

EFFECTIVENESS OF TRAINING PROGRAMMES IN PUBLIC
ORGANIZATIONS IN TANZANIA

A CASE OF MOROGORO MUNICIPAL COUNCIL

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A CASE OF MOROGORO MUNICIPAL COUNCIL

By

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award
of the Degree of Master of Science in Human Resource Management of
Mzumbe University**

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CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled **Effectiveness of Training Programmes in Public Organisations in Tanzania: A case of Morogoro Municipal Council**, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

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DECLARATION

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

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DEDICATION

This dissertation is dedicated to my parents Dr. and Mrs. Habi, my family members; George, Ronaldo, Richard, Rose, Raymond, David and Nasra.

God bless you!

ABBREVIATIONS

HOD	-	Head of department
HRD	-	Human Resource Development
MMC	-	Morogoro Municipal Council
OPSM	-	Office of Public Service Management
PSO	-	Public Service Office
TANESCO	-	Tanzania Electric Supply Company Limited
UPSTDC	-	Uttar Pradesh State tourism Development Corporation
URT	-	United Republic of Tanzania

ABSTRACT

This study examined the effectiveness of training programmes in Public Organizations. It involved case study design where Morogoro Municipal Council was selected.

The study was guided by four research objectives which are: To determine factors affecting implementation of a training programme in MMC; to find out how trainees perceive the implementation of a training programme in MMC and lastly to suggest strategies to be employed by MMC in the implementation of a training programme.

Data collection methods comprised of interview, questionnaires, and documentary review. Random sampling and purposive sampling techniques were used to select a sample of 77 respondents for the study. Respondents were chosen from ordinary employees, heads of departments and the head of Human Resource Management on behalf of the director of Morogoro Municipal Council.

After data analysis the findings of the study revealed that, most of the employees were aware of the existence of the training programme while few of them never noticed its existence. On the other way, to some extent the identification of training needs was administered, but also it has been evidenced that the selection of employees in some cases didn't prove to have elements of fairness and transparency as such there were a lot of complaints from employees insisting that the selection of employees for training was dominated with evil acts including presence of elements of corruption and favouritism.

However, the study found that Morogoro Municipality faced various challenges in the implementation of the training programme including; small budget for training, lack of clear organisation policy, lack of management support, unwillingness of some employees to be trained and finally there was small efforts made in identifying training needs. This research has made some recommendations for implementing well a training programme by the Morogoro Municipality. These include; soliciting for donors' funds, preparation of good organization policy, soliciting for management support, cost sharing and soliciting for employees willingness.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is the introductory part of the study. It provides general information about the case study, background to the problem, statement of the problem, objectives of the study, research questions, rationale of the study, limitations of the study, delimitation of the study and definition of key terms.

1.1 Background information of Morogoro Municipal Council

Morogoro Municipal Council (MMC) is the Regional Headquarters of Morogoro. It is one of the oldest towns in the history of Tanzania (by then Tanganyika) in the 18th century. Its inception as a township is said to have come at the end of the 19th century when it has a population of about 3,000 people. At that time the missionaries developed interest in this little settlement with the aim of getting control of the already spreading slave trade. They built a church and few buildings at Kigurunyembe, four kilometers from the present town centre. As a settlement, by then, the indigenous name of Morogoro town was “Bungo Dimwe”. It was during this period of 19th century that the name Morogoro was invented. Also at that time there were Germans who were busy converting Morogoro into a provincial headquarters of the Eastern province of German East Africa (later Tanganyika).

The Municipality is about 195 kilometers to the West of Dar es Salaam and is situated on the lower slopes of Uluguru Mountains whose peak is about 1,600 feet above sea level. It lies at the crossings of Longitudes 37.0 East of the Greenwich Meridian and latitude 4.49 South of Equator. It is a highway road link to East, West, South and Northern parts of the country with a total land area of 531 sq. kms which is just only 0.8% of the total regional area.

1.2 Background to the problem

A worldwide shortage of skilled workers has been forecasted for most of the 21st Century. The reputed causes of this shortage include demographic shifts, the failure of most developed countries to pass comprehensive immigration legislation, technological innovation, and globalization. The World Health Organization estimates that there is already a growing shortage with skilled workers worldwide, especially in developing countries (WHO, 2006). Even China and India, whose rapid economic growth supposedly created jobs at a rate sufficient to absorb the local unemployed, are reporting skilled worker shortages.

The experience shows that the 21st century will belong to those organizations which are able to develop faster than their competitors offering the same goods and services. The organizational structure of the future is a learning organization which is focusing at creating and gaining knowledge for improved performance and building a competitive edge. The truly successful organizations of the future will discover how to tap people's commitment and capacity to learn at all levels (Singh and Saldanha, 2002). It is therefore important to consider training and management development programmes as crucial practices in improving employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees, thus the focus is on individual performance or team performance.

In Africa, the growth of its economies and organizations has been constrained by the major factors and this is the lack of capacity to carry out tasks that are necessary for such growth. Therefore due to role played by training in developing skills, knowledge and attitudes of employees, many African countries have launched to training employees in public sector organizations. Capacity building is vital to the Tanzanian's growth and development. Thus, various policies on training and development have been developed and large amounts of money have been injected on the phenomenon in order to have effective training programme.

Tanzania has tried her best to create an enabling environment to ensure training and development is exercised in both public and private organizations. To ensure this is properly done it has put in place respective institutions to nurture this activity. The President's Office of Public Service Management (POPSM) is one of the key institutions. It is responsible for coordinating all public service employees training in the Tanzanian government and it is fully consulted in initiating new training schemes, or to make substantial changes in existing training programmes. The training and development function in the Public Service Office (PSO) involves an orientation exercise or induction course for all new entrants and a skill development programme that takes place each year or at least once in every two years for each employee. A programme is drawn specifically for each employee and for each different level of grade in accordance with a training needs assessment. This enhances the achievement of the organization objectives, officer's career progression, individual's performance appraisal and gender balance. There is also leadership training to prepare individuals for top level positions in the public service (Rugumyamheto, 2002).

Training policy of Tanzania states that Tanzania should be self sufficient in trained and skilled manpower required to man its economy (URT, 1998). Normally training should take place locally; however where local institutions have inadequate training facilities or where local facilities are non-existent, efforts will be made to secure and utilize training opportunities and scholarships that may be made available by friendly countries and International Organizations (Wangwe and Arkadie, 2000).

1.2 Statement of the problem

Organizations which are dynamic in today's world that desire to maintain or make improvement towards competitive edge, need actively to utilize their resources at their disposal and thus the most critical one is the human resource (Ngirwa, 2005). As such, work organizations are seriously focused on how to provide quality product and services to their clients. Quality Training and Development of employees are pre-requisites for improvements, growth, prosperity, and stability of any work organization.

Training helps individuals to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to obtain effective performance. The expectation is that, a better training programme will, together with other factors act as motivation to an employee and improves his job performance which in the end will contribute to the growth of the organization. The need to educate and train employees is critically essential, and this is because the achievement of organizational goals depends on the development of employees in accordance with environmental changes.

The aspiration to have effective training programme is reflected in the Public Service Training Policy of 2003(URT, 2003). The Policy requires every public institution to develop training programmes. The policy mentions that training will account for twenty percent of the wage bill, and there should be need identification for training which addresses organizational objectives against which performance will be assessed.

However, despite the good intentions of Public Service Management (PSM), anecdote evidence indicates that most employees fail to get avenues for training and sometimes for those who get training register some dissatisfaction on the nature and type of training they get (Dominic et al, 2010). While all public organizations are required to develop among others training programmes, effective implementation of these programmes is still desired. This is so because needs identification is hardly done, there is poor and inadequate allocation of training funds, unclear criteria for trainees' selection, inability to determine the type of training needed and no evaluation done on training and development (Dominic et al, 2010). In order to shed light on this problem, the researcher was inclined to examine the effectiveness of training programme in MMC.

1.3 Objectives of the study

The main objective of the study was to assess the effectiveness of training programmes in Public Organizations in Tanzania.

1.3.1 Specific objectives

1. To determine factors affecting implementation of a training programme in MMC.
2. To find out how trainees perceive the implementation of a training programme in MMC.
3. To suggest strategies to be employed by MMC in the implementation of a training programme.

1.4 Research questions

1. What are the factors affecting implementation of a training programme in MMC?
2. How do trainees perceive the implementation of a training programme in MMC?
3. What strategies should be employed by MMC in the implementation of a training programme?

1.5 Significance of the study

The reason behind carrying out this study was to make employers and employees aware of training programmes as an important tool for acquisition of new skills, knowledge and attitudes for improved performance at work places in Tanzanian Public Organizations. The study also meant to be useful to other experts in research through creating awareness on the question of training programmes. The study was also a condition for the fulfillment of the requirements for the award of a masters degree of Science in Human Resource Management of Mzumbe University.

1.6 Limitation of the study

Some challenges faced by the researcher limited effective data collection as follows:-

1. Incompetence and fear of some respondents. This led to stipulation of inaccurate information.
2. Lack of cooperation from some of staff members due to personal attitudes, thus refusing to complete questionnaires, returning them late and sometimes not willing to reveal vital information.
3. Time and financial constraints affected progress and efficiency of the study.

1.7 Delimitation of the study

This study was carried out at Morogoro Municipal and focused on looking at the effectiveness of training programme in Public Organizations, and therefore the findings confined to Morogoro Municipal council only.

1.8 Definition of key terms

1.8.1 Training

Training refers to the learning experience in that it seeks a relative permanent change in any individual that will improve his/her ability to perform the job. It involves the changing of skills, knowledge, attitudes and social behavior changing what employees know, how they do work, their attitudes towards work or their interaction with their co-workers or their supervisors (Gupta, 2008).

1.8.2 Training Programme

Is a planned process by which an organization seeks to attain performance enhancement either by developing skills of learners or by meeting the learner's needs on an identified group of employees. The planning process identifies the group of learners, the trainers, the venue and the required resources both physical and financial (Rothwell and Sredl 2000).

1.8.3 Training policy

Is a set of broad guidelines and decisions on training and staff development programme concerning the selected goals and means of achieving them efficiently, effectively and in a coordinated manner (Habi and Gellejah 2009).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains three parts namely; conceptual issues, theoretical framework, review on earlier studies and synthesis.

2.2 Theoretical framework

2.2.1 Conceptual issues

This part hereby presents several concepts concerning training programme. It shows the significance of training and this is for increased skills and knowledge of employees in order to improve the performance of individuals, teams and organization at large.

2.2.2 Linkage between Human Resource Management (HRM) with Training

In the field of Human Resource Management (HRM), training falls under Human Resource Development (HRD). One of the aims of HRD is to harness training for increased skills and knowledge of employees (Armstrong 2006).

Human resource development is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. HRD is essentially a business-led approach to developing people within strategic framework.

2.2.3 Understanding of Training

Armstrong (2006), defines training as the use of systematic and planned instruction activities to promote learning and therefore this approach can be summarized as learner-based training. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily as such it is described as one of several responses an organization can undertake to promote learning.

According to McGehee, (1979), training consists of formal procedures which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the company's goals and objectives. Therefore, training is a management tool and as a means of making learning effective in operations and therefore its outcomes is in the form of increased capabilities or improved behavior on the part of those trained.

