

**AN ASSESSMENT ON THE IMPACT OF TRAINING AND
DEVELOPMENT ON EMPLOYEES' PERFORMANCE AT WORK.**

A CASE STUDY OF NSSF HEADQUARTERS

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DEVELOPMENT ON EMPLOYEES' PERFORMANCE AT WORK.**

A CASE STUDY OF NSSF HEADQUARTERS

By

Chiku Mohamed Said

**A Dissertation submitted in partial fulfillment of the requirement for the award of
the Master degree of Business Administration 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 an assessment on the impact of training and development on employees' performance at work: a case study of NSSF Headquarters, in partial fulfillment of the requirement for the award of the degree of Master of Business Administration of Mzumbe University.

Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of.....

Signature

DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD

DECLARATION

I, Chiku Mohamed, declare that, this dissertation report is my own original work and that has not been presented to any other University for a similar or any degree award.

Signature

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DEDICATION

I would like to dedicate this dissertation to my husband, parents, and relatives who fought tooth and nail to make sure that I complete my studies successfully, and for their daily prayers that enabled me to complete my Masters Degree program at Mzumbe University.

May Almighty God bless them all!

ABBREVIATIONS AND ACRONYMS

ISO	-	International Standard Organization
NPF	-	National Provident Fund
NSSF	-	National Social Security Fund
QMS	-	Quality management system
SPSS	—	Statistical Package for Social Science

ABSTRACT

The research intended to investigate the service quality in social security scheme in Tanzania, a case study of NSSF headquarters whereby the objective of this study is to assess the impact of training and development on employees performance, to identify the contribution of training and developing employees in their working areas as well as to find out other people-management activities that impact on performance apart from training and development in working places.

The evaluation was done to determine investigate the impact of training and development on employees performance in their working place at NSSF headquarters whereby the respondents who were NSSF workers responded.

The research is based on a questionnaire where 65 respondents are taken as sample size. Each variable employee performance and Training and development whereas, the data was tested on SPSS to analyze the relationship between two variables and Descriptive Statistics were used to evaluate the results of respondents.

The results of the study analysis signify that there is a positive and significant relationship between training and development and employee performance in context of NSSF employees. The study emphasizes on a transparent process for employee performance evaluation. Also, the training and development process should be quantitative and effective.

It was concluded that, management activities that have impact on training and development; trainings are important as it influence employees' performance other than any other type of motivation. In this perspective, leaders of organizations particularly the case study organisations must employ several strategies to influence more training to employees.

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CHAPTER ONE

1.0 Introduction

This chapter describes the background information of the research problem, statement of the problem, objectives of the study, and research questions. Finally, it will explain the significance of the study, scope of the study.

1.1 Background of the study

The trends in human resources management practices throughout the world are changing dynamically. Nowadays, employers are more concerned about employee's retention and controlled employee's turnover than cost cut off. The need of employee's retention has encouraged the employers to pay attention towards employee's development through training in order to keep them motivated. The purpose of involvement in raining and employee's motivation is to improve employees resulting in enhanced organization's performance, (Stone R J. Human Resource Management, 2002).

Michael, J (1995) explains training as a procedure in which the aptitudes abilities and skills of employees to execute particular job. According to Edwin B, (1960) training in the corporate world is considered as a necessity rather than a luxury. It is more like an investment of the organization in Human Resources. Training is not a choice for any organization that it may skip or keep rather it's an essential requirement, the only option that an organization has is to choose the method to be acquired for training of its employees, which also depends on the training subject.

Training has a vital role in bridging the gap that exists between knowledge and skills required for the job and employees own caliber. In the absence of planned and systematic training, employees learn their job either with the help of trial and error through observation. Edwin B, (1960) These methods cost additional time and energy, thus increasing the cost of training increases too. Still, there is no assurance that the

employees will learn properly. This is in regard that training is essential for effective learning at a reasonable cost.

The purpose of training is to enhance an employee's knowledge and skills modification of the behavior as per the job requirements and application of the learning to the day to day on-job activities. This is an imposed obligation to the employee by the employer.

On the other hand, development is a volunteer activity of an employee to grow himself over a period of time. However, development also is the organized use of systematic and technical knowledge to acquire explicit objectives of requirement. Noe, R (2002) describes the term development as future oriented, volunteer activity of an employee to enhance his abilities and skills in long run. Development is a long run educational procedure emphasizes on a systematic and organized method through which managerial personal acquire conceptual and theoretical knowledge. It is intended for the in general development tends to be an initiative that is intentional and comes from the employee himself.

One major purpose of human resource management for effectual use of human resources is training and development. In the corporate world's dynamic almost all players are now aware of the significance of training in order to achieve success and growth of organization. (Stone, R Humana Resource Management, 2002)

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

The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees.

The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience (Robert T, 1998).

The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. (Robert T, 1998). Thus the purpose of this study is to show the impact of training and the design of training on the employee performance.

Training & development increase the employee performance like the researcher said in his research that training & development is an important activity to increase the performance of health sector organization (Iftikhar A, 2009). Another researcher said that employee performance is the important factor and the building block which increases the performance of overall organization. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano, 2010). This shows that employee performance is important for the performance of the organization and the training & development is beneficial for the employee to improve its performance. Thus the purpose of this study is to show the impact training & development on the employee performance.

The main objective of our study is how the training increases the employee performance. A researcher said that training increase or develops the managerial skills (Robert T, 1998). Despite focusing on efficiency and cost control the spending on training should increase because organization get more efficiency, effectiveness out of the training and development (workforce special report, 2006). This shows that training increase the efficiency and the effectiveness of the organization.

Throughout the world, organizations devote a significant portion of their funds and other resources on training and development programs with the expectations of improving performance, (Patterson et al, 1997) many organizations have demonstrated their willingness to invest in human resources development.

It is an acceptable fact that people, amongst the organizations resources human resource is a key factor in improving productivity of organization or nation. Over reliance on training and development programs as measure to stop performance gap is a common phenomenon in many organizations worldwide. Measuring the impact of training on both employee and organizational performance is quite difficult when the concerned organization is a service provider like a hospital compared to manufacturing firm. In service, organizations output is measured in terms of quality, quick service, satisfaction of client etc. whereas in manufacturing organizations, high performance indicator is the difference between the previous and present figures. Managers of the organizations, in particular the research organization need to understand and know the level of extent of training and development programs which can impact on disire expectation (performance) of their employees.

1.2 Statement of the problem

Like many public organization in Tanzania, training and development continues to be a serious challenge in working areas. There is increasingly widespread commitment to initiatives to motivate and retain skilled workers, especially in rural areas. However, the factors influencing workers' decisions to perform efficiently and effectively as well as better equipped urban settings and from low income countries to those offering higher salaries are difficult (Stilwell, 2008).

The challenge most African countries face is hence how to improve staff performance and how to retain staff .Due to that they constitute a serious push factors as they are affecting workers performance. It is therefore an important goal of human resources management to strengthen the motivation of workers from managerial level to auxiliary level.

Highly motivated staff will not only perform better and provide a higher quality services but also be less inclined to leave their job in search of alternatives, such as a higher salary as well as better working conditions and perspectives for career development (Franco, 2002).

Organizations in order to measure the employees' performance, has set up certain standards. Employee performance management is a procedure that organizations acquire to make sure that their employees are participating to producing a high quality product or service. Employee performance management supports the employee to contribute in the planning for the company, and look forward to a role of the employee as motivated to perform at a high level. (Stone R J. Human Resource Management, 2002). Performance is actually the ration of output to input. This is a procedure of uninterrupted improvement in the production through effective and efficient use of inputs, with stress on teamwork and collaboration for the betterment of all.

1.3 Research objective

1.3.1 General objectives

The main objective of the research is to investigate the impact of training and development on employees performance in their working place.

1.3.2 Specific objectives

- i. To assess the impact of training and development on employees performance
- ii. To identify the contribution of training and deveoping employees in their working areas.
- iii. To find out other people-management activities that impact on performace apart from training and development in working places.

1.4 Research questions

- i. What are the impact of training and development on employees performance?
- ii. What are the contribution of training and developing employees in their working areas?
- iii. What management activities have impact on employees performance other than training and development?

1.5 Significance of the Study

Many organization spend significant proportional of its resources for training and development of employees with the view of enhancing high performance of employees. Since successful training program should have a direct bearing on organization performance, the study therefore is intended to determine how employee performance is maximized through training and development programs in the research institution.

