FACTORS FOR EFFECTIVE IMPLEMENTATION OF TRAINING PROGRAMS USING SYSTEMATIC TRAINING APPROACH IN MERU DISTRICT COUNCIL, TANZANIA
FACTORS FOR EFFECTIVE IMPLEMENTATION OF TRAINING PROGRAMS USING SYSTEMATIC TRAINING APPROACH IN MERU DISTRICT COUNCIL, TANZANIA

By

Edward Chitete

A Dissertation Submitted in Partial Fulfilment of the Requirements for Award of the Degree of Master in Science in Human Resource Management (Msc HRM) of Mzumbe University

2015
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **Factors for effective implementation of training programs using the systematic training approach in Meru District Council** in fulfilment of the requirements for award of the degree of Master of Science in Human Resources Management of Mzumbe University.

____________________________________
Major Supervisor

____________________________________
Internal Examiner

____________________________________
External Examiner

Accepted for the Board of ……………………………………………………………

____________________________________
DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD
DECLARATION

I, Edward Chitete, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature _____________________

Date__________________________
COPYRIGHT

©

This dissertation is a 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 short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without the written permission of Mzumbe University, on behalf of the author.
ACKNOWLEDGEMENTS

First and foremost, I am so grateful to the God, the source of life and everything, without His grace I would not have been able to pursue my studies. Also, I wish to express my grateful and gratitude thanks to the following people who in one way or another contributed a lot in terms of time, advice, love and support in making this research a success. My main supervisor, Mr Hamis Kyabo for his advice, commitments and availability from conceptualization of the idea all the way to completion of this piece of academic work. All this could have not been possible without his close assistance and devotion in terms of time.

I’m also indebted to all my colleagues who in one way or another assisted in reshaping my ideas and understanding. Their criticisms since the conceptual part up to the production of this report have been very instrumental. Thanks to all and cheers to the team work spirit.

Lastly but not least, I would like to convey my sincere appreciation to my lovely wife Aneth Mauki and my sons Johnson and Joel Chitete who had been extremely patient and supportive in the course of my studies; their greatest contribution to me was an important drive towards my studies and dissertation accomplishment.
DEDICATION

This work is dedicated to my beloved parents Mr John Michael Chitete and Lucy Chani Chitete.
ABBREVIATION AND ACRONYMS

ADDIE  Analysis, Design, Development, Implementation and Evaluation
CBP  Capacity Building Plans
D by D  Decentralization by Devolution
DED  District Executive Director
LGA  Local Government Authority
LGRP  Local Government Reform Programs
MDAs  Ministries Department and Agencies
MDC  Meru District Council
MOOCS  Massive Open Online Courses
OPRAS  Open Performance Review Appraisal System
SAT  Strategic Approach to Training
SMEs  Subject Matter Experts
STA  Systematic Training Approach
TNA’s  Training Needs Assessments
SPSS  Statistical Package for Social Sciences
ABSTRACT

The study aimed at studying factors for effective implementation of training programs by using a systematic training approach in local government at Meru District Council. Specifically, the study looked at four specific objectives; to find out how the training needs assessment is conducted, to determine if the council staff training is planned according to the best instructional design models or practices, also, to find out whether training program is implemented as planned and to find out whether the Meru District Council has established an appropriate mechanism to evaluate the quality of training provided.

The study employed a case study research design whereby Meru District Council was selected. The study applied a purposive and random sampling technique to select a sample size of 66 respondents. Interviews; questionnaires and documentary reviews were the methods employed to collect the data. Both qualitative and quantitative data collected were analysed by using thematic and statistical package for social sciences (SPSS).

The findings of the study indicate that training needs assessment was not conducted, further more the field data indicate that some stages in STA were not followed particularly the TNA’s and evaluation stages. In addition, findings revealed that the training programs were implemented as planned, and lastly findings indicated that evaluation of training was not conducted after training.

Generally, the study found that trainings conducted in MDC did not adhere to Systematic Training Approach. This made effectiveness of the training to be questionable. As a result, such training in an organization leads to failure to meet targeted objective thus rendering the whole process useless and wastage of time and resources.

It is imperative therefore to actors of local government authorities, the responsible Ministries to come up with strategies of implementing and evaluating training through the use SAT. In this light, the study recommends the use of Grace Instructional Model for training as it is applicable in local government environment.
# TABLE OF CONTENTS

CERTIFICATION ............................................................................................................. i
DECLARATION ............................................................................................................... ii
COPYRIGHT .................................................................................................................... iii
ACKNOWLEDGEMENTS ................................................................................................. iv
DEDICATION .................................................................................................................. v
ABBREVIATION AND ACRONYMS ............................................................................. vi
ABSTRACT .................................................................................................................... vii
TABLE OF CONTENTS ................................................................................................. viii
LIST OF TABLES ........................................................................................................... xi
LIST OF FIGURES ........................................................................................................ xii

**CHAPTER ONE** ........................................................................................................... 1
INTRODUCTION TO THE STUDY .................................................................................. 1
1.1 Introduction .............................................................................................................. 1
1.2 Background of the Study ....................................................................................... 1
1.3 Statement of the Problem ...................................................................................... 3
1.4 Objective of the Study ........................................................................................... 4
1.5 Research Questions ............................................................................................... 5
1.6 Significance of the Study ...................................................................................... 5
1.7 Scope of the Study ................................................................................................. 6

**CHAPTER TWO** ......................................................................................................... 7
LITERATURE REVIEW .................................................................................................. 7
2.1 Introduction .............................................................................................................. 7
2.2 Overview of Training ............................................................................................. 7
2.3 Theoretical View of Systematic Training Approach ........................................... 8
2.4 Theoretical View of the Instructional Design Models and Methods .................. 10
2.4.1 Other models ................................................................................................... 11
2.4.2 Dick and Carey Systems Approach Models and Method ............................. 13
2.4.3 Morrison, Ross & Kemp Model (Kemp model) ............................................. 17
2.4.4 Three-Phase Design (3PD) Model ............................................................... 19
2.4.4.1 Assessment of training needs ................................................................... 23
2.4.4.2 Setting training programs and carrying out the training ......................... 24
2.4.4.3 Training programs methods ...................................................................... 25
2.4.4.4 On-the-job ................................................................................................. 25
2.4.4.5 Off-the-job ................................................................................................. 27
2.4.4.6 Implementation of the training programs .................................................... 29
2.4.4.7 Evaluating the training ............................................................................. 30
2.4.4.8 Techniques of evaluation .......................................................................... 31
2.5 The Application of four Instructional Design Methods in the Context of Local Government ........................................................................................................... 34
2.6 The Synthesis of the Study .............................................................................. 35
2.7 Conceptual Framework .................................................................................... 36

CHAPTER THREE .................................................................................................... 38
RESEARCH METHODOLOGY ................................................................................ 38
3.1 Introduction ...................................................................................................... 38
3.2 Research Design ............................................................................................... 38
3.3 Area of the Study ............................................................................................. 38
3.4 Sampling Techniques and Sample Size ............................................................ 40
3.4.1 Purposive sampling ..................................................................................... 40
3.4.2 Simple random sampling ............................................................................ 41
3.5 Data Collection Methods ................................................................................ 42
3.5.1 Documentary review .................................................................................. 42
3.5.2 Interviews ..................................................................................................... 42
3.5.3 Questionnaires ............................................................................................ 43
3.6 Data Analysis Techniques ............................................................................... 44
3.7 Ethical Considerations ..................................................................................... 44
CHAPTER FOUR .............................................................................................................. 45
RESEARCH FINDINGS AND DISCUSSION ................................................................. 45
4.1 Introduction ................................................................................................................. 45
4.2 Demographic Information ......................................................................................... 45
4.2.1 Working experience ............................................................................................. 45
4.3 Conducting Training Needs Assessment ................................................................. 47
4.4 Council staff training is planned according to the best instructional design models or practices .................................................................................................................. 49
4.5 The Planning/Designing of Council Staff Training Programs ................................. 50
4.6 The Implementation of training programs ................................................................. 51
4.6.1 Implementation of staff training programs ........................................................... 52
4.6.2 Training opportunities for Meru District Council employees ............................... 53
4.7 Mechanism to evaluate the quality of training ......................................................... 55
4.7.1 Evaluation of employees’ training ......................................................................... 55
4.7.2 Ways to improve the training effectiveness in Meru District Council .......... 57

CHAPTER FIVE .............................................................................................................. 59
SUMMARY, CONCLUSIONS AND RECOMENDATION ............................................ 59
5.1 Introduction ................................................................................................................. 59
5.2 Summary of the study ............................................................................................... 59
5.3 Conclusions ................................................................................................................... 61

REFERENCE ................................................................................................................. 63
APPENDICES ................................................................................................................ 69
LIST OF TABLES

Table 3.1: Employees Distribution on Departmental Wise ........................................ 40
Table 3.2: Study Sample .......................................................................................... 42
Table 4.1: Working Experience of Respondents ...................................................... 46
Table 4.2: Identification of Training Needs and Relevance ...................................... 48
Table 4.3: Council staff training is planned according to the best instruction design models or practices ................................................................. 50
Table 4.4: Availability of Planning/ Designing of Council Training Programs ........ 51
Table 4.5: Council's Implementation of Training Programs .................................... 52
Table 4.6: Training Opportunities for Meru District Council Employees .......... 54
Table 4.7: Evaluation of Training ............................................................................ 56
LIST OF FIGURES

Figure 2.1: Instructional System Model ............................................................. 11
Figure 2.2: Dick & Carey Systems Approach Model ........................................... 14
Figure 2.3: Morrison, Ross & Kemp Model (Kemp model) ................................. 18
Figure 2.4: The Three-Phase Design (3PD) Model ........................................... 20
Figure 2.5: Conceptual Framework .................................................................... 37
CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitation of the study.

1.2 Background of the Study

The cornerstone of operation of any organization is employee performing the day-to-day functions as a way to achieve the organizational wider objectives. The training which is directly linked to the needs of the job (i.e. Performance-based training) is very fundamental for successful operations. To achieve performance-based training requires commitment from the organization for which the training is being provided. The commitment can involve getting the subject matter experts (SMEs) available for reviewing the entire performance-based training process. The commitment of the systematic training approach (STA) includes the budgeting and scheduling the time required for both continuing and sustainable training in any organization (Dhawan, 2007).

Since independence in 1961, Tanzania public service has experienced low work performance, slowness and bureaucracy due to operating under low performance environment (Local Government Reform Programs (LGRP, 1998). The drastic changes of working environment within the organizations in Tanzania led to the demand of competent and qualified human resources. Furthermore, it has necessitated the demand for staff training to adopt new skills and knowledge so as to execute their tasks with maximum efficiencies and improve operational systems. The government of Tanzania embarked on Decentralization by Devolution (D by D) in the late 1990’s to empower the Local Government Authorities (LGA’s) and
ultimately to improve public services delivery in the country. With this national vision, the Local Government Reform Programs (LGRP) was initiated since 2000. Under the programs, the Training Strategy for Local Government Authorities developed. The strategy aimed to establish ways to ensure effective training opportunities for the Local Government Authorities countrywide.

The Local Government Strategy (2010) pointed out the challenges associated with the existing training plans and programs. The Strategy pointed that the training needs were improperly prepared and assessed to enhance job specific skills and knowledge; There was weak linkage between training needs assessment and Capacity Building Plan (CBP); LGA’s did not follow a systematic training approach; there was inequality of access to training opportunities in terms of locations of LGA’s departments, staff position, and levels of administrations; Rigid and traditional training set-up and modalities-lacking low-cost and more creative training opportunities; Certificates and degree oriented training prioritized at the expenses of short-term practical training and equal opportunities and absence of mechanism to monitor and ensure quality of the training as well as training providers.

The above challenges had necessitated the government to instil the measures and in this case the LGA developed a strategic framework to provide training to its employees. The framework was meant to address the noted inefficiencies and looking into establishing a more efficient and streamlines training with the involvement of all stakeholders. (Local Government Training strategy, 2010).

As a way to implement Systematic Training Approach (STA) in LGAs, the Capacity Building Plans based on the guidance of the strategy were developed. In order to ensure that Capacity Building Plans duly reflect the Strategy, the existing guidelines for preparation of the Capacity Building Plans need to be revised as appropriate. However, some parts of the CBPs, which finance major proportion of the training activities for LGAs, are presently funded by Ministries, Departments and Agencies (MDAs). Therefore, close coordination among MDAs is essential for
the successful implementation of the strategy (Local Government Training strategy, 2010).

