

**TRAINING AND MINISTRY OF HOME AFFAIRS (MOHA)
EXPLORING THE EFFECTIVENESS OF THE TRAINING
PROGRAMMES TO EMPLOYEES: THE CASE OF MINISTRY
OF HOME AFFAIRS**

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Degree of Master of Science in Human Resources Management 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 **Training and Ministry of Home Affairs (MOHA): Exploring the Effectiveness of the Training Programmes to Employees: The Case of Ministry of Home Affairs (Head Office)**, in partial/fulfillment of the requirements for award of the degree of Master of Science in Human Resources Management (MSc/HRM) of Mzumbe University.

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DEDICATION

This thesis is dedicated to my mother who is always there whenever I am in need of her. It is also dedicated to my brothers and sisters with a message **“it can be done, play your part.”**

LIST OF ABBREVIATIONS

GCU	Government Communications Unit
HRM	Human Resources Management/Manager
HRO	Human Resources Officer
HRP	Human Resource Planning
ICT	Information and Communication Technology
MOHA	Ministry of Home Affairs
MSc/HRM	Master of Science in Human Resources Management
PMU	Procurement Management Unity
SKAC	Skills, Knowledge, Abilities, Competencies
SMART	Specific, Measurable, Achievable, Realistic, Timely
TZ	Tanzania
UK	United Kingdom
USA	United States of America

ABSTRACT

The quality of Human Resource is an asset to any organization and as a result training has become an issue that has to be faced by every organization. The amount and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance, new markets or new processes, the adaptability of existing workforce and importantly the extent to which the organization supports the idea of internal career development. Most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training.

This study, therefore, sought to determine the Training and Ministry of Home Affairs (MOHA): Exploring the Effectiveness of the Training Programmes to Employees, a Case Study of Ministry of Home Affairs. The research was intended to explore the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of MOHA, who were randomly selected. The study assessed the training and development process of MOHA and whether training has improved employee's performance.

A questionnaire was designed using structured questions to collect primary data from employees of MOHA. Personal interviews were held with some management staff of the organization. The results indicated that MOHA's employees were not well informed about training and development programmes in the organization.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is an introduction and intended to provide background information on the nature of the present study, its objectives and purpose. It is divided into eight sections including background to the problem, problem statement, the objectives, the questions, significant of the study, limitations and how this study is organized.

1.1 Background to the Problem

Since the coming of the new name, which is, Human Resources Management in 1942 from Personnel Management in 1912 (Ngirwa, 2003), many organizations started to adopt changes brought by Human Resources Management shift in paradigm that were not there during personnel era. Over time, as the new nomenclature become widely used, staff development expanded to a number of functions including training and development and employee career development. All these have changed the manner in which human resources within the organization is managed comparing to Personnel era. Human Resources have played a significant role in the economic development in most developed countries such as United States of America (USA), Britain and Japan, among others. It can therefore be argued that a developing country like Tanzania, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resource. It is thus seen that in Tanzania the government is taking adequate steps to ensure that people acquire the requisite knowledge and skills.

One of the way to develop employees is giving them continuous training in their respective fields as according to Armstrong, (2000) who states that the fundamental aim of training is helping organization to achieve its goal by adding value to its key resources, that are employees. This means that training is like investing in people to enable them to perform better.

However, literature shows that Tanzania Human Resources practitioners leave a lot to be desired of education, some of them lack knowledge and experience and proper working ability relevant to the field of study, but they are given few chances to develop their career in their related profession due to poor training programmes (Ngirwa, 2003). The quality of service can be maintained by continuous development of both the employees and other factors involved in the quality of services.

Training and development have emerged as formal corporate functions, integral elements of corporate strategy, and are recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce in order to improve the success and efficiency of their organizations.

Many organizations meet their needs for training in an ad hoc and haphazard way. Training at MOHA is more or less unplanned, unsystematic and several of its employees such as information officers, junior and middle level officers, accounts clerks, computer analysts, secretaries, drivers and many other categories of workers, have not qualified for any form of training nor is there any systematic process of staff development in place.

It is worth noting that Tanzania has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is the Ministry of Home Affairs. The study is investigating the effectiveness of training programmes to Employees.

1.2 Statement of the Problem

It is a well known fact that training enhances Skills, Knowledge, Abilities and Competencies (SKAC) and ultimately worker's performance and productivity in organizations (Cole, 2002). Many organizations in Tanzania and indeed the public sectors engage in training and development of staff and have departments, units and

sectors in charge of training and development. MOHA is one of such organization that has been practicing training and development since its beginning.

A brief interaction with some employees perceive that Management of Ministry of Home Affairs see the cost incurred in the acquisition and maintenance of plant and equipment as more relevant than that expenses on training and development of its staff. In the absence of training and development of employees by Management of Ministry of Home Affairs, the employees sponsor themselves in furtherance of their education to obtain professional or higher level certificates.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study is to explore how training programs at Ministry of Home Affairs is implemented.

1.3.2. Specific Objectives

The study had the following specific objectives

- i. To find out what training programmes are implemented in the organisation.
- ii. To study how training programs are designed at MOHA for example Training needs assessment.
- iii. To explore how employees view MOHA training program.
- iv. To investigate the procedure that MOHA follow when implementing training program.

1.4. Research Questions

1.4.1. General Question

The general question of this study is how do employees view the way training programmes are implemented in the organisation?

1.4.2. Specific Questions

- i. Which training programmes are implemented in the organisation?
- ii. How training programs are designed at MOHA?, For example Training needs assessment.
- iii. Which procedures that MOHA follow when implementing training program?
- iv. What are the major purposes of training and development?
- v. How do employees view the way training programmes are implemented in the organisation?

1.5. Significant of the Study

- i. The research is going to be outlet for new ideas that may widen the knowledge of students on organizational training programmes towards performance.
- ii. This study is very useful to the management to explore the areas of weaknesses in their managerial activities, which course implementation of employee training programmes at the organisation for further measures to rectify the situation.
- iii. The study might be used by researchers researching on similar topic, and will give copy to management of MOHA for their action when they need to revisit the way they implement training program.

1.6. Limitation

The following are the hindrances before and during the dissertation writing;

- i. Due to time and financial constraints, the study was concentrated solely at Ministry of Home Affairs.

- ii. For instance, due to time and financial constraints the researcher selected a sample size of 76 respondents that were capable of providing research questionnaires and conducting interviews at their places.
- iii. Some respondents especially junior workers was not open to reveal the actual situation especially in some cases based on their education qualification and experience on appropriate motivation schemes in retaining them. The researcher convinced them.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this literature review, different authors of different books, journals, concepts and other sources of materials pertaining to employee training will be reviewed in order to deepen understanding of the issue.

2.1 Theoretical Review

2.1.1 Overview of Training

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development. Few people these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. The importance of training as a central role of management has 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.

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to the environment of coaching and support. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management.

2.1.2. Human Resource Management

For any enterprise to function effectively, it must have money, materials, supplies, equipment, and ideas about the services or products to offer those who might use its outputs and finally people, who are the human resource, to run the enterprise. The effective management of people at work is Human Resource Management, (Armstrong, 1996). Human Resource Management has emerged as a major function in most organizations and it is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations. Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, Human Resource Management concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others, (Armstrong, 1996).

2.1.3 Human Resource Management and Training

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 development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

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.

2.1.4 Training

According to Cole (2002:330), 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 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 1992:235).

Pheesey (1971:130) 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.

According to Armstrong (1996:11), 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.

This was also affirmed by Sherman et al (1996:13). They expressly indicated that the success of a training program depends more on the organization ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principles 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.

McGhee et al (1996:54) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience.

They also said the fact that the learning that has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioral change. 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. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al 1996:55).

2.1.5 Benefits of Training

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 employees to possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) 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 and absenteeism is avoided.
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.
Give a feeling of personal satisfaction and achievement, and broaden

opportunities for career progression and help to improve the availability and quality of staff.

Derrick et al (2000:55) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman et al (1996:16) argue that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. 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 (1995:8) in his book *The Good Managers Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee knows and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, 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. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness.

Benefits Related to Job Performance, Training-related changes should result in improved job performance and other positive changes (e.g., acquisition of new skills; Hill & Lent 2006, Satterfield & Hughes 2007) that serve as antecedents of job performance (Kraiger 2002). Reassuringly, Arthur et al. (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pretraining states, training had an overall positive effect on job-related behaviors or performance (mean effect size or $d = 0.62$). However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skill or task being trained. For

example, the most effective training programs were those including both cognitive and interpersonal skills, followed by those including psychomotor skills or tasks. Next, we describe studies to exemplify as well as go beyond, the general findings reported by Arthur et al. (2003).