Apart from being a tool for management to solve performance problem, the logic systematic and extensive presentation of the research will help to serve as a useful reference for students, researchers and other readers of management studies on this all important topic of training and development.

However, the research will help managers of the case study organization to make prudent decisions on public funds in the arena of training and development of employees for the socio-economic development of Tanzania.

Finally, the recommendations from the study will be going to benefit the public at large on the impact of training and development on employees' performance at work. The data can also be utilized as baseline data in future related researches.

1.6 Limitation of the study

The quality of the study might be affected by performance measurement will be limited to results from interviews and questionnaires since evidence based performance may be difficult to obtain and be linked to respondents in this research.

Basing on the type of research, data collection will be limited to only the research institution. Therefore findings may not reflect situation in other pension funds in the country. Again the work depended largely on the information provided by the respondents of the questionnaire and interview, which the researcher will not receive hundred percent of it.

However, time allocated for this study will be not adequate to cover all aspects needed to be researched. Because of these the researcher is expecting to do a research near the working environment where be easy for the researcher to get the needed information.

Finally, funds provided for this study is not insufficient to come up with a detailed report which will covered. The researcher narrowed the area to be covered and the scope of the research for the purpose of solving the limitations based on funds and time constraints.

CHAPTER TWO

LITERATURE REVIEW

2.0 Theoretical review

This chapter will be outlining the training and development on employees' performance at work, as a case study of NSSF headquarters. The literature will also survey and highlights some more general observation that will be made in development of various literatures on the effects of training and development on employees' performance at their working areas. This chapter will provide the literature review on theoretical and empirical literature review. The focus is on the concept and impact of training and development on employees' performance.

Many organizations that want to improve their productivity levels embark on training and development programs, whereby such organizations spend significant portion of their training annual funds on training and development.

According to Tennenbaum and Yukl (1992) the answer to the question what factors influence organizational performance is in reality, complex because there are vast number of factors that may influence company performance. These include external factors such as market share and market environment, as well as internal company factors including organizational culture, management styles and human resources management practices.

Many researchers have conducted studies on the link between training and development of employees' and organizational performance.

Assessing the impact of training and development on performance of employees at NSSF office is a significant study because of the quite remarkable expenditure on this management activity training and development in the research institution.

The study has further been necessitated due to the performance gap with regards to employees' commitment to improving workers performance in the organization.

The research will help to determine where NSSF should direct its efforts and resources in order to have most impact upon the performance of their employees on whether training and development should have much percent resource allocation when looking for means of improving performance or should other human resource activity be employed to secure desirable outcome? Whatever the best option or combination of choices, it is worthy to note that successful organizations are the ones that are able to develop innovative strategies that enable its human resources to be continually equipped with the necessary knowledge and skill to effectively undertake their jobs.

2.1 Definition of key terms

2.1.1 Training and development

According to Edwin B et al (1960) training equips the jobholder with knowledge and skill to effectively undertake his/her job and organizations recognize the importance focusing on human factor to improve its productivity. The assumption that explains this is that human resources training and or developmental programs help to bring change in the employees' work related behavior.

Without doubt, amongst the resources of an organization, people are key factor in improving productivity. In this vein, organizations have demonstrated their willingness to invest inhuman resource through training and developmental programs.

Many other authors have tried to define training and its significance towards job [performance in organization. Even though these have been done in different ways but the imports of their definitions are of the same substance.

According to Rodney, Walter (1982) development is a process whereby overtime the individual becomes more complex and differentiated through the interaction of internal and external factors.

They explained that people develop through their lifespan, achieving greater of complexity, even transformation. They are therefore continuously engaging in learning processes as they seek balance between changing self and changing environment. The changes the individual experiences, at work as well as elsewhere in their lives, may have significant effects for them.

However, Beardwell and Claydon (2003) identified that there are theories, assumptions and models of development that can be viewed from different contexts and studies. According to the author, the human resource manager should be concerned with implications of the models of development. Managers need to be aware of the possible effects of developmental changes upon performance at work, some positive, others not. For example young people entering adulthood may lack enthusiasm for or commitment to their job as they juggle with their potential various identities. Later the needs of their developing intimacy may lead to conflicts with educational and organizational demands. Opportunities for promotion or training to ensure continuous improvement or cutbacks in training may have influence on the choice and stagnation.

2.1.2 Performance of employees at work

Training and development are one of the major areas of the Human Resource Management functions that are particularly relevant to the effective utilization of human resources of the organization. Hardly any organization these days would disagree with the significance of training influencing the success of an organization. In the world of hi-tech era, Employees are a critical and expensive resource whose retention is essential. The optimization of the employees' contribution in order to achieve the aims and goals of the company is necessary for company's growth and effective performance. Most of the leading writers have done the research in this regard. They have strong belief and statistic prove to the importance of training and development for the growth of organization as well as the economy. For example, according to Guest (1997) training and development programs is one of the vital human resource management practices that affects the value of the workforce's knowledge, capability and skills positively, ultimately consequences are higher on job employee performance and superior

organizational performance. Kinnie et al. (2003) state that studies in proofs the existence of strongly positive relationship among HRM practices and organizational performance.

2.2 Empirical study

2.2.1 Training Management

Hameed A. and Waheed A. (2011) wrote a research evaluating the theoretical framework and models that are linked with the development of employee and the impact of these models on the performance of employee. The authors stated that employees are essential element for an organization. The employee performance has such a significant impact that an organization's success or failure is dependent on it. For that reason, companies are highly engaged in employee development and investing large lump sum of money in this regard. The research had proposed certain identified key variables. The variables were namely; skill growth, employee learning, employee attitude, self directed learning and employee performance. The proposed model was also discussed in the paper to explain the relationship of the identified variables with the employee development. The paper also stated that employee's performance ultimately affect the organizational effectiveness. There were three parts of the research. First part was comprises of introduction that gives a concise outline of employee development and its impact of employee performance. The next part examined the outlook and past research studies that belong to the employee performance and employee development. Under the last part of the research, the model was proposed and a discussion was made to further explain the model. One of the research findings identifies training and development is essential for employees development and thus for employees performance. And an increased effectiveness of employee's performance results in increased organization's overall effectiveness.

Sultana et al. (2012) studied the training practices that are taking place in Pakistan's telecommunication sector. Also the impact of these training practices on employee performance has analyzed.

The research was conducted on the basis of co Based on the mixture of questionnaires surveys and literature review. The research paper emphasized on planned and systematic training design and its implementation, customized exclusively for performance enhancement and productivity improvement, in order to successfully attaining the training program's objectives. The target of the study was to conduct a 360 research and for this purpose respondents were selected from five companies of telecommunication industry of Pakistan. It was observed by the researchers that mostly the organizations are dependent on ad hoc and disorganized path to meet the requirements of training whereas there are some organization set certain identified training need analysis and procedure, design the activities of training in rational and calculated manner and evaluates the results on cost-benefit analysis. The research explores that if companies spend their resources in precise and accurate category of employee training it may develop employee performance along with their skills and competencies. Moreover, training is visualized as a helpful way of deal with the changes cultivated through technological advancement and innovation; market rivalry, organizational configuration and most prominently it performs a vital role in enhancing employee performance.

Farooq and Aslam (2011) did an empirical research to examine the impact of training and feedback on employee performance. The authors also conducted a thorough literature review that illustrates the importance of both factors to influence the employee performance. The review further highlighted the improved quality of task performance and processes because of training and feedback that causes the employee performance enhance. the research was based on questionnaires as well. The findings of the research were more or less the same as previous authors.

The results show that training programs are effective for employee performance keeping the arrangement and adaptation of training as a planned procedure to make the performance more effective, however the study implies little features of training and feedback. One more point was that the results can easily be applied to the all sorts of organizations.

Elnaga and Imran (2013) studied the impact of training on employee performance and provide suggestions in order to enhance the performance of the employees via effective training courses. Authors resembled the employees with the blood stream of business. The success and failure of the company is highly dependent upon its employee performance. Therefore, top level management must realize the significance of investment for training and development in order to enhance the performance of the employee. The research is comprises of qualitative research approach. It analyzes the literature aspects and the several case studies discussing the importance of training to enhance employee performance. Moreover, the analysis of theoretical framework was also the part of research in which models regarding employee development, training and development, several programs of training and development, impact of these programs on employee performance were considered. Furthermore, a review of recent scenarios and researches on these relationships were analyzed. Authors imparted their suggestions keeping in mind recent scenarios. However, the study's limitations are inadequate to illustrate the relationship between two variables, training and employee performance. Therefore, they suggest an empirical study to make the research more reliable.