Bramley, (1991) stresses training as systematic process with some planning and control rather than random learning from experiences as such should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups. It is intended to improve performance in both the present and the following job through this should enhance the effectiveness of the part of the organization in which the individual or groups work.

Cole (2002) defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupational or task.

On the other hand Rosemary (1988:38),describes training is not just the responsibility of training department, and thus it involves team efforts including everyone that means individuals, employees, managers and the personnel department and therefore at least levels of responsibilities can be identified for most organizations.

2.2.4 Human Capital Investment theory

Human capital investment means that, organization should see the importance of investing in human capital through education and training which improves skills, talents, abilities and competencies which in turn increases productivity, profitability and competitiveness in an organization and eventually guiding the organization performance.

According to Richard and Lorraine (1997), there are three main components of Human Capital-early ability (whether acquired or innate); qualifications and knowledge acquired through formal education; and skills and competencies and expertise acquired through training on the job. The concept of Human Capital arose from a recognition that an

individual's or a firm's decision to invest in Human Capital (i.e undertake or finance more education or training) is similar to decisions about other types of investments undertaken by individuals or firms.

Human Capital Investments involve an initial cost(tuition and training course fees, foregone earnings while at school and reduced wages and productivity during the training period) which the individual or firm hopes to gain a return in the future(for example, through increased earnings or higher firm productivity).As with investments in physical capital, this human capital investment will only be undertaken by the wealth maximizing firm if the expected return from the investment(or net internal rate of return) is greater than the rate of interest.

Human Capital Investment are compensated by sufficiently higher future earnings and in a competitive labour market where wages reflects the marginal product of workers, to be able to command higher earnings, the better educated or more trained workers must be sufficiently more productive in employment than their less skilled counterparts(Blundell et al,1998).

The continuing growth in per capita incomes of many countries during the nineteenth and twentieth century is partly due to the expansion of scientific and technical knowledge that raises the productivity of labour and other inputs in production. And the increasing reliance of industry in sophisticated knowledge greatly enhances the value of education, technical schooling, on-the-job training, and other human capital.

New technological advances clearly are of little value to countries that have very few skilled workers who know how to use them. Economic growth closely depends on the synergies between the new knowledge and human capital, which is why large increase in education and training have accompanies major advances in technological knowledge in all countries that have achieved significant economic growth.

The outstanding economic records of Japan, Taiwan, and other Asian economies in recent decades dramatically illustrate the importance of human capital to growth. Lacking natural resources-they import almost all their energy, for example-and facing discrimination against their exports by the west, these so-called Asian tigers grew rapidly by relying on a well-trained, educated, hardworking, and conscientious labour force that makes excellent use of modern technologies. China, for example, is progressing rapidly by mainly relying on abundant, hardworking and ambitious population (Becker, 1964).

However to most of people, capital means a bank account or a hundred shares of stock. These are all forms of capital in the sense that they are assets that yield income and other useful outputs over long periods of time. But such tangible forms of capital are not the only type of capital. Education and training courses are also capital. This is because they can add to a person's good habits over much of his lifetime.

Therefore, expenditures on education, training, and so on as `investments in human capital, are called human capital `because people cannot be separated from their knowledge, skills, or values in the way they can be separated from their financial and physical assets. In this case education and training are the most important investments in human capital for the fact that people with more education tend to have higher IQs whereby education and training really do raise productivity and improve talents and abilities. Always training has positive impact towards the firm, like increasingly of performance, productivity, profitability and long-term competitiveness.

2.2.4 The role of adult learning theory in training of employees

For many different reasons adults learn differently than young people. Adults differ distinctly in terms of such factors as motivation, interest, values, attitudes, physical and mental abilities, and learning histories (Kennedy, 2003). These differences have triggered the implementation of adult learning theory in training adult professionals.

Goad (1982) and Hanson (1981), presented important characteristics of adult learning indicating that learning is a process as opposed to a series of finite, unrelated steps that

last throughout the entire lifespan of most people therefore for optimum transfer of learning, the learner must be actively involved in the learning experience, not a passive recipient of information. Each learner must be responsible for his/her own learning. This is because the learning process has an affective (emotional) as well as an intellectual component, and for that reason adults learn by doing as they want to be involved. Regardless of the benefits of coaching, one should never merely demonstrate how to do something if an adult learner actually can perform the task, even if it takes longer that way.

Problems and examples must be realistic and relevant to the learners. Adults relate their learning to what they already know. It is wise to learn something about the backgrounds of the learners and to provide examples that they can understand in their own frames of reference. Usually an informal environment works best, and this tries to intimidate adults causing resentment and tension, and these inhibit learning. All five of the learners' senses must appealed particularly to those aspects identified by neurolinguistic programming; the visual, the kinesthetic, and the auditory thus a change of pace and a variety of learning techniques help to mitigate boredom and fatigue. Therefore, learning flourishes in a win-win, nonjudgmental environment. The norms of the training setting are violated by tests and grading procedures thus checking learning objectives is far more effective.

Human resource training initiatives that incorporate adult learning theory should focus on the core areas of the training process. This includes needs assessment, motivation, reinforcement, retention, transference, and evaluation. Assessment of the needs of the organisation and the individual employee is what begins in effective training programme. Needs assessments are designed to provide input on how to best structure training programmes to enhance organisational performance. Not all employees within an organization may need training, while other may need significantly more. Carolan (1993) suggests three steps to needs assessment; thus, those in leadership positions

should identify job specific skills that need to be improved within the organization so as the audience should be analyzed. The training program should be tailored to fit specific needs of individuals and departments, knowledge and ability should be considered as well as motivation and finally, managers and HR professionals should research to develop specific, measurable knowledge and performance objectives. One method of needs assessment is training gap analysis. Chauldron (1996) proposed that human resource managers should define the gap between current employee knowledge and knowledge that the employee will need to know in the future and therefore managers first should let the employees know the organization is serious about training and development. Second, the manager needs to critically assess the informational needs of the organization and finally, managers should know what skill sets and knowledge each individual needs to excel at his/her position. The future of effective employee training programs depends first on successful needs assessments, therefore needs assessment provides a foundation upon which managers and corporate leaders can build a solid and useful training programme.

In order for the training and development efforts of an organization to be successful, employees must be motivated to learn and develop new skills and competencies. When employees have a high level of motivation they will be more likely to take in new knowledge and seek opportunities to apply it (Lieb, 1991). Factors like social relationships, external expectations, social welfare, personal advancement, stimulation and cognitive interest should be considered. The best way to motivate adult learners is simply to enhance their reasons for enrolling in a training program and decrease the barriers. In order to do this, managers must seriously consider employee needs in the design of the training program and learn why their employees are enrolled. Some common employee needs are advancement, maintaining job performance, and job security (Jurkiewics & Massey, 1997 and Jurkiewics, 2000). It is therefore the role of managers to make sure that employees are motivated to learn and this is by understanding that the training facilitator is a change agent whose responsibility is to

present information or skills or to create an environment in which exploration can take place whereas the participants' responsibility is to learn.

According to Kodat (2002), using the Thorndike's law of effect shows that the frequency in which a certain behavior occurs depends on how much pleasant the consequence is, and if a consequence is unpleasant, the behavior becomes less likely to occur. Many managers are supposed to use this tactic with their adult employees. However, positive reinforcement has been sited as the most important factor in maintaining the behavior of trainees once they return to their jobs. Positive reinforcement from immediate supervisors is the most powerful maintenance system (Michalak and Yager, 1979), and therefore it must include appropriate rewards and consistency to truly become an essential element to learning.

Although people typically forget many things, training sessions should be designed so the employees can retain and use the knowledge and skills they learn. Adult learners have a wide variety of life experiences that shape their interests and learning abilities as a result a trainer should build on the learners' experiences and established knowledge. By building on what the employees already know, the teacher provides a familiar context which helps in retaining knowledge. Repetition aids people in both understanding information and retaining it, therefore practicing new skills is important in retaining knowledge and skills (Kennedy, 2003). Ability to use the information and skills attained through training in a new environment, ideally the work environment is what is called transference where it can be positive when trainees actually put into practice the techniques and procedures learned in the training, or can be negative whereby trainees avoid doing what they are trained not to do. Therefore, the goal of training programs is for the highest possible amounts of transference to take place (Lieb, et al 1991).

In order to insure that adults are learning effectively, training programs must be evaluated. Evaluation is to assign value to an object or process. In evaluating training then, it is important to know one's audience the person or persons for whom the determination of value is to be made. There are several possible audiences for evaluation results. Evaluation is often looked at from four different levels; thus it includes the feeling of the learner about the training (reaction), knowledge and facts gained by the learner (learning), skills developed by the learner including new information used by the learner on the job (behaviors) and results occurred, that is if the learner applied new skills on the necessary tasks in the organization, and the results achieved (effectiveness). Evaluating results and effectiveness, is the most desired result from training, it is usually the most difficult to accomplish. Evaluating effectiveness often involves the use of key performance measures. Following of such sound principles of performance management can be of great benefit to the organization (Kirkpatrick, 1998).

2.2.5 Types of training methods

As there is always a scope for continuous development, several training methods have proven highly effective and are widely accepted in improving the technical skills and communication skills of the employee. Bulla and Scott (1994) provides two broad types of training an organization may opt; this involves on- the- job and off-the-job training techniques.

a) On-the-job training technique: This is delivered to employees while they perform their regular jobs. In this way, there is no time wastage by the employees on the learning process. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with a periodic evaluation to inform employees about their progress. On-the-job technique includes orientations, job instructions, job instruction training, internships and assistantships, job rotation and coaching.

b) Off-the-job training technique: This includes lectures, special study, films, television conference or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used although seems to be too costly. Most people are familiar with formal methods of training centres and many organizations use centres or hire hotel and conference accommodation for central events. Here the training is conducted by fulltime staff, assisted as necessary by occasional lecturers and tutors. Trainers usually work in groups, and the methods commonly employed are lectures, discussion groups, case studies, simulation, role-play, self instruction, Team building, Computer-Based Training(CBT),mentoring and exercises of various kinds, supported by multimedia presentations, PowerPoint projections and other audio-visual aids. Training usually covers subjects where needs are identified that are common to groups of employees of similar grades or jobs. The choice of methods and locations must be determined by the criterion of cost effectiveness (Shaun, 2006).

2.2.6 Significance of training

Training in most cases is intended to bring about changes by employees gaining new skills, knowledge, and attitudes which in the end aim at improving performance of employee and eventually meeting organizational objectives. According to Bramley (1991) Organizations need to conduct training in order to achieve the following;

- **New employee orientation**

Here training provides the new hires with opportunities to learn about their new company and acquire job-specific skills. This is typically a combination of skill development and factual learning. New employee orientations are necessary to get new comers on a productive track as soon as possible.

- **Performance improvement**

Organizations are committed to continuous improvement and innovation. Vision of those organizations includes a commitment to its employees to have access to education and training opportunities for personal development. Organizations are focused on performance improvement invest in training for their employees personal development and to improve their skills for better job performance. No one is perfect or superhuman; therefore everyone has a room for improvement. This may include learning new techniques or learning to perform existing tasks more efficiently.

- **Implementing change**

Organizations also need a companywide training approach when implementing major changes. This approach can be useful for big changes to company policies and procedures. In addition, some organizations use this approach in problem solving and decision making that ultimately leads to change.