We emphasize that results from meta-analytic reviews should generally be given more weight than individual (i.e., primary-level) studies because they are more reliable (Aguinis et al. 2008). Training effects on performance may be subtle (though measurable). In a qualitative study involving mechanics in Northern India, Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance. Regarding innovation, trained mechanics learned to build two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Regarding tacit skills, Barber noted that the job of a mechanic requires “feel” to be successful. Specifically, trained mechanics developed an intuitive feel when removing dents a complex process particularly when the fender is badly crumpled.

As a result of informal training, one of the mechanics had a “good feeling of how to hit the metal at the exact spot so the work progresses in a systematic fashion” (Barber 2004, p. 134). This type of tacit skill was particularly useful in the Indian context because, although most shops in developed nations would not even attempt to repair a fender that was damaged so badly, this type of repair is common practice in the developing world (Barber 2004). Benefits of training are also documented for technical skills. For example, Davis & Yi (2004) conducted two experiments with nearly 300 participants using behavior-modeling training and were able to improve computer skills substantially. Although behavior-modeling training has a rich history of success (e.g., Decker & Nathan 1985, Robertson 1990), a unique aspect of this research was that training was found to affect changes in worker skills through a change in trainees’ knowledge structures or mental models (see also Marks et al. 2002 for an examination of mental models at the team level). Specifically, mentally rehearsing tasks allowed trainees to increase declarative knowledge and task performance; each measured 10 days after the training was completed. More

recently, Taylor et al. (2005) conducted a meta-analysis including 117 behavior-modeling training studies. They ascertained that the largest effects were for declarative and procedural knowledge (d s around 1.0 resulting from comparing training versus a no-training or pretest condition). Declarative knowledge is knowledge about “what” (e.g., facts, meaning of terms), whereas procedural knowledge is knowledge about “how” (i.e., how to perform skilled behavior) (see Aguinis 2009, Kraiger et al. 1993).

The overall mean effect on changes in job behavior was $d = 0.27$. However, Taylor et al. (2005) reported substantial variance in the distribution of effect sizes, indicating the need to investigate moderators of the relationship between behavior-modeling training and outcomes. We address the issue of moderators below in the Suggestions for Future Research section. Training not only may affect declarative knowledge or procedural knowledge, but also may enhance strategic knowledge, defined as knowing when to apply a specific knowledge or skill (Kozlowski et al. 2001, Kraiger et al. 1993). Smith et al. (1997) refer to this as training for adaptive expertise (see also Ford & Schmidt 2000).

In addition, training may enable consistency in performance across conditions. For example, Driskell et al. (2001) conducted a study including 79 U.S. Navy technical school trainees who performed a computer-based task. Trainees participated in a stress-exposure training session. This training exposes trainees to information regarding stressors (e.g., noise, time urgency), to the stressors, and how these stressors are likely to affect performance. Results showed that training was beneficial in that trainees performed well under a novel stressor and when performing a novel task. Thus, stress training helps maintain performance consistency. Performance consistency may also result from enhancing trainees’ self-efficacy or self management skills. Frayne & Geringer (2000) conducted a field experiment in which they administered self-management training (lectures, group discussions, and case studies) to 30 salespeople in the life insurance industry. Results showed that salespeople who participated in the training program demonstrated higher self-efficacy, outcome expectancy (e.g., “I will increase my sense of accomplishment”),

and objective outcomes (e.g., number of new policies sold) as well as subjective job performance (i.e., sales managers' ratings of each salesperson's performance). Training-related performance improvement was sustained over a 12-month period after training ended. There are also documented benefits of training for managers and leaders. Collins & Holton (2004) conducted a meta-analysis of the benefits of managerial leadership development programs including 83 studies published between 1982 and 2001 (see also Cullen & Turnbull 2005).

Knowledge was defined as principles, facts, attitudes, and skills measured using both subjective (e.g., self-reports) and objective (e.g. standardized tests) measures. Expertise/behavioral outcomes were defined as changes in on the job behavior and were also assessed using both subjective (e.g., peer ratings) and objective (e.g. behavioral) measures. A final illustration of training benefits related to performance is cross-cultural training, in which employees are trained to perform their jobs in a different culture and/or adjust psychologically to living in that culture (Bhawuk & Brislin 2000, Lievens et al. 2003). Morris & Robie (2001) conducted a meta-analysis of the effects of cross-cultural training on expatriate performance and adjustment.

Their Meta analysis included 16 studies that investigated adjustment and 25 studies that investigated job performance as the focal dependent variable. The mean correlation for the relationship between training and adjustment was 0.12 ($p < 0.05$), and the correlation for the relationship between training and performance was 0.23 ($p < 0.05$). However, there was substantial variability in the distribution of effect sizes, suggesting that potential moderators existed (again, we discuss the issue of moderators in the Suggestions for Future Research section). More recently, Littrell et al. (2006) conducted a qualitative review of 25 years (1980–2005) of research addressing the effectiveness of cross-cultural training in preparing managers for an international assignment. Littrell et al. (2006) examined 29 prior conceptual reviews and 16 empirical studies. Overall, they concluded that cross-cultural training is effective at enhancing the expatriate's success on overseas assignments. They also identified many variables that moderate the effects of training on expatriate performance, including the timing of the training (e.g., predeparture, while on

assignment, and post assignment), family issues (e.g., spouse's adjustment), attributes of the job (e.g., job discretion), and cultural differences between the home country and the assignment country.

Benefits Related to Organizational Performance, Several studies conducted in European countries have documented the impact of training on organizational performance. Aragon-Sánchez 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 Garcia (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).

Finally, Mabey & Ramirez (2005) conducted a study including 179 firms in the United Kingdom, Denmark, France, Germany, Norway, and Spain. Human resource managers or equivalent and line managers completed a survey on training practices. Financial data were gathered from the Amadeus database; a two factor measure of financial performance was computed based on (a) operating revenue per employee and (b) cost of employees as a percentage of operating revenues. Results indicated that the manner in which management development was implemented accounted for substantive variance in the financial performance measure. Specifically, firms with line managers reporting that management development programs are valued were more likely to have a positive relationship between management development and financial performance. Because of the paucity of primary-level studies examining the benefits of training at the organizational level, the meta-analytic reviews published to date include only a small number of studies.

In the meta-analysis by Arthur et al. (2003), the researchers also examined the impact of training on organizational-level results. Only 26 studies ($N = 1748$) examined the benefits of training at the organizational level. Results showed that the benefits of training vary depending on the type of training delivery method, the skill or task being trained, and the measure used to assess effectiveness. However, the mean d for organizational results was 0.62, precisely the same effect size found for the impact of training on job-related behaviors and performance at the individual level of analysis. Similarly, the Collins & Holton (2004) meta-analysis of managerial leadership development programs included only seven studies (of 83) that included information regarding the relationship between training and tangible organizational-level benefits (e.g., reduced costs, improved quality and quantity). The total sample size in these seven studies was 418 and the overall mean d was 0.39, favoring training compared to control groups.

Training Design and Training Delivery, research on training design and delivery can be categorized into two general themes: research on new approaches to engage learners in meaningful learning processes and research on specific training methods. Several studies in each of these two domains provide information on how to maximize the benefits of training. Linou & Kontogiannis (2004) compared immediate recall and follow-up retention levels (after six weeks) in four groups. Trainees were production engineering undergraduates. The primary objective of training was to help participants develop diagnostic strategies to identify symptoms and problems given a set of fault scenarios.

One group received systemic training (focusing on structural, functional, and physical relationships among subsystems), two groups received either low-level or high-level diagnostic information, and one group received general training on theories related to manufacturing plants. The theory group and both diagnostic groups performed better on the immediate recall measures, whereas the systemic group performed better on the retention measure, presumably because group members built a more stable organization (mental model) of the training content. Similarly, Holladay & Quinones (2003) showed that adding variability to practice trials resulted in better long-term retention, presumably because trainees had to exert greater effort during skill acquisition.

Researchers continued to explore error training as a strategy for increasing performance and maintaining performance under changing environmental demands. In contrast to traditional training design approaches that focus on teaching correct methods (and avoiding errors), error management training encourages trainees to make errors and engage in reflection to understand the causes of errors and strategies to avoid making them in the future. Heimbeck et al. (2003) implemented error training using a sample of undergraduate students. The task consisted of learning how to use spreadsheet software (i.e., Excel). Performance was assessed by raters who reviewed videotaped sessions and rated whether discrete tasks such as entering data correctly or formatting a table were performed correctly. Trainees who were provided the opportunity to make errors (together with explicit instructions

encouraging them to learn from these errors) performed significantly higher than those in error-avoidant conditions.

