

**THE IMPACT OF EMPLOYEE TRAINING AND
DEVELOPMENT ON ORGANISATION PERFORMANCE
A CASE OF TANZANIA COMMISSION FOR AIDS (TACAIDS)**

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College in partial fulfillment of the Requirement for the award of the Masters
Degree of Business Administration(MBA) of Mzumbe University.**

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CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: **The Impact of Employees training and development on organisation performance: the Case of Tanzania Commission for AIDS**, in partial fulfilment of the requirement for the award of the degree of Master of Business Administration of Mzumbe University.

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DECLARATION

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LIST OF ABBREVIATIONS

HR	Human Resource
HRM	Human Resource Management
ISW	Institute of Social Work
MoHSW	Ministry of Health and Social Welfare
RBV	Resource Based View
T&D	Training and Development
TACAIDS	Tanzania Commission for AIDS
TIA	Tanzania Institute of Accountancy
TNA	Training Needs Assessment
TQM	Total Quality Management
URT	United Republic of Tanzania

ABSTRACT

The aim of this study was to assess the impact of employee training and development on improving organization performance, Tanzania Commission for AIDS being a case study. Specifically, the study focused on getting the perception of employees in terms of training and development programs at TACAIDS, effects of employee training on performance of the organization, and the challenges facing TACAIDS in providing training to its employees. Purposive sampling was used to obtain 35 respondents. Questionnaires and interviews were used as instruments of data collection.

The study findings show that there is relatively high level of awareness of the training activities provided by the organization as noted by 81% of the respondents. The training and development has improved organization performance through new ideas and skills that have been introduced to the organization after the training. However, training and development at TACAIDS faces various challenges including financial resources and lack of clear policies to promptly promote employees once they have finished a certain training. Also, training needs assessment has not been done which results to discretion in allocation of training slots.

The researcher recommended that the organization should conduct training needs assessment and gap identification and sponsoring of all training programs should be done. This can be achieved by setting aside a budget for employee training and development and searching for alternative sources of funds without been dependent on government sources only.

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CHAPTER ONE

INTRODUCTION

1.1 Background

The employee performance depends on various factors. But the most important factor of employee performance is training. Nowadays training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization (Fakhar and Anwar, 2008). Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in both skills and competencies because of more on the job experience.

The organizational performance depends on the employee performance. Thus, human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. Training and Development is an important activity to increase the performance of health sector organization (Ahmad and Siraj, 2009).

Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Amisano, 2010). Despite focusing on efficiency and cost control the spending on training should increase because organization get more efficient and effective labour force after the training (Roger, 2009). Training programs can address numerous problems that relate to poor performance.

Training is a set of activities designed to increase an individual's skills, knowledge and experience. It brings attitudinal change among the employees. It is expected to increase employees' effectiveness and satisfaction. The success of any training programme largely depends upon the people who are identified for training. Training

needs are felt by the management when it discover gaps between standard performance and actual performance of the employees. Organizations are well aware of the fact that competitive advantage can be achieved only with quality people full of skills and competencies. Training Needs Assessment (TNA) is partly concerned with defining the gap between what is happening and what should happen. The training needs are identified by measuring the gap in the present level of the competencies that should be bridged through effective training.

According to Swart et al. (2005), an individual improvement will be contingent on the quality of the training program, the motivation of the individual and the individual's needs. The model of improved organizational performance in general assumes that employee knowledge, skills and attitudes will change by the adoption of a training program. If the employee believes there is an improvement in his knowledge and skills, there will be an increase in the person's individual performance.

In addition to that Cole (2004) clearly attribute employees training and development as prerequisite for the organization performance. In analyzing performance problems, it is useful to ask, "could a person do this job if he/she wanted to?" When the person is performing poorly it is not purely his/ her fault but rather because the person lack the sufficient skills and commitment to do the job well. However, it should be clearly noted that interlink of training and performance is not the sole factor, rather their other myriad factors that attribute to one performance such as psychological factors, rewards, feedback, recognition, monetary motivation just to mention but a few, though from skills perspective training is the major attribute towards individual performance. Thus, the issue of well trained and competent personnel is paramount for any organization to realize full potential of labour force at work.

Nevertheless, despite the stated advantages of training and development some organizations have failed to integrate training and development into organization systems. As a result training and development seems to have less significant on the organization performance. Some organizations meet their needs for training in an ad

hoc and haphazard way which results to the employees to fail to apply their best efforts to achieve organizational goals, and show high performance on job. Training and development is very important for organization to compete with challenging and changing world.

The aim of this study is to assess the impact of employee training and development on improving organization performance by focusing on Tanzania Commission for AIDS (TACAIDS). Specifically, the study will get perception of employees in term of training awareness, employee training and development approaches used by TACAIDS, effects of employee training on performance and identification of the challenges facing TACAIDS in employee training and development.

1.2 Statement of the Problem

An efficient and effective training is necessary for improving performance of an organization. It has further become necessary in view of advancement in modern world to invest in training. Thus the role played by employee training and development can no longer be over-emphasized. Employee training and development are based on the premise that employee skills need to be improved for organizations to grow. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Amisano, 2010).

From skills perspective, training is the major attribute towards individual performance. It is a well known fact that training enhances skills, knowledge, abilities and competencies, and ultimately worker performance and productivity in organizations (Cole, 2004). Despite the established evidence and publications on the impact of employee training and development on organization performance some organizations have failed to integrate training and development into organization systems. As a result training and development seems not to have significantly contribution on the performance of many organizations. In viewing the above, the study seeks to establish the extent to which TACAIDS training and development program improves organizational performance.

1.3 Objectives of the Research

1.3.1 General Objective

To assess the impact of employee training and development on performance of TACAIDS.

1.3.2 Specific Objectives

The specific objectives of this study:-

- i. To assess the perception of employees in term of training and programs.
- ii. To analyze the benefits of training and development to the organization.
- iii. To identify challenges facing employee training and development at TACAIDS.

1.4 Research Questions

1.4.1 General Questions

How employees training and development impact the performance of TACAIDS?

1.4.2 Specific Questions

- i. What is perception of employee in term of training and programs?
- ii. How does employee training and development benefit the organization?
- iii. What are the challenges facing employee training and development at TACAIDS?

1.5 Scope and Significance of the Study

The study was conducted at Tanzania Commission for AIDS. The focus was on the sample size of 35 staff members out of 87 staff members of TACAIDS in Dar es Salaam head office. Questionnaires were distributed and oral interviews were administered in assessing how employee training and development improve the performance of TACAIDS.

The study will be significant to the management of TACAIDS as well as to its employees, partners and the public sectors. It will help them to understand and appreciate the impact of employee training and development and how it affects the performance of TACAIDS, thus designing proper training and development programs.

Also, findings of the study will serve as a stepping stone for future researchers on similar topics by suggesting areas that further studies need to be conducted on the issue of employee training and development.

1.6 Limitation of the Study

Any research is bound to have its limitations in terms of the nature of the problem being investigated and the conditions under which the research work is carried out.

Records, Reports and Time

It was so difficult to collect data from secondary sources, adequate books, publication and journals were not available therefore the study used more primary sources. Also, since the researcher is a full-time employee, lack of adequate time to conduct the research study hindered the researcher from completing the study successfully. The researcher used the weekend to complete the study and , appointments were scheduled appropriately in order to manage time well..

Inadequate funding

Lack of enough money for conducting the study affected the quality and quantity of data to be collected during the study, and as a result, the quality of the report itself. The amount that the researcher estimated for the study was much low than the amount used in the field and report writing, this was caused by the time spent in the field to get data and availability of respondents, the respondents were very busy for their activities so the process of completing the questionnaire taken long time to be completed. Therefore due to this constrain the research used solicit funds from other sources and selected the area which is not far from his working place in order to accomplish the study.

1.7 Organization of the Dissertation

This dissertation is organized as follows:

Chapter One presents the background information on employee performance, and training and development. Problem statement, objectives of the study, scope, significance and limitations are also presented in this chapter.

Chapter Two covered the review and summary of various arguments and findings from various authors with the objective of adding knowledge and familiarizing the researcher with relevant information regarding training and development. This chapter is divided into three parts; the theoretical literature review, the empirical literature review and the synthesis position of the researcher.

Chapter Three discussed the overall research design, area of the study, population of the study, sample size, sampling techniques that were used to select respondents, data collection techniques that were used to collect relevant information and data analysis.

Chapter four presented and discussed the results from the survey conducted to assess the impact of employee training and development on organization performance.

The last part of the dissertation which is Chapter Five, presents the summary of the findings, conclusion and recommendations from the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review and summarize various arguments and findings from various authors with the objective of adding knowledge and familiarizing the researcher with relevant information regarding training and development. The chapter is divided into three parts; the theoretical literature review, the empirical literature review and the synthesis position of the researcher. The theoretical literature review provides theories that will guide the study and the empirical literature review will tell us what others have done in the subject matter.

2.2 Conceptualization of Key Terms

In discussing employees training and development is important to understand terms which has relationship with the variables to be used in addressing the research questions.

Concept of Employee Training

The term employee training is often used in different ways. Each of the definitions suggests the types of training an organisation might organize. First, training refers to giving new or current employees the skills they need to perform their jobs (Dessler, 2006). It therefore involves showing employees what they have to do and how they have to do it. Second, it can also refer to the planned attempts by an organization to facilitate employee learning of job-related knowledge, skills and behaviours (Dennis and Griffin, 2005). Third, employee training can mean any effort initiated by an organisation to foster learning among its members (Snell and Bohlander, 2007). Fourth, Armstrong (2009) suggests that training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organisational capabilities and increasing increase organisational performance.

