

**AN ASSESSMENT OF POST TRAINING EMPLOYEE PERFORMANCE  
IN HIGHER LEARNING INSTITUTIONS IN TANZANIA:  
ACASE OF ARDHI UNIVERSITY**

**BY  
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**A Dissertation Submitted in partial fulfillment of the Requirements for the  
Degree of Master of Science in Human Resource Management (MSc.HRM)  
of Mzumbe University**

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## **CERTIFICATION**

We, the undersigned, certify that we have read and hereby recommend for acceptance by The Mzumbe University, a dissertation entitled *Assessment of Post Training Employee Performance in Higher Learning Institutions in Tanzania: A Case of Ardhi University* in partial fulfillment of the requirements for award of the degree of Masters of Science in Human Resource Management of the Mzumbe University.

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## **DEDICATION**

I dedicate this research work to my parents,the late Mussa Bakari,the late Sophia Hassan, Thank you for giving education foundation.May God rest their souls in endless life.Ameen

## **ABBREVIATIONS AND ACRONYMS**

ARU	-	Aridhi University
DHRMA	-	Resource Management and Administration
HODs	-	Heads of Departments
HRD	-	Human Resource Development
HROs	-	Human Resource Officers
IT	-	Information Technology
IUCEA	-	Inter-University Council for East Africa
TNA	-	Training Needs Assessment
URT	-	United Republic of Tanzania

## **ABSTRACT**

The purpose of this study was to assess post training employees' performance at Ardhi University. Specifically, the study seti) to examine the training programmes attended by employees and assess whether they have been designed in line with the training need assessment at Ardhi University; ii) to assess the perception and attitudes of employees who attend such trainingprogrammes on their job performance;iii) to identify and assess the challenges organisation and employees encounter when translating the outcome of training in reality;iv) and to suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University. The study engaged a 45 respondents sample size. The study employed quantitative and qualitative research methods in collecting and analyzing data. The study found that Ardhi University provides Training opportunities for both academic staff and non-academic staff. Employees at ARU have been trained on Environmental Technology, Gender issue, Disaster and Risk Management, Teaching Methodology, Accounts and Finance and Real Estate. However, TNA is not practiced at ARU, and as such itdoes not determine what or who needs to be trained. Moreover,training influenced employees' Job satisfaction, employee motivation, meets the organisation, increased organisations competitive advantage. In addition,shortage of funds, teaching facilities and shortage of employees have been a great challengeby both employees and organisation when translating training in reality. Lastly, the findings of this study suggests that, ARU should find other sources of funds apart from the grants from the government. The University should employ part time lecturers from other universities to reduce staff workload.Furthermore, the management should improve the relationship with employees by increasing their involvement in decision making, by being recognised when they outperform.

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## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE PROBLEM**

#### **1.1 Overview**

The section presents the formulation of the inquiry from the way it was developed to the exact point of focus as actual existing gap which needs to be filled. With that, it consists of brief background to the study, problem statement, research objectives and questions as well as the significance of the study and limitations of the study.

#### **1.2 Background to the Problem**

Training on performance has been a function within the higher learning institutions in Tanzania aiming at fostering job performance towards individuals and groups within the organisation (Harrison, 2005). This implies that, it is an educational process and activity within the higher learning institutions in Tanzania as in other organisations. It is meant to sharpen skills of employees as well as provide them with more knowledge and understanding on different issues towards the post training performance, changing attitudes and views on things for the sole purpose of enhancing employees to transfer training (Montana and Charnov, 2000). This has been and still a practice in many organisations seeking to strive towards excellent performance.

Post training employees' performance in higher learning institutions in Tanzania entails the outcomes rendered by the employees in terms of efficiency, productivity and effectiveness towards performance after being trained as has been argued by Trevisani (2016). This is mostly reviewed and taken into account after an employee has successfully completed the training, whether long term or short term pertaining to the intended and expected output (Rothwell, 2005). This is important and essential as it fosters the predictions of future patterns pertained to the practice; as well as identification of more existing gaps which need to be filled and the actual mechanisms to realize that (Rothwell, 2005).

Training programme entails three activities in practice to foster the intended motives which are the training itself an individual or individuals as employees gets, the education and the development process (Torrington, Hall & Taylor, 2004). Training programmes exists in organisations, business entities, institutions, companies and enterprises because they highly foster executive and management development at a higher level and pace in an organisation. Apart from that, they foster trainings of variety in nature such as customer service, sales and marketing, accounting and financing, labour relations, health and safety, professional skills, technical and job trainings, employee orientation, and others depending on the needs and wants of the organisation as per the set goals and objectives to be achieved (Rothwell, 2005; Harrison, 2005).

This has been and still the practice worldwide in various organisations, entities as well as enterprises because of the benefits emanating from the programme. The trainings are highly important in any organisation set up being evaluated after being conducted to be able to measure the effectiveness, efficiency, relevance and outcomes of the programme towards the intended objectives and goals (Harrison, 2005). This is that way as it enables the projections and establishments of future patterns pertaining to various developmental issues of the organisation.

### **1.3 Statement of the Problem**

The employees, both academic staff and non-academic staff are the individuals in the provision of services. They are very important human resource who makes control of the university in term of transferring of knowledge and skills(Sultana, Irum, Ahmed and Mehmood, 2012). Therefore, Training is very important for employees in higher learning institutions in Tanzania for ensuring an adequate supply of staff who are technically and socially competent to improve performance in higher learning institutions and thus become employable in the market, both in Tanzania and worldwide(Evans, 1999). Therefore, training is even important for effective performance of the organisation that is committed to generating profits and improve the quality of service for its customers (Sultana et al., 2012).

Despite the facts that most of high learning institutions in Tanzania have been conducting training for their academic staff to improve their teaching performance, there is a gap of information about the post training performance of the employees. The literature presents complaints from employers and the public in general that most of the graduates are 'half-baked' and that they do not meet the required standards in terms of skills and knowledge needed by the employers in different companies (Ndyali, 2016; IUCEA, 2016).

The recent study by Kaseva (2016) at Ardhi University focused on challenges in training professionals for the construction industries in Tanzania, which suggests inadequacy of literature in this area. There are therefore clear gaps on post training employees' performance at Ardhi University. This study therefore drew from this lacuna to assess the post training employee performance at Ardhi University.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The general objective of the study was to assess post training employees' performance at Ardhi University (ARU).

### **1.4.2 Specific Objectives**

- i. To examine the training programmes attended by employees
- ii. To assess the perception and attitudes of employees who attend such training programmes on their job performance.
- iii. To identify and assess the challenges organisation and employees encounter when translating the outcome of training in reality.
- iv. To suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University.

## **1.5 Research Questions**

- i. What are training programmes attended by employees at Ardhi University?
- ii. What are perceptions and attitudes of employees who attend such training programmes on their job performance?

- iii. What are challenges organisation and employees encounter when translating training outcomes in reality?
- iv. What are ways used to overcome challenges on performance training among employees at Ardhi University?

### **1.6 Significance of the Study**

Theoretically, this study was an attempt to understand and explain the extent to which Ardhi University try to cope with the challenges facing organisation and employees on translating the outcome of training in reality. Through the use of part-time teachers, the university was able to reduce the workload and shortage of teachers or lecturers, thus motivate employees on transferring training at work.

The practical significance in this study is that, the shortage of employees may be solved by making those employees (lecturers) are present at ARU to develop their internal routines so as to cope with the situation of shortage of employees. Also, the study can be used as reference for future students of higher learning that wish to conduct research concerning the post employee training performance.

### **1.7. Scope of the Study**

The purpose of this study was to assess post training employees' performance at Aridhi University (ARU)so that to understand training programmes attended by employees; and find out the perception and attitudes of employees who attend training programmes on their job performance. This study was set to identify and assess the challenges organisation and employees encounter when translating the outcome of training in reality. Lastly, the study sought to suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University.

### **1.8. Organisation of the Dissertation**

The dissertationhasfive chapters: Chapter one constitutes background of the problem, statement of the problem, study objectives, research questions, importance of the study, and scope of the study. Chapter Twopresents theoretical review and empirical studies. Chapter threepresents research design, study population, sampling

techniques, sample size, methods for data collection, data analysis techniques, validity and reliability of research instruments, and ethical consideration. Chapter four presents results and discussion of the study findings, whereas chapter five presents the summary, conclusions, recommendations, limitations and area for the further studies.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The review of literature is critical in any research work (Kombo and Tromp, 2006) since it helps the researcher to familiarise with debates and understandings and also research on the theme under investigation. Information and understanding that was gained from literature review helped to sharpen the research objectives, questions, methodology and approaches to data analysis. The chapter is organised in three sections. The first section reviews the theoretical literature review, while the second section reviews the empirical literature on training and employee performance. The third section describes the conceptual framework of the study.

#### 2.2. Theoretical Literature Review

The research intended to assess post training employees' performance in higher learning institution in Tanzania. This part provides the theories of training Importance of Post Training Evaluation on the Organisation Performance, Steps to Conduct Post Training Evaluation, and Relationship between training and employee performance, Training challenges that affect employee performance.

##### 2.2.1. Concept of Key Terms

*i. Employee*

An employee refers to a person contributing labour and expertise whether formal, informal or both to an employer which a concentrated into a job in exchange for compensation (Dakin & Armstrong, 1989).

*ii. Training*

Training refers to the process of teaching and impartation of knowledge and skills in developing oneself and or others towards achieving certain specific competency or competencies (Trevisani, 2016).

*iii. Performance*

Performance refers to the level of achievement on something in relation to the set targets and goals to be achieved (Moullin, 2007). Performance measurement consists of single outcomes among the two either positive or negative.

*iv. Post Training Performance*

Post training performance refers to the situation where as performance of an employee is assessed after respective training or trainings attained consistent to the expected output (Trevisani, 2016).

*v. Post Training Evaluation*

Post training evaluation refers to the form of assessment on trainings which have been undertaken by an employee, employees or certain group or category of employees in an organisation after their completion and performance have been in place over a certain period of time (Trevisani, 2016).

### **2.2.2. Theoretical framework**

The study reviewed two theories; Adult Learning Theory and Humana Capital Theory. However, the study was guided by Human Capital Theory..

