

**A STUDY ON TRAINING NEEDS ASSESSMENTS (TNAs) FOR THE  
TEACHERS IN PRIMARY SCHOOLS IN MOROGORO MUNICIPAL  
COUNCIL IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN  
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

**2015**

**CERTIFICATION**

I, the undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled, “A Study on Training Needs Assessments (TNA) for the Teachers in Primary Schools in Morogoro Municipal Council in Tanzania” in partial fulfillment of the requirement for the award of the degree of Master of Human Resource Management (MHRM) of Open University of Tanzania.

.....  
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Date

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**DECLARATION**

I, Heneriko Kafwenji, do hereby declare that this dissertation is my own original work and has not been submitted for a similar degree at any other University.

.....

Signature

.....

Date

## **DEDICATION**

This research is dedicated to my beloved wife, Mariana Njeama, and my children, Alphonso, Victor, Venance and Chilas.

## **ACKNOWLEDGEMENTS**

My thanks go to various people who in one way another made this report successful. Their contributions in terms of information and time have been valuable. Foremost thanks go to the MMC, Director, Theresia Mahongo whom her permission to conduct my research paved the way of completing this study. More specifically my word of thanks is due to the education officer for teachers in primary schools at the MMC, Bakari A. Sagini. His assistance with his team of officers in the department of primary schools made this study report successful.

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**ABSTRACT**

The dissertation dwelt on training needs assessment (TNAs) for the teachers in primary schools at Morogoro Municipal Council (MMC) in Tanzania. The study focused on the three main objectives namely: identification of the necessary conditions, process and causes/factors for the TNAs to take place among primary schools teachers within the Municipality. It was found that TNAs is one of the most important human resource functions in the Municipality. The evidence from documentary and policy reviews, the study of the processes and the causes of TNAs confirm this need. The questionnaires and interview were conducted in order to gather some data which confirmed the need for TNAs amongst the primary school teachers in the council. It was found that more teachers in the council are required to undertake further studies. With the availability of TNAs reports the teachers training needs will be revealed every year.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

HoDs	Head of Departments
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
MHRM	Master in Human Resource Management
MHRO	Municipal Human Resource Officer
MMC	Morogoro Municipal Council
NBC	National Bank of Commerce
OJT	On the Job Training
OPRAS	Open Performance Review and Appraisal System
OUT	Open University of Tanzania
PSRP	Public Sector Reform Programme
SP	Strategic Planning
STD	Standard
TANESCO	Tanzania Electrical Supply Company
TNAs	Training Needs Assessment
TNs	Training Needs
TPC	Tanzania Postal Corporation

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter provides an introduction of this dissertation. It comprises the following items: the background of the study, statement of the problem, study objectives, research questions and significance of the study.

#### **1.2 The Background of the Study**

Training Needs Assessments (TNAs) in most organizations is determined in different ways. The most common approach is through the external consultant to study the organization's and staff training requirements. McConnell, (2003) recognize the role of consultants as identifying possible training requirements as part of other projects such as organizational studies, performance assessments and management assessments. This happen when the management of organization identifies the gaps whose solution is training of its staff. Other ways or approaches of determining training requirements for the organizations is done internally when employees themselves and/or management of the organization find the gaps or discrepancies in which they feel that training is the solution.

Another way is through persistence of production wastage, rumours and gossips, among other factors, which are evidenced from poor performance, determine training needs. Determination of training requirements by individual employees is pertinent because it helps to improve their current performance and prepare them for other jobs.

Basically, the purpose of determining TNAs is to ensure that highly performing individuals are available in order to meet organizational goals. In addition, organizations meet their goals from having high performing staff, provide many benefits such as to deliver the products and services they are specialized in and finally to achieve competitive advantages.

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

Today with advancement of technology more organizations are beginning to realize that one of the ways to ensure their business remains competitive, is by constantly increasing the value of workforce (Jamil, 2006). Many organizations according to Jamil and Som, (2007) unfortunately fail to acknowledge the importance of TNAs step in practice. Due to this conception majority of institutions in Tanzania fail to design comprehensive systems that would develop a TNAs activity to be conducted in organizations.

TNAs usually has been carried out in organizations randomly neither the management nor staff would know the exact dates when TNAs are conducted. Both public and private institutions in Tanzania are unable to tell the rationale as to why TNAs. Implementing training program in absence of TNAs may affect the credibility and professionalism of the human resource development field and practice (Rossilah and Hishamuddin, 2007). Failing to analyze the root causes of problems has been a big problem to many organizations. Without TNAs no organization can achieve impacts and meet changes happening. Indeed, in absence of TNAs, training program



becomes unattractive and fails to create positive output. TNAs stands on the three pillars of organization, task and person analysis and not basing on skills and knowledge deficiency only as Philips and Patricia, (2002) noted it.

Additionally, experience shows that human resources training in most organizations have been ineffective due to number of factors: some human resources training programs have been conducted without being based on TNAs reports and recommendations. Some organizations do not have formal training and development policy and others have been allocating inadequate funds employee training and development programmes. It is described TNAs as being difficult process and time consuming Hill, (2004); on other hand Desimore et al, (2002) state that incorrect assumptions are usually made about needs analysis being unnecessary because of the available information already specifies what an organization's needs are; and there is misconception that there is a lack of support for needs assessment as human resource professionals are unable to convince top management of its necessity.

Moreover, human resource career and development programmes have not been in place in some organizations. Anecdotal evidence suggests that training opportunities among employees have been offered on favouritism basis. Due to lack of TNAs there are some staff who have worked for many years without attending even indoor refresher courses. This has not resulted not only on demoralization of some staff but also contributed to reduced performance capacity, effectiveness for the marginalized staff as well as lowering production. There has also been a concern that some of training programs have not been performance related.