Organisational performance

The term performance has been defined in various ways. Performance refers to those behaviours that have been evaluated or measured as to their contribution to organisational goals. Behaviour modification which according to Armstrong (2010) must be the outcome of training programme contribute to organisational performance. In the same light, Gareth (2003) defines organisational performance as a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organisational goals. Jones et al. (2003) also suggests that these two overriding issues of efficiency and effectiveness are employed in the measurement of performance in every organization, where efficiency measures how well resources are used to achieve goals, while effectiveness connote the measure of the appropriateness of the goals that managers have selected for the organisation to pursue, and of the degree to which the organisation achieve these goals. Therefore, employee efficiency and effectiveness simply link organisational performance. Aswathappa (2008) indicates that performance is essentially what an employee does or does not do. He adds that employee performance common to most jobs include the following elements (quality of output; quantity of output; timeliness of output; presence at work; and cooperativeness) results in organisational performance.

Trainee Employees

Organization's performance largely depends upon the employees that work in it. They are the key resource and considered as capital for any organization. HR scholars agree that an organisation is only as good as the people in. Training is worthless if employees are not involved properly (Armstrong, 2008). Company can achieve and maintain the competitive advantage by regularly upgrading the workforce skills. The development of employee skills is one of the most important tasks in which an organisation can engage (Armstrong, 2006). Adequate supply of technically and socially competent and proficient staff is only ensured by training and development.

Training

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance. According to Armstrong (2009) Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance.

Training programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs for its employees to enhance their abilities and competencies that are needed at the workplace.

Employee Development

Armstrong (2008) defines employee development is a process for preparing employees for future job responsibilities. This may include formal and informal training, education, mentoring and coaching. Although the terms training and development are often linked, these address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform the job. It deals with the design and delivery of learning to improve organization performance. On the other hand, development focuses on the preparation needed for future jobs; it should be considered investment in the work force since its benefits are long term (Armstrong, 2006).

Employee

Employment and Labor Relations Act (2004) defines Employee as an individual who has entered into a contract of employment or has entered into any other contract under which the individual undertakes to work personally for the other party to the contract and the other party is not a client or customer of any profession, business, or undertaking carried on by the individual or is deemed to be an employee by the Minister under section 98(3) (URT, 2004).

Development

Is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. Development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).

Employee Training and Development

Randal et Al. (1983) views training and development refers to any attempt to improve current or future employee performance through learning usually be changing the employee's attitude or increasing his or her skills and knowledge. However, according to Gilley & Egglund (1995) Training and development is the process of acquiring knowledge, developing competencies and skills, and adopting behaviors that improve performance in current jobs, including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods.

Employee Training and Development Needs

Utouh and Mowo (2000) defines employee training and development need is a gap between expected and actual performance of an employee which can be remedied by appropriate training.

Before conducting appropriate training needs analysis is required. Analysis for the employees requires careful scrutiny of mission objectives, personnel, production, raw materials, costs, and other factors. Identification of the gap between expected and actual output is necessary to any organization, In the absence of a needs analysis, training results are usually subjective and might not be attributable to the training.

Organization

An organization is a group of people who exist to achieve a common purpose. Organizing is the process of making arrangements in the form of defined or understood responsibilities and relationships to enable those people to work cooperatively together. Organizations can be described as systems which, as affected by their environment, have a structure that has both formal and informal elements (Armstrong, 2010).

Performance

The term “performance” may mean different things to different people. According to Bates and Holt (1995) have pointed out that performance is a multidimensional construct the measurements of which vary depending on a variety of factors. They state that it is important to determine whether the measurement objective is to assess performance out comes (records of ort comes achieved) or behavior.

Brumbach (1988) point out that performance means both behavior and outcomes of the results. Bernadine (1995) has concerns that performance should be defined as the outcome of work because it provides a strongest linkage to the strategic goals of the organization, customer satisfactions and economic contribution.

Organization Performance

According to Bayanze (2005), organizational performance is the result of factors such as work processors, team communication and interaction, corporate cultural policies, leadership, climate for innovation and creativity and loyalty. Organizational performance can be divided in the major categories;

- Social- Relationships and interactions between individuals within the organization
- Technical/operational techniques and operations used in organizations and,
- Ideological- Idea of orientation regarding organizational structure and functions.

The three primary measures used to measure organizational performance are productivity, organizations growth and quality.

Also Organizational performance comprises the actual output or results of an organization as measured against its intended outputs.

Performance Measure

Kane (1996) suggests that key measures of performance were concerned with quantitative, qualitative and cost effectiveness. He classified them under the following key areas, finance, output, impact, reactions and timing. Wickham (1999) provides the following criteria as a basis for performance evaluation, which includes financial performance in terms of sales and profit, financial performance ratios (profit margins, returns on capital employed and others) financial liquidity ratios (debt cover, interest cover etc) stock market ratio and market presence.

Walter (1995) put forward criteria for measuring performance must be comprehensive enough covering all key aspects of performance such that a family of measures should be made available. He further argues that effective performance is measured not merely by delivery of results (however outstanding) in one area, but by delivery satisfactory performance must be relevant, significant and comprehensive, meeting needs of various stakeholders.

2.3 Background on Tanzania Commission for AIDS

Tanzania is one of the countries hard hit by HIV and AIDS epidemic. Recent reports from the Ministry of Health indicate that since the first 3 cases were reported in 1983

a total 118,713 cases have been reported from health facilities in the country by the end of the year 1999. It is however estimated that cumulatively about 600,000 have developed HIV and AIDS, and about 2 million people have been infected with the HIV and AIDS virus.

The report also shows that 70.5 percent of new HIV infections are in the 25 - 49 age group and 15 percent in the 15 - 24 age group. About 72,000 newborn babies were infected with HIV in 1999. It is estimated that there are over 600,000 orphans due to HIV and AIDS. HIV and AIDS has now become the primary cause of death among adults in the country and is decimating the most productive age group leaving behind misery, suffering and poverty. HIV and AIDS epidemic is a big social and economic problem with devastating impact on national development. It is against this background that President Benjamin William Mkapa in his New Year Message on the 31st December 1999, called the epidemic "an extraordinary crisis that requires extra-ordinary measures to deal with it".

The President's speech echoed the magnitude of the HIV and AIDS pandemic in Tanzania and the need for a multi-sectoral approach in the fight against it. To effect that, on 1st December 2000, the President announced the formation of the Tanzania Commission for AIDS. TACAIDS was first established by the announcement made by the President on 1 December 2000. The other step taken to establish TACAIDS was by the enactment of a law establishing Tanzania Commission for AIDS, Act No. 22 of 2001 by the Parliament. These steps were taken so as to ensure that the Government of the United Republic of Tanzania has an institution that is legally mandated to provide strategic leadership and to coordinate and strengthen efforts of all stakeholders involved in the fight against HIV and AIDS.

Broad Functions of TACAIDS

Currently the TACAIDS undertakes the following broad functions:

- To formulate policy guidelines for the response of HIV and AIDS epidemic and management of its consequences in mainland Tanzania

- To develop Strategic Framework for planning of all HIV and AIDS control programmes and activities within the overall national strategy
- To foster national and international linkages among all stake holders through proper co-ordination of all HIV and AIDS control programmes and activities within the overall national strategy
- To mobilize, disburse and monitor resources and ensure equitable distribution
- To disseminate and share information on the HIV and AIDS epidemic and its consequences in Tanzania and on the programmes for its control
- To promote research, information sharing and documentation on HIV and AIDS prevention and control
- To promote high level advocacy and education on HIV and AIDS
- To monitor and evaluate all on-going HIV and AIDS activities
- To-coordinate all activities related to the management of the HIV and AIDS epidemic in Tanzania as per National Strategy
- To facilitate efforts to find a cure, promote access to treatment and care, and develop vaccines
- To protect human and communal rights of people infected and affected with HIV and AIDS
- To promote positive living among people living with HIV and AIDS
- To advice the government on all matters relating to HIV and AIDS control in Tanzania mainland.
- To identify obstacles to the implementation of HIV and AIDS, prevention and control policies, programmes and ensure the implementation and attainment of programmes, activities and targets.
- To promote all activities related to the prevention and control of HIV and AIDS epidemic in particular regarding the following: -
 - health care and counseling of HIV and AIDS patients
 - the welfare of the bereaved orphans and survivors of HIV and AIDS victims
 - the handling of social, economic, cultural and legal issues related to the epidemic

- To perform such other activities and functions related to the prevention and control of HIV and AIDS epidemic in Tanzania mainland as the commission may deem necessary.

MissionStatement

To provide strategic leadership and to coordinate the implementation of a national multi-sectoral response to HIV and AIDS leading to the reduction of further infections associated diseases and the adverse socio-economic effect of the epidemic.

2.4 HIV and AIDS Situation in Tanzania

According to the data from Tanzania HIV and AIDS and Malaria Indicator Survey (THMIS) 2007 - 2008, the national prevalence among the sexually active populations (between 15 and 49 years of age) is reported to be 5.7 %. The data shows more women (6.6 %) are infected than men (4.6%). Compared with HIV prevalence data from the 2003-04 THMIS, there has been a slight decrease in overall prevalence of HIV among sexually active population between 15 and 49 years of age from 7.0% (2003 -04) to 5.7% (2007 -08). There is also a decrease in prevalence from 6.3% (2003-04), to 4.6% (2007-08) for men and 7.7% (2003-04) to 6.6% (2007-08) for women.

