

INFLUENCE OF TRAINING ON EMPLOYEES' PERFORMANCE:

**A CASE STUDY OF TANGA URBAN WATER SUPPLY AND
SEWERAGE AUTHORITY, TANZANIA**

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A CASE STUDY OF TANGA URBAN WATER SUPPLY AND SEWERAGE
AUTHORITY, TANZANIA**

By

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

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled **Influence of training on employees' performance a case of Tanga Urban Water Supply and Sewerage Authority**, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

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DECLARATION

I, **Erick Primus Kashonda**, declare that this dissertation is my own original work and that it has not been presented elsewhere and will not be presented to any other institution for any award other than Mzumbe University.

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DEDICATION

I would like to dedicate this work to THE ALMIGHTY GOD. He has always been so special and wonderful for me, when I look back and see where I come from surely without God I would not have gone this far.

LIST OF ABBREVIATIONS

ADO	- Administration Officer
BP	- British Petroleum
BO	- Billing Officer
CCO	- Credit Control Officer
CCTV	- Closed Circuit Television
COMM	- Communication
CSO (P)	- Customers Services Officer (Pongwe)
CSO (S)	- Customers Services Officer (Swahili)
EWURA	- Energy and Water Utilities Regulatory Authority
HRM	- Human Resources Management
HR-M	- Human Resources Manager
HR-O	- Human Resources Officer
INFO	- Information
IQ	- Intelligence Quotient
LGA	- Local Government Authorities
LO	- Legal Officer
MD	- Managing Director
MDA	- Ministries, Departments and Agencies
MGT	- Management
MSC.HRM	- Master of Science in Human Resources Management
MU	- Mzumbe University
OPRAS	- Open Performance Review and Appraisal System
PCE	- Planning and Construction Engineer
PIM	- Performance Improvement Model
PME	- Plant Maintenance Engineer
PMS	- Performance Management Systems
PSRP	- Public Service Reform Programme
RDO	-Research and Development Officer

REPR	-Representative
SNE	- Sewerage Network Engineer
SO	- Supplies Officer
SPSS	- Statistical Package for Social Sciences
TECH	- Technical
TNA	- Training Need Assessment
UWASA	- Urban Water Supply and Sewerage Authority
URT	- United Republic of Tanzania
UWASA	- Urban Water Supply and Sewerage Authority
WNE	- Water Network Engineer
WPE	- Water Production Engineer

ABSTRACT

This study aimed at examining the influence of training on employees' performance; it involved a case study design where Tanga Urban Water Supply and Sewerage Authority (Tanga UWASA) was selected. The study was guided by four research objectives which are: To examine training programmes offered by Tanga UWASA, To examine performance evaluation methods used by Tanga UWASA, To examine the extent to which training influences employees' performance at Tanga UWASA and To examine challenges facing successful implementation of training programmes at Tanga UWASA. Stratified Random sampling and purposive sampling techniques were used to select a sample of 74 respondents for the study. Respondents were chosen from ordinary employees, heads of departments and the management of Tanga UWASA. Data was collected by using three tools namely; interview, questionnaires and documentary review. The analysis of the collected data was done through the use of Statistical Package for Social Sciences (SPSS).

The findings indicated that Tanga UWASA organises several training programmes and employees are systematically selected to attend those programmes to acquire knowledge and skills. Also, Tanga UWASA as one of the public authority uses OPRAS as the only method to evaluate performance of her employees and there is involvement of employees during evaluation.

On the other hand, the study used Chi-square test to find if training influences employees' performance and the findings have shown a very positive influence of training programmes organised by Tanga UWASA and employees' performance. Training programmes have contributed to the increase of efficiency, productivity, rise of customers' level of satisfaction and the increase of Tanga UWASA's competitive advantage over other water supply authorities. Lastly, there are a lot of challenges which face effective implementation of training programmes such as shortage of fund, favouratism, poor TNA and limited time used for training, so the study has made some recommendations on what should be done to minimize or eliminate the challenges.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter is an introductory part of the study. It consists of background of the study, statement of the problem, research objectives and research questions, scope of the study, significance of the study, limitations and delimitations of the study as well as the organisation of the study.

1.2 Background of the Study

Employees play a great role in the organisational effectiveness for achieving the set goals, acquiring a sustainable competitive advantage over the other competing products and firms in a market. Thus, all organizations irrespective of size and market, strive to improve the performance of the employees through different strategies, such as reward, good working environment, job security, recognition and training (Meyer and Smith, 2000).

In order to prepare their workers to do their job as desired, organizations provide training as to optimize their employee's potential. Most of the firms, by applying long term planning, invest in the building new skills of their employees, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment (Robert, 2006). When employees recognize their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on the job. Employees are the most important in every company as they can make or break the organisation's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events (Champathes, 2006).

The rapid global and technological development has lead organisations in both developing and developed countries to face new changes and challenges; the advancement in technology has influenced the demand of advanced capabilities and competencies to do specific tasks, thus all organisations throughout the world have been embracing training and development as one of the strategies to cope with the changes, for instance in North America, most of organisations in USA have been training the employees, and the trainings improved performance of the employees, in view of the fact that majority of employees are capable of employing current technologies and their efficiencies increased (Khan et al ,2011). Also, in Pakistani there is strong relation among training and development of employees on their performance and productivity (Habid et al, 2015). In Africa, the training and development has been changing performance of employees and organisations, as new skills and knowledge to cope with changes in technology have been acquired by the employees, for instance Escon Consulting Company in South Africa improved performance of its employees through on job and off job training, which led to increase of efficiencies and effectiveness of the organisation (Gowden and Karodia, 2014). Moreover, organisations in Kenya raised performance of their employees' performance through training and development as confirmed in the study by Kepha, et al (2013) who found that there was a high significant relationship between training and development and employee performance in research institutes in Kenya.

As in other countries, organisations in Tanzania have been conducting training and development which improved performance of their employees and the organisations, Mwambe (2010) revealed that trainings have been influencing positively on employees' performance in higher learning institutions in Tanzania, also Hassan (2011) argued that training and development helped to improve the performance of Administrative staffs in the Private sector organisations in Tanzania. However, public organisations in Tanzania despite the different efforts undertaken by the government to improve the performance of public sectors, such as devoting fund for training programmes in their annual budget every year, they still face poor performance (URT, 2013). Therefore, the researcher is

interested to examine the influence of training on employee' performance in public organisations, using Tanga Urban Water Supply and Sewerage Authority as a case study.

1.3 Statement of the Problem

Employees are unique and valuable assets of any organization, due to their active role they play towards the success of any organisation (McKinsey, 2006). Organizations face increased competition due to globalization, technological changes, political and economic environments (Evans, Pucik & Barsoux 2002, 32). Therefore, Nassazi (2013) noted that for organisations to improve their performances and adjust to the drastic changes of technology should train their employees. It is paramount to take into consideration the rapid advancement of knowledge which has not only been brought about by technological improvements nor a combination of factors of production but increased efforts towards development of organizational human resources. Therefore, every organisation should implement training programmes effectively to enhance their job performance.

Moreover, equipping these unique assets with effective training becomes imperative for improving organisational performance; once a training program is completed, worker productivity is expected to increase. The benefits will be to the organisation, due to an increase in workers' output and productivity, and to the workers, as the increase in output should translate into higher wages and opportunities for career advancement (Wei-Tai, 2006). However, public organisations in Tanzania despite devoting fund for training programmes in their annual budget every year, they still face poor performance (URT, 2013). Hence, in order to shed light on this problem, the researcher was interested to examine the influence of training on employees' performance.

1.4 Objectives of the study

1.4.1 General Objective

The main objective guiding this study was to examine the influence of training on employees' performance at Tanga Urban Water Supply and Sewerage Authority.

1.4.2 Specific Objectives

- i. To examine various training programmes organized by Tanga UWASA.
- ii. To examine method(s) of evaluating employees' performance at Tanga UWASA.
- iii. To examine the extent to which training programmes influence employees' performance at Tanga UWASA.
- iv. To examine the challenges facing the implementation of training programmes at Tanga UWASA.

1.5 Research Questions

- i. What are the training programmes organized by Tanga UWASA?
- ii. What are the methods of evaluating employees' performance used by Tanga UWASA?
- iii. What influence does training have on employees' performance at Tanga UWASA?
- iv. What are the challenges facing the employer and employees in the implementation of training programmes at Tanga UWASA?

1.6 Scope of the Study

This study was an attempt to explore the influence of training on employees' performance. It was conducted in the Tanga City at Tanga UWASA. The study employed respondents from all Departments, since every employee in the organisation deserves training, and has an impact on organisational performance. Moreover, some

information was collected from employer where some employees holding management positions were interviewed. The study was expected to be conducted in period of five months.

1.7 Significance of the Study

The findings of this study aimed at filling the existing gaps in knowledge of the less known about the influence of training on employees' performance in Tanzania's public organisations. Also, the findings raised awareness to the management of Tanga UWASA and other public organisations in Tanzania about the influence of training on employees' performance. Moreover, the findings are important to the government of Tanzania to increase its awareness on the benefits of training, thus devote more fund to support trainings in public organisations. On the part of the researcher, this study will help in the fulfillment of requirement for being awarded the Master Degree of Science in Human Resource Management (Msc.Hrm) of Mzumbe University.

1.8 Limitations of the Study

A delay of returning questionnaires; due to the fact that the respondents are employees with their responsibilities hence they were busy while others were absent due to illness and other tasks assigned out of work. This led to the use of different sample size of 74 respondents different from the calculated sample size of 107. On the other hand, lack of enough fund to some extent limited the conduction of the study since the researcher was self sponsored and unemployed. The researcher had to pay for stationery services and transport to and from the field.

1.9 Delimitations of the Study

In spite of the explained limitations, the researcher continuous followed-up the respondents which enabled successful completion of data collection. Furthermore the researcher utilized time effectively for reduction of expenses and achievement of study's

objectives on time and asked for financial assistance from family and friends to ensure successful completion of the study.

1.10 Organization of the Thesis

The study is organized into five chapters: Chapter one is the introductory chapter which contains background of the problem, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and delimitations of the study. Chapter two contains the literature review basing on the theoretical review and review of the empirical studies. chapter three shows the research methodology used, the chapter consists of the research design, study population, sampling techniques, sample size, data collection methods, validity and reliability of research instruments, data analysis techniques and ethical consideration. Chapter four contains data analysis, presentation and discussion of findings and Chapter five presents the summary, conclusion and recommendations. The thesis ends with the references and appendices which are attached in the end of the last chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter has four parts, namely; theoretical literature review, empirical literature review, conceptual framework, the research gap and synthesis of the study. All the review show the relationship/influence of training on performance of employees

2.1 Theoretical Literature Review

This part shows the review of theories and concepts related to the study.

