 1950s General Electric established Crotonville Management Development Institute and Walt Disney began Disney University (Gerbman, 2000). McDonald’s followed this trend with the establishment of Hamburger University to train its managers in the early 1960s (Garger, 1999). Despite these progressive organizations, employee development and career planning still experienced some growing pains.

In the 1970s, career planning and development efforts were focused on young employees that seemed to have high potential. It was a way for companies to plan for the future and nurture young workers for senior management positions (Moses, 1999). This career path model fit well with the traditional commitment employees would offer to companies. Chris Argyris referred to this commitment as a “psychological contract” in which employers were almost guaranteed long term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training (Feldman, 2000). The ability to get on this fast track to the top of a company diminished in the 1980s when companies were moving to a flattened hierarchy with less room for promotions. People quickly realized that they were reaching plateaus in their careers and the opportunities for advancement did not exist (Moses, 1999).

The concept of career planning became less realistic for both individuals and organizations because neither could count on long term commitment (Feldman, 2000). The stock market crash of 1987 was a major turning point in employee development. Daniel Feldman keenly states that, “where once large corporations were seen as bastions of job security, they are now seen as minefields of job insecurity” (2000). Not only were corporations flattening, they were also downsizing and restructuring to compensate for loss of revenue. These drastic changes in the job market also led to changes in employee development programs.
2.4 Research Gap
Although Employees training plays a very important role in the operations of organizations and its effectiveness, many public organizations presume that employees hired under a merit system must be qualified because they were already trained for their jobs. Thus they do not implement training and development.

2.5 Conceptual Framework
Proposed Model (Self-made) the propose model is devise in the light of literature review of past researchers conducted in different studies related to employee development and employee performance. The propose model is self-made and explains the relationship between employee development and employee performance. Employee performance is a dependent variable and Employee development is independent variable. Employee development variable is operationalized by the following sub variables, Employee Learning, Skill Growth, Self-Directed, Employee attitude and behavior.

Figure 2.1: Employee Development

Employee Learning explains the process of acquiring knowledge through curiosity to learn. It is a mind-set who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity.
**Skill Growth** means to increase in the skill inventory level of an employee. The skill growth is possible through training and coaching. The skill level will effect on the employee performance. Employee performance will affect the organizational effectiveness.

**Self-Directed.** Employee development also depends upon the individual employee, how much curiosity to learn. How much curiosity to learn an individual employee? How to learn to develop themselves?

As when individual employee wants to learn, he would learn more and more, he would participate in many other activities such as attend seminars, workshops and others training sessions, either on the job or off the job. This indeed would lead to employee development, and employee development would lead to increase in employee performance (Elena P. 2000).

**Employee attitude and behavior** refers to the responsiveness of an employee. When employee is nominated in different workshops, and training sessions, the employee attitude and behavior will determine the seriousness in training and development programs. The responsive employee will learn different skills which will increase the employee performance. Employee performance will affect the organizational productivity.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter provides the methodology employed during the study. It explains the way in which the research was carried out. It is organized under the following sub sections; area of the study, the research design, the population, sampling techniques, research instruments, and data collection procedures and data analysis procedures.

3.2 Area of the Study
The research was conducted at TPA in Dar-es-Salaam. TPA was chosen by the researcher because of its proximity. This helps the researcher to minimize the traveling cost. In addition to that TPA trains it workers, what is not known is how effective the training and development is in relation to organization performance. This and other related factors influenced the researcher to conduct this study to find out the relationship between training of workers and the organization performance.

3.3 Research Design
Research design is the overall plan of how the research was conducted, what and how evidence was be gathered, analyzed and interpreted based on the research questions (Easterby, 2008). This study used case study design as a design of investigation out of which collection of data was possible. According to Yin (2009) explains that case study design is a research method based on an in-depth investigation of a single individual, group, or event. It may be descriptive or explanatory.

Yin (2003) adds that case study is an empirical inquiry that it investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Yin (2003) notes, however, that case study methods may be used for the “evaluation” of businesses and government programs with the goal of identifying potential explanations for their successes or failures. Case study design was used because
allows an in depth study to be carried out in the selected study entity. In addition, it enables the researcher to capture the emotional perspectives of the respondents as far as employee satisfaction is concerned. This Case study design was also valid for this study because for its flexibility in the use of data collection methods.

3.4 Population of the Study
The population of the study included employees from fifteen departments, these includes, Finance and Administration, Management service, Management, Human Resources, Planning, Procurement and Supplies, operations, Auditing, Engineering, Port health center, Information ,communication and technology, Legal, and Cooporate communication, Marketing ,Bandari college. These Departments are selected because they are the key sources of information.