Drivers of the epidemic

- i. Promiscuous sexual behaviour
- ii. Intergerational sex
- iii. Concurrent sexual partners
- iv. Presence of other sexually transmitted infections such as herpes simplex x 2 virus.
- v. Lack of knowledge of HIV transmission

Contextual factors shaping the epidemic in the country

- i. Poverty and transactional sex with increasing numbers of commercial sex workers
- ii. Men's irresponsible sexual behaviour due to cultural patterns of virility

- iii. Social, economic and political gender inequalities including violence against women
- iv. Substance abuse such as alcohol consumption
- v. Local cultural practices e.g. widow cleansing
- vi. Mobility in all its forms which leads to separation of spouses and increased establishment of temporary sexual relationships
- vii. Lack of male circumcision

Current status of HIV and AIDS

The third Tanzania HIV and Malaria Indicator Survey 2011 – 2012 (THMIS III) HIV prevalence data were obtained from blood samples voluntarily provided by a total of 20,811 women and men interviewed. Of the eligible women and men age 15-49, 90% of women and 79% of men provided specimens for HIV testing. Overall, 5.1% of Tanzanians age 15-49 are HIV-positive. HIV prevalence is higher among women (6.2%) than among men (3.8%). HIV prevalence is higher in urban areas for both women and men than in rural areas.

A comparison of the 2007-08 THMIS and 2011-12 THMIS HIV prevalence estimates indicate that HIV prevalence has declined slightly from 5.7% to 5.1% among adults age 15-49. Similarly, HIV prevalence has declined among women, from 6.6% to 6.2%, and among men, from 4.6% to 3.8%. In Mainland Tanzania, HIV prevalence among women and men age 15-49 has decreased from 7.0% in the 2003-04 THMIS to 5.3% in the 2011-12 THMIS. The decline in total HIV prevalence between 2003-04 and 2011-12 is statistically significant. Additionally, the decline is significant among men (6.3% versus 3.9%).

Treatment and Care

Tanzania began to provide care and treatment services including the provision of anti-retroviral drugs (ARVs) in October 2004. The target for the first year was to cover 44,000 patients on ARVs. 96 care and treatment providing facilities were selected to initiate the services. They included; 4 referral hospitals (Muhimbili, KCMC, Bugando and Mbeya), all regional some district, private and faith based

organization hospitals. During that period, the national guidelines for management of HIV and AIDS in Tanzania and other programme management tools were developed.

The tools were for assessment of facilities providing care and treatment services, monitoring and evaluation of patients and overall programme monitoring. Training curriculum and materials for capacity building of health care workers on the comprehensive management of HIV/AIDS were also developed. By December 2005, a total number of 23,951 patients were on Anti-retroviral Therapy (ART).

During the second year of implementation (January - December 2006), the target number of patients to be on ART was increased to 100,000 and therefore the number of facilities providing care and treatment services was increased to 200. The new included 104 health facilities were; the remaining district hospitals, some private, faith based and army-owned hospitals. Cumulatively, by end of October 2006, the Programme had enrolled a total of 115,597 patients. Of them 54,264 were on ART.

On the third year of the Programme (January -December 2007); the plan was to roll-out care and treatment services closer to the community through primary health care facilities (health centres and dispensaries). The facilities were assigned different roles; as ART initiating, refilling or outreach depending on the existing capacity (infrastructure, human resources, laboratory services, record and reporting system). Capacity building on management of HIV and AIDS for 1,333 health care workers from 500 primary health care facilities was conducted. By end of December 2007, a total of 263,000 patients were enrolled and among them 135,696 were on ART.

Prevention and Education

The Ministry of Health and Social Welfare (MOHSW) continues to expanding its efforts to ensure that all eligible patients are enrolled and provided with ART. However, utilizing Voluntary Counseling and Testing (VCT) services as the key entry point for care and treatment services will not be sufficient to enable and complete the enrolment of the estimated number of eligible population for ART. An approach of Provider Initiated Testing and Counseling (PITC) is being adopted to

allow more people who come into contact with health care facilities, mainly at the outpatient clinics and in-patient to be offered HIV testing to determine their HIV sero-status.

Furthermore, the National HIV and Counseling and Testing Campaign to mobilize more people to be tested and determine their HIV sero-status was launched on July 14th 2007 by His Excellency the President of the United Republic of Tanzania, Hon. Jakaya Mrisho Kikwete. About 4.1 million people were expected to be tested during the campaign. The campaign was intended not only to increase the numbers of people to know their HIV status, but also to establish linkages between prevention, care, treatment, social support and intensify community actions against social issues related to HIV and AIDS such as stigma, discrimination, violence and other violent consequences related to disclosing ones status to others. By December 2007 a total of 3,174,396 clients throughout the country had undertaken the HIV test voluntarily to know their HIV sero status. Of those tested the male-female ratio was 0.82 in which 1,434,738 males and 1,739,658 females were tested.

The National HIV Testing Campaign has provided a unique stimulus to the general HIV and AIDS response in the country. While so far more than 3 million people have tested in all districts of the country, the campaign also served to augment the scope and scale of other intervention components of the national response. The areas that have benefited from the campaign include advocacy, general behaviour change communication, community mobilization and reduction of stigma, strengthening of laboratory services and training of health care workers.

The formulation of the new Health Sector HIV and AIDS Strategic Plan 2008-2012 that will guide the fight against HIV and AIDS pandemic in the next 5 years was completed in June 2007. The editing process by the National AIDS Control Programme (NACP) secretariat has already began and will soon be completed after which the document will be printed and disseminated to all stakeholders throughout the country. The process to review the National Guidelines on management of HIV and AIDS in Tanzania that started in May 2007 is in the final stages. These

guidelines were reviewed to accommodate the revised WHO recommendations on care, management and support of HIV and AIDS.

For the past three years, the National HIV and AIDS care and treatment programme has been receiving funds from different sources. The major contributors include; the Government of Tanzania, Global Fund, the Governments of Canada, Sweden, Norway, Netherlands and the United States of America as well as the Clinton HIV and AIDS initiative (CHAI).

The HIV epidemic in Tanzania is the result of a complex interplay between biological, socio-cultural and socio-economic factors. The strategies outlined here aim to decrease the risk of infection among the general population, with special attention to young people, both through enhancing knowledge and skills and through making relevant health services more accessible and youth friendly. The health sector at the community level will contribute towards a dialogue about sexuality, gender roles and cultural practices in order to initiate critical reflection and action to reduce local factors that increase vulnerability to HIV.

Availability of relevant health services, such as management of Sexually Transmitted Infections, HIV testing and counseling (HTC), prevention of mother to child transmission (PMTCT) and safe blood will be further expanded while safeguarding the quality and ensuring gender sensitivity. Condoms, both male and female, will be made available in all health facilities. Furthermore, additional innovative outlets and channels will be established to increase availability and accessibility of condoms to the general population. Although reducing rates of HIV infection is complex and painstaking work, however the good news is that there is ample evidence that HIV does yield to determined and concerted interventions.

2.5 Review of Relevant Theories

2.5.1 Overview

Several theories provide theoretical basis for understanding the impact of employee training on organisational performance. These theories (for example, resource-based

view, transaction costs, institutional theory etc.) explain the reasons behind, and the benefits of training employees in organisations.

Resource-Based View (RBV) of the firm as a theoretical basis was propounded by Penrose (1959) and developed into a more robust theory by Barney (1991). The basic assumption of this theory is that, organisations can gain competitive advantage by concentrating on their internal resources (abilities, skills, knowledge, capabilities, competencies etc.). While transaction cost theory argues from the cost side, RBV emphasises dynamic value and capabilities. The RBV suggests that firms should develop and maintain those resources that are core to the firm (Barney 2001). Besides, HRM activities, the human resources themselves constitute huge resources that can be fully developed in order to create the needed value and capabilities for achieving organisational performance.

Barney (2001) argues that organisations must obtain sustained competitive advantage by implementing strategies that exploit their internal strengths, through responding to environmental opportunities, while neutralizing external threats and avoiding internal weaknesses. Similarly, it is strategically poor for organisations not to develop their human resources as a way of exploiting their internal strengths; the HR. The dynamic capabilities view is useful in making the resource-based view operational in any industry by identifying specific organisational processes that build valuable resources. However, training is that organisational process that helps build capabilities for organizations; therefore, building HR value and capabilities appear to be the suitable rationale behind employee training and organisational performance analysis.

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programmes. It is interesting to think about your own particular way of learning and to recognise that everyone does not learn the way you do. Burns (1995, p 99) ‘conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes

such as thinking, attitudes and emotions.’ It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behaviour until sometime after the educational program has taken place.

2.5.2 Sensory Stimulation Theory

Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses — touch, smell and taste — account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colours, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

2.5.3 Reinforcement Theory

This theory was developed by the behaviourist school of psychology, notably by B.F. Skinner (Laird 1985; Burns 1995). Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour. Positive reinforcement or ‘rewards’ can include verbal reinforcement such as ‘That’s great’ or ‘You’re certainly on the right track’ through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organisation. Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens a behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behavior which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behaviour (Burns, 1995).

Laird (1985) considers this aspect of behaviourism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life

although it only works for a short time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. The criticism of this approach is that it is rigid and mechanical.

2.5.4 Action Learning

Action learning is the approach that links the world of learning with the world of action through a reflective process within small cooperative learning groups known as ‘action learning sets’ (McGill and Beaty 1995). The ‘sets’ meet regularly to work on individual members’ real-life issues with the aim of learning with and from each other. The ‘father’ of action learning, Reg Revans, has said that there can be no learning without action and no (sober and deliberate) action without learning. Revans argued that learning can be shown by the following equation, where L is learning; P is programmed knowledge (eg traditional instruction) and Q is questioning insight. $L = P + Q$ Revans, along with many others who have used, researched and taught about this approach, argued that action learning is ideal for finding solutions to problems that do not have a ‘right’ answer because the necessary questioning insight can be facilitated by people learning with and from each other in action learning ‘sets’.