The training strategy for local Government (2010) admitted that Capacity Building Plans are presently not developed based on solid STA for all staff. These are linked to the performance goals and planned activities for the year. While most of the LGAs appear to be implementing an OPRAS system for goal setting of individual staff members, systematic training approach is not conducted effectively. The Meru District Council is among the local government authorities in Tanzania whose capacity building plan for further studies is not developed through solid STA hence ineffective personnel performance. Therefore, this study is intended to establish the approach and factors for a effective implementation of training programs by using a Systematic Training Approach in Meru District Council.

1.3 Statement of the Problem

Systematic Training Approach (STA) is currently pursuing after the introduction of the Local Government Training Strategy of 2010. The Capacity Building Plans are presently not developed based on solid STA as directed by Local Government Training Strategy.

The United Republic of Tanzania is currently implementing Training strategy in LGA’s, which was introduced in 2010 as the efforts of the government to improve social service delivery to the public in a transparent, equitable and accountable manner. This strategy was developed for LGAs as a framework for the provision of training to LGAs staff. For a long-time in LGAs training was not conducted based on Systematic Training Approach (STA) which resulted into several inefficiencies like most of training needs were not closely linked with other HRM elements like recruitment, appointment, promotion and incentive mechanisms, most of the training in LGAs focussed long term training, and ignored short-term training which always aim at enhancing skills and knowledge since short-team training are directly related to job performance. Most of the training are not related or
developed from training needs, employees to be not involved in preparation of training and lack of outcomes of training and finally poor performance.

To make its application clear, the local government authorities have been insisted to use STA as the capacity building strategy in the process of implementing the Local Government Reform Programs (LGRP, 1998). STA in Local Government Authorities implemented in line with the introduced OPRAS particularly during the mid-year review where weaknesses of an individual staff can be identified, but this is not the case in Local Government Authorities because STA and OPRAS are not conducted at the same time that is why there is a gap between the planned trainings and the implemented training.

Despite of all government efforts to insist on training staff basing on the STA, the training has never been effectively implemented as a Local Government Strategy in 2010 insisted. Therefore, this study is conducted in order to explore the factors for effective implementation of the systematic training approach in Meru District Council. In this study the existing methods and models were adopted in various settings to address the above training challenge for Meru District. The study also looked into the possibility of adopting the Instruction Design Model to facilitate the Systematic Training Approach for the sake of developing the Human Capital for Meru District.

1.4 Objective of the Study

This study aimed to explore the factors for effective implementation of training programs by Systematic Training Approach in local government particularly Meru District Council. In order to achieve its mission, the following objectives were addressed;

i. To find out how the training needs assessment is conducted.

ii. To determine if the council staff training is planned according to the best instructional design models or practices.
iii. To find out whether training programs are implemented as planned.
iv. To find out whether the Meru District Council have established an appropriate mechanism to evaluate the quality of training provided.

1.5 Research Questions

During the study, the researcher was guided by the following research questions;

i. How training needs assessment is conducted at Meru District Council?
ii. Is Training planned and implemented according to the best instructional models or practices in Meru District Council?
iii. Does Meru District Council implement training programs as it is planned?
iv. What mechanism does Meru District Council use to evaluate the quality for training provided?

1.6 Significance of the Study

The study intended to assist in revealing the factors that affect implementation of training programs by using systematic training approach in Meru District Council. Hence, the findings presented in this study can be applied in a wider context to cover other councils in the country. It is with the expectation that the study provides the input to improve the current training policy applied and used in LGAs.

The study is expected to provide information that can be of relevance to academic and research settings. The study is considered significant to scholars and researchers in higher learning institutions inside and outside Tanzania and may provide the basis for further research in similar area.

The study might be of great importance to the Training Section within the department that deals with day to day running of training activities, especially in the process of identifying STA and its importance.
1.7 Scope of the Study

The study meant for Meru District Council in Arusha Region. The study solely meant to cover only one council in Arusha. The key players were also drawn within the Council. The key informants of the study were the District Executive Director; Head of Departments; and other employees.

1.8 Limitations of the study.

In the course of conducting this study, the researcher faced the low willingness of the respondents. This was emerged in terms of poor response of the respondents such that not all respondents were able to provide full cooperation to the researcher during the time of this study, since some of them were busy with official duties and some did not take it as a serious matter. Also, there was reluctance and delay in returning the questionnaires as some of respondents did not return the questionnaires on time and some failed to return at all, hence hindered the researcher to complete the study on time. To minimize this, the researcher has to make time to time follow up to the respondents. The researcher overcomes this constraint by persuading the respondents to willingly participate in the study since it could be of their benefits too.

A financial constraint was another limitation. This was due to the fact that during the conduct of any research work cost was incurred; the researcher faced financial constraints in terms of material, resources such as stationery, transport, meals and other needs. It was due to this limitation that necessitated the choice of research design of MDC and a convenient sample of 66 respondents. This limited the researcher to survey a big sample as it was not possible to buy materials and resources for data processing and analysis. The researcher overcome by budgeting the available merge financial resource and managed to survey a reasonable small number of 66 respondents.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature and studies related to the topic. The chapter presents the theoretical and practical issues related to the subject. It begins with an overview of the training in general and further presents the key stages for a systematic Training approach; synthesis of the study; and conceptual frameworks on which the basis of the discussion was based on.

2.2 Overview of Training

Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Armstrong, 2009). Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill and behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization". It clearly implies that the role of training is to improve the overall performance of the organization. The term 'performance' is, therefore, interwoven with training.

Systematic Training Approach (SAT) is a methodology for managing training programs. It is an orderly; logical approach to determining what people must know and do at a particular job or in a specific profession. The Systematic Training Approach ensures that people are prepared for their work by having the necessary knowledge, skills, and attitudes to do their job. STA begins with identifying people's work related needs. It ensures training is delivered properly; the student learns what is important; and the student is competent to be assigned to work. The
Systematic Training Approach uses constant evaluation of the training program to ensure it meets the needs of the students and the nuclear plant organization.

The STA has been always a combined effort between trainers and experts from operating line organizations. Managers, supervisors, and experienced workers from organizations play an important role in the implementation of the systematic training approach. Professional trainers provide expertise in the STA methodology and process. They apply the Systematic Training Approach to meet the needs of the operating organization. Experts from the operating groups provide the expectations and work requirements of the group. They identify the work that will be done and the standards against which students will be judged. Operating experts with help from professional trainers determine the knowledge, skill and attitudes that must be mastered by students. Through the use of the Systematic Training Approach, individual units within organizations ensure that important topics and skills are identified, proper learning methods are used, training material is useful to students, and that students can perform work as expected when they are assigned to work. The Systematic Training Approach ensures the training program supports the organization’s needs for human performance. It ensures people are prepared and capable to do their jobs.

2.3 Theoretical View of Systematic Training Approach

Training that aimed at operational implementation needs technical knowhow in its entire program. In effective training process, there is a need to include the practice of evaluating the organization, individual employee and employees’ task to determine what kind of training, if any are necessary (Hollenbeck and Wright, 2004). The Systematic Training Approach ensures that people are prepared for their work by having the necessary knowledge, skills, and attitudes to do their job (Dhawan, 2007). STA provides a logical progression from the identification of the tasks required to perform a job to the implementation and evaluation.
Dhawan (2007), adds on that STA begins with identifying people's work related needs. It ensures training is delivered properly; the learners learn what is important; and the learner is competent to be assigned to work. The Systematic Training Approach uses constant evaluation of the training program to ensure it is meeting the needs of the participants as well as the mission and vision of the organization.

A variety of conditions may prompt an organization to conduct a specific training. Management may observe that some employees lack basic skills or are performing inefficiently. The decision to produce new product, apply new technology or design a new job should prompt a needs assessment because these changes require new skills. The decision to conduct needs assessment, which is the part of the STA, can be prompted by outside forces, such as customer request or legal requirement. The outcome of the needs assessment is a set of decision about how to address the issues that prompted the training. These decisions do not necessarily include a training program, because some issues should be resolved through methods other than training (Hollenbeck and Wright, 2004).

The idea of training is also supported by Gupta (1996), who says that all training activities must be related to the specific needs of the organization and the individual employees. A training program should be launched only after the training needs are assessed clearly and specifically. The effectiveness of a training program can be judged only with the help of training needs identified in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified. The problem areas that can be resolved through training should also be identified.

According to Armstrong (2011), concept STA was originally developed for the industrial training boards in 1960’s and consisted of simple four stages model which are: Identify training needs, decide what sort of training is required to satisfy these needs; use experienced and trained trainers to implement training, lastly follow up and evaluate training to ensure that it is effective.
The idea of STA worldwide today enjoys more support than ever before. This support comes from various sides and varying in nature and quality. There are social and economic forces that, in principle, support in all major streams and groups in today workers’ movement. Demands and movement have now assumed truly universal proportions, especially in public organization (Miller, 2002).

According to Itika (2011), experience in general observation, shows that human resource development in Africa has taken more prominence than any other area of human resource functions. African countries started capacity building programs to develop local staff as part of the strategy to become self-sufficient in human resources. However, the type of training was basically Eurocentric and not compatible with the local cultural, political and economic development environment. After the economic hardships in the 1980s and the major reform programs in the 1990s, under the support of the World Bank, there were massive retrenchment programs to get rid of excessive human resources and at the same time control recruitment and build the capacity of the remaining staff. This was the trend throughout the 1990s. However, throughout the 2000’s the volume of the labour force has been increasing and the staff training and development has continued to take the lion’s share of capacity building grants in both central and local government authorities. This idea is also supported by Kamoche et al (2004) who asserts that even after the public services reform African Continent around 1990’s to 2000’s training were still done without Systematic Training Approach. Training was seen as rewards rather than a need and hence subjected to favouritisms, corruption, and use of managerial judgment on the type of training, place, trainer and selection of the staff for training.

2.4 Theoretical View of the Instructional Design Models and Methods

Various scholars have pointed out different stages in which Systematic Training Approach should take in its implementation. The famous Instructional System Design Model by Grace (2002), came up with five approaches that include
prioritize training needs, designing training programs, implement training programs, and evaluating training needs. From the mentioned groups the researcher takes five stages, as they are seemed sufficient in the STA. As explained by Grace, (2002) through an analysis of the Instructional System Design Model bellow as given in Figure 2.1 below.

**Figure 2.1: Instructional System Model**

![Instructional System Model](image)

*Sources: Grace (2002) Instructional Systems Design Mode*

The above steps help organizations to develop an effective training program to ensure that the organization keeps qualified employees who are productive and happy workers, which will ultimately contribute positively to the bottom line. According to her all stages are necessary and critical to the success of this approach.

### 2.4.1 Other models

The other models proposed by Dick, Carey & Carey (2001) System Approach Model identified the assessment of needs to help in the process of identifying learning goals. The model is unique from other models as it supports the use of needs assessment procedures and clear measurable goals. The goals must be created in advance before implementing the Instructional Design process (Dick et al; Gustafson & Branch, 2002).
Literature identifies three design models for a systematic approach of implementing the design process for a specific educational initiative. A paper by Morrison, Ross and Kemp (2004) presented a comparison of three selected models: The Dick and Carey system approach; Morrison, Ross and Kemp model (also known as Kemp Model); and the three-phase design (3PD) model. The three models are meant to offer both educational and training organizations design steps, management guidelines and team collaboration options with designers, technicians and clients (Morrison, Ross and Kemp, 2004).

Instructional design models (IDMs) provide a systematic approach of implementing the instructional design process for a specific educational initiative (Morrison, Ross, & Kemp, 2004). They are several available IDMs. This paper presents an overview of the three available IDMs in relation to the objectives of this paper. The three models are: (a) the Dick and Carey systems approach; (b) Morrison, Ross and Kemp model (also known as the Kemp model); and (c) the Three-Phase design (3PD) model. The process description for each model provides the foundation and supporting points required for establishing the relevant models within the Tanzania Context.

The three models: Dick and Carey, Kemp, and Three-Phase models for Instructional Design (ID) models provide a systematic approach of implementing the instructional design process for specific educational initiatives (Morrison, Ross, & Kemp, 2004). Gustafson & Branch (1997) stated that there is a wide variety of IDMs describing the instructional design process created for different situations and settings (as cited in Gustafson & Branch, 2002b; Ryder, 2006).