3.5 Sample and Sampling Techniques/Procedures
The sample size was fifty (50) respondents were purposively selected for the study out of the total 354TPA employees. Purposive and random sampling and Table 3.1 indicates findings.
Table 3.1: Sampling Distribution

<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>6</td>
</tr>
<tr>
<td>Auditing</td>
<td>2</td>
</tr>
<tr>
<td>Human Resources</td>
<td>11</td>
</tr>
<tr>
<td>Management service</td>
<td>1</td>
</tr>
<tr>
<td>Operations</td>
<td>1</td>
</tr>
<tr>
<td>Legal</td>
<td>1</td>
</tr>
<tr>
<td>Bandari college</td>
<td>5</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>Information, communication and technology</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Port Health center</td>
<td>1</td>
</tr>
<tr>
<td>Planning</td>
<td>2</td>
</tr>
<tr>
<td>Procurement and Supplies</td>
<td>6</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Cooperate communications</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**Source:** TPA Staff Profile Data Base, 2013

3.6 Data Collection Methods and Instruments

The following were data collection methods and instruments used during data collection.

**Questionnaire**

A questionnaire (instrument) refers to a set of written questions that people respond to directly on the form without the aid of an interviewer (Monette, et. al., 2008). Standardized and structured questionnaires with both open and close ended questions were administered directly to respondents for them to fill in data. Questionnaires were used because allows a researcher to collect data from a large audience located in different geographical areas cost effectively. The Questionnaires were in one part only, constituting the main items, which directly addressed the research questions. Items 1-3 was expected to provide an answer to the number of years employees had worked with the organization, their gender as well as educational background.
Items 8-12 of the questionnaire were to elicit information on training programs available at TPA, their benefits to employees in the various departments. Items 13-15 sought information on employees’ development and the role of management in assisting them. Items 16 and 17 were to provide insight into the perception of employees as to whether employees were aware of any career progressions that management had outlined for them.

The remaining items were basically to throw more light on TPA’s training policies, the importance they attach to it and employees awareness of any such policies. The questionnaire greatly helped the researcher in her data analysis. Other minor tools used were personal interviews and direct observation.

The Group Training Manager and Human Resource Manager were also interviewed to ascertain whether Tanzania Ports Authority has been involved in training and development for employees over the last 10 years (2000-2010), whether there is a documented training policy in place, and whether there are Career progression projections for all employees.

**Interviews and Interview Questions**

According to Monette, et. al., 2008) interview is a method in which an interviewer reads questions to respondents and records their verbal responses. In depth face to face Interviews were conducted by the researcher during the working hours to collect additional information that was not covered in the questionnaire. The respondents who participated in the study were purposively selected based on the judgment of the researcher. Interviews were used because conservesand cost effective. It is designed to collect the respondents’ views and opinions. The purpose was to solicit in depth information which was not forthcoming from ordinary workers who were not key decision makers. In addition, face to face interviews tended to increase high response and return rates.
In line to this, interview questions (instrument) were used to effect interviews and questions were both closed and open-ended. Data collected from the use of interviews and interview questions constituted primary data.

**Observation and Observation Schedule**
Non-participant observation was used to collect data. It is used to get first hand information on the spot on the real situation of employees’ training in public services at TPA. Through this method information that is pertained to skills, perception and knowledge was gathered and analyzed by the researcher who was actively involved as a participant observer. The researcher had to go to various departments to observe the general working environment. In observing the activities and staff behavior it helped the researcher to acquire relevant information in as far as the study is concerned. Participatory observation enabled the researcher to see workers while performing routine activities of the organization and thus it help in evaluation of their performance to establish any training needs depending on the assessment.

**Documentary Review and Documentary Review Schedule**
Secondary data were collected through the use of documentary review method. Both published and unpublished materials like books, theses, journals, articles, research reports, budgets, project documents and e-resources etc were reviewed and major points was summarized. By using documentation the researcher obtain some important secondary data from different sources such as reports from secondary data, official and personal files and management meetings.

A documentary review Schedule (instrument) was used to effect systematic review of identified documents. The employment of documentary review method was good for this research because provided contemporary information and also help in understanding how training needs are identified, how training planning is done and its implementation at TPA.
3.7 Validation of Research Instruments

Prior to the use of data collection instruments, prepared instruments were pre-tested on a smaller sample (Six (6) respondents), three (3) from each Department as outlined above. Findings from the pre-test were used for reviewing the instruments to make them better for taping data based on the research objectives.

