

**EFFECTIVENESS OF HUMAN RESOURCE TRAINING AND
DEVELOPMENT IN THE PUBLIC ORGANIZATIONS: A CASE
OF NBAA, DAR ES SALAAM**

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DEVELOPMENT IN THE PUBLIC ORGANIZATIONS: A CASE
OF NBAA, DAR ES SALAAM**

**By
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A Thesis/Dissertation Submitted 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.

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation/thesis entitled; ***The Effectiveness of Human Resources Training and Development in Public Organization as provided by National Board of Accountant and Auditors (NBAA) in Dar es Salaam, Tanzania*** in partial/fulfillment of the requirements for award of the degree of Master of Human Resources Management of Mzumbe University.

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I, **Digna T Mallya**, declare that, this dissertation is my original work and that; it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This thesis is dedicated to my mother, husband and daughters Vanessa and Lilian Membo.

ABBREVIATIONS

CMI	-	The course management index
HoDs	-	Head of Departments
HR	-	Human Resources
HRD	-	Human Resources Department
HRM	-	Human Resources Management
MoF	-	Ministry of Finance and Economic Affairs of Tanzania
NBAA	-	National Board of Accountant and Auditor
NSSF	-	National Social Security Fund
OECD	-	Organisation for Economic Co-operation and Development
SPSS	-	Statistical Package for Social Science
T&D	-	Training and Development
UN	-	United Nations
UNDP	-	United National Development Programme

ABSTRACT

Training and Development of human resources are the most valuable assets of any organization, with the machines, materials and even money nothing gets done without man-power. The effective functioning of any organization requires that employees learn to perform their jobs at a satisfactory level of proficiency. Employee training tries to improve skills or add to the existing level of the knowledge so that the employee is better equipped to do his present job or to prepare him for higher position with increased responsibilities. NBAA has put efforts to ensure that employees are equally trained and developed to align with the general government policy. General objective of this is to examine the effectiveness of human resources training and development at NBAA most considerable factors being training conducts, its contribution to organization performance and employee's development. The study was held at National Board of Accountants and Auditors at Dar es Salaam region from May to August 2013 where 40 respondents who are NBAA employees were involved. Simple random sampling was used in collection of data because the sampling frame was not too large and easy accessibility of unit, also study population had similar characteristic which is all NBAA employees are entitled to training. Purposive or judgment sampling was employed in this study due to the nature of respondents whom are classified in the nature departmental. The sample was picked as follows; Corporate service department 15 respondents, Examination department 12 respondent, Member Service department 07 respondents, Technical Service department 02 respondents and Management committee 04. Likerte Scale questioners and interview guided were used to collect data for 40 respondents involved in a study also documentary review such as NBAA training policy, training records was employed

This study reveals that training programmes enables employees to acquire knowledge and skills, human relation competencies, newcomer understands comprehensively about organization, norms and values. Through this study it has been revealed that NBAA has productive succession plan as Executive Director, majority of the management team, head of units were trained and developed to their presence position. However it has been revealed that organization benefits out of training as enabled to train her manpower hence moved from use of manual system to computerized system hence corresponding with world competitive environment. With mentioned findings positioned NBAA training and development effective. Despite of mentioned achievement NBAA fulfill its training policy partially, employees do not participate in determining the training they need, quality and suitability of external training programs are not considered, trainee are not given time to reflect and plan improvement because some of line manager are conservative. Therefore NBAA is recommended to make regular evaluation and analysis of conducted training programmes and develop policy which will enable trainees to practice acquired knowledge and skills.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Since the work environment is turbulent, employees' training and development in both public and private organizations have become the significant role for organizational success and survival. In the modern practice there is nothing like ignoring employees training and development where competency on service delivery is generally a major focus. The trend has more ever raised a need for employees' training and development as a result of new inventions and technologies where new skills and knowledge are required to cope with the changes. The necessity of this practice lies in the underlying importance of human resources as any other assets of the organization for equitable profits (Michael, 2006). It is referred to as an investment in people which is not an option but rather a necessity for overall profitability of any organization.

The scholars McDowall and Saunder, (2010) propound that there is an existing belief that investing on employees Training and Development has extensive benefits for the organization and other connected stakeholders. Organizations that have invested well in developing and retaining its workforce will have eventual returns in the future. As argued by Ngirwa, (2000) Training can be done while the individual employee is at the work station (on the job) or out of the work station (off-job).

According to Graham (1998) training and Development are the HR functions that organization cannot do without. Bhat and Kumar (2010) trace training and development as integral part of HRM program that should be properly aligned with the corporate strategy. They display the link between training, learning, individual, and organizational development. For a long while initiatives have been established by the government of Tanzania to ensure that employees are trained and developed. Thus various policies on training and development have been developed and implemented as a response to the socio economic and technological changes.

In 1989 the Government of Tanzania requested the donor community to provide assistance in carrying out a civil service reform programme. The United Nations Development Programme (UNDP) responded positively through the project "Strengthening Management in the Public Sector" which was executed directly by the Government. One of the objectives was to study and recommend a National Training Policy and conduct training for those civil servants whom the government retained in its service to fulfill its stated role (UNDP, 2005). This was designed to assist civil servants in updating their skills so as to make them more efficient, effective and productive. The need to strengthen the public organization was due to identified problems such as overstaffing, declines in real wages, non-transparent pay systems, suboptimal organization and management of public service functions and limited capacity in skills and administrative technologies (Fjeldstad, et al., 2002).

NBAA has put efforts to ensure that employees are equally trained and developed to align with the general government policy. Training and Development Policy of NBAA aims to provide employees with the development necessary for them to perform their duties effectively and contribute to the Board's mission as set out in the Corporate Plan. The Training and Development draws its mandate from NBAA Staff Regulations Section 10.7.1. The policy further emphasis on specific objectives which are:- to train and develop staff so as to meet present and future NBAA human resource requirements with regard to trained and skilled personnel.

To develop dynamic and flexible skills and knowledge to staff, which are necessary to enable them, meet the demands and challenges placed upon them by a dynamic organizational change and development at their unit or institutional level. To ensure staff functioning, staff productivity, staff efficiency, and planned staff succession. To assist staff to acquire knowledge skills and awareness that serve as major inputs to fulfilling one's responsibilities more efficiently and effectively and contribute towards achievement of institutional goals. To assist staff to develop skills, or gain qualifications that provide them with personal advancement or chances of development in their career path, and ensure that such qualifications find relevance and useful deployment in one's career. To ensure fair distribution of training

opportunities to all NBAA staff without prejudice to any staff category by level, race, ethnicity, grade, gender or creed. To contribute to the welfare of the staff and thereby makes the Board more attractive through training and development of its staff. To assist staff to learn some best practices elsewhere internationally and regionally through study visits; exchange sabbatical leaves and practical attachments. To train all NBAA staff from lower levels up to higher levels or to acquire relevant skills and knowledge in order to increase efficiency in performing their duties. This policy is compliant to the Standing Orders for the Public Services 2009, NBAA staff Regulations Section 10.7.1 and Circulars issued time to time by Treasury Registrar or President Office- Public Service Management. The policy is intended to work as a tool and road map to guide Staff Development (NBAA Training and Development Policy, 2010). Of all of the efforts being put forth by the government and her constitutes yet the question on efficiency and effectiveness of the public employees are debatable. This study is therefore intends to dig out the effectiveness of training and development of employees in the Tanzania Public Organizations where NBAA will be used to provide relevant data.

2.2 Statement to the Problem

Effective training and development programs have been a key challenge for HR and education professionals for years. Today, a deep understanding of learning processes is even more crucial as rapid technological advancements necessitate continuous learning and development of the workforce. To curb with these great changes the government of Tanzania established training policy to rescue employees from obsolescence problem. To align with the government policy the Board established a training and development policy for its staff as indicated in the NBAA HR records that for every year a ration of 82% are sent for training. The main objective of employees' training and development of the Board was designed to provide its staff with the development necessary for them to perform their duties effectively and contribute to the Board's mission as set out in the Corporate Plan (NBAA Training Policy, 2013). Despite all these efforts yet the efficiency and effectiveness on service delivery and positive implication is questionable. The questions are whether employees do not acquire effective training from trainer/training institution or

whether selection process is poor or trained staff are incapable to deliver what they have been trained. This study will look at these areas to determine any possible changes that would improve the overall performance in the public organizations. The research and conclusion will suggest how to prepare best training programs in order to achieve positive outcome hence improve employees performance due to the training given. Ngirwa (2005) the strategies and systematic approach to training can be very wasteful if it is not carefully planned and supervised. Without a systematic approach some training may be given which is not necessary or the extent of the training may be too small or too great. Ngirwa advocates the strategies and approaches to training programme as defining and analyzing job setting performance standard, checking the performance attained, checking if there are requirements for training, administer training, checking the results and improving training if needed.

However, together with the strategies that are in place there are some deviations. Torrington (2005) poor recruitment shortage of training funds followed by little or no training, top management unwilling to invest in training and thus overtime performance capabilities have become inferior to job demands and poor retention of trained staff as a result of poor motivation, placement and remuneration. Others are poor job design that may unduly make job demands higher performance capabilities than employees can reasonably afford and poor orientation programmes may have delayed the full unfolding of employee performance capability elements. The negative impacts resulting from poor implementation of training programmes according to Armstrong (2009) are wastage of resources and time, sometimes training which is routine and traditional becomes out of date, irrelevant and inadequate.

1.3 Objectives of the Study

1.3.1 General Objective

The general purpose of this study was to examine the effectiveness of human resource training and development of NBAA.

1.3.2 Specific Objectives

The following are the specific objectives of this study;

- (i) To assess the extent to which training is being conducted in an organization.
- (ii) To examine the extent to which training contributes to organization performance.
- (iii) To find out the role of organization towards employee development.

1.4 Research Questions

The following questions guided the study;

- (i) To what extent do you conduct training to employees in the organization?
- (ii) How does training contribute to organization performance?
- (iii) What are the roles of organization toward employee development?

1.5 Scope of the Study

This study was conducted at National Board of Accountants and Auditors Tanzania (NBAA) located in Dar es Salaam, mainly focusing on both management and other employees.