In view of the above therefore, the researcher thought worth investigating on determination of TNAs at the MMC for the teachers in primary schools during the last four years i.e. 2011-2014.

## **1.4 Study Objectives**

### **1.4.1 General Objectives**

In the light of the statement of the problem, the general objective is to conduct an investigation on determination of TNAs for the teachers in primary schools at the MMC, which is located in Morogoro.

### **1.4.2 Specific Objectives**

Specific objectives of the study include:

- i) To identify the necessary conditions that enables TNAs to be conducted in the Organizations
- ii) To identify the process of carrying out TNAs for the teachers of primary schools by the education department at the MMC.
- iii) To identify the causes or factors which prompt for the carrying out of TNAs for the teachers primary schools at the MMC.

## **1.5 Research Questions**

The study intends to answer the following questions:

- i) How are the TNAs for primary school teachers conducted at the MMC?
- ii) Why are the TNAs for primary schools teachers conducted at the MMC?
- iii) What are factors or causes responsible for undertaking TNAs for primary schools teachers by the MMC?

## **1.6 Significance/Rationale of the study**

The study will result to the followings:

First, it will provide practical and theoretical benefits to the individuals, teachers in primary schools at MMC and thus become useful reference to other municipal councils in Tanzania. Second, it will help the MMC to determine a strategic fit between the mission, vision and objectives with staff training. Thirdly, it will provide scientific as well as practical rationale and also a useful source of empirical reference for those who will wish to carryout research on TNAs.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the theoretical perspectives and observations that various authors and scholars have put forward in relation to human resource training needs assessment (TNAs) for the organizations. This theoretical review is intended to help the researcher understand properly the subject matter under study. Thus the main focus of this review is to contribute to my study of determination of TNAs for the teachers in primary school at MMC.

The chapter provides about the concepts of training needs assessment, explains the differences between needs assessment and needs analysis, shows the place of TNAs as the component within the systematic approach to training, gives approaches in identification of TNAs, benefits of TNAs, Models of TNAs, empirical review and lastly elaborates about the synthesis.

#### **2.2 Theoretical Review**

##### **2.2.1 Concepts: Training Needs Assessment**

There are significantly limited studies about training and development, particularly on TNAs that have been investigated and available about private sector institutions in Tanzania. There are documents and literature on TNAs which were carried out in the public sector institutions particularly the MDA's Regional Secretariats and local government authorities in Mainland Tanzania. One of the initiatives carried out by

reforms in the public sector dwelt on capacity building issues of staff in the government. Staff training and development have been emphasised in both PSRP I and II as well as LGRP I and II. In implementing the two reforms programmes the government of Tanzania in improving public sector embarked on capacity buildings by establishing staff training and development programmes. These programmes had the focus to provide relevant knowledge and skills necessary for the delivery of efficiency and effective public services. The process of achieving these programmes among others was through doing TNAs that helps to ascertain about specific gap and individuals with insufficient knowledge and skills. In view of the above therefore, there were clear evidence that TNAs were conducted to design and determine who should be on the list for training and development.

Training needs assessment serves as a foundation for the entire program through which organizational, task and person analysis have to be conducted for effective implementation of a training program. This assessment is an “ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives”, (Brown, 2002).

Precisely, Miller and Osinski, (2002), Cekada and Dessler, (2011) describe that training needs assessment is the first step in training circle necessary for establishing an effective training program. Equally, Menzel, (2011) asserts that TNAs is considered the foundation of all training activities. Further, UNESCO, (2004) states that TNAs serves as the basis for planning and designing a capacity-building programme, it helps to identify the current training needs of the prospective

participants as well as the problems they face and the root cause of these problems. Moreover, Petersen and Alexander, (2007) elaborate that needs assessments help to reaffirm current need priorities and knowledge new ones. On other hand, TACAIDS, (2004) describes training needs assessments as the process involving assessment of the existing management and education skills/knowledge, systems, research capabilities and identify management and education gaps or problems and planning for appropriate action.

Essentially, TNAs is a process through which a trainer collects and analyzes information, then creates a training plan. This process determines the need for the training; identifies training needs; and examines the type and scope of resources needed to support training (Sorenson, 2002).

From the above concept it can be summarized that training needs assessment is the foundation process of all training activities. The process involves gathering information necessary for identification of the human resource gap in terms of knowledge and skills deficiency. The knowledge gap realized of employee determines specific areas where training is required. This approach is relevant because it helps an organization to implement training programme effectively and also it serves to realize value for money.

### **2.2.2 Needs Assessment vs. Needs Analysis**

Although both terms are used interchangeable and many writers regard them as similar, Kaufman et al., (1998) however, consider them as different. Further explain

that needs analysis is defined as the process of determining the reasons and causes for a need so that appropriate interventions may be identified and later selected.

On other hand needs analysis is viewed from the generic outlook as the search for solution to performance setback whereby, task to be done and skills and knowledge for effective performance of task are analysed. This analysis is about knowledge, skills and experience possessed by individual with the view of determining the match between the qualifications demanded by the job and those possessed by the job holder (Chamshama and Kilasile, 2001). Successful training needs analysis in regard to Peterson, (1998) requires demand care attention to deal and careful scrutiny of performance data rather than simply justifying existing opinions and pressures.

Furthermore, Barnazzette and Gupta, (2006, 2007) view needs assessment as the process of collecting information about expressed or implied organizational needs that could be met by conducting training. Arthur et al., (2003) argue that needs assessment is the method that determines the organization's training needs and provides an answer to the question of whether the organization's needs, objectives, and problems can be improved by training. Moreover, the needs can be the desire to improve current performance or to correct deficiency. A deficiency is a performance that does not meet the current standard. Essentially, needs assessment has three phases that include collecting information, analyzing and creating a training plan.