*i. Adult learning Theory*

At the focal point of adult learning theory is an androgical (adult learning) model of training, beginning from correlations with the more conventional academic (youngster learning) display. The androgical display takes a gander at the center standards basic why and how grown-ups learn. The most surely understood and referenced is by Knowles (2005), who presents six fundamental suppositions or standards of grown-up learning: grown-ups need to know why they have to pick up something, before undertaking to learn it. They will put vitality into investigating the potential advantages of learning, and results of not learning. Grown-ups have a self-idea of being in charge of their own choices, for their own lives. They get a kick out of the chance to coordinate their own learning (to various levels) and hate having the will of others forced upon them. Grown-ups gone to an instructive movement with a profundity and assortment of encounters, and it is vital to recognise and expand on

these encounters. Grown-ups end up noticeably prepared to take in those things they have to know to adapt viably to genuine circumstances. This is critical when considering such things as timing and advancement of learning openings. The most intense sparks for grown-ups to learn are inward variables, as opposed to outer.

The cycle then proceeds into a better than ever activity or experience, in view of the enhanced arranging. This cycle or comparative was additionally quickly alluded to in the mental writing, with regards to sequencing preparing outline for most prominent adequacy. Individual experience, and confirmation from student assessments over numerous years, has persuaded the creator that consolidating grown-up learning standards and the learning cycle (with related learning styles) into preparing configuration, brings about preparing results being accomplished well subsequently making the hypothesis essential for the investigation.

*ii. Human Capital Theory*

Human capital theory as formalised by Becker and Gerhart (2006) is the overwhelming viewpoint on at work preparing. This hypothesis sees preparing as a venture; it raises expected future efficiency yet at a cost. The key recognising highlight of a human capital speculation instead of an interest in capital concerns property rights. A machine can be sold, however in present day society, men can't. As people have the attentiveness over the sending of their own human capital, specialists and firms should concur on a trade in the work advertise. This suggests how the expenses and comes back to training are shared amongst specialists and firms is a focal worry in the at work preparing writing. Human capital hypothesis has been additionally created in the 1970s to clarify the life-cycle example of income. This writing examinations the human capital speculation choice of people in a focused situation. One may contend that, in this model, the qualification amongst instruction and preparing is a manufactured one. Specialists pick the venture as an element of costs (and capacity). Through these costs, the request side enters. There is no key communication amongst specialists and firms. Weiss (2010) reviews this writing.

The primary real endeavor to apply learning hypothesis to instructive innovation was Skinner's advancement of showing machines, (Skinner, 2009). His thought was to create educational module at such a level of detail, to the point that a learner could learn without blunder. The learner, his hypothesis held, never completely recoups from making mistakes; once made, there remains a probability that they will repeat to disturb future learning and execution.

### **2.2.3.Purpose of Training**

Purpose of training is to develop capacities of employees for improving performance in the organisation (Ulrich and Lake, 1990). Human Resource professionals also believe that an organization is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees' training needs (Noe, 2008). Arguing in the same line, Bratton and Gold (2000) affirm that successful corporate leaders recognize that their competitive edge in today's market place is their people. They also acknowledge that few organization know how to manage human resources effectively, primarily because traditional management models are inappropriate in today's dynamic work environment.

To manage an organization both large and small requires staffing them with competent employees. The formal educational system of most African countries does not adequately teach specific job skills for a position in a particular organization and few employees have the requisite knowledge, abilities, skills and competencies needed to work. As a result, many employees require extensive training on the job to acquire the necessary knowledge, abilities, skills and competencies needed to make substantive contribution towards the organization's growth. The effectiveness and success of an organization lies on the people who form and work within the organization. It follows therefore that for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge (Ospina and Watad, 1999).

In the appreciation of this fact therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission (Smith, 2010).

Training motivates employee and make them more productive and innovative. Smith (2010) asserts further that the reasons why training makes sense include, welltrained employees are more capable and willing to assume more control over their jobs; they need less supervision, with free management for other tasks; employees are more capable to answer questions from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less, are more satisfied and more motivated and thus improve management-employee relationships. Heathfield arguing in the same direction opines that the opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation (Heathfield, About.com Guide).

#### **2.2.4. Types of Training**

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

On-the-Job training, Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2007) opine that it is better for

the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

**Off-the-Job training** Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to 14 concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008).

This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere. Kempton (1995) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

#### **2.2.5. Importance of Post Training Evaluation on the Organisation Performance**

Post training evaluation is very important and necessary to be conducted in an organisation because it is a way to ensure monitoring and control pertaining to the rights and duties of each and every actor and member in the process which are the employer and the employee (Jacoby, 2004). This is such that it is a right of the employer to facilitate the employee and develop the skills for further growth and use through trainings. Since that is the case, for an employee to enjoy that right; it is the duty to perform as expected after the training and more if possible. The realization of the correlation between rights and duties can only be determined through post training evaluation.

Post training evaluation on the other hand enables the organisation to make and establish predictions on employees' performance as well as the need and necessity for further trainings and vice versa (Trevisani, 2016). This is so because the

assessment in terms of evaluation is an inquiry in itself such that in the course of conducting it; findings are always generated out of it whether positive or negative to facilitate adequate decision making pertaining the existing and non-existing future patterns which help to shape organisation performance.

Regardless of that, post training evaluation is necessary to carter for organisation commitment among employees due to the fact that it creates discipline and clear understanding that delivery is important and a must (Jacoby, 2004). The opposite practice to that is subjected to clear consequences and reputations which are not in favour of the employee positively in career as well as the job itself. It fosters high degree of commitment and accountability towards performance and fulfillment of the required and expected duties.

#### **2.2.6. Relevance of Post Training Evaluation on Employee Performance**

Apart from that, post training evaluation is highly important on employee performance because it is a direct monitoring mechanism which assess and evaluates the total performance and contribution of the employee towards the organisation as per the expectations (Dakin & Armstrong, 1989). This is a stimulus in itself in the sense that it shapes the employees direct and conform them towards performance without direct and physical monitoring and control. It directly conform employees towards their required duties. Failures exclude themselves without being excluded by the organisation.

#### **2.2.7. Steps to Conduct Post Training Evaluation**

Post training evaluation is an inquiry in practice due to the fact that it is scientifically conducted by means of certain steps and procedures which are scientific and acceptable to gather certain data or information on what needs to the evaluated to fulfill the intended purpose and goal (Trevisani, 2016). In that account, post training evaluation consist of several steps such as clear identification of what needs to be evaluated and the purpose intended to be achieved at the end of the evaluation process.

The other step is clear identification of the actual intended subjects to be evaluated since it is something conducted in phases and groups in an organisation in different time and space (Hoover, 2012). Apart from that, the setting and formulation of objectives of the evaluation must be put in place as the objectives must be clear to each and every concerned actor in the process; and everyone must abide to such objectives. Besides that, there should be setting of the appropriate methodological approach to be used in the evaluation to enable the acquisition of the required output or results for that matter (Hoover, 2012). From there, evaluation in form of assessment can take place as planned and required.

Once the assessment is completed the information obtained is gathered all together and a report is written and presented on the required panel and audience for final decision making process pertaining to the issue at hand which necessitated the evaluation. It is more of a scientific inquiry process in a certain fixture which is for short term activities in most cases and situations.

#### **2.2.8. Relationship between training and employee performance**

Employee performances typically looked in term of results. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) expressed that employee performance is measured against the execution gauges set by the association. There are various measures that can be mulled over when measuring execution for instance utilising of efficiency, proficiency, viability, quality and gainfulness measures (Ahuja 1992 as quickly clarified from this point forward. Benefit is the capacity to procure benefits reliably over some undefined time frame. It is communicated as the proportion of gross benefit to deals or profit for capital utilised (Wood and Stangster 2002).

Productivity and adequacy proficiency is the capacity to create the coveted results by utilising as insignificant assets as could be expected under the circumstances while viability is the capacity of representatives to meet the coveted destinations or target (Stoner 1996). Efficiency is communicated as a proportion of yield to that of info (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual,

association and industry changes over info assets into merchandise and enterprises. The measure of how much yield is created per unit of assets utilised (Lipsey 1989). Quality is the normal for items or administrations that bear a capacity to fulfill the 31 expressed or inferred needs (Kotler and Armstrong 2002).It is progressively accomplishing better items and administrations at a continuously more aggressive value (Stoner 1996).

Each association that is focused on creating benefits for its proprietors and giving quality support of its clients and recipients put resources into the training of its workers (Evans and Lindsay 1999). As indicated by Robert Simpson Managing executive of Legna Construction Limited, a development organisation situated in the focal area of Ghana which contributes considerably to the improvement of the nation through its streets development and work of the nation's human asset, preparing of the organisation's human asset added to the organisation increasing significant increment in income from 2005 – 2009.

Evans and Lindsay (1999) additionally expressed that Motorola and Texas Instruments give no less than 40 hours of preparing to each representative quarterly and this has decidedly affected on the worker execution. Organisations focused on interest in their human asset create long haul and economic benefit for the organisation. In an investigation in America on the effect of human capital ventures, for example, manager gave preparing and advancement, Black and Lynch (1996) referring to Bartel (1989) expressed that "profits on preparing and improvement speculations increment efficiency by 16-19%". This further fortifies the part of preparing on workers. In view of the characteristics that are created the workers actualise them on their undertakings and subsequently the organisation can enhance along these lines produce the benefits for the firm.

Additionally, in light of the fact that the characteristics are granted and created through the orderly and arranged preparing programme, it turns into a piece of the workers subsequently they can actualise them on each undertaking accordingly the expanded benefit prompting economical productivity. The audit has uncovered the significance and motivation behind preparing in associations and how it adds to worker execution. The quintessence of preparing needs, how and why preparing requirements ought to be evaluated has additionally been clarified. The bases for which workers ought to be picked or chosen for preparing, the sorts of preparing have been appropriately recognised specifically work preparing, introduction preparing and profession advancement preparing (Evans and Lindsay 1999).

#### **2.2.9. Training challenges that affect employee performance**

A range of challenges are faced by organisation and HRD experts in overseeing and actualising powerful Training and Development, especially in the atmosphere of globalization, and the new mechanical insurgency starts with the significance of human capital in HRD rehearse, their instruction and specialized preparing, and furthermore their correspondence and dialect abilities. HR's learning and inspiration are likewise depicted as vital components of powerful HRD hones (Schmidt and Lines, 2002).