The purpose of the IDMs is to offer both education and training organization design steps, management guidelines and teamwork collaboration options with designers, technicians and clients (Gustafson & Branch, 2002a). Specifically by definition, a model can be defined as “a way of doing something; an explicit representation of a reality. It is an example or pattern that prescribes relationships in a normative sense” (Branch & Gustafson, 1998, p. 4).
A model can also function as a visual and communication tool to help conceptualize complex schematics or instructional design process along with how the various stages or elements relate to each other (Gustafson & Branch, 2002 b). The application and value of a model is dependent on the instructional situation, problem or task (Siemens, 2002; Ryder, 2006). The subsequent sub-sections present the overview of the three models.

2.4.2 Dick and Carey Systems Approach Models and Method

The Dick and Carey Systems Approach Model is one of the most influential IDM system oriented models. The model bears the conventional core elements of analysis, design, development, implementation, and evaluation. The model is sometimes referred as the ADDIE model (as given in Figure 2.2 below). The Dick and Carey model is more complex where the approach based from the five core elements is broken down to additional or variety of steps with different terminology. Also added that designers must end up with a product containing accomplished objectives and measurable outcomes. This process used in many businesses, government including military environments as well as performance technology and computer aided instructions reflects the fundamental design process (Gustafson & Branch, 2001 b).
Figure 2.2: Dick & Carey Systems Approach Model

![Dick & Carey Systems Approach Model](image)

Source: adopted from Dick, Carey and Carey 2001, P.2

Figure 2.2 above indicates the linear approach for design instruction with review processes.

- The components for the model stated by Dick, Carey and Carey (2001) consist of nine procedural steps or linear sequences as depicted in Figure 2.2 above. Each of these components is dependent upon one another indicated by the direction of solid arrow lines. Dotted lines represent formative evaluation points to instructional revisions that originates from re-examination of the instructional analysis’ validity and entry behaviors of learners. The sequential steps for the design are:

- Assess needs to help identify learning goals: The application of this first component makes it unique from other models in that it supports the use of needs assessment procedures and clear measurable goals. “Goals are clear
statements of behaviors that learners are to demonstrate as a result of instruction” (Dick, Carey & Carey, 2001 p. 30). Instructional goals must be created before the implementing the Instructional Design process (Dick et al; Gustafson & Branch, 2002).

- **Conduct instructional analysis:** Before proceeding with instruction implementation, designers must conduct the process of instructional analysis to find out prior learner’s skills, knowledge and attitudes. They must also carefully examine and create step-by-step task description to help learners achieve instructional goals (Dick et al, 2001).

- **Analyse learners and contexts. This step aligned with the process of instructional analysis** (Figure 2.1), involves the collection of information on learners’ entry behaviour, characteristics, prior knowledge, skills and attitude, academic motivation and learning preferences. An instructional design can then proceed to the selection of an environment that can support learning. The performance context for learning application and skills is important for the building of instructional strategies (Dick, Carey & Carey, 2001).

- **Write performance objectives.** Next, objectives in the form of specific statements are important for informing what learners will do during instruction and upon completing of an instructional module. Objectives also function as measuring tools that connect to the assessment step (Gustafson & Branch, 2002). Dick, Carey & Carey (2001) consider this as the foundational step to the next stage for testing.

- **Develop assessment instruments:** The purpose of assessments is to measure the performance objectives. Knowing each objective’s behaviour, conditions and criteria, offers the designer guidance on how to select and determine an assessment instrument that can measure performance objectives. Both objectives and assessments again are dependent on each other (Dick, Carey & Carey, 2001).
• **Develop instructional strategies:** Four major components consisting of pre-instructional activities, content presentation, learner participation (including feedback) and follow-through activities make up the instructional strategy component. Instructional strategies must focus on memory and transfer skills. The instructional designer while considering learning theories, should also decide the medium for instructional delivery, including lesson interactivity (Dick, Carey & Carey, 2001).

• **Develop and select instructional material:** Depending on lessons taught and available supporting resources, instructional materials function as an important resource for knowledge and skills. Learners are required to engage actively with the instructional material. By the end of this phase, the designer should have draft copies of materials, assessments and instructor manual. The designer can continue revising and improving lesson materials during the evaluation process (Dick, Carey & Carey, 2001).

• **Design and conduct formative evaluations:** Gustafson and Branch (2002) state that the process of designing and conducting of formative evaluations can help assess the value of instructional goals. Three types of evaluations are recommended for the process, one-to-one evaluation, small group evaluation and field evaluation (Dick, Carey & Carey, 2001).

• **Revise instruction based from formative evaluations:** Data collected from formative evaluations is then used for instruction revision. This is the final step of the design process, but also functions as the first step in the interaction process (Dick, Carey & Carey, 2001).

• **Design and conduct summative evaluation:** Dick, Carey and Carey (2001) state the summative evaluation though, is considered a culminating evaluation for examining the instructional effectiveness; is not part of the nine basic stems of the systems model approach. It is also not an integral part because the designer of instructor in not involved in this process.
The above descriptions clearly indicate the linear form for the Dick, Carey and Carey model. Each process cannot function as a stand-alone. Dick, Carey and Carey (2001) claims that the systematic approach of the model is an effective and successful approach because of its focus on learners’ objectives and final achievement prior to the planning and implementation stage. Next, there is a careful linkage between instructional strategy (targeted skills and knowledge) and desired learning outcomes (appropriate conditions must be supplied by instruction). The final and most important reason is the replicable and pragmatic design process where the product is usable for many learners and different occasions; time and effort revising the design product during the evaluation and revision process is recommended.

The team involved in the above design process often times consist of the instructional designer and team of specialist comprised of the manager, content specialist, media producer and evaluator. The team draws on each other’s skills to produce the product. Instructor with specialized skills can also be a stand-alone team (Dick, Carey & Carey, 2001).

2.4.3 Morrison, Ross & Kemp Model (Kemp model)

Kemp states that the instructional design approach that focuses on curriculum planning stems from the learner’s perspective rather than content, making it different from traditional design practice as it has been applied in various Systematic Approach to Training. The factors, which influences learning outcomes contributed to the constructs of Kemp’s model, included the following: (a) level of readiness in dealing with lesson objectives, (b) instructional strategies related to objectives and student characteristics, (c) media and resource selection, (d) support for successful learning, (e) determination of objective achievements, and finally (f) needed revisions for program improvements (as cited in Gustafson & Branch, 2002b; Morrison, Ross & Kemp, 2004).
Morrison, Ross & Kemp’s complete model of instructional design plan consists of nine elements arranged in a circular manner (clockwise) in a form of an oval shape (Figure 2.3). The elements are: (a) instructional problem identification and goal specifications of an instructional course, (b) examination of learner’s characteristics based on instructional decisions, (c) subject content identification with task analysis related to goals and purposes, (d) instructional objective specifications, (e) instructional units in arranged in logical and sequential order for learning, (f) instructional strategies designed to meet the mastery of lesson objectives, (g) plan and develop instruction, (h) evaluation instruments for measuring course objectives and (i) resource selection for instruction and learning activities (Morrison, Ross & Kemp, 2004).

The introductory phase of the Kemp’s model places the most emphasis on the design process (Morrison Ross & Kemp, 2004). Morrison et al. stated that the instructional designer must conduct a needs assessment and goal analysis, also known as performance assessment to see if instruction or training is required. This is the problem identification stage required prior to the process of designing a course.

Figure 2.3: Morrison, Ross & Kemp Model (Kemp model)

Source: Morrison, Ross & Kemp, 2004 P. 29
Each non-linear element for design process (no connecting arrows or lines as shown in Figure 2.3) arranged in an oval pattern indicates is not predetermined; hence, it does not have a targeted starting point. The term element is used instead of the terms “step, stage, level or sequential item” since the model is not a true linear approach (Morrison, Ross & Kemp, 2004 p. 10). The instructor can start from any point in the oval and proceed in any manner. This flexible arrangement allows the individual to select either one of the processes for the course needs. In addition, the two outer ovals additions to the diagram represent managerial and feedback procedures conducted during the design, development and implementation stages. This non-linear structure again allows for designer to customize based on the organization or institution needs. The purpose is having the flexibility structure is to ensure that the goals of learning objectives are not compromised (Morrison, Ross & Kemp, 2004).

In reference to the evaluation process, the management and instructional designer has the option to utilize formative (reflective data of instructional objectives), summative evaluations (test program effectiveness, including cost and benefits) and confirmative evaluations (follow-up after students leave the program). Like Dick and Carey’s model, the formative evaluations which is a measuring tool for quality control during the development process is made up of three stages, one-to-one, small group and field trials for evaluating larger student or participant population. Summative evaluations conducted at the end of the instructional program are followed up by confirmative evaluations for reviewing student competencies and performance outcomes (Morrison et al, 2004). In summary, the Kemp design model focuses on resource creation, implementation and delivery followed by evaluation and improvement (Sims & Jones, 2002).

2.4.4 Three-Phase Design (3PD) Model

The 3PD model is, “an enhancement to the traditional instructional design process focuses on the creation of functional course delivery components, with evaluation
and improvement activities integrated with scaffolding (support) for the teacher and learners to provide a dynamic teaching and learning environment in which resources or strategies can be developed or modified during the actual delivery stage” (Sims & Jones, 2003, p. 8). The dynamic process requires ongoing communication with the support team for best implementation. As illustrated in Figure 2.4, the 3PD model team under each iteration phase comprises of the academic person (A), designer (D), and educational designer (ED) has a focus on developing successful online projects. The ultimate goal is for this model is to enable the academic while attending to content maintenance, to become less dependent on the developer and educational designer over a period of time, hence becoming an independent designer and developer (Sims & Jones 2002).

Figure 2.4: The Three-Phase Design (3PD) Model

Source: Sims & Jones, 2002. p. 4

The 3PD model bases on the assumption that the design development is for a non-traditional setting but an online collaborative environment (Sims & Jones, 2003).
The model proposes four critical factors. The first stated by Sims and Jones (2002), “the instructional design development process must align with institutional expectation, contemporary pedagogies as well as available resources and skills” (p. 3). Technology has indeed open doors to a variety of delivery options, hence does affect the approaches of online course delivery and teaching methods.

The next factor relates to the academic professional development. New instructors with a lack of online teaching experience will need ongoing support through scaffolding processes. Scaffolding is a process where the instructor and learners can learn new concepts about the online environment through the support team. Herrington and Oliver (2001) stated that because of the rapid implementation of learning management systems, increase growth of online learning as well as learner-centered environments, this has caused an increased need for scaffolding processes (as cited in Sims & Jones, 2002).

The third factor refers to the approach of team-based work where communication and understanding among team members takes place during the development process reinforcing group collaboration (Sims & Jones, 2002). With the ongoing growth of information, knowledge sharing through communication and collaboration plays an important role. Finally, the last factor involves incorporation of scaffolding support units for both academic instructors and staff where skills learned can help ensure success in confronting new challenging and learning paradigms (Sims & Jones, 2002).

The 3PD model comprises of 3 phases (see Figure 2.3). Phase 1 known as pre-delivery mode involves the preparation of online teaching components. These include, planning, teaching and learning strategies (learner-centred, experiential or situated), learning outcomes, lesson materials and resources. Each member of the team has specific roles (Sims & Jones, 2002).

Phase two; the enhancement mode is the delivery phase. During the delivery process, ongoing feedbacks and evaluation permits the opportunity for immediate
enhancements to the learning environment, hence creating a scaffolding environment where participants can learn about the new processes. With the support through collaboration and communication from other team members including users (learners), the instructor gets to improve the learning environment in a proactive way (Sims, Dobbs & Hand, 2002). This is a great advantage of the proactive evaluation process because it can help take care of immediate concerns or problems while learning from the situation.

The educational designer is the major player in the development team while faculty and learners make up the other groups respectively. The educational designer (ED) is also responsible for giving educational and curriculum design guidance and advice and may have other managerial responsibilities. Prior entering into the third phase, the team prescribes changes and enhancements for subsequent delivery. Phase 3 then begins its maintenance mode with ongoing support and training that takes place over a long time where quality assurance is the key focus (Sims & Jones, 2003).