Fakhar et al. (2011) conducted a research on impact of training on employee performance in context of Pearl Continental Hotel, Karachi Pakistan. The research was examined on the basis of age, experience, gender, no. of trainings attended, time spent on these training and overall performance scores acquired through training examination. Six dimensions of performance were analyzed namely; job preparedness, work safety, physical maintenance of rooms, hotel hygiene, preparation for serving customers in several ways and communication with the guests.

A questionnaire was developed in order to obtain primary data that was comprised of performance inventory and employees training profile. Several regression models were used to examine the acquired data and calculated the R^2 values for each training factor and develop a relationship among the performance dimensions as well as analyzing the extent of strength of relationship. The results imply that there is essential and strong relationship among variables. Also, those employees who have attended huge number of

trainings were found more capable while performing the assigned tasks as compare to those who didn't attend any training. Author further emphasized that the problems existing in the hotel such as service delivery issues might be tackled by conducting a proper need assessment process, designing of training as per the results of assessment and delivering the training programs accordingly. That helps a training to be more effective and increases the chances of getting expected results. Moreover, a training program must be focused and evaluated in order to cross check the effectiveness. This evaluation might be done through performance appraisals and key performance indicators. This process provides further solutions to tackle the problem or cope up with similar issues arising in the future. The participation of employees in such training programs not only enhances the training process and results but also help in increasing motivational level of employees.

Khan M. I (2012) examined the training and motivation's impact on employee performance and what role does training and motivation has to enhance the employee performance. A correlation existence among training and employee performance was also gauged. Author argued that there are multiple factors that have a great influence on employees for instance motivation, training, work environment, technology and behavior of management. Each factor has different level of impacts on the performance of employee. It depends on employee to employee that which factors have greater importance to him that ultimately have greater impact on his/her performance. The study results illustrate that among all the factors such as technology, motivation, behavior of management and work environment, there is a huge impact of training on the employee performance.

A strongly positive correlation exists among training, motivation and employee performance. The result emphasizes that factors, motivation and training, impacts the employee performance positively. Moreover, an effective training program of the organization means effective enhancement in the employee performance. Author further suggest focus on effective training program and motivation of employee is the key to increase the employee performance.

Acemoglu and Pischke (1998) surveyed fresh researches of that time illustrating the theories and importance of training practice within the organizations that are interested in training investment. The authors argued that to understand any model regarding firm's believe on spending on trainings is not possible unless the imperfections in labor market exists. These imperfections broadens the discussion paths on labor market establishments, their effects on wage structures and the way these things influence the firms to acquire investment decisions in human capital. It was evident from the research that the labor markets where competition is low companies squeeze the labor wages and also spends less on their training. That means training is an essential component to create a competitive edge in the industry. On the other hand, the firms that squeeze the labor wage might invest in general training as well. As the wages are low the companies have more money to invest in training programs. Thus a low wage might increase the training programs investments of the firms. The research also emphasized a proper training procedure to be followed to attain required research such as training need assessment, training designing and development, effective delivering and controlled evaluation to conduct cost-benefit analysis. These gauging of return of training, by and large, requires productivity's straight measures.

Bartel (1994) gauged the gains in terms of productivity as a result of implementing certain training programs for employees. The study emphasized on the data acquired from the personnel policies and economic features of the companies of manufacturing segments. The effects of formal trainings courses on productivity of labors were evaluated.

The results signify that the companies that were functioning lower than there perceived level of productivity of labors in 1983 has developed new policies for training programs and implemented these programs in the companies in 1983. The results were largely influenced with profitability. The labor productivity has showed a considerable rise from 1983 to 1986. That increase in growth of productivity was quite enough to boost up the overall companies' growth and productivity.

2.2.2 Factors to be considered when planning training programs

Objective of the training: According to Cushway, 1999) before formulating any training program it is necessary to be clear about the required outcomes, since if your destination is unknown how will you know when you have arrived or what route to take? This certainly applies to any training course, which should always begin by stating its objectives

The content of the training: However, the content of any program will be determined by what the program is seeking to achieve and by the prospective trainees. It should be formulated to meet the needs identified by an analysis of training needs.

The recipient of the training: It is clearly very important to take account of the types of jobs and the kinds of jobholders who are to be trained. This will determine the level at which the training should be pitched and the way in which training program is constructed.

Cost involved: The cost are likely to include, the hire of suitable accommodation for any training course (the cost of running a training centre, if the organization is large) the hire of suitable lecturers or facilitators and salaries of staff carrying out these and other organizing roles, traveling and subsistence expenses, salaries and benefits of trainees, lost of production because of trainees' absence from the workplace and costs of providing cover, provision of suitable course materials, staff time spent in arranging training programs etc.

Training cost: These are including, the need for additional recruitment to buy in skills not available within the organization and to replace staff who leave because of lack of training opportunities, reduced productivity arising from less efficient working methods or less developed skills, the longer time taken for individuals to become fully proficient, reduced ability to adapt to changing conditions or to innovate, an increased likelihood of accidents, less motivated workforce with consequent lower productivity, less awareness of and commitment to organizational objectives.

The likely benefits and how they can be evaluated: Other things being equal, it is probably wise to concentrate on those areas of training where there is a demonstrable return to the organization. Various training methods available and their appropriateness are varying depending on training methods available whereby, the most appropriate depending mainly on the type of training to be provided and the trainees.

Location and timing of training programs: The initial question in planning the location of any training is whether it should be held within the organization or off-site. A second question is, assuming that it is to be held within the organization, should it be on-the-job or off-the-job?

Who will provide the training? Training may be provided by a number of different people. These can be in-house trainers and instructors, external lecturers, and the trainees' managers, supervisors and colleagues.

2.2.3 Training Evaluation

The evaluation of training is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities, thus training evaluation may encompass a variety of approaches (Goldstein, 1980).

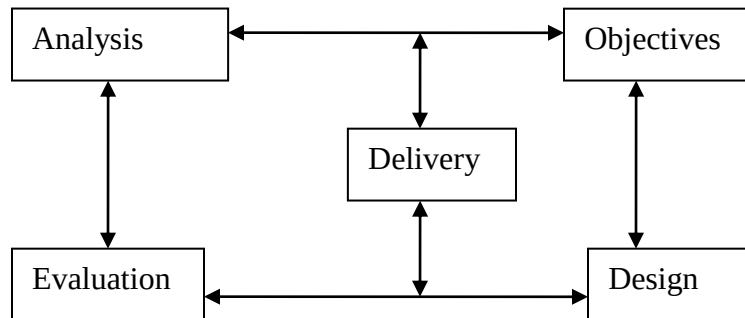
Furthermore, "Evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material and were able to apply the skills learned. It may be important to determine whether trainees are capable of exhibiting the appropriate levels of a skill for example, do new supervisors know all the organization's policies and procedures). Also, it may be important to know whether trainees have changed their behavior and if the change was due to training, e.g. do supervisors complete the necessary paperwork for disciplining an employee's more so after the training than before it was conducted) further, it may be critical to know whether a new group of supervisors in the same training program will also improve learning or

behaviors. Evaluation efforts can be designed to answer these questions or issues (Sackett; Mullen, 1993).

According to Dessler, 2000) there are two basic issues to address when assessing training program, whereby the first one is the design of the evaluation study and in particular, whether controlled experimentation will be used. While the second is the training effect to be measured, he added that controlled experimentation is the best method to use in evaluating a training program. In a controlled experiment, both training group and control group are used. He suggested that data should be obtained both before and after the training effort in the group exposed to training and before and after a corresponding work period in the control group. “In this way it is possible to determine the extent to which any change in performance in the training group resulted from the training rather than from some organization wide change like a raise in pay we assume the latter would have affected employees in both groups equally. (Charlie Morrow et al, 1997).

According to Wallace, 1999) training model, alternatively called instructional systems development model, usually consist of five phases. The phases are described as analysis, objectives, design, delivery and evaluation which is systematic approach to managing people. The phases interrelate and form a continuous cycle as shown in the diagram below.