2.6 Training and Development

2.6.1 Theoretical Relationships

Though theory training seems to increase organizational performance, in actuality the evidence for such a claim is scant. Bartel (1994), in a survey conducted in the manufacturing sector, found that there is a positive relationship between implementing formal employee training programs and labor productivity, both at individual and organizational level. Ahmad and Bakar (2003), in their effort to test the relationship between implementing training and organizational commitment, came across various findings concerning all three aspects of commitment, affective, normative and continuance. They did not receive support for their hypothesis, which was stating that training has an impact on commitment but they found that various dimensions of training are related with commitment.

Lang (1992) argued that training should be designed to achieve increased organizational commitment. Employees' commitment was associated with the actual and perceived HRM practices. These practices were internal promotion, employment security and training opportunities. In order to sustain performance, it is important to optimize contribution of employees to the aims and goals of the organizations.

The importance of training as a central role of management has long been recognized by leading writers. For instance according to Drucker (1998), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. Training is necessary to ensure an adequate supply of staff that technically and socially competent and capable of career development into specialist departments or management positions.

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee training is emphasized. They add that technological developments and organizational change have gradually led to the realization that success relies on the skills and abilities of their employees.

It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

According Cole (2002), in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon, 2002). Gordon (2002) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals.

This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant.

According to Armstrong (1996), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. They expressly indicated that the success of a training program depends more on the organizations ability to identify training needs.

They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right.

McGhee et al (2006) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it mean that the wrong candidate might have been selected for the training program.

Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle. Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals.

2.6.2 Benefits of Training

There are many motives for training and developing employees. It can be initiated for a variety of reasons e.g. it can be carried out as part of an overall professional development program or performance improvement. Training is not only essential to create skilled force but also needed to maintain a high level of skills required by the constantly changing work environment and to equip employees to meet future demands.

According to Armstrong (2008). There are two basic categories of skills training: hard and soft skills. Hard skills are technical or administrative procedures related to an organization's core business while soft skills are attitudes and behaviours exhibited by employees while interacting, which affect the outcomes of such interactions. It is easy to train and identify the need for hard skills training, while soft skills relate to personal, individual development and are most difficult to define and measure. Some types of training have both hard and soft skills components. Sales training for example, may encompass hard skills such as product knowledge and price negotiation, and soft skills such as empathy and listening . The best way to develop skills is to practice

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production technique. According to Cole (2004) training can achieve high morale-employees who receive training have increased confidence and motivation, lower cost of production – training eliminates

risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste, lower turnover-training brings a sense of security at the workplace which reduces labor turnover is avoided.

Others include; change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotion and give a feeling of personal satisfaction and achievement. Sherman et al. (2006) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work.

A majority however, will require some type of training at one time or another to maintain an effective level of job performance. According to Krietner (2005), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires competitive edge in its respective industry, needs extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance.

2.6.3 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn Leslie (2000), there are four main requirements for learning to take place. The first is motivation.

Flippo (1996), also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on. The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses.

The third one is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent (Leslie, 2000). Finally, feedback – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

2.6.4 Training Process

Literature available on training (Dole, 2005) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action. Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Training is the use of systematic and planned instruction activities to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject-specific knowledge, rather than trying to build core learning abilities’ (Armstrong, 2009 p. 676).

2.6.5 Training Policies and Resources

Kenney et al. (2002) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be

trained. They pointed out that training policies are necessary for the following reasons:

- i. To provide guidelines for planning and implementing training;
- ii. To ensure that a company training resources are allocated to requirements;
- iii. To provide for equality of opportunity for training throughout the company;
- iv. To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Armstrong (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al. (2002), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task especially they are doing so for the first time.

2.6.6 Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2004) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure.

Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee. Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist.

This makes it easy to know what program to be implemented. According to Kaufman (2004), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit.

The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Employees training needs could be measured by the individual performances of the employee. Effectiveness and efficiency is measured against the required standards through interviews and attitude surveys.

There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996) argues that training needs analysis should cover problems to be solved and future demands.

2.6.7 Determining Training Objectives

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to McKenna and Beech (2002) it is important that a sound basis is established for performance management (appraisal), reward management (motivation) combined with training and development.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is

complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved.

2.6.8 Develop a Training Plan

Zaccarelli (1997) outlines the process of planning training. Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained.

Design a Training Lesson

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson provides a content outline for the lesson.

Select the Trainer(s)

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer. Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics.

2.6.9 Types of Training

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

Refresher Training

Here the employees are made to attend refresher courses at specific training institutions such as Tanzania Institute of Accountancy (TIA). This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

Orientation Training

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization goals, structure, culture, work standard and other conditions of employment.

Career or Development Training

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

Job Training

This involves teaching the employee now to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

2.6.10 Methods of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

According to DeCauza et al, there are a variety of training approaches that managers can use and these include:

On-the-Job Training

This is the most widely used training method. Observing this method critically, the training places the employee in actual work situations and makes them appear to be

productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by Doing

This is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming.

Mentoring

This is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and Job Rotation

This usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed.

Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The

rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges.

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well.

Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills.

2.6.11 Training Evaluation

According to Armstrong (2006), employees need feedback. It is important for their progress and advancement. Evaluation is a process of establishing the worth or value of something. Evaluation of training is a process of gathering information with which to make decisions about training activities . Organizations apply performance appraisal evaluation to measure employee work performance and effectiveness, which can help in defining and developing training needs for the organisations. Having a well-structured measuring system in place can help determine where the problem lies . Training evaluation may also help in improving quality of training activities which in turn results in greater benefits.

Kenney et al. (2002) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the

overall cost benefit of the training program and not just the achievement of its laid down objectives.

Hamlin (2004) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives. There are several methods for evaluating training such as questionnaires (feedback forms) and tests.

2.7 Training and Development Experiences from Tanzania

Tanzania conducted a study on Factors Inhibiting Effective Staff Training by Viscal Kihongo (2011) from Institute of Social Work (ISW), Dar es Salaam whereby he identifies various factors which undermine staff training in Tanzania's local authorities. These stumbling blocks include lack of funds due to inadequate budgets set aside for staff training, malpractices such as favoritisms, poor top management support because some managers did not treat staff training as a matter of priority, the absence of viable training policies and training programmes initiated by the local authorities, and the fragmented nature of the staff training. In fact, the fragmented nature of the training function resulted in poor planning, implementation and evaluation of staff training. It is, therefore, pertinent for local authorities to consider how they can address these identified hindrances and incorporate the suggestions of this study in the on-going Local Government Reform Programme to enhance the training of the personnel of these local authorities to boost the operational efficiency of these crucial institutions and meet the aspirations of the people.

Dominic and Kessy (2010) undertook study on effectiveness of Training and Development. There is a need to review the way the training function is implemented and put in place effective strategies that work. They should ensure that all guidelines are effectively followed and trainings that are urgently needed are provided. In addition to that, there is still a need to change the methods of training that are not effective and provide more methods of practical nature. Since there has neither been

a comprehensive policy to guide an appropriate implementation of training programme nor adequate efforts to make them aware of its function then the HR department should strive to design an effective policy and involve all respective employees in its implementation. This will help to reduce the growing negative attitude towards the function. It is important for the organization to ensure that employees are adequately trained as planned and that there is a reasonable return on investment that is put on training. However it has been revealed that the evaluation exercise is not frequently done (at least every year). The question is; how does the organization realize the contribution and/or returns of training on its overall performance? How does it compare costs and benefits brought up from training?

From the comparison between the *real* and *ideal* T&D program, it shows that minimal effort has been put to bring the program to standard. For the function to reach required standard then it must have all qualities mentioned in an ideal training function. To enhance effective improvement of the training programmes, it's important to;

- Develop a more uniform TNA exercise that aims to improve the level of efficiency of training function and eventually have clarity in scope and objectives.
- Conduct evaluation after every training session and give feedback to the trainees.
- Prioritise the issue of increasing employee capacity, by allocating adequate training budget.
- Implement training function openly and involve every individual in determining the kind of training they need.
- Follow the criteria of sponsoring employees to training programs.

2.8 Training and Development in International Arena

Several studies conducted in European countries have documented the impact of training on organizational performance. Aragon et al. (2003) investigated the

relationship between training and organizational performance by distributing a survey to 457 small and medium-size businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operationalized as (a) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (b) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). Results indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and profitability.

Ubeda (2005) conducted a study including 78 Spanish firms with more than 100 employees. This study related organizations' training policies (e.g., functions assumed by the training unit, goals of the training unit, nature of training, and how training is evaluated) with four types of organizational-level benefits: employee satisfaction, customer satisfaction, owner/shareholder satisfaction, and workforce productivity (i.e., sales per employee). Results suggested that training programs oriented toward human capital development were directly related to employee, customer, and owner/shareholder satisfaction as well as an objective measure of business performance (i.e., sales per employee).

Guerrero & Barraud-Didier (2004) administered a questionnaire to 1530 human resource directors working in large companies in France and collected financial information from the companies' financial directors or through databases approximately one year later. Five questions in the survey addressed the extent to which the company implemented training practices. The survey also included questions about social and organizational performance including work climate, employee attendance, quality of products and services, and employee productivity. Results showed that 4.6% of the variance in financial performance was explained by training (via the mediating role of social and organizational performance).

Neo et al. (2000) bemoaned the lack of training and development by employers in the United States when they stated that statistics suggests that only 16% of United States

employees have never received any training from their employers. Now organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition.