In a follow-up experiment, participants learning how to use presentations software (i.e., PowerPoint) performed better in the error training with meta cognition prompting (i.e., instructions encouraging trainees to think explicitly about what the problem is, what they are trying to achieve, and so forth) compared to the error-avoidant condition (Keith & Frese 2005). A recent meta-analysis by Keith & Frese (2008) reported that overall, error management training was superior to either proceduralized error-avoidant training or exploratory training without error encouragement ($d = 0.44$). Effect sizes were moderated by two important factors: Effect sizes were greater for post transfer measures compared to within-training performance, and for adaptive transfer tasks (as opposed to tasks structurally similar to training). Thus, error training may be appropriate for developing a deeper task understanding that facilitates transfer to novel tasks.

Research on error training highlights the importance of understanding and affecting learner states and answers long-standing calls to engage in research on how individuals learn, not in just the latest training fads (e.g., Campbell 1971, Kraiger et al. 1993). For example, Schmidt & Ford (2003) reported that levels of meta-cognitive activity mediated the effects of a computer-based training program on declarative knowledge, task performance, and participants' self-efficacy. An increasing amount of evidence suggests that trainees' self-regulatory processes mediate the training–learning relationship. Self-regulation refers to the extent to which executive-level cognitive systems in the learner monitor and exert control on the learner's attention and active engagement of training content (Vancouver & Day 2005). Chen et al. (2005) trained 156 individuals in 78 teams on a flight simulator task and examined adaptive performance on subsequent performance trials.

Training participants' self-regulation processes mediated the effects of training on task self-efficacy and their adaptive performance across trials. Two studies reported by Sitzmann et al. (2008) used repeated trials to demonstrate that while engaging in

selfregulatory processes facilitates learning, the effects improve over time. Technology Delivered Instruction (TDI) continues to become increasingly popular in industry (Paradise 2007), although researchers have been slow to study factors that facilitate or limit its effectiveness (Brown 2001, Welsh et al. 2003).

A recent meta-analysis by Kraiger & Jerden (2007) indicated that high learner control has only marginally beneficial effects on learning, and in many studies, high control has a negative effect. Low-ability or inexperienced learners under high learner-control conditions may make poor decisions about what and how to learn (DeRouin et al. 2004). One promising technique for coupling learner-driven instruction with technology is to supplement learner control with adaptive guidance. Specifically, Bell & Kozlowski (2002) concluded that providing adaptive guidance in a computer-based training environment substantively improved trainees' study and practice effort, knowledge acquired, and performance. Better hardware and software capabilities have allowed for improvements in the delivery of various forms of remote training. Zhao et al. (2005) conducted a meta-analysis comparing face-to-face and distance education courses and found no significant differences between formats.

A meta-analysis by Sitzmann et al. (2006) examined the relative effectiveness of Web-based instruction over classroom instruction. In an analysis of 96 published and unpublished studies involving 19,331 trainees, the researchers found that Web-based instruction was 6% more effective than classroom instruction for teaching declarative knowledge but was equally effective for teaching procedural knowledge. However, when the same instructional methods were used in both forms of instruction, there were no differences in the relative effectiveness of either media.

Researchers are also exploring the impact of novel training technologies on outcomes other than learning. For example, Wesson & Gogus (2005) compared two different methods for delivering socialization training to new employees: a group social-based program and an individual computer-based program. This quasi-experiment included 261 new employees from a large technology-based consulting firm. The social-based

program was substantially more successful in socializing new employees regarding people, politics, and organizational goals and values.

In summary, the application of appropriate training design and delivery methods can help maximize the benefits of training. In terms of design, recent research suggests that the benefits of training are enhanced by applying theory based learning principles such as encouraging trainees to organize the training content, making sure trainees expend effort in the acquisition of new skills, and providing trainees with an opportunity to make errors together with explicit instructions to encourage them to learn from these errors. In terms of training delivery, recent research indicates that the benefits of using technology can be enhanced by providing trainees with adaptive guidance.

2.1.6 Principles of Training

Since the objective 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 (1990:19), there are four main requirements for learning to take place.

First and foremost in front line is motivation the old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited. Flippo (1976: 65) 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.

Apart from that there 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 (Leslie1990:91).

Finally is 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.

2.1.7 Training Policies and Resources

Kenney et al (1992:3) make 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 those units responsible for planning and implementing training;
- ii. To ensure that a company training resources are allocated to pre-determined requirements;
- iii. To provide equality of opportunity for training throughout the company; and
- 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 in his book, *A Handbook for Personnel Management Practice* (1996:55), says that training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), 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 for directors, especially it, they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

2.1.8 Determination of Training needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002:339) 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 needs 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. Organization need the organizational analysis happens in a situation where effectiveness of the organization and its success meet its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented.

Armstrong (1996:17) however, argues that training that needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.1.9 Determining Training Objectives and Training Plan

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 (2002:110) in their book “Human Resource Management-A Concise Analysis”, it is states “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

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. Zaccarelli (1997) outlines the process of planning training as. Develop a training plan, 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 gives details of 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 serves the following purposes; firstly it provides a content outline for the lesson. Moreover it suggests activities/specific instructions which will help to make training easier and lastly it defines suggested time to be spent on each segment within the segment.

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. Prepare the trainer (s) 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. Remotely linked to this, trainees must also be concerned and prepared for the learning experience.

2.1.10 Presenting the Training

Kinds 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;

Orientation Training: this is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarized with the organization's goals, structure, culture, work standard and other conditions of employment.

Also 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.

2.1.11 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 (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the equipment in MOHA, the on-the-job training would be very ideal. According to DeCauza et al, there are a variety of training approaches that managers can use and these include;

i) On-the-job Training

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately 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.

ii) 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 when they are assigned to their real job.

iii) Behavior Modeling

Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviors are to be avoided. Behavior modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990:17) puts it this way, that behavior modeling is where target behaviors are selected and videos on each of the behaviors produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

iv) Understudy Training

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person him or her in understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, (Decauza et al 1996:70).

v) Case Study

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

vi) Business Exercise

In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, planning and communication skills. It also helps them to develop a 'feel' for the work situation before they start the real job.

vii) Group Training

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other's experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants while providing opportunities for trainees to learn from each other. The T-group is however, leaderless, unstructured groups designed to encourage learning from experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.1.12 Employee Training and Employee Performance

The following is the relationship between employee training and employee performance which will be clearly shown in the conceptual framework below.

Employee performance is a dependent variable and Employee Training is independent variable.

2.2 Empirical Review

In this part the researcher reviews the work as it has been done by other researchers as related to the topic discussed. The review of published literature showed that a number of studies have done to discuss on the importance of training programs on performance of employees. Here under are some of the related views from different Researchers and Scholars.

Among the suggestions given by other researchers on the importance of training and development of employees toward Organizations include Evans and Lindsay (1999) as they point out that organization that are committed to quality, invest in training and development of its employees. Xerox Business Products and Systems invest over \$125 million in quality training. Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly. Training and development have become an essential responsibility of HRM departments in organizations particularly as employees require new skills, knowledge and abilities, which should not be cost-justified as most public sector organizations engage in. (Evans and Lindsay 1999).

Neo et al. (2000), bemoaned the lack of training and development by employers in the United States when they stated that statistics suggest that only 16% of United States employees have never received any training from their employers. Organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training. People can be switched off the whole idea of learning and development very quickly if they receive only negative critical test results and feedback. They always look for positives in negative results. Encourage and support do not criticize without

adding some positive, and certainly never focus on failure, or that's just what you will produce (Rae L, 1995).

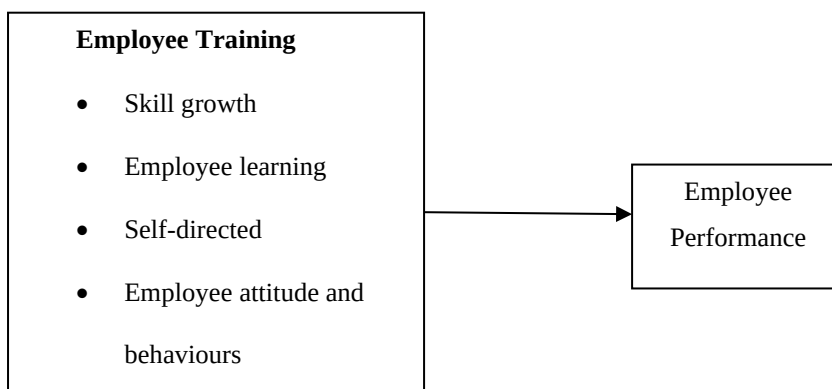
Another suggestion given by Ferguson (2009), on the impact of training and development on worker is performance and productivity in public sector organizations. She point out that recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, organisations should ensure that the objectives of training are instituted at the work place.

Objectives of training should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the Ports. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

2.3 Conceptual Framework

The conceptual framework for this research has been developed from theoretical review of literature which has led to come out with the theoretical framework in figure 2.1 which depicts the relationships between variables that they cannot be separated since they depend on each other as shown in Figure 2.1.

Figure 2.1 Conceptual Framework:



Source: Study Findings, 2013.