In any case, their lacks in supporting the adequacy of Training and Development represent a test to the advancement, administration and execution of powerful Human Resource Training and Development in associations. Moreover, the workforce's changing socioeconomics are additionally observed to affect HRD rehearses, close by the association's Human Resource techniques and interests in HR Training and Development. The focal figure HRD is the HR or the human capital in an association. They are seen as the main impetus for the achievement of associations in light of their abilities, skills, learning and experience (Harrison and Kessels, 2004). Besides, it has been proposed that for associations to contend effectively in a worldwide economy, it is imperative to contract adequately instructed

and gifted representatives and give them long lasting learning (Sadler-Smith et al, 2000).

There are a portion of the issues confronted by bosses and associations and seen as a deterrent to the successful administration, preparing and improvement of HR in a worldwide economy (Bates et al, 2002). In the particular setting of HRD experts, the writing has demonstrated that there is a lack of HRD experts who are talented and experienced frameworks masterminds (Bing et al, 2003), and who can deal with the huge and specific capacity of HRD crosswise over associations (Garavan, et al, 2002). For example, it was accounted for by Budhwar et al (2002) that the absence of HRD experts in Oman is a noteworthy obstruction to the country's HRD endeavors. Kerr and McDougall (1999) contended that issues likewise emerge because of an absence of experience and comprehension of HR T&D with respect to directors. To be sure, a few authors have guaranteed that HRD experts do have a vital part, as they have skill in learning and in creating others to end up specialists (Chermack et al, 2003).

Other significant concerns with respect to changing workforce socioeconomics or inadequacies identified with human capital in HRD are said to incorporate the expansion of the maturing workforce – the alleged 'children of post war America's (Bova and Kroth, 2001; Chermack et al, 2003) and furthermore the exponential passage of 'tip top aptitude specialists' who are otherwise called 'era X' and the 'gold neckline' workforce (Holland et al, 2002). By and large, even created nations, for example, the USA are confronting issues identified with the high rate of 'people born after WW2's entering the workforce (Bova and Kroth, 2001; Desimone, et al, 2002), and creating nations, including the Asia Pacific Region, are no exemption to this pattern. It has been contended that the maturing populace in these nations has extraordinary ramifications for the eventual fate of HR in associations (Low, 1998; Debrah, 1998; Chermack et al, 2003).

Unexpectedly, 'tip top ability laborers' are seen as in fact master, talented and equipped specialists who have the dealing energy to take control of their own profession improvement and headway (Chermack et al, 2003; Swanson and Holton III, 2001). Truly, not every single such employee can be arranged as 'tip top mastery specialists'. It has been contended that these world class specialists may just incorporate HRD experts, exceptionally gifted specialized IT representatives and furthermore builds who have moved their esteems, hardworking attitudes and way of life from the conventional deep rooted business and professional stability to consistent retraining and occupation bouncing. These laborers are scrutinized for consistently being looking for new and testing employments and a focused workplace (Chermack et al, 2003). As an outcome of these issues, managers and associations might be required to audit their HR techniques, especially the coordination of their HRM and HRD endeavors ( Holland et al, 2002).

#### **2.2.10. Training in Public Organisations in Tanzania**

Every public organisation in Tanzania is in charge of undertaking Training Needs Assessment (TNA); setting up a Training Plan; distribute stores for preparing; actualising the Training Plan; screen and assess Institution's Training Plan. The President's Office - Public Service Management is in charge of organising preparing in the Public Service through issuing different preparing rules; planning grant openings from Development Partners. The majority of workers in broad daylight associations are not getting off-work preparing because of deficiency of store designated for preparing representatives in the outer condition and restricted grant openings from the President's Office - Public Service Management (URT, 2013).

Preparing is critical for employees to attempt effectively his or her duties regarding the organisation to accomplish the set objectives. Employees who don't get preparing are miserable employees; they aren't fulfilled in their work, which makes them fail to meet expectations, commit errors, and not taking think about the result of their work. Likewise, untrained employees have low creation esteem; the nature of their work is lower and of less esteem. In addition, untrained laborers are wasteful, in light of the fact that additional time and exertion is spent when employees aren't completely or

legitimately prepared to play out their assignments or to satisfy their obligations; it takes them longer to take every necessary step, when they commit errors, the time and materials utilised are lost. The work at that point must be done once more. Or, on the other hand more terrible, the lacking item was conveyed to the customer. The missteps and wasteful aspects can make the association lose client, and neglect to meet its set objectives (Wasmuth&Greenhalgh, 2003).

## **2.2.11. Factors Affecting Post Training Performance**

### **2.2.11.1 Poor Leadership from the Top Management**

Ichniowski (1997) argues that, a supervisor motivates his subordinates, instills confidence and evokes enthusiasm with regard to their work. But if the same supervisor engages in aggressive and punitive behavior, it results in harassment in the workplace which affects post training employee performance.

Hogber (2005) emphasizes that organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organizational decision making for example, there are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees can not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees are motivated because the management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors that may negatively affect post training employee performance.

### **2.2.11.2 Reward system**

When the payment conditions are perceived by the employee as equitable and in relation to their performance affect positively their post training performance. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations

can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore for performance to improve, organizations need to create and maintain a sense of fairness equity and consistence in their pay structures (Davar, 2006).

#### **2.2.11.3 Team work**

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus influence post training performance; team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft 1997).

Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore support from management enhances performance of teams and performance improved in general.

#### **2.2.11.4 The Environment**

Working environment has a direct impact on post training performance, for example if employees lack adequate time and material resources to enable employees to perform their work easily. It becomes difficult for employees to transfer training , since will hinder employee perform to the best of their ability. Thus, poor post training performance (Newstrom 2002).

Lack of Clarity about Accountability affect post training performance, when there is no clarity of accountability amongst the employees regarding their roles and responsibilities and their relationship with team members. Thus when something goes right, everyone would like to take credit for it and when something goes wrong, no one comes forward to accept responsibility(Wagner and Gooding, 2007).

Lack of Transparency affect negatively post training performance. When employees are not informed about decisions, they will make their own assumptions which can affect their performance. This can hurt the image of the organization and also destroy trust in the management (Noe, 2006).

Outdated Technology influences negatively the post training performance. To make an employee productive and efficient, it is important to equip them with the right tools. Ignoring the potential benefits of technology upgradation in the workplace may diminish the productivity and performance of employees (Ford et al., 2012).

Training condition affects preparing adequacy on human asset rehearses among employees. Gaining from a training programme is an important yet not adequate reason for transfer of learning from preparing to the occupation to happen. That is, the potential for transfer relies on upon the quality and profundity of the first discovering that happens in the training (Rouiller and Goldstein ,2003).

Baldwin and Ford (2008) proposed a model of variables in the preparation procedure that can influence transfer. As per this model, transfer will be upgraded when the training configuration incorporates indistinguishable components, the general standards of an ability are educated, an assortment of jolt conditions are exhibited in the training to build generalizability, and, by and large, dispersed preparing hones are utilised. Poor instructional outline abilities are additionally in confirm in the utilisation of instructional technique for a wide range of learning results (e.g., addressing), inability to guarantee that the conditions for learning for a specific sort of learning result are available, educating at a control or procedural level as opposed to giving general and more profound standards, inability to give different illustrations

and non-cases of ideas in an assortment of settings, giving lacking practice time and poor input, or utilising deficient test plans (Smith-Jentsch, Salas and Brannick, 2001).

#### **2.2.11. Training Delivery Style on Post Training Employee Performance**

Training delivery style is a very important part of training (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2000)). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark and Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip and Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests. Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 2004).

As indicated by Walker (2005), the accompanying are styles or techniques for training:

*i. Job Rotation:* This sort of training incorporates the improvement of the student beginning with one job then onto the following. The student lands position learning and get involvement from his/her boss or tutor in each of the particular job assignments. Nonetheless, this technique for training is basic in training executives for general administration positions, understudies can in like manner be turned from job to job in workshop jobs. This technique allows to the trainee to comprehend the issues of employees on different jobs and respect them. The Job rotation strategy has been used as a piece of the Indian saving money area, generally by the State bank amass for the trial officers for the season of around 2 years to finally post them as right hand bank head. Under this technique for training competitors are placed in each and every job starts from an authoritative job, right hand, representative and

regulatory job for the inspiration driving knowing the hugeness in nature of each job before dealing with the Assistant bank executive position.

Job rotation is an effective approach to management development in that individual is moved from a schedule of assignments designed to expose him or her to the entire operations of the organization. A well structure job rotation program in an organization has huge potential of positive impact on job satisfaction, engagement of people as well as retention of people. Its benefits include leadership development, job enrichment, effective motivation to perform caused by newer challenges and career development.

*ii. Coaching:* The trainee is put under a particular boss who works as a tutor in training the individual. The boss gives contribution to the student on his execution and offers him a couple of proposals for development. Regularly the trainee shares a part of the commitments and obligations of the tutor and reduces him of his weight. A confinement of this technique for training is that the trainee won't not have the adaptability or opportunity to express his own specific contemplations.

*iii. Job Instruction:* This technique is generally called training through all around requested. Under this strategy, coach clears up the trainee technique for doing the jobs, job information and aptitudes and empowers him to do the job. The mentor surveys the execution of the trainees, gives feedback data and changes the student.

*iv. Committee Assignments:* Under the panel task, gathering of understudies are given and made a demand to deal with a genuine organizational issue. The students deal with the issue together. It creates cooperation.

*v. Apprenticeship:* This is a formalized technique for training instructive projects program that unites classroom instruction with at work under close supervision. The training instructive projects is prepared of time and directed in wary steps from regular. Most trade apprenticeship programs have a term of three to four years before a trinee is considered completely finished in that trade or calling. This strategy is reasonable for training in fine arts, trades and concentrated zones, especially when capability in a job is the outcome of a tolerably long training or apprenticeship

period, case, job of a gifted laborer, a specialist, a printer, a toolmaker, an illustration planner and an expert.

*vi. Internship:* Internship is one of the at work training techniques. Individuals entering the business in talented trades like workman, circuit repairman and research focus master are furnished with thorough instruction however hypothetical and helpful points of view. For example, TANESCO and TTCL select the applicants from polytechnics, outlining colleges and administration foundations and give apprenticeship training. Apprenticeship training programs are as one supported by schools, universities and organizations to give the open way to the students to increment veritable experience and furthermore work.

*vi. Induction/Orientation:* This type of training technique is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, rules and regulations of the organization (Olaniyan and Ojo, 2008). This training is concerned with the introduction of new employees into new roles usually during their first day in office.