In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Again Black and Lynch (1996) stated that returns on training and development investments increase productivity by 16%.

Brown (1999), conducted a survey with directors and managers into raining and development, and human resources function in the UK to investigate management development training programs in terms of level of customization and level of measurement If learning. He gathered responses from 98 organizations and mostly large corporations. His survey results showed that a high level of customized training programs with high level of measurement of learning offer several advantages over less customized programs. The advantages were:

- to induce higher participant energy and motivation level
- to encourage more rigorous learning to other higher relevance
- to offer opportunities for team building and culture change
- to provide more opportunities for the application of learned skills, and
- to enable employers to monitor quality of training and participant's performance.

To increase the applicability of training in the workplace, Baldwin and Ford (1998) asserted that training programs should increase similarity of training content. For disadvantages, the study described fewer opportunities to exchange ideas with

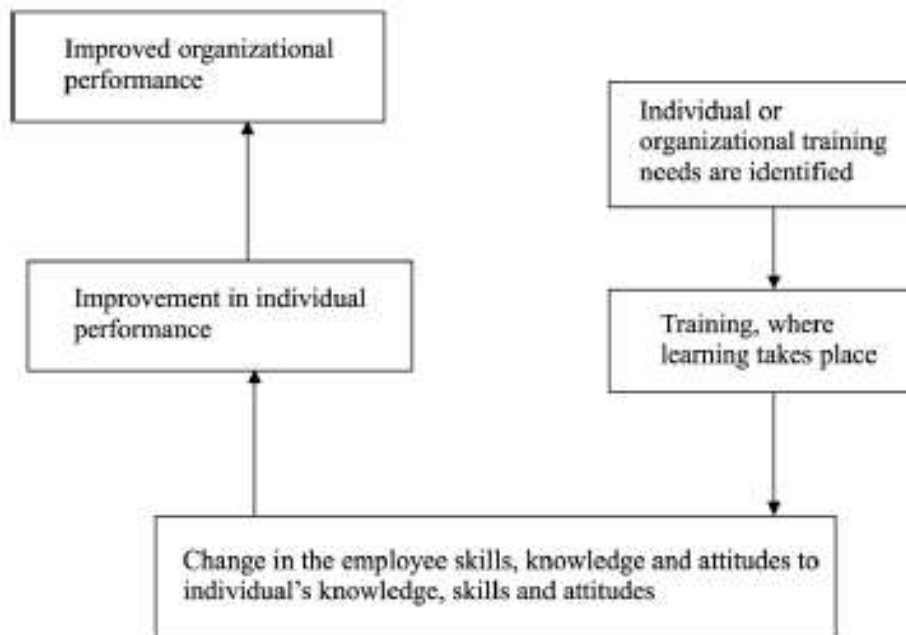
managers from other companies and less open debates because power relations from the workplace may be influential on learning environment.

Manu (2004) conducted a study on training and development techniques for improving organizational performance for Ghanaian firms. The research has examined the applicability of Total Quality Management. TQM is a way of achieving and maintaining excellence used in establishment of organization. Many organizations in the United States, such as IBM and Ford Motor Company; in Great Britain such as the Department of Trade and Industry and South Bank University; and also in Japan such as Toyota Motor Co. Ltd. and Fuji Photo Optical Co. Ltd. All successfully adopted TQM. Research has shown that through TQM methods, the organizations have shown improvement in communication, employee morale, productivity, process efficiency, and have also reduced cost and waste. By and large the effects of TQM in organizations have shown positive results. As a result, it makes economic sense for all Ghanaian firms to adopt TQM.

2.9 The Conceptual Framework

This study was guided by the conceptual framework developed by Swart et al. (2005) as shown in the Figure 2.1 below.

Figure 2.1: The Conceptual Framework



Source: Swart et al. (2005, p. 192)

From Figure 2.1, it is clear that improved organizational performance is the dependent variable and individual or organizational training is independent variable. When training takes place in the organization, it results to change in the employee skills, knowledge and attitudes hence improvement in individual performance. If all these happen significantly, the result is improved organizational performance.

Swart et al. (2005) argue that the organization should recognize that its employees are not effective and a change should be attempted in their knowledge, attitudes and skills. This shortfall in the individual performance may occur for various reasons. For instance, employees may not feel motivated anymore to apply their skills, they may be afraid in doing so, or they may believe that there may be a conflict of interest with the organization. They further argue that an individual improvement will be contingent on the quality of the training program, the motivation of the individual and the individual's needs. The model in general assumes that employee knowledge, skills and attitudes will change by the adoption of a training program. If the

employee believes, there is an improvement in his knowledge and skills, there will be an increase in the person's individual performance.

Through training the person's competencies will be reinforced and will enable him or her to execute the tasks assigned effectively and efficiently. As a result, according to the model, there will be an increase in the overall performance of the organization. Nevertheless, individual job performance is also influenced by the organizational culture and structure, by the job design, the reward systems used to motivate employees and the power and politics that exist in the organization and the group processes. Individuals may not achieve their goals and thus not perform well, due to problems associated with the reasons above and not necessarily due to lack of skills.

Wright and Geroy (2001) argued that in order for training to be effective, certain issues must be taken into account. Management style may need to change and training also, has to fit with the culture of the organization. Some companies may offer training programs that, the organization itself is not prepared to accept the ensuing changes.

Eisenberger et al. (1986) proposed that employees are more likely to become committed to an organization, if they believe that the organization is committed to them and management should make efforts to create a positive work environment. Managers, also have the responsibility, to ascertain which factors inhibit effectiveness and make the appropriate decisions, to ameliorate the situation (Swart et al., 2005).

In order for organization to adopt the most suitable training intervention, which will fulfil specific needs, enhance employee willingness to participate and meet their expectations the above factors should be taken into account.

2.10 Research Gap

Training and development initiatives on organizational performance as outlined above, are based on organizational-case studies and these experiences may not be

generalized given that the needs and outcomes of training and development and organizational performance are likely to be specific to a particular organization, a site or even a particular group of organization. Also from the above cited literature, it is found out that, there is a need to review the way the training function is implemented and put in place effective strategies that work. Sometimes lack of funds due to inadequate budgets set aside for staff training, malpractices such as favoritisms, poor top management support because some managers do not treat staff training as a matter of priority, the absence of viable training policies and training programmes and the fragmented nature of the staff training affect training programmes. Thus, in order to advance knowledge and enhance the outcomes of trainings at TACAIDS this study has been conducted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Kothari (2004) defines research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. When we talk of research methodology we not only talk of research methods but also consider the logic behind the methods we use. Therefore, this chapter presents the overall research design, area of the study, population of the study, sample size, sampling techniques that were used to select respondents, data collection techniques that were used to collect relevant information and data analysis.

3.2 Research Design

Research design is the arrangement of conditions for collecting data analysis in a manner that aims to combine relevance to research purpose with economy in procedure. It is the conceptual structure within which research is conducted (Kothari, 2006). Research design adopted in this study was a descriptive research design including case study. The selection was deliberately due to its relative advantage over the other designs, survey and experimental designs. Its advantages include;

- (i) The economy of the design is favorable to the researcher who is in cost sharing scheme.
- (ii) It will allow flexibility in the use of research tools. The researcher will use different data collection methods such as documentary sources, interview and questionnaires.
- (iii) It will enable the researcher to stage an in depth study of the organization under the study, due to its ability to identify attribute of a population from a small group of individuals.

3.3 Area of the Study and Population

The study was conducted at the TACAIDS office which is located in Dar es Salaam. The researcher decided to use TACAIDS as the area of the study because first he was familiar with the organization, second in that organization there were many opportunities for employees to be sponsored by partners to go for the training, and hopes that familiarity with the area of the study helped the researcher to conduct the study effectively and collected adequate information that provided answers to research questions.

Population refers an entire group of individuals, events or objects having common observable characteristics. In other words, population is the aggregate of all conforms to a given specification. This study covered different staff at TACAIDS. The population of this study was 87 staff members of TACAIDS (both males and females).

3.4 The Sample and Sampling Techniques

Kothari (2006) defines sample as a collection of some parts of the population on the basis of which judgment is made. Sample size refers to a number of items to be selected from the universe to constitute a sample. The sample must be optimum. Purposive sampling technique was used to select respondents among members of staff of TACAIDS.

In this study a sample size of 35 which is equivalent to 40% of all employees was purposively selected from among the population of 87 staff members of TACAIDS. The sample included heads of department, officers and supporting staff; all are members of staff of TACAIDS.

According to Kothari (2006), sampling is defined as the selection of some parts of aggregate of the totality based on which a judgment or inference about the aggregate or totality is made. It is a process of selecting a group of people, events, behaviour, or other elements with which to conduct a study. An important issue influencing the choice of a sampling technique is whether a sampling frame is available. Due to

difficult in access all employees, to capture the views of each group, time and reliability of data the researcher decided to select the respondents purposively

3.5 Data Collection Methods

Primary data collection methods were used during the study including questionnaires, interviews and observation. Secondary data also were used to supplement the collected primary data.

3.5.1 Primary Data

Primary data are those which are collected a fresh and for the first time and thus happen to be original in character. The following methods were used to collect primary data.

3.5.1.1 Questionnaire

A questionnaire is a set of questions which are usually sent to the selected respondents to answer at their own convenient time and return back the filled questionnaire to the researcher. In this study questionnaires were distributed to selected respondents. The advantage of using questionnaires is because they cover large sample at low cost, and give respondents adequate time to give well thought-out answers. Appendix 1 provides the questionnaire which was used for this study.