Figure 2.1: Training model



Source: (Wallace, M. 1999)

If training is based on a solution chosen, we must then analyze training needs. The purpose of analyzing training needs is to specify what training is needed. We write specific objectives for training activities. In writing the objectives, we specify the standards of performance that a trainee must achieve and the conditions under which the trainee must perform. Then we define methods of measuring performance, we can write tests and performance criteria. We begin protesting target population and selecting training methods and develop material training aids. These steps are likely to require a large amount of trainers' efforts, (Wallace, 1999)

2.2.4 on job training and off job training

According to Graham and Bennet (1992) on the job training is given in the normal work situation the trainee using the actual tool, equipment, documents or materials that he/she will use when fully trained.

Off-the-job training is a kind of training conducted outside the normal work situation whereby the trainee is trained to use or apply skill through simulation, classroom or video in imparting such skills. Other forms of training are including mentorship, coaching and job rotation.

2.2.5 Organizational goal relevance

Another key feature of job performance is that, it has to performance must be directed towards organizational goals that job or role. Therefore, performance does not include activity expended towards achieving peripheral goals. For example the goal of getting work in the shortest amount of time (except where it is concerned with avoiding lateness)

2.2.6 Performance measurement

Related to performance is the term ‘measurement’ in human resource. Performance measurement is determining whether the desired outcome has been attained. Stated differently, it is making assessment of what has been done. It concentrates on outcomes, results of employee performance. It also focuses on the extent of satisfaction of the needs of customers served. Benchmarking is one of the effective approaches in assessing performance which compares specific measures of performance against data on those measures in other standard organization, (Mathis et al 2000)

2.2.7 Performance management

Performance management is the process which provides a means of building relationships with people by identifying talents and potential planning, learning and development activities and making the most of the talent possessed by the organization. When properly carried out, it increases the engagement and motivation of employees by providing positive feedback and recognition which encourage them to work better, (Armstrong, 2006).

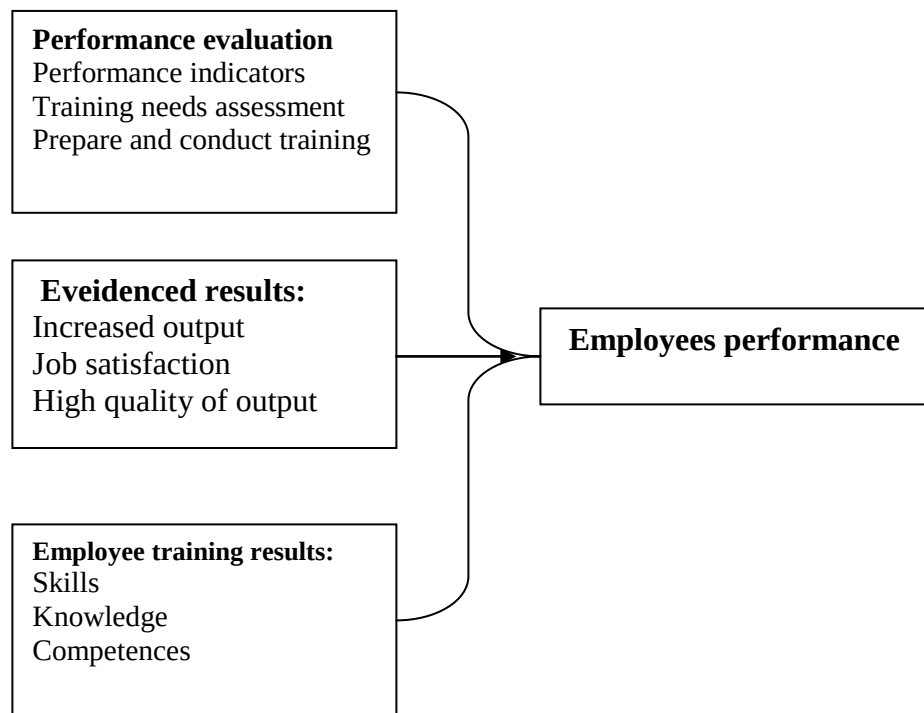
The overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Specifically, performance management after training and development is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate values, Armstrong, 2006)

Other authors see performance management as empowering, motivating and rewarding employees to do their best, while others view it as a process by which managers influence the performance of their people to deliver high archiving out come in an organization

2.2.8 Conceptual frame work

It is narrative outline or diagrammatic presentation of variables to be studied in hypothetical relationship between and among the variables. (Smyth, 2004); therefore it shows the relationship between dependent and independent variables

Figure 2.2 Conceptual frame work



Source: (researcher, 2015)

Variables are Training& Development, Working environment and motivation to workers while, dependent variable which is employees' performance. Conceptual framework shows hypothetical view on the impact of training and development on employees'

performance at work. This shows that if impacts of training and development will be observed in working areas the efficient and effectiveness of work will be done accordingly but if they will not be considered it will be difficult for workers to perform effectively in their working areas.

2.3 Knowledge gap

Based on the empirical study, it is evident that a good number of researches related to this topic are quite few. This is also justified by the researcher's experience on the issue under study. However, there is no documented evidence indicating that the same study was done in NSSF Headquarter. Therefore findings, conclusion and recommendations from this study will cover the gap.

2.4 Theoretical Framework

2.4.1 Maslow Theory (The hierarchical needs)

Maslow's (1954) has argued a hierarchy of human needs. The hierarchical needs are fixed from the bottom to the top. The bottom is physical needs; next is safety and security needs; third is social needs; forth is self-esteem; and fifth is self- actualization. Maslow's theory suggests that an individual's motivational needs aspire to the next level once the lower level needs have been achieved. However, in the present society, these needs are desired by an individual at the same time.

The individual wants money

The individual wants money not just to live on but also acquires some degree of personal satisfaction from earning it. Money will be used for housing, foods, and health care, for himself and his family. Receiving an increase in salary will contribute to the individual's performance, status and self-worth, in which they are, identified needs that require satisfaction. Note that Maslow's hierarchy needs cannot explain this situation because every need appears coincidentally

Theory remains an important and simple motivation tool for managers to understand and apply. The Hierarchy of Needs is as follows: Physiological Needs basic issues of survival such as salary and stable employment, Security Needs stable physical and emotional environment issues such as benefits, pension, safe work environment, and fair work practices. Generally, a person beginning their career will be very concerned with physiological needs such as adequate wages and stable income and security needs such as benefits and a safe work environment as a result workers will perform efficiently and effectively. We all want a good salary to meet the needs of our family and we want to work in a stable environment. Employees whose lowest level needs have not been met will make job decisions based on compensation, safety, or stability concerns. Also, employees will revert to satisfying their lowest level needs and perform poorly when these needs are no longer met or are threatened such as during an economic downturn.

Figure 2.3: Marlow's Theory



2.4.2 Equity Theory

According to Adams, (1965) focuses on individuals' perceptions of how fairly they are treated in comparison to others. People judge equity by comparing inputs such as

education, experience, effort, and ability to outputs such as pay in wages or salaries, loans and funds, recognition, benefits, and promotion.

2.4.3 Frederick Herzberg's motivation and hygiene factors

Frederick Herzberg (1923-2000), clinical psychologist and pioneer of 'job enrichment', is regarded as one of the great original thinkers in management and motivational theory. On his book 'The Motivation to Work', first established his theories about motivation in the workplace and factors affecting workers. Herzberg's survey work, originally on 200 Pittsburgh engineers and accountants remains a fundamentally important reference in motivational study.

The two-factor theory also known as Herzberg's motivation-hygiene theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and job dissatisfaction act independently of each other.

2.4.4 Intrinsic conditions of the job

Two-factor theory distinguishes between:

Motivators example, challenging work, recognition, responsibility that give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth.

Hygiene factors especially, status, job security, salary and allowances that do not give positive satisfaction, though dissatisfaction results from their absence.

These are extrinsic to the work itself, and include aspects such as company policies, training, supervisory practices, or wages/salary.

Essentially, hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are needed to motivate an employee to higher performance, Herzberg also further classified our actions and how and why we do them; for example, if you perform a work related action because you have to then that is classed as motivation.

Herzberg was the first to show that satisfaction and dissatisfaction at work nearly always arose from different factors, and was not simply opposing reactions to the same factors, as had always previously been and still now by the unenlightened believed. In 1959 Herzberg wrote the following useful little phrase, which helps explain this fundamental part of his theory, example, that the factors which motivate people at work are different to and not simply the opposite of the factors which cause dissatisfaction: “We can expand ... by stating that the job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with the factors which define the job context.”