Despite the difference in the labels, needs analysis and needs assessment both of them represent a systematic effort to gather information on performance problems

within the organization which might be remedied by training and development (Anderson, 1993). Additionally, the researcher believes that both of these terms are closely related and designed to identify training needs within an organization.

In view of the above therefore, it can be summarized that needs assessment and needs analysis both refer to the process that involves making comparison between the actual and the desired standard in terms of knowledge, skills and experience required in performing the job effectively. Thus, it is like to say that their definitions confirm close relationship between needs assessment and needs analysis hence the two terms may be used interchangeably in this research.

### **2.2.3 The Place of TNAs within the Systematic Approach to Training**

Many scholars have explained systematic approach to training differently (Gupta and Dessler, 2011). These have been well summarized by Gupta, (2008) as expressed below that there are five steps in systematic approach to training: identifying training needs, setting training programme, designing training programme, conducting the training and follow up and evaluation.

Identification of training needs is the first step in the training process. In this step specific knowledge and skills the job requires, and compares these with the prospective trainees' knowledge and skills are identified (Dessler, 2011). Moreover, the effectiveness of training programme can be judged only with the help of training needs identified in advance. This identification will form the problem areas that can be solved through training (Gupta, 1980). Equally, identification of training needs is



caused by several pressures such as performance problems, new technology, job redesign, new legislation, new products, and global business expansion (Noe et al., 2006). Basically, identification of training needs entails organizational analysis, task analysis, and manpower analysis (Gupta, 2008).

The second step according to Dessler, (2011) is instructional design or setting training objective and policy Gupta, (2008) which is concerned with formulating specific, measurable knowledge and performance training objective and review of possible training program contents.

Designing a training programme is the third step which refers to the commitment of the top management to employees training. It consists of setting rules and procedures relevant for effective training programme (Gupta, 1980). Moreover, Noe et al., (2006) suggest that designing training unsystematically will reduce the benefits that can be realized.

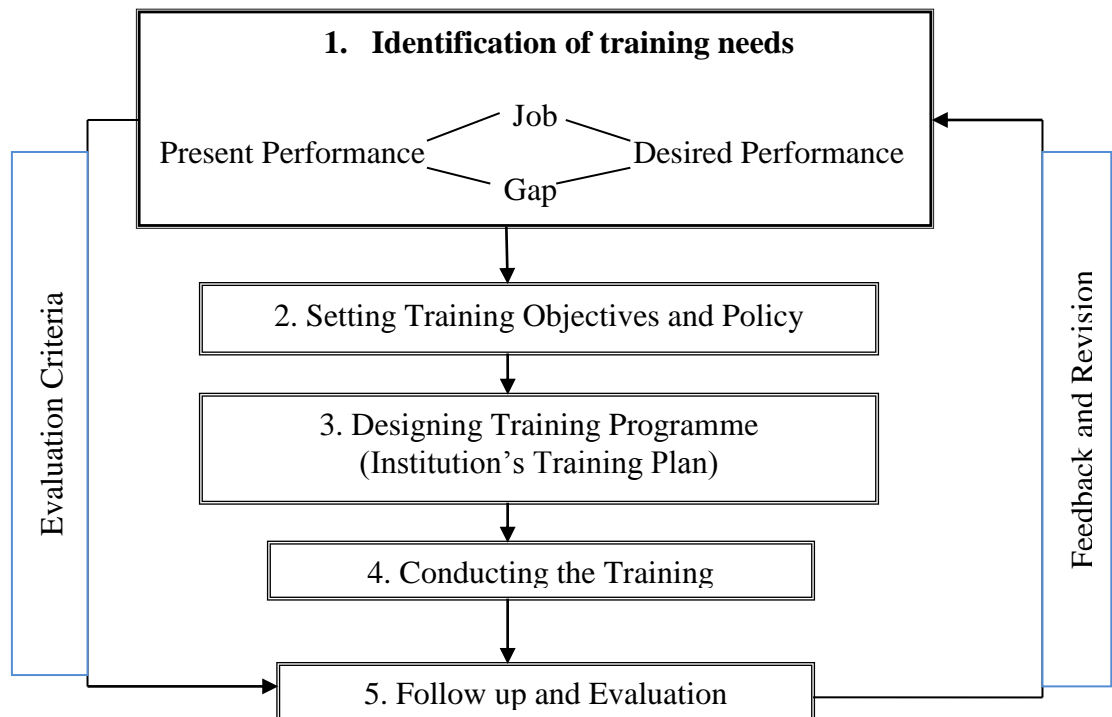
The fourth step is conducting the training basically the process is concerned with provision of training to the targeted employee groups using methods such as on-the-job or off-the-job training (Dessler, 2011). Under on-the-job training methods (OJT), since it is delivered through observing and handling the job, thus is called learning by doing (Gupta, 2008). On-the-job in particular in view of Whyte, (1994) states that there are several methods involved such as coaching, job rotation, mentoring and committee assignments. On another side off-the-job training include techniques like seminars, lecturers, workshops, case studies and simulation. In essence the study by

Yawson, (2009) discusses that on-job-training employees save time as employee continue performing their jobs, unlike off-job-training method which is generally expensive because it is conducted away from offices.

In addition, Noe et al., (2006) argue that choosing a training method before determining training needs or ensuring employee's readiness for training increases the risk that the method chosen will not be most effective one for meeting training needs and also may result in a waste of time and money. The fifth step in regard to Gupta, (2008) is doing a follow-up and evaluation. This step in specific is focused on assessing whether the training was successfully or fail. Also it helps to determine whether the intended organizational objectives have been achieved through training. Due to its importance Bhattacharyya, (2010) considers evaluation as formative or summative. Evaluation is formative when it assesses worth of the training, while summative evaluation is done when the training is completed. Generally, despite of its importance many organizations do not give adequate focus on training evaluation (Bhattacharyya and Sega, 2010, 2006). The study of Yawson, (2009) however, emphasizes that timely evaluation prevents the training from straying from its goal. Below is the figure 2.1, indicating systematic approach to training.