- **New technology**

As a sign of the times, one of the most common reasons for employee training today is to implement new technology. New technologies can range from web based software application for financial managers to digital imaging machines in hospitals. Staying current with hardware and software advances and other new technologies requires an ongoing commitment to training.

- **Company/product knowledge**

Successful companies tend to develop new products or services and continue to improve to improve their core offerings. Companywide training initiatives that introduce employees to new or improved products and services are foundation stones for success. Such training can cover product use, benefits, profiles of the typical buyer, and how the product will be sold, shipped and serviced.

- **Cross-training**

Many organizations, particularly small to medium-sized business have just one or two individuals who are properly trained to perform certain tasks or functions. Organizations invest in cross-training to provide opportunities for employee to grow and also to avoid work flow interruptions for employees to grow and also to avoid workflow interruptions if someone is absent. Cross-training is the process of learning or task that is typically the responsibility of a worker.

- **Legal compliance**

This is an unglamorous but nonetheless important reason for training. This include sexual harassment, security awareness, accounting and tax regulation, confidentiality(company/patients/customer records),hazardous waste handling and disposal, appropriate use of e-mail and other company resources and more.

- **Safety**

Certain industries, including manufacturing, construction, police and fire protection, shipping, oil and natural resources and health care have higher than average risks of injury or illness.

- **Team building**

Team oriented training can enrich the corporate culture and foster team spirit. Team building focus on teamwork skills as well as achieving key team results. Team training can reinforce relationship building; particularly if everyone in a department or work unit participate in the training together. This is true for both small and large organizations. For example, a relatively small health and wellness centre closes its offices twice a year to allow all of the employees to attend professional development sessions together. Learning as a team reinforces a spirit of collaboration. In service organizations, a positive outcome of team building can be higher-quality customer service. Team

building training also helps develop common vocabulary and awareness of best practices.

2.2.7 Training Programme

According Rothwell and Sredl (2000), defines training programme as a planned process by which an organization seeks to attain performance enhancement either by developing the skills of learners or by meeting the learning needs on an identified group of employees. Through the planning process, there is an identification of group of learners, the trainers, the venue and the required resources both physical and financial.

A training programme is a plan of imparting to employees the lacking skills, knowledge, attitudes and techniques required for effective job performance leading to the realization of the organizational objectives as well as an employee's career aspirations (Scopo, 1980).

Gupta (2007), considered the following as characteristics of an ideal training and development programme. First, it should be designed with clear scope and objectives. Thus, a training needs assessment (TNA) exercise should be conducted. Second, it should have proper reinforcements to continuously improve the performance capability of an individual employee: Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily forgotten. Fourth, an effective T&D function should be carefully planned in terms of reading materials, learning duration, and instructors. Their proper organization enhances training effectiveness. Fifth, it should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. Lastly, it should be evaluated. Training consumes both an organization's time and money, therefore it is important to determine how well it was conducted. Evaluation reports establish whether the organization has

derived more-or-less the same value from the amount of money and time invested in the programme.

2.2.8 Processes involved in Training Programme Development and Implementation

The reason for evaluating is to determine the effectiveness of a training programme. When the evaluation is done, we can hope that the results are positive and gratifying, both for those responsible for the program and for upper-level managers who will make decisions based on their evaluation of the program (KirkPatrick, 2009). Therefore, Each of the following factors should be carefully considered when planning and implementing an effective training programme:

2.2.8.1 Determining Needs

If programs are going to be effective, they must meet the needs of participants. There are many ways to determine these needs including asking the participants, asking the bosses of the participants, asking others who are familiar with the job and how it is being performed, including subordinates, peers, and customers, testing the participants, and analyzing performance appraisal forms.

Participants, bosses, and others can be asked in interviews or by means of a survey. Interviews provide more detailed information, but they require much more time. A simple survey form can provide almost as much information and do it in a much more efficient manner. A survey form can be readily developed to determine the needs seen both by participants and by their bosses. The topics to be considered can be determined by interviews or simply by answering the question, for example what are all the possible subjects that will help our people to do their best? The resulting list becomes the survey form.

Participants will be asked to complete the survey by putting a check in columns provided in the forms for each item. This is a much better process than having them list their needs in order of importance or simply writing down the topics that they feel will help them to do their job better. It is important to have them evaluate each topic so that

the responses can be quantified. Then, after the tabulation their responses, the next step is to weight these sums to get a weighted score for each topic.

2.2.8.2 Setting Objectives

Once the needs have been determined, it is necessary to set objectives. Objectives should be set for three different aspects of the program; should look on what results are we trying to be accomplished, if these results can be stated in such terms as production, quality, turnover, absenteeism, morale, sales, profits, and return on investment, what behaviors are needed to accomplish these desired results and what knowledge, skills, and attitudes are necessary to achieve the desired behaviors.

The training program curriculum is then based on accomplishing behaviors needed to accomplish the desired results (in terms of knowledge, skills, and attitudes). In some programs, only increased knowledge is needed. In others, new or improved skills are necessary. And in some, change in attitudes is what is needed. Diversity training is an example of a program whose objective it is to change attitudes.

2.2.8.3 Determining Subject Content

Needs and objectives are prime factors when determining subject content. Trainers should ask themselves the question, what topics should be presented to meet the needs and accomplish the objectives. The answers to this question establish the topics to be covered. Some modifications may be necessary depending on the qualifications of the trainers who will present the program and on the training budget. For example, the subject of managing stress may be important, but the instructors available are not qualified, and there is no money to hire a qualified leader or buy videotapes and/or packaged programs on the subject. Other pertinent topics then become higher priorities.

2.2.8.4 Selecting Participants

When selecting participants for a programme, four decisions need to be made, that is to see who can benefit from the training, programmes required by law or by government edict, to see if the training should be voluntary or compulsory and if the participant has

to be segregated by level in the organization or two or more levels should be included in the same class.

However, all levels of management can benefit from training programmes. Obviously, some levels can benefit more than others. It is therefore recommended that at least some basic programmes be compulsory for first level supervisors if not also for others. If a program is voluntary, many who need the training may not sign up, either because they feel they don't need it or because they don't want to admit that they need it. Those who are already good supervisors and have little need for the programme can still benefit from it, and they can also help to train the others. This assumes, of course, that the programme includes participatory activities on the part of attendees. To supplement the compulsory programmes, other courses can be offered on a voluntary basis.

Some organizations have established a management institute that offers all courses on a voluntary basis. Training professionals may feel that this is the best approach. Or higher level management may discourage compulsory programmes. If possible, the needs of the supervisors, as determined by the procedures described in the preceding section, should become basic courses that should be compulsory. Others can be optional. Depending on the climate and on the rapport that exists among different levels of management within the organization, the focus is on whether subordinates will speak freely in a training class if their bosses are present. If the answer is yes, then it is a good idea to have different levels in the same program. They all get the same training at the same time. But if the answer is no, then bosses should not be included in the program for supervisors. Perhaps you can give the same or a similar programme to upper-level managers before offering it to the first-level supervisors.

2.2.8.5 Determining the Best Schedule

The best schedule takes three things into consideration; the trainees, their bosses, and the best conditions for learning. Many times, training professionals consider only their own preferences and schedules. An important scheduling decision is whether to offer the

programme on a concentrated basis .For example, as a solid week of training or to spread it out over weeks or months. One good schedule is to offer a three hour session once a month. Three hours leave you time for participation as well as for the use of videotapes and other aids. The schedule should be set and communicated well in advance. The day of the programme and the specific time should be established to meet the needs and desires of both the trainees and their bosses. Line managers should be consulted regarding the best time and schedule.

2.2.8.6 Selecting Appropriate Facilities

Facilities should be both comfortable and convenient. Negative factors to be avoided include rooms that are too small, uncomfortable furniture, noise or other distractions, inconvenience, long distances to the training room, and uncomfortable temperature, either too hot or too cold. A related consideration has to do with refreshments and breaks. Also participants can be provided with coffee and sweet rolls in the morning, a nice lunch at noon, and a Coke and cookie break in the afternoon.

2.2.8.7 Selecting Appropriate Instructors

The selection of instructors is critical to the success of a programme. Their qualifications should include knowledge of the subject being taught, a desire to teach, the ability to communicate, and skill at getting people to participate. They should also be learner oriented have a strong desire to meet learner needs. Budgets may limit the possibilities. For example, some organizations limit the selection to present employees, including the training director, the Human Resources manager, and line and staff managers.

2.2.8.8 Selecting and Preparing Audiovisual Aids

An audiovisual aid has two purposes: to help the leader maintain interest and to communicate. Some aids, hopefully only a few minutes long, are designed to attract interest and entertain. This is fine providing they develop a positive climate for learning. When renting or purchasing videotapes and packaged programs, take care to preview them first to be sure that the benefits for the program outweigh the cost.

The extent to which such aids should become the main feature of a programme depends on the instructor's knowledge and skills in developing his or her own subject content. Some organizations rely entirely on packaged programmes because they have the budget but not the skills needed to develop and teach programs of their own. Other training professionals rely primarily on their own knowledge, skill, and materials, and rent or buy videos only as aids. Some organizations have a department that can make effective aids and provide the necessary equipment. Other organizations have to rent or buy them. The important principle is that aids can be an important part of an effective programme. Each organization should carefully make or buy the aids that will help it to maintain interest and communicate the message.

2.2.8.9 Coordinating the Programme

Sometimes the instructor coordinates as well as teaches. In other situations a coordinator does not do the teaching. For those who coordinate and do not teach, there are two opposite approaches. The instructor is to introduce himself, find his way to the lunchroom at noon, tell participants where to go for breaks, and conclude the program. Therefore, it is important to meet the needs of the instructor as well as of the participants.

2.2.8.10 Evaluating the Programme

The most common reason is that evaluation can tell us how to improve future programmes. The second reason is to determine whether a programme should be continued or dropped. The third reason is to justify the existence of the training department and its budget. By demonstrating to top management that training has tangible, positive results, trainers will find that their job is more secure, even if and when downsizing occurs. If top level managers need to cut back, their impression of the need for a training department will determine whether they say, "that's one department we need to keep" or "that's a department that we can eliminate or reduce without hurting

us.”And their impression will be greatly influenced by trainers who evaluate at all levels and communicate the results to them.

2.2.9 Training Policy

A Training Policy is a set of broad guidelines and decisions on training and staff development programme concerning the selected goals and means of achieving them efficiently, effectively and in a coordinated manner (Habi and Sabina, 2009).

There is a need to have comprehensive policies and concrete frameworks to guide and design appropriate training strategies in order to avoid a situation dominated by uncoordinated, fragmented and ad hoc approach to training, resulting into improper utilization of human, financial and other resources.

2.2.10 The National Training Policy

Training Policy should provide broad guidelines for effectiveness, efficient and coordinated training of civil servants who are recognized and characterized by political neutrality, professionalism and meritocracy in the new era of reforms, openness and accountability (URT, 2003).

2.2.10.1 The objectives of National Training Policy

The objectives of National Training Policy are to make training an integral component of career development, promotion and retention of trained personnel. Also, the policy facilitates the transfer of advanced technology and skills to government servants. The other objective of the policy is to coordinate and harmonize training programmes and establish needs-oriented job related training system. The policy develops skills and competence of individuals to enhance effectiveness and efficiency in service delivery and also ensures the provision of counterpart training of foreign experts recruited in the government service. The policy promotes integrity, transparency and equity in the training process and also equips special groups contribution in the government services.