Training and development as well as attitudes connection with industrial mental health are also related to Maslow’s theory of motivation. His findings have had a considerable theoretical, as well as a practical, influence on attitudes toward administration. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions.

Training and development provides the individual with skills, abilities and knowledge to perform on the job. Many other authors share the view that training and development result in expected outcome, thus there is a relationship between training and development program on one hand and performance on the other. In addition, the existing literature attests to the fact that there are other factors apart from training and development that also enhance productivity, thus performance management and motivational strategies.

It is in line with that the researcher wishes to assess the impact of training and development in the case study organization and to determine the extent of employing other activities to get maximum performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section was dealing with the methods used to obtain information for the study. These includes the study design, the study area (scope), the research variables and their operationalisation, the study population, the sample size, data collection and instruments for data collection and data analysis.

3.1 Research Design

The study used to assess the degree of relationship that exists between two or more variables. It analyses the correlation between two or more variables (Orodho, 2003). Also a similar study by (Shanka, 2012; Mmbando D, 2014) used correlation design for research design for examining impacts of training and development on employees' performance at work.

3.2 Area of the study

The research was conducted within NSSF Headquarters. NSSF was chosen by the researcher because it is one among the pension fund within the country which was easy for the researcher to conduct the study whereby the researcher influenced to conduct the study on the impact of training and development on employees' performance at work.

3.3 study Population

The study was carried out among the NSSF headquarters to find out the impact of training and development on employees performance. A total of 65 respondents used as a population who was considered the true representative population, whereby 55 respondents were obtained from NSSF headquarters, 20 respondents were obtained managerial level.

3.4 Sample Selection

The study was conducted at the NSSF headquarters. A sample of 65 respondents was targeted. The sampling method was used as probability sampling approach and therefore workers were selected randomly. Workers were the representatives of the population since they were targeted to the study. In the study, a total of 65 questionnaires were distributed, whereby they were answered by customers and returned.

3.5 Sampling strategies

Simple random sampling technique was adopted to select the study participants. This resulted in having equal probability for everyone to participate in the study (Kothari, 2004). Based on simple random selection a sample of 65 respondents who were NSSF workers at headquarters were randomly selected using survey. The survey used was generated in advance and distributed to all the respondents. Those workers who pick up the code for participation were requested to participate in the study after consenting. This was done through maximising the scope or range of variation of participants in the study. This method was mainly applied to find out how a small group or a representative group is doing for the purpose of illustration or explanation.

3.6 Data collection Method

In this study, data were collected through questionnaires whereas, questionnaires employed to gather information from NSF workers, also in depth interviews were conducted to managerial staff at NSSF.

3.6.1 Primary Data Collection

Primary data were collected from the individuals who were employees of NSSF for at least five years. Questionnaire was the main tool used to collect data. In-depth interviews were used to complement questionnaire.

3.6.2 Questionnaires

Questionnaires were used to collect data. The questionnaire used form of fixed-response alternative questions that require the respondent to answer from a predetermined set of answers to every question as described by Malhotra; Birks (2003). The questionnaires employed the likert non-comparative scaling technique.

The questionnaire contained two sections, namely A and B. Section A has questions on demography (age, gender, education, occupation and marital status) while section B includes questions on impact of training and development on employees' performance at work.

3.6.3 Interview

This was done by conducting 10 face to face interviews with the workers in NSSF headquarters.

The researcher was asking respondents questions in order to find out what they do feel or think about the impact of training and development on employees' performance at work, NSSF headquarter as a case study and this made it easier to compare answers for further helping to inform the study. The tool was also permitted the researcher to ask more complex and follow up questions which was not possible in the questionnaires. The interviews helped the researcher to take account of non verbal communications.

3.7 Secondary data

Secondary data were collected through reviewing documents. This involved reviewing of past documents on impact of training and development on employees' performance at work. In addition, analysts of social and economic change consider secondary data essential, since it is impossible to conduct a new survey that can adequately capture past change and developments.

3.8 Data analysis

Data that obtained by the researcher were analyzed qualitatively as well quantitatively to ensure consistence and better estimate on the impact of training and development on employees' performance at work, NSSF headquarter.

3.8.1 Qualitatively data analysis

The components of verbal discussion were analyzed in detail by content analysis method. Structural functional analysis seeks to explain social facts related to each other within the social system and manner in which they are related to physical surrounding, whereby documentation, conceptualization, coding, and categorizing were used to examine relationships and displaying data.

3.8.2 Quantitatively data analysis

Quantitative data was also be coded to facilitate data entry in a computer. The quantitative data was collected through structured and semi-structured questionnaires whereas data was analyzed using Statistical Package for Social Science (SPSS) to obtain descriptive statistics for construction of charts and this help to maximize clarity. This enabled the researcher to interpret data that were collected and ultimately make necessary, recommendation and reach a conclusion.

3.9 Documentary review

In this study, documentary review as a method of data collection was also employed. Various documents were reviewed to obtain relevant information about the study. In this method, the study composed documentary review, news reports from different sources such as internet and newspapers, reviewing related literature such as journals, previous studies, website referencing, and other relevant documents. This method was used in order to help the researcher obtain enough and relevant information about the study from various relevant documents on the impact of training and development on employees' performance at work.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4:0 Introduction

Through this study, it gives a presentation and a thorough analysis of the results of the study. Critical issues comprising training and development of staff, performance problems and solutions to performance problems have been discussed. The results were based on analysis of the information solicited from 65 respondents picked from various departments at NSSF Headquarters.

4.1 The Analysis of the Finding

Table 4.1 Respondents distribution by Sex

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	39	60.0	60.0	60.0
	Female	26	40.0	40.0	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The table above shows respondents profile, whereby in this section presents results of the background of the respondents which covered gender, 39 respondents equivalent to 60% were males while the remaining 26 respondents equivalent to 40% were females whereby women are few compared to men, according to respondents who were women they urged that because of employment crisis in the country they have struggled hard during interviews to work in the field as a way of improving their living standards.

Table 4.2 Age of the respondents

	Age range	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-28	17	26.2	26.2	26.2
	29-38	31	47.7	47.7	73.8
	39-48	11	16.9	16.9	90.8
	41-58	6	9.2	9.2	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

According to the table above, many respondents' were in between 20 to 30 years of age, the age which is better because they have strength and ability to perform their activity well, so it is feasible for them to perform well their marketing activities in their working areas. However, others who ranges 31-40 years they are having working experience but they can't perform well on their daily tasks compared to those who are under 40 years of age.

But also the researcher discovered that, the numbers of respondents who are above 41 years are few compared to youth because of their old age it is difficult for them to be affected by advertising.

So this is because of the age and working environment many respondents/workers are youth due to the fact that they are strong and energetic enough to afford working in any circumstance that's why there was little number of old people.

Table 4.3 Employee Status of the Respondents

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Staff	27	41.5	41.5	41.5
	Senior Staff	38	58.5	58.5	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The collected data shows that 27 (41.5%) of the respondents were junior staff while the remaining 38 (58.5%) of the respondents were senior staff.

Moreover, in this area the researcher was referring to the working circumstances, situation and all the surrounding including all necessary working conditions. Baring in mind that senior staffs have been worked for a long period of time so they had enough experiences on working compared to junior ones, under this situation junior ones are expecting to learn a lot from senior ones or through training and development on employees performance on work. The researcher inquired to know the differences between junior and senior staff on their working environment. This was asked to ascertain that work environment was one of the factors that do affect employee's performance.

Table 4.4 Education level of the Respondents

	Education level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	2	3.1	3.1	3.1
	Diploma	18	27.7	27.7	30.8
	Bachelor degree	40	61.5	61.5	92.3
	Masters degree	5	7.7	7.7	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

According to the graph above, the study involved different respondents with different level of education as follows, certificate level 2 equivalent to (3.1%) respondents, those who were having Diploma level of education were 18 (27.7%) respondents, while those who were having bachelor degree level were 40 equivalent to (61.5%) and those with masters degree were 5 (7.7%) respectively, according to the revealed data it shows that majority of respondents working in NSSF headquarters are having bachelor degree followed by diploma level .However, those with certificate and masters degree levels of education are few. Furthermore, respondents admitted that their work performance was conducive and hence they are comfortable.