2.1.1 Conceptualization of Terms

i. Training

Training is defined as an experience, a discipline, or a regimen that causes people to acquire new, predetermined behaviours (Laird and Schleger, 1985). Also, Training is the method used to give employees skills and knowledge they need to perform their jobs (Dessler, 2005). Moreover, Training is also defined as a learning process from which trainees gain knowledge, skills, experience and attitudes needed to perform jobs and fulfill organisational goals (Mathias and Jackson, 1998). Furthermore, Training is a type of activity which is planned, systematic and it results in enhanced levels of skills, knowledge and competency that are necessary to perform work effectively (Gordon 1992). Lastly, Training is the process from which employees acquire the capabilities to perform their jobs and is an essential part of any successful business. Training is linked to employee performance and retention. In addition, employees will not reach their full potential and higher levels of productivity will not be achieved unless employees are adequately trained. A poorly trained work force will eventually lead to poor performance and result in costly mistakes (Becker 1993). In this study, training is defined as a systematic process to enhance employees acquiring skills, knowledge and experience needed by an organisation to achieve predetermined goals.

ii. Employee Performance

Employee performance is defined as the capability of an employee to execute the job duties and responsibilities well. Also, employee performance defined as how well the activities assigned to workers are executed.

Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement (Meyer and Smith,2000). Moreover, employee performance defined as the ability of an employee to perform the duties or activities assigned to him or her as required by the predetermined performance standard of the organisation (Parmenter, 2010). In other words, job performance needs the interaction between personal abilities of doing a particular job and the motivation which acts as the catalyst added to competencies, skills and knowledge possessed by an individual. In this study, employee performance is defined as the ability of employee to execute the duties or responsibilities assigned to him or her efficiently and effectively.

2.1.2 Theoretical Review

The study is guided by Human Capital Theory developed by Adam Smith in (1776) and reinvigorated by Schultz in 1961. The theory assumes that human capital itself is a composite of an individual or workforce's knowledge, skills, and life experiences, and higher levels of human capital are expected to yield increased wages for individual and social benefits.

Human capital theory emphasises that training increases the productivity and efficiency of workers by increasing skills and knowledge to employees; in turn, acquired skills and knowledge increase productivity in the organisation (Becker 1993). The theory is applicable to the study since employees' performance is expected to be improved as a result of training which requires funding as an investment. This implies that performance in the public organisations in Tanzania will increase when the organisations will invest in them through training, since the training adds new knowledge and skills to employees

which will generate worthwhile returns to the organisations. However, the theory has limitations such as; it assumes every training programme attended will lead to the increase of wages but some training programmes aim at increasing employees' ability to perform work related activities without any increase on wages.

2.1.3 Types of Training Programs

According to Gupta (2006), the following are the types of Training programs as follows;

- i. *Orientation/ Induction Training:* this type seeks to adjust newly appointed employees to the work environment. Every new employee needs to be made fully familiar with the job, his superiors, and subordinates, with the organization's rules and regulations.
- ii. *Job Training:* is the kind of training aiming at increasing employee's skills and knowledge which will help to improve performance. This may include on-the-job training or off-the-job training. Example; employees who are trained on the job, may be instructed on how to handle machines properly.
- iii. *Safety Training:* this type of training aims at minimizing accidents and damages to machines. It involves instruction in the use of safety devices and in safety consciousness.
- iv. *Promotional Training:* It involves training of existing employee to enable them to perform higher level jobs. Potential employees are selected and given training before their promotion, so that they do not find it difficult to take on the higher responsibilities of new positions to which they are promoted.
- v. *Refresher Training:* It involves training when existing techniques become absolute due to the development of better techniques; hence employees are trained on the use of new methods and techniques.
- vi. *Remedial Training:* Is the training arranged to avoid the shortcomings in the behavior and performance of old employees. The programmes are provided as some of the experienced employees might have picked up appropriate methods and styles of working.

In another classification by Joshi (2013), training programmes are categorized into three types which are Job training, Promotional training and Refresher training.

- i. *Job training:* has a purpose of increasing the knowledge and skills needed by a particular job for improvement of performance skills and efficiency. This type of training helps workers to learn correct ways of handling equipments so as to avoid accidents at work.
- ii. *Refresher training:* are training programmes provided to experienced employees whose knowledge has become obsolete or outdated due to changes of technology. Hence, the programmes are useful as they improve employees' knowledge and skills.
- iii. *Promotional training:* are training programmes provided to employees who are about to take higher positions. They aim at equipping employees with new skills and knowledge which will enable them to take higher duties and responsibilities.

2.1.4 Training Methods

As noted by Hassan (2011) training programmes help the employee to adjust to rapid changes in job requirements and keep them updated to new technologies and methods. There are two types of training methods which can be adopted by an organization namely; On-the-job training and Off-the-job training.

1. On-the-Job Training Methods.

Refer to the methods applied at the working environment while the staff is working to acquire specific skills. This method is required to improve an employee that had inadequate academic qualification for his job performance. It is also regarded as training within the organization policy. The following are on-job-training methods:

- i. *Demonstration:* this method is commonly used where by an experienced employee or trainer shows the trainee how a particular work is carried out. The method is extremely important for machines and equipments operators.

- ii. *Coaching*: is the method by which a trainee learns how to perform a particular task under the guidance of an experienced individual. Being coached by an experienced person increased understanding and speed of learning as the instructor guides, gives feedback to the trainee, provides encouragement and assist the trainee in overcoming difficulties.
- iii. *Projects*: this method involves assigning task of investigating a problem and analysing potential solutions to that problem to trainees. It is a popular method of equipping trainees with skills and knowledge used in the office. It helps to gain knowledge of work practices and procedures: it also helps to develop skills such as analytical and problem solving skills.
- iv. *Job rotation*: the method involves a trainee being placed in different positions of several units or departments of an organisation. It helps to equip an employee with different skills needed by different positions in an organisation. The methods is mostly applied to new employees of junior posts so as to give them general skills needed by organisation.
- v. *Attachments/ Secondments*: this method involves sending an employee to another organisation or to other departments with similar tasks. It is mostly used as an employee development programme. The method is advantageous as it allows the flow of knowledge and skills from other organisations or other departments.
- vi. *Mentoring*: The method involves the guidance of young employees from the experienced and old employees. The method has a two way advantages as the young employees gain from the experienced employees who in return they gain new ideas and assistance.
- vii. *Assistantship*: this method involves the appointment of an individual to be an assistant of a more senior employee. The method is commonly used as a succession plan where after the retirement of the senior employee, the assistant covers the position.
- viii. *Committees/ Quality Circles*: the method involves formal interaction between employees during performing a particular task. In the course of interaction, employees who had insufficient skills gain them from others.

2. Off-the-Job Training Methods

Refers to training out of working environment. Some skills and knowledge are difficult to teach at the work environment, so off-job training will be necessary. Staffs receive training away from their posts or workstation. The following are off-the job training methods:

i. *Short courses:* are developed for improvement of specific skills. They may be open or closed;

- a. Open courses are prepared for members from several organisations. They aim at creating exposure of ideas and experiences, which helps to stimulate creativity and new approaches.
- b. Closed courses are developed for a specific organisation. The quality and inputs are controlled, so that the content of the course and the approach are tailored to the needs of the organisation.

Some of the particular techniques associated with short courses are:

- Case studies- this technique involves providing a task of solving particular business problems to trainees. A case study from which problems should be solved is provided. In the course of solving those problems, trainees develop analytical and problem solving skills.
- In-tray exercises- this technique provides trainee with a number of tasks and they are observed how they can deal with all tasks at their best. Example, trainees are provided with letters from customers, memos from staff and requests for information which all require to be addressed.
- Management games- in this technique, trainees are given business scenarios and to be analysed before decision making. After deciding, the decisions are recorded for future reference.

ii. *Longer education-based courses:* These are courses like the ABE Diploma and MBAs. These courses are used for developing professional and management skills. They are usually open in nature; such courses are available in a variety of modes such as distance learning, evening classes, intensive blocks and full time.

a. Conferences, seminars and workshops

They are short and base on current topics, however not always directly relevant to the organization. They are usually advantageous in offering the opportunity to network with others in the same industry or profession.

b. Programmed instructions

Under this form of training, an instructor is not directly involved, but programmed instruction is provided through a combination of; books (or binders or prepared notes), audio cassettes or discs, video cassettes or discs, television programmes and computers.

c. Outdoor/outward bound programmes

These are programmes which help the development of group or an individual. The programmes involve placing trainees to unfamiliar situations which builds confidence and add skills to trainees when they face unfamiliar tasks.

2.1.5 Systematic Approach to Training Programme

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated (Armstrong, 2006). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance (Nassazi, 2013)

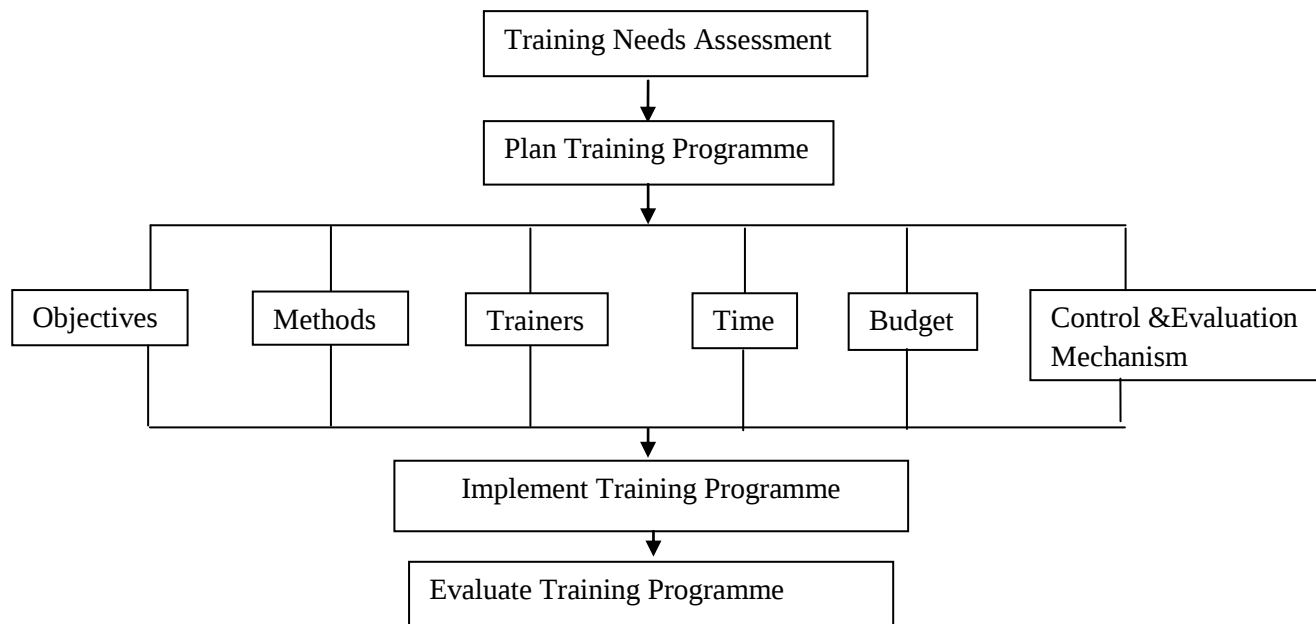
According to Aswathappa (2014), training and development programme has to follow a series of the following four stages:

- i. *Training Need Assessment:* This stage involves determining and addressing needs or gaps between the position holder's current competency level and the required competency level as per Job Descriptions. The assessment is done into three levels; task analysis, person/individual analysis and organizational analysis.
- ii. *Planning stage:* Is the HOW stage of human resources training programme done by the human resources department. The stage involves; setting of the training

objectives, Selection of training methods, Identification of trainer, Timing of training, budgeting for training and Setting of monitoring and evaluation mechanism.