The two variables indicated in figure 2.1 in the conceptual framework are interrelated and they cannot be separated. Dependent variables are variables that researchers measure in order to establish the change or effect created on them. A dependent variable waits for the effect of an independent variable. Example in this study Employee Training/Training Programmes is independent variables while the consequence or Performance of Employees are dependent because it relies on the employee performance in the organisation.

Employee Training variable in figure 2.1 above is operationalized by the following sub variables;

i) Skill Growth

Skill Growth means to increase in the skill inventory level of an employee. The skill growth is possible through training and coaching. The skill level will affect on the employee performance. Employee performance will affect the organizational effectiveness.

ii) Employee Learning

Employee learning explains the process of acquiring knowledge through curiosity to learn. It is a mind-set who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity.

iii) Self Directed

Self Directed Employee development also depends upon the individual employee, how much curiosity to learn. As when individual employee wants to learn, he/she would learn more and more, he/she would participate in many other activities such as attending seminars, workshops and others training sessions, either on the job or off the job. This indeed would lead to employee development, and employee development would lead to increase in employee performance (Elena P. 2000).

iv) Employee Attitude and Behavior

Employee Attitude and Behavior refers to the responsiveness of an employee. When employee is nominated in different workshops the employee attitude and behavior will determine the seriousness in work and development programs. The responsive employee will use different skills which will increase the employee good performance and will affect the organizational productivity.

v) Employee Performance

Employee Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness. That when there is effective training employee performance is expected to be enhanced. And employee training effectiveness is defined by skills growth, employee learning, self directedness, and employee attitude and behavioral change

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section discusses research methodology which includes the area of study, research design, target population, sampling size and sampling procedure, source of data collection, research instrument, administration of the instrument, analysis of data and limitations.

3.1 Area of Study

This study was conducted at Ministry of Home Affairs (Head office) in Dar es Salaam. The Ministry of Home Affairs of the United Republic of Tanzania is one of the strategic ministries of the government whose core functions are to maintain Law and Order and protect life and property.

The Ministry basically deals with the following functions:

- i. To formulate policies, supervise, investigate and monitor all fire and rescue service activities of all Fire Brigades in the country.
- ii. To carry out research and training in all fire fighting and related fields and ensure the coordination of the international aspects of such research and training including international standards/practices and recommendations.
- iii. To facilitate and strengthen the capacity of the Fire Fighting and Rescue Stations.

3.2 Research Design

The study was undertaken at the Ministry of Home Affairs as a case study, which sought to find out *The Effectiveness of Training Programmes to Employees*. The study employed qualitative research approach. The researcher conducted personal interviews with a number of employees by using qualitative techniques, the researcher carried out personal and also group interviews which is among methods of qualitative data collections. This method despite of being in a danger of introducing biasness (Gupta 2011) is the most effective technique when recruiting employees of MOHA. The interviews provided to the Researcher with knowledge of what it means to perform qualitative research in practice, the purpose being to uncover which barriers appear to be the most essential ones.

3.3 Target Population and Sample Size

The employees in the Head Office of Ministry of Home Affairs was targeted, a sample of 76 respondents out of 350 total employees of a whole population was used. In order to get appropriate numbers of representative/respondent from five departments, Administration and Human Resources Management, Planning, Legal Services, Finance and Accounts, Procurement Management Unity (PMU), Internal Audit, Government Communications Unit (GCU) and Information and Communication Technology (ICT), extracted from population as stated the sample size of 76 employees; whereby 5 Administrative officers, 5 Human resources officers, 5 account clerks, 13 secretaries, 13 drivers, 5 security officers and 5 Information officers. Others will be 5 Legal Officers, 5 Transport Officers, 5 Internal Auditors, 5 Procurement Officers and 5 Computer analysts. The sample size of 76 is small for the kind of study intended but time and financial resource constraints made it imperative to restrict the sample to this size.

Table 3.1 The Number of Respondents.

Sample	Number of Respondents
Administrative officers	5
Human Resources Officers	5
Account Clerks	5
Information Officers	5
Legal Officers	5
Security Officers	5
Drivers	13
Computer Analysts	5
Secretaries	13
Procurement Officers	5
Transport Officers	5
Internal Auditors	5
Total	76

Source: Study Findings, 2013.

3.4 Sampling Procedures

According to Wolhuter et al., 2003:26, the basic assumption behind any kind of sampling is that a sample, which is a cross section population group, would bear characteristics of the population as whole. Therefore, the most important factor considered when sampling was the representativeness of the sample in terms of whether the sample could bring to a certain degree of confidence, show characteristics of population group. A simple random sample of 76 employees from different departments at the organization was considered to be appropriate for the sample. According to Wolhuter et al., 2003:26, Simple random sampling is that method of drawing a portion or sample of a population so that each member of the population has an equal chance of being selected in every department, the researcher made sure every employee has equal chance to be selected. Ministry of Home Affairs (Head Office) there are 18 Secretaries, so out of 18, I peaked randomly 13 Secretaries.

A total of 76 respondents were included in the survey. Small sample sizes provided highly reliable findings depending on the sampling procedures adopted (Schiffman and Kanuk, 1997).

3.5 Types of Data

The study utilized both Primary and Secondary data.

3.5.1 Primary Data

Primary data were data collected from the field by the researcher himself/herself. Such data were collected by observation, interview and focus group discussion (Creswell, 2003).

The researcher used questionnaires and unstructured interview methods to gather primary data; whereby the dialogue between the interviewer and the interviewee with the aim of collecting information from the interviewee were used. This method was employed because it gives the respondents freedom to ask incase of need. It ensures high response rate compared to other methods.

Focus group discussion, Focus groups are a form of group interview that capitalizes on communication between research and participants in order to generate data. Although group interviews are often used simply as a quick and convenient way to collect data from several people simultaneously, focus group interaction as part of the method. This means that instead of the researcher asking each person to respond to a question in turn, people are encouraged to talk to one another: asking questions, exchanging anecdotes and commenting on each other's exchanging anecdotes and commenting on each other's experiences and points of view. In this study one focus group discussion session were held with six representatives from the sample size of 76 respondents. This was a great opportunity for researcher to ask questions and get direct feedback. Six respondents selected had different opinions on key issues that helped the researcher to get a balanced view of the research findings. Observation is another primary data collection method in which the researcher use. The researcher was observes the daily activities carried out in the MOHA.

3.5.2 Secondary data

Secondary data are the data that are neither collected directly by the user nor specifically for the user, often under conditions not known to the researcher. Examples include government report, journals, publications and companies' annual reports. Secondary information has already been collected for some other purposes. Most organizations collect and store a variety of data to support their operations (Saunders et al, 2000). The researcher used available data and information in the organizations of study regarding training and development programmes.

3.6 Data Collection Instruments

Data collection tools were questionnaires, documentation reviews and interviews.

3.6.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire which was discovered by Sir Francis Galton (Denzin & Lincoln, 2000).

Questionnaire approach were used, that composed of both closed and open ended questions to collect both qualitative and quantitative data.

Open ended questionnaires are questions that give audience an opportunity to express their opinions. In these types of questions there was no predetermined set of responses and the respondents were free to answer however he/she chose. On the other hand closed ended questionnaires are questions that include multiple choice answers. The inclusion of closed ended questionnaire simplifies calculation of statistical data and percentages (Creswell, 2003). The questionnaires were administered to 76 selected samples of Ministry of Home Affairs Employees from different departments in Head Office.

3.6.2 Interviews

Un-structured interviews/in depth interviews were used. The interviewee in unstructured interview is given the opportunity to talk freely about events, behaviors and beliefs in relation to the topic area (Saunders et al., 2000). This method was administered to MOHA managerial staffs.

3.7 Analysis of Data

The researcher was collected from various sources, classified, tabulated and later analyzed by using percentages to facilitate the decision based on the level of response obtained from the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

In this chapter, the researcher has analyzed the findings obtained through different methods of data analysis as explained in previous chapter. Much of the information obtained by the researcher provides answers to research questions and hence to fulfill the general and specific objectives.

The study was conducted in order to explore the effectiveness of training programmes to employees. A total of 76 respondents participated in the study and questionnaire and interview were used to collect data from respondents. Presentation of the findings based on research questions of the study which are indicated on page three and four.