Table 4.5 Working experience of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	27	41.5	41.5	41.5
	6-10 years	19	29.2	29.2	70.8
	11-20 years	10	15.4	15.4	86.2
	21+	9	13.8	13.8	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The researcher intended to see how long the respondents have managed to survive in their working places. The data shows that, 27 respondents equivalent to 41.54% have been working at NSSF in between 1 to 5 years, while those who managed to worked for more than 5 years have worked in between 6 and 10 years were 19 respondents equivalent to 29.23%, and those who have been worked in between 11-20 years were 10 equivalent to 15.4% and the remaining 9 respondents equivalent to 13.8% have worked for more than 21 years.

Furthermore, this shows that, the large number of respondents' have been working at NSSF for a long period of time almost 86% of the respondents worked at the pension fund in between 1 year and 20 years.

Table 4.6 Department of the respondents

	Department	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	5	7.7	7.7	7.7
	Operations	30	46.2	46.2	53.8
	Risk Management	5	7.7	7.7	61.5
	Legal Affairs	6	9.2	9.2	70.8
	Finance	10	15.4	15.4	86.2
	IT	3	4.6	4.6	90.8
	Public Relations	6	9.2	9.2	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The investigation was done so as to identify different departments whereby NSSF workers are working, whereby it was revealed that majority of respondents were working at operations department as shown in the table above, 30 (46.2%) respondents followed under operations department followed by finance department which had 10 (15.4%) of the respondents while legal affairs and public relations scores equal number of respondents working in their departments and the remaining departments of administration and risk management have also equal number of respondents and the last department with low number of respondents was Information and Communication Technology IT with 3 respondents equivalent to 4.6%.

Table 4.7: Assessment of whether employees have been trained

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	45	69.2	69.2	69.2
No	20	30.8	30.8	100.0
Total	65	100.0	100.0	

Source field data, April 2015

According to data collected in the field by the researcher showed that 45 respondents out of 65 respondents have agreed that they have been trained, while the remaining 20 respondents have answered that they have not been trained.

Table 4.8: Type of training accessed by the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid On-the job training	36	55.4	55.4	55.4
In-service training	25	38.5	38.5	93.8
Off the service training	4	6.2	6.2	100.0
Total	65	100.0	100.0	

Source field data, April 2015

Training must be relevant to jobs, for a training program to be effective, it must be aligned to skills required of a person to perform a particular job. All the management members interviewed except four said that they were trained off the service as shown in the table above, 36 out of 65 respondents said that they had been trained on the job, while those who were trained in-service were 25 and the remaining 4 respondents rated the off the service training.

Furthermore, Skills acquired at training must be transferred to the job; various reasons can be assigned to a situation where trainees fail to implement training skills. The impediments to implementing training skills may include; lack of supervision, lack of logistic support and others. The training manager showed sample of questionnaires supervisors have filled to determine transfer of skills of employees who were selected for training. It means that training application evaluation was carried out.

Basing on the data collected in the field showed that 61 respondents equivalent to 93.8% agreed that they have trained accordingly to the work, while 4 respondents said that they have trained something which is not complying with their work.

Table 4.9 Assessment on new skills transformed to employees' training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	92.3	92.3	92.3
	No	5	7.7	7.7	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

Ideally, the outcome of training should be improved performance but resources committed to training could be wasted if factors necessary for ensuring application of skills are not put in place. Some of these factors are including good Performance management system, employee-led approach to higher performance (motivate) and systems that influence higher performance

However, the study revealed that 60 respondents equivalent to 92.3% agreed that through their training they have adopted new skills that in one way or another it can be a potential knowledge to the fund, while the remaining 5 respondents have said that the skilled adopted is irrelevant to their working activities.

According to Noe (1998) argue that the effect of training and development of employees has a link to performance. The relationship is positive if other factors of effective performance are available by considering training as a planned effort by a company to facilitate employees learning of the job-related competencies. These competencies include knowledge, skills and behaviors that are critical for successful job performance. The purpose of training therefore is for employees to obtain skills, knowledge and behaviors so as to apply them to their day-to-day activities.

Table 4.10: Factors mostly essential among employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Training to develop skills	50	76.9	76.9	76.9
Pay increase staff	9	13.8	13.8	90.8
Employee inclusion in decision making	6	9.2	9.2	100.0
Total	65	100.0	100.0	

Source field data, April 2015

The question on factors which are mostly essential among employees are including training to develop skills, at NSSF was asked to know how does that factors are perceived by workers, whereby 50 respondents ticked that training is to develop skills, followed by 9 respondents as they said that pay increase staff and the remaining 6 respondents said that employee inclusion in decision making is also a common factor essential among employees.

Table 4.11: Evaluation towards job performance in relation to employees training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Performance appraisal	30	46.2	46.2	46.2
	Special report format	35	53.8	53.8	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The performance evaluation system covered the following, evidence of improvement in their performance, methods for the evaluation, fairness of the performance evaluation system, performance set against objective and feedback on performance. In the table above 30 (46.2) of the respondents said that their performance has been evaluated by performance appraisal form while the remaining 35 (53.8) of the respondents have argued that their work has been evaluated through special report format.

Table 4.12: Assessment on the performance evaluation process in respect to training

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	53	81.5	81.5	81.5
	Disagree	12	18.5	18.5	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The question on performance evaluation process whether it is done fairly or not was asked to respondents to identifies how the performance is conducted; the results show that 81.5% of the respondents agreed that, their performance are conducted fairly i.e. it is basing on work objectives, while the remaining 18.5% of the respondents said that their performance sometimes is not fair due to the fact that it is out of work/job objectives citing different reasons including tribalism, corruption and others.

Table 4.13: Level of training and development on employee's performance

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Standard	63	96.9	96.9	96.9
	Substandard	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The analysis was done so as to determine the level of training and development on employee's performance whereby the analysis revealed that, 63 respondents equivalent to 96.9% said that they are satisfied with the training and development provided by the fund to its workers, while the remaining 2 respondents equivalent to 3.1% said that the level of training and development is not satisfactory at all and ticked 'bad' as it is narrated.

Table 4.14 Evaluation on the cause of under performance management tool

Responses	Frequency	Percent	Valid percent	Cumulative percent
Lack of skills and training	23	35.3	35.3	35.3
Lack of effective performance management tool	27	41.5	41.5	76.8
Lack of motivation strategies	15	23.0	23.0	100
Total	65	100	100	

Source field data, April 2015

The question on whether cause of underperformance management tool revealed that, (35.3%) of the respondents said that lack of training and skills while, 27(41.5%) of the respondent mentioned lack of effective performance management tool and the remaining 15 (23.0%) respondents mentioned lack of motivation strategies are the factors causing underperformance among employees in performing their activities as shown in the table above.

Table 4.15: Essential factors in solving performance problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Skills and training	20	30.8	30.8	30.8
	Effective performance management tool	15	23.1	23.1	53.8
	Motivational strategies	30	46.2	46.2	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The evaluation was done so as to identify which medium is essential factor in solving performance problems at working areas whereby the research identifies that, 30 (46.25) of the respondents marked motivation strategies as their first essential factor, followed by skills and training whereas 20 (30.8%) respondents mentioned it as the second essential factor while the remaining 15 (23.1%) ranked on effective performance management tool as shown in the figure below:-

Table 4.16 Management activities impacted on employee's performance apart from training and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.5	1.5	1.5
	Salary increment	12	18.5	18.5	20.0
	Good working conditions	18	27.7	27.7	47.7
	Employees' motivation	34	52.3	52.3	100.0
	Total	65	100.0	100.0	

Source field data, April 2015

The analysis was done so as to identify how management activities impacted on employee's performance apart from training and development, whereby through this analysis discovered that, 52% of the respondents have suggested employees motivation as one among the strategies that could be used to improve workers performance while

27.7% of the respondents said that only good working conditions could improve employees performance and the remaining 18.5% of the respondents have argued that salary increment could be used as a source of improving employees working condition at their working areas as illustrated in the figure below.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents a summary of the findings, draws conclusions and puts forward recommendations based on the research findings. The study assessed the impact of training and development on employees' performance at work. As a case study of NSSF Head Quarters.