2.2.9.2 Significance of National Training Policy

The significance of National Training Policy is to develop job skills essential for promoting efficiency, productivity and effectiveness. Also, National Training Policy enhances professionalism and consolidates ethics, develop entrepreneurial skills essential for wealth creation. The policy also facilitates the identification and development of special talents; and facilitates and speeds up technological advancement.

2.2.11 Empirical literature review

Hamid (2011) conducted a study of effectiveness of training and development programmes of UPSTDC, an analysis in India. The study makes it vivid that training programmes are very rare in the corporation. Those that have been organized by the corporation are not well conceived and there is absence of uniform training policy, which is a major determinant as a process which will add value to the business by ensuring that the best opportunities are provided to maximize the talents of employees to optimize their contribution towards achievement of corporate goals. As the economic progress of an organization is directly proportional to the quantum of technically trained manpower, to put the organization on the fast track to development.

The corporation needs to grow both in its field of activities and magnitude of efforts to develop human resources. Greater attention should be given on training in UPSTDC's. The importance of quality services to product success, the need for career path for tourism's labour force should be better recognized. Greater investment in skills development and staff training are required. Therefore, due attention should be on real emphasis on developing training programmes for the employees, pursuing credentially for the corporation's workforce and lastly having regular staff training programmes.

Mkwawa (1999), did a study on the impact of training practice in public organizations, a case of TANESCO. He found that TANESCO didn't conform fully to its training policy. The staff were sent for further training without identification of needs of the company. The training committee of TANESCO relied more on the training budget and less

concentrated on the needs of the company. Therefore, because of lacking training need identification, TANESCO found itself having a surplus of trained staff in some departments who are not matching with the job they do. This situation has led to employee's turnover.

Mjenga (2002) studied the factors hindering the effectiveness of staff training function at the University of Dar es Salaam and found out that there was no balance between staff training and employee performance.

Banna (1995) examined the extent to which the most pertinent human resource functions, which were staffing compensation and the trainings, were conducted in Local Government Institutions. It was found that the councils do not invest substantially in its human resources, as there was no on-the-job training programme and very few employees are granted off the job training programmes opportunities. The study conducted tried to fill the gap by focusing on how training is done in an organization. The focus was actually to see if the training opportunities made a difference on work performance in achieving the organization objectives, and found out the implication of training in future of the organization.

Dominic (et al, 2010), examined effectiveness of the training and development function carried out in President's Office, Public Service Management (PO-PSM) in Tanzania and discovered that though there was a well designed training programme, at the end inadequate and poor allocation of training funds, unclear criteria for trainees' selection, and inability to determine type of training needed by trainee's and lastly no evaluation done on training and development ruled out the reality.

2.12 Synthesis

As observed in literature review, training can contribute a lot to the improvement of the quality of services provided by Public organizations, and this is through improved performance of its employees and the organization at large.

However, practically training in most developing countries has not fulfilled its promises yet. This is because it has not been effectively implemented in most cases, as such it faces a numerous of challenges including lack of clear training need identification, poor allocation of training funds, unclear criteria for trainees' selection and inconsistency on the evaluation process.

Generally, training programmes has contributed to the improvement of services provided by Public Organizations. Therefore, training programme needs to be improved in order to promote transparency as well as practical implementation of training plans.

2.13 Conceptual Framework

Usually training is designed to help organizations to accomplish its objectives. Determining organization training needs is the diagnostics phase of setting training objectives.

Training has to be systematically planned and conducted; the systematic training involves phases like needs assessment, planning, implementation and the evaluation phase. It is assumed that, training policy of an organization is already in place. Training is a planned activity and needs for training have to be identified as opposed to desires, thus the first step in developing a training plan is to determine what needs exists.

Griffin (2000) argued that, sometimes training may not be the answer when a group of employees is not performing well. The problem could be poor supervision, inefficient work design, motivation, aging equipment, or a deficiency of knowledge and skills which eventually can be remedied by training. The manager should set specific and measurable goals specifying what participants are to learn and this has to be in line with training programme development. Managers should also plan to evaluate the training programme after employees complete it.

Therefore, so as to say that a training programme is effective then, it must comply with its output and this is through improved performance of each individual employee.

Hawley (2004), pinpoint that confident employees want an organization that will support them in increasing their skills and competencies as expectations are high these days, no one is satisfied with duplicating the performance of the past. Organizations are seeking avenues to even greater productivity.

Figure 2.1 Conceptual framework



Source: *Researchers own construct, 2013*

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The significance of this chapter is that it guided the researcher in the process of collecting, analyzing and interpreting the data. The chapter also highlighted the study propositions by directing attention to something that should have been examined within the scope of this study and this was examination of the effectiveness of training programme in Public organizations.

In this chapter, the choice of research methods was justified and the methods were described in terms of sampling procedures, data collection and data analysis techniques were used.

3.1 Research design

Research design is a ‘blueprint’ of research, dealing with at least four problems; what questions to study, what data are relevant, what data to collect, and how to analyze the results (Philliber, Schwab Samsloss, 1980). Yin (1994) argued that the type of research design is detected by the nature of a particular research study.

In this study, a case study design was used because it was conducted at a single Municipal Council in Morogoro leaving aside the numerous Cities and Municipal Councils in Tanzania.

Case study design was selected because it consumed little time and therefore coping with the few resources allocated to the researcher. The case study design is cheaper in terms of finance and therefore favouring the limited funds allocated to the researcher in data collection. Furthermore; the case study design provided in depth information required and allowed varieties of methods of data collection like interview, observation and questionnaire.

3.2 Area of the study

The study was conducted in Morogoro Municipal Council in Morogoro region. The Municipality has one parliamentary constituency.

The motive behind suggesting the Municipality to be area of the study was that training programme in Public Organizations in Tanzania is one of the major factors contributing to employees career progression within an organization.

MMC being one of them is experiencing a number of complaints from members of staff on some factors including training needs assessment.

3.3 Population of the study

Bless and Higson (1995), define a population as the entire set of people, events or objects which is the object of research and about which the researcher wants to determine some characteristics. Babbie (1989) defines a population as an aggregation from which the sample is actually selected.

Therefore the targeted population for this study comprised 3034 staff of the MMC by July 2013. The Chief Executive is the Municipal Director who is assisted by 15 heads of departments and units namely; Administration and Human Resource Management; Land and Urban Planning; Finance and trade; Community Development, Social Welfare and youth; Agriculture, Irrigation, Livestocks and Corporatives; Health; Education Primary; Education Secondary; Planning, Statistics and Coordination, Legal unit, Internal Audit unit and lastly Information, communication Technology and Public Relations unit.

From the target population of the study, a sample taken included the head of Human Resource Department on behalf of the Municipal Director, heads of departments and ordinary employees.

Table 3.1: Population of the study

Category	Population
Municipal Director	1
Heads of Departments	15
Ordinary Employees	3018
TOTAL	3034

Source: *Field data, 2013*

3.4 Sample size

Sample size refers to the number of items to be selected from the universe to constitute a sample. It should be optimum so as to fulfill the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004).

The selected sample was 77 respondents whereby it included the head of Human Resource department on behalf of the Municipal Director, heads of departments and units and ordinary employees from different departments.

Table 3.2: Sample size

Category	Population	Sample
Municipal Director	1	1
Heads of Departments	15	13
Ordinary Employees	3018	63
TOTAL	3034	77

Source: *Field data, 2013*

3.4.1 Purposive sampling

Purposive sampling also known as judgmental sampling, the researcher purposely chooses a person who is in his judgment about some appropriate characteristics required of the sample members, is relevant to the research topic and easily available to him (Rwegshora, 2006).

The purposive sampling technique was used to draw a sample from heads of departments who are responsible for training practices of their staff.

3.4.2. Simple random Sampling

This type of sampling is also known chance sampling or probability sampling where every and each item of the population has an equal chance of inclusion and each one of the possible samples, incase of finite universe, has the same probability of being selected (Kothari, 2004).

This sampling technique was employed to select sample from different departments and units and thus included 63 ordinary employees. Rotary technique was used to select respondents.

3.5 Data collection methods

In this study, both primary and secondary data collection sources were used. Primary data source entailed the application of questionnaires, interviews and observation data collection methods. Secondary source entailed the application of relevant documentary review.

3.5.1 Documentary Review

In this study documentary research was used in order to obtain Secondary data. This therefore, involved specifically for the purpose of this research (Guba et al, 1989). Documents used from MMC were the MMC Training Needs Assessment forms for the year 2011/2012.

3.5.2 Questionnaires

The research used questionnaires as one of the methods for primary data because it is economical and answers obtained can be easily interpreted since they are responses to standardized questions (Kombo et.al, 2006).The researcher used both open and closed-ended questionnaires and thus was able to collect required information as it allowed the respondents to have an open ground to express what they felt on the questions targeted to them.This technique used for data collection involved 63 ordinary employees and 13 heads of departments.

3.5.3 Interview

An interview was used in this study because it was flexible and allows direct contact thus allowed data to be checked for accuracy as they are collected (Dencombe, 1998).The researcher used interview as a means to obtain vital information from the head of Human Resource Department on behalf of the Municipal Director which could not be provided by ordinary employees. The idea of using interview came into implementation because it facilitated the capturing of information from the director who in a real sense had limited time to fill the questionnaires.

3.6 Data Analysis

The purpose of data analysis is to take the raw data produced in the data collection stage and condense, distill, or summarize it (Rayse, 1992). In a sense, the researcher was involved in a translation process from a pile of raw data, which seemed bewildering and without any order to the untrained eye, the researcher hoped to produce something meaningful-patterns, trends, or relationships.

In this study, both qualitative and quantitative techniques were used thus the former involved factual and logical interpretation of data from Morogoro Municipal Council, and the later involved the use of calculations of averages and percentages. Descriptive statistics, such as tables and charts were also used to present study findings as they enhance clarity and precision in presentation of study findings.

3.7 Ethical considerations

Research work should be governed by principles and procedures (Cohen et.al, 2000) as follows:-

3.7.1 Permission was observed

Permission from the Municipal Director of Morogoro Municipal Council had to be obtained before embarking upon data collection. The permission was granted and the process of data collection began.

3.7.2 Research Subjects were volunteers

Information was first provided to the respondents about the purpose of the study. Then they were asked if they were ready to participate in the study or not. It was when they accepted to participate that they involved in the investigation.

3.7.3 No harm was resulted as a consequence of participation in the research

Guided by this principle, the researcher observed informed consent, confidentiality and the right to remain anonymous.

3.7.4 Sensitive Information was protected

Confidentiality was preserved by the researcher ensuring that the information that perceived to be sensitive was carefully kept and far from observation of unauthorized. Furthermore, data were registered by number rather than names. This was done on the understanding that a participant should remain anonymous and that individuals are not salient features of the research.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The purpose of this chapter is to present the findings concerning effectiveness of training programmes in Public Organizations, MMC being the case study. It is divided into four sections. Section one concentrates on the demographic and background characteristics of the respondents while section two resides on the factors affecting training programme implementation. Section three is about the perception of trainees on the implementation of a training programme, while section four focuses on the strategies to be employed by the MMC in the implementation of a training programme.

4.1 Demographic and background characteristics of the respondents

From the questionnaires, there were some information obtained about respondents' sex and their level of education. This study indicated 58% of the respondents were female and the rest 42% who had a response to the question were males.