3.8 Data Analysis Procedure

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed qualitatively and quantitatively. The qualitative data from interviews and secondary documents were analyzed using content analysis and logical analysis techniques. Quantitative data analysis was done by the use of Microsoft word 2010-integrated package on a personal computer and the A Statistical Package for Social Scientists (SPSS) software were used to derive, frequencies, percentages, tables and charts etc. Qualitative data from interviews and open ended questions was organized into meaningful themes and analyzed using content analysis. This enable the researcher to interpret data collected and ultimately make necessary, recommendation and reach a conclusion.

The technique for quantitative data analysis was the frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues.
CHAPTER FOUR

DATA PRESENTATION, AND ANALYSIS OF FINDINGS

4.1 Introduction
In this chapter collected data is presented, analyzed and discussed based on research objectives.

4.2 Respondents’ Characteristics
The characteristics of respondents who participated in this research were analyzed because of being significant to the study. The following were findings.

4.2.1 Age of Respondents
The researcher needed to know the age distribution of respondents to help categorize the employees because the Dar es Salaam port employs different categories of employees. Figure 4.2 below summarizes the data obtained on the ages of respondents.

Figure 4.1: Age Distribution of Respondents

Source: Field data, 2013
Analyzing the data obtained from the questionnaire, figure 4.2 reveals that 30 respondents between 36-45 years representing 37.5% formed the majority with 20 respondents each between the ages of 18-25 representing 25% and 26-35 representing 25% respectively. 5 respondents aged between 46-55 representing 6.25% and between 56-59 representing 6.25%. From the above figure, it is evident that most of respondents were between ages 36-45. This age signifies that the group consisted of a good number of adults who may provide valid and reliable experiences.

4.2.2 Gender of Respondents

The gender of respondents was determined and figure 4.2 below presents findings.

Figure 4.2 Gender Compositions of Respondents

Source: Field data April 2013

The figure shows that the male respondents formed majority of the target population with a total of 30 representing 70%, while 15 respondents representing 30% were females.
4.2.3 Educational Background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. Table 3.2 below presents the data of educational background of respondents:

Table 4.1: Respondents’ Levels of Education

<table>
<thead>
<tr>
<th>EDUCATIONAL BACKGROUND</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Ordinary Level</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Advance Level</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>HND</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>First Degree</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher Data, 2013

From table 4.1 it can be seen that respondents hold a range of educational qualifications from SHS to Masters Level. Most of the employees constituting majority of the total respondents have no professional qualification. 11 of the respondents are Advance level holders. 10 out of the 50 respondents are Senior high School graduates and 8 holding the Ordinary Level certificate. 9 of the respondents are HND holders with the degree holders representing only 18%. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

4.2.4 Job Position of Respondents

TPA as an organization involved in port operations has over the years developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills,
attitudes, knowledge and competencies for improved worker performance. The table below captures the positions of the respondents:

Table 4.2: Respondents’ Job Positions

<table>
<thead>
<tr>
<th>EDUCATIONAL BACKGROUND</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineers</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Finance officers</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Operations clerks</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Computer operators</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Supplies officers</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Planning officers</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>HR officers</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Legal Officers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>cooperate comm.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Medical Off</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher Data, 2013

Table 3.3 gives the various positions of employees who responded to the questionnaire. Junior engineers formed the majority with 6 representing 12%, 8 Finance Officers representing 16%, 10 Accounts clerk Table 4.2 gives the various positions of employees who responded to the questionnaire. Junior engineers formed the majority with 25 representing 31.25%, 5 Secretaries representing 6.25%, 10 Accounts clerks with 12.5% representation, 5 Computer Operators representing 6.25%, 20 machine operator representing 25%, 5 security officer representing 6.25% and 10 drivers representing 12.5%. This analysis indicates TPA employs various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals.
4.2.5 Respondents’ Work Experiences

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. The table below represents the categories of years of service as indicated by the respondents.

Table 4.3 Respondents’ Work Experiences

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>11 – 20</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>21 – 30</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>31 – 40</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data April 2013

The respondents have served in TPA from 1 to 40 years. This means the organization has a blend of experienced and young professionals who require constant refresher training and development to update their skills and perform on the job.

4.2 Employees’ Awareness on Training and Development at TPA

The objective intended to determine the extent employees were aware of on TPA provision of training and development of employees. Respondents (5) were asked to if they were aware of the TPA provision of training and development and Figure
Figure 4.3: Employee Awareness of Existence of Training Policy at TPA

Source: Field data April 2009

Figure 4.3 indicates that respondents (60%) said that ‘yes’ indicating that they were aware of training and development of staff and respondents (25%) said ‘no’ indicating that they were not aware of availability of staff training and development. Respondents (15%) remained silent a situation which did not enable the researcher to determine their positions with regard to their awareness on staff training and development.