1.6 Significance of the Study

This study expects to have the following significance; it will enable organization to realize its training status hence improvement and rectification of the policy and training practices. Employees will be sensitized on the role of the effective training to their carrier development and organization growth in attaining competitive advantage. Through this study the NBAA training value will be measured in term of effective training and development, it will help to develop dynamic and flexible skills and knowledge to staff which are necessary to enable them, meet the demands and challenges placed upon them by a dynamic organizational change and development at their unit or institutional level. It will also ensure staff functioning, staff productivity, staff efficiency, and planned staff succession. Moreover, training and development assist staff to acquire knowledge skills and awareness that serve as major inputs to fulfilling one's responsibilities more efficiently and effectively and contribute towards achievement of institutional goals. The staff will be assisted to

develop skills, or gain qualifications that provide them with personal advancement or chances of development in their career path, and ensure that such qualifications find relevance and useful deployment in one's career. Further, this study will ensure fair distribution of training opportunities to all NBAA staff without prejudice to any staff category by level, race, ethnicity, grade, gender or creed. It will also contribute to the welfare of the staff and thereby make the Board more attractive through training and development of its staff. The study will enable organization to realize that, training from lower levels up to higher levels and to acquire relevant skills and knowledge will increase efficiency in performing their duties.

1.7 Organization of the Study

This study is organized in the following manner; chapter one comprises of background information, statement of the problem, objectives of the study and research questions. Also, it comprises scope of the study, significance and limitations of the study. Chapter two comprises of literature review involving the introduction, definition of terms, theoretical framework, empirical review and conceptual and research model. Chapter three focused on methodology. It comprises of introduction, area of study, population of the study, research variables and their measurement, sample size and sampling techniques. Others are data analysis methods, research design, research approaches and data collection techniques and instruments. Chapter four is about data analysis, research findings and discussion while chapter five put much focus on summary, conclusion, recommendations and study implications

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents several issues on Training practices as aligned within the public sector. It is presented in several parts which include the conceptual framework and related theories underpinning this field then assess their relations and implication to the study with the aim of envisaging the theoretical framework. Finally reviews of related studies that have been conducted on the field of training and development.

2.2 Definition of Key Terms

2.2.1 Public Organization

Oxford Dictionary of Contemporary English (2000) defined an organization as an official group of people, for example a political party, a business, a charity or a club. The Macmillan English Dictionary (2000) defines the public sector as the industries and services supported by tax money and controlled by the government of a country for example schools and hospital. The composition of the public sector varies by country, but in most countries the public sector is involved in the provision of services such as police, military, public roads, public transit, primary education and healthcare for the poor. For the purpose of this study public sector is the part of government administration which is concerned with coordinating and controlling the provision of government services such as education, agriculture, healthcare and general community development NBAA in particular.

2.2.2 Training

Mathis and Jackson, (1998), defined training as a learning process in which people acquire knowledge (K), skills (S), experience (E), and attitudes (A) that they need in order to perform their jobs well for the achievement of organizational goals, a survey of the literature shows that T&D are variously defined in a narrow as well as in a broad sense, example Jackson and Schuler (2000) refers to training as the act of

improving competencies needed today or in the future while development refers to improving competencies over the long term. Matthews, et al., (2004) argues that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. Also management training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully (Singh and Vinnicombe, 2003).

Gupta (2006) training is the process of increasing the knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. Armstrong (2009) training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Training is an educational process, people can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace (Charnov 2000).

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. These two processes, Training and Development are often closely connected, training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff while development can be used to create solutions to workplace issues before they become a concern or after they become identifiable problem.

2.2.3 Development

Development describes the growth of humans throughout the lifespan from conception to death, the scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth including physical, emotional, intellectual, social, perceptual, and personality development (Jackson 2006). Ngirwa (2005) the scientific study of development is important not only to psychology but also to sociology, education, and health care, development does not just involve the biological and physical aspects of growth but also the cognitive and social aspects associated with development throughout life. Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them” (Garavan, Costine, and Heraty 1995).

Development perspectives examines the current environment, present state, and helps people on a team in a department and as part of an institution identify effective strategies for improving performance. In some situations there may not be anything wrong at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed. Development process aims to find ideas and solutions that can effectively return the group to a state of high performance; development implies creating and sustaining change. (Marmer, 1999)

2.2.4 Training and Development

Training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names including employee development, human resource development as well as learning and development. Harrison observes that the name was endlessly debated by the Chartered Institute of Personnel and Development during its review of professional standards in 1999/2000. "Employee Development" was seen as too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to be

comfortable with. "Human Resource Development" was rejected by academics who objected to the idea that people were "resources" an idea that they felt to be demeaning to the individual. Training and development describes the formal ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace these efforts have taken a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years training and development has emerged as a formal business function, an integral element of strategy and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Marmer 1999)

For the most part the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees, while closely related there are important differences between the terms that center on the scope of the application. In general training programmes have very specific and quantifiable goals like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes on the other hand concentrate on broader skills that are applicable to a wider variety of situations such as decision making, leadership skills and goal setting. (Jacob, Ronal L. 2003.)

2.2.5 Effective Training for Quality Job Performance

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations, training helps companies create pools of qualified replacements for employees, who may leave or be promoted to positions of greater responsibility, also ensures that

companies will have the human resources needed to support business growth and expansion, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment and training can improve employees' efficiency and motivation leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality.

(Ambler, 2006) Effective training and development begins with the overall strategy and objectives of the business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy it may be helpful to assess the company's customers and competitors, strengths and weaknesses and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program. (Schwartz 2000). In measuring the effectiveness of training researchers have typically relied upon the subjective reactions of participants (Baker & Titus, 1982; Heppner & Reeder, 1984; Pfaff, 1981; Pritchett, Clay, & Nichols, 1984; Twale & Muse, 1996; Upcraft & Pilato, 1982).

Other measures that have been used previously include the performance of task activities within the context of training programmes (Baker & Titus, 1982; Forney, 1986) and follow-up questionnaires designed to assess trainees' subsequent emotional states (Winston & Buckner, 1984) or their ability to apply programme content to hypothetical situations similar to those encountered on the job (Schuh, Stage, & Westfall, 1991). With the exception of one study by Upcraft and Pilato (1982), in which ratings of job performance were used as a criterion there appears to have been little or no published research dealing with the effects of training on actual job performance.

2.2.6 Training needs Assessment

Triner (1996) Training needs assessment is a systematic inquiry of training needs within an organization for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified program goals and objectives. Gupta (2007) identifies levels of a training needs assessment: Organizational assessment evaluates the level of organizational performance an assessment of this type will determine the skills, knowledge, and ability needs of an agency also identifies what is required to alleviate the problems and weaknesses of the agency as well as to enhance strengths and competencies, organizational assessment takes into consideration factors such as changing demographics, political trends, technology and the economy.

Occupational assessment examines the skills, knowledge, and abilities required for affected occupational groups, assessment identifies how and which occupational discrepancies or gaps exist as well as examining new ways to do work that could fix those discrepancies or gaps. Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind. Cole (2002) maintains that a training need is any shortfall in employee performance or potential performance which can be remedied by appropriate training.

2.2.7 Training Programme

Training programme is the significant long-term training activity which (as opposed to a training project) comprises of a series of courses, and usually has a flexible time and cost budget. (Watkins, 2007) Training programme is the summary of training needs in which various programmes are designed and put together by training specialists to enable training to take place. The training programme consider such factors as what are we trying to achieve in this programme, what do we expect participants to achieve, what content is required to achieve these aims, how should these content be structured, what learning methods should we employ, who should conduct the training, where and when should training take place, to what extent

should participants be consulted about the nature and scope of the programme and how should we evaluate the success of the programme (Cole, 2002). Robbins (2005) has pointed out that training programme is prepared to answer for questions which: are what are the organization's goals, what tasks must be completed to achieve these goals, what behaviors are necessary for each job incumbent to complete his or her assigned tasks and what deficiencies, if any, do incumbents have in the skills, knowledge or attitudes required to perform the necessary behavior! Then insisted that basing on the determination of organization's need, the type of work that is to be done, and the type of skills necessary to complete the work training programme should follow naturally.

Armstrong (2009) take training programme as a learning and development strategy which an organization adopts to ensure that now and in the future, learning and development activities support the achievement of its goals by developing skills and capacities of individuals and team. The training programme encompasses both short and long term training. Where the short term training aims at acquiring skills for specific job and long term training is concerned with ensuring that a person's ability and potential are grown to meet future higher level skills, knowledge and competencies.

Walton (1999) in the same vein put training programme as strategic human resource development and said that it involves introducing, eliminating, modifying, directing and guiding process in such a way that all individuals and teams are equipped with the skills, knowledge and competencies they require to undertake current and future tasks required by the organization. Therefore, training programme is a comprehensive summary of activities and budget set to meet both the organizational and employee needs through the process of analyzing the needs of the organization and employees and management putting commitment towards its formulation, implementation and evaluation.

2.2.8 Implementation of Training Programme

2.2.8.1 The process of Implementing Training Programme

The implementation of training programme in an organization is a continuous process. The stages are interlinked. According to Cole (2002) the process of implementing training programme is a logical sequence of activities commencing with the establishment of a policy and resources to sustain it followed by an assessment of training needs for which appropriate training is provided and ending with some form of evaluation and feedback. Organizational Training Policy Training policy is one of the policies implemented in the organization and as such sets out what the organization is prepared to do in terms of developing its employees. The policy normally tells the commitment from the top to develop all employees. The fulfillment of organization's policy can be achieved in a number of deferent ways. Some organizations have a long tradition of 'growing their own' managers and specialists, and provide a substantial internal training organizing to sustain all their needs. Thus most of the training is provided on an in company basis with little reliance on outsiders. Other organizations believe in contracting out their training to external providers such as colleges, consultants and private training organizations. Yet other organizations adopt midway position, providing induction training and job training internally, but contracting out management and supervisory training.

Armstrong (2009) called training policy as the organizational philosophy which expresses the beliefs of an organization on the role of training programme its importance and how it should take place. The organization philosophy should maintain ensure that training programme activities make a major contribution to the successful attainment of the organizations' objectives, and investment in them benefits all the stakeholders of the organization; that plans and programmes are integrated with and support the achievement of business and human resource strategies, that training programme should be performance related designed to achieve specified improvements in corporate, functional, team and individual performance, and make a major contribution to bottom-line results, that everyone in the organization should be encouraged and given the opportunity to develop their

skills and knowledge to the maximum of their capacity, that personal development processes provide the framework for individual and self directed training and that the prime responsibility for development rests with individual employees who are given guidance and support of their manager and the members of human resource department. Identifying Training Needs, the organization can justify its training expenditure by relying on the basis of organizational needs to achieve that there must be a systematic procedure for identifying the need at various levels from corporate, department or function, job or occupational group to individual employee. It is suggested that at each level training needs survey should be conducted. The first step has been the preparation, data collection and interpretation of data, recommendation and action plan.