In summary, the five steps complete the process of systematic approach to training, it is therefore important to bear in mind that each step deserves equally consideration in successful implementation of effective training program. This achievement nevertheless, cannot be achieved in case TNAs as the most important step is ignored. Thus no step is less useful to another. However, there are many solutions that may be

resulted from conducted TNAs, as Drummond, (2008) cautioned that TNAs is not panacea of all ills thus carefully undertaking of the process should be considered vital.



**Figure 2.1: Systematic Approach to Training (ASDICE)**

Source: Gupta, (2008), Pg 9-10.

#### 2.2.4 Approaches in Identification of TN

Bhattacharyya, (2010) states that identification of TNs is a method of matching the staff skills base with the requirements of the organization. According to Cascio and Aguinis, (2011) there are three-facets approaches in identifying TNs which are organization analysis, operations analysis and person analysis.

The first facet approach in identifying TNAs is to carry out an organization analysis in regard to (Cascio and Aguinis, 2011). This facet focuses in identifying where training is needed within the organization. Its purpose is to link strategic workforce-planning considerations with training needs assessment results. Brown and Cekada (2002, 2011) additionally comment that three changes in organization analysis should be carefully considered while identifying TNAs which include: future skill needs, labour pool, changes in Laws and regulations. Brown, (2002) argues that Laws and regulations may dictate training needs.

Task analysis is the second facet which it refers to identifying the contents of the training. It involves: a systematic collection of information that describes how work is done, determine standard of performance for that work, determine how tasks are to be performed to meet the standards and determine the competency necessary for effective task performance (Cascio and Aguinis, 2011). Moreover, Dessler, (2011) highlights that, task analysis determines job descriptions and job specifications because they are the basic reference points and important in assessing training requirement. Specifically, Okanya, (2008) points out job analysis which is used in assessing the knowledge and skills required in specific jobs and information is important in the process of determining task analysis in TNAs.

Cascio and Aguinis, (2011) and; Boydell, (1983) provide the last facet of person analysis that is used to determine who needs training and of what kind is needed. Emphasis under person analysis is based on employee characteristics ability to perform job to the standard required. Also, the procedure of recording critical

incidents of employee's performance determine is the basic source in assessing training needs

Additionally, (Dessler, *ibid*), points out that TNs identification in organization it requires analyses of competency and performance of a person.

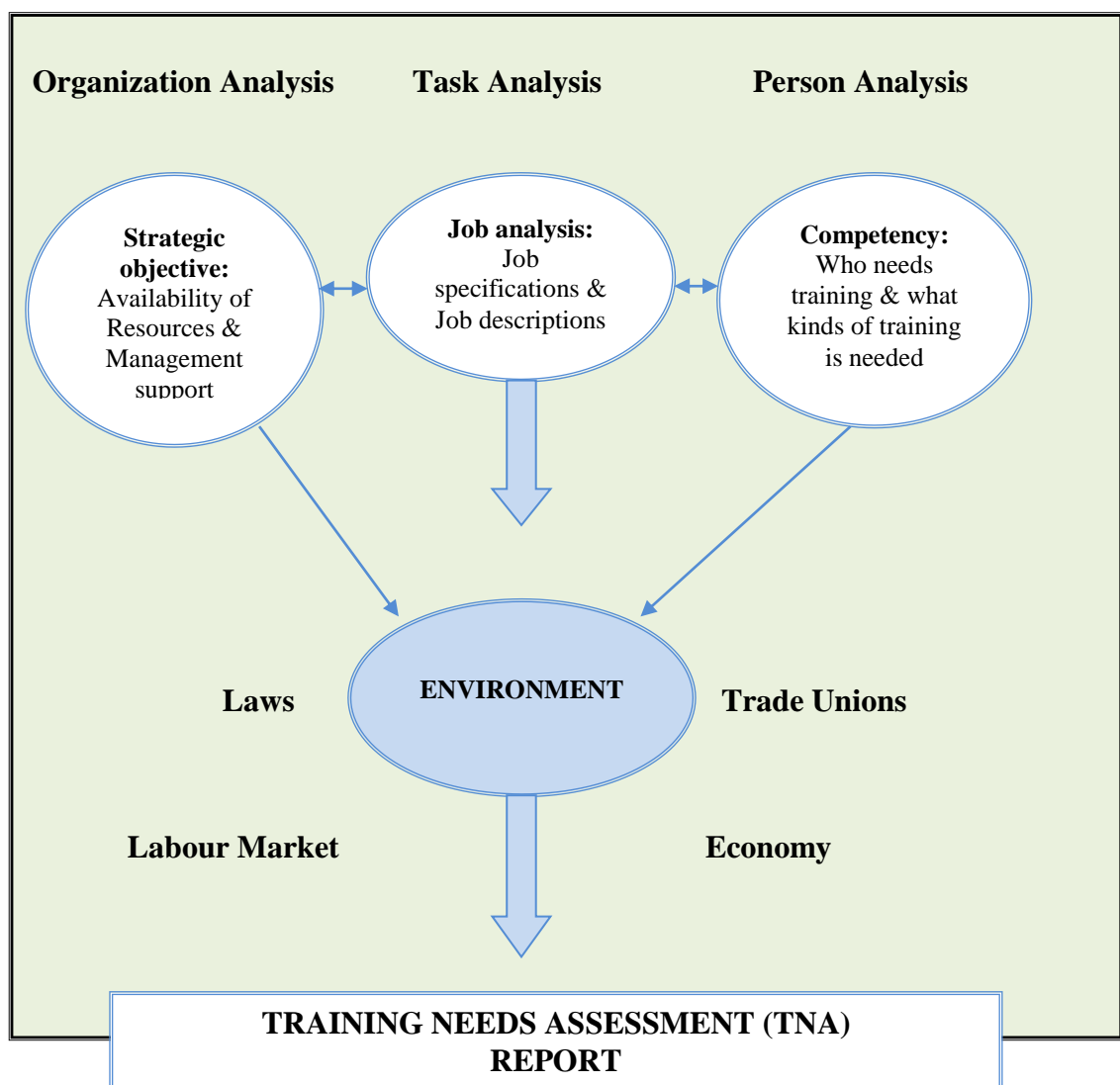
- Competency: analysis of knowledge, skills and behaviour someone would need to do the job well have to be assessed. Such competencies are interpersonal, personal, business management as well as financial competency and
- Performance: This help to indicate that there is performance deficiency and whether the employer should correct such deficiency through training or some other means.