- iii. *Implementation stage*: Once training programme has been designed, it needs to be put into practice.
- iv. *Evaluation stage*: it is important for organisations to measure the usefulness of training programmes they implement because the programmes cost a lot of money. Evaluating training programmes determines the result of whole programme. This stage should follow the following principles; specialist must be clear about the goals and purpose of evaluation, must be continuous, specific and base on objective methods and standards. Some theorists have explained the following stages involved in evaluating the effectiveness of training; measuring employees' reaction towards training; measuring the level of employees' learning acquisition; measuring the employees' behaviour and transfer of learning and assessing the results of training on the company's financial performance (Delahaye, 2000). However, other scholar added the fourth stage to be the assessment of the non-economic impact of training. The non economic impact of training may be employees' morale, learning, change of behaviour and transfer of learning, and also assessing the intangible economic results within an organisation (Hamblin, 1974; Whitelaw, 1972; Reid & Barrington, 2003).

Figure 2.1: Systematic approach to training



Source: Modified from Armstrong (2006)

2.1.6 Importance of Training

The main importance of training is the improvement of individual and organizational performance. However, Itika (2011) explains that training programmes are advantageous to the individual, the department and the organisation because it is expected to provide a highly skilled pool of human resources, improvement of existing skills, an increase in knowledge and employees' experience, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development.

2.1.7 Tanzania Public Service Training Policy (2013)

The Public Service Training Policy of 2013 emphasizing that Tanzania should be self sufficient in trained and skilled human resources to manage its economy. In this regard, the policy directs mobilization and allocation of resources for the training in the Public Service. Also, the policy insisting the training programmes which respond to the

demands of different levels of public servants and contribute to the succession needs, and groom and nurture potential leaders at all levels in the public service (URT, 2013).

2.1.8 Performance evaluation method(s)

Performance evaluation is noted by Aswathappa (2013) to be the assessment of an individual's performance in a systematic way, performance being measured against factors such as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, versatility, co-operation, judgement, health and the like. Broadly the evaluation of employees' performance serves four objectives which are developmental uses, administrative uses, organisational objectives and documentation purpose.

However, to provide information that can serve the organization's goals and that complies with the law, a performance evaluation system has to provide accurate and reliable data. The ability to generate accurate and reliable data is enhanced if a systematic process is followed as explained by Ivancevich (2004);

- i. Establish performance standards for each position and criteria for evaluation.
- ii. Establish performance evaluation policies on when to rate, how often to rate and who should rate.
- iii. Have raters gather data on employees' performance.
- iv. Have raters (and employees) evaluate employees' performance.
- v. Discuss the evaluation with the employee.
- vi. Make decisions and file the evaluation.

On the other hand, Appiah (2010) explained that during evaluating of employees' performance, there should be standards from which performance of all employees will be measured. The techniques for measuring the performance of employees may differ from every company. Some of these evaluation techniques are:

- i. **Ambition / Initiative;** shows the employees' ability to show they have vision and goals towards their jobs and makes the imitative to achieving these goals and vision.

- ii. **Attitude / Cooperation;** bases on the employee's possession of positive attitude towards his fellow employees and his work and also he/she is able to work on different task?
- iii. **Communication skills;** focuses on employee's ability to communicate effectively with other employees, customers and the ability to solve issues due to his/her communication skills.
- iv. **Focus;** bases on whether the employees are focused on their jobs and is able to distinguish their task from personal assignments.

Armstrong (2006) noted that performance management is forward looking which focuses on planning for the future rather than dwelling on the past. Armstrong explained performance can be assessed by using; overall analysis of performance, written assessment (narrative) of performance, rating, forced distribution and visual assessment.

i. Overall analysis of performance

In practice, this form of assessment reveals the performance strengths and weaknesses. This helps to know where to be improved and where to maintain. During assessment, there should be mutual understanding between the assessor and one who is assessed so that the latter can appreciate how well or not so well they are doing.

ii. Narrative Assessment

This is the written summary of assessor's ideas on the achieved level of performance. It involves collection of assessor's thoughts. However, this technique is not consistent because every assessor has different considerations of performance aspects. At first this techniques was a top down one but currently it has been modified to be a joint process where the assessor meets with the one assessed.

iii. Rating

Most performance management schemes include some form of rating. This indicates the quality of performance or competence achieved or displayed by an employee by selecting the level on a scale that most closely corresponds with the view of the assessor on how well the individual has been doing. A rating scale is supposed to assist in making judgements and it enables those judgements to be categorized to inform performance or

contribution pay decisions or simply to produce an instant summary for the record of how well or not so well someone is doing.

iv. Forced Distribution

In this method, the assessor complies with the set rationings to employees of different levels. Ratings of similar level employees are the same. However, the method has weakness because employee's performance can be affected by factors like recruitment and development practices. Example of ratings which are normally distributed of is: A= 10%, B = 20%, C = 50%, D =20% and E = 10%.

v. Visual Methods of Assessment

This is an alternative approach to rating. It takes the form of an agreement between the manager and the individual on where the latter should be placed on a matrix or grid. A 'snapshot' is thus provided of the individual's overall contribution, which is presented visually and as such provides a better basis for analysis and discussion than a mechanistic rating. The assessment of contribution refers both to outputs, and to behaviours, attitudes and overall approach.

2.1.9 Performance evaluation method used in Public Institutions

The Government of URT introduced the PSRP in 2000. The installation of Performance Management Systems (PMS) in all Ministries, Departments and Agencies; Regions and Local Government Authorities aimed at making the public servants accountable, transparent and able to manager resources for ensuring the public sector delivers the best quality services to the public.

During the implementation of the PMS, the OPRAS was introduced. The introduction was backed up by laws and policies such as the Public Service Act (No. 8 of 2002). (Yambesi, 2013). Thus all the public institutions are required by law to use OPRAS as a tool of performance evaluation. The system uses special forms to assess public servants with the following aspects of performance:

- i. *Working relationships*: this factor evaluates how employee's team work spirit and if he/she is respected by others.
- ii. *Communication aspects*: consists of evaluating if employee is able to write, listen, read and express him/herself in any possible form. Under this aspect, supervisors are also evaluated how able they are to train and develop their subordinates.
- iii. *Management and leadership*: evaluates if an employee with managerial or leadership position is good at planning, organizing, leading, motivating and resolving conflicts.
- iv. *Performance*: this factor consists of attributes such as employees' ability in delivering high quality output accurately and timely. It also evaluate if an employee is resilient and persistent.
- v. *Responsibility and judgement*: this factor evaluates employee's ability in accepting and fulfilling responsibilities and the ability of making right decisions.
- vi. *Customers' focus*: evaluates employee's ability in responding positively to customers and satisfying their needs.
- vii. *Loyalty*: this factor evaluates employees' ability in demonstrating skills to followers; providing continuous support to supervisor and complying with supervisors' instructions.
- viii. *Integrity*: evaluates employee's ability of devoting time to perform relevant duties, providing services of the best quality and applying skills and knowledge for organisation's benefits not for personal benefits.

2.1.10 Influence of training programmes on performance

Nassazi (2013) noted that, training has been proved to generate performance improvement for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Swart et al. (2005) elaborates on training as a means of dealing with skill deficits and performance gaps as a means of improving employee performance. According to him, bridging the

performance gap refers to implementing relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborated the concept by stating that training facilitate organization to recognize that its workers are underperforming and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. Wright & Geroy (2001) explained that through training the employee competencies are developed and enable them to implement job related work efficiently, and achieve firm objectives in a competitive manner.

2.1.11 Challenges facing employer and employees in effective implementation of Training Programmes

Ngirwa (2009) as cited by Hassan (2011) explained the following challenges of implementing training programmes;

- i. Poor Data Bank:* most of organisations face shortage of knowledge on the total number of employees in organizations, number of employees according to job category and organizational units, age profile, qualification profiles, employee's seniority list organized according to job categories and list of available training programs. There are just a few of the major items of typical human resources data bank, many of which have decision making implications on the management of training programs.
- ii. Poor choice of trainers:* choosing the trainer is the task of the human resource department. The department should intelligently choose the trainer. However, in most organisations choose incompetent trainers due to favouritism or bribery. This results to ineffectiveness of the training programmes as the training objectives will not be met and hence no transfer of learning.
- iii. Shortage of fund:* conducting training programmes is very expensive. Organization has to invest a lot of money for staff training. Many organizations cannot train their employees because they lack enough fund to meet costs of the programs.

- iv. *Shortage of Training Institutions and Programs:* Most of the developing countries have a shortage of suitable training institutions and relevant training programs. Therefore, the organizations fail to train their staff.
- v. *Poor top management support:* The effectiveness of training programmes depends much on the top management. However, in other organisations the top management discourages training and the even reallocate training budget to other projects. As a result implementation of training programmes becomes poor.
- vi. *Poor employee participation:* Sometimes there are organizations whose employees refuse to be trained because of age or the belief that they are competent. Other organisations do not clearly communicate training opportunities and programs to their employees early; as a result employees refuse to participate in training programmes. There are others who believe that when they attend training their positions will be taken by others, hence they refuse to go training.
- vii. *Employee poor return to the Dramatization:* some employees attend training not for the reasons of bringing back more expertise to his/her organization, but to fulfill own interest of getting allowances and be away from the job. This has been discouraging the employers when they see no change for the trained employees as they do not transfer what they learnt.
- viii. *Poor evaluation of the training programs:* Unfortunately, training programmes are poorly evaluated in many Tanzanian organizations despite the fact that they are expensive. This lead to unclear understanding of whether the programme's objectives were met or not.
- ix. *Shortage of HRM Experts:* many organizations in Tanzania face a significant shortage of training experts. This could be one of the reasons why staff's training and development function is not effectively managed.

2.2 Empirical Literature Review

2.2.1 Training and Employees' performance

Globally there are a number of researches done basing on the influence of training on employees' performance. Benabou (1996) examined the impact of various training programmes to 50 Canadian organizations especially on business and finance concluded that business success was directly linked to well planned and designed training programmes. Hence, according to this study there is high return on investment in training programmes.

A national survey done by Clarke in 2004 on the evaluation of training programmes in healthcare organizations reached in conclusion that there is a positive impact between training and performance to organisations which conduct evaluation of their training programmes (formal and informal programmes) effectively.

In the African continent, Odinga (2010) conducted a study on staff development programs and job performance of Lecturers of Moi University (Kenya). The Pearson's Linear Correlation co-efficient between training and job performance of Lecturers was 0.541 meaning that there was strong positive correlation between training and job performance (as training increases, lecturers' job performance of increases)

Degraft (2012) researched on the effect of training and development on employees' performance at Accra Polytechnic (Ghana). It revealed that majority of respondents had received on-the job training while minority respondents received off-the job training. Regarding the impact of training on work performance, majority agreed that training has excellent impact on their performance. This implies that training adversely impacts on employees' performance. On the challenges facing the implementation of training programs, all respondents agreed that there are organizational issues constraining training and development in their industry.

In Tanzania, Mwambe (2010) assessed the influence of training on employees' performance in higher learning institutions (CBE). From the 70 respondents, minority

said they received on-job-training while majority received off-job-training. On how employees secured training opportunities, few said training needs were identified in the department and was given opportunity, others said they were just appointed by their supervisors, majority said they applied on their own initiatives and allowed to attend. This finding shows that at CBE training is conducted in an unplanned manner contrary to what scholars of management suggest. Findings on the effect of training on performance, the researcher presented several statements to gather respondents' views; majority showed that training increased their capacities to adopt new technologies and methods, sharpened their mental capacity that enhanced their performance and assisted them to establish clear views of their work roles.