Organizational or Corporate level analysis at organizational level training needs is conducted by looking at the changes in the external environment which are likely to exert pressure for change internally and the operational weaknesses. Usually corporate analyze training needs in response to operational weaknesses reported in by line managers or to meet the demands of change. The issue concerning the improvement of skills in a particular category of employees then that occupational group will provide the focus of effort. Gupta (2006) it involves a study of entire organization in terms of its objectives, its resources, resource allocation and utilization, growth potential and its environment. The long –term and short terms objectives of the organization is analyzed and given priorities. The allocation of human and physical resources and their efficient utilization in meeting operational targets are analyzed. The in depth analysis of the inputs and outputs of the organization can tell the performance and organizational climate analysis spells employees attitudes as well as management's attitudes toward employee development. Without adequate management support and appropriate supervisory styles a training programme cannot be successful hence its analysis gives weakness and strengths. The environmental scanning which includes economic, political, technological and social –cultural is analyzed to determine factors which the organization can influence and constraints which it cannot control.

Department or Function Analysis, Gupta (2006) maintains that the specific goals and strategies for various departments are stated as a means of achieving overall organizational objective. The general objectives are translated into specific and detailed operational targets. Job or Occupational Group Analysis, Gupta (2006) it is a systematic and detailed analysis of jobs to identify job contents, the knowledge, skills and aptitudes and the work behavior. Jobs require the jobholder to possess the appropriate knowledge and skills, the detailed information skills in terms of mental and manual. Individual Employee Analysis, the demand for individual training emanates from the requirement of the job or the organizational change. The employee must possess the required knowledge and skills, knowledge on its own may be insufficient then understanding is required. Understanding refers to the grasp of underlying principles or workings of a process or procedure it deeper form of knowledge. Skills may be subdivided into at least three broad categories manual, social and intellectual. Manual skills involve the use of the hands combined with other senses to achieve a certain tasks; social skills involve the personality in seeking to influence others and intellectual skills involves the higher processes of the brain in analyzing and making sense of things. The standard of performance of the job is determined then the level of performance of the employee concerned is determined to give the difference. If no difference is obtained then there is no need for training.

2.2.8.2 Designing Training Programmes

Cole (2002) once training needs have been ascertained it follows the designing of training programmes by considering such important questions; what are we trying to achieve in this programme, what do we expect participants to achieve, what content is required to achieve these aims, how should this content be structured, what learning method should we employ, who should conduct the training, where and when should the training take place, to what extent should participants be consulted about the nature and the scope of the programme and how should we evaluate the success of the programme. Ngirwa (2006) the following steps will help in designing training programmes: Firstly preparation, participants should receive preparatory information prior to the event. You should provide a complete schedule and an overview of the learning goals. Participants should also receive background reading

or work needed to prepare for the event accompanied by instructions. Secondly content and delivery, a training program should be built around central concepts and content geared toward a particular target group.

The level, sector, and prior experiences of participants should be considered in designing content. If the training program is not local in origin, it will need to be modified for the local context. Make changes according to the level of awareness and understanding of participants. Also, be aware of cultural factors, family and social practices should influence the content and may impact attitudes and discussion. Each session of a training program and all training materials need to include overall learning goals and specific objectives (measurable outcomes). Goals and objectives are important in defining, describing and measuring what you want to achieve from your event. Thirdly Facilitators, all leaders and facilitators of a program should meet as a group prior to the event to review and adapt the program materials, to agree on session structure and to the roles and responsibilities of each facilitator. When preparing for a multidisciplinary program, specialists of each sector are expected to meet together as a group with the project leader prior to the event. This team meeting is important to develop cross-sector relationships, which serve as a model for the group. It is helpful to anticipate and talk about tough questions that may come up in the sessions and discussion among the facilitators prior to the event can help to identify difficult issues.

Fourth Evaluation, each training team should meet at the close of each day to debrief the sessions of that day and take note of things that went well and those that need to be modified for the following day. At the end of each day, leave time for and encourage participants to contribute their comments and feedback on what was most helpful and what was least helpful. Participants should be given an evaluation form to complete at the end of the entire event. After the completion of the program, the team is expected to meet to evaluate the entire event. Participant and facilitator evaluations should be reviewed for suggested changes to the program content and delivery. The project leader will then work with one or two of the facilitators to formally incorporate the suggestions into the program materials. This process

contributes to improvements and leads to a model program can be replicated at other times and in other places.

2.2.8.3 Implementing Training Programme

Ngirwa (2006) many organizations conduct training programs, only to observe small or diminishing returns on investment in those programs. It is generally understood, by both training professionals and business managers, that training alone is seldom sufficient to improve on-the-job results. There is a need to arrange conditions in the workplace to ensure application and maintenance of skills and knowledge learned during training or mentoring programs. In competitive markets, the success of any organization depends on its ability to continuously expand and improve the collective and individual capabilities of its people. In many organizations, "performance development" is viewed as a solution to a problem, improving a job-threatening performance gap or fixing unproductive behavior.

Bana (2004) to achieve the best results members of teams and organizations must share a concrete understanding of what they are trying to achieve and how they are going to achieve it. One of the most common complaints from people at all levels in organizations is that they do not fully understand how their own activities contribute to the organization's strategic objectives and mission. He advocates that, when any team comes together, especially a cross-functional group with different views of the organization and different professional or functional priorities, the challenge is to translate the collective goals and objectives into an understanding of what people must accomplish and how best to enable the team's success. However, the best organizations continuously develop the capabilities of their people through mentoring, selective assignments, targeted training, and other means.

2.2.8.4 Evaluating Training programme

Evaluation means to assess the 'value or worth of something' Hamblin (1970) in Cole (2002) define evaluation as any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. Cole (1996) insists that evaluation of training programme is a part of the control process of training the aim been to get fee back about the results of

training with a view to improvement where necessary. The evaluation should be made against the set policies, objectives, adherence to external standards and standards of trainer-training and qualifications. The more precise the standards set the easier it is to evaluate the success of training valuation. Then suggests that the evaluation can be conducted on training – right tools for training, reaction- assess the reaction of trainees, learning- level of understanding through test, job- degree of change in behavior after re

Gupta (2006) argue that the effectiveness of a training programme can be judged only with the help of training needs identified in advance.

2.2.8.5 Significance of Implementing Training Programme

Cole (2002) notes that the benefits associated with the systematic implementation of training programme can be categorized by looking on the side of the organization and on the side of employee. On the side of organization includes maintenance of a sufficient and suitable range of skills among employees, the development of knowledge and skills in the work force, the harnessing of work experience and other forms of on-the-job development in a planned way, achievement of improved job performance and productivity, improved product quality, improved service to customers and increased motivation among employees. While on the side of employees includes increase in personal repertoire of skills, increased job satisfaction, increased value of employee in the labour market and improved prospects of internal promotion. A Torrington et al (2005) advocate that, there were general agreement that implementation of training programme is a good thing, and that it increased productivity, but the question is ‘how much’. On the other hand insisted that it is even difficult to show a causal link between human resource training and organizational performance partly because such terms are difficult to define precisely, and partly because the payoff from training may not be seen in the short term. Also pointed out that while the search for ‘evidence’ goes on, the current climate encourages high level of attention to training programme, which is increasingly seen not only a route to achieve business strategy, but also as a means of building core competency over the long term to promote organizational growth and sustained competitive advantage. To employees it was observed that it contributed to

psychological contract which is the employee desire to achieve the set targets, increased employability and reward when promotion or monetary reward is less available.

2.2.8.6 Strategies Used to Establish Training Programme

Strategies set by the organizations to foster training program can be looked at through the functions performed in the planning and implementing and evaluation faces of the training program. Initially the line managers through their supervisory role are given the responsibility of ensuring that employees perform to the required level and where gaps are seen gives encouragement and necessary knowledge or skills. Armstrong (2009) points out that individual employee should understand that they are responsible for their own training, therefore line managers can play the key role of planning and facilitating by conducting performance and development reviews, agreeing on learning contract and development plans with their staff and helping them to implement those plans through the provision of learning opportunities and coaching. The employees are encouraged and told that the promotion of learning is an important of their responsibilities and that their performance in carrying it out will be assessed. The second strategy is concerned with the whole philosophy of the organization towards its commitment to really foster training programme.

Gupta (2006) noted that the objectives of the training programme can be achieved if the organization can formulate training policy which will address the organizations commitment to develop their employees, guide the design and implementation of training programme, identify critical areas where training is to be given priority and provide appropriate opportunities to employees for their own betterment. The third strategy stems from the clear establishment of jobs or positions which have more responsibility and demand the new knowledge, skills, attitudes and behaviour acquired through the training programme. Graham (1998) argues that to enable implementation of training programme and achieve its intended objective the organization should strive to make circumstances favourable, purposive to aim at greater productivity and quality, less scrap or spoiled work, greater versatility and

adaptability to new methods, less need for close supervision, fewer accidents and greater job satisfaction showing, and not taken as punishment or irrelevant to the trainee's needs. It is further stressed that training program should manifest itself in lower labour turnover and less absence. Torrington et al (1991) has pointed out that it is difficult to show 'how much' productivity has increased in terms of causal link between human resource training programme and organizational performance partly because such terms are difficult to define precisely and partly because the payoff from development may not be seen in the short term. Has listed a number of issues which can contribute to improved performance such as improvement in reward package, clearer set of organizational and individual objectives or if there is a link with human resources development initiatives, is it that employees have better skills, or that they are better motivated, or they have been selected from a more able group of candidates attracted to the organization as it offers a high level of development? Then suggested that there training programme should be implemented as it a means of building core competences over a longer term to promote organizational growth and sustained competitive advantage.