From the above concepts it can be concluded that basically there are three facets approaches in identifying TNs which include organization, task and person analysis. Moreover, different situations on different employment situations can determine specific tool to use for identification of TNs. Lastly, it has been emphasised that TNs can be used in assessing competency and performance of an individual.

### **2.2.5 Benefits of Training Needs Assessment**

Today, acquiring qualified and competent human resources is the focus to many organizations. TNAs in this matter therefore are vital process for organization's staff training process to such success. In essence effective implementation of any training programme will enable organizations maintain their competitiveness globally,

technologically and in terms of sustainability (Noe et al, 2006). According to Gupta, (2007) TNAs can align resources with strategy within an organization. Essentially, Bhattacharyya, (2010) research indicates that conducting TNAs is absolute necessary since no organization can sustain competitive advantage without development of human resource.



**Figure 2.2: Training Needs Assessment (TNAs) facets**

**Source:** Researcher, 2015

### **2.2.6 Models of Training Needs Assessment**

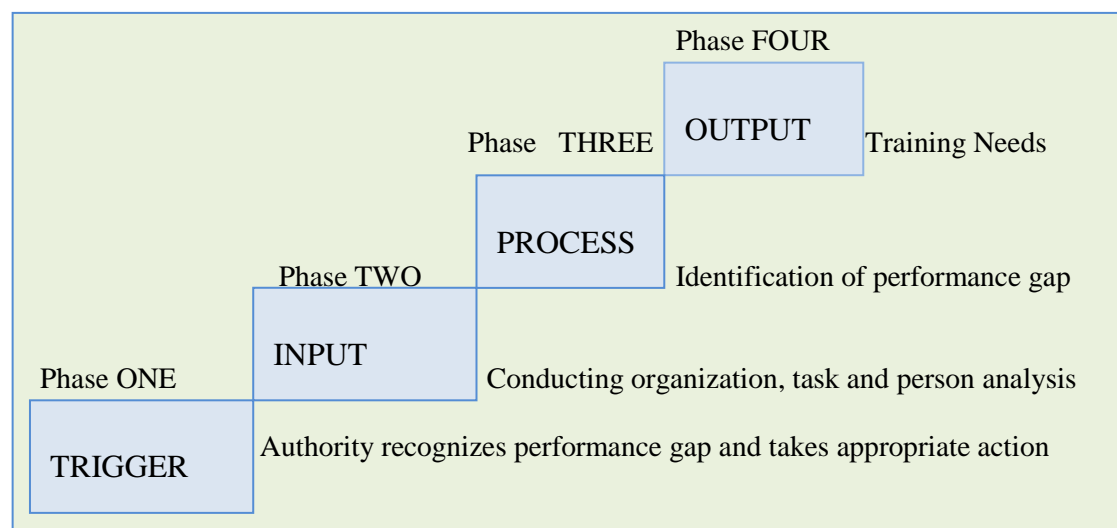
Moseley and Heaney, (1994) examine reports of needs assessments conducted across several disciplines and identify many models and techniques in use. In application, Khawloueng, (2010) study has suggested the TNAs Model which consists of interconnected four phases which include: TRIGGER, INPUT, PROCESS and OUTPUT. Details of the model are discussed hereunder.

The TRIGGER is the first phase which normally begins when a person with authority takes action to recognize that Actual Organization Performance is less than Expected Organization performance (AOP), equivalent to Actual Performance of individual employee to perform the job (AP) is less than the Expected Organizational Performance (EOP). This process is determined through conducting TNAs.

The second phase is INPUTS which entails an organizational analysis, an operational analysis, and a person analysis.

- Organization analysis is concerned with examination of an organization's strategy, its goals, objectives, systems, and practices in place to determine how they affect employee performance;
- Operational analysis is the process that involves examination of specific jobs to determine the requirements in term of the tasks required to be done, and the KSAs required to get the job done in another word Expected Performance (EP).
- Person analysis is an examination of the employees in the jobs to determine whether they have the required KSAs to perform at the expected level, or Actual Performance (AP).

The PROCESS is the third phase which identifies Organizational Performance Gap (OPG) or Performance Discrepancy (PD) which is the difference between the organisation's Expected Performance (EP) and its Actual Performance (AP) on key performance indicators. This phase also determine to understand causes of Performance Discrepancy (PD) for example profits, market shares or absenteeism. The last phase is OUTPUT which is geared to determine whether the solution of Performance Discrepancy (PD) or Performance Gap (PG) is solved through training or any other means or requires both approaches.