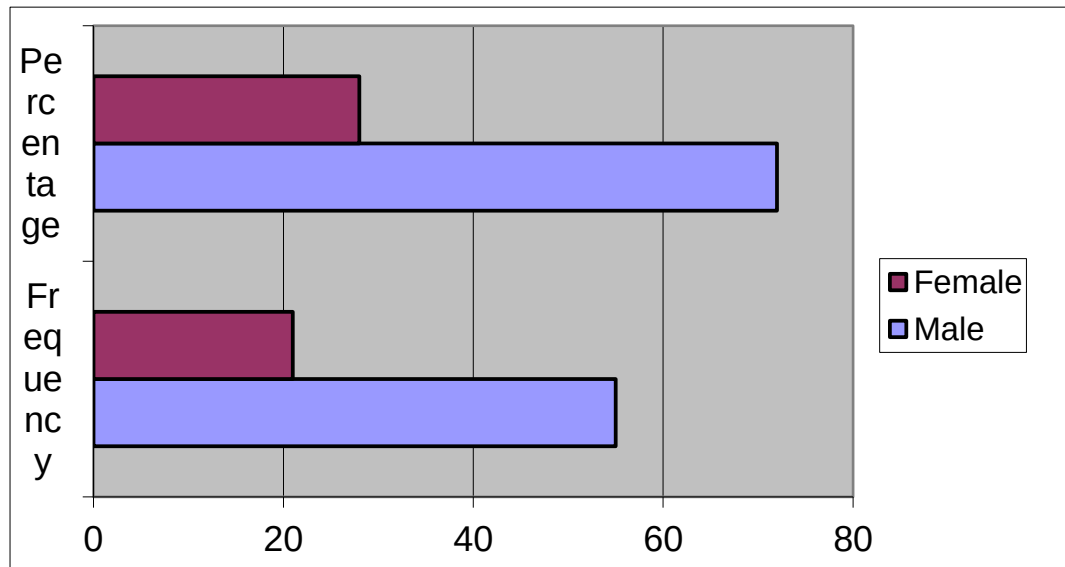
4.1 Demographic characteristics

Characteristics of the respondents used in the study were based on the gender, age, education level and working experiences.

4.1.1 Sex of Respondents

Figure 4.1 present's data on sex of respondents. The figure shows that the male respondents formed majority of the target population with a total of 55 representing 72%, while 21 respondents representing 28% were females.

Figure 4.1: Sex Composition

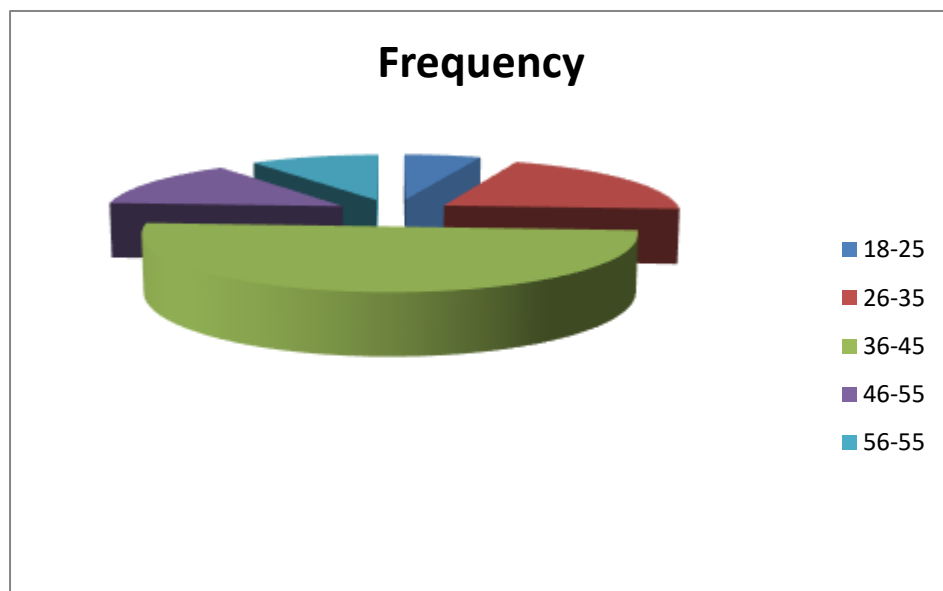


Source: Study Findings, 2013.

4.1.2 Age of Respondents

The researcher needed to know the age distribution of respondents to help categorize the employees because the MOHA employs a lot of employees. Figure 4.2 below summarizes the data obtained on the ages of respondents.

Figure 4.2 Age Distribution of Respondents



Source: Study Findings, 2013.

Analyzing the data obtained from the questionnaire, figure 4.2 reveals that 25 respondents between 36-45 years representing 50%, 10 respondents between the ages of 26-35 representing 20%, 7 between the ages 46-55 representing 10%. 5 respondents aged between 56-59 representing 10% and between 18-25 representing 6%.

4.1.3 Educational Background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. Table 4.1 below presents the data of educational background of respondents:

Table 4.1: Educational Background of Respondents

Education Background	Frequency	Percentage
Primary Education	3	3.9
Ordinary Level	6	7.8
Advance Level	10	13.1
Certificate Level	21	27.6
Diploma Level	18	23.6
First Degree	15	19.7
Masters	3	3.9
Total	76	100

Source: Study Findings, 2013.

From Table 4.1, it is seen that respondents held range of educational qualifications from Primary education to Masters Level. Most of the employees constituting majority of the total respondents have no professional qualification. 10 of the respondents are advance level holders. 18 out of the 76 respondents are Diploma level holders and Master level holders with the degree holders representing only 24%. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

4.1.4 Years of Service in the Organization

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. Table 4.2 represents the categories of years of service as indicated by the respondents.

Table 4.2: Years of Service in the organization

Years	Frequency	Percentage
1 up to 5	21	27.6
6 up to 10	27	35.5
11 up to 15	28	36.8
Total	76	100

Source: Study Findings, 2013.

The respondents have served in MOHA from 1 to 15 years. This means the organization has a blend of experienced and young professionals who require constant refresher training and development to update their skills and perform on the job.

4.1.5 Job Position of Respondents

MOHA as an organization involved in operations over the years has developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved worker performance. The table below captures the positions of the respondents

Table 4.3: Job Position of respondents

Position	Frequency	Percentage
Administrative Officers	5	6.5
Human Resources Officers	5	6.5
Accounts Clerks	5	6.5
Secretaries	13	17.1
Information Officers	5	6.5
Drivers	13	17.1
Procurement Officers	5	6.5
Computer Analysts	5	6.5
Security Officers	5	6.5
Transport Officers	5	6.5
Internal Auditors	5	6.5
Legal Officers	5	6.5
Total	76	100

Source: Study Findings, 2013.

Table 4.3 gives the various positions of employees who responded to the questionnaire. Secretaries formed the majority with 13 representing 17.1%, 5 Accounts clerks with 6.5% representation, 5 Security Officers representing 6.5%, 13 Drivers representing 17.1%, 5 Human Resources Officer representing 6.5%, 5 Administrative officer representing 6.5%, 5 Computer Analyst representing 6.5%. 5 Legal Officers representing 6.5%, 5 Procurement Officers representing 6.5%, 5 Transport Officers representing 6.5% and 5 Internal Auditors representing 6.5%.

This analysis indicates MOHA employs various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals.

4.2 Research Objectives Analysis

4.2.1 To find out what training programmes are implemented in the organization

In line with the first research question, the researcher wanted to ascertain whether MOHA has been involved in training and development. An interview with the Group Training Officer and the Group Human Resource Officer indicates that MOHA has been involved in training and development for well over the past 12 years. This was confirmed by the information contained in other related documents on training and development, that most employees have had some form of training or the other.

Most organizations have recognized the importance of training to their development. As indicated earlier, as an organization, it was clear to the managers of the MOHA that training could be used to induct new employees and improve performance of existing employees. From the interviews training was part of the early beginnings of MOHA and has continued since. The following questions were asked to get information.

4.2.2 Awareness of employees on training program

This was asked to the respondents to assess their understanding on the training and development programmes of Ministry of Home Affairs and it was in the form of closed ended question. The following table shows the responses on the awareness of training and development program at MOHA:

Table 4. 4: Awareness of respondents on training program.

Response	Frequency	Percentage
Yes	73	96
No	3	4
Total	76	100

Source: Study Findings, 2013.

Table 4.4 shows that 73 equal to 96% respondents were aware with the training programmes at MOHA as their responses were YES. This may be due to the fact that, all 73 respondents were involved in the various activities concening training in the Ministry of Home Affairs.

4.2.3 Employees participation in training at MOHA

The importance and relevance of training to organizational performance is well known. It is a well known fact that develops skills, attitudes, and abilities. The study sought to know the proportion of respondents who have participated in any form of training program at MOHA. Table 4.5 presents their responses:

Table 4.5: Respondents participation in training at MOHA

Response	Frequency	Percentage
Yes	44	58
No	32	42
Total	76	100

Source: Study Findings, 2013.

Table 4.5 shows that almost 58% of respondents have participated in training in one form or the other. Interestingly, as much as 42% equal to 32 respondents have not participated in any form of training in spite of the known dividends of training and even when MOHA has a clear training policy. This picture is the more interesting in

view of the fact that the respondents have been in the service of MOHA from one to fifteen years and according to MOHA's training policy an employee be suppose to go for training after three years in the service. Training benefits in organizations in terms of improving morale of employees, lower costs of production, and facilitates change management among others.