2.2.8.7 Examining the Implementation of Training Programme in the Study Area

The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity. Training often is considered for new employees only which is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements. (Hair, 2008). Boomers (2004) there are a few important steps in the development of a training program or a specific training activity: analysis, design & development, implementation, evaluation, and follow-up. In the analysis step, trainers must determine training/activity needs and goals. In the design & development step, trainers design a means to meet training/activity goals. In the implementation step, trainers carry out their training program or activity. In the evaluation, trainers assess the value of their training program or activity. Finally in the follow-up step, trainers ensure that the

trainees successfully transfer the skills and knowledge acquired during the training or activity to practice. Trainers often underestimate the importance of the follow-up step. Following the completion of the training or activity, it is very important for trainers to provide a supportive environment where new knowledge, skills and attitudes are encouraged and can be practiced. Without this vital step it is difficult to ascertain whether the training or activity was effective.

2.2.8.8 Determining the Challenges in the Implementation of Training Programme

Duncan (2005) some of the challenges in implementation of training are not sufficiently involving employers not listening to what employers say and responding to employers' needs too slowly, too little emphasis on job placement, choosing the wrong skill areas , high dropout rate, inadequate stipends, selecting applicants not ready to benefit or placed in a skill area that does not actually interest them other challenges are coordination among agencies/partners, wrong arrangements Communication issues among stakeholders. For example, too few or too many applicants, difficulties finding the right instructors. There are also delays in paying stipends to learners and making payments to providers, difficulties recruiting employers and especially the more desirable employers and not having the certification procedures and arrangements in place.

2.2.8.9 Mechanisms used for Implementation of the Training Programme

Zalman (2005) facilitating employee training programs can be daunting tasks, for a variety of reasons employees tend to be very reluctant about attending training that takes time away from their usual daily tasks. If the employees you are responsible for training exhibit signs of boredom or discontent there are actions you can take to improve your approach and their overall experience. By taking steps to better your training content and delivery, you will win employees' respect, patience and trust. This will help reach the company's training goal, which is to have more knowledgeable and productive employees. Training should be something that employees look forward to as a way to improve their overall knowledge and performance and you can facilitate this. First get input from your audience, get to

know what makes them tick and what subjects they are interested in learning more about. This not only helps employees buy in to the training but it also helps you better prepare on the subjects they would like to know more about. You can do this by conducting surveys with both yes/no and open-ended questions, speaking with management and analyzing exit interview information. Use the information you gather to become an expert on the subjects suggested. Second Research and purchase training materials, Check to see what your budget is and find materials that fit within those guidelines, hone in on resources that can be used as post-training reference materials for employees. If you choose to use any videos for your training keep them short and use them as an enhancement for other materials not as the main training tool. Third prepare the employees prior to the training, offer them pre-training materials such as worksheets, concept sheets and definitions the goal is to get them involved and invested in the training material before they attend the class/workshop.

Four use a conversational and interactive style, avoid simply talking to your audience keep a steady pace and stop frequently to ask for feedback and questions, avoid speaking over the heads of the employees and do not use too many technical terms or jargon that not all employees will know as this causes some to disengage. Use plenty of concrete examples and storytelling to illustrate the most important points of the training. (Graham and Roger, 1998). Five set the stage and make the learning environment as pleasant as possible be sure the work space and physical environment is conducive to learning. Provide plenty of breaks and refreshments if the training will last several hours as this allows the employees to process what they are learning and re-energize. Show them that you are enjoying your time with them by sharing personal experiences, keeping the mood light and staying relaxed.

Follow-up with attendees and provide ongoing updates/refreshers. Ask employees to complete a questionnaire immediately following the training and another several weeks down the road to see how they are applying what they have learned in their everyday work lives. Offer short refresher courses to enforce what was learned in the training and provide any relevant updates. Employees will appreciate knowing that you want to help them improve their knowledge and skills. (Ngirwa, 2005)

2.2.9 A new approach to measuring effectiveness of training and development

Measuring the effectiveness of training and development is often an informal and unsophisticated practice, despite the large amounts of the salary budget allocated to it. Often assessment consists of completing a one or two page evaluation form at the culmination of a training course. The quality of this information to make effective strategic decisions regarding training and development is of minimal value. Without such information, budgetary decisions do not ensure an adequate return on the investment of training and development funds. The full potential for training and development to support critical organizational change and to promote improved employee growth/job satisfaction is minimized. The course management index (CMI) is a new and innovative instrument used to measure the effectiveness of training events from a lifecycle point of view (Bryan Shane, Patricia Lafferty 2004), the lifecycle approach ensures that measurement tracks the progress of a training event from the initial perceptions of participants (baseline measures), through their reaction to its content and delivery (design/delivery measures). Further, it assesses the degree to which participants acquired the desired knowledge and/or skill (knowledge acquisition/skill development measures) and the degree to which the participant applied these abilities on the job (learning application measures). The CMI also tracks the cost of developing and delivering the training event (financial measures).

By using an index approach, the CMI allows the combination of qualitative and quantitative information yet provides the ability to quantify both so that an overall score can be obtained for each training event. Quantitative measures include financial measures. Qualitative measures include design and delivery measures, knowledge acquisition and learning application measures. The use of an index allows these measures to be easily adapted to the unique requirements of each training environment. These dimensions of the CMI can be expanded or decreased in response to changing conditions/experience or the complexity of information required about each training event or particular training environment.

2.2.9.1 Course Management Index (CMI) measures

The CMI lifecycle measures include baseline information, financial indicators, design and delivery measures, knowledge acquisition/skill development measures and learning application measures for each training event. Each of these CMI measures will be described briefly.

2.2.9.2 Baseline information

Baseline information is used to provide an assessment of the learning environment, the requirements, and the motivation before an individual attends a training event. By determining the context of the training, it provides a baseline against which application of learning on the job can be assessed. The specific baseline questions relate to the work environment that required the acquisition of these new abilities and skills. Sample questions include the need that motivated participation in this course; the skills, knowledge, values and/or expertise expected from the training event; the frequency with which this new ability will be used; and the knowledge of whether the skill development or behavioural outcomes have occurred.

2.2.9.3 Financial Measures

Financial measures provide a means to determining the most cost effective method of delivering a high-quality training event that will meet the needs of the staff and organization. This involves a consideration of the development, operational, fixed and overhead costs. From such an analysis, it can be decided whether it is more feasible to develop a tailored course offering or obtain it from a commercial vendor. These figures can also be used to track the cost of each training event and compare it with the costs of other course offerings. For those organizations providing training on a cost recovery or profit basis, additional measures provide the means to determine whether each training event is revenue neutral or providing a profit or loss. Sample measures include actual versus planned development, operational, fixed and overhead costs. Cost recovery or profit/loss measures include course demand increasing, decreasing or steady; actual versus planned number of students per course; number of cancellations (declining or escalating); actual versus planned revenues from course fees; and the cost/revenue ratio per course.

2.2.9.4 Design/Delivery Measures

Course design and delivery measures provide an outline of participant reaction to the training event in terms of its content, difficulty, amount of work required, and technical detail. It also provides a rating of the instructor and teaching assistant in terms of organization, preparation, knowledge of the subject area, ability to communicate, and ability to provide remedial assistance. Design and delivery measures also provide an assessment of the course overall in terms of whether or not the course should be recommended or whether another should be taken from the same source.

2.2.9.5 Knowledge Acquisition/Skill Development Measures

The learning evaluation measures determine the degree of acquisition of skills or knowledge by the student on a learning event-by-event basis. It provides a means of assessing how well the participant internalized the learning provided by the training event. It can be applied to a certification program such as those inherent in academic programs. It can also be applied to non-credit courses focusing on skill development. Sample measures include graduation/failure rate; dropout rate; average grade on course assignments of participants; average final grade level of participants; and the number of remedial training episodes.

2.2.9.6 Learning Application (Behaviour/Skill Application) Measures

The learning application measures determine the degree of use of knowledge or skill on the job. By comparing baseline information with current usage measures, a fuller picture can be obtained as to the degree of application of the behaviour or skills. Sample learning application measures include the frequency of usage; behaviours/skills most/least used; degree of satisfaction of the business need that initiated the request for training; and the degree of organizational support for the usage of new behaviour/skill

2.2.10 Role and Impact of Training and Development on Job Performance

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers' skills

contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies. (www.oecd.org)

Unemployment, unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period. (Noe 2001) The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training. Therefore lifelong learning policies, if well targeted for specific groups, can be effective in improving the labour market performance of these groups, and can form part of a general strategy to reduce unemployment traps.

Impact on Wages, across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of young or highly educated employees. Increases in income following training appear to be lower for women than for men. An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

Impact on Employment Security, Training can have a positive impact on perceived job security; Training from a previous job also has a greater impact on perceived job security; The impact of training is particularly strong in the case of both older and low-educated workers. Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favorable outcome of training is much lower for

women than for men. (D. Laird 1985) Training before job loss tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Workers who receive training or education in the year before losing their job are more frequently re-employed two years later than their untrained peers. This impact is even stronger in the case of workers with lower educational attainment. Joy Emery (2000) indicates that Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers (Emery 2000). Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties. (Daft 1983)

2.2.11 Implementing Training and Development

The implementation phase of systematic training includes delivering the training materials and process to learners. Associated activities can include clarifying training materials, supporting group feedback, administering tests and conducting the final evaluation. This phase can also include several administrative activities, such as copying, scheduling facilities, taking attendance data and billing learners (Greenaway 1986), selecting a trainer, the most important consideration when selecting a trainer is suitability to the training design required to meet the learning goals. For example, if learners prefer computer-based instruction, they'll benefit from a trainer who understands online training technologies. If learners prefer ongoing coaching, they will benefit from a trainer who is readily accessible to the employee for ongoing advice and guidance. If learners struggle with communication skills, they will benefit from a trainer who can integrate remedial communication strategies with

other training methods. Collaborate; consider whether other supervisors or companies have employees who need similar training. If so one might combine your needs and funding to get a trainer to conduct in-house training. Former employees as trainers, consider using an ex-employee who has the skills needed by the learner, this option depends on whether the ex-employee left the organization under good terms and remains in good standing with the organization. Consultants as trainers, if hiring a consultant to conduct training then consider issuing a request for proposal which asks potential trainers for the following information; a written proposal for how they would carry out training, evaluation methods, cost and alike, the goals preferred from the training, when to have training and what evaluation results should occur, request that trainers remain available for follow-up consultation if desired, ask the trainer what methods he/she used to ensure his/her consultation projects is successful with clients, ask for at least three references ,consider having the employee to briefly meet with the consultant to discuss training needs and establish a rapport. Carter McNamara believes that effective implementation of these approaches regarding training and development is comprehensive enough to impact positively on job performance. (McNamara 1997)

2.3 Theoretical Framework

2.3.1 Learning Theory

Organizations have an economic need for all employees to be flexible within the workplace. The culture should encourage them to use their own initiative and apply the knowledge to undertake a variety of tasks. Cognitive learning lets the workforce learn strategies, and then transfer the learning to be able to solve problems. Lewin (1958) broke the learning down into three key stages. The first stage is the disposal of the old level (unfreezing), second stage is to implement the new structures and processes (moving) and the final stage involves stabilizing the company with its new structure (refreezing). This technique will be used so as the organization and the employees would be able to understand and implement improvements to their methods of working.