The study by Hassan (2011) researched on the impact of training and development on the performance of Administrative staff in the Public sector organisations. Majority of the respondents were aware of the training activities and all of them agreed that training and development helped them to improve their performance of work.

2.3 Research Gap

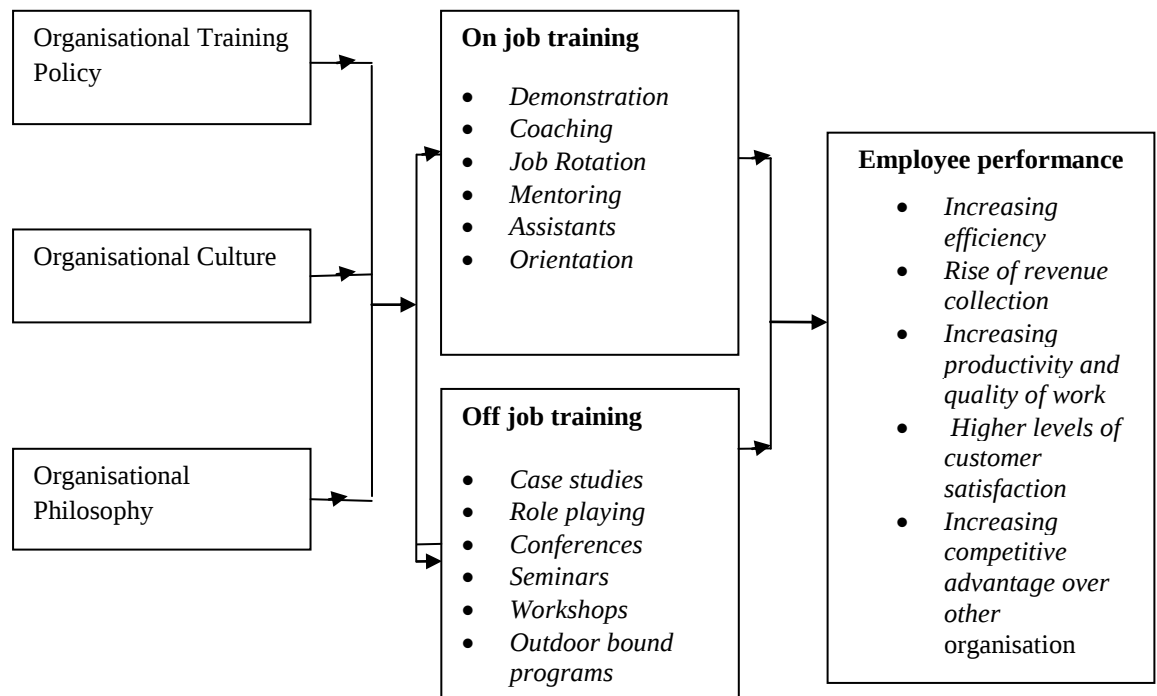
Large number of researches has been conducted on employee performance, but there is a gap on the influence of training on employee performance in Tanzania's public organisations, particularly in Urban Water Supply and Sewerage Authorities. Therefore, the researcher was interested to close the gap by deeply examining the influence of training on employee' performance at Tanga Urban Water Supply and Sewerage Authority.

2.4 Conceptual Framework

In order to analyse all the information collected, this study developed a framework of concepts. The study focused on examining the influence of training on employees' performance at Tanga Urban Water Supply and Sewerage Authority. The developed framework of concepts indicates variables relationship basing on the assumptions obtained from the review of literatures. The framework shows that practice of job training in the organisation depends on the training policy, philosophy and culture of the

organisation. When employees are trained either through on job training or off job training, productivity is expected to increase, since once a training program is completed, employees would have gained full command of the knowledge and skills required to perform a particular job, thus the employee becomes imperative for improving organisational performance.

Figure 2.2: Conceptual Framework



Conceptual Framework showing the relationship between Training and Performance

Source: Researcher, 2016

2.5 Synthesis

Basing on the review of the theoretical and empirical literatures, the researcher observed that there is a positive influence of training on employees' performance. The existence of training policy in the Public Institutions acts as a catalyst to implementation of training programmes effectively. However, the Human Resources Management experts should effectively implement the training policy in their institutions so as to overcome challenges of unclear TNA, unclear criteria of selecting trainees, poor allocation of

training funds and negative perception that employees have towards some Human Resource practices such as training and development. Generally, training programmes in the Public Institutions should be improved to ensure they yield the desired outcomes of improving services and performance to the public.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the techniques that were used to collect and analyse data from the field. This chapter highlights the research design, area of the study, population of the study, sample size and sampling techniques, data collection methods and data analysis.

3.1 Research Design

A research design involves the arrangement of conditions for collection and analysis of data in a manner aiming at combining relevance to the research purpose with economy. In fact, the research design is the conceptual structure on which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Research design is very important as it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money (Kothari, 2004)

On the other hand, the case study design provides a systematic way of looking at events, collecting data, analyzing information and reporting the results, as a result the researcher may gain a sharpened understanding of why and how the instance happen and what might become important to look at more extensively in future research (Dul and Hak, 2008). To accomplish its objectives, this study used Case study research design to collect the needed information from Tanga UWASA.

3.2 Research Approach

During conducting research, there are three approaches which can be used. The approaches can be qualitative, quantitative or mixed approach. Qualitative approach aims at revealing the behaviour and perceptions of audience while referring to the study topic. This approach involves studying small group of people deeply and its results are

descriptive in nature (Kothari, 2009). The quantitative research approach involves investigating facts which are observable using statistical techniques. This approach collects and analyses the numerical data (Kumar, 2002). This study used both quantitative and qualitative approaches. The qualitative data collected through interview, documentary review methods, and were analysed by thematic analysis technique while the quantitative data were collected by questionnaire method and analysed by descriptive statistics technique. The researcher decided to use mixed approach by virtue of nature of data which were both numerical and descriptive. Also, the researcher used mixed approach to gain in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself (Goddard and Melville, 2001).

3.3 Study Area

The study was conducted in Tanga City, particularly at Tanga UWASA. Tanga City is one of the districts in Tanga Region, located between latitude 4° and 6° south of the Equator and between longitudes 37° and 39° east of Greenwich having a population of 2,048,205 people. EWURA's Water Utilities Performance Review Report of 2013/2014 show that Tanga UWASA is the best of all Urban Water and Sewerage Authorities in Tanzania on provision of water supply services (EWURA, 2014). The performance of Tanga UWASA raised the interest of the researcher to select Tanga UWASA as a study area, so as to examine the influence of training on employees' performance.

3.4 Study Population

The study population involves the large group of units with common characteristics focused by the researcher (Molusa, 1992). It is the units from which sample will be selected (Mwambe, 2010). Tanga UWASA has 148 employees who are distributed according to their departments such as Managing Director's Office, Technical, Human resources management, Customer services and Finance. The population of the study involved all the employees from all the departments.

3.5 Units of Analysis

The unit of analysis involves the major entity that is being analysed in a study; individual, group and geographical units can be used as units of analysis in the studies. (Msabila and Nalaila, 2013).

In this study, the unit of analysis was the employer and employees working in different departments at Tanga UWASA.

Table 3.1: Units of Analysis

S/NO	Unit	Number of staff	Percentage of the total
1.	Managing Director's Office	14	9
2.	Technical	60	41
3.	Human Resources	12	8
4.	Finance	17	12
5.	Customers Service	45	30
	Total	148	100

Source: Tanga UWASA, 2016

3.6 Sample Size

Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). The study sample size was 74 respondents. It is a representative sample size from which data was collected as noted by Sekaran (2007) who advise the sample size should be of an optimum size between 30 to 500 respondents. As a general rule, it should neither be excessively large nor too small.

3.7 Sampling Techniques

In selecting the sample size obtained, the researcher used both; probability and non-probability sampling techniques.

3.7.1 Non Probability Sampling

The purposive sampling technique was employed to select the following respondents of the study: the MD, HR-M and HR-O, the respondents were selected purposively because of their professionalism in the field and their authority to make decisions which affect

training programmes in the organisation; therefore they have adequate information concerning the influence of training on employee performance at Tanga UWASA.

Table 3.2: Purposive Sampling

S/NO	Department	Number of staff	Percentage of the Total
1	Managing Director's Office	1	33
2	Human Resources Management	2	67
	Total	3	100

Source: Tanga UWASA, 2016

3.7.2 Probability Sampling

The study also employed the stratified sampling technique to select respondents into the study, the researcher used stratified sampling techniques for controlling the number of employees required to be selected from each department of the population. Therefore, every department had a chance for being represented in the study. Sampling frames (list of employees) for each department was obtained from the *Department of Human Resource Management*. Separate slip of papers for each department were prepared and numbered. To minimise bias the pieces of paper were put in a separate box for each department and a piece of paper was randomly picked at a time until the needed number of employees representing each department were obtained to complete sample of 71 respondents.

Table 3.3: Stratified Sampling

S/NO.	Unit	No. of staff	No. of respondents
1.	Managing Director's Office	14	6
2.	Technical	60	30
3.	Human Resources	12	3
4.	Finance	17	12
5.	Customers Service	45	20
	Total	148	71

Source: Tanga UWASA, 2016

3.8 Types and Sources of Data

The study employed both primary and secondary data. The primary data are collected afresh and for the first time in the field, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). The researcher collected both primary and secondary data. Primary data was collected from the study respondents through conducting the interview and questionnaire while secondary data was collected through reviewing of relevant documents and literatures relating to the study.

3.9 Data Collection Methods

The methods used to collect primary and secondary data differ. The primary data are originally collected from the field by the researcher, while the secondary data are obtained from already compiled sources prepared by other researchers (Kothari, 2004).

3.9.1 Primary Data Collection Methods

Goddard and Melville (2001) noted that just as you would use a barometer to measure air pressure or a stopwatch to measure time, so researchers need some instrument to measure whatever it is about people they are studying. The most common instruments they use for this purpose are tests, interviews and questionnaires. In collecting primary data, this study employed two instruments for data collection which are Questionnaire and Interviews.

i. Questionnaire

Questionnaires are printed questions provided to respondents so that they can answer. Effective questions require planning to enhance good analysis of data after being collected. The questions found in questionnaire can be unstructured which leave a space for respondents to feel their words or structured where respondents choose from the provided alternatives. (Goddard & Melville, 2001).

The rationale of using questionnaire in data collection is its low costs especially when the sample is large and its ability to gather a lot of data within short time. The method is also free from researcher's bias as the answers are in respondents' own words. The respondents have ample time to give well detailed and thought out answers. Moreover, the method helps in data organization and analysis using SPSS

Questionnaires were administered in the study area, where both closed and open ended questions were used to collect information for the study. The total of one hundred and four (104) respondents from the study area was surveyed. This method was undertaken to gather primary data from respondents in all departments. Questionnaire guide attached as Appendix I.

ii. Interviews

The study also used interview method to collect data. The method presented the oral-verbal stimuli and reply in terms of oral-verbal response simply because through this method personal information was obtained easily and the more information which is too greater in depth could be obtained because there will be direct interaction between the researcher and respondents. Interview method was used to collect information for the study from the following 3 key informants: Managing Director, Human resource manager and Human resource officer. Key informant refers an individual, who is knowledgeable, accessible and willing to talk about the issues under study. The conversation was guided by an interview guide (Appendix II) to avoid deviation from the objectives of the study.