Respondents (50%) who indicated to be aware of staff training and development at TPA provided various responses to prove the extent of their awareness. For example, respondents (10%) mentioned availability of staff development and training policy at TPA which was a guide for implementation of staff training and development. One respondent from this group explained that ‘….. The staff development and training policy gives the general direction, provides guidelines and informs employees of training and development opportunities available’. On this respondents (4%) explained that employees certainly cannot take advantage of the opportunities offered by a policy. But they have to meet conditions stipulated in the policy and the implementers of the policy should adhere to the criteria stipulated in the policy with regard to staff training and development.

Respondents (13%) explained further that the purpose of staff training and Development at TPA was to achieve individual and organizational performance.
Respondents’ arguments are valid because the fundamental purpose of training is to improve knowledge and skills and to change attitudes and behavior for the purpose of enhancing organizational effectiveness and performance.

In light of this, training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training at TPA.

According to the respondents (2%) from Group Training Manager and the Group Human resource Manager, the training given to employees at TPA is to help improve the skills, knowledge, abilities and competencies. It was further revealed from the study that the ultimate objectives however was to help improve both individual and organizational performance. Respondent (1%) intensively highlighted that clearly, purpose of training at TPA was in the line with the general purpose of training.

A researcher conceived the response with caution because it is also known that good intentions are not always carried through. The concern therefore is about how TPA carries through its training and what impact the training has had on its employees in terms of improved organization performance.

### 4.3 The Extent of Implementation of Training and Development Policy at TPA

The objective intended to investigate the extent TPA provides training and development to employees. In this case, the participation of employees in training and development was first determined. Respondents (50) provided responses as indicated in Table 4.4 below.
Table 4.4: Respondent Participation in Training at TPA

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data April 2009

Table 3.5 shows that almost 79% of respondents have ever participated in training in one form or the other. Interestingly, as much as 30% have not participated in any form of training in spite of the known dividends of training and even when TPA has a clear training policy. This picture is the more interesting in view of the fact that the respondents have been in the service of TPA from one to forty years. Training benefits organizations in terms of improving morale of employees, lower costs of production, and facilitates change management among others. It is significant that out of fifty respondents, as many as 15 have not participated in any training.

Based on the above findings, it can be argued that the importance and relevance of training to organizational performance is well known. It is a well-known fact that develops skills, attitudes, and abilities. The researcher also investigated how the selection of employees for training was conducted and Table 4.5 indicates findings.

Table 4.5: Selection for Training

<table>
<thead>
<tr>
<th>Selection criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor recommendation</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>Employee request</td>
<td>1</td>
<td>1.82</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>New Technology</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>Don’t know</td>
<td>38</td>
<td>69.1</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2013
The table 4.5 indicates that many respondents (38 out of 50) do not know how they are selected for the training programs they participated in. The Training Manager was asked about the criteria for selecting employees for training, his response indicates that participants are selected based on various criteria and he was not able to specify exactly how training needs are identified except to say that it depends on the circumstances.

It was revealed from the study that training has long been taking place at TPA, and particularly for our study period (2000 – 2010). According to data in Table 4.5 that almost 70% of respondents have participated in training in one form or the other at TPA. Literature indicates training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training. In light of this, selecting participants through a careful process of training needs identification is therefore the proper process of initiating training.

Then types of training provided by TPA to employees were investigated. The following Table indicates findings.

**Table 4.6: Type of Training Received**

<table>
<thead>
<tr>
<th>TYPE OF TRAINING</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management and Accounting package</td>
<td>12</td>
</tr>
<tr>
<td>Computer Application</td>
<td>64</td>
</tr>
<tr>
<td>Clerical skills Development</td>
<td>18</td>
</tr>
<tr>
<td>Secretarial Duties</td>
<td>6</td>
</tr>
<tr>
<td>Induction/Maintenance</td>
<td>25</td>
</tr>
<tr>
<td>Efficient Supervisory course</td>
<td>18</td>
</tr>
</tbody>
</table>

*Source: Researcher Data, 2013.*

These courses can generally be classified as job training and refresher training. It was important for the study to determine the kinds of training that take place at TPA. In
the interview with the Training Manager, he indicated that they engage in job training, refresher training, development training, group training. The respondents were also asked what kind of training they have received over the period and the 50 respondents who have received one form of training or the other mentioned various programs with the key ones summarized below as a percentage of the total for each type:

It was revealed from the study that the selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. This is inline with what have been revealed by DeCauza et al (1996:70) that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

In light of this, findings indicated that there were varieties of training approaches that managers have been using. Respondents (45%) explained that TPA engages in orientation training for new employee, refresher training for existing employees, job training, and career development training. Regarding training methods, respondents mentioned on the job training, mentoring, seminar etc as the methods of training. It was necessary to assess these methods from the point of view of the respondents. So the were asked a question regarding what training methods they had experienced.