2.3.2 Competence Based Approach

The competence based HRD approach is not constrained with definition, identification or classification, it is not linked to knowledge but it is "a combination of knowing and being able to do." Webster (1994) put forward a definition that it is "the state or quality of being capable or competent; skill; ability" (Webster (1994) cited in Civelli, F 1997:249).

There are three main approaches to competencies. (1) The US approach: it is strictly linked with David McClelland's approach. This author sees "competence" as an "underlying characteristic causally related to superior performance". In this approach strong emphasis is on top performers in managerial people. This approach is defined as "behavioral competence". (2) French approach: Claude Levy-Leboyer highlights a competence approach which is oriented to consider this as a resultant of several psychological elements of a person and with a basis in "self-image". Levy-Leboyer points out an approach of competence related to aptitudes, personality traits, and acquired knowledge. This study will employ this approach.

2.3.3 Resource Based Theory

The resource-based theory has been an important step in strategic management, as it has provided a new point of view to explain a firm's success. According to the focus on resources, a firm's success is due to joint resources and capabilities which an enterprise's owns and which makes it different from its competitors. The theory was influenced by Porter's (1980, 1985) studies in the strategic management which explains a firm's success. The theory is criticized to be too broad as it suggests investing in human resource development as a source of competitive advantage without providing how to handle other competitors who are using the same strategy. The strength of theory is that it portrays the need of the organization to value and develop human resource in order to build up the capability and competitive advantage and use of the developed talents for organizational success. The theory shows the importance of organization to value employee capability, talent and knowledge. The study will be guided by this theory as due to its strength in addressing Training and Development for organizational effectiveness.

2.3.4 Transfer of Training Theory

Transfer of training is defined as the degree to which trainees apply their job. The theory was developed by James (1979) who argued that not only should training and performance be related but should be related in a specific direction. Conversely those who perform poorest in training should perform poorest on the job. Therefore, the theory's predictive validity supports the underlying concepts of transfer of training. In relation to this study, the theory links learning with employee performance as a manifestation of implementing effective training.

The strength of transfer of training theory is based on the idea that it pays due attention to the valuation of trained employees in relation to performance. However, the theory fails to clarify what causes employees to perform poor in training which could be attributable to the methods, procedures, trainers' knowledge, poor evaluation techniques and poor approaches. The theory offers little or no explanation on these important aspects. It is also biased in favour of on the one side of trainees and fails to factor the trainer since the two are directly related when it comes to the evaluation of training.

2.4 Empirical Studies

Gondwe (1987) conducted a study on Training and development as a management tool of increasing productivity in parastatal organizations in Tanzania. The objective of the study will base on examining some factors which inhibit the contribution of training to increased productivity. The methodology of the study, the researcher used correlation coefficient as a tool in analyzing the collected data. The results of the study indicated that the levels of education and training in non specialized fields are not significantly correlated to productivity. Also, it showed that training is not correlated to productivity. However, the findings of the study cannot be generalized because it was about Training and development as a management tool of increasing productivity in parastatal organizations in Tanzania unlike our study which focused on examining effectiveness of HR training and development in public organisation. It is evidently that the lapse of time warrants the same study to be conducted in the same area as the study was conducted more than twenty years ago where many

changes have occurred in terms of technology ,environment and economically. Dominic (2004) conducted a study on the effectiveness of training and development in public service management office, Dar es Salaam. The objective of the study was to assess how effective training and development function is carried out at the public service management office in Dar es Salaam to reflect the management of public service. It discusses its design, the whole process of planning, implementation and evaluation. It further intended to compare the real ideal training and development function, the attitude of trainees towards the whole management of the function and problems facing its implementation. The methodology of the study, the researcher collected data through a structured questionnaire, and unstructured checklist. The findings of the study showed that despite a well designed training program, the problem was its implementation. There was inadequate and poor allocation of training funds. The study continues to show that criteria of trainees' selection were not clearly known, and they were not given a chance to determine what kind of training they needed. Although the study is qualitative like our study but its results cannot be generalized as it focused on the effectiveness of training based on the management office unlike our study. Msangi (2008) researched on the assessment of training and development programme in a social security provider, a case of National Social Security Fund (NSSF).

The objective of the study was to establish how staff training and development needs were met and factors which hindered it and also how staff felt about the functions of HR department. In conducting the study a researcher used self administered questionnaires and interviews. The findings of the study revealed that, there was lack of an updated training policy as well as training programme, according to the study no training evaluation is carried out, the training budget was inadequate and there was an element of favouritism to some employees and lack of top management support towards staff T &D. Nasreem (2012) conducted a study on current practices of training and development in the public sector Universities of Punjab in India. The main objective of the study was to analyze the current practices of training and development in public universities Punjab Lahore in India.

In conducting the study the researcher used interviews and questionnaires to solicit information mainly from teachers, Heads of departments (HoDs) and Human Resources Management (HRM) experts as respondents' sample. The results of the study showed that training programs were more instrumental in improving teachers' skills and attitudes in old public universities as compared to the new universities. Again, the results indicated that specialized HRM officers gave expert advice on university HRM practices. Although the study is current as it was conducted in 2012 and it was about Training and Development in public sector like our study but its findings cannot be adopted as it based on the context of India in the Asian continent unlike our prospective study which is focused on Tanzanian context in African continent.

Muhlemeyer (1997) conducted a study on competitive factors; training and development as a strategic management task in Western European companies. The objective of the study was to discuss the management tasks for company training, analyzing training requirements, preparation and implementation, know how transfer within a company and controlling training and development. The methodology adopted in the study was the application of questionnaires and interviews in collection of data. The collected data were analyzed quantitatively using regression analysis. The findings of the study revealed that in the current economic climate the process of training and developing can no longer be left to fate and luck. It must be recognized that training is a potential competitive factor. Training and development cannot be used as a fringe benefit to employees. Training programmes need to be integrated within the strategic planning of a business and as strategic management task in Western European companies. The results of the study cannot be applied universally due to the fact that it was conducted in Western European context unlike our study which expects to be undertaken in developing countries. Also, it was conducted quantitatively which dealt with competitive factors like Training and Development as a strategic management tool unlike ours which is a qualitative study that consider the role of unquantifiable items. Haslinda & Mahyuddin, (2009) researched on the effectiveness of training and development in Public sector in

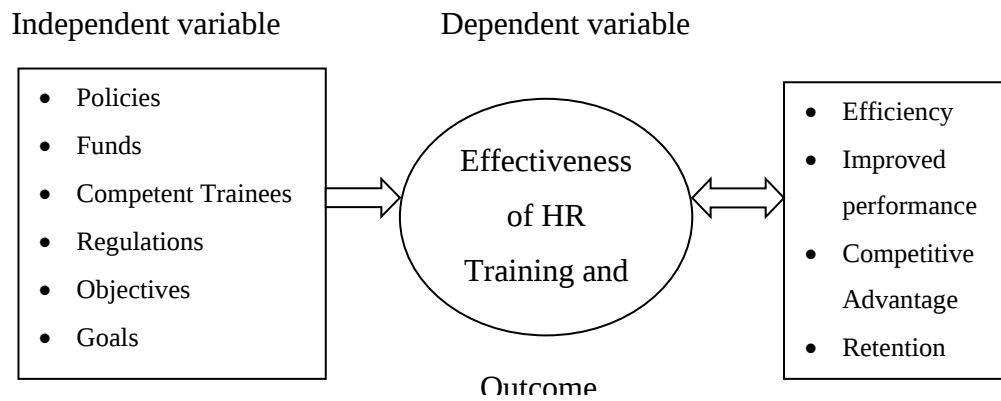
Pakistan. The objective of the study was to evaluate training and development in public sector.

The researchers used evaluation framework and transfer of training elements. It was a quantitative where survey was employed in data collection. The findings of the study suggested that the public sector employees were evaluated at five levels of evaluation namely: reaction, learning, behaviours change, result and transfer of training in the public sector. Furthermore, it revealed that there was lack of support for top management and peers, employees' individual attitudes, job related factors and the deficiencies in training Practices .The study is useful to contemporary organizations by showing the interdependence between behavioural change, learning and the outcome of the training program. Mjenga (2002) on the study of factors that hinder effectiveness of staff training in Postal Bank observed the main factors are poor recruitment process and poor conducted training needs assessment. A study done by Mwanjombe (2007) on factors hindering effectiveness of staff training on religion organization are little involvement of employees in identifying their own training needs and poo organized and coordinated training function. Malekia (2008) on his study of effects of training and development programme on employee's performance observed that, there is poor evaluation of training and development programme. Msimbe (2008) on the study of the challenges facing training and development function in organization observed that, the challenges are insufficient number of training specialist and rare support from top management and heads of departments as well.

2.5 Conceptual Framework

The figure below shows the existing relationship between the Dependent variable (Effectiveness of HR Training and Development) and Independent variable (set policies, availability of funds, competent trainers, regulations and the properly set objectives and goals).

Figure 2.1: Examining the Effectiveness of Human Resource Training and Development



Source: Researchers 2013

From the above conceptual framework the Dependent variable (Effectiveness of HR Training and Development) depends much on Independent variable (set policies, availability of funds, competent trainers, regulations and the properly set objectives and goals) for its success. The successive Independent variable may lead to expected outcomes (efficiency, improved performance, competitive advantage). The good organizational training policies when are implemented in line with clear objectives, procedures and regulations in support of enough fund and competent trainees with required qualifications these in turn results into effective Hr-Training and Development which involves efficiency, improved performance, and competitive advantage.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research methodology which covered the research design, study area, target population, sample and sampling techniques, data collection tools and data analysis.