Another aspect which also interested the researcher was the level of education of the respondents. The results from this study indicates that majority of the respondents composed of 49% had the 1st degree while 22% possessed masters degree and professional qualifications. Another group of the respondents who in total were 17% had diploma and 12% were secondary school leavers.

4.2 Factors affecting training programme implementation

One of the major reasons for undertaking this study was to ascertain the factors affecting the whole process of implementing a training programme by the Municipality. Questions asked were answered as follows by the respondents: Response from ordinary employees who were asked if they knew about the Municipality training programme. The results revealed that 62% of the respondents said 'yes' while 38% said 'no'.

Table 4.1 Responses on the existence of training programme (Ordinary employees).

Responses	Respondents	Percentage (%)
Yes	39	62
No	24	38
Total	63	100

Source: *Field data 2013*

Conversely, the very same question was asked to the heads of departments; the results showed that 13% of the respondents said ‘yes’ and none of them said ‘no’. This is illustrated in the table 4.2 below.

Moreover, from the interview conducted with the head of Human Resource Management department on behalf of the Municipal Director with the aim to know if there was a training programme, results indicated that training programme existed and it covered 1 to 3 years which included both short and long term courses.

Table 4.2: Responses on the existence of training programme (Management).

Responses	Respondents	Percentage (%)
Yes	13	100
No	-	-
Total	13	100

Source: *Field data 2013*

The researcher also wanted to know if training needs identification was done by MMC or not. It was found that 25% of the respondents and these are from ordinary employees agreed by saying ‘yes’ while 59% said ‘no’. However, 16% of the respondents were left undecided and therefore said they were not sure if training need identification was done or not.

Table 4.3: Responses on whether training need identification is done or not (Ordinary Employees).

Responses	Respondents	Percentage (%)
Yes	16	25
No	37	59
I don't know	10	16
Total	63	100

Source: Field data, 2013

Also the response from heads of department on the same question revealed that 77% said ‘yes’, 23% said ‘no’ and there were no respondents whom were not sure if training need identification was done or not.

Table 4.4: Responses on whether to training needs identification is done or not (Management).

Responses	Respondents	Percentage (%)
Yes	10	77
No	3	23
I don't know	-	-
Total	13	100

Source: Field data, 2013

Moreover, respondents from ordinary employees with a composition of 24% agreed by saying ‘yes’ to the question which wanted to see if the trainees who were selected to go for training were earmarked in the training programme while 76% of the respondents were not in favour of the statement by saying ‘no’.

Table 4.5: Responses on selection of trainees to go for training.

Responses	Respondents	Percentage (%)
Yes	15	24
No	48	76
Total	63	100

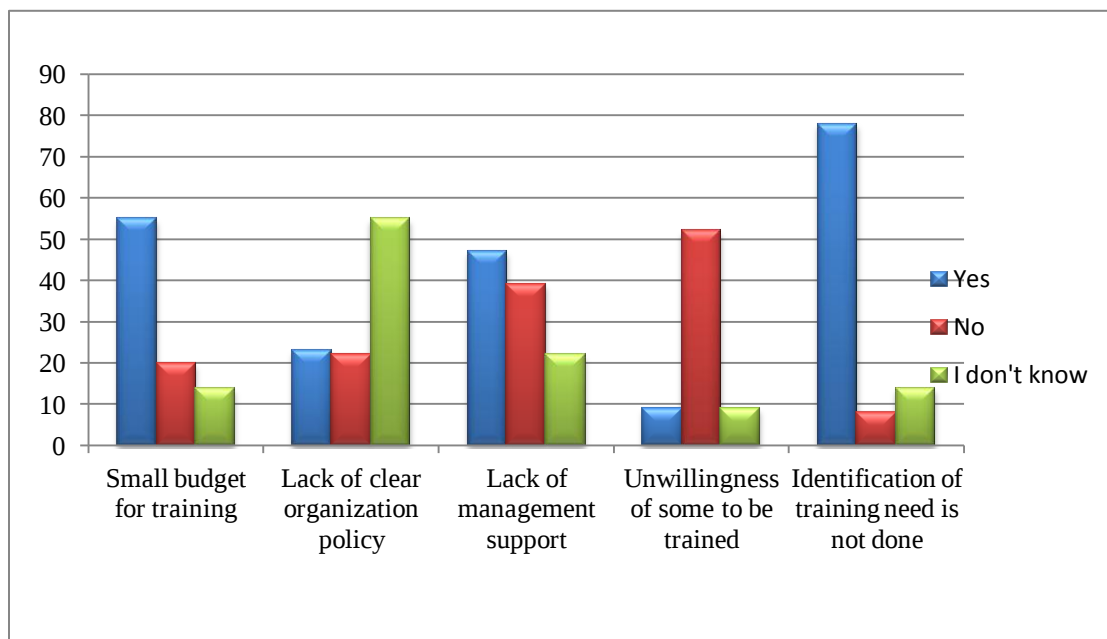
Source: *Field data, 2013*

However, training programmes are anticipated to bring about changes to the trainees in terms of new knowledge, skills and attitudes towards improved performance. When asked about the factors that limits effective implementation of a training programme, the ordinary employees amounted to 54% said ‘yes’ and mentioned about small budget for training as one of the limiting factors, while 31% said ‘no’ and the rest 14% were not sure if inadequate budget had impacts on effective implementation of a training programme or not. Also, 24% of the respondents said ‘yes’ to lack of clear organization policy as another limitation for effective implementation of a training programme, and 22% said ‘no’. The remaining 54% were undecided to whether unclear organization policy had impacts on ineffective implementation of a training programme or not.

In addition to that, 28% of the respondents said ‘yes’ to lack of management support as one of the reasons for ineffective training programme implementation, while 37% respondents said ‘no’ and the remaining group didn’t know if lack of management support has lead to ineffective training programme. Nevertheless, 10% of the respondents said ‘yes’ to support that unwillingness of some employees to be trained as another causative agent of ineffective training programme implementation. Also, 82% of the respondents said ‘no’ and 8% said they didn’t know the impact of unwilling employees to be trained to the ineffective training programme. But also, 78% of the respondents said agreed by saying ‘yes’ to the fact that improper identification of a training need had impacts on effective implementation of training programme while 8% said ‘no’ and 14% said they didn’t know its implication.

However, through interview it was revealed that the Municipality faced several challenges towards the implementation of training programme. The challenges included; insufficient funds and unwillingness of some employees to be trained.

Figure 4.1: Responses by factors causing ineffective implementation of training programme (Ordinary employees).



Source: Field data, 2013

4.3 Perception of trainees on training programme implementation.

This is one of the specific objectives which is ranked as the second. It focused to find out how trainees perceive the implementation of a training programme. Questions were asked and answered by the respondents comprised of ordinary employees. The first aspect in the researcher wanted to know was training courses attended by the respondents. Therefore, responses shows that 28% of the respondents attended training courses twice or above. Also 25% of the respondents attended once and 46% respondents attended none.

Table 4.6: Responses according to courses attended while in MMC (Ordinary employees).

Responses	Respondents	Percentage (%)
Two and above	18	28
One	16	25
None	29	46
Total	63	100

Source: *Field data 2013*

However, respondents from ordinary employees group whom were asked if they were satisfied with the method used by MMC in the selection of employees for attending training, 37% of the respondents said “yes” supporting that they were satisfied with the way trainees were selected to participate in training courses while 63% of the respondents said “no” indicating that they were not satisfied with the way candidates were selected to attend different training courses provided by the Municipality.

Table 4.7: Responses in accordance with satisfaction of the method of selecting candidates for training.

Responses	Respondents	Percentage (%)
Yes	23	37
No	40	63
Total	63	100

Source: *Field data 2013*

Another question posed to ordinary employees was on what caused dissatisfaction concerning the way trainees were selected to attain training courses. The results revealed that 48% of the respondents said that there was an evil of favouritism during the selection of trainees to attend training courses. From 37% of the respondents said that

there was an existence of elements of corruption and this prevailed during the process of selecting trainees for training courses. However, the remaining 15% of the respondents revealed that they knew nothing if there were practices of corruption or favouritism.

Table 4.8: Responses in accordance with the causes of dissatisfaction with the method of selecting candidates for training.

Responses	Respondents	Percentage (%)
Corruption	23	37
Favouritism	30	48
I don't know	10	15
Total	63	100

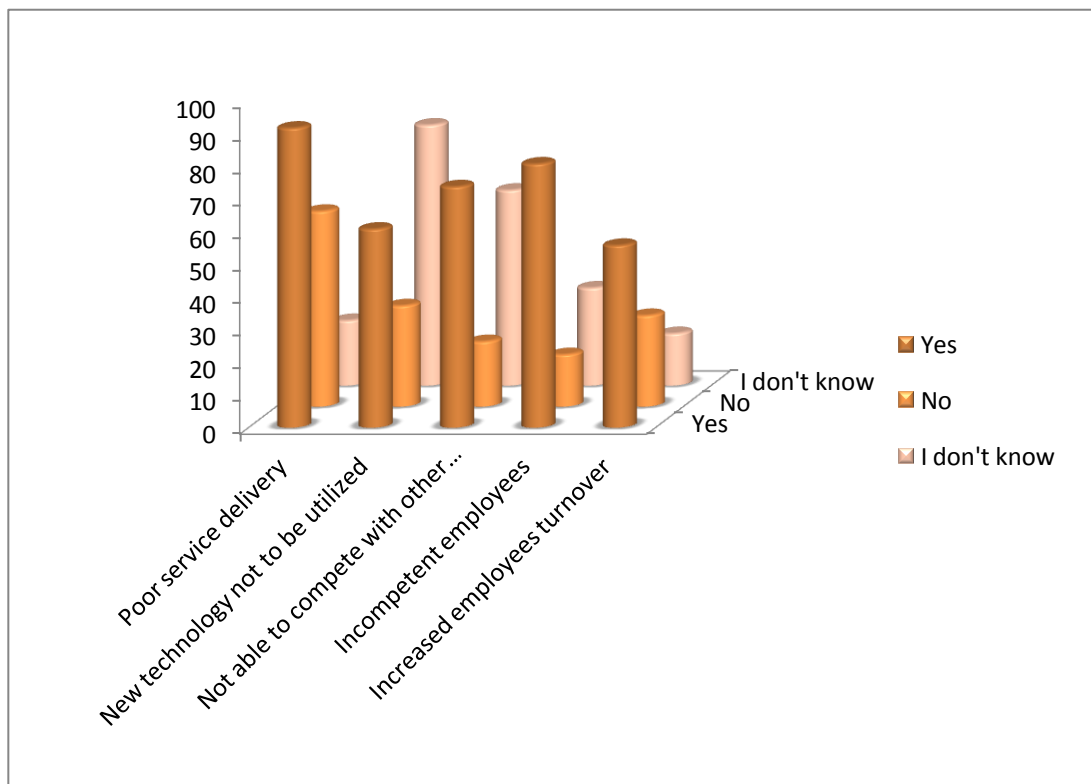
Source: Field data 2013

Besides, respondents from ordinary employees were asked to mention problems resulted from ineffective implementation of a training programme. The results from the respondents shows that 92% said ‘yes’ by supporting that there were a provision of poor services while 6% said ‘no’ and the remaining 2% were left undecided. Again, 60% of the respondents said ‘yes’ thus supporting that new technology acquired was not fully utilized while 32% of the respondents said ‘no’ and thus opposing the statement and the rest 8% said they didn’t know the impact of not utilizing effectively the new technology acquired to the effectiveness of the training programme provided. Response from ordinary employees indicated that 73% agreed that by not implementing a training programme effectively led to the Municipality to be unable to compete accordingly with the other organizations, while 21% said ‘no’ and only 6% of the respondents said they were not aware on the effects of their organization failing to compete with the other organizations.