A total of 35 respondents out of 87 staff were sampled purposively. A total of 35 questionnaires were distributed but only 32 questionnaires were filled and returned which is 91% of the expected total population. This percentage was used as the standard for assessing the success or failure of the question asked in the questionnaire and used in this analysis (but this number was the targeted in this particular study).

3.5.1.2 Interview

According to Kothari (2006), an interview is a set of questions administered through oral or verbal communication between the researcher and the respondent. Both group and individual interviews will be conducted with respondents by using both, open

ended and close-ended interview questions. The advantage of using interviews is that they enable the researcher to get supplementary information obtained by using questionnaires. Appendix 2 provides the interview guide that the researcher used in this study.

3.5.2 Secondary Data

Secondary data are those which have already been passed through the statically process Documentation method was used because it enabled the researcher to get ready-made data and information by passing through various documents such as books and journals on the topic in question. The advantage of this method was that it helped the researcher to simplify the task by providing statistical information recorded in terms of numbers and percentages and represented in narrative, tables, charts and graphs. The information which were collected from the secondary sources were like employee database, if there was any approached used by the organization in training employees, the report on the trend of performance of organization and individual performance after and before obtained training. Therefore to collect these information secondary data has been used, unpublished theses and reports were accessed in TACAIDS library..

3.6 Data Management and Analysis

Data analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns . After data has been collected, the researcher reduced into summary form. The summary data was processed in simplified facts. The research findings were organized and presented by using words, numbers and percentages by using tables and charts. The data was processed and analyzed both qualitatively and quantitatively to simplify the facts. Quantitative data analysis involved descriptive statistics and qualitative data analysis on the other hand involved factual and logical interpretation, comparison and explanation of study findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents and discusses the results from the survey conducted to assess the impact of employee training and development on organization performance, specifically to assess the perception of employees in term of training and programs, second is to analyze the benefits of training and development to the organization and third is to identify challenges facing employee training and development at TACAIDS. The chapter comprises of personal characteristics of respondents, perception of employees in term of training and programs, the benefits of training and development to the organization, employee training and development approaches used by organization and the challenges facing in implementing employee training and development.

4.2 The Profile of Respondents

The findings showed that 24 (75%) were male and 8 (25%) were female. In addition to these findings 6 of the surveyed respondents were single while 28 were married (Table 4.1). This implies that the majority of the surveyed employees were male compared to female, and large percentage of the surveyed respondents were married and neither widow nor widower participated.

Table 4.1: Characteristics of Respondents

Variables	Frequency	Percentage
Sex of Respondents		
Male	24	75
Female	8	25
Marital Status		
Single	6	12.5
Married	28	87.5
Widow	0	0
Widower	0	0

Source: Field Data (2013)

The analysis of the respondent's duration of time he/she worked within the organization was made and the findings showed that (3) 9 % of the respondents worked with the organization less than one year, (9) 28 % worked for 1 – 5 years, (15) 47 % for 5 – 10 years, (5) 16 % for more than 10 years (Figure 1). This implies that the majority of the employees worked for a period of 5 – 10 years. It is observed that majority core employees managers and heads of departments served the organization for a long time (Table 4.2).

Table 4.2: Number of years respondents have worked with TACAIDS

Number of year	Frequency	Percentage
>1	3	9
1-5	9	28
5-10	15	47
<10	5	16
Total	32	100

Source: Field Data (2013)

4.3 Perceptions of Employee on Training and Development Program at TACAIDS

Training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action (Dole, 2005). The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al. (1996) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. According to DeCauza et al. (1996), there are a variety of training approaches that managers can use and these include: learning by doing, on job training, mentoring, vestibule and job rotation.

Training policy at TACAIDS

TACAIDS staff training and development policy(2007) set a frame for the development of all staff in the Commission, staff development in training focuses on skills and knowledge directly connected to a particular position or occupation. As it is stipulated by the policy the following are the elements of such policy:

Principles

TACAIDS is committed to staff development which

- Encourage and assists all staff develop their skills and knowledge to improve individual and organization performance and job satisfaction
- Assists the commission in achieving its strategic aims
- Ensures equitable access for all staff to development opportunities appropriate to the individual's needs
- Embodies sound principles in all development activities
- Promotes voluntary participation except where required for organizational, legislative, individual, or health and safety reasons

- Makes use of existing staff expertise where appropriate
- Recognises the development of staff as joint responsibility shared by individual employees, heads of departments, units and sections and
- Ensures adequate resourcing of planning, participation and rewards to guarantee high quality training and development activities.

TACAIDS will position itself at the forefront of best practices, in staff management and development through the application of established and current best practices in public services provision.

TACAIDS believes that specific staff training and development activities should take into account:-

- reasons should take staff training and development activity;
- intended outcome ;
- methods of delivery;
- likely participants;
- people planning and delivering the staff training and development;
- organizational scale and location of the staff training and development; and
- equitable access for all staff priority given to individuals and groups in greatest need.

Staff training and development activities in TACAIDS are categorized according to the needs they meet:

organizational needs such as:-

- induction new staff;
- promoting fruitful links between staff in different areas;
- recognizing excellent staff;
- preparing staff for change;
- training staff for change ;

- training staff for new duties and positions;
- learning from external experts;
- informing staff of legislative requirements; and
- preparing staff to carry out more complex level of responsibility within the commission.
- skills and knowledge connected with performing the duties of staff:
- in the relevant occupations or disciplines;
- in other positions requiring specific expertise.

TACAIDS recognizes individual needs for job satisfaction, skills development and career paths.

Staff training and development aimed at addressing these needs may be conducted either for individuals or for groups and covers range of formal and informal activities. Staff development is best achieved through a co-ordinated approach involving a range of staff development activities supporting each other. Participation in staff training and development may be either voluntary or mandatory depending on the purpose of the development activity.

Voluntary participation can be encouraged by paying attention to staff training and development needs as revealed through professional / personal development process. In addition to voluntary participation, some staff training and development activities are mandatory because of the commission's nature of business. Successful completion of a training or development activity does not mean staff will automatically be promoted. However, it will be a criterion when considering promotions and performance appraisals.

Resources

TACAIDS also understands that quality staff training and development needs effective resourcing, in the form of appropriate funding but also in the allocation of other resources.

Eligibility

All categories of staff are eligible for support from the commission's resources for training and development activities scheduled in the staff training and development programme. Staff on casual or temporary appointments are not eligible for support from the commission's training and development funds.

Staff Training and development activities

Approved staff training and development activities are defined as forms of training and/or education that directly support skills acquisition and or career enhancement relevant to the staff member's duties and responsibilities, and /or operational needs of the work units, and/ or achievement of goals within the commission's strategic plan and the operational plan of the respective department.

Such activities include:-

- courses of study, with or without qualification undertaken at training or education establishment recognised by the Government of Tanzania;
- short courses, conferences and seminars run by external bodies but relevant to the functions of the commission;
- General and specific induction for new staff co-ordinated by heads of department;
- corporate staff development activities;
- professional traineeships within a particular discipline leading to qualifications and /or membership;
- practice based development via secondment, visits, meeting research, consultancy, etc.

Duration of training activities

TACAIDS give priority to training activities that run for up to 30 days, such activities will be full covered by resources of the commission provided that they are in the TACAIDS staff training and development programme. Extend beyond that will be considered by policy within the context of duties and responsibilities of the

respective individual as well as its implication on the commission's annual work plan. Long term courses will only be allowed to so provided that courses are conducted outside the official working hour and their participation will not be affect their work plans.

TACAIDS staff interested in attending long-term courses will only be allowed to so provided that such courses are conducted outside the official working hours and their participation in such courses will not affect their work plans.

Frequency of training activities

The frequency of training activities for each individual employee will depend on the identified skills gap, his or her work load and plan as well as availability of both financial and non financial resources in the commission. Priority will however be accorded to training needs which if addressed are likely to have highest impact on the performance of commission.

Venue for training activities

The selection of venue for training activities will depend on the financial implication of respective activity to TACAIDS. Priority is given to venue that guarantee maximum impact with minimum costs.

Staff training and development programme

In TACAIDS staff training and development needs and the respective activities that need to be performed to address these needs will be refrected in the staff training and development progamme of the commission. This is the responsibility human resources and administrative officer to prepare staff training and development programme in collaboration with the heads of departments in the commission. This programme will be prepared one every three years and reviewed after every twelve months. After being prepared is submitted for discussions and comments to the TACAIDS Workers council.

Staff training and development committee

TACAIDS staff training and development shall be responsible for all staff training and development activities in the commission. The committee composed of all heads of departments, human resource officer, chairperson of the trade union branch in TACAIDS and the secretary of the trade union branch in TACAIDS. The committee is responsible for supervising, approving and reviewing the TACAIDS staff training and development programme once every twelve months.

- The chairperson shall be elected from one of heads of department by the members of the committee.
- The chairperson shall lead the committee for a period of up to two terms of two years each.
- The Human Resources and Administrative Officer shall be the secretary of the committee.
- The committee shall meet at least once every quarter.

Funding

TACAIDS will annually set aside 1% of its recurrent annual budgets to support staff training and development activities in the commission, the priority first to support will normally be for on going commitments from earlier years. Every staff selected to participate in the training and development activities is required to comply with the TACAIDS rule for staff training and development activities.

Existing staff expertise

Where possible TACAIDS shall use in-house expertise in staff development activities as a way to publicly recognize valuable staff and enhance the sense of the commission as a community.

Responsibility of staff training and development

Policy implementation

While responsibility for staff development in the commission is multilayered, overall accountability for the extent, quality, effectiveness and equitable nature of staff training and development rests with the human resource and Administrative Officer.

Heads of department bear the primary responsibility for implementing this staff training and development policy, by ensuring that staff are given the necessary opportunities to undertake appropriate training and the kinds of development outlined in this policy.