On how the training plan, lessons, and trainers were determined, findings indicated that it depended on the situation at hand. Training is a planned and systematic process that goes to develop employees and it is significant to note that the training process at TPA seem to depend on contingency. It was also necessary for the researcher to assess TPA’s commitment to career development issues. Granting of sponsorships for further studies is one such opportunity to develop the capacity of staff to meet future challenges. Accordingly, respondents (25%) were asked ‘if they have ever been sponsored for further studies or personal development programs and of sponsorship were you offered.
It was revealed from the study that most of the respondents indicated that they have never been sponsored. In the absence of training and development of employees by Management of Tanzania Ports Authority, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates.

Findings indicated that employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their application for study leave was turned down with those who were persistent being advised to resign. Findings also indicated that those who sought for part-time programs were disengaged after their studies as Management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies.

What may happen under such circumstances is that employees desirous of developing their career through further studies but do not want to lose their jobs will resort to a hide and seek game (absenteeism) to enroll and complete study programs. Others may actually quit their job which could lead to high labor turnover in the organization with its attendant disadvantages. Accordingly, employees were whether they have ever self-sponsored themselves to acquire skills, knowledge and abilities.

Further investigation was done on career progression projections for Employees regarding whether respondents have knowledge on the existence of any career development projections for them, all respondents (95%) indicated that they are not aware of the existence of any such development program. Furthermore, respondents were also asked whether they are aware of the existence of any employee training and development projections for them.

All respondents said they were not aware of any such projections. These responses are in accord with the training Manager’s assertions that TPA is yet to fully develop career progression, and training and development projections for employees. For an organization that has been engaged in training for the past ten (10) years, these omissions are significant because they have far reaching consequences for worker
performance and productivity as far as the training and development component is concerned.

4.4 Training and Development Practices and Methods at TPA

The objective intended to probe training an development practices and methods at TPA. The training practices and methods of TPA were therefore assessed using responses from questionnaires administered to the sample of employees, and interview granted by the Training Manager of TPA. Table 4.7 below summarizes the case:

**Table 4.7: Respondents Opinion on Planned and Systematic Nature of Training and Development Activities at TPA**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned and systematic</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Unplanned &amp; Unsystematic</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

These responses, together with the hesitation of the Training Manager in providing answers to similar questions add up to the conclusion that training and development at TPA indeed might be unplanned and unsystematic as hypothesized. Then effects of Training and Development on Worker Performance and Productivity were investigated and motivation through training was identified as it is presented in the following table.

**Table 4.8: Motivation through Training**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>28</td>
<td>62.3</td>
</tr>
<tr>
<td>NO</td>
<td>17</td>
<td>37.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher Data, 2013
The table 4.8 shows that an overwhelming majority of respondents (62.2%) don’t feel motivated by the training activities of TPA. This is significant because motivation generally seeks to boost employees’ morale to work hard and thus increase productivity. In this regard, training is a planned and systematic effort by which Managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals.

One of the key known benefits of training is the motivation it provides those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel motivated and satisfied with the training and how it is applied at TPA.

Similarly, the respondents were asked ‘Has training offered you the opportunity to identify any potential you have for further development?’ The table below illustrates the responses:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>NO</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher Data, 2013

In the opinion of the respondents, training has not offered any opportunity for personal development. As many as 11 out of 50 respondents which is 22% said ‘No’ to the question. This may not be surprising because it has been established in the earlier discussions that training at TPA is generally unplanned and unsystematic. Investigation on training and employee performance was investigated. The following Table indicates findings.
Table 4.10: Respondents Opinion of Training Effect on Employee Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Not sure</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Field data April 2013

Table 4.10 illustrates clearly that as many as 32 out of 50 respondents do not link their performance to training. In addition to the 10 who are not sure of any link, it can be concluded that a total of 32 out of 80 respondents do have the opinion that training had no effect on their performance. This is significant because the purpose of training at TPA is to improve individual and organizational performance and if as many respondents think training does not impact their performance, and then the whole process of training ought to be reviewed. The respondents (50%) were further asked if the training and development activities in the organization have equipped them with higher skills for performance.

Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. These findings are in line with what is stipulated in literature that sources of productivity gains include: Higher skills – an increase in labor skills, more capital – an increase in the ratio of capital to labor, improved management – better use of available resources in the production process, technological advancement – the development and use of better capital equipment (Schiller, 2002)

Further analysis revealed that it is difficult to isolate the various variables that contribute to productivity and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of productivity which relates to employee training and development and the impact of such higher skills on the performance and productivity of the individual employees. This focus is founded on the basis that employees will not perform well at work no matter how hard they
try and regardless of how much they want to until they know what they are supposed
to do and how they are supposed to do it.

Thus, it is the knowledge and skills acquired for the job that makes employees
effective and efficient. Training is the means by which such skills; knowledge and
attitudes are impacted to employees to enhance efficiency and effectiveness. In
measuring the impact of training and development on worker performance and
productivity, respondents were asked the key question ‘In your opinion, do you think
training has helped improve your performance since joining
CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction
In this chapter a summary of the whole study is given, the chapter also provides the conclusion and recommendations.

5.2 General Summary
The research on the effects of training and development on employees was done at Tanzania Ports Authority (TPA) and 50 respondents participated in this study. The general objective of the study was to investigate the influence of employees training and development programs on the organization performance. Specific objectives were as follows: To investigate Employees’ Awareness on Training and Development at TPA, to determine the Extent of Implementation of Training and Development Policy at TPA and to assess the Training and Development Practices and Methods at TPA Case study research design was employed Data was collected from interviews with the Group Human Resource Manager and Training Manager, and supported by secondary data indicates that indeed training and development activities in TPA date back to the early sixties when the Authority was established. Thus training and development activities have long been human resource management tools at TPA even over the past ten (10) years. The hypothesis was supported by evidence from data collected.

Data collected was presented and analyzed also indicated that the purpose of training and development activities at TPA is to enhance the SKAC of employees and thereby achieve improved individual and organizational performance.

Findings indicated that a good number of employees were aware of training and development of employees at TPA and were able to provide the meaning, importance and types of training which are available.
It was revealed from the study that TPA have training and development policy which fashioned to achieve the purpose of training and development which was the provision of a coherently structured document for guidance and improvement in access to training and development’. Findings indicated further that the existence of training policy at TPA and an examination of the contents of the policy indicates a clear structure for training and development which if implemented aimed to improve access to training to all employees.

Findings also revealed that the organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as they situation demands. Training activities are largely not evaluated. Sponsorships for further studies (career development) are minimal and there is no career progression projection, nor training and development projections for individual employees. This led many of the respondents to conclude, and rightly so, that training in the organization is unplanned and unsystematic.

Finally, the study attempted to establish a relationship between training and development and individual performance by postulating the hypothesis that ‘Training and development activities at TPA have largely failed to positively impact worker performance and productivity’. This relationship was examined in terms of training contribution to respondents’; Motivation, opportunity to identify potentials for further development, performance and, attainment of higher skills for performance. The general findings indicated that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training and development activities. It was also established that the respondents do not feel training has offered them opportunity to identify potentials for further development. Clearly also, an overwhelming majority of respondents do believe training have had no impact on their performance and further indicted that training indeed had had no impact on their job skills. The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most the
time their programs are seen as being unapproved by Management and therefore irrelevant to TPA’s work.

This was contrary to the objectives stated in the staff training policy that opportunities will be given to employees as necessary for more training and development program to improve their role and performance to their duties.

5.3 Conclusion

On the whole, the study sought to investigate the impact of training and development on worker performance and productivity in public sector organizations using TPA as a case study and findings and recommendations provided. TPA will need to take action to correct its training and development activities, and make sure the processes involved are duly followed.

The findings of this research indicated that TPA’s nature of work depends mainly on high technological and sophisticated equipment. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid technological advancement.

From the results of the study, it can be concluded that TPA certainly had a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed.

It also organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in TPA. Employees who realized the need for change in attitude and want to develop themselves through formal education in order to be abreast with modern technological advances self-sponsored themselves to acquire these skills.

5.4 Recommendations

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

**Systematic Training**

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

The needs identified should emanate from TPA’s strategic plan, which also cover departmental/sectional/teams and individual plans. TPA should see learning, training and development as well as training’s objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.