3.9.2 Secondary Data Collection Methods

The collection of the secondary data used Documentary review. The training policy of Tanga UWASA was reviewed and some information was collected from it. Other documents which were reviewed are; journals, articles and dissertations where relevant information on the influence of training on employees' performance were collected.

3.10 Data Processing Methods

The data, after collection, has to be processed and analysed in accordance with the outline laid down at the time of developing the research plan. This is essential for a scientific study to ensure all relevant data for making contemplated comparisons and analysis (Kothari, 2004)

The data processing should consider the followings as explained by Kothari (2004);

Editing of data; involves examining the raw data collected (especially in surveys) to detect errors and omissions and to correct these when possible. Editing ensures that the data are accurate, consistent with other facts gathered, uniformly entered, completed and well arranged to facilitate coding and tabulation.

Coding; refers to the process of assigning numbers or symbols to answers so that responses can be put into a limited number of categories or classes for efficient analysis of data.

Classification; involves classification of data which happens to be the arrangement of data in groups or classes on the basis of common characteristics.

Tabulation; involves the process of summarising raw data and displaying the same in compact form (in the form of statistical tables) for further analysis.

Data collected through questionnaires was edited to eliminate errors which might have occurred. Coding of the data followed where each possible response was assigned a code, classified into groups then presented into tabular form for analysis.

3.11 Data Analysis and Presentation

In the analysis of primary and secondary data, this study used both qualitative and quantitative data analysis methods.

Qualitative analysis is the analysis of qualitative data such as text data from interview transcripts. It is contrary to quantitative analysis, which is statistics driven and largely independent of the researcher; qualitative analysis is heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context

where the data is collected. The emphasis in qualitative analysis is “sense making” or understanding a phenomenon, rather than predicting or explaining the phenomenon. (Crano and Brewer, 2002)

Data analysis helps to draw conclusions about the research variables while showing how they relate to each other.

3.11.1 Primary Data Analysis and Presentation

The data collected through questionnaire were entered into SPSS for analysis using descriptive statistics such as frequencies and percentages. The analysis of these data used a technique called bivariate analysis which examines how two variables are related to each other. The most common Bivariate statistic is the Bivariate correlation (often, simply called “correlation”), which is a number between -1 and +1 denoting the strength of the relationship between two variables (Crano & Brewer, 2002)

The presentation of the analysed data was through tables, graphs, figures and charts.

Data collected through Interview was analysed by formulating themes from interview transcripts in relation to research questions. Their presentation is through narrative form.

3.11.2 Secondary Data Analysis and Presentation

Data collected through documentary review was analysed qualitatively and presented through narration.

3.12 Validity and Reliability of Research Instruments

The study considered the validity and reliability of its instruments. Validity tests the quality of the research instruments in terms of accuracy, correctness, truth and righteousness (Nyenzi, 2010) while reliability is the consistence of results when the study is repeated (Saunders et al., 2000). These concepts are paramount in this study because of their influence on the results. The instruments used to collect data were put into test for determining if they will produce the correct information from respondents. During the test which was done in form of a pilot study, the researcher revealed that most

of the respondents were not very conversant with the English language and terms used in the English questionnaire. Hence, the researcher had to translate the English questionnaire to Swahili questionnaire.

3.13 Ethical Considerations

Ethical standards, principles and procedures were observed in the planning and conducting of this study as noted by Cohen et al (2000). The ethical issues considered were;

Securing the introductory letter; the researcher secured the introductory letter from Mzumbe University which was sent to Tanga UWASA. The letter introduced the researcher and explained the purpose of the study which was conducted.

Seeking for permission; the researcher requested for research permit from the department Human Resource Management at Tanga Urban Water and Sewerage Authority. The permission was granted and the HR-O introduced the researcher to all the departments found in the authority.

Consent of the respondents; the collection of data from respondents was done at their consent. No respondent was forced to participate in filling the questionnaires or being interviewed.

Privacy; the privacy of the respondents was highly observed by the researcher. The questionnaires were numbered and the respondents were not supposed to write their names and no name or position of interviewee was disclosed.

Protection of sensitive information; confidentiality of information was observed where the information perceived to be confidential was carefully kept.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is organised into two parts: The first part presents demographic characteristics of the respondents, while the second part includes data analysis, presentation and discussion of findings in respect to research objectives. The study had sample size of 107 respondents, however due to limitation of not returning the questionnaires, study sample size became 74 respondents; 71 respondents used questionnaire and 3 respondents from interview. Statistic descriptive technique was employed to analyse quantitative data, whereas thematic technique was employed to analyse qualitative data. The purpose of the study was to examine the influence of training on employee's performance at Tanga Urban Water Supply and Sewerage Authority (Tanga UWASA)

4.2 Respondents' Demographic Characteristics

This part aims at obtaining the respondents' details such as gender, age, level of education, department, term of employment and work experience. This information provides the general picture of the respondents from which data were collected.

4.2.1 Respondents' Distribution by Sex

The study revealed that both males and females employees have been provided with training at Tanga UWASA. The males respondents were 64.8% and females were 35.2%. The findings imply that despite of both female and male workers have been attending training as shown in Table 4.1. This implies that the productivity of Tanga UWASA is highly contributed by males.

Table 4.1: Respondents' Distribution by Sex

Sex	Frequency	Percent (%)
Male	46	64.8
Female	25	35.2
Total	71	100

Source: Field Data (2016)

4.2.2 Respondents' Distribution by Age

The age of respondents was categorised into the following groups: 20-29 years were 8.5%, 30-39 years were 63.8%, 40-49 years were 9.9% and 50-59 years were 15.5% as shown in Table 4.2. On the other hand 1 respondent which is equal to 1.4% did not provide his/her age. The findings imply that majority of employees aged between 30-39 years have been trained at Tanga UWASA, this entails that organisation is more investing training into the middle age whom might be prepared to fill some management vacancies in the future at Tanga UWASA.

Table 4.2: Respondents' Distribution by Age

Age	Frequency	Percent (%)
20-29 years	6	8.5
30-39	46	64.8
40-49	7	9.9
50-59	11	15.5
No response	1	1.4
Total	71	100

Source: Field Data, 2016

4.2.3 Respondents' Distribution by Level of Education

The findings showed 3 respondents which is 4.2% had Secondary education, 20 respondents equals to 28.2% had certificates, 22 respondents equals to 31% had diploma, 17 respondents which is 23.9% had bachelor's degree, 4 respondents equals to 5.6% had master's degree and 5 respondents which is 7% replied other level of education. This question was asked to understand the educational background of the respondents involved in the study as illustrated in Table 4.3. The findings imply majority of employees at Tanga UWASA have diploma level of education followed with those

with certificate, this entails that the organisation employ more people with diploma and certificate compare to other levels of education.

Table 4.3: Respondents' Distribution by Educational Level

Level of Education	Frequency	Percent (%)
Secondary Education	3	4.2
Certificate	20	28.2
Diploma	22	31
Bachelor's Degree	17	23.9
Masters' Degree	4	5.6
Other level of education	5	7
Total	71	100

Source: Field Data, 2016

4.2.4 Respondents' Distribution by Employment Contract

The findings on the respondents' terms of employment were; 13 respondents equal to 18.3% were on temporary contract and 58 respondents which is 81.7% were on permanent contract as shown in Table 4.5. The findings imply that majority employees at Tanga UWASA were on permanent contract, the particular employees were only mostly considered in attending the training programmes. The findings imply that employees with permanent contract have been more trained by the organisation compare to those with temporary contract. This entails that the organisation is focusing long term human resource planning; therefore training more employees on temporary contract is wastage of funds.

Table 4.4: Respondents' Distribution by Terms of Contract

Contract	Frequency	Percent (%)
Temporary	13	18.3
Permanent	58	81
Total	71	100

Source: Field Data, 2016

4.2.5 Respondents' Distribution by Working Experience

The study collected information on the number of years which each respondent worked with Tanga UWASA. The researcher categorized the years of working experience into four groups; 5 respondents equals to 7% had 1 year experience, 22 respondents which is

31% had 2-5 years, 7 respondents which is 9.9% had 6-9 years, 20 respondents which is 28.2% had 10-13 years and 17 respondents which is 23.9% had more than 14 years as shown in Table 4.6. The findings imply that majority of respondents are those who have worked with Tanga UWASA for 2-5 years. The finding imply that the organisation is providing more trainings to employees whom were recently employed (2-5 years) for reason that they lack skills and knowledge required by the organisation since are new employees to the organisation, also the organisation provide training to employees with 10 -13 years due to the fact that such employees might have lack of knowledge on current technology in the organisaton as illustrated in table 4.5.

Table 4.5: Respondents' Distribution by Working Experience

Years	Frequency	Percent (%)
1	5	7.0
2-5	22	31.0
6-9	7	9.9
10-13	20	28.2
14 and above	17	23.9
Total	71	100

Source: Field Data, 2016

4.3 Presentation and Discussion of the Findings

This section presents and discusses the findings of the study according the following research objectives: to examine various training programmes organized by Tanga UWASA, to examine the methods of evaluating performance used by Tanga UWASA, to examine the relationship between training and employees' performance and challenges facing the implementation of training programmes. The study involved 74 respondents as the sample size from which data was collected; 3 respondents were interviewed and 71 respondents filled in the questionnaires.

4.3.1 Training Programmes organized by Tanga UWASA

Developing an effective training programme is a vital to the long-term success of any business. Training programmes provide multiple benefits for employees and the company, but only if they are carefully planned and properly implemented (McKay, 1999). The first research objective was to examine training programmes organised at

Tanga UWASA. The study strived to deeply investigate training programmes attendance, kinds of training programmes attended by respondents and respondents' awareness on the existence of training policy.

i. Training Policy Awareness

The researcher strived to reveal employees' awareness of the Tanga UWASA training policy. In the interview conducted, all respondents interviewed revealed that employees are aware of the existence of the training policy at Tanga UWASA. One member of management team echoed:

“We have training policy which is reviewed after every three years”

Also, the questionnaire data from respondents revealed that 16 respondents which is 22.5% responded that they are aware of the training policy, 50 respondents equals to 70.4% were not aware, and 5 respondents which is 7.1% did not respond to the question as illustrated in the Table 4.6 below.

Table 4.6: Employees' Awareness of Training Policy

Response	Frequency	Percent
Yes	16	22.5
No	50	70.4
No response	5	7.1
Total	71	100

Source: Field Data, 2016

The findings revealed that the organisation has training policy which is reviewed after every three years; despite of the present of the training policy at Tanga UWASA, employees are not aware of the training policy. The findings imply that the employees might be not aware of their employment rights, since employee training is part of their rights, therefore there should be aware of the training policy which guides the training programmes at Tanga UWASA. The observation is consistent with Habi (2013)'s study which revealed that there is a need for employees' workshops on their employment rights, since many employees are not aware of their employment rights, also the observation is consistent with LHRC (2015)'s study which revealed that most workers

from different private companies across the country were not aware of the laws governing labour rights and responsibilities in Tanzania.

ii. Training Programme Attendance

The study strived to examine employees' training attendance at Tanga UWASA. The in depth interview revealed that majority of employees at Tanga UWASA have been attending training. One of respondents interviewed said:

“All of our employees have attended training programs; some have attended more than thrice. When an employee is recruited in our organisation is attending orientation and job instruction training, and then when working for a given period of time we measure his or her performance for further training”

Also, the questionnaire data revealed that majority of respondents which is 81.7% have attended training at Tanga UWASA as shown in Table 4.7.