**Figure 2.3: Phases of Training Needs Assessments (TNAs)**

**Source:** Researcher, 2015

Boxall et al., (2008) elaborates that performance as an essential element in TNAs is the function of the three aspects of individual's abilities, motivation, and their opportunity to perform in the specific context (which covers factors like the quality of resources available and the channels for influencing management decisions). Performance as the function is represented in the form of equation as follows:

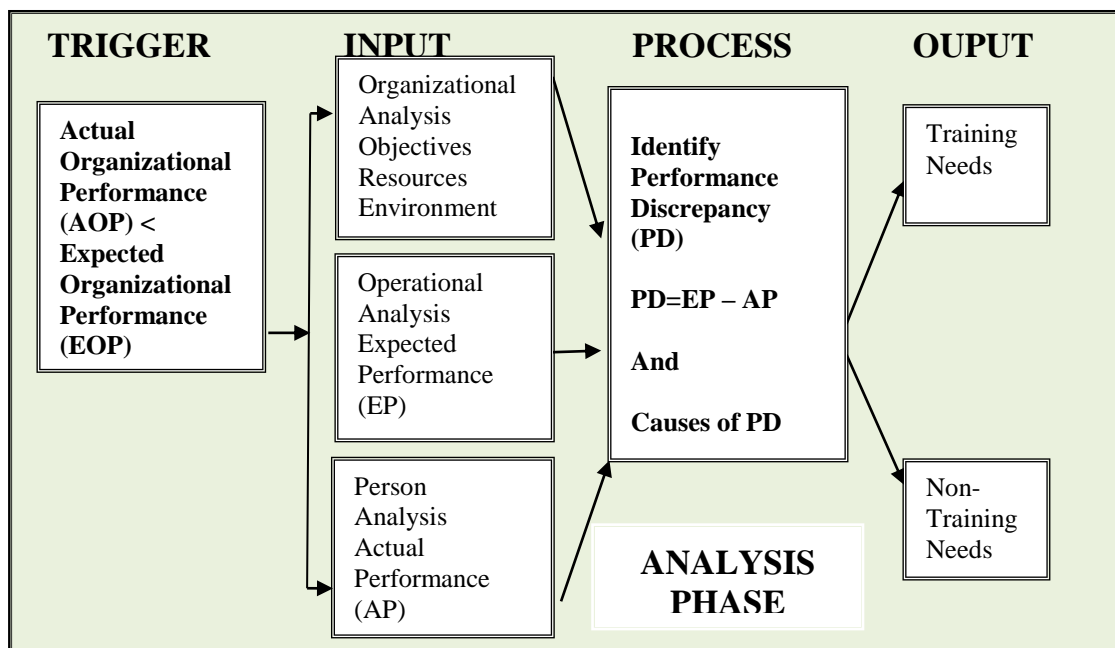


Where:

$$P = f(A, M, O)$$

P = Performance  
 F = Function  
 A = Abilities  
 M = Motivation and  
 O = Opportunities

The above equation indicates that the combination of the three aspects of abilities, motivation and opportunities result to an individual having relevant performance. According to this assumption, in case one of the three is missing the organization may experience employees' performance deficiency. One of the many approaches organization may apply is through conducting TNAs which will help to confirm that training is solution to a problem. In this way therefore, organizations need to be alert always to provide necessary environment which is useful in order to implement an effective training programme.



**Figure 2.4: Training Needs Analysis Model**

**Source:** Blanchard, & Thacker, (2007)

In view of the above model, it is depicted that the four interconnected phases describe the process of determination of TNAs. The model shows that the trigger phase is the foundation by which a cause of organization performance inefficiency is identified which necessitates TNAs. The phases are systematic such that input, process and ultimately output are processes that are geared to confirming whether performance deficiency within an organization is caused by lack of training or something else.

### **2.3 Empirical Review of literature**

Many researchers have conducted their work which indicated that most of training programs conducted in different organizations were often poorly done. This has retarded efforts of organization to improve skills and competencies of their human resources. The study conducted by Mndeme, (2011) at Tanzania Electric Supply Company (TANESCO) revealed that because of non-existence of TNAs, training of employees was ineffective. Also the study further indicated that despite the availability of the necessary instruments for training such as training programmes, engaging consultants, and increasing sponsorships the company had no budget to meet the needs.

Similarly, Mchanakutwa, (1999) study at same company (TANESCO) revealed that training implementation was conducted to staff without identifying needs of the company. In this course therefore the company found itself having surplus of trained staff in some departments. From this study it can be summarized that due to lack of

TNAs, neither company nor staff benefited from the training conducted, rather it created disappointments to staff. Another research by Shillah, (1997) conducted at Tanzania Posts Corporation (TPC) Dar es Salaam headquarters had the following: in absence of TNAs at TPC, employees wishing to acquire further studies used to look for relevant colleges or universities which they could join for further studies. In the end of the study Shillah, (1997) concluded that training of employees was seriously affected by lack of TNAs and that this is often caused by lack of mechanisms and competent staff trained in training needs assessment.

On the other hand Nyamwocha, (1996) shows that training was not based on the TNAs nor skills needed by the bank were identified. Further, it was indicated that training was offered depending on amount of money which was being allocated to the bank, trainability of staff and National Policy (SCOPO) directives as regards to training. As a result this problem caused misallocation of resources, and underutilization of trained staff. Finally, with such trend the NBC experienced complaints from the staff, resigning and absconding from the service of the bank.

In nutshell, the above studies conducted by different researchers have revealed that many organizations implemented training to their staff without identifying TNAs. Due to lack of TNAs it was indicated that no effective implementation of training was realised. Further it was indicated that resources were misused, misallocated as a result of lack of TNAs. Generally, the TNAs is the basic step towards successful implementation of any effective training programme.