4.2.4 Selection for Training

It has been established that training has long been taking place at MOHA. It is also clear from the responses from Table 4.5 above that almost 58% of respondents have participated in training in one form or the other at MOHA. Literature tells us that training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training. Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training. Subsequently, respondents were asked a series of questions to determine the flow, planned and systematic nature of the training and development process at MOHA. The starting point was to know how respondents were selected for inclusion in the training programs they participated in. Table 4.6 summarizes the responses of the 76 respondents who ever participated in training;

Table 4.6: Selection for Training

Selection Criteria	Frequency	Percentage
Supervisor Recommendation	8	10
Employees Request	22	29
Performance Appraisal	5	7
New Technology	6	8
Don't Know	25	33
Others	10	13
Total	76	100

Source: Study Findings, 2013.

The table 4.6 indicates that many respondents are 25 out of 76, do not know how they were selected for the training programs they participated in. When the Training Officer was asked about the criteria for selecting employees for training, her response indicated that participants were selected based on various criteria and she was not able to specify exactly how training needs were identified, except to say that it depends on the circumstances.

4.3 To understand the major purposes of training and development

The second question of the study sought to establish the purpose of training in MOHA. The purpose of training and development activities at MOHA is to achieve individual and organizational performance. The fundamental purpose of training is to improve knowledge and skills and to change attitudes and behavior for the purpose of enhancing organizational effectiveness and performance. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires employees possessing the knowledge, skills and abilities needed to cope with new processes and production techniques. However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training at MOHA.

Due to the above explanations, the training given to employees at MOHA is to help improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. Clearly, the purpose of training at MOHA is in line with the general purpose of training. However, it is also known that good intentions are not always carried through. The concern therefore is about how MOHA carries through its training and what impacts the training has had on its employees in terms of improved performance. The following questions were asked to respondents.

4.3.1 Employees awareness of training objectives

In training practice, it is good to let the trainees know the objectives for each training program they participate in. The respondents were asked if they were always clear about the objectives of each training program they participated in. The table below captures the responses from the 76 respondents who have ever participated in training:

Table 4.7: Respondents awareness of training objectives

Response	Frequency	Percentage
Yes	20	26
No	30	40
Some times	26	34
Total	76	100

Source: Study Findings, 2013.

When the Training Human Resource Officer was asked in the interview to explain how training objectives were determined, she did say issues on the ground determine the objectives of the training but training has to be a planned process that takes care of issues on the ground.

4.3.2 Kind of training Employees participate

It was important for the study to determine the kinds of training that take place at MOHA. In the interview with the Training Officer, she indicated that they engage in job training, refresher training, development training and group training. The respondents were also asked what kind of training they have received over the period and the 76 respondents who have received one form of training or the other mentioned various programs with the key ones summarized below as a percentage of the total for each type:

Table 4.8: Kind of Training Received

Types of Training	Frequency	Percentage
Senior Management and Accounting Package	8	10.5
Computer Application	5	6.5
Clerical Skill Development	12	15.7
Secretarial Studies	10	13.1
Efficient Supervisory Course	9	11.8
Not received training	32	42.1
Total	76	100

Source: Study Findings, 2013.

These courses can generally be classified as job training and refresher training.

4.3.3 Methods of Training

The selection of method for training has 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 (1996:70) explained that the most popular training and development methods used by organizations can be classified as either on-the-job or off-the-job. Both training methods would be very ideal with the right balance.

There are varieties of training approaches that officers can use and these include. Accordingly, the Training Officer was asked to identify the training types and methods used. Regarding the types of training, she indicated that MOHA engages in orientation training for new employees, refresher training for existing employees, job training, and career development training. Regarding training methods, she mentioned on the job training, mentoring, and seminar as the methods of training. It was necessary to assess these methods from the point of view of the respondents. Thus why they were asked a question regarding what training methods they had experienced. On how the training plan, lessons, and trainers were determined, the Training Officer again indicated that it depended on the situation at hand. Training is a planned and systematic process that goes to develop employees and it is significant

to note that the training process at MOHA seem to depend on contingency. No wonder when respondents were asked how easily accessible training is to them, majority, as shown in the Table believe training is not accessible.

Table 4.9: Accessibility of training at MOHA to respondents

Accessibility	Frequency	Percentage
Yes	46	61
No	30	39
Other	0	0
Total	76	100

Source: Study Findings, 2013.

4.3.4 Training Evaluation

Regarding training evaluation, the Training Officer of MOHA admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion. The respondents also indicated that they are not aware of how training is evaluated.

4.3.5 Views of staff on Training programmes in the organization

The third objective of the study relates to the training policy of MOHA. It is seems that MOHA has a training policy which was fashioned to achieve the purpose of training and development and the policy provides a coherent structure for training and development activities that improves access to training meant to help attain organizational goals. The interview with the Training and Human Resource Officers did indicate that MOHA has a training and development policy in place. The policy was thus obtained for analysis of the contents. Training policies are the expressions of the training philosophy of the organization (Armstrong, 1996) and training policies provide guidelines for training, and ensures that a company's training resources are allocated to predetermined requirements (Kenney et al, 1972).

A critical examination of the training policy indicates that it contains all the essential elements of training and development. It outlined the objectives of the policy, spelt

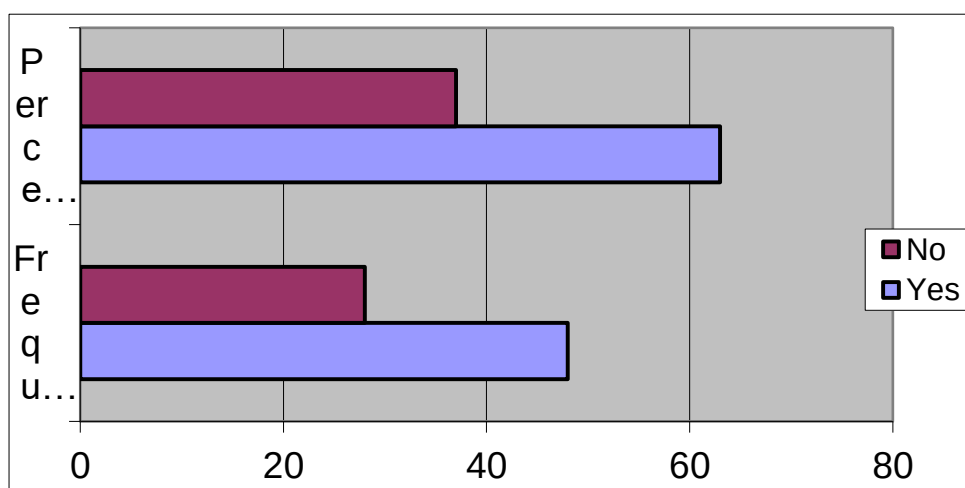
out the measures for training and development needs identification, methods of training implementation, types of training, and methods of training and development evaluation. The policy made provision for career development and links it to career progression in the organization. The policy has indeed provided a coherent structure for training that should help improve employee access to training in a very organized way that could help the MOHA get the benefits of training.

However, according to the Training Officer the processes involved in training were not duly followed because of the costs associated with it. She stated that training at MOHA is not as planned and systematic as they would have wanted to have it. She indicated that budgetary provisions for training are always below expectation. She however was not ready to disclose the true figures for examination.

4.3.6 Awareness of Existence of Training Policy at MOHA

Views sampled from a cross section of the employees through the questionnaire to know whether employees are even aware of the existence of a training policy. The indicated that the majority (63%) which is equal to 48 employees seem not to be aware of the existence of the policy. The views are presented in the Figure 4.3 below:

Figure 4.3 Employee Awareness of Existence of Training Policy at MOHA



Source: Study Findings, 2013.

The training policy gives the general direction, provides guidelines and informs employees of training and development opportunities available. 28 Employees

certainly equal to 37% cannot take advantage of the opportunities offered by a policy whose existence they are not even aware of. What figure 4.3 indicates therefore is that employees at MOHA are not able to take advantage of training opportunities contained in the training policy.

4.3.7 Assessment of the Nature of Training at MOHA

From the foregoing discussions, it is clear that training in MOHA has not been following the known and standard training practices and methods. Indeed, when respondents were asked if in their opinion they consider training and development activities at MOHA as planned and systematic, Table 4.10 summarizes the case:

Table 4.10: Respondents opinion on planned and systematic nature of training and development activities at MOHA

Response	Frequency	Percentage
Planned & Systematic	25	33
Unplanned & Unsystematic	35	46
Not Sure	16	21
Total	76	100

Source: Study Findings, 2013.