Whereas departments have a specific responsibility to the development of their staff, the Director of Finance of Finance and Administration through the Human Resources and Administrative Officer has a particular responsibility to contribute to the strategic directions and provision of staff development.

Responsibility of head of department

The responsibility of heads of department will be to:-

- Analyse staff development needs of department and individual staff member;
- Develop and implement plans to meet the needs identified for their staff;
- Systematically implement the supervisory / review process so that new staff development needs can be brought to the attention of the staff Training and Development committee;
- Recommend/ authorize and make budgetary provision for staff development opportunities for their staff when appropriate, and ensure that staff are released for approved activities;
- Advise on development activities including program content and promote information sharing and application of new skills or insights in the workplace; and
- Evaluate the effectiveness of their staff development strategies.

Responsibility of the Human Resources and Administrative office

The personnel and Administrative Officer shall:

- work with the commission's staff Training and Development committee in proposing specific staff development plans, priorities and policies;
- Assess, design, deliver and evaluate in-house training and development activities;
- Assist managers and heads of sections to carry out training and development responsibilities;
- monitor and evaluate specified staff development activities;
- Establish and maintain a collection of relevant training resource, and information on currently available and appropriate courses by external agencies;
- Recommend /authorize and make budgetary provision for staff development opportunities when appropriate;and
- Maintain effective liaison with external bodies relevant to development of staff in the commission.

Responsibility of individual staff member

The individual staff member shall:-

- Become aware of his /her own development needs, using mechanisms such as the performance management system (OPRAS);
- Communicate with his/her immediate supervisor about training and development needs;
- Negotiate priority of staff development needs and opportunities through supervisory review process;
- watch for appropriate development activities;
- Attend development activities whenever practicable;
- Use the acquired knowledge and /or skills for the benefit of the commission; and
- Contribute to the development of colleagues where appropriate.

Rules for staff in training and development activities.

Every TACAIDS staff selected to participate in training and development activity is required to comply with the following rules:-

- To proceed to the venue of the activity as directed (both as to the time and means of travel);
- To begin the activity at such time as may be appointed to and continue diligently with such studies until the completion of the activity unless he/she is prevented from so doing by sickness (after a permission from a recognised medical practitioner) or by circumstances beyond his/her control;
- To follow any direction, which may be given to him /her by the authorities of the institution concerning residence in an approved hostel or lodging ;
- To devote his/ her full time attention to following the proceedings of the activity for which he/she was selected to take part unless permission to undertake another activity or to modify his/ her activity in content or duration is granted by the Executive chairman;
- At all time to comply with the requirement regarding conduct and discipline of the institution;
- To satisfy the the commission to his /her attendance, conduct and or his / her representative; and
- To sit for and pass any prescribed examination or group examination within the time fixed by the authorities of the institution or TACAIDS unless he /she is prevented from so doing by sickness proved by a certificate from a medical practitioner approved by TACAIDS or by other circumstances beyond his / her control.

Reporting

Staff member who attend an individual training and development activities with or without support from the commission's funds needed to deliver an appropriate report(written report, staff meeting presentation, workshop and other form of information dissemination) to executive chairman not more than two weeks after the conclusion of activity.

Grievance procedure

Any staff grievance regarding the operation of policy are to be notified, reviewed and resolved by the commission's staff grievances handling procedure.

Evaluation and review

The staff training and development committee is responsible for evaluation and reviewing all training and development activities in the commission. Committee required to review the quality and its relevance of that activities. And submit evaluation report to executive chairperson, views and recommendations of committee will be taken into consideration.

Training needs at TACAIDS

Training needs in TACAIDS is depend on the identified skills gap, his or her work load and plan as well as availability of both financial and non financial resources in the commission. Priority will however be accorded to training needs which if addressed are likely to have highest impact on the performance of commission. Identification of training need is the responsibility of heads of departments, human resource officer, heads of department will analyse staff development needs of the department and individual staff members and the individual staff member shall become aware of his/ her own development needs, using mechanisms such as the performance management system(OPRAS)

A set of questions were used to capture the information's on perception of employee in term of available training and development program at their workplace. These questions intendedto understand the employee's knowledge and involvement of training programs provided by the organization. The study showed that there was relatively high level of awareness of the training activities provided by the organization. About 81% of the surveyed respondents reported being aware of them. In terms of forms of training employee they were supposed to indicate the form of training they have received since they joined the organization. The study showed that 94% of the respondents in the organization have received career oriented training. Other types of trainings include refresher, orientation and on job oriented training.

Some examples of the courses the respondents have received include: Management development program, SPSS, Report writing for professionals, Effective communication skills, Micro computer applications, Integrated Financial management system, Program planning monitoring and evaluation, Project planning and management, office management and administration, Performance auditing, Grants Management, Customer care and office assistants, Public service management, Supervising HIV and AIDS programmes, Advocacy reproductive health and HIV and AIDS, Legal and Human rights connected to HIV and AIDS, Policy analysis formulation and management.

The issue of employee training and development approach in TACAIDS was captured by different questions and interview guide but the findings revealed that 88% of respondent surveyed agreed that they use on job training and 12% indicated they use both on job training and learning by doing. This implies that there some of the respondents there were not familiar with the approach used by organization

The researcher was interested to know the number of employees who has been trained or developed by TACAIDS and who has not been trained. Also researcher was interested to know the frequency of conducting training at TACAIDS. These were captured by two questions one was have you received any training while working with TACAIDS? And the other question was asked how often TACAIDS conducts employee training. The findings shows that (27) 85% of surveyed respondents they have been trained by TACAIDS and (5) 15% of respondents did not receive training, majority of them received career oriented training and some of them I have already mentioned in the above paragraph. This study showed that many of respondent received training. The second question the finding showed that the organization conducted training depended on the availability of funds 75% of surveyed respondents answering this answer.

Furthermore, the researcher was interested to know sources of training and development that employee obtained. The findings show that out of the 32 surveyed respondent (14) 44% obtained their training through professional consultant firms,

(6) 19% obtained through seminars/ symposium, (10) 18% obtained through short courses and (2) 6% obtained through formal colleges. This implies that organization provide more support of professional consultant firm and short courses to its employees than formal colleges

Thus, the organization is supporting more on the profession and seminars. This implies that majority are willing to attend short course and professional consultant firm than formal and some regard as motivation factor to them also from the finding showed that this is done in order to retain the employees at work. 24 staff received these training out of total surveyed respondents the main objective of these training programs were to establish a comprehensive and systematic approach of getting more competent staff at all levels to enhance TACAIDS quality services in fighting the epidemic.

Gupta (2007) considers the following as characteristics of an ideal training and development function. First, it should be designed with clear scope and objectives. In this case the Training Needs Assessment (TNA) exercise should be conducted to establish skill gap and performance standards. From the finding training programme for each individual employee will depend on identification of skills gap , work load, plan as well as availability of both financial and non financial resources in the Commission. Priority will be accorded to training needs which if addressed are likely to have highest impact on the performance of the Commission.

Second, it should have proper reinforcements to continuously improve the performance capability of an individual employee; this is supported by Skinner's behavioural modification model which stipulates that 'when behaviour is repeatedly rewarded, it becomes permanent part of one's personality. TACAIDS training and development activities are designed towards in improving the effectiveness and efficiency workforce, this is responsibility of Human resources ad administrative officer in collaboration with the heads of departments in the commission and these activities guided by TACAIDS staff training training and development policy(2007)

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. Impact of this from the findings is that employees after attended training are evaluated six months after completion.

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. The TACAIDS staff training and development committee are responsible for all staff training and development activities.

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. They feel responsive to training programmes when they are well informed. From the findings the staff training and development policy requires the individual member to become aware.

Lastly, it should be evaluated. Training consumes both organisation's time and money, therefore it is important to determine how well it was conducted (i.e. trainees feedback). Evaluation reports establish whether the organisation has derived more-or-less the same value from the amount of money and time invested in the programme. From the findings at the end of each course participating employee required to prepare report on the training attended and submit to their respective supervisors within fourteen days of returning from training and the copy to Director of finance and administration. Evaluation is done six months after completion of training activities.

The conceptualization by Gupta (2007) highlights the scope of an effective training programme. Through careful follow up of provided steps, an organisation will provide required training to required employees. This will enhance the ability of employees to execute their daily activities in working place. Likewise training and capacity building department can only perform well if its training programmes have

clear scope and objectives; improve capability of an individual employee; and be role-specific and involve practice.

4.4 Benefits of Training and Development to TACAIDS

Training is a key element for improved organizational performance. It increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. According to Cole (2004) training can achieve high morale-employees who receive training have increased confidence and motivation, lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste, lower turnover-training brings a sense of security at the workplace which reduces labor turnover is avoided.

From the conceptual framework, it is hypothesized that when training takes place in the organization, it results to change in the employee skills, knowledge and attitudes hence improvement in individual performance. If all these happen significantly, the result is improved organizational performance. The model in general assumes that employee knowledge, skills and attitudes will change by the adoption of a training program. If the employee believes, there is an improvement in his knowledge and skills, there will be an increase in the person's individual performance

Also this study is supported by the findings revealed by the study on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Again Black and Lynch (1996) stated that returns on training and development investments increase productivity by 16%.

The researcher was interested to understand the benefits of employee training and development to the performance of TACAIDS. The findings showed that 74% agreed that training and development improved organization performance and 26%

argued that training and development motivate and enhance employee performance. Example of the areas where training has improved the performance include: Grants mobilization and distribution, management of HIV and AIDS activities, Coordination of HIV projects, Monitoring and evaluation of HIV and AIDS activities, Accounting and finance procedures, Research on HIV and AIDS activities, Coordination between departments. Apart from that the finding showed that responded after have been trained they be able to come up with new ideas and introduce them to the organization. Other surveyed respondents failed to identify the best answer.