Table 4.7: Employees Training Attendance

Response	Frequency	Percent
Yes	58	81.7
No	13	18.3
Total	71	100

Source: Field Data, 2016

The findings show that majority of respondents involved in the study have attended training programmes at Tanga UWASA. The findings imply that Tanga UWASA might have improved its performance and raises job satisfaction of employees, since training provides new knowledge and skills which in turn improve the organisational performance. Similar observation was done by (McKinsey, 2006), who argued that employee training is important in any organization throughout the world, due to its active role in raising employee job satisfaction and improving organisational performance. Also, Scopo (1970) argued that training is one of the tools for enhancement of effective performance in the organisation.

iii. Kinds of Training Programmes Attended by Employees

The researcher asked respondents on the kinds of training programmes they attended. The study has categorized training programmes into three; Job training programme, Academic training programme and Study tour. Data collected through interview, one respondent said:

“Tanga UWASA has been organizing several kinds of training programmes such as orientation programmes, tailor-made programmes, academic/professional programmes, study tours and distance learning.”

Moreover, the data collected through documentary review particularly the Tanga UWASA training policy showed that training which shall be provided by the authority is grouped into main four categories, namely; orientation/induction/internship training, tailor-made training programmes, academic/professional programmes, study tours and distance learning. The policy goes further by explaining the purpose of programmes, how each training programmes will be conducted and targeted trainees as follows;

i. Orientation / Induction / Internship training

This type of training shall be conducted to newly recruited employees and other sole business partners, such as suppliers, contractors to mention a few. It shall aim at transferring the culture of doing things in perspectives of the Tanga UWASA.

ii. Tailor-made Training Courses

This kind of training and development mode shall mean to refresh the respective training recipients (who are the normal employees of the Tanga UWASA) on new or improved techniques of doing things.

iii. Academic / Professional Training

This kind of training and development shall be granted to selected employees who have served the Tanga UWASA for at least three years. It shall be conducted either residentially or through distant learning. This mode of training and development shall mean to source a pool of potential employees for succession planning within the ranks of the Tanga UWASA manning level. This type of training shall apply to all professional

employees in engineering, accounts, supplies and procurement fields who are required to upgrade their professional career and be registered by relevant bodies.

iv. Study Tours and Study Visits

This kind of training shall be done through study or work visits by employees to best practices approved by management. Employees pursuing this kind of training are intended to ensure the tours and visits provide for them new working techniques of doing things. This shall be demonstrated through formalised methods to other employees, soon after the trainee reports back.

v. Distance Learning

The Authority encourages her employees to pursue training through distant learning with authorized tertiary institutions, locally or internationally. Employees pursuing such training on relevant courses to their day-to-day functions or to Authority's endeavours shall ensure they pattern their time in studying as well as performing official duties.

The questionnaire data revealed that 51 which is 71.8% respondents attended job training programmes, 5 respondents which is 7% attended academic training programmes, 1 respondent which is 1.4% attended training through study tour. 14 respondents which is 19.7% did not reply to this question as shown in Table 4.8 are training programmes that have been conducted at Tanga UWASA.

Table 4.8: Employees' Training Programmes at Tanga UWASA

Types of Training	Frequency	Percent (%)
Job training	51	71.8
Academic training	5	7
Study tour	1	1.4
No response	14	19.7
Total	71	100

Source: Field Data, 2016

The findings of the study revealed that Tanga UWASA is mostly conducting Job training programmes for its employees. The findings imply that Tanga UWASA could be one of the Urban Water and Sewerage Authorities in Tanzania which had improved its performance due to training, as argued by Joshi (2013) that the purpose of job

training is to increase the knowledge of workers about the jobs with which they are concerned so that their efficiency and skills of performance are improved. Also the observation is consistent with EWURA's Water Utilities Performance Review Report of 2013/2014 which shows that Tanga UWASA is the best of all Urban Water and Sewerage Authorities in Tanzania on provision of water supply services (EWURA, 2014).

4.3.2 Performance evaluation methods used at Tanga UWASA

Evaluating performance is not an unexpected process to the employees or to the work organisation as noted by Ngirwa (2009) that it is normal that when an employer assigns a task to be performed, the employer will of course be interested in the evaluation of the task. The second research objective for this study was to examine the performance evaluation methods which have been employed at Tanga UWASA. The interview with one respondent revealed that Tanga UWASA has been employing OPRAS as a method to evaluate the performance of employees. This has been shown when the interviewee said:

"We are using OPRAS.... This is public institution, we have been instructed to use Open performance Appraisal System (OPRAS) to measure performance of employees. So, we do not have option to use other methods, such as scorecard, 360-degree feedback and check-list"

Also, another respondent had the following to say:

"OPRAS is the method that our organisation has been using to assess performance of employees, to my opinion, this OPRAS is good compared to other methods".

The questionnaire data revealed that majority of employees which is 79% agreed that Tanga UWASA uses OPRAS to evaluate employees' performance, while 10% responded 360-Degree Feedback is used, 6% responded Check-list method is used while 1% said Balanced Score Card is used as shown in Table 4.9 below.

Table 4.9: Performance Evaluation Methods

Response	Frequency	Percent
OPRAS	56	79
360-Degree Feedback	10	14
Check-list	4	6
Balanced Score Card	1	1
Total	71	100

Source: Field Data, 2016

The findings of the study revealed that Open Performance Review Appraisal System (OPRAS) has been employed by Tanga UWASA for assessing employee performance. The findings are in line with McCourt (2008) who argued that OPRAS was introduced to be used in public sector in Tanzania by section 22-28 of Public Service Regulations of 2003, issued under section 34 of Public Service Act of 2002. The use of OPRAS as method of performance measurement implies that Tanga UWASA is practicing work place democracy, since OPRAS allows both employee and employer discuss and agree on the organisational and individual objectives to be achieved during the year; this provides an opportunity for the supervisor and employee to discuss and agree on measure to improve weaknesses so as to prepare the employee for future organizational responsibilities. Observation is consistent with Aidit and Tzannots (2001), who argue that workplace democracy is practiced when workers are participated in planning or decision making in different activities which affect their employment rights in the organisation.

4.3.3 Examining the relationship between Training and Employees' Performance

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior as noted by Nassazi (2013). The third research objective for this study was to examine the relationship between training and employees' performance. To support this objective, the researcher investigated the relevance between training programmes attended by respondents with their job roles and the criteria used by Tanga UWASA to select employees who attend training programmes.

i. Relevance between Training Programme and Job Roles

The study strived to examine whether the training programmes conducted at Tanga UWASA were relevant to job roles. In depth interview revealed that training programmes which have been attended by their employees are relevant with the job roles in the authority.

One of the interviewee said the following:

“Before we conduct training we do Training Need Analysis (TNA), therefore we are sure that the trainings we expect to conduct are relevant to the need of the organisation”

On the other hand, another interviewee commented that:

“We have been providing our employees on technical training, such as purification technology. Drinking more water is very distinct from ordinary spring and mineral water because of the custom-engineered system is used to purify the water. I have talked all this to show you that we know our problems, therefore at Tanga UWASA; trainings always have been relevant to employees’ job roles”

Also, questionnaire data in Table 4.10 revealed that 71.8% of respondents agreed that the training programmes that have been conducted at Tanga UWASA are relevant to the employee’s job roles.

Table 4.10: Relevance between Training Programme and Job Roles

Response	Frequency	Percent (%)
Yes	51	71.8
No	7	9.9
I don’t Know	13	18.3
Total	71	100

Source: Field Data, 2016

The findings of the study revealed that employees have been at Tanga UWASA have been provided with relevant training to employees’ job roles. The findings are consistent with Winterton (2007), who argue that the objective of training is to ensure that all employees have and maintain the requisite competences to perform in their roles at work. This is attained when training programme is relevant to trainees’ roles and has objectives which are relevant. However, the relevance between training programmes and job roles can be attained if the programmes have been well designed, planned and

implemented as argued by Aswathappa (2014) that training and development programme have to follow a series of four stages namely; training need assessment which involves addressing the gaps between current competency and required competency, planning which involves setting of training objectives, selection of training methods, identification of trainer, duration of training, budgeting and setting monitoring and evaluation mechanism.

ii. Criteria for employees' selection into Training Programmes at Tanga UWASA

The study strived to examine the criteria used by Tanga UWASA for selecting employees in to the training programmes. The interview with the top management revealed that Training Need Assessment has been used as criterion for employees to be selected into the study. One of respondents interviewed had the following to say:

“We have been using Training Need Assessment (TNA) as criterion for selecting employees for training programmes... The criterion is very useful since it help the organisation to know how many employees in need of the trainings, what kind of trainings should be prepared and when the training to be conducted”

Also, the questionnaire revealed that majority of employees which is 65% agreed that Training Need Assessment (TNA) has been used as criterion for selecting employees into the study as shown in Table 4.11.

Table 4.11: Criterion Used to Select Employees for Attending Training at Tanga UWASA

Responses	Frequency	Percent (%)
Supervisor's recommendation	4	6
It is compulsory for all employees	16	23
Employee request	5	7
Training Need Assessment	46	65
Total	71	100

Sources: Field Data, 2016

The findings of the study revealed that Tanga UWASA has been employing Training Need Assessment as criterion for selecting employees into the training programmes. The findings imply that Tanga UWASA' employees has been spending time the training

programmes which are appropriate for their job roles, also financial resources has been allocated more effectively and efficiently for improvement of the organisational performance. The similar observation was done by Friesen (2009), who argued that the organisation which use TNA for selecting employees into training, allows its employees to attend appropriate training, relevant to the need of the job he or she executes in the organisation, since the acquired knowledge will be useful for improving the organisational performance. Also, Gomez-Mejia et al (2007) argued that TNA aims at determining the demand for training and to provide important information for designing training programmes relevant to the need of the organisation.

iii. The extent to which training has influence on employees' performance

The in-depth interview with respondents revealed that trainings which have been conducted at Tanga UWASA have influence on employees' performance. One of respondents had the following to say:

“Trainings that have been conducted in our organisation have made our organisation to be the best of all urban water authorities in Tanzania, we feel proud of that... the trainings improved performance of our employees, since equipped them with relevant skills and knowledge. Improvement of employees' performance led our authority to reduce non revenue water from 31% to 23%, we have attained full cost recovery by 2013/2014 and we have increased revenue collection form 2.6 billion by 2006/2007 to 8.96 billion by 2014/2015”

Respondents were provided with the table containing statements showing the influence of training on employees' performance. They had to tick whether agree or disagree to the statements.