Additionally, 81% of the employees said ‘yes’ and therefore supporting that there were incompetent employees due to ineffective training programme implementation, while

16% said ‘no’ and the remaining 2% were undecided. Again, the response from 56% of the respondents said ‘yes’ in agreeing with the statement that ineffectiveness of the training programme led to increased employee turnover, while 17% of the respondents said ‘no’ and the rest 17% said they knew nothing about the relationship between ineffective training programme and increased employees turnover.

Figure 4.2: Responses according to problems of ineffective implementation of a training programme.



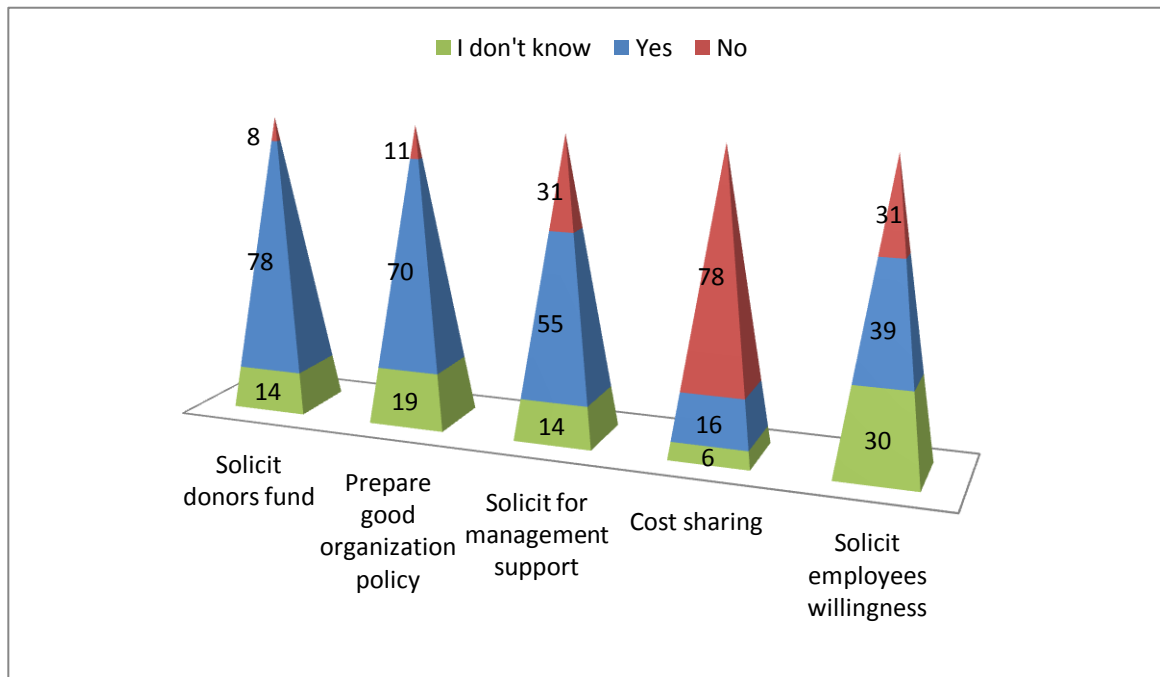
Source: Field data, 2013

4.4 Strategies to be employed towards effective training programme implementation.

This was the third specific objective of this study which focused on looking at the strategies to be employed by the Municipality so as to effectively implement a training programme. A number of questions were provided and answered by the respondents including ordinary employees and the heads of departments. The respondents from ordinary employees composed of 78% said ‘yes’ in supporting that the organization is required to solicit for donors fund. Also 8% of the respondents said ‘no’ on the alternative that soliciting for funds from donors could help in the effectiveness of the training programme, while the rest 14% were left with no decisions as they didn’t know the implication of donors funds if could have impacts on the training programme effectiveness. Moreover, respondents amounted to 70% said ‘yes’ to the notion that preparation of good organization policy had impacts on the effectiveness of the training programme while 11% of the respondents said ‘no’ and the rest 14% of the respondents were not aware if good policy by the Municipality had some implications in the effectiveness of a training programme or otherwise.

Additionally, 54% of the respondents said ‘yes’ to the conception that soliciting for management support could have impacts in the effectiveness of the training programme provided by the Municipality while 32% of the respondents said ‘no’ and the remaining 14% respondents were in an opaque situation whereby they had no exact answer for this question. Also, 16% of the respondents said ‘yes’ to the opinion that by cost sharing could help in effective implementation of a training programme. In addition to that 78% of the respondents said ‘no’ and the remaining 6% of the respondents had no straight answer. But again, 25% of the respondents said ‘yes’ by the Municipality to put their focus on soliciting for employees willingness while 32% of the respondents said ‘no’ and the remaining 29% had no precise decision on whether employees willingness affected the effectiveness of the training programme.

Figure 4.3: Responses by strategies to be employed in effectively implementing a training programme (Ordinary employees).



Source: Field data, 2013

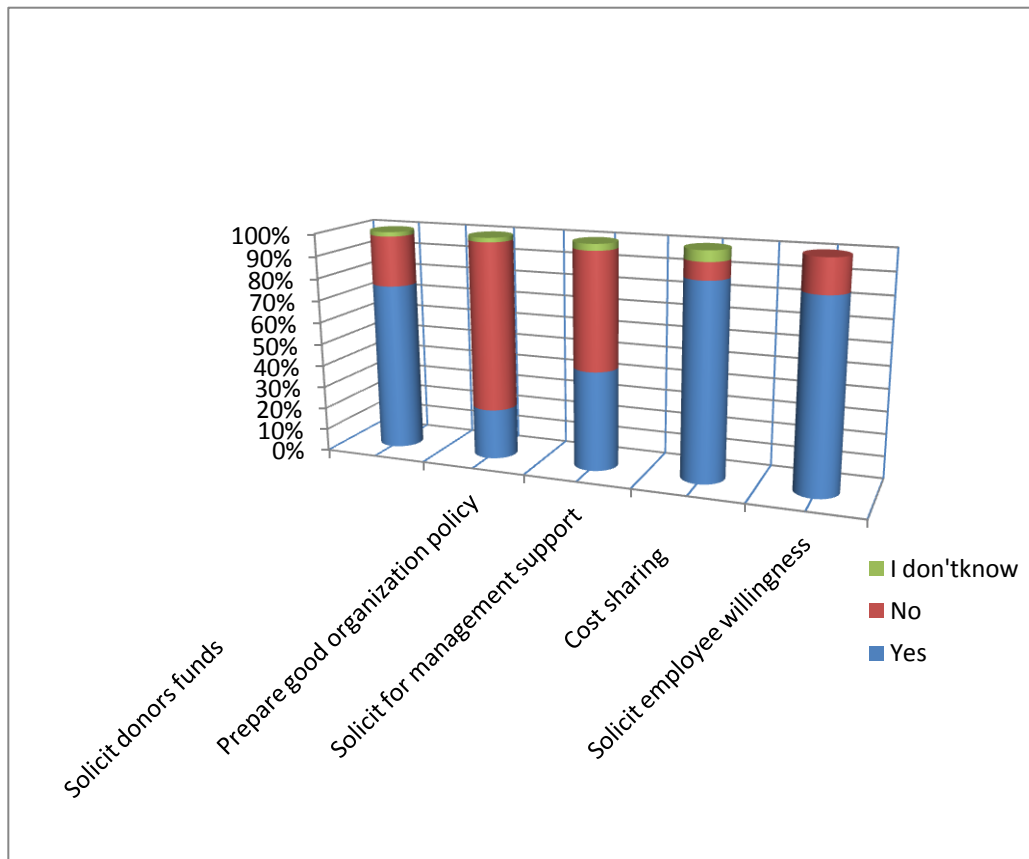
Moreover, the response from the respondents involving the heads of departments which composed of 77% agreed by saying “yes” supporting that the Municipality needed to seek for donors funds, while 23% said “no” and none of them was on the opinion of not being aware if funds from donors had impacts on the effectiveness of the training programme or not. Again, 23% of the respondents said “yes” in favour of the notion that the organizations should have a good training policy while 77% were not in favour with such a notion thus said “no”. Here again no any respondent said that was not aware if good organization policy could help in the effectiveness of the training programme or not.

Nevertheless, 46% of the respondents said “yes” supporting that by soliciting for management support could help in making a training programme more effective while

54% of the respondents refused by saying ‘no’. Also, 92% of the respondents said ‘yes’ supporting that cost sharing could make some effects on the effective implementation of the training programme while 8% of the respondents were not in favour with the idea as such said ‘no’ and there was no one who said was not aware if cost sharing had impacts on the effectiveness of a training programme. In addition to that, 85% of the respondents said ‘yes’ to the idea that attracting for employees willingness could help in making up effective training programme while 15% of the respondents said ‘no’, again there was no anyone who said was not aware if employees willingness had some effects on the effectiveness of a training programme.

Nevertheless, response from interview conducted revealed that in order for the Municipality to implement well its training programme, then the organizational policy should be improved. Also, the management should provide enough support concerning training programme activities, but again more funds from donors is required in to have an effective training programme.

Figure 4.4: Responses by strategies to be employed in implementing an effective training programme (Management).



Source: *Field data 2013*

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents a discussion on the findings of the study. It concentrates much on three main aspects and therefore it is divided into three main sections. Section one presents the factors affecting implementation of a training programme. Section two deals with the perception of employees in the implementation of training programme while the last section deals with the strategies to be employed by MMC in the implementation of a training programme.

5.1 Factors affecting training programme implementation

Training is one of the tools for enhancement of effective performance of work as it bridges the gap or removes the training gap existing between the current state of organizations' results, existing knowledge and skills of employees and their individual performance on the one hand, and the desired results or standards, knowledge and skills needed, and the required performance or standard on the other hand (Scopo, 1970).

Habi and Sabina (2009) stresses that management is key in the training function as they have to provide financial support, identify training needs and are the ones who know the weak and strong areas of an employee who are directly under them. They are the ones who analyses operational problems and identify those which are training problems and which are not. They also carry out training especially on the job training for employees under them and thus through the development of its people will be able to invert their time in the "high payoff" management functions such as acquiring resources necessary for maximizing the group's productivity.

5.1.1 Awareness of the existence of a training programme

From the results obtained it is indicated that 62% of the respondents from ordinary employees recognize the existence of a training programme in the Municipality. Its

implication is that there has been consistently communication of training policy to the employees of MMC and therefore the importance of having a training programme is considered as a means to attain higher yields of performance, since training policy exists to provide career progression to the employees.

Besides, it was found that 38% of the respondents from ordinary employees were not aware of the training practices in their organization. This has its implication in that, staff were not well informed on the need and fruitful outputs of them being included in the training programme as a result no impacts were made by the employees who attended no training courses, simply because of lacking competency to perform the assigned task, and by this failed to cope with the global dynamic technological changes.

However research findings from the heads of departments revealed that 100% of the respondents were aware of the existence of training programme as a gear in improving the performance of its employee towards the achievement of the organizational goals. It seems that the management was able to pinpoint out needs for conducting trainings for its employees. Also from interview conducted, revealed that training programme existed.