**Objective Should be SMART and Unambiguous**

Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the Ports. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

**Provide Specific Information to Employees**

Performance appraisal information system which is used yearly at the TPA to assess employees’ performance should provide specific information to employees about their performance problems and ways they can improve their performance. This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.
Create more Opportunities for Training
Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

Career Planning and Development
Organizational career planning involves matching an individual’s career aspirations with the opportunities available in the organization. Career pathing is the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in TPA, both the Authority and employees must assume equal share of the responsibility for it.

Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training to its employees. Development and succession planning will also play a great role. Career progressions projection plans and training and development projections should be made available to each employee.

Develop Employees through Formal Education
The TPA could develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or an executive MBA and university programs which normally involve lectures by experts, business games and simulations, adventure learning and meetings with customers.

Motivation and Morale
Motivation generally seeks to boost employees’ morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training and development programs, TPA should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters.
Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation and morale leads to job satisfaction, which in turn leads to development.72

**Enrich Job Experience**
Most employee development occurs through job experiences. Development is most likely to occur when there is a mismatch between the employee’s skills and past experiences, and the skills required for the job. To be successful in their job, employees in TPA must stretch their skills. There are several ways that job experiences can be used for employee development in TPA and these include the enlargement of current job, job rotation, transfers and promotion to positions with greater challenge.

**Improve Interpersonal Relationships**
An interpersonal relationship is another way for employees to develop skills, increase knowledge about the organization and its clients by interacting with a more experienced member. Interpersonal relationships can develop as part of a planned effort to bring together successful senior employees of the TPA together with less experienced ones.

**Provide Psychological Test**
Some organizations use psychological method to measure employee’ skills, personality types and communication styles. An example of such psychological test for employees’ development is the Myers Briggs Type Indicator (MBTI). The test consists of over 100 questions about how the person feels or prefers to behave in different situations. The MBTI identifies individual preferences for energy (introversion versus extroversion), information gathering (sensing versus intuition), decision making (thinking versus feeling), and life style (judging versus perceiving).
TPA can use MBTI for the understanding of such things as communication, motivation, teamwork, work styles and leadership skills of its employees. However, it should be noted that MBTI cannot be used to appraise employees’ performance because it does not measure how well employees’ perform their preferred functions.

**Evaluate Training for Effectiveness**

It is vital to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.
REFERENCES


Iftikhar Ahmad and SirajudDin, Gomal Medical College and Gomal University, D.I.Khan, Pakistan (2009), “EVALUATING TRAINING AND DEVELOPMENT”

Management as a Competitive Tool in Europe,’ working paper, London: Henley College.


Partlow, C.G. 1996. "Human-resources practices of TQM hotels", Cornell Hotel & Restaurant


Strategic Management, HRM Practices and Organizational Performance, A Model


APPENDICES

Appendix 1:  Questionnaire for Employees of TPA

QUESTIONNAIRE

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher CONSOLATA J. KABUNDUGURU a final year student of the MZUMBE UNIVERSITY DAR ES SALAAM CAMPUS, complete her thesis on the topic; ASSESSMENT ON THE IMPACT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE IN PUBLIC SECTOR ORGANISATIONS: A CASE STUDY OF TANZANIA PORTS AUTHORITY, in pursuance of Master of Science in Human Resources Management degree.

NB. All information given would be treated with utmost confidentiality. Thank you.

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)
   (i) 18 – 25 ( )
   (ii) 26 – 35 ( )
   (iii) 36 – 45 ( )
   (iv) 46 – 55 ( )
   (v) 56 – 59 ( )

2. Gender;
   (i) Male ( )
   (ii) Female ( )
3. Educational Background;
   (i) Senior High School ( )
   (ii) Ordinary Level ( )
   (iii) Advance Level ( )
   (iv) Higher National Diploma ( )
   (v) First Degree ( )
   (vi) Master’s Degree ( )
   (vii) Other (please specify) ( )

SECTION B

INFORMATION ON TRAINING AND WORKERS AND ORGANIZATION PERFORMANCE

4. What is your position in TPA?
   (i) Operations Clerk ( )
   (ii) Accounts Clerk ( )
   (iii) Human Resources Officers ( )
   (iv) Driver ( )
   (v) Office Clerk ( )
   (vi) Computer Operator ( )
   (vii) Junior Engineers ( )
   (viii) Security Officer ( )
   (ix) Supplies Officer ( )
   (x) Legal Officer ( )
   (xi) Medical Officer ( )

5. How long have you been working with TPA?
   (i) 1 – 10 years ( )
   (ii) 11 – 20 years ( )
   (iii) 21 – 30 years ( )
   (iv) 31 – 40 years ( )
6. Are you aware of any training programme in TPA?
   (i) Yes ( )
   (ii) No ( )