Overall the results from the table 4.12 below on the statement that training helped employees handle materials, machines and equipment efficiently and thus wastage of time and resource has been avoided at Tanga UWASA showed 57 respondents equals to 80.3% agreed, 1 respondent which is 1.4% disagreed and 13 respondents which is 18.3% did not respond. On the statement stating training helped me to satisfy the customers with quality services at Tanga UWASA; 50 respondents which is 70.4% agreed, 7 respondents which is 9.9% disagreed while 14 respondents which is 19.7% did not respond. Statement stating training increased organisational performance at Tanga

UWASA; 58 respondents which is 81.7% agreed while 13 respondents which is 18.3% did not respond. Statement stating training helped me and my section to rise revenue collection of Tanga UWASA; 45 respondents which is 63.4% agreed, 13 respondents which is 18.3% disagreed while 13 respondents equals to 18.3% did not respond. On the statement stating training provided me skills and knowledge in performing my work accurately, which increased performance and quality of works at Tanga UWASA; 57 respondents which is 80.3% agreed, 1 respondent equals to 1.4% disagreed while 13 respondents which is 18.3% did not respond. Statement stating training provided me with new tactics of overcoming challenges which I face when performing my duties at Tanga UWASA; 50 respondents which is 70.4% agreed, 7 respondents which is 9.9% disagreed while 14 respondents which is 19.7% did not respond. Statement stating trainings helped me to become self reliant with little guidance from supervisor when performing my duties at Tanga UWASA; 57 respondents which is 80.3% agreed, 1 respondent which is 1.4% disagreed and 13 respondents which is 18.3% did not respond. Statement stating training motivated me to work hard and effectively at Tanga UWASA; 58 respondents which is 81.7% agreed and 13 respondents which is 18.3% did not respond. Statement stating training helped me to use the working equipments correctly, to make use of advanced technology and observing correct health and safety practices at Tanga UWASA; 49 respondents which is 69% agreed, 9 respondents which is 12.7% disagreed and 13 respondents which is 18.3% did not respond as illustrated in table 4.7 below.

Table 4.12: Influence of training on employees' performance

S/N	Statements	Agree	Disagree	No Response	Total
i	Training helped employees handle materials, machines and equipment efficiently and thus wastage of time and resource has been avoided at Tanga UWASA	57 (80.3%)	1 (1.4%)	13 (18.3%)	71 100%
ii	Trainings helped me to satisfy the customers with quality services at Tanga UWASA	50 (70.4%)	7 (9.9%)	14 (19.7%)	71 100%
iii	Trainings increased organisational performance at Tanga UWASA	58 (81.7%)	0 (0%)	13 (18.3%)	71 100%
iv	Training helped me and my section to rise revenue collection of Tanga UWASA	45 (63.4%)	13 (18.3%)	13 (18.3%)	71 100%
v	Trainings provided me skills and knowledge to perform my work accurately, which increased performance and quality of works at Tanga UWASA	57 (80.3%)	1 (1.4%)	13 (18.3%)	71 100%
vi	Training provided me with new tactics of overcoming challenges which I face when performing my duties at Tanga UWASA	50 (70.4%)	7 (9.9%)	14 (19.7%)	71 100%
vii	Training helped me to become self reliant with little guidance from a supervisor when performing my duties at Tanga UWASA	57 (80.3%)	1 (1.4%)	13 (18.3%)	71 100%
viii	Training motivated me to work hard and effectively at Tanga UWASA	58 (81.7%)	0 (0%)	13 (18.3%)	71 100%
ix	Training helped me to use the working equipments correctly, to make use of advanced technology and observing correct health and safety practices at Tanga UWASA	49 (69%)	9 (12.7%)	13 (18.3%)	71 100%

Source: Field Data, 2016

The researcher has discovered that Tanga UWASA conducts TNA before planning for any training programme. The conduction of TNA ensures the relevance between training

programmes and trainees' job roles. Hence, the majority of respondents who responded training programmes they attended were relevant with their job roles and the use of TNA to select employees who attend training programmes ensured positive relationship between training programmes and the improvement of employees' performance.

4.3.4 Chi-Square Test for Relationship between Trainings and Employees' Performance at Tanga UWASA

The study employed **Chi-Square Test** as the key statistical source for determining the relationship between trainings conducted at Tanga UWASA and employees' performance. Results revealed a strong evidence of relationship between Trainings conducted at Tanga UWASA and Employees' Performance since Chi-Square value is greater than P value (Chi-Square= 3.222 and P=.043) as shown in Table 4.13.

Table 4.13: Chi-Square Test for Relationship between Trainings and Employees' Performance at Tanga UWASA

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.222	1	.043		
Continuity Correction	1.452	1	.228		
Likelihood Ratio	4.380	1	.036		
Fisher's Exact Test				.115	.115
Linear-by-Linear Association	3.176	1	.075		
Number of Valid Cases	71				

2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.48.

Source: Field Data, 2016

The study findings revealed that trainings conducted at Tanga UWASA influence employees' performance, the findings were confirmed by Chi-Square Test results which showed that there is strong evidence of relationship between trainings conducted at Tanga UWASA and employees' performance. These findings are in line with Chang and Chen (2002)'s study which revealed that trainings conducted at Taiwanese high technology firms had significant effect on employees' performance, also the studies by Chiu *et al.* (2002), Tepstra & Rozell (1993) and Fey *et al* (2000) established that trainings and development has positive association with employees' performance. The

findings imply that employees at Tanga UWASA have been enjoying job satisfaction, while the organisational performance at Tanga UASA might have been improved. The same observation was done by McKinsey (2006) who argue that Employee training is important in any organization throughout the world, due to its active role in raising employee job satisfaction and improving organisational performance.

4.3.5 Challenges Facing the Implementation of Training Programmes at Tanga UWASA

The fourth research objective for this study was to examine challenges facing Tanga UWASA on implementation of Training Programmes. According to interview with managing director and human resource officers, the most challenge that has been facing the implementation of training programmes at Tanga UWASA is shortage of fund. One of the respondents had the following to comment:

“Shortage of fund for training has been setbacks for improvement of employees’ performance as well organisational effectiveness. We do not provide training to all employees in need of training, instead we train them in cohort system when the funds is in place. But, I think that the organisation should think on other source of funds for training, instead of waiting for the funds from the government which does not come in time and in an amount required”

Also, another respondent had the following to add as his remarks:

“We get little funds from central government for training; the government has been not submitting the funds on time, we have complained a lot, but we still experiencing the delay of the funds. May be the new government will bring changes. I believe that if we have enough funds for training, our organisation will be able to provide to all employees new skills and knowledge so that they can be able to cope with the change in technology and enables the organisation to meet its set goals”

Moreover, another respondent commented that:

“Our major challenge which we cannot control at the moment is the problem of shortage of fund to finance all the planned training programmes. Some minor challenges are; some employees prefer only certain training programmes, hence they refuse when recommended to attend programme not of their preference. Some employees quit the authority once they complete their programmes and some employees do not practice what they learn from training; hence the authority does no attain return on investment”

The questionnaire data revealed that majority of employees (39%) agreed shortage of funds is one of the challenges facing Tanga UWASA on implementing Training programs, also majority of employees (38%) agreed that favoritism affect effective implementation of training program at Tanga UWASA as shown in Table 4.14.

Table 4.14: Challenges Facing Tanga UWASA on Implementation of Training Programmes

Responses	Frequency	Percent
Shortage of Funds	28	39
Limited time	2	3
Favoritism	27	38
Poor Training Need Analysis	14	20
Total	71	100

Source: Field Data, 2016

The study findings revealed that Tanga UWASA facing the shortage of funds as a challenge that has been an obstacle for successful implementation of the training programmes. The findings are consistent with Nnko (2007)'s study revealed that training programmes at University of Dar Es Salaam facing challenge of inadequate training budget which hinder the implementation of training programmes for employees. Also, the study by Malekia (2008) and Lucas (2013) revealed that revealed that training programmes in public organisations facing challenges of shortage of funds. The findings imply that public institutions in Tanzania have great shortage of funds for training; the same observation was done by Osterloh and Frey (2000) and Mudambi et al (2004), who argued that most of public organisations in Africa do not get enough funds from central government for employees training programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings which had been obtained and presented in the previous chapters and conclusion of the research where by the researcher work is put to an end. It is arranged into two sections; section one provides a summary and conclusions of this study and its findings, while section two presents recommendations based on the findings.

5.2 Summary of the study

The study was carried out to examine the influence of training on employees' performance at Tanga Urban Water Supply and Sewerage Authority. The specific objectives of the study were to examine the training programmes, performance evaluation methods, effects of training programmes on employees' performance and the challenges facing the implementation of training programmes at Tanga UWASA. The data were collected by using three methods namely interview, questionnaire and documentary review. The analysis was done through SPSS programme and from the analysis the study came up with different useful information which paved the way to the study conclusions and recommendations.

5.3 Conclusions

Basing on the findings for the research objective presented, analysed and discussed in this research work, the study concludes the following:

Tanga UWASA has training policy which is reviewed after every three years; however during data collection, the researcher discovered that the authority is still using the training policy of 2012. On the other hand, despite of the presence of the training policy at Tanga UWASA, employees are not aware of the training policy. This has brought

about a negative perception of employees towards the whole process of training programmes.

Majority of the employees at Tanga UWASA have already attended various training programmes which are organized by the authority. The study revealed that after new employees join Tanga UWASA, they are given orientation training followed by job instruction training. These kinds of training programmes help to introduce new employees to new working environment as well as informing them the procedures of working. Moreover, majority of Tanga UWASA employees still demand further training because some training programmes were conducted for short time, change of technology and career development.

Tanga UWASA has been conducting Job training programmes, academic/professional training programmes and study tours for its employees; all of the training programmes have been relevant to employees' job roles, since Training Need Assessment is used as criterion for selecting employees into the training programmes.

Also, Open Performance Review Appraisal System (OPRAS) is the performance assessment method which is employed by Tanga UWASA for evaluating employee performance. The system involves setting of annual performance targets which are used to assess employees' performance by comparing achievements against the agreed targets. The system allows meeting of employee and the supervisor to evaluate the performance quarterly or annually.

Training programmes that have been conducted at Tanga UWASA have positive influence on employees' performance. This positive influence has brought success to the authority on aspects such as; the rise of revenue collection, satisfaction of customers, effective use of time and other resources and attainment of full cost recovery.

Lastly, despite the successfulness of training programmes there are these challenges; shortage of funds, employees' preference to certain kinds of training programmes, favouritism and failure of some employees to transfer what they learnt.

5.4 Recommendations

Based on findings for every research objective presented, analysed and discussed in this research work, the study recommend the following:

Training policy should be timely reviewed so as to cope with the current demands. This will enhance the availability of up-to-date policy. Training policy should also be communicated to all employees so that the employees can be aware of the training policy and it can bring transparency in the whole process of training. The communication should be done during the orientation process of the new employees and after every three years when there is the renewal of the training policy.

The management should improve the training programmes offered especially the use of study tours to other water supply authorities within and outside the country so that employees can learn how other authorities operate their day to day activities. On the other hand, training facilities should be improved and used according to the nature of employees and nature of the training programme conducted. This will help trainees to easily understand what they are taught hence it will facilitate effective transfer of the skills and knowledge to their working environment.

The management should seek for enough funds which support the whole training process and after the training to provide enough facilities which the employees can use to transfer the knowledge and skills acquired from the training.

The authority should highly encourage on the job training. There are sections which have few employees; hence they cannot attend off-the-job training programmes because their positions will be vacant. To address this situation, Tanga UWASA should also encourage on-the-job training programmes so as to add skills even to the sections which have few employees who hold positions without having assistants

There should be early communication of information to employees who are about to go for training programmes so that the employee can be well prepared and attend without

any hesitation. Early communication helps the trainee to leave their job roles clearly and it gives time to delegate the responsibilities and authorities to the right person.