5.1.2 Training need identification

Training need analysis is an essential prerequisite to the design and provision of effective training. The aim is to determine whether there is a gap between what is required for effective performance and the present level of performance and in case of any deficiencies revealed the causes and remedies may be various and training is only one of a number of possible solutions (Tyson, 2006).

On the other hand, results revealed that 25% of the respondents from ordinary employees consented that training need identification was administered while 59% disagreed. Researcher discovered that the identification of training needs was not well established as such objectives set for conducting trainings were not followed. Indeed

even some of the staff in MMC who had little experience in executing the activities of the organization surprisingly were not included in the training programme.

5.1.3 Selection of employees to be included in training programme

Further, from the findings of the study found that the selection of employees for training somehow considered the inclusion of trainees who actually were earmarked in the training programme. Therefore, 24% of the respondents revealed that those who attended training courses were actually the right people according to the training needs assessment done and by that these were the ones who proved to need trained as they lacked some skills and this had impact on the performance.

Though some of the respondents agreed that the selection of trainees was a standard one, the other group denied by saying the selection was not fair. Therefore, 76% of the respondents were having negative thoughts concerning the selection of employees to attend training courses.

5.1.4 Challenges of training programme implementation

5.1.4.1 Small budget

From the responses by 54% of the respondents from ordinary employees, it is revealed that by insufficient budget had negative implication to the implementation of a training programme in that training needs a proper planning and should also be implemented and at last should be evaluated. All these stages have financial implication.

Again, 32% of the respondents were not of the opinion that budget insufficiency had impacts on the implementation of a training programme by thinking that there were some other factors which causes ineffective implementation of a training programme.

However, 100% of the respondents from the heads of departments were of the opinion that insufficient funds had disturbed a lot the whole process of implementing the training programme in the Municipality. Also, from the interview the problem of small budget is also mentioned as one of the pullbacks in the implementation of the training programme.

5.1.4.2 Unclear organizational policy

Unclear policy of an organization also has been seen as a threat in the implementation of training programme. Response from ordinary employees composed of 24% revealed that due to the organizational policy not portraying openness thus has led to ineffective training programme implementation. The policy does not show to be concentrated much on training activities as on of the tools towards employees development.

In addition, respondents with a composition of 22% revealed that poor implementation of the training programme was not resulted by the organizational policy not being clear rather there were other factors which might have caused the ineffectiveness of the training programme.

On the other side, response from heads of departments showed that 31% were in favour of the notion that training programme ineffectiveness was due to unclear organizational policy. The rest of the respondents composed of 69% disagreed. It is therefore from the findings concluded that there were some problems with the policy of the organization thus it has not been that much clear in communicating organizational problems in terms of deficit in skills of its employees.

5.1.4.3 Poor management support

Management as a key tool in training functioning has a role of providing financial support, identifying training needs and they also identify strong and weak areas of their employees. Even though the management has to play a crucial roles in managing its staff, the response from the ordinary employees composed of 44%, it was discovered that management didn't cover well its responsibilities concerning the training practices as a need for training its employees was less considered as an important activity in the development of employees in achieving organizational goals.

Moreover, other respondents from the same group of ordinary employees composed of 37% disagreed showing that the management had nothing with the ineffectiveness of the training programme and therefore other factors such as insufficient budget might be the

cause of the shortcomings in the implementation of the training programme. Also response of 100% from the management revealed that the management is not to be blamed with the ineffective implementation of training programme.

5.1.4.4 Unwillingness of some employees to be trained

For an effective training programme to prove its validity, then it has to pass the stages of identification of needs, developing a training, the implementation stage and its evaluation. But not only could that lead to its effectiveness as there are some other factors such as willingness of employees to be trained. From the findings obtained from ordinary employees only 10% said employees unwillingness to be trained has lead to ineffective training programme while from the remaining number of employees composed of 82% disagreed by saying that they were ready to be trained instead the selection of trainees to attend training has been very selective leading to some of the employees not to attend any training courses.

On the other hand, respondents from heads of department with a composition of 62% supported that there were some employees who were not ready to attend training courses thus leaving them with no new required skills to perform their jobs. Also there were some respondents from the same group of heads of departments who disagreed by saying it is not true that all employees to refuse to be trained but the management itself did not take right measures concerning training programme.

5.1.4.5 Training needs identification not done

For an organization to enjoy the fruits of having a trained staff then it has to comply with the identification of training needs. This is different from MMC in that 78% of the respondents from ordinary employees proved that identification of training needs was not well established as that is happening there were no clear criteria used to select employees to go for training.

However, 8% of the respondents revealed that training needs identification was followed and employees were sent for training while considering the need for them to be trained to their incompetence in different areas of specialization.

Still, 30% of the respondents from heads of departments supported that training needs identification was not followed and therefore trainees were sent for training without considering the need for organization to either train them or not. But also, 62% of the respondents said that training need identification was followed and insisted that all those who were sent for training were the target of the organization for its betterment.

5.2 Perception of employees concerning training programme implementation

By having a training programme, then an organization is anticipating a lot of incredible results from its employees. This is due to the fact that trained employees tend to be inserted with new skills, knowledge and attitudes in fulfilling their obligations assigned from their bosses.

Yet, in some cases the process of training employees is not effectively undertaken as a result has led to some poor performance portrayed by employees after the completion of training programme. As this is happening has led to complaints from employees showing that they are not satisfied with the way training programmes are done

5.2.1 Training courses attended by employees

It has been observed by the researcher that 28% of the respondents from ordinary employees attended at least twice training courses offered by the Municipality. Also another 25% of the respondents attended at least once and the remaining 46% attended no training course.

From the findings it is then observed that the organization didn't give training programme initiatives much attention as it is seen by the ratio of number of employees who were trained and those who were not. Still a large number of employees were not favoured with the training practices and even the newly employed staff who really demanded to be trained were less considered.

By not being trained, the organization as a result had suffered from several problems including having incompetent employees who in a real sense failed to utilize new technology acquired by the organization as a result proving incompetency in operational practices such as computer use. Also the organization suffered from provision of poor services, also by this made them not to be that much tough standing in competition with other organizations with the same nature.

5.2.3 Employees satisfaction with the selection of employees for training

It has been observed by the researcher that 37% respondents were satisfied with way the staff were selected to attend training courses while 63% of the respondents from ordinary employees were not satisfied.

From the findings of this study, it is observed that many of the employees felt unsatisfied with the way in which trainees were chosen to attend training courses. It seems that the management didn't consider training needs assessment when selecting participants for training programme.

However, failure in identifying training needs has led to the Municipality not identify properly the gaps in skills, knowledge and required attitudes in performing a given task at hand. As such is happening, then the selection was not in line with the requirements of the staff to be trained and with the objectives of the organization.

Additionally ,due to the contradictions resulted from the organization lacking a clear training objective, then employees were sent to training courses just to follow the formalities that at least the organization is practicing training activities. By this then resulted to incompetent trainees which in turn had a lot of disadvantages to the organization as it has failed to recognize the value for money. The expenses undergone by the organization was not paid back by the employees skills and knowledge necessary to perform their jobs.

5.2.4 Causes of dissatisfaction

The researcher has discovered that 37% of the respondents from ordinary employees mentioned corruption had prevailed in the selection of employees. When selecting employees for training there should be a high consideration of the training objectives, and therefore knowing exactly the need for conducting training then it will be easy to know which are the critical areas which really need the remedy and this is by the application of training courses to the specified employees who lacks skills in performing their duties. From the organization it has been observed that some of the trainees who were supposed to be included in the training programme were left behind, instead others who were not earmarked in the training programme prevailed.

However, from 48% of the respondents the researcher observed that on the selection of trainees for training programme there were some elements of favouritism. From the study findings it is therefore concluded that identification of training needs was not considered and therefore most of the trainees were selected on the basis of social relationships and thus forgetting the focus of the training as such the ones who were supposed to get training were left and even those who attended on training courses proved no changes in terms of performance.

5.3 Strategies to be employed in the implementation of a training programme

5.3.1 Soliciting for donors fund

From the study findings, the researcher observed that 78% of the respondents from the ordinary employees and 77% of the respondents from heads of departments supported that the management should seek for funds from donors so as to make their training programme effective. By being stable in finance, then the Municipality will be able to avoid obstacles like lack of facilities like furniture, computers, insufficient office consumables, shortage of vehicles, and shortage of power which could affect in the whole process of training its employees.

However 8% of the respondents from ordinary employees and 23% of the respondents from heads of departments were against the notion by saying that seeking for funds from donors had little implication in making the current training programme effective.

5.3.2 Preparing good organizational policy

The researcher discovered that 70% of the respondents from ordinary employees and 46% from heads of departments supported that the organizational policy on training issues should be aligned with the general objectives of the organization. The training policy of the organization will then be as a benchmark of all trainings done in the Municipality and therefore will help also in the evaluation of the training programme to test its effectiveness.

On the other hand 11% of the respondents from ordinary employees and 6% of the respondents from heads of departments said that preparation of good organizational policy couldn't help in the effective implementation of a training programme.

5.3.4 Cost sharing

Nonetheless, from the study findings 16% of the respondents from ordinary employees and 92% supported that the management should maintain all training activities by making sure it plays its position by providing a full support when comes to the point of training its employees. The management should therefore be involved in the so called cost-sharing and doing could reduce a burden to itself as an organization and to the individual employees as a result could lead to the organization maintaining its potential personnel.

However, 78% of the respondents from ordinary employees and 8% from heads of departments were not in favour with the notion saying that by cost sharing still will not amount to effective implementation of training programme.

5.3.5 Soliciting for employees willingness

The study findings revealed that 39% from ordinary employees and 85% supported that the management invite for employees willingness to participate in training courses. Some employees are not ready to attend training courses especially off- the-job trainings knowing that their position might be jeopardized or others being not happy leaving behind their families. So it is important to have the attention of these employees to participate in training courses for the added advantage of themselves and the organization at large.

In addition, 29% of the respondents from ordinary employees and 15% from heads of departments didn't support the notion that soliciting for employees willingness had any implication in the implementation of training programme.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

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

6.1 Summary

The study was carried out to assess the effectiveness of a training programme in Public Organizations, Morogoro Municipal Council being a case study. The Municipal Council was chosen to represent other Municipal Councils in Tanzania whereby training practices are experienced. The specific objectives of the study were to determine factors affecting implementation of a training programme, to find out how employees perceive the implementation of a training programme and lastly to suggest strategies to be employed by MMC in the implementation of a training programme.

The study involved at least 77 respondents who were obtained from departments and units of the Municipal Council which involved ordinary employees, heads of departments and the Municipal Director. Variables pertinent to effectiveness of a training programme were examined in the analysis. The data were collected by using two methods namely: questionnaires and an interview. However, documentation was used to obtain essential data in relation to the study.

6.1.1 Factors affecting training programme implementation

On the factors affecting implementation of a training programme, the study first required the response from the respondents within two groups who responded to number of questions. These include those who knew the existence of a training programme in the

Municipality. Also respondents were asked and responded to a question which required to know if training needs assessment (identification) was done by MMC. Enquiry was also made to know if the trainees who were to go for training were earmarked in the training programme. Moreover, the respondents were required to provide answers on the obstacles for effective implementation of training programme.