These responses, together with the hesitation of the Training Officer in providing answers to similar questions add up to the conclusion that training and development at MOHA indeed might be unplanned and unsystematic as hypothesized.

4.3.8 Employees motivation and training program at MOHA

Training is a planned and systematic effort by which Managements of organizations aim at altering behavior and encouraging employees in a direction that would achieve organizational goals. One of the key known benefits of training is the motivation it provides to those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the

respondents whether they feel motivated and satisfied with the training and how it is applied at MOHA. Table 4.11 illustrates the responses:

Table 4.11: Motivation through training

Response	Frequency	Percentage
Yes	24	32
No	52	68
Total	76	100

Source: Study Findings, 2013.

Table 4.11 shows that an overwhelming majority of respondents (68%) do not feel motivated by the training activities of MOHA. While only 24 respondents equal to 32% feel motivated by training activities, this is significant to them because motivation generally seeks to boost employees morale to work hard and thus increase productivity.

4.4 To find out training and development schemes on the performance

The fourth question of the study asked if training and development at MOHA have effects on worker's performance and productivity. This relates to the nature of the training practices, methods, and activities of MOHA, which it is thought are not in line with the best practices regarding the planned and systematic nature of the training process as generally known. Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. The sources of productivity gains include (Schiller, 2002): higher skills or increase in labor skills, more capital or increase in the ratio of capital to labor, improved management by better using of available resources in the production process and technological advancement for the development and use of better capital equipment.

It is difficult to isolate the various variables that contribute to productivity and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of productivity which relates to employee's training and

development and the impact of such higher skills on the performance and productivity of the individual employees. This focus is founded on the basis that employees cannot perform well at work no matter how hard they try and regardless of how much they want to until they know what they are supposed to do and how they are supposed to do it (Zaccarelli, 1988).

Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. Thus the following questions were analyzed.

4.4.1 Opinion of training effect on employee performance

In measuring the impact of training and development on worker performance and productivity, respondents were asked the following key question. In your opinion, do you think training has helped improve your performance since joining MOHA? The responses are summarized in Table 4.12:

Table 4.12: Respondents opinion of training effect on employee performance.

Response	Frequency	Percentage
Yes	20	26
No	38	50
Not sure	18	24
Total	76	100

Source: Study Findings, 2013.

Table 4.12 illustrates clearly that as many as 38 out of 76 respondents do not link their performance to training. In addition to the 18 who are not sure of any link, it can be concluded that a total of 38 out of 76 respondents do have the opinion that training had no effect on their performance. This is significant because the purpose of training at MOHA is to improve individual and organizational performance and if as many respondents think training does not impact their performance.

4.4.2 Opportunity for personal development

In the opinion of the respondents, training has not offered any opportunity for personal development. Table 4.13 illustrates the responses:

Table 4.13: Opportunity for Personal Development

Response	Frequency	Percentage
Yes	27	36
No	49	64
Total	76	100

Source: Study Findings, 2013.

As many as 49 out of 76 respondents said No to the question. This may not be surprising because it has been established in the earlier discussions that training at MOHA is generally unplanned and unsystematic.

4.4.3 Sponsorship for Further Studies

It was also necessary for the study to assess MOHA's commitment to career development issues. Granting of sponsorships for further studies is one such opportunity to develop the capacity of staff to meet future challenges. Accordingly, respondents were asked. "Have you ever been sponsored for further studies or personal development programs? What kind of sponsorship were you offered?" Table 4.14 summarizes the responses;

Table 4.14: Self-Sponsorship for further studies

Self Sponsorship	Frequency	Percentage
Yes	29	38
No	47	62
Total	76	100

Source: Study Findings, 2013.

Table 4.14 indicates that even though majority of the respondents were sponsored by MOHA, yet quite a good number of them sponsored themselves for further studies to acquire skills, knowledge and abilities.

Indeed, most of the respondents indicated that they have never been sponsored. In the absence of training and development of employees by Management of MOHA, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their application for study leave was turned down with those who were persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as Management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies.

What may happen under such circumstances is that employees desirous of developing their career through further studies but do not want to lose their jobs would resort to a hide and seek game (absenteeism) to enroll and complete study programs. Others may actually quit their job which could lead to high labor turnover in the organization with its attendant disadvantages. Accordingly, employees are being self-sponsored to acquire skills, knowledge and abilities.

4.4.4 Employees awareness of career progression projections

Regarding whether respondents are aware of the existence of any career development projections for them, all respondents (100%) indicated that they are not aware of the existence of any such development program.

4.4.5 Employees awareness of Training and Development projections

Respondents were also asked whether they were aware of the existence of any employee training and development projections for them. All respondents said they were not aware of any such projections. These responses are in accord with the Training Officer's assertions that MOHA is yet to fully develop career progression,

and training and development projections for employees. For an organization that has been engaged in training for the past twelve years, these omissions are significant because they have far reaching consequences for worker's performance and productivity as far as the training and development component is concerned.

4.4.6 Training impact on higher skills

The respondents were further asked if the training and development activities in the organization have equipped them with higher skills for performance. The table 4.15 below confirms the responses as contained in table 4.14 above.

Table 4.15: Training impact on higher skills

Response	Frequency	Percentage
Equipped me with Higher skills	8	11
No Impact on my Higher skills	36	47
Not attend training	32	42
Total	76	100

Source: Study Findings, 2013.

Higher skills are a key component of any productivity equation, according to the Table 4.15, only 8 out of 76 respondents do believe that training equipped them with higher skills. But as many as 36 out of the 76 respondents which is equal to 47% do believe that training has nothing to do with their skills. This confirms the discussion on training impact on performance, because training affects productivity and performance through the higher skills it impacts to employees to enable them know their job better and perform it better, while 32 respondents out of the 76 have ever participated in training of any kind in the organization.

Clearly therefore, we can conclude that the questions that Training and development activities at MOHA have largely failed to positively impact worker performance and productivity is largely supported.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study looked at the Effectiveness of Training Programmes to Employees in public sector organizations, with a focus on Ministry of Home Affairs (Head office). The entire study was structured into five chapters. Chapter One (1) constitutes the introduction to the study contains the background information, problem statement with relevant research questions, objectives of the study, and significance of the study. Chapter Two (2) of the study was used to review relevant literature involving the examination of key concepts like human resource management, training, benefits of training, training process, career development and the relationship between training and development and worker productivity. Chapter three (3) deals with the methodology of the study and contains the area of study, research design, target population, types of data, data collection instruments and data analysis. Chapter four (4) provides the data collected from the primary and secondary sources were presented and analyzed with regards to the research questions of the study. Accordingly, the results of the study are summarized below, recommendations provided and a conclusion provided for the study.

5.1 Summary of Findings

The study was conducted with a set of objectives which relate directly to the research questions. The fundamental objectives states that MOHA has, over the past twelve (12) years (2000 – 2012), been involved in training and development activities. Data collected from interviews with the Group Human Resource Officers and Training Officer, supported by secondary data indicates that indeed training and development activities in MOHA date back when the ministry was established. Thus training and development activities have long been human resource management tools at MOHA even over the past twelve (12) years.

Data collected, presented and analyzed also indicate that the purpose of training and development activities at MOHA is to enhance the Skills, Knowledge, Abilities, and

Competencies (SKAC) of employees and there by achieve improved individual and organizational performance.

The second objective for the study which states that, the purpose of training and development at MOHA is to achieve individual and organizational performance is also clearly supported. Again, data and analysis supports the third objective which states that the policy fashioned to achieve the purpose of training and development is the provision of a coherently structured document for guidance and improvement in access to training and development. Training policy exists at MOHA and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would improve access to training to all employees.

Data was then presented and analyzed regarding the actual training and development practices and methods on the ground in line with the fourth objective which postulates that training and development activities at MOHA are however unplanned and unsystematic. The results reveal that even though respondents have had not less than one year's service with the organization, only 32 out of the 76 have ever participated in training of any kind in the organization. 36 out of the 76 who have participated in training do not know how they were selected for the training. 8 out of the 76 do not even usually know the objectives of the training.

The organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as the situation demands. Training activities are largely not evaluated. Sponsorships for further studies (career development) are minimal and there is no career progression projection, nor training and development projections for individual employees. This led many of the respondents to conclude, and rightly so, that training in the organization is unplanned and unsystematic.

The findings revealed that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training and development activities. It was also established that the respondents do not feel

training has offered them opportunity to identify potentials for further development. Clearly also, an overwhelming majority of respondents do believe training have had no impact on their performance and further indicted that training indeed had had no impact on their job skills. All the facts go to support the hypothesis that training and development activities have largely failed to positively impact on individual effectiveness and efficiency in the performance of their jobs simply because the training at MOHA is unplanned and unsystematic.

The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most of the time their programs are seen as being unapproved by Management and therefore irrelevant to MOHA's work.