*vii. E-Learning:* This is the use of the internet or an organizational intranet to conduct training on-line. As more and more employees use computers and have access to internet portals, their employers look for training opportunities on-line that will be beneficial to the employee. Computer-supported simulations within organizational training can replicate the psychological and behavioural requirements of a task, in addition to providing some amount of physical resemblance to the trainee's work environment.

#### **2.2.10. Post Training Employee Performance Measurement**

Many measures of performance may be more relevant to some sectors than others. When measuring post training employee performance, the choice of measures should be informed by the sector and business-specific context (Page et al, 2006).

Measurement of post training employee performance is not without its challenges. Measures based on accountancy are to some extent, open to manipulation and

therefore may be difficult to compare over time, or between organizations. Many measures do not necessarily capture the quality of a product or service and where part-time work is frequent and to be comparable, measures need to take into account hours worked (Page et al, 2006).

According to Lilly (2011), the ‘core’ set of measures include:

- i. Productivity:* Productivity could be measured using Net added value per hour worked or Net added value per worker. However, this measure will be affected by investments other than those in skills and training, for example in capital.
- ii. Profitability:* Return on assets is a useful measure of profitability, and measures how well a company is using its assets to generate earnings. However, values can vary substantially between companies and between sectors and therefore for wider benchmarking purposes profit per employee may be more effective.
- iii. Quality:* Manufacturing organizations could estimate quality using the Number of defects in a given number of products. More generally, customer satisfaction could be used. Exactly how customer satisfaction is measured is likely to vary from organization to organization.
- iv. Innovation:* Sales (N) from new or adapted products or services is a measure that could be used to benchmark innovation across sectors and which takes some account of the success of the innovation.

#### **2.2.11. Post Training Employee Performance Indicators**

Tracking employee training and measuring training effectiveness is a key objective of any HR department. To ensure that there is an adequate return on investment in training of new and current employees, the organization has to establish key performance indicators (KPI). KPI if created and tracked properly serve as a benchmark for measuring the progress of employees towards a set of broader based goals or objectives (Lilly, 2011). However, most organizations are faced with the challenges of developing a good KPI. Lilly (2011) suggests that quality key performance indicators for tracking employee training effectiveness should include: (a) measurable and quantifiable indicators; (b) competency based indicators; (c) linked to proficiency indicators; and (d) mapped to organizational and employee

goals indicators. Hakala (2008) explains that performance measurement uses the following indicators of post training employee performance.

*i. Quantity:* This indicator places emphasis on the number of units produced, processed or sold against the set standard i.e. the number of units to be produced, processed or sold.

*ii. Quality:* The quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality. 3. *Timeliness:* This indicator measures how fast work is performed or how fast services are provided. For example, in a service industry, the average customer's downtime is a good indicator of timeliness, while in a manufacturing outfit, it might be the number of units produced per hour.

*iii. Cost-Effectiveness:* The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs.

*iv. Absenteeism/Tardiness:* An employee is obviously not performing when he or she is not at work. Other employees' performance may be adversely impacted by absences, too.

*v. Creativity:* It can be difficult to quantify creativity as a performance indicator, but in many white-collar jobs, it is vitally important. Supervisors and employees should keep track of creative work examples and attempt to quantify them.

*vi. Adherence to Policy:* This may seem to be the opposite of creativity, but it is merely a boundary on creativity. Deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

*vii. Gossip and Other Personal Habits:* This indicator may not seem performance-related to the employee, but some personal habits, like gossip, can detract from job

performance and interfere with the performance of others. The specific behaviours should be defined, and goals should be set for reducing their frequency.

*viii. Personal Appearance/Grooming:* Most people know how to dress for work, but in many organizations, there is at least one employee who needs to be told. Examples of inappropriate appearance and grooming should be spelled out, their effects upon the employee's performance and that of others explained, and corrective actions defined. Hakala (2008) goes further to state that performance indicators must be assessed by some means in order to measure performance itself. He enumerated the following as some of the ways in which performance is assessed from the above indicators.

*a. Manager Appraisal:* A manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development.

*b. Self-Appraisal:* The employee appraises his or her own performance, in many cases comparing the self-appraisal to management's review. Often, self-appraisals can highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations.

*c. Peer Appraisal:* Employees in similar positions appraise an employee's performance. This method is based on the assumption that co-workers are most familiar with an employee's performance. Peer appraisal has long been used successfully in manufacturing environments, where objective criteria such as units produced prevail. Recently, peer appraisal has expanded to white-collar professions, where soft criteria such as "works well with others" can lead to ambiguous appraisals. Peer appraisals are often effective at focusing an employee's attention on undesirable behaviors and motivating change.

*d. Team Appraisal:* This is similar to peer appraisal in that members of a team, who may hold different positions, are asked to appraise each other's work and work styles. This approach assumes that the team's objectives and each member's expected contribution have been clearly defined.

*e. Assessment Center:* The employee is appraised by professional assessors who may evaluate simulated or actual work activities. Objectivity is one advantage of assessment centers, which produce reviews that are not clouded by personal relationships with employees.

*f. 360-Degree or "Full-Circle" Appraisal:* The employee's performance is appraised by everyone with whom he or she interacts with, including managers, peers, customers and members of other departments. This is the most comprehensive and expensive way to measure performance and it is generally reserved for key employees.

*g. MBO (Management by Objectives):* The employee's achievement of objective goals set in concert with his or her manager is assessed. The MBO process begins with action statements such as, "reduce rejected parts to 5 percent." Ongoing monitoring and review of objectives keeps the employee focused on achieving goals. At the annual review, progress toward objectives is assessed, and new goals are set. There are as many indicators of performance as there are companies and jobs. The various assessment methods can be used in combinations. It is important to choose indicators that align with each company's goals and assessment methods that effectively appraise those indicators.

#### **2.2.7. Public Service Training Policy (2013)**

The Public Service Training Policy of 2013 underlines that Tanzania ought to act naturally adequate in trained and skilled HR to deal with its economy. In such manner, the approach coordinates activation and assignment of assets for the training in the Public Service. Also, the strategy demands the training programmes which react to the requests of various levels of public servants and add to the progression needs, and groom and support potential pioneers at all levels in the public service (URT, 2013).

### **2.3. Empirical Studies**

This section reviews various studies related to training and employee performance. This review is important as Tayie, (2005) noted that it provides information about what was done, how it was done and what results related to the study were generated.

The study by Tumentsogtoo (2015) on Factors Affecting the Transfer of Training among Civil Servants in Mongolia revealed that, post training performance was affected individual characteristics, training design, and work environment. However, this is partially consistent with the literature because the work environment, supervisor's support, had a negative indirect effect on training transfer, which means that there was not a direct relationship between them. Further, training content also did not have an indirect effect on the transfer of training through learning; rather, it had only a positive direct effect on the transfer of training. Amongst all of the sub-indicators proposed in the model, peer support had the strongest positive direct effect on the transfer of training. Additionally, individual motivation also had the strongest positive indirect effect on the transfer of training. This means that individual motivation and peer support played the most prominent role in the transfer of training.

The study by Saleh (2011) on factors affecting transfer of training within the work environment from the perception of workers in Palestinian Government Hospitals revealed that work environment plays a very significant role on the transfer of training process. Issues in work climate that include to desire to participate in the decision making process, influence of practicing learned skills, risks associated with practicing new skills, and promotion opportunity as having play an important role on the transfer of training process.

The study by Wawira (2014) on Factors Affecting Transfer of Knowledge from Training to the Job among workers of Large Commercial Banks in Kenya uncovered that student qualities, for example, identity, learner capacity, and inspiration impacts were initially distinguished via preparing specialists as elements influencing transfer of knowledge from training to the occupation. In a training circumstance, learners

with solid conviction that they can control the arrangement of hierarchical results will probably encourage utilisation of preparing content on their occupations. Such results can be acknowledgment, advancements, and compensation increment and employment augmentation. Obviously students with an abnormal state of trust in achieving foreseen performance and conduct change will probably apply what they have gained from preparing on the employments. The investigation likewise presumes that the operation of a self-satisfying prediction with regards to a pioneer part trade relationship. How much the student was loved and the apparent potential for the learner and workgroup bolster are vital in building up the amount of an open door the learner needed to perform prepared errands at work. Social support, chance to perform and situational signals and outcomes influenced exchange of learning from preparing to the occupation.

The study by Abdullahi, Ismail and Sakiru (2013) on Relationship between Organisational Climate and Training Transfer in Small and Medium Enterprises in Nigeria uncovered that support is the most essential consider that contributes inspiring the move of learning in Small and Medium Enterprise in Nigeria, the greater consolation given has been influencing transfer training decidedly. Support from all levels in the association has been giving helpful atmosphere to the workers to use their training in Small and Medium Enterprises. Participative security is likewise an essential variable which added to preparing move in Small and Medium Enterprises; empowered workers to apply the new expertise that they have learned, they felt that there is no danger of being disparaged by others while performing it. The greater administration of Small and Medium Enterprises make a participative wellbeing workplace, the more had given a positive relationship among representatives and increased the transfer of training.

The study by Nikandrou, Brinia and Bereri (2009) on TTrainee perceptions of training transfer in Athens, Greece. The study uncovered that the individual's objectives had the most conclusive part in transferring the training to work or not. The effect of employment and profession utility variables is likewise identified with preparing exchange. The examination additionally uncovered that notwithstanding

when employees feel that the information and abilities to be gained in a class are superfluous to their employment (work utility), they at long last need to get them since they trust that they may be helpful in their profession by and large (vocation utility). In addition, the effect of "inspiration to learn" and students' objectives is noteworthy and the two related elements are vital for the training procedure. In any case, it wound up noticeably evident that the inspiration of the worker to learn does not imply that the employees will thereafter transfer what he needed and figured out how to learn. All together for the individual to transfer the knowledge and abilities gained through training, he should likewise have the alleged "inspiration to transfer" what he is figuring out how to perform the duties.

The study uncovered that in situations where there was awesome inspiration to learn, however absence of inspiration to transfer, no transfer of training at work occurred. Moreover, the investigation uncovered that the individual who settles on the choice to take part in a training programme is an imperative figure the transfer of training handle. In Athens' organisations, it was not the organisations that chosen to direct the training programme for its employees. The employees chosen for themselves to take an interest and assumed a dynamic part in the substance of their training. In this way, the inspiration to learn was higher. Besides, preparing plan and the particular technique utilised, which was learner focused, assume a vital part in what we have called backhanded preparing. The individual who figured out how to exchange to the work environment all that he had learnt and significantly affected authoritative execution, despite the fact that he needed to confront various hierarchical issues, is a decent case of how identity can impact preparing exchange.