6.1.2 Perception of employees concerning training programme implementation

On the issues of employees who attended training programme or not, the profile of respondents from two groups of ordinary employees and heads of departments/units who were selected for this point was required. These include employees who attended training programme more than two times, attended once and those who didn't attend any training programme.

Enquiry were also made to see the satisfaction level of the respondents concerning with the selection of employees to go for training. Furthermore, the respondents were also asked and responded on what were the causes of dissatisfaction with the method of selecting employees to attend training courses.

6.1.3 Strategies to be employed in the implementation of a training programme

Strategies for implementing a training programme were the last issue to be examined. Respondents from two groups of ordinary employees and the heads of departments/units who were a target for this purpose were to provide the avenues to be used in the implementation of a training programme.

Therefore, respondents here provided the ways in which could be used by MMC in the implementation of a training programme.

6.2 Conclusion

6.2.1 Factors affecting training programme implementation

Concentrating on the findings, the study then concludes that from ordinary employees and heads of departments to the large extent were aware of the training programme in MMC. From the Municipality it is then witnessed that the management has tried to communicate the purpose of training programme which required them to conduct the Capacity Need Assessment for identification of training needs of staff in order to improve performance and competencies of Staff's. Training needs assessment was conducted where by gaps (problems) and the causes that hinder good performance in service delivery were identified.

In spite of the fact that training needs identification was done, on the other side of the coin it is reported that some of the training needs were not properly adhered as such some of the trainings provided couldn't be able to solve the performance problems at hand. Also, employees were sent to attend training sessions without a clear focus on what performance deficit existed and a need to alleviate them. As that is happening, those who were sent for training had proved unsatisfactory performance on their current jobs and thus not meeting the objectives set by the Municipality.

Moreover, the selection of trainees (employees) to be part of the training programme proved some inconsistency. Some of the employees who were actually supposed to be included in the training were left behind while the priority was given to others who actually were not included in the training programme.

6.2.2 Perception of employees concerning training programme implementation

According to the findings from the MMC it is revealed that employees attended different courses for different period of time. However, a huge number of employees are reportedly not to have attended any training courses since the day 1 of their employment. This reveals that the Municipality had not heavily invested in training its employees and

thus many of them becoming incompetent in performing different tasks ahead them and by this made MMC not to prosper so fast in terms of development.

On the other hand, findings of the study reported some dissatisfaction from employees. Most of them were not in favour with the way in which the Municipality organized the whole process of choosing participants on the training courses.

As a result of that, most of the respondents revealed that there were some elements of corruption and favouritism. It is observed that favouritism prevailed much and thus candidates who were not supposed to be included in the training programme were given much consideration which in turn could have negative appearance to the organizational performance.

6.2.3 Strategies to be employed in the implementation of a training programme

From the findings of the study, it can therefore be concluded that in order to implement well a training programme then there should be a provision of financial assistance from donors. By this the budget for training activities could be stabilized and therefore planning for an effective training programme could be enhanced. But also, there should be an establishment of a good organizational policy which lays down a need of having an effective training programme whereby the practices such as Training Needs Assessment (TNA) should be highly encouraged in relation to the implementation and evaluation of a training programme.

Furthermore, the findings revealed that there should a support from the management. The management therefore has to play a key role by making sure that there is an identification of training needs which will enable an organization to implement training programme well since it will be able to identify the existing gaps which holds back the organization from achieving its objectives. Also the management is to make sure that there is cost-sharing between the trainees and the organization at large. By practicing this will enable the organization not to incur a lot of costs in training of its employee but

also the employees could have a backup from their employers to attain an effective training programme.

However, employees should self motivated. Employees willingness should be considered as the management should make sure that they open up a ground in motivating their employees to positively respond to participate in training practices.

6.3 Policy implication

6.3.1 Factors affecting training programme implementation

The study suggest that training programme existence, training needs assessment and criteria used in the selection of employees to attain training should be clearly known to all employees. Therefore, Human Resource Department should make sure that there are formal meetings are conducted to all ordinary employees and heads of departments so as to impart knowledge on the merits of conducting training in the organization.

Moreover, Human Resource Department should ensure that all published materials such as policies, rules and procedures are stored at departmental level for easily access when the employees are in need of them.

6.3.2 Perception of employees concerning training programme implementation

In making decisions concerning training programmes, then the management should make some efforts in adhering to the merits of all employees to be trained. All employees needs to be trained especially the ones with little experience in executing the organizational activities since most of the vacancies were filled by first appointments. Nevertheless, in some senior positions training is a very crucial catalyst in achieving organizational goals, as most of the staff has limited skills which needs to be updated so that the Municipality can better achieve its objectives.

Additionally, there should proper reinforcement of training programme as to avoid complaints from the employees. The management should ensure that there are clearly set training objectives in which those employees who are supposed to go for training are earmarked in the training programme and therefore should consider deficit in skills of a

certain area in the organization or an individual thus staying away from practices of favouritism and corruption.

6.3.3 Strategies to be employed in the implementation of a training programme

The study recommends that the management should seek for funds from donors so as to make their training programme effective. By being financially fit, then the Municipality will be able to avoid obstacles like lack of facilities like furniture, computers, insufficient office consumables, shortage of vehicles, and shortage of power which could affect in the whole process of training its employees.

Indeed, the organizational policy on training issues should be aligned with the general objectives of the organization. The training policy of the organization will then be as a benchmark of all trainings done in the Municipality and therefore will help also in the evaluation of the training programme to test its effectiveness.

Nonetheless, the management should maintain all training activities by making sure it plays its position by providing a full support when comes to the point of training its employees. The management should therefore be involved in the so called cost-sharing and doing could reduce a burden to itself as an organization and to the individual employees as a result could lead to the organization maintaining its potential personnel.

However the management should also seek for employees willingness to participate in training courses. Some employees are not ready to attend training courses especially off-the-job trainings knowing that their position might be jeopardized or others being not happy leaving behind their families. So it is important to have the attention of these employees to participate in training courses for the added advantage of themselves and the organization at large.

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Appendix I

DODOSO KWA WATUMISHI WA KAWAIDA

Dodoso hili linalenga katika kupata taarifa muhimu kuhusu matokeo ya utaratibu wa mafunzo katika manispaa ya Morogoro. Madhumuni ya utafiti huu ni kwa ajili ya mafunzo ya kitaaluma na si vinginevyo. Tafadhali jibu maswali yote aidha kwa kuweka () katika kisanduku hapo chini au kwa kujaza nafasi zilizo wazi Asante kwa ushirikiano wako.

(a) Jinsia: Mwanaume () Mwanamke ()

b) Idara.....

c) Kiwango cha elimu

Elimu ya sekondari () Stashahada ()

Shahada ya kwanza () Shahada ya pili/Sifa za kitaalam ()

1. Je, unatambua uwepo wa mpango wa mafunzo katika halmashauri yako?

Ndio () Hapana ()

2. Je, umeshawahi kuhudhuria mafunzo yoyote tangu ulipoajiriwa?

Sijawahi ()

Mara moja ()

Mara mbili na zaidi ()

3. Je, unaridhishwa na namna jinsi uteuzi wa watumishi kwenda kwenye mafunzo unavyofanyika kwa sasa?

Ndio () Hapana ()

4. Kama jibu lako ni hapana, je kuna dalili zozote za;

Rushwa ()

Upendeleo ()

Sijui ()

5. Je, wale wote wanaochaguliwa kwenda kwenye mafunzo wamo kwenye mpango wa mafunzo wa manispaa ya Morogoro?

Yes () No ()

6. Je, utafutaji wa mahitaji ya mafunzo unafuatwa katika manispaa ya Morogoro?

Ndio () Hapana () Sijui ()

7. Kama jibu lako ni hapana, toa maelezo ni kwanini hali hii inajitokeza?

.....

.....

.....

.....

8. Ni vitu gani vinakwamisha utekelezaji wa mpango wa mafunzo katika manispaa ya Morogoro?

Ufinyu wa bajeti kwa ajli ya mafunzo ()

Kotokuwepo kwa sera ya manispaa iliyo na uwazi ()

Ushirikiano hafifu kutoka utawala ()

Kotokua tayari kwa watumishi kushiriki kwenye mafunzo ()

Utafutaji wa mahitaji ya mafunzo haufanyiki ()

9. Ni mambo gani Manispaa ya Morogoro inapaswa kufanya ili kuhakisha inatekeleza kikamilifu mpango wa mafunzo?

Kutafuta misaada kutoka kwa wahisani ()

Kundaa sera nzuri ya mafunzo ()

Kuomba ushirikiano kutoka utawala ()

Kushirikiana kwenye gharama ()

Kutafuta utayari wa watumishi ()

10.Ni faida zipi manispaa ya Morogoro inaweza kupata kwa kutekeleza kikamilifu mpango wa mafunzo?

kuboreshwa kwa Kiwango cha kazi ()

Uboreshwaji wa ufanisi wa kazi ()

Kutafuta teknolojia mpya na jinsi ya kuzitumia ()

Kuboresha ubakishaji wa watumishi kazini ()

11. Ni matatizo gani yanaweza kuikumba manispaa ya Morogoro kama hawatatekeleza kikamilifu mpango wa mafunzo?

Utoaji wa huduma zisizo na ubora ()

Kushindwa kutumia vyema teknolojia ()

Kushindwa kiushandani na mashirika mengine ()

Kuwa na wafanyakazi wasio na ufanisi ()

Kuongezeka kwa idadi ya wafanyakazi wanaoacha kazi ()

ASANTE KWA USHIRIKIANO WAKO

Appendix II

QUESTIONNAIRE FOR HEAD OF DEPARTEMENTS

This questionnaire aims at exploring your information concerning the effects of training programme in Morogoro Municipal Council. Please fill in all questions either by putting a tick() in the boxes provided or by filling in the spaces provided. The information obtained shall be treated with maximum confidentiality and shall be used for the purpose of study only. Thank you for your cooperation.

1. a) Department.....

b) Sex: Male () Female ()

c) Education background

Secondary education () Diploma ()

1st degree () 2nd degree/Professional qualifications ()

2. Do you have a training programme in Morogoro Municipal Council?

Yes () No ()

3. If the answer is “Yes”, what is the programme duration?

.....
.....

4. Do you administer training needs identification in Morogoro Municipal Council?

Yes () No ()

5. If the answer is “No”, why is this the case?

.....

.....

.....

6. What criteria do you use to select one to go for training?

.....

.....

7. How many employees are there in your department?

.....

.....

8. How many employees have you trained so far in your department since the year 2010?

.....

.....

9. What challenges do you face when implementing a training programme?

- | | |
|---|-----|
| Small budget for training | () |
| Lack of clear organization policy | () |
| Lack of management support | () |
| Unwillingness of some employees to be trained | () |
| Identification Training needs not done | () |

10. What could Morogoro Municipal Council do to implement training programme effectively?

Solicit donor's funds ()

Prepare good organizational policy ()

Cost sharing ()

Top management take active role ()

Solicit employees' willingness ()

THANK YOU FOR YOUR COOPERATION

Appendix III

INETRVIEW GUIDE FOR MUNICIPAL DIRECTOR

1. Do you have a Training Programme in Morogoro Municipal Council?
2. If the answer is “Yes”, what is the programme duration?
3. What challenges do you face when implementing a training programme?
4. What can Morogoro Municipal Council do to implement training programmes effectively?