This was contrary to the objectives stated in the staff training policy that opportunities would be given to employees as necessary for more training and development program to improve their role and performance to their duties.

5.2 Conclusion

On the whole, the study sought to investigate the Effectiveness of Training Programmes to Employees in public sector organizations using Ministry of Home Affairs (Head Office) as a case study. Findings and recommendations provided, MOHA needs to take action to correct its training and development activities, and make sure the processes involved are duly followed. The findings of this research indicated that MOHA's nature of work depends mainly on high skilled and experienced employees. This makes continuous training and development of its human resources crucial and vital, taking into consideration the rapid technological advancement.

From the results of the study, it can be concluded that MOHA certainly had a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed. It also organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in MOHA. Employees who realized the

need for change in attitude and want to develop themselves through formal education in order to be abreast with modern technological advances were self-sponsored to acquire these skills.

5.3 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as at MOHA have largely failed to positively impact worker's performance and productivity. This relationship was examined in terms of training contribution to respondents; it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, MOHA should ensure that the following are instituted at the work place.

Objectives should be SMART and unambiguous

Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the MOHA. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

Provide Specific information to employees

Performance appraisal information system which is used yearly at the MOHA to assess employee's performance should provide specific information to employees about their performance, problems and ways that they can improve their performance. This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

Systematic Training

Identification of training needs should be done more professionally in conjunction with the line managers as well as the individuals involved together with the Human Resource personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The needs identified should emanate from MOHA's strategic plan, which also cover departmental/sectional/teams and individual plans. MOHA should see learning, training and development as well as training objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.

Create more Opportunities for training

Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves, to their lives and to the organization.

Career Planning and development

Organizational career planning involves matching an individual's career aspirations with the opportunities available in the organization. Career pathing is the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in MOHA, both the Ministry and employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training to its employees. Development and succession planning shall also play a great role. Career progressions projection plans and training and development projections should be made available to each employee.

Develop employees through formal education

The MOHA could develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or

university programs which normally involve lectures by experts, business games and simulations, adventure learning and meetings with customers.

Motivation and Morale

Motivation generally seeks to boost employee's morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training and development programs, MOHA should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters.

Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation and morale leads to job satisfaction, which in turn leads to development.

Improve interpersonal relationships

An interpersonal relationship is another way for employees to develop skills, increase knowledge about the organization and its clients by interacting with a more experienced member. Interpersonal relationships can develop as part of a planned effort to bring together successful senior employees of the MOHA together with less experienced ones.

Provide psychological test

Some organizations use psychological method to measure employee skills, personality types and communication styles. An example of such psychological test for employees development is the Myers Briggs Type Indicator (MBTI). The test consists of over 100 questions about how the person feels or prefers to behave in different situations. The MBTI identifies individual preferences for energy

(introversion versus extroversion), information gathering (sensing versus intuition), decision making (thinking versus feeling), and life style (judging versus perceiving). MOHA can use MBTI for the understanding of such things as communication, motivation, teamwork, work styles and leadership skills of its employees. However, it should be noted that MBTI can not be used to appraise employees performance because it does not measure how well employees perform their preferred functions.

Evaluate training for effectiveness

It is vital to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

Area for further Studies

The study on effectiveness of training programmes to employees in Ministry of Home Affairs is not common considering that the programmes for training and development was recently change. Therefore, it is the hope of the reseacher that other reseachers can be done in other organizations in Tanzania to see if data would replicate itself, this need to be done on the same tittle. Further more, the same research could be carried out in the same organization to see if with the passage of time, the answers will be the same or not.

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APPENDICES

Appendix I

TO BE COMPLETED BY THE EMPLOYEES OF MINISTRY OF HOME AFFAIRS (HEAD OFFICE).

GUIDELINES

1. Choose an answer that you think is correct from the given answers and put a tick beside the answer.
2. In the place where provided with 'YES' or 'NO', reply accordingly.
3. Kindly fill in blank spaces.
4. Use the attached blank paper if the space provided is insufficient.
5. If requested to comment or mention, please do so.

1. Sex of respondent

a) Male

b) Female

2. Education level

a) Primary Education

b) Ordinary Level

c) Advance Level

d) Diploma Level

e) First Degree

f) Masters Degree

g) Other (please specify)

3. How old are you? (Years)

a) 18 – 25

b) 26 – 35

c) 36 – 45

d) 46 – 55

e) 56 – 59

4. How long have you been working with MOHA?

- a) 1 – 5 years
- b) 6 – 10 years
- c) 11 – 15 years

5. What is your position in MOHA?

- a) Information officer
- b) Accounts Clerk
- c) Secretary
- d) Driver
- e) Office Clerk
- f) Computer Analyst
- g) Security Officer
- h) Administrative Officer
- i) Human Resource Officer
- j) Procurement Officer
- k) Internal Auditor

6. Are you aware of any training program at MOHA?

- a) Yes
- b) No

7. Have you had any form of training since you joined MOHA?

- a) Yes
- b) No

8. How were you selected? Please specify.

9. What were the objectives of the training?

- a) To help improve performance
- b) To acquire more skills
- c) Other please specify

10. What kind of training did you participate in? Please specify

11. What methods were used for the facilitation?

a) Seminar

b) On-the-job training

c) Understudy training

d) Formal Lectures

12. How was the training evaluated? Please specify.

13. Are you aware of existing training programmes at MOHA?

a) Yes

b) No

14. In your opinion, do you think training at MOHA is planned and systematic?

a) Yes

b) No

c) Not sure

15. Are you motivated by and satisfied with the training program of MOHA?

a) Yes

b) No

16. Have you ever been sponsored for further studies or personal development program? What kind of sponsorship please specify

a) Yes

b) No

17. Are you aware of any career development projections for you?

a) Yes

b) No

18. Are you aware of any training and development projections for you?

a) Yes

b) No

19. Have you ever self sponsored yourself for further studies to acquire new skills, knowledge and abilities?

a) Yes

b) No

Appendix II

Interview questions guide for Management of Ministry of Home Affairs (Head Office)

1. Has MOHA been involved in training and development for employees?
2. How long has MOHA been involved in training and development?
3. What are the major purposes of training and what key internal and external influences impact on training?
4. Does MOHA have a training policy in place? Is the policy documented?
6. How did training practice develop in MOHA?
7. The training process.
 - a) How are individual and organizational needs determined?
 - b) How are staffs selected for training?
 - c) How are training objectives determined?
 - d) How is the training plan developed?
8. In presenting the training; a) What are the kinds of training used?
b) What methods of training are used and why? c) How is training evaluated?
9. In your assessment, has Training impacted on staff motivation?
10. Do you have records on past training with dates on each worker?
11. Do you have training and development projections for each employee?
12. Please provide data on employees sponsored in the past 12 years in terms of;
 - a) Number sponsored each year for the past 12 years
 - b) Type of sponsorship offered
 - c) Studies completed

Appendix III

PERMISSION LETTER TO COLLECT DATA FROM MOHA

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF HOME AFFAIRS

Telephone: +255-22-2112035/40
Fax: +255-2122617/2120486
E-mail: ps@moha.go.tz



P.O. Box 9223,
Dar es Salaam.

In reply please quote:

Ref. No.AD.477/500/01/79 **14th June, 2013**

Vice Chancellor,
Mzumbe University,
Dar es salaam Campus College,
P.O.BOX 20266,
DAR ES SALAAM.

**REF: PERMISSION TO COLLECT DATA FOR
FELIX MWAGARA.**

Reference is made to your letter dated 7th May, 2013 with **Ref.No. MSC/HRM/DCC/001/T.11/4** concerning the issue on the above heading.

The Ministry of Home Affairs is pleased to inform you that, the above named student has been permitted to collect data for the study on: **Training in the Ministry of Home Affairs (MOHA): Exploring the Effectiveness of the training Programmes to Employees.**

Thank you for your Cooperation.


P. J. Isamuyo
For: **PERMANENT SECRETARY**

C.C: Felix Mwagara



**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)
DAR ES SALAAM CAMPUS COLLEGE**
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Website: <http://www.mzumbe.ac.tz>
Email: darcampus@mzumbe.ac.tz

P. O. BOX 30266
DAR ES SALAAM
TANZANIA

Ref. No.: MSC/HRM/DCC/001/T.11/4

Date: 7th May, 2013

TO WHOM IT MAY CONCERN

Re: MR. FELIX SEIF MWAGARA

Please refer to the heading above.

The bearer of the above name is a postgraduate student of Mzumbe University-DSM Campus College with Registration Number 001/T.11 who is currently collecting data for a study on: **Training and Ministry of Home Affairs (MOHA): Exploring the effectiveness of the Training Programmes to employees: A case of Ministry of Home Affairs-Head Office.**

We kindly request your good office assist him.

Yours Sincerely,


Dr. K.P.F. Mtey
For: VICE CHANCELLOR

c.c: Student File