From the above Models various scholars pointed out different stages in which systematic training approach should take in its implementation. These stages include; Analysis, design, development, implementation and evaluation. It sometimes known as ADDIE model (Dick and Carey, 2001), the second group championed by Morrison, Ross and Kemp, 2004 whose proposed five level of readiness in dealing with lesson objectives; instructional strategies related to objectives and students characteristics; media and resources selection; support for successful learning, determination of objective achievement and needed revision for program improvements (Sims and Jones, 2003) The third group came up with three phase, pre- delivery model, delivery phase and last one is maintenance mode, the fourth group led by Grace (2002), came up with five approaches that include prioritize training needs, designing training programs, implement training programs and evaluation training needs. From the mentioned groups the researcher take five stages as they are seemed sufficient in the SAT. As explained by Grace, (2002)
through an analysis of instructional system Design Model bellow as given in figure 2.1 above.

### 2.4.4.1 Assessment of training needs

According to Grace (2002) defined training needs assessment as the process of identifying the areas where both individuals and groups in an organization would benefit from training in order to become more effective at achieving their own objectives and the objectives of the organization. Also Stredwick (2005) says that, training needs assessment arises due to the identified gap between the required knowledge, skills and experience for the individual carrying out the work and that actually possessed by the employee concerned. This information originated from TNA’s will be used to prioritize the training that’s required. Identification of training needs process can take place in a number of ways:

When an employee starts a new job, an analysis will be carried out which examines the job requirements (through the job description and specification and matches that against the employee’s existing profile. No candidate is ever perfect, so there will always be a number of gaps to fill, especially if it is an internal transfer or promotion or if the new employee is specifically taken on as a trainee.

Through the annual appraisal process, where the employee and their manager sit down together and draw up a list of areas where training can help the employee to perform better, after agreeing on the existing job requirements and the employee’s actual performance level.

Where a specific incident occurs which demonstrates a major gap. For example, a number of customer complaints close together will indicate customer-care training is required for the employee concerned. If a member of staff takes up a grievance against a manager’s attitude or actions, then this could indicate that the manager concerned needs some form of training on handling staff. If there is a ‘near miss’
reported which lays the blame on a pilot, then it is vital that re-training of that pilot takes place.

A development centre will throw up a selection of needs, especially those relating to interpersonal skills, such as group problem-solving or running meetings. Exit interviews, may also show training needs, in that employees leaving the organization may make it clear that one of the reasons they are leaving is because they were not adequately prepared for the work they were doing (Stredwick, 2005)

2.4.4.2 Setting training programs and carrying out the training

Every training program includes trainees, trainers, a training period and training material. According to Bhatia (2008), the constituents of training are discussed below:

Selection of Trainees: The proper selection of trainees is of importance if permanent and gainful results are to be obtained. A trainee should be trained for the kind of jobs he likes and is fitted to perform careful screening of candidates for training will raise the effectiveness of training programs.

Preparation of Instructor: The faculty or trainer is the key figure in an effective training program. He can contribute immeasurably to its success. Qualified instructor may be obtained from inside or outside the organization. However, many insiders are not good instructors because they may not possess the ability to teach the skill. The trainer should explain and demonstrate the operations step by step and should allow the trainees to repeat these operations. He should also encourage questions from the trainees in order to be sure that the trainees understand the job (Bhatia, 2008),

Time Periods: The length of the training periods depends upon the skills to be acquired; the trainee’s learning capacity and the training methodology used. For instance a simple indoctrination programs for clerks require an hour or a day over a
period of one week, while a course in computer programming may be given two hours a week for 15 weeks.

Training methods and material: The choice of any methods of training would depend upon the specific objectives of the training programs.

To increase the effectiveness of training, some written material is usually desirable as a basic instruction, review and references. The training section may prepare the training material with the help of line supervisors to be used for different jobs. A complete outline of the whole course should be done with the main topic included under each heading. The training material should be distributed among the trainees well in advances so that they may come prepared in the lecture class and may be able to understand the subject quickly and may remove their doubt by asking questions from the instructor (Bhatia, 2008).

### 2.4.4.3 Training programs methods

According to Yothi and Venkatesh (2006) there are various methods, which may be broadly classified as on-the-job and off-the-job methods. The programs may also be in-house or outsourced; these types of training programs will be explained more as follows;

#### 2.4.4.4 On-the-job

On-the-job training is considered to be the most effective methods of training the operative personnel. Under this method, the worker is given training at the work place by his immediate supervisors. In other word, the worker learns in the actual work environment. It is based on the principal of learning by doing. 

On-the job training is suitable for imparting skills that can learn in a relatively short period of time. It has the chief advantage of strongly motivate the trainee to learn. It permits the trainee to learn about the equipment and in the work environment. On-the job training methods are relatively cheaper and legitimate consuming. Another
important factor about on-the-job training is the supervisors play an important part in training the subordinates (Bhatia, 2008)

There are several in-the-job methods of training and development as described below:

**Job Rotation:** job rotation essentially involves placing employees in a series of jobs and monitoring their performance. During each assignment, the employees perform the tasks that are evaluated and learn first-hand the job’s challenges and rewards. Because rotational job assignments have the advantage of providing employees with immediate stimulation and networking, they are often used to improve employee performance. In addition, rotational assignments can provide the organization’s high potential and high performing employees with the front-line experience and networks that become the foundation for leading the organization in future. Also job rotation is particularly common with management trainees. Such trainees are fresh from colleges and universities and rotational assignments help them understand basics of business (Yothi and Venkatesh, 2006).

**Coaching:** coaching typically takes place between employees and their immediate line managers with more explicit and short-term purpose of contributing to performance improvements and developing individual skills, often with a focus on remedying employee poor performance. Coaching can also be used as both an OD and learning and development initiative. It is a flexible and adaptive technique of training that is well suited to the changing demands of the organizations. Obviously, it is a popular intervention, particularly for coaching senior managers, popularly called executive coaching (Bhatia, 2008)

**Action learning:** action learning is yet another on-the-job training. It involves a group of learners working together in an action learning set, as opposed to a classroom situation, to solve real problems in the workplace. A series of meetings are held, during which set members (four to five) question and challenge the causes of the problem and potential solutions. An actual work problem is used as a way to
learn. Action learning typically operates in the following way. A set of managers comes together to solve a live problem. They help and learn from each other, but an adviser may sit with them regularly. The project may last for several months, and the group meets frequently, at least once a week. The advisor helps the members learn from one another and clarifies the process of action learning (Yothi and Venkatesh, 2006).

**Staff meetings:** staff meetings facilitate participants to become more familiar with problems and events occurring outside their immediate area by exposing them to the ideas and thinking of other managers.

### 2.4.4.5 Off-the-job

It requires the worker to undergo training for a specific period of time away from the work place.

Off-the-job methods are concerned with the both knowledge and skills in doing a certain jobs. The workers are free of tension of work when they are learning. There are several off-the-job methods of training and development as described below;

**Seminars and conferences:** these facilitate meeting together of groups of people to seek mutual development. Such programss can be used to communicate ideas, policies or procedures. Issues can be discussed and debated, outcomes notwithstanding. The most popular programs that is conducted in seminars is the Leadership Grid. The seminars focus on two dimensions of effective leadership: concern for people and concern for production. These two dimensions are presented in the grid. Developed by Blake and Mouton, the leadership grid uses a combination of seminars, managers and supervisors learn to identify necessary personal and organizational changes to become more effective in their interpersonal relationships and their work groups (Yothi and Venkatesh, 2006)

**Case study:** this is the most useful technique of management development. Case study uses a written description of a real (or simulated) decision-making situation in
an organization. Managers are asked to study the case to identify the problems, analyse them for their significance, propose solutions, choose the best solution and implement it. More learning will take place if there is an interaction between the managers and the instructor. The instructor’s role is that of a catalyst and facilitator. An effective instructor is able to involve every participant in problem solving. Case studies are mainly used in course for managers and team leaders, based on the belief that managerial competence and understanding can best be achieved through the study and discussion of real life events (Bhatia, 2008)

Management games; business games are becoming highly popular in developing managers and supervisors. These games are simulations, computer based or non-computer based that attempt to duplicate selected factors in a particular business situation, which the participants manipulate. Business games involve two or more hypothetical organizations competing in a given market. The participants divide into five or six person groups and play roles such as director vice president, or marketing manager. They make decisions affecting price levels, production volumes and inventory levels. Often, a computer programs manipulates their decisions, with the results stimulating those of an actual business situation. Participants are able to see how their decisions affect other groups or vice versa.

Games offer specific benefits as training techniques. There is integration of several interacting decisions, the ability to experiment with decisions, the provision of feedback on decisions, and the requirement that decisions be made with inadequate data, which simulate reality. People learn best by being involved, and the game can gain such participation. The groups usually elect their own officers and organize themselves. This can develop leadership skills and foster cooperation and teamwork (Aswathappa, 2013)

Role playing; many organizations use the role-playing technique to train supervisors and managers. In the role-playing technique, participants are presented with an organizational situation, assigned a role or character in the situation, and asked to enact the role with one or more other trainees. The role play should offer
an opportunity for self-discovery and learning, for example, a management development programs could include a role play situation highlighting an interpersonal conflict between a manager and a subordinate. Management trainees would have an opportunity to role play both the manager and the subordinate role, in order to better understand some of the dynamics of this situation, as well as practice interpersonal skills. The significance of role-play is enhanced by conducting a feedback session following the role plan, in which the trainer and the trainees review performance of each player (Bhatia, 2008)

**Behaviour modelling (Sensitivity Training)**; behaviour modelling seeks to improve interpersonal skills among the trainees. The alternative expressions used for this model include interaction management or imitating model. The key to behaviour modelling is learning through observation or imagination, and is modelling on social learning theory. The famous social learning theory posits that much of learning occurs by observing others. In organizations, employees learn all kinds of behaviours (work related or otherwise), from observing supervisors, managers, union leaders, and co-workers who serve as role models. Role models wield tremendous influence on individual behaviour (Aswathappa, 2013)

**Corporate Universities**; organizations often collaborate with universities. Managers are sponsored to undergo a course in universities in general management or in different functional areas. A step ahead is to establish a B-School by themselves on the lines of the International Business School. Managers and supervisors are sponsored to undergo courses and improve their academic credentials and enhance learning (Aswathappa, 2013)

**2.4.4.6 Implementation of the training programs**

According to Aswathappa (2013) once the Training programs has been designed, it need to be implemented. Implementation is to be set with a certain problems. Most managers are action oriented and frequently say they are too busy to engage in training efforts. Secondly, availability of trainers is a problem. In addition to
possessing communication skills, the trainers must know the company’s philosophy, its objective, its formal and informal organizations, and the goals of training programs. Training and development requires a high degree of creativity than, perhaps, any other personnel specialty (Aswathappa, 2013)

Scheduling training around the present work is another problem. How to schedule training without disrupting the regular work? There is also the problem of record keeping about the performances of the trainee during his or her training periods. This information may be useful to evaluate the progress of the trainee in the company. Programs implementation involves action on the following lines; deciding the location and organizing training and other facilities, scheduling the training programs, conducting the programs, and lastly monitoring the progress of trainees (Aswathappa, 2013).

2.4.4.7 Evaluating the training

This part is vital to the whole process. Unless there can be reasonable proof that the training actually added value, then it becomes easy to dismiss it as a waste of time and money. There are two forms of evaluation, subjective and objective. The trainer, who will be aware whether or not the training went well, can make subjective evaluation. It will also emerge from the trainees who should be asked for their opinions at various stages through the programs, both verbally and in written ‘happy sheets’. A final evaluation of the trainees should move towards the objective viewpoint, having to answer questions such as: ‘How has this training benefited you in the workplace?’, or ‘name a number of areas where you will put into effect improvements that have arisen from what you have learnt during this training.

‘Other objective measures can be involved in observing improved performance (productivity, quality, customer relations) and any measures considered robust by the organization. These will be balanced with subjective measures from the trainee’s manager and internal customers. Some training, such as graduate training
Evaluating the training programs is aimed to determine if they are accomplishing specific training objectives that are, correcting performance deficiencies. A second reason for evaluation is to ensure that changes in trainee capabilities are due to the training programs and not due to any other conditions. Training programs should be evaluated to determine their cost effectiveness. Evaluation is useful to explain programs failure, should it occur. Finally, credibility of training and development is greatly enhanced when it is proved that the firm has benefited tangibly from it (Dhawan, 2007).

2.4.4.8 Techniques of evaluation

Several techniques of evaluation are being used in the organization. It may be stated that the usefulness of the methods is inversely proportional to the case with which the evaluation can be done.