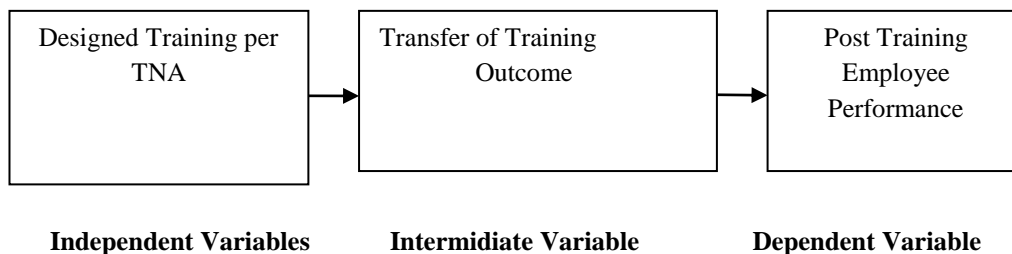
## **2.5. Research Gap**

The relationship between training and employees' performance has not been well clarified in the reviewed studies, some of which includes Tumentsogtoo(2015), Saleh (2011), Wawira (2014), Abdullahi, Ismail and Sakiru (2013), Nikandrou, Brinia and Bereri (2009), so it is not obvious on how training influence employee performance. Therefore, the goal of this study is to assess the post training employee performance in higher learning institutions in Tanzania.

## 2.6. Conceptual Framework

This section presents a conceptual framework from which the analysis of this study was made. The purpose of the study was to assess post training employees' performance at Ardhi University. The framework assumes that if training is designed per TNA, transfer of training will likely to improve post training employee performance at ARU.

**Figure 2.1: Conceptual Framework**



Source: Researcher (2017)

## 2.7. Description of the Variable

### *i. Designed Training per TNA*

The Training Need Analysis enables ARU to provide training to employees who need training so that employee acquires competencies and skills that are needed to perform the jobs and related tasks, thus improvement of post training employee performance through increasing employee's knowledge and skills, employee capacity to adopt new technology and increase the creativity to employees.

### *ii. Transfer of Training Outcome*

Transfer of training occurs when the employees use the skills and knowledge they learned to their actual work practices. However, this is possible if the employees have been provided with required Facilities, adequately motivated and is not overworked.

*iii. Post Training Employee Performance*

The post training employee performance is determined by the ability of employees to transfer the knowledge and skills acquired during training. The post Training Employee Performance is the result of increased employee's knowledge and skills, increased employee capacity to adopt new technology and increased creativity to employees.

**2.7. Operationalizations of Variables**

*1. Designed Training per TNA*

- Training Programmes Designed per TNA will be measured by looking whether ARU determines what or who needs to be trained, evaluates employees Competencies and Determine Performance Gaps and conducts Evaluation of training.

*2. Transfer of Training*

- The transfer of training will be measured by looking whether there are enough facilities, enough staff and employees are motivated to transfer training to their daily duties at ARU.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the methodology of the study. This includes research design, area of study, target population, sample and sampling techniques, data collection methods, validity and reliability of research instruments, data analysis techniques and research ethics are explained.

#### **3.2. Research Design**

This study adopted a case study design. According to Yin (2009) a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundary between phenomenon and context is not clearly evident and in which multiple sources of evidence is used.

This research design was used due to the following importance; firstly, the research design helped the researcher to explore more information concerning post training employees' performance intensively in a single unit as the study conducted at Ardhi University within the limited time. Secondly, the research design was employed for the reason that it allowed a researcher to use more than one method of data collection, which included questionnaire and interview.

Therefore, the researcher managed to gather relevant information in huge depth and breadth. The choice of case study research design was also determined by limited resources to conduct the study in all higher learning institutions in Tanzania.

### **3.3. Research Approach**

The study draws from both quantitative and qualitative nature. However, quantitative methodologies were connected to the information gathered utilising questionnaire as they were at the position to be evaluated and from that point analysed and presented by employing statistical approaches, the information were gathered from the employees at ARDHI University who filled the questionnaires. Quantitative approaches were used to the information gathered through the interview as they require a few bits of knowledge, recognitions and perceptions to fit the bill for the thematic analysis and later on reported on respondent's language. These information were gathered from DHRMA, HoDs and HROs.

### **3.4. Area of the study**

The study was conducted at Ardhi University. The rationale for the choice of this study area results from the fact that there is such research by Kaseva (2016) that was conducted at Ardhi University on challenges in training professionals for the construction industries in Tanzania. The said study left the area for further study on assessing the post training employees' performance at Ardhi University.

The study was conducted at Ardhi University (ARU) in Dar es Salaam, Tanzania. The University was built up in 2007, however, it has been putting forth various trainings for over 60 years in various status. Ardhi University is located near to University of Dar es Salaam to which it was a constituent school from 1996-2007, when it was known as University College of Lands and Architectural Studies (UCLAS), Earlier being the part of University of Dar es Salaam, Ardhi University was known as Ardhi Institute with history stretching out to mid-1950s.

Today, scholarly activities at the University are created in six schools: School of Architecture and Design; Construction Economics and Management; Geo spatial Sciences and Technology; of Real Estates Studies; Urban and Regional Planning; Environmental Sciences and Technology (ARU, 2015).

### 3.5. Target population

The purpose of research was to elicit some object or phenomena that involves large group of people called population. According to Kothari (1998), population is the total collection of elements about which the researcher wishes to make some inferences (Cooper & Schindler, 2007). The target population for this study was HROs, HODs, DHRMA and employees at ARU. The population distribution is shown in the table 3.1 as follows.

**Table 3.1 Population distribution of respondents**

SN	Position	Population
1	Employees	204
2	HoDs	18
3	HROs	6
4	DHRMA	1
	TOTAL	229

Source: Field data (2017)

### 3.6. Sampling

Sample is a segment of population in which researcher is interested in gaining information and drawing conclusion (Babbie, 1992). It has been advised that when selecting a sample size, researchers should consider three basic aspects, namely; the population availability, sampling methods to be used and financial resources available for facilitation of the specific study (Charles, 1995).

#### 3.6.1. Purposive Sampling Technique

According to Bhattacharjee (2012), a purposive sampling technique is a type of non-probability sampling techniques which do not give an equal chance for every unit in the population to be selected into the study. This implies that some units of the population will have *zero* chance to be selected into the study. This study employed purposive sampling technique to sample respondents for interviews, whereby the following key informants were selected purposefully: 1 DHRMA, 5 HoDs, 2 HROs. Purposive sampling technique was employed to select key informants for the reasons that by virtue of their positions they can affect post training employee performance. The following information was collected from the key informants: the training

programmes attended by employees, the perception and attitudes of employees who attended training programmes on their job performance, the challenges organisation and employees encounter when translating the outcome of training in reality and ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University.

### **3.6.2 Simple Random Sampling Technique**

The simple random sampling technique was employed to select 37 staff members into the study; sampling technique was used to avoid bias in collecting information from staff members. Therefore, every staff member at ARU had equal chance to be selected into the study. Sampling frame (list of employees) was obtained from *offices of Human Resource Management and Administration*. Slip of papers were prepared and then numbered to present every staff member at ARU. To minimise the selection bias the numbered slips of paper were systematically shuffled in a box and then one of piece of paper was randomly picked at a time. The process was repeated until a required sample of 37 staff members was obtained.

### **3.7 Sample size**

Refers to the exact number of items selected from a population to be sampled for study (Kothari, 2004). In this study, the sample included employees, HODs, HROs and DHRMA at Ardhi University. Who brought the total of 45 respondents. The study sample included heterogeneous characteristics; both male and female employees were included, new and longer serving employees and top level to bottom level employees. According to Prince (2005), a sample size of 30 elements and above is sufficient for both qualitative and quantitative study approaches. This number is corroborated by Saiful (2012) who argued that a sample size larger than 30 and less than 500 are appropriate for most research studies. Therefore, the sample size for this study will consist 45 respondents. The rationale for the sample size selected is that, the size of the sample was easy for researcher to collect data. Not only that, but also the time and financial constraints made a researcher to have such sample, and also the sample selected facilitated the researcher to have in details data because of the

heterogeneous characteristics of the sample which is free from biasness. The sample size selected from the population is shown in the table 3.2 as follows;

**Table 3.2 : Sample Size**

S/N	Position	Population	Sample
1	Employees	204	37
2	HoDs	18	5
3	HROs	6	2
4	DHRMA	1	1
	TOTAL	229	45

Source: Field data (2017)

**Table 3.51: Characteristics of Respondents by Age**

Level of Education	Frequency	Percent
18- 30 years	12	27
31- 40 years	18	40
41- 50 years	10	22
51years and above	05	11
Total	45	100

Source: Filed Data (2017)

**Table 3. 6: Characteristics of Respondents by Sex**

Sex	Frequency	Percent
Male	28	62
Female	17	38
Total	45	100

Source: Field Data (2017)

**Table 3. 7: Characteristics of Respondents by Level of Education**

Level of Education	Frequency	Percent
Master's Degree	35	78
PhD	10	22
Total	45	100

Source: Field Data (2017)

### **3.8. Methods of Data Collection**

This section describes methods that were used to collect data. The study employed the triangulation approach whereby interview and questionnaire methods were used as methods of data collection. Triangulation of data collection method ensured the validity of the data collected.

#### **3.8.1. Questionnaire Method**

A questionnaire is a formalised set of questions for obtaining information from respondents (Malhotra, 2006). Both closed-ended and open-ended questionnaires were used to collect data from the respondents. The questionnaire consisted of fact-oriented questions and questions about subjective experiences (Frankfort-Nachmias and Nachmias, 1992). Fact oriented questions were used to elicit objective information on issues such as the respondents' background (example age and level of education), while questions related to subjective experiences were used to gain information on post training employees' performance at ARU. The English language was used in preparing the questionnaires. It was important to ensure that every single questionnaire dispatched to a respondent was filled in and collected as soon as it was completed. For this to be possible, it was necessary for the researcher to make prior arrangements for respondents to have time and place to sit for half an hour or so to fill out the questionnaires. The data collection through questionnaire method was very successful and resulted in a return rate of 100%.