7. Have you had any form of training since you joined TPA?
   (i) Yes ( )
   (ii) No ( )

8. If you answered yes to question 6, how long ago?
   (i) 1 – 6 months ( )
   (ii) 7 – 12 months ( )
   (iii) 1- 3 years ( )
   (iv) Over 4 years ( )
   (v) Not applicable ( )

9. If you have been with TPA for at least two years, how many times have you had any form of training?
   (i) Only once ( )
   (ii) Twice ( )
   (iii) Several times ( )
   (iv) Never ( )

10. How were you selected? Please specify.
    ..................................................................................................................................................
    ..................................................................................................................................................
    ..................................................................................................................................................

11. What were the objectives of the training?
    (i) To help improve performance ( )
    (ii) To acquire more skills ( )
    (iii) Other please specify ( )
12. What kind of training did you participate in? Please specify

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

13. What methods were used for the facilitation?
   (i) Seminar ( )
   (ii) On-the-job training ( )
   (iii) Understudy training ( )
   (iv) Formal Lectures ( )

14. How was the training evaluated? Please specify.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

15. In your opinion, do you think training at TPA is planned and systematic?
   (i) Yes ( )
   (ii) No ( )
   (iii) Not sure ( )

16. Are you motivated by and satisfied with the training program of TPA?
   (i) Yes ( )
   (ii) No ( )

17. In your opinion, do you think training has helped improve your performance since you joined TPA?
   (i) Yes ( )
   (ii) No ( )
18. Has training offered you the opportunity to identify any potential you have for further development?
   (i) Yes ( )
   (ii) No ( )

19. Have you ever been sponsored for further studies or personal development program? What kind of sponsorship please specify
   (i) Yes ( )
   (ii) No ( )

20. Are you aware of any career development projections for you?
   (i) Yes ( )
   (ii) No ( )

21. Are you aware of any training and development projections for you?
   (i) Yes ( )
   (ii) No ( )

22. Have you ever self-sponsored yourself for further studies to acquire new skills, knowledge and abilities?
   (i) Yes ( )
   (ii) No ( )
Appendix 2: Interview Schedule for Management of TPA

SCHEDULED INTERVIEW QUESTIONS FOR MANAGEMENT OF TANZANIA PORTS AUTHORITY

Fill in the blank spaces and tick the appropriate check boxes.

Rank………………………………………………………………………………………………………………

Department ………………………………………………………………………………………………………

1. Has TPA been involved in training and development for employees over the past 10 years (1999 – 2008)?
   …………………………………………………………………………………………………………………

2. How long has TPA been involved in training and development?
   …………………………………………………………………………………………………………………

3. What are the major purposes of training and what key internal and external influences impact on training?
   …………………………………………………………………………………………………………………

4. Does TPA have a training policy in place? Is the policy documented?
   …………………………………………………………………………………………………………………
5. Briefly describe the training policy and procedures in TPA

6. Are the rank and file of TPA aware of the training policy?

7. Would you please make available to me documents on training policy and all other documents related to training and development?

8. How did training practice develop in TPA?

9. What principles of training apply at the workplace?

10. The training process.
   (a) How are individual and organizational needs determined?
(b) How are staff selected for training?
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

(c) How are training objectives determined?
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

(d) How is the training plan developed?
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

11. In presenting the training;
   (a) What are the kinds of training used?
       ………………………………………………………………………
       ………………………………………………………………………
       ………………………………………………………………………

   (b) What methods of training are used and why?
       ………………………………………………………………………
       ………………………………………………………………………
       ………………………………………………………………………

   (c) How is training evaluated?
       ………………………………………………………………………
       ………………………………………………………………………
       ………………………………………………………………………
12. Is the implementation of the training policy monitored to ensure that it is practiced as prescribed? What is the monitoring mechanism used?

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

13. In your assessment, has Training impacted on staff motivation and performance? Could you please specify in terms of contribution to;

(a.) Increased individual productivity.

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

(b.) Training in terms of numbers.

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

14. Does training have an effect on worker performance and productivity? How do you measure training effect on worker performance and productivity?

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………

15. Do you keep personal profile of each employee?

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
16. Do you have records on past training with dates on each worker?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

17. Do you have career progression projections for each employee?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

18. Do you have training and development projections for each employee?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

19. Please provide data on employees sponsored in the past 10 years in terms of;
   (i) Number sponsored each year for the past 10 years
   (ii) Type of sponsorship offered
   (iii) Studies completed.