The major focus was to determine the assessment on the magnitude of training and development on employees performance, finding out the effective combined people management tools which can be used to minimize performance problems and finding out other people-management activities that impact on performance apart from training and development in working places.

5:1 Discussions according to the data presented

According to the table 4.1 from chapter four, the study shows that most of the workers working at NSSF headquarters were men due to the fact that men were more than women as shown in the table 4.1 in the previous chapter whereby men were almost 60% while females were 40%.

Apart from the fund failed to respond the policy of the government which considers gender balance in both private sector and public sectors, whereby women are few compared to men, according to respondents who were women they urged that because of employment crisis in the country they have struggled hard during interviews to work in the field as a way of improving their living standards

Also the researcher analyzes that, respondents in between 20 and 30 years of age, the age which is better because they have strength and ability to do perform their activity well, so it is feasible for them to perform well their activities in their working areas.

Further more in tables 4.3 and 4.4 respectively, the researcher focused on employee's status and education of workers as well. The data shows that, 58.5% of the respondents who responded the questionnaire were senior staff members while the remained 41.5% were junior staff members, moreover, respondents with certificate ranked 3.1%, follows with Diploma level who ranked 27.7%. But also there are some workers who had above certificate and diploma level of education who were 40 equivalent to 61.5% with bachelor degree and 5 (7.7%) with masters degree.

According to the data collected, those with master degree were few due to the fact that it is very expensive to employ them and even if they are employed they are not working for a long period of time like others, not only expensive some of them preferred to employ themselves rather than being employed.

Moreover the analysis of data in table 4:5, explain the working experience of workers as the researcher revealed that, 27 respondents equivalent to 41.5% have been working at NSSF headquarters between 1 year and 5years, 19 respondents equivalent to 29.2% have worked in between 6 to 10 years, while those who have been working for 11 years to 20 years were 10 equivalent to 15.4% and the remaining 9 respondents equivalent to 13.8% have been working for more than 21 years.

Furthermore, this shows that, the large number of respondents' have worked in the fund for less than ten years as it is shown in the previous chapter that more than 70.7% have worked for such year with the reason that they have been satisfied with working conditions and motivation.

Moreover, the work environment of individual employee and his/her mind set can just influence customers' retention. The nature of the work includes workers attitudes and the way he/she treats pensioners.

The record shown that at table 4:6 respondents nearby 30 (46.2%) are working in operations department while 10 (15.4%) followed legal affairs and public relations departments with 6 (9.2%) of the respondents respectively.

Other departments were administration and risk management with 5 (7.7%) of the respondents respectively and the remaining department with minimal respondents were Information Technology which had 3 (4.6%) respondents, they argued that equal training opportunities among workers as a factor contributing to the growth and development of the fund.

Also table 4:7 explains that, majority of workers have been trained by the pension fund basing on their working departments whereby the results that 45 respondents out of 65 respondents have agreed that they have been trained, while the remaining 20 respondents have answered that they have not been trained.

New employees for the Tanzania Revenue Authority (TRA) have undergone a six months training before officially commencing work instead of the previous three months.

The authority contends that, the three months were insufficient to self-appropriate all the material acquired from the training.

Speaking yesterday in Dar es Salaam when launching the six month pre-service graduate training programme for 150 TRA employees from the Institute of Tax Administration (ITA), TRA Commissioner General, Rished Bade, said the training aimed at addressing corruption within the authority.

He said it is designed to equip the new employees with knowledge on how to collect more revenues and to better handle ethical matters.

Commissioner Bade emphasised that collecting the country's revenue is a huge task that needs people who are competitive and ethical. "Such trainings are of vital importance to our employees as they get knowledge on the best way to collect taxes and stick to the job's ethics," he stressed and cited that people engage in corrupt practices due to lack of knowledge of their job ethics.

He pointed out that the authority pays its employees a ‘nice package’ to prevent them from such practices but they still indulge in corrupt practices; “some employees are corrupt due to low salaries but in case of the tax collection body, the issue is different,” he said. (The Guardian, 14th April 2015)

5.2 Evaluation on type of training accessed by the respondents

The data findings at table 4:7 explain types of training accessed by employees when performing their daily activities due to the fact that training must be relevant to jobs, for a training program to be effective, it must be aligned to skills required of a person to perform a particular job.

All the management members interviewed except four said that they were trained off the service as shown in the table above, 36 out of 65 respondents said that they had been trained on the job, while those who were trained in-service were 25 and the remaining 4 respondents rated the off the service training. This implies that if there is a need for training workers after certain period of time so as to motivate workers and improve working performance as the question was addressing the first objective of the study which assessed the magnitude of training and development on employees performance.

5.3 Assessment on new skills transformed

According to the research the researcher identified the outcome of training should be improved performance but resources committed to training could be wasted if factors necessary for ensuring application of skills are not put in place. Some of these factors are including good Performance management system, employee-led approach to higher performance (motivate) and systems that influence higher performance

However, the study revealed that 60 respondents equivalent to 92.3% agreed that through their training they have adopted new skills that in one way or another it can be a potential knowledge to the fund, while the remaining 5 respondents have said that the skills adopted is irrelevant to their working activities. This implies that majority of the respondents working at NSSF have improved their efficiency because of training.

The National Social Security Fund (NSSF) won an award of International Standardisation Organization for (ISO) certification in recognition of its high quality and standard service delivery.

The award comes in the wake of an audit conducted in January this year and complying with an ISO 9001: 2008 quality management system (QMS). The latter helps the NSSF to improve performance and demonstrate high levels of service delivery. It also shows that the NSSF follows internationally recognised quality management principles.

Speaking in an exclusive interview with this paper on the ISO award, the NSSF Chief Actuarial and Risk Manager, Sadi Shemliwa said NSSF ISO certificate was given by the British Standards Institute (BSI) after the scheme was nominated in February.

The BSI is a member of Geneva-based ISO, an independent non-governmental organisation and a network of national standards bodies of 161 countries and 3,368 technical bodies to take care of standard development. The national standards bodies make up ISO membership and represent ISO in their country.

ISO international standards ensure that products and services are safe and reliable and are of good quality. For that matter, they are strategic instruments that reduce costs by minimising waste and errors and increasing productivity.

By implementing ISO 9001:2008 standards, the NSSF has committed itself to ongoing improvement of QMS and processes and meeting customer expectations.

On the other hand, the ISO certification for the NSSF is a historic event for it coincides with NSSF's 50 Years Anniversary, this year. "This has come at the right moment, as this year NSSF marks its 50 Years Anniversary. So, we have all reasons to celebrate this international recognition, which boosts our morale to

deliver more and it is this morale that will enable us to sustain high quality standards,” he said.

The NSSF was established by the Act of Parliament No 28 of 1997 to replace the defunct National Provident Fund (NPF), which was established by Act No 36 of 1964.

Shemliwa noted that their management style was based on business value and focused on customers “to know what they need so that we can serve them better and where our strengths and weak points are so that we can improve more.”

ISO 9001:2008 is based on eight quality management principles: customer focus, leadership, involvement of people, process approach, system approach, continual improvement, fact-based decision making and mutually beneficial supplier relationships (The Guardian 5th June 2014)

5.4 Factors mostly essential among employees

The question on factors which are mostly essential among employees are including training to develop skills, at NSSF was asked to know how does that factors are perceived by workers, whereby 50 respondents ticked that training is to develop skills, followed by 9 respondents as they said that pay increase staff and the remaining 6 respondents said that employee inclusion in decision making is also a common factor essential among employees. This implies that training to staff is one among the mostly essential thing to be considered.

5.5 Evaluation towards job performance

The performance evaluation system covered the following, evidence of improvement in their performance, methods for the evaluation, fairness of the performance evaluation system, performance set against objective and feedback on performance. In the table above 30 (46.2) of the respondents said that their performance has been evaluated by performance appraisal form while the remaining 35 (53.8) of the respondents have

argued that their work has been evaluated through special report format. Moreover this implies that evaluation towards job performance is very important factor to consider.

5.6 Assessment on the performance evaluation process

The question on performance evaluation process whether it is done fairly or not was asked to respondents to identifies how the performance is conducted; the results show that 81.5% of the respondents agreed that, their performance are conducted fairly i.e. it is basing on work objectives, while the remaining 18.5% of the respondents said that their performance sometimes is not fair due to the fact that it is out of work/job objectives citing different reasons including tribalism, corruption and others.