#### **3.8.2. Interview Method**

According to Tharenou and Donohue (2007), interview refers to a one-on-one conversation with one person acting in the role of the *interviewer* and the other in the role of the *interviewee*. This study employed Interview method to collect primary data from DHRMA, HoDs and HROs about post training employees' performance at ARU. The researcher conducted interview successfully, whereby the interview was face-to-face and in person, which involved spoken conversation between researcher and interviewees. The interview guide was prepared to direct the two ways systematic conversation between the researcher and the respondent, the interview was initiated by researcher to obtain relevant information for the study.

The interview method was chosen because it was thought to be a suitable method for getting in-depth information concerning the study from DHRMA, HoDs and HROs.

### **3.9. Data Analysis**

Data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data group (Kothari, 2009). In this study both qualitative and quantitative data analysis techniques were applied for each research objective. Thematic analysis technique was utilized to examine qualitative data from open ended questionnaires, whereby the qualitative data were deciphered, coded and evaluated to recognize the basic subjects in connection to post training employees' performance at Ardhi University (ARU). The basic subjects were merged into large themes for the conclusion. The qualitative data from open ended questionnaire were presented in form of direct quotations. Likewise, descriptive statistical technique was utilized to break down quantitative information, whereby the information were coded and examined through Statistical Package for Social Sciences (SPSS form 16.0) Computer programs. Descriptive statistical analyses were utilized to uncover the demographic characteristic for respondents. Quantitative data were summarized and presented in tabular forms, with frequencies and percentages.

#### **3.9.1 Data analysis for Objective I**

The study employed both thematic and descriptive statistics analysis techniques to analyse the training programmes attended by employees. The data collected were coded and analysed through themes, frequencies and percents, further discussed and supported by Tables and quotations.

#### **3.9.3 Data analysis for objective II**

The study employed both thematic and descriptive statistics analysis techniques to analyse the perception and attitudes of employees who attend such training programmes on their job performance. The data collected were coded and analysed through themes, frequencies and percents, further discussed and supported by Tables and quotations.

### **3.9.3. Data analysis for objective III**

The study employed both thematic and descriptive statistics analysis techniques to analyse the challenges organisation and employees encounter when translating the outcome of training in reality. The data collected were coded and analysed through themes, frequencies and percents, further discussed and supported by Tables and quotations.

### **3.9.4. Data analysis for objective IV**

The study employed both thematic and descriptive statistics to analyse ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University. The data collected were coded and analysed through themes, frequencies and percents, further discussed and supported by Tables and quotations.

## **3.10. Validity and Reliability**

Validity and reliability of the collected data should be checked in order that the findings depict the reality and the desired outcome (Saunders et al, 2007). The validity and reliability were highly considered in this study.

### **3.10.1 Validity of the study**

The term validity refers to the conceptual and scientific soundness of the research study or investigation and the primary purpose of all forms of research is to produce valid conclusions (Festinger, 2005). Also refers to trustworthiness, credibility or how truthful the research results are (Johnson, 1997 Yin, 2003). Several approaches were used to ensure the validity of the study:

Purposive and Simple Random Sampling Techniques were appropriate employed to select the right respondents, also questionnaire and interview methods were well used to collect relevant information for the study to enhance trustworthiness of the findings (Calder, 1996). The study used relevant literature to construct the research objectives, questions and conceptual framework so as to enable the collection of relevant data for the study (Silverman, 2005). Moreover, appropriate data analysis

technique (thematic and descriptive statistics analysis technique) was employed to ensure trustworthiness of the study.

Lastly, the researcher conducted a pilot study of 10 respondents to establish validity of the study, after the pilot study some questions in interview and questionnaire instruments were modified to ensure the accuracy of the instrument for collect relevant information on post training employee performance at Ardh university.

### **3.10.2. Reliability of the study**

Reliability refers to the consistence of the measurement technique (Kothari, 2004). Bhattacharjee (2012) reliability refers to the degree to which there is consistency in results when different observers or the same observer on different occasions uses the same measuring instrument (Hammersley,1990).

The researcher used test-retest method to measure reliability of the interview questionnaire instruments. The same questions on interview and questionnaire instruments were administered twice to the same 10 respondents in two different occasions with in a week. Then the responses for the same questionnaire instruments measured in two different occasions were correlated to determine to which extent the responses were consistent. The researcher found that responses were similar, thus the interview and questionnaire instruments were reliable

### **3.11. Ethical Considerations**

Social science research involves collecting data from people (respondents). Thus, it was vital to hang on moral standards, to ensure the protection of all rights of participants; in this manner the study findings are reliable and truthful. Moral standards were considered in the whole process of conducting the study; there was voluntary participation; DHRMA, HoDs, HROs and Staff members participated in the study by their own decision. Before conducting the study, the participants were educated about the reason for the study. The research instruments were well framed in ways that abstained from making mental damage to the respondents, additionally the researcher secured clearance letter from Mzumbe University, and asked for research permit from the directorate of Human Resource Management and Administration at ARU.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS**

#### **4.1. Introduction**

This chapter presents findings of the study. The proposed study aimed to assess post training employees' performance at Ardhi University. The study findings were presented based on the following four objectives

- i. To examine the training programmes attended by employees and assess whether they have been designed per training need assessment at Ardhi University
- ii. To assess the perception and attitudes of employees who attend such training programmes on their job performance
- iii. To identify and assess the challenges organisation and employees encounter when translating the outcome of training in realit
- iv. To suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University.

The presentation of results was done for each of the three research objectives.

#### **4.2. Training Programmes Attended by Employees at Ardhi University**

The first objective of the study intended to examine the training programmes attended by employees and assess whether they have been designed per training needs assessment at Ardhi University. To address the research objective, the study employed interview and questionnaire methods to collect relevant information.

##### **4.2.1. Training Programmes attended by the employees**

The results in Table 4.1 revealed that, employees have been attending the following trainings at ARU; Environmental Technology,, procurement and supply, attended Disaster and Risk Management, Urban Planning and Management, Business Management, Record Management and Geomatics. The study findings imply that the University provides Training opportunities for both academic staff and non-academic

staff. Most of trainings have been for a long period of time, normally two years and above. However, in rare cases ARU provides opportunities for short courses. Also, the study findings suggest that Environmental Technology, Disaster and Risk Management, Teaching Methodology, Accounts and Finance, Real Estate, Business Management, Record management, Procurement and Supply are the trainings programmes have been attended by the employees at ARU. However teaching methodology has been less attended by the academic staff, only 4 (9%) of surveyed employees attended training on teaching methodology. The findings imply that lecturers at ARU might not be able to meet the needs of different students during teaching and learning process. During the interview with HoDs and DHRMA, one of the respondents had the following to say:

*Our academicians have been attending different trainings to build their capacity, most of training have been for long time at the level of master's degree, most of academicians have been studying on Environmental Technology, Geometrics, Disaster and Risk management, Urban Planning and Management. However, there are also short courses programme such as teaching methodology which have been provided to our academicians.*

Another respondent had the following to say:

*The University provides Training opportunities for both academic staff and non-academic staff or administrative staff. Most of trainings have been for a long period of time, normally two years and above... In rare cases we provide opportunities for short courses. Something important to be noted; if employees have chosen to study a training programme which is not needed by the organisation for time being. Those employee will be responsible for the training expenses, even if the acquired skills and knowledge will be applicable in the organisation.*

The observation is consistent with Gardner (2009) who argued that, if students learn in different ways a variety of teaching approaches are required. Different teaching approaches or methodologies will not only provide a range of ways to enter into the learning, but will also help a student develop multiple representations of a concept and thereby provide the student with a deeper understanding of the topic.

**Table 4. 1: Training Programmes attended by the employees at ARU**

S/N	Training Programme	Frequency	Percent
i.	Environmental Technology	5	13
ii.	Procurement and Supply	6	17
iii.	Disaster and Risk Management	4	11
iv.	Urban Planning and Management	3	8
v.	Business Management	3	8
vi.	Record management	2	5
vii.	Accounts and Finance	2	5
Viii	Geomatics	4	11
ix.	Real Estate	1	3
x.	Teaching Methodology	3	8
xi	Project planning and management	4	11

Source: Research data (2017)

#### **4.4.2. Training Programmes Designed per TNA at ARU**

The results in Table 4.5 reveal that, TNA is not practiced at ARU and that ARU does not determine what or who needs to be trained, evaluates employee competencies and determine performance gaps and conducts evaluation of training. But what has been done at ARU is that, all heads of departments meet and discuss with the staff members on who needs to attend further studies; after discussing they report the names of employees who need training to higher authority for approval. Also, the findings imply that ARU might not be able to identify performance goals and the knowledge, skills and abilities needed by the organisation's workforce. This might have led ARU to direct resources to the wrong area, thus fail to use properly the financial resources needed to fulfill the organisational mission. One of the respondents had the following to say:

*But what they do is that, all heads of departments meet and discuss with the employees on who needs to attend further studies; after discussing they report the names of employees who need training to high authority for approval...*

Another respondent commented the following:

*We do not conduct TNA at ARU... As you know, TNA should involve Organisational assessment, Occupational assessment and Individual assessment. What is done here is a discussion; who should attend training this year, and who should attend training next year.*

Boydell (1976) Argued that the organisation which does not conduct TNA, the such organisation will not be able to deliver training that meet the organisation and employees' need, thus, employees will continue to face the same problems which hinder their performance and lead to wastage of resources which could have been used in other area of human resource practices. The findings also imply that TNA is one of important practices in the organisation, in view of the fact that helps the organisation to understands area of weakness to the employees, and thus prepare the training per need of the organisation.

**Table 4. 2: Training Programmes Designed per TNA at ARU**

S/N	Statements	Agree	Strongly Agree	Disagree	Strongly Disagree
i.	ARU determines what or who needs to be trained.	2 (5%)	3 (8%)	7 (18%)	28 (70%)
ii.	ARU evaluates employees Competencies and Determine Performance Gaps	6 (15%)	9 (23%)	11 (28%)	14 (35%)
iii.	ARU conducts Evaluation of training	4 (10%)	7 (17%)	10 (25%)	19 (48%)

Source: Research data (2017)

## Conclusion

Ardhi University has been providing training to its employees in the areas of Environmental Technology, Disaster and Risk Management, Teaching Methodology, Accounts and Finance, Real Estate, Business Management, Record management, Procurement and Supply. However, the trainings have not been guided by any TNA.