### **2.3.1 The Synthesis**

In view of above, several studies conducted on training needs assessment have revealed some drawbacks that were resulted to training programmes to become ineffective. However, Cascio and Aguinis, (2011) indicated that there is little research or theory to explain needs assessment. From the above weaknesses various issues could be emerged as factors behind that hinder training effectiveness for example: lack of competent staff, lack of similarities between the study and recommendations and also lack of training policies. Additionally, Hill, (2004), describes that another reasons contributing to difficulties of conducting TNA are such as, time consuming and lack of resources.

From the above views the researcher has identified the gaps which are found in those studies. Most studies revealed gaps which were caused by lack of TNAs. The gaps have resulted to not realising value for money from implementing training programmes to employees to most of organizations. In order the gaps are eliminated this study therefore, is intending to provide insights resulted from the benefits of conducting TNAs before the actual staff training programme is initiated. Thus, it is from this views the researcher has been convinced to conduct a comprehensive study of determination of TNAs for the teachers in primary schools at MMC.

## **CHAPTER THREE**

### **3.0 MATERIALS AND METHODS**

#### **3.1 Introduction**

This chapter presents the materials and methods which were about description and statistical analyses of research data that were used and employed in the current study. It contains the followings items namely: design of the study, the area of study, the population, study sample and sampling methods, data collection instruments, data analysis techniques and TNAs framework.

#### **3.2 The research Design**

The case study design was applied to conduct the study. This is because the case study design is involved in analyzing life behaviour of a selected social unit over a period of time and findings will be normally applicable only to the respective case. It is a depth study of a specific situation as it is used to narrow down a very broad research into one researchable topic. With case study design there is uniqueness by placing an observer in the field to observe the working of the case.

Further, the case study design according to Fidel, (1984) helps to improve its functioning also attempts to arrive at a comprehensive understanding of the event under study. Basically, Yin, (1984) comments that the choice to the type of the case study design is based on the type of research questions that a study is addressing that should answer questions of why? And how?.

The researcher chose case study design because it is appropriate to my research study

of TNAs for the teachers in primary schools at MMC as it employs two basic questions of why? as well as how? A case study design offers insights that might not be achieved with other approaches (Rowley, 2002). Also, it favours the collection of data in natural settings and allows flexibility in the use of data collection methods (triangulation).

Campbell and Fiske (1959) postulated that triangulation as a new concept it helps to validate the data collection methods. Similarly, triangulation reduces biases according to Jacob, (2001) whereby its purpose in specific context, is to obtain confirmation of findings through convergence of different perspective.

### **3.3 The Area or the Institution of the Study**

The study was conducted at Morogoro Municipal Council (MMC). The MMC is one of the oldest towns in the history of Tanzania by then Tanganyika in the 18<sup>th</sup> century; the historical background and organization structure of MMC is appended in Appendices I&II.

### **3.4 Population and Sampling of the Study**

#### **3.4.1 Population**

The study population involved 1,713 staff employed by the MMC in the department of the primary schools education. This population is made up of the teaching, and non-teaching staff as indicated in Table 3.1.

**Table 3.1: Units of Inquiry**

S/N	Departments / units		Number of staff	% of the total
1.	Teaching staff	Grade III, certificate holders	1520	<b>88.7</b>
		Diploma holders	126	<b>7.36</b>
		Bachelor degree holders	51	<b>2.98</b>
		Master degree holders	8	<b>0.47</b>
<b>Sub total</b>			<b>1705</b>	
2.	Non teaching staff	Primary education officer, academic, statistics and domestic officers	4	<b>0.23</b>
		Director, MHRO, Payroll accountant and planning officer	4	<b>0.23</b>
<b>Sub total</b>			<b>8</b>	
<b>Grand Total</b>			<b>1713</b>	<b>100.00</b>

Source: MMC, Education Office, 2015

### 3.4.2 Sample and Sampling Methods

The sample size of the population comprised of (36) respondents from the department of the teachers in primary schools in the MMC both teaching and non-teaching staff. Teaching staff included teachers grade III, certificate holders, diploma holders, bachelor degree holders and master degree holders. On other hand non-teaching staff were those responsible in managing the primary schools education to include the following: Director, MHRO, primary education officer, education officer academics, education office statistics, education officer domestics, payroll accountant and planning officer.

- i) Judgmental sampling: under this method the following were included: Director, MHRO, primary education officer, education officer academics, education office statistics, education officer domestics thus to make a total of (6). These are the key staff responsible in carry-out strategic and day to day management issues. Thus, their participation in this study was vital as they

were the source of relevant information about determination of training needs assessment for the teachers in primary schools at MMC.

- ii) Simple random sampling involved thirty (30) teachers in primary schools. The proposed number was obtained from the staff list working with MMC for the teachers in primary schools which in most cases is available in the open registry. Through the use of Microsoft excel, all names were entered, and selected randomly the desired sample. This is because the simple random sampling provides equal chance to everybody to form a sample. These staff are useful in this study because they are the implementers of different MMC strategic issues also they are affected by the council decisions. Hence, their participation in this study helped the researcher get some information about determination of training needs assessment for the primary school teachers at MMC.
- iii) Total sample size was thirty six (36) respondents.

**Table: 3.2: Selection of Sample Size**

<b>Types of staff</b>	<b>Categories of respondents</b>	<b>Number of staff</b>	<b>Sample</b>	<b>% of the total</b>
Teaching staff	Grade III, certificate holders	1520	<b>19</b>	<b>1.32</b>
	Diploma holders	126	<b>6</b>	<b>3.97</b>
	Bachelor degree holders	51	<b>2</b>	<b>3.92</b>
	Master degree holders	8	<b>1</b>	<b>12.5</b>
<b>Sub total</b>		<b>1705</b>	<b>28</b>	
Non-teaching staff	Education officer head, academic, statistics and domestic	4	<b>4</b>	<b>100</b>
	Director, MHRO, Payroll accountant and planning officer	4	<b>4</b>	<b>100</b>
<b>Sub total</b>		<b>8</b>	<b>8</b>	
<b>Grand Total</b>		<b>1713</b>	<b>36</b>	

Source: Researcher, 2015



### 3.4.3 Data Collection Methods

Tools for data collection methods include:

- i) Primary data collection method and
- ii) Secondary data collection method.