One approach towards evaluation is to use experimental and control groups. Each group is randomly selected, one to receive training (experimental) and the other not to receive training (control). The random selection helps to assure the formation of groups quite similar to each other. Measures are taken of the relevant indicators of success (e.g. Words typed per minute, quality pieces produced per hour, wires attached per minute) before and after training for both groups. If the gains demonstrated by the experimental groups are better than those of the control group, the training programs is labelled as successful (Dhawan, 2007).

Another method of training evaluation involves longitudinal or time-series analysis. Measurements are taken before the programs begins and are continued during and after the programs is completed. These results are plotted on a graph to determine whether changes occurred and remain as a result of the training effort. To further
validate that change has occurred as a result of training and not due to some other variable, a control group may be included (Dhawan, 2007)

One simple method of evaluation is to send a questionnaire to the trainees after the completion of the programs to obtain their opinions about the programs’ worth. Their opinions could also be obtained through interviews. A variation of this method is to measure the knowledge and/or skills that employees possess at the commencement and completion of training. If the measurement reveals that the results after training are satisfactory, then the training may be taken as successful (Dhawan, 2007)

In order to conduct a thorough of training programs, it is important to assess the costs and benefits associated with the programs. This is a difficult task, but is useful in convincing the management about the usefulness of training.

Some of the costs that should be measured for a training programs include needs assessment costs, salaries of training department staff, purchase of equipment (computers, videos, and handouts), programs development costs, evaluation costs, trainers’ costs, rental facilities and trainee wages during the training period. The benefits to be compared with the cost are rupee payback associated with the improvement in trainees’ performance, their behavioural change, and the longevity of the period during which the benefits would last (Aswathappa, 2013)

However Training was also viewed empirically, by viewing the experiences of other researchers on training needs assessment issues in public and private organizations. It should be noted that without systematic training approach the organization cannot cope with changes or face challenges. Therefore, organizations should keep on investing on systematic training approach in order to increase organizations’ value and other advantages to the organization, and increase job satisfaction.
However, many Researches conducted in various organizations proved that Systematic training approach was poorly done particularly in the evaluation of the impact of training on work performance as far as improper selection of trainees and TNA satisfaction is concerned.

A research done by Gabriel (2007) at immigration department concerning TNA and its contribution to the organizational performances discovered that in the past, the immigration department did not regularly conduct TNA, though; there were staff training in different fields of studies. Individual employee used to apply directly or in the areas they were interested in the studies in the areas thought to be of much need to the department, or some officials were simply chosen to attend studies. This was because the bosses and supervisors did not take training as important component towards improved organization performances.

Furthermore the study done by Mutagurwa (2011) revealed that Morogoro Municipal Council was not conducting TNA, staff at the Council were also not involved in identifying their training needs as well, TNA was not taken as important exercise due to various challenges such as lack of coordination, political interference, and mobility of employees and absence of expert on TNA. Also study conducted by Sande (2010) revealed that a good number of employees at higher education students loan board were not aware of TNA procedures and implementation of the organization.

Other examples of research conducted in Tanzania on staff training are reported by Maumba (2010) who found out that Vodacom Tanzania helps its employees to perform their tasks by offering training from very beginning of their orientation and induction processes. Through the provision of this training Vodacom Tanzania helps its employees to grow by making them more competitive and thus enable them to be competitive in the face of competition from other telecommunication companies. Furthermore Mwambe, (2010) found out that the college of business education (CBE), training needs assessment were not structured and whenever
conducted in ad hoc style, not agreed to establish the man power requirements and the training needs for the whole college.

However research by Mwakila (2003) discovered that there is low productivity in the National Development Corporation (NDC) due to ineffective training. The policies on training were not clear. Its implementation of such policies depended much on the influence of top management instead of systematic training approach, which was to be done by special department for training development.

Lastly research conducted by Mkawe (1999) at Kibaha Education Centre (KEC) revealed that although the Centre allocated funds for education it hardly expended 50% of such budget to be used in actual training. The funds allocated for training at KEC were reallocated to other operations at the end of the financial year. The centre had no competent training officer to properly coordinate training activities. There was a problem of trainability of staff recruited and the incentive scheme to retain trained staff was inadequate. The study concluded that KEC was not serious enough in training its staff.

2.5 The Application of four Instructional Design Methods in the Context of Local Government

Instructional design is highly considered to be a creative process. The process involves synthesizing instructional practices, research and theory into methodology for learning development that is systematic. The instructional design is looking into creating successful learning experiences and to engender transfer of training. It is meant to provide a road map to guide designers and instructors through analysis, design, development, implementation and evaluation to the goal.

The IDMs represents view on how people learn. The models are very useful as they simplify the complexities of real situation into sets of generic steps that can be applied in many contexts including the private organizations, central government or local government.
The models are linear in nature when diagrammed but in practice they are iterative in nature i.e. moving backwards and forwards between activities. Mostly they are flexible; leaving it to the designer to decide how much detail is required at each step.

The flexibility and iterative nature of the models explain why the model fits to any environment including the Meru District Council environment. The two factors have contributed to the survivability and flourishing of the models for so long.

The three identified models are very appropriate to the Meru District Council as they have the ambition to provide a link between learning theories and the practices of building instructional systems.

However, the four identified models, each having a different orientation, are robust, complete and clear. Each includes: analysis to establish what strategies would best suit the content, the context, and the learners; the establishment of instructional or performance objectives; the identification of the most appropriate media; the development of instructional strategies; formative and summative evaluation; and strong project management.

Furthermore, the models are looking into designing of motive, engaging and effective training that results in measurable transfer of training and optimizes the council’s performance relies on the instructional strategies employed by the designer.

2.6 The Synthesis of the Study

Having passed through various literatures concerning the factors for effective implementation of Systematic Training Approach, it has been shown that training has a great values to add to employees’ performance though the studies have as well as identified some issues which affects effective implementation of Systematic
Approach to Training in various public organization like inadequacy fund to support training programs, failure of management to follow training policy, political influences, and bad management perception on value of training in the organization. Thus, this study is carried out to assess the factors for effective implementation of training programs by using systematic training approach as well as devise ways of improving staff training practices in Local Government in Tanzania and Meru District council in particular.

2.7 Conceptual Framework

This section presents a conceptual framework from which the analysis of this study was made. The purpose of the study was to explore the factors for effectiveness of training programs using systematic approach to training in Meru District Council. The study developed a framework that indicating a relationship of variables based on the assumptions derived from the reviewed literature. The framework assumes that training effectiveness depends on five factors; Modes and practices, Training Needs Assessment, Designing training programs, Training Implementation and Training Evaluation.

Models and practices: models are not applicable in all organisations, therefore for effective training there should be a right model chosen that matches with the nature of organisation environment. For example, the model that advocates application technology such as computer and Internet for training, the training won’t be effective in the organisation, which exists in the environment where there is no electricity.

Training Need Assessment (TNA); an appropriate TNA will lead to the organisation to design the right training programs, which relates to the organisation needs in improving performance.
Designing training programs: the training programs, which are designed relating to the required knowledge and skills for improvement of organisation performance will result to effective training programs.

Training implementation: the training which has been implemented according to its designing likely to be effective.

Evaluation: for effective training there is a need of making evaluation so as to know whether the employees had acquired the required skills and knowledge.

**Figure 2.5: Conceptual Framework**

**INDEPENDENT VARIABLES**
- Models and practices
- Training Needs Assessment
- Designing of training programs
- Training Implementation
- Evaluation

**DEPENDENT VARIABLE**
- Effective training
  - Increase of knowledge and skills.
  - Increase of performance.
  - Quality of services
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter basically describes the methodology used to conduct the study that includes; Design of the study, Population of the study, sampling methods, and data collection procedures and data analysis techniques. The chapter details the basis of applying the given methodology or approach in carrying out the study. The chapter also gives the design of the study, population and its area of which the research was based.

3.2 Research Design

Case study approach was adopted. A case study design is a plan of intensive exploring and analysing the life of a single social unit be that of an individual, a family, an institution, culture, group or even an entire community. This design is appropriate because of the nature of the study and the research questions which was designed to address key issues on studying factors for effective implementation of Training needs assessment in Local Government, in this case Meru District Council. Saunders et al. (2007) pointed out that the case study has considerable ability to generate answers to the question `Why ` As well as `how` questions. The design is also chosen because it allows the use of different data collection techniques at different stages such as questionnaires, structured and unstructured interviews. In addition, a case study is most appropriate as it provides a comprehensive description in the current situation in Meru District Council.

3.3 Area of the Study

The study was conducted at Meru District Council, which is located at Usa-River within Arusha region. A simple random technique was employed to get Arusha region as an area of study.
The 31 regions in Tanzania were assigned with numbers then slip of papers were given those numbers and shuffled in a box. The slip of papers were picked randomly to get the region. The same procedure was conducted to get Meru District Council from among 7 District council in Arusha region. Simple random sampling was selected to avoid coming up with biased conclusions.

3.4 Population of the Study

Kothari, (2004) defines population as a group of individuals who have one or more characteristics in common. It is therefore a collection of elements about which researcher wishes to get information from. The study confined itself to public servants, but the case study was Meru District from where study sample was taken. For the purpose of this study, research population included, District Executive Director, District Heads of Departments, and other employees. All of these were included in order to allow a researcher to get in-depth information on the effective implementation of training programs using the Systematic Training Approach in Meru District Council.

The Meru District Council is currently having 3191 employees from all departments. This number includes Head of Departments, Sections and Units, and lower level employees and operational staff such as office attendant, secretaries, Health officers, Teachers and Drivers. Table 3.1 shows the population distribution within thirteen departments of the Meru District Council.
Table 3.1: Employees Distribution on Departmental Wise

<table>
<thead>
<tr>
<th>S/N</th>
<th>Departments</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personnel and Administration Department</td>
<td>126</td>
</tr>
<tr>
<td>2</td>
<td>Health Department</td>
<td>338</td>
</tr>
<tr>
<td>3</td>
<td>Agriculture and cooperative Department</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>Livestock and Fisheries Department</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>Secondary Education Department</td>
<td>664</td>
</tr>
<tr>
<td>6</td>
<td>Primary Education Department</td>
<td>1861</td>
</tr>
<tr>
<td>7</td>
<td>Finance and Trade Department</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>Environmental and Sanitary Department</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Planning and Economic Department</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Land and Natural Resources Department</td>
<td>19</td>
</tr>
<tr>
<td>11</td>
<td>Water Department</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>Works Department</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Community Development Department</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>3191</strong></td>
</tr>
</tbody>
</table>

**Source:** Meru District Council Administration and Personnel Department, 2014

### 3.4 Sampling Techniques and Sample Size

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains representative elements of the characteristics found in the entire group (Orodho and Kombo, 2002). This study employed purposive and simple random sampling techniques to obtain a sample of 66 employees that included; District Executive Director, Heads of departments and other employees in thirteen departments in Meru District Council. Researcher find that the sample included was enough and saturated the data needed.

#### 3.4.1 Purposive sampling

According to Kothari (2004), Purposive sampling is the deliberate selection of particular units of the universe for constituting a sample which represent that
universe. In other word, purposive sampling techniques involve picking units most relevant or knowledgeable in the subject matter and study them.

The techniques targeted to reach a total of 14 Head of department and District Executive Director. However, only 11 respondents were reached during the study and this is because some of targeted Heads of departments were not in their offices until when the exercise of data collection come to an end.

### 3.4.2 Simple random sampling

The Simple random sampling technique was employed to select fifty two (52) respondents other than District Director and Heads department. Simple random provides to members of a population equal and independent chance of being selected and it was accomplished by lottery methods. Therefore, every employee from each department had an equal chance of being included in the study. Sampling frames (list of employees) were obtained from the Department of Human Resource and Administration whereby numeric numbers were assigned against each respondent’s name in each department. Slip of papers was prepared and then numbered to present every employee from each department. To minimise the selection bias the numbered slips of papers were systematically shuffled in a box and then one piece of paper was randomly picked at a time. The process was repeated until a required sample of 52 respondents was obtained. However, only 45 respondents were reached during data collection because some targeted respondent did not respond to the distributed questionnaires, and some others refused to be completely involved in the study.

The number of samples designed was expected to be accessible, relevant and adequate in providing information on factors for effective implementation of training programs using Systematic Training Approach in Meru District Council. Table 3.2 shows District Executive Director, heads of department and departmental employees involved in the study.
Table 3.2: Study Sample

<table>
<thead>
<tr>
<th>No</th>
<th>Sample Category</th>
<th>No. of respondents Expected</th>
<th>No. of Respondents Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District Executive Director</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Heads of Department</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Departmental Employees</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

Source: Field Data, 2015

3.5 Data Collection Methods

In this party the researcher used Documentary review, Interview and questionnaires in data collection in Meru District Council.