3.2 The Research Design

Collis & Hussey (2003) defined research design as the science and art of planning procedures for conducting studies to get the most valid findings. Also, Pervez & Ghauri, (2010) defines a research design as the overall plan for relating the conceptual research problem to relevant and practicable research. Operationally, research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. For the purpose of this study descriptive case study design was used whereby NBAA was selected as a case in which description of the HR-training and development practices were studied. Self administered questionnaires were used to collect data.

3.3 Study Area

Study Area can be defined as an interdisciplinary field of research pertaining to particular geographical, national or regions. The term exists primarily as a general description for what are heterogeneous fields of research, encompassing both the social sciences and the humanities www.en.wikipedia.org/wiki/Field_research. The study was conducted at National Board of Accountant and Auditors office in Dar es Salaam it was chosen as a study area due to fact that the researcher could easily access the required data as she was working at the Board. NBAA is a Tanzanian accountancy professional body established under the Auditors and Accountants (Registration) Act No 33 of 1972, as amended by Act No 2 of 1995. It is an accountancy regulatory professional body, operating under the Ministry of Finance

and Economic Affairs of Tanzania (MoF). The NBAA has been operating from its Head Office at Mhasibu House along Bibi Titi Mohamed Street (Kisutu Area) in Dar es Salaam City. Mhasibu House on Plot No 3 – 5

3.4 Target Population

Population refers to a group of individual, objects or items from which samples are taken for measurement (Kombo and Tromp, 2006). Also population refers to an entire group of persons or elements that have at least one thing in common; NBAA has population of 62 employees whereby number 40 were engaged as sample size to represent the whole population. The study covered 06 staff from managerial cadre and 34 staff from non managerial.

3.5 Sample size and Sampling Techniques

3.5.1 Sample Size

According to Kamuzora,(2008) sample size refers to exact number of items selected from population to constitute a sample. Also it is defined as set of respondents selected from larger population for the purpose of survey (Orodho and Kombo 2002), the sample size was determined using non statistical methods depending on the number of both managerial and non managerial staffs at the NBAA. The researcher employed a sample size of 40 out of 62 of all employees. The sample was picked as follows; from Corporate service department were 15 respondents, Examination department were 12 respondents, Member Service department were 07 respondent, Technical Service department 02 respondents and Management committee 04 respondents. This number is a good representation of the large sample since it exceeds 30 as proposed by Baradyana and Ame ,(2005) a representative sample that is greater or equal to 30 ($x \geq 30$) can be chosen as representation for a large sample.

3.5.2 Sampling Techniques

Kothari (1999) isolates a number of sampling techniques and methods which can be used in social science research. These include two broad categories that are,

probability and non-probability sampling. As far as this study concern the following specific sampling techniques were used. Firstly, simple random sampling was used because all members of NBAA had equal chance of being selected to form a sample. This technique was used by researcher because the sampling frame was not too large and easy accessibility of unit as mentioned by White 2002. Also study population had similar characteristic which is all NBAA employees are entitled to training. Secondly purposive or judgment sampling was employed in this study due to the nature of respondents whom are classified in the nature departmental. The sample was picked as follows; Corporate service 15, Examination 12, Member Service 07, Technical Service 02 and Management committee 04.

3.6 Data Collection Tools

3.6.1 Questionnaires

Collis & Hussey (2003) defined questionnaire as the list of carefully structured questions chosen after considerable testing, with the view to eliciting reliable responses from a chosen sample. The questionnaire was used as enabled the researcher to cover a large sample for a short time, administered and guided other tools of data collection like interview. Likerte Scale questioners were used to collect data from 40 respondents involved in a study, a Likerte item is simply a statement which the respondents were asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. It is considered symmetric or "balanced" because there are equal amounts of positive and negative positions.

3.6.2 Interview

Oral questions were asked by respondents to guide questionnaire. The researcher used interview as data collection tool to employees which gave respondents freedom to ask questions where needed. Finally, interviews were employed as a means of getting data that may not be available from the respondents in the questionnaire example some of the respondents elaborated and gave details when they were answering the provided questionnaire.

3.6.3 Documentary Review

Saunders, (2009) defined documentary review as a tool of collecting secondary data by the use of documents such as notes, minutes of meetings, diaries, administrative and public records and reports to shareholders. The researcher used NBAA training and development policy of 2010, training records for five years back. These documents enabled the researcher to get information which she did not find from respondents hence widen the findings.

3.7 Data Analysis

SPSS was used to capture the quantitative aspects of this study, data were coded, the codes were used to represent raw data then data were analyzed by the use of SPSS. Analyzed data were then presented in the tables in which frequency and percentages were used to show existing relationship between variables. Through these methods data was systematically presented, interpreted and analyzed qualitatively and quantitatively, in so doing reliable conclusions and recommendations were derived.

3.8 Limitation of the study

As a researcher I am faced a problem of minimal response from some of respondents. Some took too long to fill the questionnaires and others did not fill them at all. Despite these limitations, the findings of this research are useful in fulfilling the knowledge gap that the study set out to fill.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND PRESENTATIONS

4.1 Introduction

As argued by Adam J et al, (2008; 229), the interpretation and discussion of presented data is very important to bring clear meaning of research finding and avoid distortion and ability of drawing misleading conclusion. The chapter covers presentation, analysis and presentation of the major findings of data collected from the field, the first section covers demographic and social factors of respondents {bio data}, second the report assess the extent to which training is being conducted in an organisation, it also examine the extent to which training contributes to an organisational performance and find out its role of organization towards employees development. This chapter presents main findings of the research. Data was collected through a random probability sampling to the targeted respondents. The method was used because it is simple and not time consuming. The survey was conducted from May 2013 to August 2013. A total of forty (40) (100%) respondents were interviewed as shown in Table 1 below.

4.2 Demographic Characteristics of Respondents

This section describes the general characteristics of the sample used in the study. The parameters which were examined in the study included the following; age, sex and education. While this helps to provide a profile of the sample surveyed, some of the information is useful because it highlights various features of the training practices in the public sector.

4.2.1 Respondents Distribution by Sex

It was important to investigate gender of sample respondents under this study so as to see if there was gender balance among the respondents involved in this study. The survey revealed that 17(42.5%) of the respondents were males while the other 23 (57.5%) were females. This shows that sex was given an equal chance to participate in the sample stud

4.2.2 Respondents' Distribution by Age

Age was categorized into five groups, the grouping were from the age of 20 years to 50 years and above as shown in Table 4.1 above, 11(27.5) were between 20 and 29 years of age, 10 (25%) were between 30 and 39 years of age, 8 (20%) were between 40 and 49 years of age, and 11 (27.5%) were of 50 years and above. The findings from table 4.1 above show that 27% of the respondents had the age ranging between 20-29 years and followed by those ranging 30-39 years and others were between 40-49 years only few about 11 respondents out of 40 were ranging 50 years and above which implies that majority respondents of NBAA were within the active age and still have long time to serve, but the only thing required for them to be more productive is to be given more training and developed in their carrier paths so that in future they assume high responsibility and overcoming work related challenges and this will help to retain its staffs . This grouping was based on the consideration that economically active and productive group in Tanzania is from the age of 15 years to 64 years (URT, 1991

Table 4.1: Distribution of Respondents by Demographic Characteristics

Demographic Variables		Respondents	Percent
Gender	Male	17	42.5
	Female	23	57.5
	Total	40	100.0
Age	20 - 29 years	11	27.5
	30 - 39 years	10	25.0
	40 - 49 years	8	20.0
	50 years and above	11	27.5
	Total	40	100.0
Education	Secondary school	3	7.5
	Certificate	5	12.5
	Diploma	7	17.5
	Advanced diploma/degree	19	47.5
	Master degree	6	15.0
	Total	40	100.0

Source: Researcher 2013

4.2.3 Respondents' Distribution by Level of Education

Education is regarded and valued as a means of liberation from ignorance. It is perceived to be among the factors that influence an individual perception of an intervention before making any decision. In this study education level was assessed to determine the trainability of the staff in the organization and their level of understanding. The study findings in Table 4.1 reveal that out of 40(100%) respondents, 3(7.5%) attained secondary education, 5(12.5%) attained certificate, 7(17.5%) attained Diploma education, 19(47.5%) attained Degree/Advanced diploma, 6(15.5%) and 6(15.5%) attained Master degree. The findings implies that majority of employees contacted were able to read properly and understand the questionnaires used in this survey, thus they were able to provide correct answers and understand well about training practices in the public sector. The findings also indicated that majority of employees were trainable and can be developed hence the concept of effectiveness of human resources training and development is likely this is due to the fact that majority had education level of degree/advanced diploma to masters which constituted about 25 respondents out of 40.

4.1.4 Work Experience of the Respondents

Work experience of employees in terms of duration he/she worked within the organization was observed because it determine the individuals understanding on the Hr practices on staff training and development in the organization. The findings as indicated in table 4.2 show that 9 (22.5%) had work experience of between 1 to 5 years, 10 (25%) had work experience of between 6 to 10 years, 6 (15%) had work experience of between 11 to 15 years, 10 (25%) had work experience of between 16 to 20 years, 4(10%) had work experience of between 21 to 25 years and 1(2.5%) had work experience of 26 and above. Majority of respondents had experience of 6-10 years and 16-20 years which implies that most of the respondents had good work experience which means had greater understanding on the issues of training and development practices in the organization.

Table 4.2: Distribution of the Work Experience of the Respondents

Years of Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	9	22.5	22.5	22.5
6-10	10	25.0	25.0	47.5
11-15	6	15.0	15.0	62.5
16-20	10	25.0	25.0	87.5
21-25	4	10.0	10.0	97.5
26+	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Further, the findings above imply that majority of NBAA employees were well experienced hence provision of relevant information was assured, the nature of the study demands long-term practices for the outcome of training and development program to be realized. Therefore since most of the respondents were well experienced, then researcher was assured to get relevant information for the study.