### 4.4. Employees' Perception and Attitude about Training Programmes on their Job Performance.

The training programme is the most significant factor required to obtain maximum output from the human resources. It can be used to improve or develop job related performance requirements of the employees. Therefore, the second objective of the study aimed to assess the perception and attitudes of employees who attend such training programme on their job performance. To address the research objective, the

respondents' perceptions were measured by using a 4-point Likert scale; Agree, Strongly agree, Disagree and strongly disagree.

The results in Table 4.3 revealed that 88% of respondents either agreed or strongly agreed that training has been influencing employees' motivation at ARU. The findings imply that the trainings at ARU have been exemplifying the work, thus employees able to work effectively to improve the organisation performance. The findings are consistent with the study by Patgar and Vijayakumar (2015) who revealed that training has been motivating employees by equipping them with knowledge and skills to work more effectively, and had been employed as strategies to influence employees to continue working in Textile industries in India. During the interview one of the respondents had the following to say:

*We have been doing an assessment to determine whether our trainings have been helpful to improve performance of our employees... I want to let you know that the trainings are perfect, and helpful... The trained employees are motivated to work hard for improving the organisation performance.*

Also, 92% of respondents either agreed or strongly agreed that training helped the organisation to meet its goals. The study findings imply that trainings provided employees with knowledge and skills to adopt new technology, to become more creative and an initiative that might have improved employee performance, and led the organisation to achieve the set goals.

*Trainings have helped our employees to adopt ICT technology, now teachers upload the students' results to Academic Registration Information System (ARIS), this has helped to keep students' academic records and prevent cheating of exam results. Thus, contributed to the organisation to meet its goal of improving students' academic competence.*

This is in line with Tannenbaum and Yuk (2012) who argued that training equip employees with knowledge to adopt new technology, thus improve organisation performance and meet the cooperate goals. Also, the study Amin et al. (2013) revealed that training leads to important performance benefits for employees, teams, organisations and society. They suggest that these benefits range from individual employee and team performance. Moreover, the study Shaheen, Naqvi,

and Khan (2013) further noted that training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees.

Lastly, 75% of respondents either agreed or strongly agreed that training increased organisation's competitive advantages over other universities. The findings imply that ARU has been dominant the market by attracting more architecture students than other learning institutions in Tanzania. One of the respondents had the following to say:

*Our university has been recruiting more students than any other higher learning institutions in Tanzania;we believe that this is an indicator to prove the most quality education of all higher learning institutions which provide programmes to ARU in Tanzania.*

This is in the same line with Otuko, Chege and Douglas (2013) who argued that employee training is a critical competitive tool that impacts skills in employees for developing innovative products and creating value in a unique way that competitors cannot easily copy. This is vital for success in the current expansion of the global economy and the fast-changing evolution of technology and innovation.

**Table 4. 3: Employees' Perception and Attitude about Training Programmes on their Job Performance**

S/N	The statements				
		Agree	Strongly agree	Disagree	Strongly agree
i.	Trainings helped the organisation to meet its set goals	12 (30%)	25(62%)	3 (8%)	0 (0%)
ii.	Increasedorganisation's Competitive advantage	10 (25%)	20 (50%)	4 (10%)	6 (15%)
iii.	Training increased Employees motivation	15 (38%)	20 (50%)	2 (5%)	3 (8%)

Source: Research data (2017)

### Conclusion

The training programmes which have been provided by ARU influence on job performance, since raised employees' motivation, thus employees able to work

effectively to improve the organisation performance. Also, the training programmes helped the organisation to meet its goals; since the trainings provided employees with knowledge and skills to adopt new technology, to become more creative and an initiative that had improved employee performance, and led the organisation to achieve the set goals. Lastly, the trainings increased organisation's competitive advantages over other universities, since ARU has been dominant the market by attracting more architecture students than other learning institutions in Tanzania.

#### **4.5. Challenges Organisation and Employees Encounter when Translating the Outcome of Training in Reality**

The third objective of the study focused on identifying and assessing the challenges organisation and employees encounter when translating the outcome of training in reality. The study revealed that heavy workload on the job and time pressure, shortage of facilities and poor staff motivation have been the challenges encountering employees and organisation when translating the outcome of training in reality, as detailed explained in subsection 4.5.1, 4.5.2 and 4.5.3.

##### **4.5.1. Heavy work load on the job and time pressure**

The results in Table 4.5 revealed that 85% of the employees participated in the study either agreed or strongly agreed that heavy load on the job and time pressure has been a challenge for both organisation and employees when translating the outcome of training in reality. The findings imply that there is shortage of staff, particularly lecturers; ARU is inadequately staffed, there are no enough academic members of staff with PhD degree. During the interview one of the respondents had the following to say:

*ARU is inadequately staffed both qualitatively and quantitatively. We do not have enough academic members of staff with PhD degree; it is not easy to get people trained to the level of PhD due to the fact that academic is not that much attractive. Experience has shown, for instance, that first degree (B.Sc. or BA) graduate can function well in the industry and earn better remunerations. This has led overworking of our staffs; this has also affected their training transfer. Teaching more than 200 students is not a joke, since you need mark their work, supervising their presentations... Therefore, I think most of them continue with business as usual because the staff situation does not*

*support the implementation of new teaching methodology and technology. Within the next few years, however, the number of PhDs holders and Masters at ARU is expected to further increase as many of the staff members are currently pursuing their studies. Some of them are in the last stages and are finalizing their studies.*

The findings also indicate that, the shortage of employees might have led to overworking of the staff at ARU, which in the other side might have affected training transfer, since teaching more than 200 students is likely to lead a lecturer to continue with business as usual; the number of lecturers does not support the implementation of new teaching methodology and technology. However, the findings show that the number of PhDs holders and Masters at ARU is expected to further increase as many of the staff members are currently pursuing their studies.

#### **4.5.2. Shortage of facilities**

The results in Table 4.5 reveal that, 72.5% of the employees who participated in the study either agreed or strongly agreed that shortage of facilities have been the challenge facing both organisation and employees at ARU. The findings imply that ARU might have been facing inadequate supply of teaching equipment, office and laboratory spaces, both quantitatively and qualitatively, as a result of increased number of the students. This might have made difficult for the lecturers to use knowledge gained from the trainings, since teaching with new technology becomes difficult, thus resume the previous ways of teaching. During the interview one of the respondents had the following comments:

*At ARU there is inadequate supply of office space, laboratory space and other necessary equipment. Some laboratories have items and equipment which are very old and obsolete. As a result of increase in students' enrolment they are inadequate both quantitatively and qualitatively. This makes difficult for the lecturers to use knowledge gained from the trainings, since teaching with new technology becomes difficult, thus resume the previous ways of teaching before attending trainings.*

According to Reyes-Guerra (1989), the students are found in three groups, namely: verbalizers, visualisers and doers. The verbalizers are those who learn easily if information is in written or spoken form. They do benefit from lecturers, tutorials

and handouts. Visualizers learn easily when information is presented in pictorial or diagrammatic form while the doers learn more easily when information is presented through practical demonstration by the instructors. Thus, the inadequacy of facilities both qualitatively and quantitatively at ARU might have been obstacles for lecturers to transfer their trainings during teaching and learning process to the visualizers and the doers the doer students.

#### **4.5.3. Poor Motivation of Employees**

The results in Table 4.5 revealed that 82.5% of employees, who participated in the study, either agreed or strongly agreed that poor staff motivation has been one of the challenges facing both employees and organisation in translating the outcome of training in the reality. The findings imply that the main reason for poor motivation of employees at ARU might be shortage of funds, since the main source of funds at ARU is the funds subsidized by the government, however government's funding to the university has never being adequate, for example, while students enrollment at ARU has increased by 52% and the number of programmes increased by more than 90%, the government decreased its grants by 10%. Thus, it becomes difficult for the university to motivate employees, to recruit new employees on part time basis and ensuring the availability of enough teaching facilities, given that some laboratories have items and equipment which are very old and obsolete. One of the respondents had commented as following:

*ARU relies on the government for funding. Over the years, however, government's funding to the university has never been adequate. For example, over the past five years while student's enrollment at ARU has increased by 52% and the number of programmes increased by more than 90%, there was a cumulative decrease in fund allocation to the university by 10%. Thus, it becomes difficult for the university to motivate employees from training for effective transfer of the trainings. When a lecturer graduated the trainings at PhD level, expect a difference in his or her compensation, when continue to experience the same treatment his or her commitment to effective transfer of training becomes low.*

The findings also imply that poor motivation of employees has been affecting transfer of the trainings by the employees. However, inadequate funding is not unique to ARU or public universities in Tanzania only, but also in other African learning institutions. The study by Falade (2008), indicted that engineering programmes in South Africa are costly for an institution to run and that in adequate funding from the government has raised concerns about the quality of engineering programmes in some of the departments.

**Table 4. 4: Challenges Organisation and Employees Encounter when Translating the Outcome of Training in Reality**

S/N	Factors	Agree	Strongly agree	Disagree	Strongly agree
i.	Heavy work load on the job and time pressure	10(25%)	24 (60%)	3(7.5%)	3 (7.5%)
ii.	Shortage of Facilities	8(20%)	21 (52.5%)	4 (10)	7(17.5%)
iii.	Poor staff motivation	6(15%)	27(67.5%)	3 (7.5%)	4 (10%)

Source: Research data (2017)

### **Conclusions**

ARU has been facing Shortage of funds, shortage of employees and shortage teaching facilities which have been the great challenges encountered by both employees and organisation when translating training in reality.

### **4.6. Ways to Overcome the challenges in the course of training on performance among employees at Ardhi University**

The fourth objective of the study was to suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University. The results in Table 4.10 revealed that 70% of employees who participated in the study either agreed or strongly agreed that providing enough teaching recourses would improve employee motivation, thus influencing the transfer of training at ARU. The findings imply that motivation is essential for the transfer of newly acquired knowledge to work, but also help organisations achieve their goals and create competitive advantage by adding value to their key resources'

(Nikandrou, Brinia, & Bereri, 2009). One of the respondents had the following to say:

*When the employees have enough facilities or resources, transfer of training at work will be easy, since the employees will be motivated to use their knowledge and skills acquired during training to their full capacity. For example, if there adequate laboratory equipment, and there are enough of office spaces for teachers and class rooms for students... I am sure we would have helped transfer of training at ARU.*

Also, 75% of employees participated in the study either agreed or strongly agreed that recruiting more employees would overcome the challenges of heavy work load on the job and time pressure. The findings imply that when ARU employ enough teachers, the work load for each employee particularly lectures will be reduced, thus lecturers will teach the reasonable number of students, whom they will be able to manage, thus easily transfer of the acquired knowledge during teaching and learning process.