3.5.1 Documentary review

Documentary review is the type Secondary data used get supplementary information of the subject matter. It is used due to its advantages of having fewer resource requirements in terms of time and money. Saunders, at el. (2007) argued that they provide an unobtrusive measure. The researcher therefore collected secondary data through documentary review. Researcher reviewed different textbooks, journals, dissertations, thesis from Mzumbe University and Meru District Council library to get the information related to the study. Other sources included the Internet were used.

3.5.2 Interviews

Kothari, (2004) states that, interview is a purposeful discussion between two or more people and it refers to presentation of oral, verbal stimuli and getting replies through oral verbal responses. Structured interviews consist of the interviewer asking each respondent the same questions in the same way.
The researcher employed structured interview guide to District Executive Director and heads of departments due to the fact that their positions, job responsibilities and their limited time necessitated the researcher to use of interview technique to gather data for the study mostly technical one like whether they best instructional modal and if training programs originated from their training needs assessment.

Apart from the reason above, the use of an interview method aimed to get in depth information from the respondents regarding their experience and attitudes towards training. The researcher took note and tape recording during the interview section to each respondent.

3.5.3 Questionnaires

According to Pannerselvam (2007) defined questionnaire as a well formulated set of questions to probe and obtain responses from the respondents. This tool is most accurate because it was user friendly, faster and more efficient in data collection. It gathered and provided the information that is not contained in other sources like books, newspapers and internet sources. In addition Kothari (2005) added that questionnaire tool is simple to use compared to interview and observation. The method is also free from the bias of the interviewer, less expensive and does not exact much pressure on the respondents hence make them to be more comfortable. The researcher used the questionnaires to collect data from employees other than District Executive Director and Heads of department. The method made interrogation possible in order to get the experiences about the effectiveness of implementation of training programs by SAT in the Council. The questionnaires comprised of both closed and open ended questions. The questionnaires were flexible in data collection since modifications were possible during the data collection. The questionnaires were distributed to each targeted respondent by the researcher himself to their working stations and were collected by the researcher after two weeks. The distribution and collection of questioner were done by the researcher himself in order to obtain respondent's consent, elaboration of the
purpose of the study and to insure to them the information provided were strictly for study and cannot be used otherwise.

3.6 Data Analysis Techniques

According to Singh (2006), data analysis is all about the process of evaluating collected data in research using analytical and logical reasoning to examine each component of the data provided. The author adds that data analysis is the process of inspecting, cleaning, transforming and modelling data with the aim of understanding useful information, suggesting solutions and eventually supporting decision making.

The study employed both quantitative and qualitative data analysis procedures. In quantitative data analysis the study used the Statistical Package for Social Sciences (SPSS) version 16 in analysing quantifiable data. Qualitative data was analysed by using thematic analysis procedure for analysis qualifiable data of the study.

3.7 Ethical Considerations

All ethical issues regarding conduction of the study were considered and worked upon. Clearance was obtained from the management of the University before the beginning of the study. All confidential information was disclosed, including the respondents’ details.
CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study as per data obtained from the field. The findings are presented and discussed in relation to the study objectives and research questions. The chapter among other present the issues related to demographic information; development of training from the training need assessment; implementation and Evaluation of the training. The study employed stratified, purposive and simple random sampling techniques in order to obtain a sample of 56 respondents. Data were collected by use of Questionnaires, Interview, and documentary review, Also, qualitative data were analysed using descriptive approach where as Qualitative data were analysed using the Statistic Package for Social Science software (SPSS)

4.2 Demographic Information

The Researcher was interested to find out whether demographic information had any relation with Training conducted at MDC in this case working experience was used.

4.2.1 Working experience

Relevant characteristic of the 56 respondents who took part in this study include work experience. This is summarized and presented in the Table 4.1. Respondents’ character was important in order to provide a snapshot on the background of the respondents and their suitability for this inquiry. The socio-economic characteristic of respondents is presented in Table 4.1 show important characteristics of the total of the 56 respondents who took part in this study. This characteristic was summarized and presented to give a snapshot of the surveyed respondents in relation to their influence in the SAT. Respondents’ characteristic was important in
order to provide a snapshot on the background of the respondents and their suitability for this inquiry.

The respondents were randomly drawn from the selected MDC departments and units where the study was undertaken was purposively done to fit statistical analyses hence meeting a total of 56 people.

The findings indicate that respondents in this study had working experience between 1 and 40 years, as it is seen in table 4.1 bellow.

**Table 4.1: Working Experience of Respondents**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Employees</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>9</td>
<td>20.0</td>
<td>1</td>
<td>9.1</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>18</td>
<td>40.0</td>
<td>5</td>
<td>45.5</td>
<td>23</td>
<td>41.1</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>4</td>
<td>8.9</td>
<td>1</td>
<td>9.1</td>
<td>5</td>
<td>8.9</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>1</td>
<td>2.2</td>
<td>1</td>
<td>9.1</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>21 - 25 years</td>
<td>4</td>
<td>8.9</td>
<td></td>
<td></td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>26 - 30 years</td>
<td>3</td>
<td>6.7</td>
<td>1</td>
<td>9.1</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>4</td>
<td>8.9</td>
<td>2</td>
<td>18.2</td>
<td>6</td>
<td>10.7</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>2</td>
<td>4.4</td>
<td></td>
<td></td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
<td>11</td>
<td>100</td>
<td>56</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With these statistics, the great portions of informants were considered to have an adequate experience in staff training and development, hence reliable information was expected to be obtained from such respondents through questionnaires.
4.3 Conducting Training Needs Assessment

According to the Local government training strategy (2010) employees are supposed to be involved in identifying their needs during staff appraisal/evaluation where management may know the weaknesses of the employees which helps management to provide proper training according to their needs.

The researcher was interested to find out how the training needs assessment was conducted. In conducting Training Needs Assessment, involvement of staff is very crucial towards the implementation and meeting the training objectives of any organization. Conducting thorough needs assessment before training programs is designed and delivered helps organization to set appropriate goals for training and ensure that trainees are ready to participate (Blanchard & Thacker 2007).

The findings indicated that majority of respondents who involved in the study disagree that they are involved in the training needs identification. Though very few agreed that they were involved identifying their training needs. The finding also indicated that majority agreed on the relevance of training to employees’ work. Also few disagreed on the relevance of training to their work as it is shown in our Table 4.2.
Table 4.2: Identification of Training Needs and Relevance

<table>
<thead>
<tr>
<th>Working Experience</th>
<th>Relevance of Training to the employees’ work</th>
<th>Total</th>
<th>Involvement of Employees in identification of training need</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>2 (22.2)</td>
<td>7 (77.8)</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>11 (61.1%)</td>
<td>7 (38.9%)</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>3 (75%)</td>
<td>1 (25%)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>1 (100%)</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>21 - 25 years</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>26 - 30 years</td>
<td>3 (100%)</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>4 (100%)</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>27 (60%)</td>
<td>18 (40%)</td>
<td>45</td>
<td>11</td>
</tr>
</tbody>
</table>

These results generally, indicated that the majority of employees were not involved in the process of identifying their training needs. Following this situation the experience in the study area revealed that training conducted in this manner did not produce the expected results. For example, one respondent during the interview in the department of primary education said that;

*Teachers have been undergoing training in the field of Accounting and Human Resources Management, it is unfortunate however that they have been rarely re-categorised to the relevant positions*

According to the interview with the District Human Resources Officer, it was revealed that due to delayed release of Capacity Building Grants, TNAs was hardly conducted, as a result, some employees were just picked and send for training for the sake of implementing budget of that particular financial year.
This suggests that such kind of trainings is wastage of time and resources and tends to demoralize employees and at the end reduce productivity and organization performance at large.

The results disagree with the Colquitt et al. (2000) who conducted his study on factors affecting trainee motivation. Their meta-analysis showed that motivation was significantly predicted by individuals’ characteristics for example locus of control, age, self-efficacy, valence of training and job involvement. Their results further indicated that the situational characteristics (e.g. organizational climate) have an impact in the identification and implementation of the training. The study further shown that to maximize the benefits of training, the training needs should be conducted by use of experienced subject matter experts (SMEs) to make sure the trainees are ready and motivated for training. Training readiness can be enhanced by lowering trainees’ anxiety about training; demonstrating the value of training before training begins and making sure employees are highly involved and engaged.

These ideas are contradicting each other because study conducted from different environment, Meru District Council sims to be not committed in involving its staff in training as contrary Colquitt et al views. There so many factors which caused MDC not to involve their employees to mention the few there is no defined training needs assessment; training budget implication, and apathy of employees towards training.

4.4 Council staff training is planned according to the best instructional design models or practices

The study aimed to determine whether MDC implement training according to the best instructional design model. It was found majority respondents involved in this study disagree that MDC implement training according the best Instructional design model but very few of respondents agreed that MDC implement training according to the best instruction model as it seen on table 4.3 bellow.
Table 4.3: Council staff training is planned according to the best instruction design models or practices

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council staff training is planned according to the best instruction design models?</td>
<td>Yes</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

These results generally indicate that some stages like TNA’s and evaluation were not well addressed by the MDC this was also evidenced by literatures reviewed in MDC library like their training programs, but also when researcher whether they have TNAs’ they said no. Training of this kind is wastage of time and resources because it will not bring the intended result in the organization.

These findings are against with Grace, (2002) through her instructional system designed model where she said that training will follow systematic steps (starts with assessment of training needs, then prioritize needs, then design a training programs, then implement the training programs, then evaluate) will develop an effective training programs which will ensure that the organization achieves intended results.

MDC are not a addressing well some stages like TNA’s and evaluation because financial implications, negligence of management, no binding instructions which that constrain management to follow all stages that why there is contradicting views.

4.5 The Planning/Designing of Council Staff Training Programs

The researcher was interested to find out whether the training needs assessment is conducted. It was found out that majority of respondents who were involved in the study disagree that training needs assessment conducted in MDC. Though very few
agreed that training needs assessment is conducted in MDC as it is seen in table 4.4 bellow;

**Table 4.4: Availability of Planning/ Designing of Council Training Programs**

<table>
<thead>
<tr>
<th>Working experience</th>
<th>Availability of Training Need Practices Designing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11 - 15 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16 - 20 Years</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26 - 30 Years</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>31 - 35 Years</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4 (36.4%)</strong></td>
<td><strong>7 (63.6%)</strong></td>
</tr>
</tbody>
</table>

Following an interview with District Executive Director it was revealed that respondents who affirmed to have been apprised on TNAs in the annual appraisal are those from department with fewer employees and the health department to which complied to donor’s requirement, Benjamin Mkapa Foundation in this case. This may have resulted to have employees who are apprised and not ultimately affect the training programs.

### 4.6 The Implementation of training programs

The study examined whether training programs was implemented as it was planned as well as whether council employees had opportunity for training in Meru District Council. These are presented under 4.6.1 and 4.6.2 respectively.
4.6.1 Implementation of staff training programs

The researcher was interested to find out whether training programs was implemented as it is planned. Findings indicate that majority of respondent involved in the study agreed that training programs are implemented as planned by the Council see table 4.5 gives data more clearly.

Table 4.5: Council's Implementation of Training Programs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the training programs implemented as planned?</td>
<td>Yes</td>
<td>10</td>
<td>90.9</td>
<td>90.9</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>9.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Findings from documentary sources indicate that training program is not implemented due to a multitude of factors: budget constraint, lack of training policy; staff motivation; unrealistic design within the context of the Council. Through an interview with the DED, it was established that Council has a training program and the budget is set aside for implementing the same. For the financial year 2014/15 the Council planned to implement its training program which amounted to Tsh. 165,846,000 (Appendix V). The amount covered for short and long-term training for the council employees. This indicates that the management set aside the resource to conduct the training. Other study indicated that organizations are able to realize the benefits of training and able to move away from viewing the training function as an operational function or cost centre to one that is value driven (Fox, 2003). For example, the consulting company PricewaterhouseCoopers has cut costs in many areas but increased its investment in employee training to about $120 million per year.