5.7 Evaluation on level of training and development on employees

The analysis was done so as to determine the level of training and development on employee's performance whereby the analysis revealed that, 63 respondents equivalent to 96.9% said that they are satisfied with the training and development provided by the fund to its workers, while the remaining 2 respondents equivalent to 3.1% said that the level of training and development is not satisfactory at all and ticked 'bad'

5.8 Evaluation on complains about pensioners

The question on whether pensioners have been complaining about services delivered by NSSF workers whereby in this study the researcher revealed that, 15(23.1%) of the respondents said that pensioners have been complaining on services delivered by some staff members, while 50 respondents have ranked opposite and said that pensioners are actually satisfied with the services delivered as the fund received International Standard Organization standards (ISO) mid last year.

5. 9 Essential factors in solving performance problems

The evaluation was done so as to identify which medium is essential factor in solving performance problems at working areas whereby the research identifies that, 30 (46.25)

of the respondents marked motivation strategies as their first essential factor, followed by skills and training whereas 20 (30.8%) respondents mentioned it as the second essential factor while the remaining 15 (23.1%) ranked on effective performance management tool.

5.10 Management activities impacted on employee's performance apart from training and development

The analysis was done so as to identify how management activities impacted on employee's performance apart from training and development, whereby through this analysis discovered that, 52% of the respondents have suggested employees motivation as one among the strategies that could be used to improve workers performance while 27.7% of the respondents said that only good working conditions could improve employees performance and the remaining 18.5% of the respondents have argued that salary increment could be used as a source of improving employees working condition at their working areas.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

6.0 Introduction

The sample implication of the findings analyzed in all chapters discussed in this research study. This chapter is the last chapter in the study. It has divided into three parts which are summary, conclusions, and policy implication. In the first part, the researcher started with the summary as explain below;

6.1 Summary

The research on assessment on the impact of training and development on employees' performance at working place, (the case study of NSSF Headquarters whereby 65 respondents had participated. The general objective was to find out whether training and development programs have an impact on employees performance in their working place. The major focus was to assess the magnitude of training and development on employees performance, find the effective combined people management tools which can be used to minimize performance problems and finding out other people-management activities that impact on performance apart from training and development in working places; therefore; employers should be responsible in formulating the reward strategy in the work places and be capable of implementing it. The rewards can come up with new training, promotion of employees demanding policies while the responsibilities fall on the line employers to implement them.

Basing on the findings, it was revealed that majority of the employees have been trained. This is due to the fact that management of NSSF believes that training can impact on job performance. It is also learn that among trained; the highest respondents fell within 1-10 years of the service, indicating that relatively younger workers are being trained more than the older workforce. It is an indication of having good number of skillful employees.

Moreover, the study discovered that since many employees had been trained and their performance have improved to some extent and solved organization problems. Both management members interviewed and respondents of the questionnaire agreed to solve some problems on quality of services, waiting time, and the general environment of the facility in the organization.

It was also evident that performance evaluation procedures had few problems of objectivity, fairness and weak feedback system due to the fact that most of the employees were evaluated through performance appraisal a system many respondents expressed different opinions towards the system.

It was established from the analysis that causes of underperformance were largely due to poor performance management system and over reliance on training as intervention to solving performance problems.

It was further evident that performance problems could be corrected through a set of combined strategies of people management including good performance management system, motivation of employees and raining among others.

6.2 Conclusion

On the basis of the findings of this study, it can be concluded that the impact of training and development on employees' performance at work place is very essential in organization.

In conclusion, the following can be said about training and development and employees performance in the case study organization

Magnitude of training; many employees are properly trained and ghave acquired necessary skills for job performance

Solution to perfomance problem, training and develoment of employees are indispensable activities that have impact on performance because it gives the jobholder the required skill, knowledge and competiences to effectively undertake a job.

However, the link between training and development and employee performance is dependent on certain additional variables, such as effective performance management systems and employee-led motivational strategies because no single strategy is effective enough to solve performance problems.

Management activities that have impact on performance; performance management and motivation are important activities that have influence on employee performance other than training. In this perspective, leaders of organizations particularly the case study organizations must employ several strategies to influence high performance of employees.

6.3 Recommendations

The study revealed that there was performing problem, employees do not work to the best of their abilities. The research found out that the performance management system and motivation in the case study organization are not effective.

The traditional performance management system must be changed to objective one which links organization goals to individual or team performance.

Again reinforcement practices that reward higher performance like performance based allowance, bonus or monthly award and yearly award for high performance should be introduced.

Again the study also showed that the performance evaluation process was not fair, objective and lacks effective feedback system. The leadership of NSSF has provided good framework by establishing a high performance culture in which individuals and teams take responsibility for the continuous improvement of the business process and their own skills and contributions.

The researcher therefore recommends that effective performance management system, which should not be annual, must be instituted to check laziness at the workplace.

It was found that the management of the case study organization depends solely on training and development as a measure to improve performance. There is no single effective strategy to enhance employee performance. The leadership should be embarked on training as well as motivation and performance management as means to influence higher performance culture.

The researcher therefore recommends that budget for training should be utilized proportional to the expected benefits to be derived from it. The management should rather use part of training budget as allowance and bonus to encourage employees to increase productivity.

The study recommends that, since in-service training ranks high among the alternative means of training. The management should continue to train its employees and use the in-service training to educate employees about training policy and develop performance management skills when evaluating performance.

Furthermore, it is also recommended that the management should change the prevailing low performance culture of the employees to high performance culture by introducing a reward system that supports higher performance.

6.4 Area for further research/studies

The following areas could link to the research questions and have been identified for further research:

The researcher would like to suggest a research on performance management system and performance in teaching NSSF workers/employees upon the nature. The proposed research will unveil the detailed problems with the current traditional approach of evaluating performance of employees.

The rewards systems of NSSF could also be studied for high performance.

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APPENDIX

SELF ADMINISTERED QUESTIONNAIRE FOR NSSF STAFF (EMPLOYEES) AN ASSESSMENT ON THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE AT WORK.

Dear respondents

I kindly, request for your contribution on the title “*assessment on the impact of training and development on employees' performance at work*”. A thesis will be submitted for the Award of the Master's Degree in Business Administration (MBA) of Mzumbe University. Your answer and any other information that you will provide are very useful for the success of this research, put tick inside the bracket for what you think is right.

A: PERSONAL INFORMATION

Please tick the appropriate response of your choice

1. Sex: 1. Male 2. Female

2. Age:

3. Employee status

a) Junior staff

b) Senior staff

4. What is your education level?

i. Primary level ii. Secondary iii. Certificate

IV. Diploma V. Degree F. Others (Specify).....

5. How long have you been working at NSSF

(i) 1-5 years [] (ii) 6-10 years [] (iii) 11-20 [] (iv) 21 and above []

6. Which department are you working?

7. Have you undergone any training since you joined NSSF?

a) Yes

b) No

8. If yes in the above, what kind of training have you gone through since you joined NSSF?

a) On-the-job training

b) In service training

c) off-the-job training

9. How does a new skill transformed unto your job?

a) Reflected in your performance assessment

b) You had an award upon recommendation

c) Supervisor gave you feedback

10. If you responded 'Yes' to question 10 above, indicate how you knew the training contributed to the overall improvement of your work

a) It reflected in my performance assessment

b) I had an award upon recommendation

c) My superior gave me feedback

11. If you responded 'No' to the question 10 which of the following made it impossible for you to practice your new skills acquired?

a) Lack of support of my management

b) Lack of motivation

c) Lack of logistic support

12. Which of these factors, in your opinion is the most essential for high productivity amongst employees in this organization?

a) Training to develop skills

b) Pay increase staff

c) Employee inclusion in decision making

13. How is your job performance evaluated?

- a) Through performance appraisal
- b) Special report format
- c) Others

14. Is your performance evaluated against your set objectives?

- a) Yes
- b) No

15. What is the level of training and development on employees performance?

- a) Good
- b) Poor

16. What could be the cause of under-performance of employees?

- a) Lack of skills and training
- b) Lack of effective performance management tool
- c) Lack of motivation strategies

17. What other factors/tools which are essential in solving performance problems?

- a) Skills and training
- b) Effective performance management tool
- c) Motivational strategies

18. What management activities have impact on employees performance other than training and development?

- a) Salary increment
- b) Good working conditions
- c) Employees' motivation

Thank you for your cooperation