The authority should design, implement and evaluate the training programmes effectively so as to bring about the return on investment, because if the training succeeds the employees' performance and the organization performance can be improved.

Employees should be involved in the planning of training programmes. Their involvement may bring about innovation in the programmes and reduce their resistance in attending programmes which they think are not valuable to them.

Tanga UWASA management should renew the training policy so as to add items which will stop employees who leave the authority after attending training programmes. The trainees should serve the authority more than five to ten years depending on the nature of training programmes he/she has attended.

5.5 Recommendation for further studies

The study was conducted in public water supply and sewerage authority in the Tanga City. Further studies should be conducted in other authorities of the same nature so as to find out if their performance is influenced by training programmes or there are other factors. On the other hand, those studies should also focus on the reasons as to why most of the water supply and sewerage authorities underperform.

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APPENDICES

Appendix I

QUESTIONNAIRE FOR TANGA UWASA STAFF

I am a student at Mzumbe University pursuing MSc. Human Resource Management. I am doing a research study as a compulsory part of my programme. The purpose of the research is to examine the influence of training on employees' performance at Tanga Urban Water Supply and Sewerage Authority. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

A. Demographic Characteristics of Respondent

1. Gender (Please tick one)
 - a. Male ()
 - b. Female ()
2. Age
3. Level of education (Please tick one)
 - a. Secondary ()
 - b. Certificate
 - c. Diploma ()
 - d. Bachelor degree ()
 - e. Master degree ()
 - f. Other (specify).....
4. What is your department? (Please tick one)
 - a. Managing Director's Office ()
 - b. Human resource ()
 - c. Technical ()
 - d. Customer services ()
 - e. Finance ()
 - f. Other (specify).....

5. Terms of employment (please tick one)
 - a. Temporary staff ()
 - b. Contract staff ()
 - c. Permanent staff ()
 - d. Other (specify).....
6. Number of years you worked with Tanga UWASA (please tick one)
 - a. 1 year ()
 - b. Between 2-5 years ()
 - c. Between 6-9 years ()
 - d. Between 10-13 years ()
 - e. More than 13 years ()

B. Training Programmes organized at Tanga UWASA

7. Are you aware of training policy of Tanga UWASA?
 - a. Yes ()
 - b. No ()
8. Since joining Tanga UWASA, have you ever attended any training related to your job? (Please tick one)
 - a. Yes ()
 - b. No ()
10. If yes, mention training programmes have you been attending

.....

.....
11. Were the training programmes relevant to your job roles?
 - a. Yes ()
 - b. No ()
 - c. I don't know ()

12. What is criterion for an employee to attend the training programme (s) at Tanga UWASA? (Please tick one)

- a. Supervisor's recommendation ()
- b. It is compulsory for all employees ()
- c. Employee request ()
- d. Performance Appraisal ()

If others, specify.....

13. Do you need further Training?

- a. Yes ()
- b. No ()

14. If yes, why do you think that you need further training?

.....
.....

C. Performance evaluation methods used in the Public Institutions (Tanga UWASA)

15. Are you aware of any performance evaluation method used by Tanga UWASA?

- a. Yes ()
- b. No ()

16. If yes please specify which method(s) is used

.....

17. Are you involved in evaluating your job performance?

- a. Yes ()
- b. No ()

D. Effects of Training on Employees' Performance

18. Do you perceive training programmes you have attended have influenced your performance?

- a. Yes ()
- b. No ()

19. Below are the statements indicating your perception towards performance after attending training. (Please tick where is appropriate)

S/N	STATEMENTS	Agree	Disagree
i	Trainings helped me to be confident, more informed about my responsibilities and procedures to carry out different activities at Tanga UWASA		
ii	Trainings increased my ability to perform my works at a faster rate at Tanga UWASA		
iii	Trainings provided me with new tactics of overcoming challenges which I face when performing my duties at Tanga UWASA		
iv	Trainings helped me to become self reliant with little guidance from a supervisor when performing my duties at Tanga UWASA		
v	Trainings enabled cooperation and discipline among workers at Tanga UWASA		
vi	Trainings motivated me to work hard and effectively at Tanga UWASA		
vii	Trainings provided me skills and knowledge to perform my work accurately, which increased performance and quality of works at Tanga UWASA		
viii	Trainings helped me to use the working equipments correctly and observing correct health and safety practices at Tanga UWASA		
ix	Trainings brought positive change in my attitudes towards my fellow workers, supervisor and Tanga UWASA		
x	Trainings provided me with new techniques to make use of advanced technology at Tanga UWASA		
xi	Training helped employees handle materials, machines and equipment efficiently and thus wastage of time and resource has been avoided at Tanga UWASA		
xii	Trainings helped me to satisfy the customers with quality services at Tanga UWASA		
xiii	Trainings increased organisational performance at Tanga UWASA		

E. Challenges Facing Implementation of Training Programmes at Tanga UWASA

18. What are the challenges facing the implementation of Training Programmes at Tanga UWASA?

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THANKS FOR YOUR COOPERATION

Appendix II

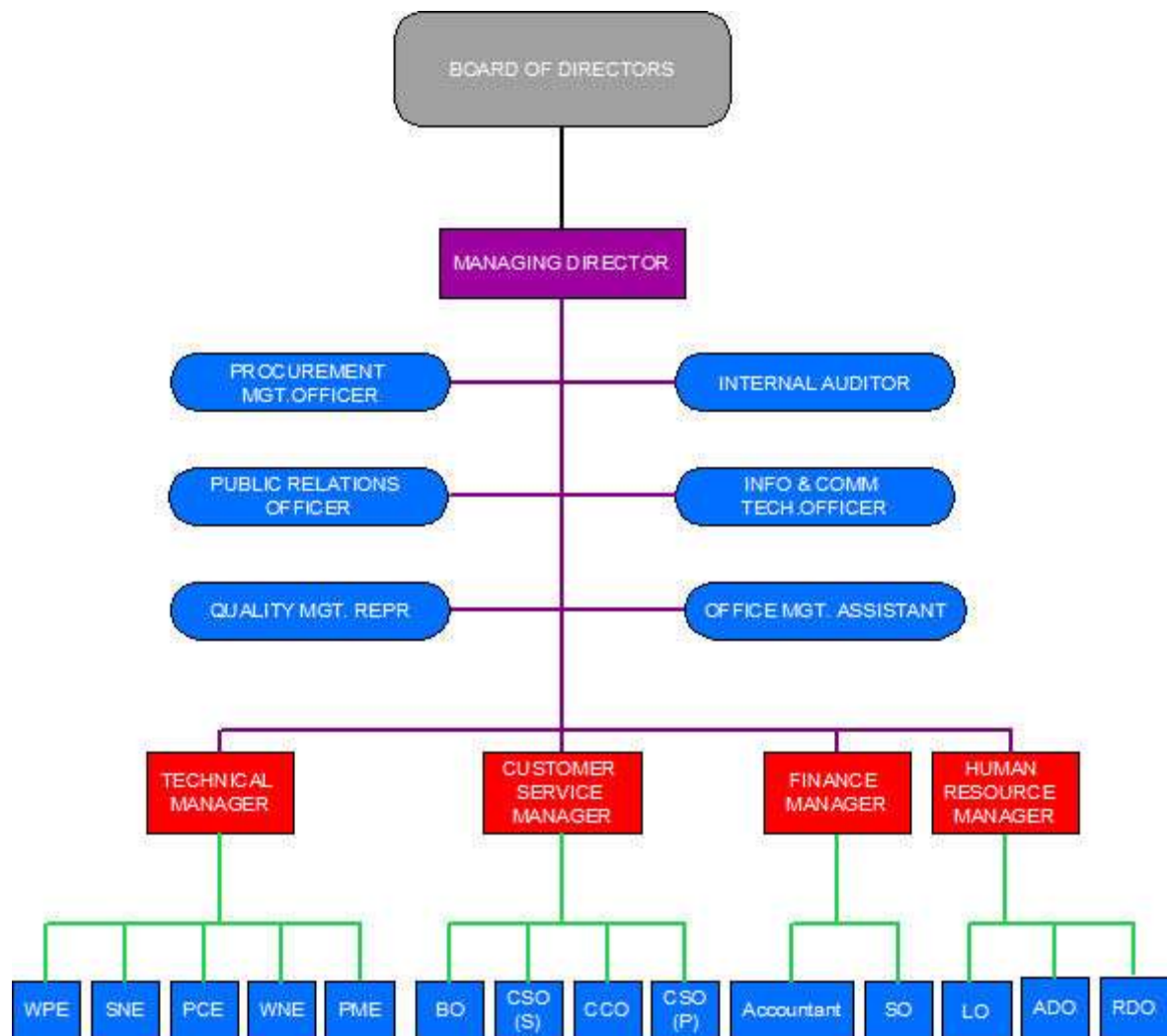
INTERVIEW GUIDE FOR MANAGEMENT OF TANGA UWASA

1. What is your job title?
2. What is the level of your education?
3. For how long have you been working for Tanga UWASA?
4. Does the authority have the training policy?
5. What does the policy state about training programmes?
6. What kinds of training programmes have been organized by Tanga UWASA?
7. What criteria do you employ when selecting employees for training programmes?
8. What performance evaluation methods are used to evaluate employee's performance? Do you involve employees when evaluating their performance?
9. Are there any differences in employee performances before and after training?
10. What is the improvement in employees and organisation performance has been acquired at Tanga UWASA when employees attend trainings?
11. What challenges face the implementation of training programmes at Tanga UWASA?

THANKS FOR YOUR COOPERATION

Appendix III

THE ORGANISATION STRUCTURE OF THE TANGA URBAN WATER SUPPLY AND SEWERAGE AUTHORITY





MZUMBE UNIVERSITY

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MZUMBE
MOROGORO, TANZANIA

Ref. No.: MSc/HRM/MZC/018/T.14

Date: 15th January, 2016

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF ERICK KASHONDA

The bearer of this letter is a postgraduate student at our university (Mzumbe University) pursuing **Master of Science in Human Resource Management (MSc. HRM)**. As a part of requirements for completion of his studies, he is collecting information on ***"Influence of Training on Employees' Performance: A Case of Tanga Urban Water Supply and Sewerage Authority"***.

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organisation/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)
For: **VICE CHANCELLOR**

TANGA URBAN WATER SUPPLY AND SANITATION AUTHORITY

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P.O.Box 5011,
TANGA,
TANZANIA.

Ref No: **TUW/R.30/1/10**

Date: **08/02/2016**

Vice Chancellor,
Mzumbe University,
P.O. Box 63,
MZUMBE,
MOROGORO.

RE: REQUEST FOR RESEARCH – ERICK KASHONDA

I wish draw your attention to the above mentioned subject.

I am glad to inform you that the above mentioned student has been granted a chance to conduct his research in Tanga Urban Water Supply and Sanitation Authority attached to Human Resources Department on 9th February, 2016 to 9th March 2016.

Thanks.

TANGA URBAN WATER SUPPLY AND SANITATION AUTHORITY


V.C. Mollel,
for: **MANAGING DIRECTOR.**

All correspondences should be addressed to the Managing Director