Another leading consulting firm, Booz Allen Hamilton, believes in developing workers as a long-term competitive advantage and manages its learning functions as revenue centres (Fox 2003). Managers and other decision makers in these organizations prefer information and data on business-related results to make
decisions about how to allocate resources, including resources for training activities (Mattson 2005).

In general, the training for the sake of implementing, an approach that focuses on developmental ideas and supportive organizational environments, is not aligned with today’s business realities, including compressed career progression pathways, budgetary cuts and constraints, highly competitive environments benefits of training using the information that will allow the human resource management function to be a strategic organizational player and to move away from the negative connotations (e.g., “welfare secretaries”) associated with this function in the twentieth century (Hammonds 2005 and Kraiger et al. 2004).

Training alone may not be able to realize its benefits if it is disconnected from other human resource management functions or if the organization is dysfunctional in other areas (e.g., interpersonal relationships). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and practices based on empirical research.

4.6.2 Training opportunities for Meru District Council employees

The researcher was interested to find out whether training programs is implemented as planned, and here we observe if council employees had opportunities for training. The study indicated that majority of respondents who were covered through questioners agreed that they had training opportunities in their time as employees of the Meru District Council. Though very few respondents disagree that they had an opportunity of attending training in their time as MDC employees as it is seen in table 4.6 bellow.
Table 4.6: Training Opportunities for Meru District Council Employees

<table>
<thead>
<tr>
<th>Working Experience</th>
<th>Employees’ Training Opportunity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (33.3%)</td>
<td></td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>3</td>
<td>6 (66.7%) 9</td>
</tr>
<tr>
<td></td>
<td>No (66.7%)</td>
<td></td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>11 (61.1%)</td>
<td>7 (38.1%) 18</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>3 (75%)</td>
<td>1 (25%) 4</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>1 (100%)</td>
<td>0       1</td>
</tr>
<tr>
<td>21 - 25 years</td>
<td>2 (50%)</td>
<td>2 (50%) 4</td>
</tr>
<tr>
<td>26 - 30 years</td>
<td>3 (100%)</td>
<td>0       3</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>4 (100%)</td>
<td>0       4</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>1 (50%)</td>
<td>1 (50%) 2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28 (62.2%)</td>
<td>17 (37.8%) 45</td>
</tr>
</tbody>
</table>

Generally, it can be seen that the more experienced participants had an opportunities to attend training during their employment with the Council. The benefits of training are many and the literatures indicate that there is documented evidence that training activities have a positive impact on the performance of individual and teams. The training activities are beneficial to both individual and organizations for instance motivation, attitudes and empowerment.

It is expected that training related changes should result in improved work performance and other positive changes including acquisition of new skills. Arthur et al. (2003) ascertained that training had an overall positive effect on job-related behaviours or performance. Artuh et al (2003) commented further that training implementation differs from organization to organization but the differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skill or task being trained. For example, the most effective training programs were those including both cognitive and interpersonal skills followed by those including psychomotor skills or tasks.
The results further shows that all the Heads of Departments agreed that they do conduct in-the jobs and off-the job trainings to their employees. The following ways were stated as in-job and off-job trainings: Orientation of new employees or induction, conducting supportive supervision, presentation of different emerging issues (regime) to employees, seminars and workshops, provision of short courses, professional meetings, orientation of staff to new knowledge and skills and delegation of responsibilities to subordinates.

This result is in agreement with the qualitative study that involved the Northern India, where Barber (2004) found that on-the-job training led to greater innovation and tacit skills.

4.7 Mechanism to evaluate the quality of training

The study examined whether Meru District Council have established an appropriate mechanism to evaluate the quality of training provided to employees as well as ways to improve the training effectiveness in Meru District Council. The aim was to get experience and challenges to which the employers and employees encountered in the area of training evaluation so as to find out solutions against the challenge. These are presented under 4.7.1 to 4.7.2 consecutively.

4.7.1 Evaluation of employees’ training

The researcher was interested to find out whether the Meru District Council has established an appropriate mechanism to evaluate the quality of training provided. Findings from the distributed questioners indicate that large number of the respondents involved in this study disagree that MDC had established appropriate mechanism of evaluating their training to their employee after attending trainings as seen in table 4.7 bellow.
Table 4.7: Evaluation of Training

<table>
<thead>
<tr>
<th>Working Experience</th>
<th>Evaluation of Training through Questionnaires</th>
<th>Total</th>
<th>Evaluation of employees' training through interview</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>0</td>
<td>9 (100)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>2 (11.1)</td>
<td>16 (88.9)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>2 (50)</td>
<td>2 (50)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>1 (100)</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21 - 25 years</td>
<td>1 (25)</td>
<td>3 (75)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26 - 30 years</td>
<td>1 (33.3)</td>
<td>2 (66.7)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>2 (50)</td>
<td>2 (50)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>0</td>
<td>2 (100)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9 (20)</td>
<td>36 (80)</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

N.B; Numbers in brackets represent percentages.

These results in Table 4.7 indicate that the training and staff evaluation is not done by the management of Meru District Council. It is good to note as well that the disagreement is reported mainly by staff having over 6 years of working experience within the Council. The results are attributed to non-involvement of staff at all stages of SAT including not involving staff in training needs assessment as reported above. In LGAs, the evaluation of training is mainly done during the OPRAS and it is not done comprehensively because even OPRAS forms are not conducted properly.

Kraiger (2002) proposed a decision-based evaluation model. The model frames decisions about how to measure training impact around the intended purpose for evaluation, which could be decision making; marketing; and providing feedback to participants, instructors or instructors or instructional designers. A number of authors have criticized the lack of rigour in training evaluation designs, for instance Edkins (2002), Littrell et al. 2006, O’Connor et al 2002, Wang 2002. Kraiger’s model emphasizes the importance of solid designs as compared to more or better measures.
He argued that a meaningful evaluation can be done with incomplete research an
design which was raised earlier by Sackett & Mullen (1993) and Tannebaum &

Meru District Council staff and other stakeholders have been reacting to training
and has continued to receive attention in many departments of the Council. The
concern has also gained attention in the literature, particularly in the question of
how best to use reactions to improve the training designing and delivery and final
evaluation. Morgan & Casper (2000) factor analysed a set of training reaction items
from 9128 government employees and found evidence of two underlying factors:
overall affect toward training and perceived utility of the training. Another study
from Brown (2005) supported that the same idea. In the study by Lim and Morris
(2006) conducted to 181 Korean workers, it showed that the relationship between
perceived applicability (training utility) and perceived application (transfer)
decreased as the time between training and measurement (evaluation) increased.

4.7.2 Ways to improve the training effectiveness in Meru District Council.

The study investigated on the ways to improve the training conducted in the
councils. Participants were asked about what steps should be taken in order to
improve the effectiveness of SAT in their Councils. The findings from both
questionnaires and interviews revealed that ways to improve training in the council
were as the follows;

Training Programss should be based on Training needs assessment, because TNAs
it helps to identify areas of improvement (training gape) which need attention for
training of both individual and group in an organization. This in turn will facilitate
training to relevant individual and subject matter which will benefit individually
and the organization.
Trainers should make appropriate preparations to deliver relevant topics; this will facilitate trainers to impart the required knowledge and skills, this will help the organization to cover the identified training gap and increase productivity as expected.

Proper arrangement including Budgeting, Finance and course according to the needs of Council, this will assist implementation of training programs as it was planned by the Council.

There should be mechanism to Evaluate training conducted, because training without evaluation is the wasted time and resources, it can be done through various mechanism like Questionnaire, experimental and control so that to prove whether the trainees acquired the required knowledge and skills, and the knowledge acquired had impact on productivity.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the study, conclusion and recommendations based on the findings presented and discussed in chapter four. The study aimed at exploring the factors for effective implementation of training programs by using a systematic training approach in local government and Meru District Council was focused in the study. Specifically the study was centred on specific objectives which includes; to find out how the training needs assessment is conducted, to determine if the council staff training is planned according to the best instructional design models or practices, to find out whether training programs is implemented as planned, and to find out whether Meru District Council have established an appropriate mechanism to evaluate the quality of training provided.

The study reached 56 respondents out of 66 targeted respondents who formed a study sample which helped the researcher to arrive to conclusion. The sample included District Executive Director, Heads of departments and other employees. The researcher employed various methods of data collection, which include; Questionnaire, interview and documentary review. Purposive and Simple random sampling techniques were used to select a sample of 66 respondents. The qualitative and Quantitative data analysis were used to analyse the data collected.

5.2 Summary of the study

The summary of the findings is organised based on the study objectives. Generally the findings indicated that the Meru District Council is not doing well in implementing the training programs using STA as it is indicated below.

The study aimed to find out if the training needs assessment is conducted. The study revealed that 63.6% of Head of Departments stated that there is no training needs
assessment practice that takes place during annual appraisal. The 36.4% of respondents who indicated that training needs assessment do take place during the annual appraisal stated that such practices are held through Open Performance Appraisal System (OPRAS), where performance of staff were assessed. In general finding revealed that there is no implementation of training in MDC which is not proper for any organization because if there is no appraisal means it will be difficult to know where the individual employees has a weakness and hence employee will be performing as business as usual which will result for poor performance of the organization.

Secondly the study aimed to determine whether MDC implement training according to the best instructional design model. The study revealed that some of stages are not well addressed by the MDC this was evidenced by literatures reviewed that training needs assessment and evaluation stages are not conducted at all and this reveal that training provided has nothing to do with organizational performance.

Third the study aimed to find out whether training programs is implemented as planned, but the findings revealed that training was conducted but not in accordance with the training programs. Meru District Council regardless of the practice or model used, Over 90% of the participants indicated that the training program is implemented by the Council. About 10% disagree with the statement that the training program is implemented. However, documentary review indicated that the training program is not implemented as planned due to multitude of factors: budget constraint, lack of training policy; staff motivation; unrealistic design within the context of the Council.

Fourth the study aimed to find out whether MDC have established an appropriate mechanism to evaluate the quality of training provided, but findings revealed that 36 out of 45 (80%) employees of the MDC who attended the trainings were not evaluated after attending training. At the same time 5 out of 11 (45.4%) reported that no evaluation of employee training is conducted. These results indicate that the
training and staff evaluation is not done by the management of the Meru District Council.

5.3 Conclusions

Generally the study found out that trainings conducted in MDC did not adhere to Systematic Approach to training this has made effectiveness of the training to be questionable. The impact of such training in an organization is the failure to meet targeted objective thus rendering the whole process useless and wastage of time and resources. At the end organizational productivity will not be realised.

It is imperative, therefore for important actors of Local government authorities, the responsible Ministries to come up with strategies for implementing and evaluating training through the use SAT. In this light the researcher recommends the use of Grace instructional model for training it is applicable in local government environment.

5.4 Recommendations of the study

Several recommendations to be implemented at MDC were identified as discussed bellow;

It is recommended to the management of MDC to use OPRAS so that it will help them reveal the weakness of the individuals and the organization at large and hence increase this will help the organization to realize areas where training is needed so that to increase organizational performance in MDC.

Researcher recommended that MDC should follow the instructional design models which researcher find it to be the best than the other modes and this will help MDC to have effective training programs which will help the MDC to keeps qualified employees who are productive and happy workers which will ultimately contribute to the positively to the bottom line.
The researcher suggests that training programs to be considered as a commitment made during budgeting, and should be audited during and after implantation so that to prove its effectiveness.

The researcher recommends that evaluation to be conducted in order to assess whether there is cost effective, therefore for example, in MDC finding indicates that there is no evaluation done to their employees after training this means MDC waste time and their money as you cannot know easily cost effectiveness without conducting evaluation. Therefore Research advice MDC to evaluate their training so that they achieve the intended results.

5.5 Areas for further research

i. To conduct an intervention study on instructional design models to the employee and management of MDC.

ii. To undertake study on training needs assessment and to explain the important of it to employee and the management.

iii. To conduct qualitative study to determine the root cause of not conducting evaluation of training in MDC.
REFERENCE


Fox, A (2003). Training budgets said to be withstanding companies’ economic troubles. HR Mag. 48(7):32, 38


Gupta, C.B (1996) Human resources management; Text and Cases, Sultan Chand and Son. New Delhi

Gustafson and Branch (2002b) Three-phase design model for instructional for Instructional design; Retrieved on 26, May, 2015 on http://eric.gvt


URT, President Office Public Services Commission (October, 2004), Review, Seculars, Rules, Regulations, and different document on employment issues in public services


APPENDICES

Appendix I:

Questionnaire for other employees
MZUMBE UNIVERSITY

School of Public Administration and Management (SOPAM)

TOPIC; Factors for effective implementation of training programs using SAT in Meru District Council.