4.2 The Extent to Which Training is being Conducted in an Organization.

4.2.1 The Importance of Induction Training in the Organization

The importance of induction training in the organization was covered by the researcher so as to measure the extent training is being conducted, induction is where the training in any organization starts to provide awareness to newcomers on their roles and responsibilities, to understand organization rules, norms and values

Table 4.3: Importance of Induction Training

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	11	27.5	27.5	27.5
Neither agree nor disagree	24	60.0	60.0	87.5
Disagree	4	10.0	10.0	97.5
Strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Basing on the findings on table 4.3 induction does not fulfill the needs of new employees as its partial provided in taking care of new employees especially in the first six months. HR should have to prepare the attainable orientation programs for each newcomer. This study has revealed that only eleven (27.4%) of the respondents said that the induction training is given adequate important in the organization under study. Twenty four (60%) respondents mentioned neither agreed nor disagreed as per table 4.3 above means that although the training exists it not necessary provided to newcomers

4.2.2 The Opportunity for New Comer to Learn Comprehensive about Organization

Respondents' characteristics regarding the role of induction as means of new comers to learn comprehensive about organization has been captured and presented in table 4.4 below which shows that, 02 respondents equal to 05% strongly agree while 08 respondents equal to 20% agree on the contention that, Induction training provides an excellent opportunity for newcomer to learn comprehensively about the organization. Meanwhile, 28 respondents which is 70% neither agree or disagree, only 01 respondents equal to 2.5% disagree and those who strongly disagreed was 01 respondents equal to 2.5% on the same matter.

Table 4.4: Response on Newcomer to Learn Comprehensively About Organization

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	5.0	5.0	5.0
Agree	8	20.0	20.0	25.0
Neither agree nor disagree	28	70.0	70.0	95.0
Disagree	1	2.5	2.5	97.5
Strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

The findings reveals that minority of the respondents are aware that induction training provides an excellent opportunity for new comer to learn comprehensively about the organization. Total number of 28 respondents neither agrees nor disagrees while a total of 2.5% disagreed and 2.5 strongly disagreed, study implication to the findings mentioned that contribution of induction training to organizational performance at NBAA is partial despite of its practice and induction training does not necessarily fulfill their need hence ineffective of induction training.

4.2.3 Organization Norms and Values

Respondents characteristics regarding norms and values has been captured and presented on table 4.5 below, 17 respondents equal to 42.5% agreed, 20 of them equal to 50% neither agreed nor disagreed whereby 03 respondents equal to 7.5% disagreed on the same contention.

Table 4.5: The Norms and Values of the Company are Clearly Explained to the New Employees during Induction

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	17	42.5	42.5	42.5
Neither agree nor disagree	20	50.0	50.0	92.5
Disagree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

The research findings show that to some extent norms and values of organization are explained during induction while sometimes they are not explained. Some of respondents even mentioned that norms and values are not even mention because of inadequate time given to induction training. Therefore management is advised to make sure conducting of induction training is compulsory and enough time should be invested.

4.2.4 Technical Knowledge and Skills Acquisition

Respondents characteristics regarding technical knowledge and skills acquisition has been captured and presented in the table 4.6 the study shows that 09 respondents equal to 22.5% confirmed that training enable them to acquire technical knowledge and skills through training, where 29 respondents equal to 72.5% agreed and 02 respondents equal to 05% neither agreed nor disagreed

Table 4.6: Response on Technical Knowledge and Skills Acquisition

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	22.5	22.5	22.5
Agree	29	72.5	72.5	95.0
Neither agree nor disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Technical knowledge and skills acquisition was tested to measure the effectiveness and output of training provided whether enables employees to perform assignments to the maximum productivity, research findings reveal that employees acquire technical knowledge and skills through training to fulfill the assigned duties and responsibilities accordingly. NBAA is advised to improve training programmes since are essential to organization growth.

4.3 The Extent to Which Training Contributes to Organization Performance

4.3.1 Development of Human Relation Competencies

Respondents' characteristics regarding development of human relation competencies has been captured and presented in table 4.7 below, 06 respondents (15%) they strongly agree, 26 (65%) agreed and 08 (20%) neither agree nor disagree.

Table 4.7: Response on Development of Human Relations Competencies

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	15.0	15.0	15.0
Agree	26	65.0	65.0	80.0
Neither agree nor disagree	8	20.0	20.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Development of human relation competencies was tasted to measure how training enables employees to develop good relation among themselves, management, customer, other organizations and community at large. Research findings reveal that most of respondent as positive about the contribution of training in developing human relation competencies in organization hence effectiveness of training in human relation competencies. Besides there other responded seems to appear indifferent. Therefore, there is a need for the training to be given in proficiency.

4.3.2 Importance of Training to Workers

Respondents' characteristics regarding importance of training to workers has been captured and presented in table 4.8 below, 12 of respondents equal to (30%) strongly agreed, 26 of respondent equal to (65%) agreed and 02 of respondent equal (5%) neither agree nor disagree

Table 4.8: Responses on Importance of Training of Workers

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	12	30.0	30.0	30.0
Agree	26	65.0	65.0	95.0
Neither agree nor disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Researcher intended to measure the value of training at NBAA. Majority revealed that training is given priority at NBAA as stated in NBAA training and development policy of 2010 Section 1.0 and Staff Regulations Section 10.7.1. Study revealed that training of workers is given adequate importance in the organization.

4.3.3 Employees Perception on Selected Trainings on the Basis of Developmental Needs.

Respondents' perception regarding selection of training basing on developmental needs as captured and presented in table 4.9 below, 23 respondents equal to 57.5%, 14 respondents equal to 35% and 3respondent equal to 7.5%.

Table 4.9: Response on Selected Training on the Basis of Developmental Needs

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	7.5	7.5	7.5
Agree	23	57.5	57.5	65.0
Neither agree nor disagree	14	35.0	35.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Research findings revealed that organization is keen in identifying developmental needs that match with organization goals as supported by NBAA training and development policy of 2010 section 6.2c (i) and (ii) which states that training for advancement needs and growth of the Board's staff and equal distribution of training opportunities but priority will be given to critical manpower needs and lacking skills in the Board.

4.4 The Role of Organization towards Employee Development

4.4.1 Employees' Participation in Determining Training Needs

Respondents' characteristics regarding employees' participation in determining training needs as captured and presented in table 4.10 below, 27 (67.5%) agreed, 10 (25%) strongly agreed and 03 (7.5%) disagreed

Table 4.10: Response on Employees' Participation in Determining Training Needs.

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	25.0	25.0	25.0
Agree	27	67.5	67.5	92.5
Disagree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Employees' participation in determining training needs intended to measure the extent to which training is conducted at NBAA, majority responded positively under this study the overall analysis indicates that NBAA provides opportunity for trainees to suggest and select the training intended. However, management should work on the position of the disagreement by respondents, this will help employees in the organization to participate in determining the training needs hence facilitating their duties and responsibilities smooth once they are given skills and knowledge they need in relation to their job.

4.4.2 Employee's Awareness of the Knowledge and Skills to Acquired on Training

Respondents' response regarding awareness of knowledge and skills employees expecting to acquire on training has been captured and presented in table 4.11 below, 25 (62.5%) and 13 (32.5) agreed and strongly agreed respectively while 02 (5%) they neither agree nor disagree.

Table 4.11: Response on Awareness of Knowledge and Skills Employees Expecting to Acquire in Training

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	13	32.5	32.5	32.5
Agree	25	62.5	62.5	95.0
Neither agree nor disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Research findings shows that respondent always go with clear understanding of the skills and knowledge they are expected to acquire when the go to study. This analysis indicates employees are aware of skills and knowledge required to perform their duties effectively and contribute to the Board's mission as set out in the Corporate Plan. Management should work on the few weaknesses shown by the "neither agreed nor disagreed" side to make things clear to all employees

4.4.3 Time Given to Reflect and Plan Improvements After Training.

Respondents' perception regarding time given to reflect and plan improvements after training has been captured and presented in table 4.12 below, respondents equal to 55% agreed while 14 respondents equal to 35% neither agreed nor disagreed and 04 respondents equal to 10% disagreed.

Table 4.12: Response on Time Given to Reflect and Plan Improvements After Training.

Response category	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	22	55.0	55.0	55.0
Neither agree nor disagree	14	35.0	35.0	90.0
Disagree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

Findings revealed that employees are given an opportunity to reflect and plan after training hence improvement of organization performance in their daily duties and responsibilities as evidenced by 22 respondents equals to 55% of the study population as presented on table 4.12 above. On other hand respondent reveal that chance given is fifty fifty sometimes are given sometimes are not given chance when responding on neither agree nor disagree. Few respondents disagreed on the question, Therefore, management should make sure employees returning from training are given adequate free time to reflect and plan improvements in organization. This is because the employees were sent to training with some goals and mission if they are not involved means wastage of time and resources.

4.4.4 Climate Given to Employees by their Line Managers to Implement Acquired Ideas and Methods

Respondents' response regarding climate given to employees by their line managers to implement acquired ideas and methods has been captured and presented in table 4.13 below, 14 respondents equal to 35% agreed, 17 respondents equal to 42.5%

neither agreed nor disagreed while 06 respondents (15%) disagreed and 03 respondents equal to 7.5% disagreed strongly

Table 4.13: Response on Climate Given to Employees by their Line Managers to Implement Acquired Ideas and Methods

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	14	35.0	35.0	35.0
Neither agree nor disagree	17	42.5	42.5	77.5
Disagree	6	15.0	15.0	92.5
strongly disagree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

From the findings majority of respondents (42.5%) neither agreed nor disagreed, this means they had sometimes yes sometime yes especially on the issue that require immediate training and immediate solution. This could be the management's problem because they had not taken any measure to make sure line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training. Therefore there is a need to make sure line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training. 35% of respondents agreed which implies some of line manager are friendly to accept changes.

4.4.5 Utilization and Benefits Line Managers Acquire From Employees Training

Respondents' perception regarding utilization and benefit line manager acquire from employees training has been captured and presented in table 4.14below, 08 respondents equal to 20% strongly agreed, 26 equal to 65% agreed and 04 respondents equal 10% neither agreed nor disagreed whereby 02 respondents equal to 05% disagreed that line managers utilizes and benefit from training programmes.

Table 4.14: Response on Utilization and Benefit by Line Manager

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	20.0	20.0	20.0
Agree	26	65.0	65.0	85.0
Neither agree nor disagree	4	10.0	10.0	95.0
Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

The findings shows majority of respondents (65%) agreed that a line manager utilizes and benefit from training programmes direct or indirect example some of respondents mentioned that before they were using manual system in accounting and procurement since they learn electronic system performance increased more than 70%. However, there are those who neither agreed nor disagreed and those who disagreed which depict the negative attitude of junior towards superior. The findings show that training has reduced close supervision to big extent because employee has adequate capacity of performing through provided training.