Employee performance is contributed by various factors. However, it should be clearly noted that interlink of training and performance is not the sole factor, rather their other myriad factors that attribute to one performance such as psychological factors, rewards, feedback, recognition, monetary motivation just to mention but a few, though from skills perspective training is the major attribute towards individual performance (Cole, 2004). Thus, from the angle of organization management the issue of employee well trained and competent personnel are paramount for any organization to realize full potential of labour force at work.

4.5 Challenges Facing Employee Training and Development Programme at TACAIDS

Apart from its contribution to the performance of employees and organization at all but some organization faces some challenges hence fail to implement effective employee training and development to their organization systems.

According to the study conducted by Kihonga(2011) on Factors Inhibiting Effective Staff Training, he identified various factors which undermine staff training in Tanzania's local authorities. These stumbling blocks include lack of funds due to inadequate budgets set aside for staff training, malpractices such as favoritisms, poor top management support because some managers did not treat staff training as a matter of priority, the absence of viable training policies and training programmes initiated by the local authorities, and the fragmented nature of the staff training.

The findings in commission showed that there were some challenges the organization is facing the most notable one been availability of funds for training personnel and time constraints followed by failure to promote employees to a high rank or position right after the training. If the employee acquire better skills and knowledge to his or her professional and not motivated to be promoted some employees leave that job and go to the one which will give hime or her the high rank or position others lack morale and motivation to go voluntary for the training but in the TACAIDS successful completion of training or development activity does not mean that the staff will outomatically be promoted however it will be a criterion when considering promotions and performance appraisals.

Participation in training and development may be voluntary or mandatory depending on the purpose of development activity.. Also there were no clear training program and calendar. The other challenge was no training need assessment exercise has been done. This means that there is a discreation on who should go for the training and others have been sent to the trainings on areas which they are already competent.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Findings

The main objective of the study was to assess the impact of employee training and development on organization performance. The same objective was further detailed into three specific objectives which are:

- To assess the perception of employees in term of training and programs
- To analyze the benefits of training and development to the organization
- To identify challenges facing employee training and development at TACAIDS.

The findings of the study shows in personal characteristics that of the respondents involved in the study males are many compared to females, as well the number of the married is also bigger than those who are single, and there is neither widow nor widower. This means that most of the workers worked with this organization are married this may due of the nature of work. Based on the TACAIDS findings that most of the employees have awareness on the employee training and development few of them were not aware.

Findings of research objective two reveal that respondents they benefit with training and development that it enhance their performance, motivate them and improve organization performance. Some report that after being trained they brought new ideas to the organization

Findings of research objective three reveal that the organization does not have clear approach and employees are not clear on which approach the organization used but some of them agreed with the on the job training.

Apart from that the findings show that the organization faces some challenges on employee training and development these challenges are: availability of funds for training personnel and Time constraints, second challenge reported by management is to raise employees at the same time to a high rank or position. If the employee acquire better skill and knowledge to his or her professional and not motivated to be promoted some employees leave that job and go to the the one which will give hime or her the high rank or position. Also there were no clear training program and calendar. The other challenge was no training need assessment exercise

5.2 Conclusion

Employee training and development in the Tanzania Commission for AIDS as revealed by the findings has been the focus of this study. The findings of this study showed that, although majority of the employees in the Tanzania Commission for AIDS are aware of the training programmes conducted by the organization but they do not know the approaches the organization use, some employees think otherwise. It was clear that training programs in the TACAIDS focuses on the job training this showed from the findings that 88% of respondents agree they use on job training. Most of the employees indicate that training programs in the Tanzania Commission for AIDS are not frequent. Thus, for training programs to strongly impact organizational performance, it must be frequently and strategically organized. Importantly, there is a considerable effect of employee training on organizational performance. Thus, as the findings reported that there are benefits despite of the challenge the organization get on employee training and development Therefore is possible to conclude that, employee training plays a critical role in organizational performance.

5.3 Recommendations

From the findings of this study and all the literature review the researcher come to the decision that there should be Training and Development in every organization. Although study have review some challenges like it is costly (time and financial resources) to give training to the employees, but the benefits of training are much more than its cost which are briefly discussed in this study. It is recommended that

all organizations should provide training to their employees. The study already have discussed that Training and Development have significantly impact not only to employees but the ultimate also to the organization itself. If the performance of the employee is not good it will affect the whole organization.

TACAIDS human Resources department should recognise the actual benefits of staff training and hence accord it the right priority it deserves. This entails increasing the allocation of resources for staff training, which in turn would increase its contribution towards enhancing the organisation's performance. Also HR manager should develop a programme that involves careful planning in terms of training materials, learning duration, and instructors without forgetting proper mechanism of evaluation.

TACAIDS management should providing full support on training and development in terms of providing full tuition fees assistant, encouraging oversees training and development opportunities so that employees can have exposure from outside the country as well as obtaining new ideals, training time tables should be consider, and long course.

TACAIDS should have clear departmental budge, policy, programs and approaches for training and development whereby every staff could have an access of it in order to reduce the repetition of the employees who have got the same training and will increase full utilization of resources.

The Management of TACAIDS is advised to encourage women currently in TACAIDS system to apply and dare for any Managerial position appear within. This may go hand in hand with a deliberate strategy to promote women employees within whenever managerial positions fall vacant.

Furthermore, as this study establishes that employee training impact organizational performance, TACAIDS should formulate and implement strategic training and development policy which is up to dated because they still using the policy which

developed since 2007 and develop strong training culture. This policy and training culture should help develop human capital by training all without discrimination. Besides, for training to be effective, it must be frequent.

Also respondents suggested to have long course compare to that now they have is short in order to improve their performance, another suggestion is on job training and orientation should be done continuously and to have the proper budget for training employees.

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APPENDICES

Appendix 1: Questionnaire

Questionnaire for research study on

“The impact of employee training and development on organisation performance”

INSTRUCTIONS:

Please read each question CAREFULLY

ENCIRCLE the best option

ENCIRCLE only one option

Gender

- Male
- Female

Marital status

- Married
- Single
- Others(Specify).....

Grade/position

- Operations
- Manager
- Director
- Others(Specify).....

How long have you worked for TACAIDS?

- Less than one year

- 1-5 years
- 5-10 years
- More than ten years

Have you received any training?

- Yes
- NO

If (Specify yes)

.....

How does employees perception in term of training awareness?

- Much
- Very much
- Little
- Very little
- None

What perception do you have in term of training awareness?

.....

What is employees' perception interm of types/forms of training programmes?

- Refresher training
- Orientation training
- Career- oriented training
- Job- oriented training

What perception do you have interm of forms of training mention from the question above?

.....

How often does TACAIDS conduct employee training?

- Once
- Twice
- None
- Many (please specify)

.....

Which source of training have you obtained?

- Professional Consultant Firms
- Formal Colleges
- Short Courses
- Seminars/Symposium

Other. Specify _____

What is the effect on an organisation's performance having better trained and developed employees?

- Enhanced employee performance
- Decreased employee performance
- Demotivated employee
- Improved organization performance
- No effect

Does employee training have an effect to organization performance?

- Yes
- No

If the answer in question above is yes specify what are the effects?

.....

Have your performance improved after having better training?

- Yes
- No

If the answer in above question is yes specify what you improved?

.....
.....
.....

What are the actions of the organisation in doing training of the employees?

- Providing detailed description of job
- Providing facilities to improve performance
- Providing benefits
- Providing specialized courses

Is there any action of organization in doing training of employees?

- Yes
- No

If the answer in question above is yes specify what are the actions?

.....
.....

Are you aware of any challenges facing employee training and development in an organization?

- Yes
- No
- Don't know

If the answer in question above is yes please give explanation how?

.....
.....
.....

What are the major objectives of the training and development for the employees?

- To enhance employee performance
- To increase productivity
- To enhance organizations performance
- To make organization successful

- To increase employee skills and knowledge

What are the objectives organization have in conduct employee training and development?

.....

What are the desired outcomes of the training?

- Employee performance
- Skilled workforce
- Better organization performance
- Knowledgeable staff

Is there any desired outcomes organization have in training employees?

- Yes
- No

If there are desired outcomes of the training specify, what are they?

.....

What are the employee training and development approaches used?

- On the job training
- Mentoring
- Shadowing/Job rotation
- Learning by doing
- Vestibule training
- Others(Specify).....

.....

If the organization use any of the approach in above question please give explanation why they use that approach and what they learn?

.....

What measures do you suggest should be done to improve the impact of employee training on the performance of TACAIDS?

.....
.....

Thanks for taking your time to respond to my questionnaire

Appendix 2: Interview Guide

Interview questions for research study on

“The impact of employee training and development on organization performance”

Gender.....

Grade/position.....

Is there any training program in an organization?

- Yes
- No

that

If, yes what is

.....

And why?.....

What is responsible person for training and develop employees?

.....

What you expect to have after having better trained?

.....

.....

What kind of training are you prefer most?

.....

Are you satisfied with the type of training conducted in your organization?

.....

What you are expectation to your organization of having better trained and developed?

.....

What an organization provide in doing training of the employees?

.....

Is there any challenge you face in doing training?

If yes what are they

.....

What out come does organization expect of having better trained and developed employees?

.....

Are there any challenges organization having in doing employee training and development?

.....

Does employees training have an effect on organization performance?

.....

Are you involved in training programmes provided by organization?

.....

Thank you for your time and participation