Questionnaire for other employees

Dear Respondents,

The purpose of this questionnaire is to seek your view and insights concerning factors for effective implementation of training programs using; SAT in Meru District Council.

Your answers will lead me in writing my research report. Don’t write your name. In responding to this questionnaire, you are required to answer YES or NO by putting a symbol (X) in the bracket provided and explain where the Questions need an explanation in the space provided. I assure you that your opinion will be treated confidentially and your name will not appear anywhere.

Department or Section………………………………

Position…………………………………………………….

Duration of service………………………………………

1. Have you had any Training opportunity ever since you joined at MDC?
   YES (   ) or NO (   )

   If YES, Who made arrangement for your training?...................................................

2. Was it related to the field of your work?
   YES (   ) or NO (   )

3. Where you involved in identifying the kind of training that you need?
   YES (   ) or NO (   )
If YES, How were you involved
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

4. Is there any evaluation done on employees after attending training?
YES (       ) or NO (        )
If, YES, How?

5. What steps should be taken in order to improve the effectiveness of SAT?
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

Thank you so much for your maximum cooperation.

Chitete Edward,

MSc. HRM 2014
Appendix II:

Guided Interview Questions

INTEVIEW GUIDE

Guiding interview questions for District Executive Director, and Heads of department.

1. Do you conduct training needs assessment during annual appraisal?

2. Do you conduct personal and tasks assessment before training?

3. Do you conduct in-the-job and of-the-job training at work place?

4. Was the council staff training planned and implemented according to the best instructional design models or practices?

5. Does the Training Programss originated from Training Needs assessment developed?

6. Does the MDC Employees involved in identifying the need for training?

7. Does MDC implement Training programss as it was planned?

8. What are the challenges of SAT in MDC?

9. What should be done to improve SAT in MDC?

10. Does the evaluation of Training done in MDC?
Appendix V: Training Program for the year 2014/15

MPANGO WA MAFUNZO MWAKA 2014/2015
HALMASHAURI YA WILAYA YA MERU

1: IDARA YA KILIMO,UMWAGILIAJI NA USHIRIKA

<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afisa Kilimo Msaidizi Drj II</td>
<td>12224247</td>
<td>BSc. Agric. Economics &amp; Agribusiness</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Afisa Kilimo Msaidizi Drj II</td>
<td>110515930</td>
<td>BSc. Agriculture Engineering</td>
<td>Kujenga uwezo</td>
<td>48</td>
<td>SUA-Morogoro</td>
<td>9,900,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mtunza Kumbukumbu Msaidizi Drj I</td>
<td>11521954</td>
<td>Certificate in Procurement</td>
<td>Kujenga uwezo</td>
<td>24</td>
<td>Utumishi wa Umma Singida</td>
<td>2,500,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
</tbody>
</table>

**Jumla ndogo**

18,368,000
<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afisa Mifugo</td>
<td>1095896</td>
<td>Msaidizi Drj II</td>
<td>Bachelor of Veterinary Medicine</td>
<td>Kujenga uwezo</td>
<td>60</td>
<td>SUA-Morogoro</td>
<td>12,000,000</td>
<td>Bodi ya Mikopo</td>
</tr>
<tr>
<td>2</td>
<td>Afisa Mifugo</td>
<td>9858813</td>
<td>Msaidizi Drj II</td>
<td>Bachelor of Veterinary Medicine</td>
<td>Kujenga uwezo</td>
<td>60</td>
<td>SUA-Morogoro</td>
<td>12,000,000</td>
<td>Bodi ya Mikopo</td>
</tr>
<tr>
<td>3</td>
<td>Afisa Mifugo</td>
<td>11646530</td>
<td>Msaidizi Drj II</td>
<td>BSc. Animal Science</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Binafsi</td>
</tr>
<tr>
<td>4</td>
<td>Afisa Mifugo</td>
<td>11646518</td>
<td>Msaidizi Drj II</td>
<td>BSc. Aquaculture</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Bodi ya Mikopo</td>
</tr>
<tr>
<td>5</td>
<td>Afisa Mifugo</td>
<td>10959187</td>
<td>Msaidizi Drj II</td>
<td>BSc. Animal Science</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Binafsi</td>
</tr>
<tr>
<td>6</td>
<td>Afisa Mifugo</td>
<td>12192959</td>
<td>Msaidizi Drj II</td>
<td>BSc. Biotech. &amp; Lab Science</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Bodi ya Mikopo</td>
</tr>
<tr>
<td>7</td>
<td>Afisa Mifugo</td>
<td>12195502</td>
<td>Msaidizi Drj II</td>
<td>BSc. Agric. Economics &amp; Agribusiness</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Bodi ya Mikopo</td>
</tr>
<tr>
<td>8</td>
<td>Afisa Mifugo</td>
<td>12005387</td>
<td>Msaidizi Drj II</td>
<td>BSc. Food Science &amp; Technology</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>SUA-Morogoro</td>
<td>5,968,000</td>
<td>Binafsi</td>
</tr>
<tr>
<td>9</td>
<td>Afisa Mifugo</td>
<td>9858813</td>
<td>Msaidizi Drj I</td>
<td>Kozi fupi ya Uhimirishaji (A.I)</td>
<td>Kujenga uwezo</td>
<td>1</td>
<td>NAIC Usa-River</td>
<td>3,000,000</td>
<td>Halmashauri</td>
</tr>
</tbody>
</table>

Jumla ndogo

62,808,000
### 3.IDARA YA UTAWALA NA UTUMISHI

<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>10395071</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Hombolo Dodoma</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>2</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>10398795</td>
<td></td>
<td>Certificate in Public administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>MUCCOBs</td>
<td>2,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>3</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>10395288</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Hombolo Dodoma</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>4</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>11646611</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Public Service college- Singida</td>
<td>2,730,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>5</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>10398854</td>
<td></td>
<td>Certificate in Material Management</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>MUCCOBs</td>
<td>200,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>6</td>
<td>Afisa Mtendaji wa Kijiji</td>
<td>10645433</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Hombolo Dodoma</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>7</td>
<td>Kaimu Mtendaji wa Kata</td>
<td>10398784</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Hombolo Dodoma</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>8</td>
<td>Mtendaji wa Kata</td>
<td>10395004</td>
<td></td>
<td>Certificate in Local Government administration</td>
<td>Kujenga uwezo</td>
<td>12</td>
<td>Hombolo Dodoma</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>9</td>
<td>Mtendaji wa Kata</td>
<td>9860771</td>
<td></td>
<td>Diploma in Human Resource Management</td>
<td>Kujenga uwezo</td>
<td>24</td>
<td>Mount Meru University</td>
<td>3,600,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>10</td>
<td>Katibu Muhtasi I</td>
<td>10161199</td>
<td></td>
<td>Shahada ya Rasilimali watu (Bachelor of Arts in Human Resource Management)</td>
<td>Kujenga uwezo</td>
<td>36</td>
<td>Moshi University College (MUCCOBs)</td>
<td>6,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>11</td>
<td>Afisa Utumishi II</td>
<td>12004117</td>
<td></td>
<td>Shahada ya Uzamili ya Rasilimali watu (Masters of Arts and Human Resource Management)</td>
<td>Kujenga uwezo</td>
<td>18</td>
<td>Mzumbe - Arusha</td>
<td>4,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
<tr>
<td>12</td>
<td>Katibu wa Kamati III</td>
<td>8647650</td>
<td></td>
<td>Cheti cha Uandishi wa Habari</td>
<td>Kujenga uwezo</td>
<td>24</td>
<td>JR Institute</td>
<td>3,000,000</td>
<td>Halmashauri ya Meru</td>
</tr>
</tbody>
</table>

**Jumla ndogo**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Gharama za Mafunzo</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38,330,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. KITENGO CHA TEHAMA

<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mchambuzi wa Mifumo ya Kompyuta</td>
<td>11521932</td>
<td>Cheo</td>
<td>Master’s Degree in Business Administration Information Technology Management(MBA-ITM)</td>
<td>Kuimia kwango cha Elimu ili kuendana na mazingira ya Kitekinolojia katika utendaji kazi</td>
<td>12</td>
<td>Chuo cha Uhasibu Arusha</td>
<td>14,000,000</td>
<td>Serikali/Halmasaari</td>
</tr>
</tbody>
</table>

**Jumla ndogo:** 14,000,000

### 5. KITENGO CHA UGAVI

<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afisa Ugavi I</td>
<td>11475149</td>
<td>Afisa Ugavi I</td>
<td>Msc. Supply Chain Mgt.</td>
<td>Kuboresha Utendaji</td>
<td>18</td>
<td>Chuo Kikuu Mzumbe</td>
<td>8,000,000</td>
<td>Halmashauri</td>
</tr>
</tbody>
</table>

**Jumla ndogo:** 8,000,000

### 6. IDARA YA FEDHA

<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mhasibu Daraja Ia II</td>
<td>11521909</td>
<td>Mhasibu Daraja Ia II</td>
<td>IPSAS</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Chuo Kikuu Mzumbe</td>
<td>1,540,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mhasibu Mwandamizi</td>
<td>9860999</td>
<td>Mhasibu Mwandamizi</td>
<td>IPSAS</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Chuo Kikuu Mzumbe</td>
<td>1,540,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mhasibu Daraja Ia I</td>
<td>10671830</td>
<td>Mhasibu Daraja Ia I</td>
<td>IPSAS</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Chuo Kikuu Mzumbe</td>
<td>1,540,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mhasibu Daraja Ia I</td>
<td>11025588</td>
<td>Mhasibu Daraja Ia I</td>
<td>IPSAS</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Chuo Kikuu Mzumbe</td>
<td>1,540,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mhasibu Daraja Ia I</td>
<td>9861011</td>
<td>Mhasibu Daraja Ia I</td>
<td>EPICOR</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Soft Tech.DSM</td>
<td>1,660,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mhasibu Daraja Ia I</td>
<td>11025577</td>
<td>Mhasibu Daraja Ia I</td>
<td>EPICOR</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Soft Tech.DSM</td>
<td>1,660,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mhasibu Daraja Ia I</td>
<td>10959061</td>
<td>Mhasibu Daraja Ia I</td>
<td>EPICOR</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Soft Tech.DSM</td>
<td>1,660,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mhasibu Daraja Ia I</td>
<td>10649730</td>
<td>Mhasibu Daraja Ia I</td>
<td>EPICOR</td>
<td>Kujenga uwezo Wiki 1</td>
<td>Soft Tech.DSM</td>
<td>1,660,000</td>
<td>Halmashauri</td>
<td></td>
</tr>
</tbody>
</table>

**Jumla ndogo:** 12,800,000
<table>
<thead>
<tr>
<th>Na</th>
<th>Jina la Mtumishi</th>
<th>CN</th>
<th>Cheo</th>
<th>Aina ya Mafunzo</th>
<th>Lengo la Mafunzo</th>
<th>Muda wa Mafunzo (Miezi)</th>
<th>Chuo</th>
<th>Gharama za Mafunzo</th>
<th>Chanzo cha Fedha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Muuguzi II</td>
<td>12240258</td>
<td>Diploma in Nursing</td>
<td>Kujenga uwezo</td>
<td>9</td>
<td>Hydom Mbulu</td>
<td>1,700,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Muuguzi II</td>
<td>12238166</td>
<td>Diploma in Nursing</td>
<td>Kujenga uwezo</td>
<td>9</td>
<td>Hydom Mbulu</td>
<td>1,700,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Muuguzi II</td>
<td>110734814</td>
<td>Diploma in Nursing</td>
<td>Kujenga uwezo</td>
<td>9</td>
<td>Kibosho Moshi</td>
<td>2,030,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tabibu II</td>
<td>12358188</td>
<td>Advanced Diploma in Clinical Medicine</td>
<td>Kujenga uwezo</td>
<td>18</td>
<td>Selian Luth.College</td>
<td>4,080,000</td>
<td>Binafsi</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Muuguzi I</td>
<td>11419794</td>
<td>Diploma in Nursing</td>
<td>Kujenga uwezo</td>
<td>9</td>
<td>Kibosho Moshi</td>
<td>2,030,000</td>
<td>Binafsi</td>
<td></td>
</tr>
</tbody>
</table>

**Jumla ndogo** 11,540,000

**JUMLA KUU** 165,846,000