One of the respondents had the following to say:

*If the university enough lecturers, or find part time lecturers who will fill the shortage... I am sure that the acquired knowledge and skills will be transferred at ARU, thus facilitate the post training performance. Since the work load will be reduced.*

Moreover, 72.5% of employees who participated in the study either agreed or strongly agreed that if managerial relationship will be improved at ARU will lead to overcome the challenges hindering post training performance. The findings imply that

there is no good managerial relationship at ARU, this might have deflated employee morale, cause stress that results in poor or failure of post training performance. Therefore, the improved managerial relationship will motivate the lecturers and feel part of the organisation; working hard through using the acquired knowledge and skills, thus transfer of training and better post training performance at ARU. The findings are consistent with (Guha, 2010) who argued that employees who have good relationship with supervisors or management become motivated and work effectively and efficiently for the organisation with the acquired knowledge from trainings.

Therefore, the management should improve the relationship with employees by increasing their involvement in decision making, by being recognised when they outperform, as a result the employees will motivate them to work hard and be able to transfer the training.

Lastly, when ARU has its own source of funds would be able to solve the prevailing challenges which hinder post training performance to the great extent, since with adequate funds ARU will be able to purchase enough resources, infrastructures and motivate employees with attractive remuneration. One of the respondents had the following to say:

*ARU should find other sources of funds apart from the grants from the government, which are inadequate and not provided on time. I believe that if ARU reduces financial dependence from the government even by only 20%, the University will be able to finance availability of teaching facilities and motivation to our employees.*

**Table 4. 5: Ways to Overcome challenges facing post training performance at Ardhi University**

S/N	Factors	Agree	Strongly agree	Disagree	Strongly agree
i.	Providing enough teaching resources	12 (30%)	16 (40%)	10 (25%)	2(15%)
ii.	Recruiting more employees	7(17.5%)	23(57.5%)	4 (10%)	6 (15%)
iii	Improving managerial relationship	10(25%)	19 (47.5%)	7(17.5%)	4 (10%)

Source: Research data (2017)

### Conclusions

ARU will be able to address different challenges hindering the transfer of training when the organisation provide enough teaching recourses, this would improve employee motivation, thus influencing the transfer of training at ARU. Also, Organisation when recruiting enough employees would overcome the challenges of heavy work load on the job and time pressure which facing the current employees. Moreover, Improvement of managerial relationship will lead to overcome the challenges hindering post training performance, since the employees will be motivated and feel that they are part and parcel of the organisation. Lastly, when ARU has its own source of funds would be able to solve the prevailing challenges

which hinder post training performance to the great extent, since with adequate funds ARU will be able to purchase enough resources, infrastructures and motivate employees with attractive remuneration.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of the Study

The purpose of this study was to assess post training employees' performance at Ardhi University. Specifically, the study was set to examine the training programmes attended by employees and assess whether they have been designed per training need assessment at Ardhi University, to assess the perception and attitudes of employees who attend such training programmes on their job performance, to identify and assess the challenges organisation and employees encounter when translating the outcome of training in reality and to suggest ways to overcome the observed and identified challenges in the course of training on performance among employees at Ardhi University.

Also, the study employed quantitative and qualitative research methods in collecting and analyzing data. The study found that Ardhi University provides Training opportunities for both academic staff and non-academic staff. Employees at ARU have been trained on Environmental Technology, Gender issue, Disaster and Risk Management, Teaching Methodology, Accounts and Finance and Real Estate are the trainings. However, TNA is not practiced at ARU, and that ARU does not determine what or who needs to be trained. Moreover, training influenced employees' Job satisfaction, employee motivation, meet the organisation, increased organisation's competitive advantage. In addition, shortage of funds, teaching facilities and shortage of employees have been the great challenges encountered by both employees and organisation when translating training in reality. Lastly, the study suggests that ARU should find other sources of funds apart from the grants from the government, should employ part time lecturers from other universities to reduce the workloads, and the management should improve the relationship with employees by increasing their involvement in decision making, by being recognised when they outperform.

## **5.2. Conclusions**

Based on study findings, the study, the following conclusions are made:

### **5.2. 1. Training Programmes attended by the employees**

Ardhi University provides Training opportunities for both academic staff and non-academic staff. Most of trainings have been for a long period of time, normally two years and above. Also, the Environmental Technology, Gender issue, Disaster and Risk Management, Teaching Methodology, Accounts and Finance and Real Estate are the trainings programmes have been attended by the employees at ARU. Also, TNA is not practiced at ARU, since ARU does not determine what or who needs to be trained, evaluates employees Competencies and Determine Performance Gaps and conducts Evaluation of training. But what has been done at ARU is that, all heads of departments meet and discuss with the staff members on who needs to attend further studies; after discussing they report the names of employees who need training to higher authority for approval.

### **5.2.2. Employees' Perception and Attitude about Training Programmes on their Job Performance.**

The training programmes which have been provided by ARU influence on job performance, since raised employees' motivation, thus employees able to work effectively to improve the organisation performance. Also, the training programmes helped the organisation to meet its goals; since the trainings provided employees with knowledge and skills to adopt new technology, to become more creative and an initiative that had improved employee performance, and led the organisation to achieve the set goals. Lastly, the trainings increased organisation's competitive advantages over other universities, since ARU has been dominant the market by attracting more architecture students than other learning institutions in Tanzania.

### **5.2.3. Challenges Organisation and Employees Encounter when Translating the Outcome of Training in Reality**

ARU has been facing Shortage of funds, shortage of employees and shortage teaching facilities which have been the great challenges encountered by both employees and organisation when translating training in reality.

### **5.4. Ways to Overcome the Observed and identified challenges in the course of training on performance among employees at Ardhi University**

ARU will be able to address different challenges hindering the transfer of training when the organisation provide enough teaching recourses, this would improve employee motivation, thus influencing the transfer of training at ARU. Also, Organisation when recruiting enough employees would overcome the challenges of heavy work load on the job and time pressure which facing the current employees. Moreover, Improvement of managerial relationship will lead to overcome the challenges hindering post training performance, since the employees will be motivated and feel that they are part and parcel of the organisation. Lastly, when ARU has its own source of funds would be able to solve the prevailing challenges which hinder post training performance to the great extent, since with adequate funds ARU will be able to purchase enough resources, infrastructures and motivate employees with attractive remuneration.

### **5.5. Limitation of the Study and recommendations for Further Research**

This study was conducted in one organisation (ARU), which used only interview and questionnaire methods of data collection. With these two methods of data collection and one case study, the findings of this study cannot be generalised to all higher learning institutions in Tanzania. Therefore it is important to conduct a similar study, which will engage more methods of data collection and more higher learning institutions in order to attain a wider understanding about the post training employees' performance in higher learning institutions in Tanzania.

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## APPENDICES

### Appendix i

#### QUESTIONNAIRES FOR STAFF MEMBERS

I am a student at Mzumbe University pursuing Master of Science in Human Resource Management. I am doing a research study as a compulsory part of my programme. The purpose of the research to assess post training employee performance in High learning institutions, a case of Ardhi University. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

#### Instructions:

- Please put  $\surd$  where appropriate

1. What is your age?

- a. 18- 30 years ( ) b. 31- 40 years ( ) c. 41- 50 years ( ) d. 51 years and above ( )

2. What is your sex?

- a. Male ( ) b. Female ( )

What is your Level of Education?

- a. Master's degree ( ) b. PhD ( ) c. If others (specify).....

3. What are training programmes have you attended?

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....
- viii. ....
- ix. ....
- x. ....

4. Below are the statements indicating your perception towards Training Programmes Designed per TNA at ARU (pu tick all where appropriate)

S/N	Statements	Agree	Strongly Agree	Disagree	Strongly Disagree
i.	ARU determines what or who needs to be trained.				
ii.	ARU evaluates employees Competencies and Determine Performance Gaps				
iii.	ARU conducts Evaluation of training				

5. Below are the statements indicating your perception about training programmes on employee Job Performance at ARU (pu tick all where appropriate)

S/N	The statements	Agree	Strongly agree	Disagree	Strongly agree
i.	Training influenced employees' Job satisfaction				
ii.	Training increased Employees motivation				
iii.	I was promoted as a result of training				
iv.	Trainings helped the organisation to meet its set goals				
v.	Increased organisation's Competitive advantage				
vi.	Trainings increased my knowledge and skills				

6. Below are the statements indicating your attitude about training programmes on employee Job Performance at ARU (pu tick all where appropriate)

S/N	The statements	Agree	Strongly agree	Disagree	Strongly agree
i.	Trainings increased my capacity to adopt new technology				
ii.	Trainings reduced employee turnover				
iii.	Trainings increased creativity to employees				
iv.	Trainings increased my commitment at work				

7. Below are the statements indicating your perception about Challenges facing Organisation and Employees when Translating the Outcome of Training in Redisagreedality (Tick all where appropriate)

S/N	Factors	Agree	Strongly agree	Disagree	Strongly agree
i.	Heavy work load on the job and time pressure				
ii.	Facilities				
iii.	Poor staff motivation				

8. Below are the statements indicating your perception about ways to Overcome the Observed and identified challenges in the course of training on performance among employees at Ardhi University (Tick all where appropriate)

S/N	Factors	Agree	Strongly agree	Disagree	Strongly agree
i.	Providing motivation to employees				
ii.	Providing enough teaching resources				
iii.	Recruiting more employees				
iv.	Improving relationship between ARU management and employees				

**\*Thanks for your cooperation\***

Appendix ii

**INTERVIEW GUIDE FOR HoD, DHRMA AND HRO**

1. What is your age?
2. What is your Level of Education?
3. What are the training programmes conducted at ARU?
4. How have you been conducting post training programmes at ARU?
5. How do you ensure that all Programmes Designed per TNA ?
6. What are the challenges facing organisation and employees when translating the outcome of Training in Reality?
7. How do you overcome with the Challenges facing Organisation and Employees when Translating the Outcome of Training in Reality?