4.4.6 Collection of Information before Selecting External Training Programmes

Respondents' response regarding collection of information before choosing external training programmes has been captured and presented in table 4.15 below, 11 respondents (27.5%) agreed, 17 (42.5%) neither agreed nor disagreed, 11 (27.5%) disagreed and 01 (2.5%) disagreed strongly

Table 4.15: Response of Collecting Information before Selecting External Training Programme

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	11	27.5	27.5	27.5
Neither agree nor disagree	17	42.5	42.5	70.0
Disagree	11	27.5	27.5	97.5
Strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

The findings shows that majority of respondents equal to 42.5% neither agreed nor disagreed on the programs which depict that they are not sure if the selection process of the external programmes consider those criteria and involvement of employees is minimal, also 27% of respondent disagreed this implies that there is no seriousness and follow up in considering quality and suitability of external programme, moreover 27% of respondent agreed that the quality and suitability of external programmes are considered. NBAA is advised make clear follow up to help employee to get quality and required knowledge because training utilizes time and financial resources of the organization hence avoiding garbage in garbage out.

4.4.7 Organization Preparation for Younger Staff to Take Bigger Responsibilities In Future

Respondents' characteristics regarding organization preparing young staff to take bigger responsibilities in future has been captured and presented in table 4.16 below, 20 respondent equal to (50%) agreed, 18 respondents equal to (45%) agreed strongly, 01 respondent equal to (2.5%) neither agreed nor disagreed and 01 respondent equal to (2.5%) disagreed

Table 4.16: Response on Organization Preparing Younger Staff to Take Bigger Responsibilities in Future

Response Category	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	18	45.0	45.0	45.0
Agree	20	50.0	50.0	95.0
Neither agree nor disagree	1	2.5	2.5	97.5
Disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Researcher 2013

The question intended to measure the role of organization towards employee development. The findings revealed that majority of respondents equal 50% agreed and 45% of respondent strongly agree on the topic that younger staffs are prepared to take over bigger responsibilities in the future. It was mentioned that most of the management members were trained and prepared by organization; even current Executive director is a product of succession plan of the organization. On disagreement respondents are not touched or satisfied with succession plan thus management should make sure everything is in line with the objectives and goals of preparing younger staff to take over bigger responsibilities in future.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion and the recommendations regarding the effectiveness of training and development in public service. All these factors were connected to research objectives which aimed at assessing the extent to which training is being conducted in an organization, examining the extent to which training contributes to organization performance and finding out the role of organization towards employee development. This chapter will give conclusion, summary and recommendations.

5.2 Summary of Major Finding and Conclusion

The study shows that provided training enables employees to acquire technical knowledge and skills hence accomplish the assigned duties and responsibilities to the maximum productivity, training contributes to organization performance, through good relations employees can harmony perform well.

Moreover, there is the contribution of induction training to organizational performance is partial despite of its practice. The evidence from respondents mentioned that there is inadequate time for induction hence most of the important aspects are not covered.

Furthermore, it has been depicted that, values and norms of the company are not clearly explained, training is not always done as planned, management is advised to make sure they conduct training as planned and norms, values and other necessary information should be provided. Later on the results says that training is among the prioritized programmes at NBAA and that the employees are provided both short term and long term as per skills and knowledge demand. The data testify that organisation is in frontline in updating her staff especially on computerized knowledge example accounting systems and procurement whereby previously they

were using manual system but currently they adopted computerized system which improved work performance, little time consumed for bigger assignment, reduced number of manpower and financial constrain .

The study revealed that the organization sponsor employees on basis of knowledge demand of the particular matter basing on positive outcome to NBAA guided by training policy, also employees are involved in determine the training they need in some extent through written request to human resources officer although they are not involved in determining the external training programmes. On the matter of line managers benefiting from training it was mentioned that managers has reduced close supervision to big extent because employees have adequate capacity of performing through provided training. The findings shows 95% of the respondents are positive on the organization supporting younger staff to take over bigger responsibilities in future whereby 18 respondents equal to (45%) agreed strongly, 20 respondent equal to (50%) agreed. It was proved that Executive Director and some of the managers and head of units are output of NBAA succession plan.

Despite of success of employee good relation still they need for serious training practices to comply with their training policy to enable employees to develop excellent relation among themselves and others, The study found major respondents mentioned neither agree nor disagree this means sometimes yes, sometimes no especially on the problem that require immediate training and immediate solution. This could be the management's problem because they had not taken any measure to make sure line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training. Therefore there is a need to make sure line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training.

5.3 Conclusions

Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. Organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to

enhance their effectiveness. As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. The following conclusions were obtained from the research findings. The study concluded that head of units, managers may improve performance once they accept constructive ideas, methods and technique acquired by juniors from training.

The role of Training and Development at NBAA, establishment of training gaps and to build capacity of employees relative to achieving the overall vision and mission statements of the organization. Employees are provided with training but the training context is partial in such a way that needs and purpose are not met as intended as mentioned in the table 5 concerning induction training. Also appropriate training and development of staff can result in efficient performance of their job functions; therefore, inappropriate Training and Development of staff can lead to underperformance of their job functions. The research findings concluded that, Training and Development would enable management of NBAA to better appreciate the challenges associated with staff performance. The data obtained from the study shows that the implementation of training programmes in NBAA needs improvement in order to achieve the intended goals as there is no systematic observation in implementing training programmes.

5.4 Recommendations

For any organization to succeed, training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Accordingly, when organizations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instill in all employees the need for and value of training and development on a continual basis. The following recommendations are outlined for future reference: Training content and delivery approaches should be relevant to the job functions of employees.

Training and development provided by NBAA should result in a better understanding of performance objectives of employees. NBAA should conduct appropriate training needs assessment to ensure that, Training content for employees would result in efficient data management and improved interpersonal relationship. The frequency of external training provided by the board should be improved and targeted at improving employee job performance.

NBAA should encourage best practices Training programmes for employees to ensure consistency in the performance of their job functions. The frequency of Training provided by NBAA should be improved to ensure that more employees have access to Training and Development. Training and Development offered by NBAA should ensure a better understanding of the Mission and Vision statement of the board so that employees can identify themselves with the organizational values in the discharge of the duties. The human resource management section should coordinate the whole process of implementing training programme in the organization by ensuring that all necessary stages involved in the implementation of training programme is followed in order to achieve both organizational and individual needs.

The management should be strictly with established training policy which provides guidelines to all stakeholders on how the training programme will be effectively implemented The NBAA should establish committee of employees which will be responsible for ensuring that all processes related to the implementation of training programme are followed. The management should regularly review the NBAA strategic plan to ensure that programmes conducted are in line with the present and future requirements of human resource. Also evaluation of training can be done at different times and should be planned long before a training activity starts. Evaluation begins before the start of a training program and ends after the training program is completed.

5.4.1 Recommendation for Further Studies

During the research I found out that there other areas which affect training and development in public organization hence hindering its effectiveness. Therefore further study should focus on the ways public organization implements training and development programmes.

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APPENDICES

Appendix 1: General Information

This questionnaire is a guideline towards the research on effectiveness of the training programme in the public organization; A case of National Board of Accountants and Auditors, Tanzania. Please feel to express your ideas and opinions. Whatever information is given will not portray your identity. The information given will be treated as general and we will ensure that it will be confidential, to be used only in this research as part of the study for the award of the degree of Masters of Human resource management of Mzumbe University, Dar es Salaam Business School.

GENERAL QUESTIONNAIRE

Name of your department

Please tick in appropriate parentheses for questions with parenthesis and explain for questions that need explanations.

Part one: Personal particulars

1. Sex
 - (i) Male ()
 - (ii) Female ()

2. Ages
 - (i) 20 – 29 years ()
 - (ii) 30 – 39 years ()
 - (iii) 40 – 49 years ()
 - (iv) 50 & above years ()

3. Education level
 - (i) Secondary school ()
 - (ii) Certificate ()
 - (iii) Diploma ()
 - (iv) Advanced diploma ()
 - (v) First degree ()
 - (vi) Post graduate diploma ()
 - (vii) Master degree ()

4. Work experience
 - (i) 1 -5 years ()
 - (ii) 6 – 10 years ()
 - (iii) 11 – 15 years ()
 - (iv) 16 – 20 years ()
 - (v) 21 – 25 years ()
 - (vi) 26& above ()

Part two: Employee training and development

1. Induction training is given adequate importance in your organisation.
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agrees nor disagrees ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

2. Induction training provides an excellent opportunity for newcomers to learn comprehensively about the organization
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

3. The norms and values of the company are clearly explained to the new employees during induction.
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

4. The employees are helped to acquire technical knowledge and skills through training.
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

5. Human relations competencies are adequately developed in your organisation through training in human skills.
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

6. Training of workers is given adequate importance in your organisation.
 - (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

7. Employees are sponsored for training programmes on the basis of carefully identified developmental needs.
- | | | |
|-------|----------------------------|----------|
| (i) | Strongly agree | () |
| (ii) | Agree | () |
| (iii) | Neither agree nor disagree | () |
| (iv) | Disagree | () |
| (v) | Strongly disagree | () |
8. Employees in the organization participate in determining the training they need.
- | | | |
|-------|----------------------------|----------|
| (i) | Strongly agree | () |
| (ii) | Agree | () |
| (iii) | Neither agree nor disagree | () |
| (iv) | Disagree | () |
| (v) | Strongly disagree | () |
9. Employees sponsored for training go with a clear understanding of the skills and knowledge they are expected to acquire from the training.
- | | | |
|-------|----------------------------|----------|
| (i) | Strongly agree | () |
| (ii) | Agree | () |
| (iii) | Neither agree nor disagree | () |
| (iv) | Disagree | () |
| (v) | Strongly disagree | () |
10. Employees returning from training are given adequate free time to reflect and plan improvements in the organization
- | | | |
|-------|----------------------------|----------|
| (i) | Strongly agree | () |
| (ii) | Agree | () |
| (iii) | Neither agree nor disagree | () |
| (iv) | Disagree | () |
| (v) | Strongly disagree | () |

11. Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training.
- (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()
12. Line managers utilize and benefit from the training programmes.
- (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()
13. External training programmes are carefully chosen after collecting enough information about their quality and suitability.
- (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()
14. Organization prepares younger staff to take over bigger responsibilities in future.
- (i) Strongly agree ()
 - (ii) Agree ()
 - (iii) Neither agree nor disagree ()
 - (iv) Disagree ()
 - (v) Strongly disagree ()

*****End of questions*****