**i) Primary data collection method:** There were two instruments designed in order to collect data for teachers in primary schools as follows:

**a) Questionnaires:** Was used to solicit information from respondents about TNAs, determinant factor and the process of creating TNAs. At the MMC a Questionnaire has been separated into two parts. The first (6) questionnaires was responded by Director, MHRO, primary education officer, education officer academics, education office statistics, education officer domestics while the second questionnaire by the other teachers selected randomly from the schools (30). The sample questionnaires are attached in Appendices III and IV.

**b) Interviews:** were conducted to get additional information from key informants about the TNAs at the MMC. This was responded by the Director, MHRO, education officer head, education officer academics, to make a total of (4). The interview guide is appended in Appendix V.

**ii) Secondary data collection method:** This involved documentary review of available such as files, training program, staff training policy, rules and regulations was examined in order to determine TNAs for the teachers in primary schools at MMC Saunders, (2009). Correspondences of staff to the

Education officer responsible for teachers in primary schools about training showed the existence of training practice.

More specifically, the following are the documents that were obtained for the study namely: MMC Strategic planning 2008/2009 to 2011, list of staff attended training during the last five years and who are currently attending training, training program, budgets for staff attending training. These were useful information that enriched my study of determination of training needs assessment for the teachers in primary schools at MMC.

#### **3.4.4 Data Analysis Methods**

Analysis and presentation of the data collected was performed for the purpose of answering research questions and thus, meet research objectives of the study of which conclusion as well as recommendations were drawn. Collected data were analyzed as follows:

- i) Filled questionnaires were edited for accuracy
- ii) The questionnaires were coded
- iii) Data entry was carried out.
- iv) Data were analyzed into tables, figures and texts

The data which were collected were presented in the form of tables to show the status of respondents to the questionnaire. Further, figures were used in this study in order to demonstrate the respondent's situation about the study and assist readers to interpret the data in the tables clearly. Also, elaborative information was presented in texts in more precisely.

- v) Interview notes from responses by respondents coded into short forms was translated into long forms and interpretation in the findings
- vi) Secondary data information was organized into themes. The documentary review on the information pertaining to the TNAs for teachers in primary schools were solicited and interpreted to become meaningful for the study. The analysis used bivariate and multivariate analysis for getting output of the current study. Variables that were employed in bivariate were the training programme for the teachers in primary schools and the list of teachers attending training, while for multivariate variables included additional documents such as training programme and the Strategic plan of the MMC for 2008/09-2011.

### **3.4.5 TNAs' Model**

This study was guided by the assumptions that human resource training is inevitable for any organization to survive in competitive environment. Training constitutes an important part of the capacity development initiative. It enhances organizational skills needed to overcome gaps in performance and contributes to achievement of organizational goals. However, planning for effective training programme it requires consideration of training needs assessment. Further, implementation of TNAs in organizations will be achieved among other things the management supports, enough financial resource and training policy.

Simplified formula of training needs assessment (TNA)

$$Y=F(X+Z) + k$$

This can be further expanded as:

$$Y = F(X_1 + X_2 + X_3) + (Z_1 + Z_2 + Z_3) + k_1 + k_2$$

### Explanations

Where: Y = Training Needs Assessment (TNA)

F = Function

**Table 3.3: Explanations of Training Needs Assessments Framework**

Variables	Type of factors
$(X_1 + X_2 + X_3)$	Process factors are managerial, performance and employee.
$(Z_1 + Z_2 + Z_3)$	Cause factors are managerial, performance and employee.
$K_1 + K_2$	Constant factors are the training policy, management support and the budget with work culture and customs

Source: Researcher, 2015

**Table 3.4 The expansion of (TNAs) Framework**

Variables	Type of factors	Explanations of factors/variables
$X_1$	Managerial factors	Management support on staff training and development policy, strategic planning, manpower planning and Company Board resolutions on training
$X_2$	Employees factors	Individual needs to further his/her knowledge to meet labour market.
$X_3$	Performance factors	Low production, increased wastage, rumours and need for improvement of performance.
$Z_1$	Managerial factors	Institutional need to compete and maintain competitive advantage. Management support on implementation of training programme and policy, strategic planning and Board resolutions on training.
$Z_2$	Employees factors	Individual needs to further his/her knowledge to meet labour market.
$Z_3$	Performance factors	Low production, increased wastage, rumours and need for improvement of performance.
$K_1$	Constant factor	Training and development policy and training programme
$K_2$	Constant factor	Training and development budget

Source: Researcher, 2015

## CHAPTER FOUR

### 3.0 THE FINDINGS AND DISCUSSION

#### 3.1 Introduction

This chapter provides two major items of this dissertation. The first part dwells on the findings of the study carried out in MMC. It starts with explanation of the profiles of the respondents and then dwells on the analyses of the three main issues derived from the specific research questions presented in chapter one of this dissertation. The findings are presented in texts, tables and figures for clear illustrations. The second part of the chapter provides the detailed description on the discussion emerged from the results/findings which has already presented in the first part of this chapter. Lastly, the chapter sums up the results and the discussion presented in the above two major sections.

#### 3.2 Profile of the Respondents

The sample size selected from whom data were collected was 34. This section presents major features of the respondents. The key features identified in the current study were education, occupation and work experience of the respondents. Table 4.1 to Table 4.3 provide the respondents main features.

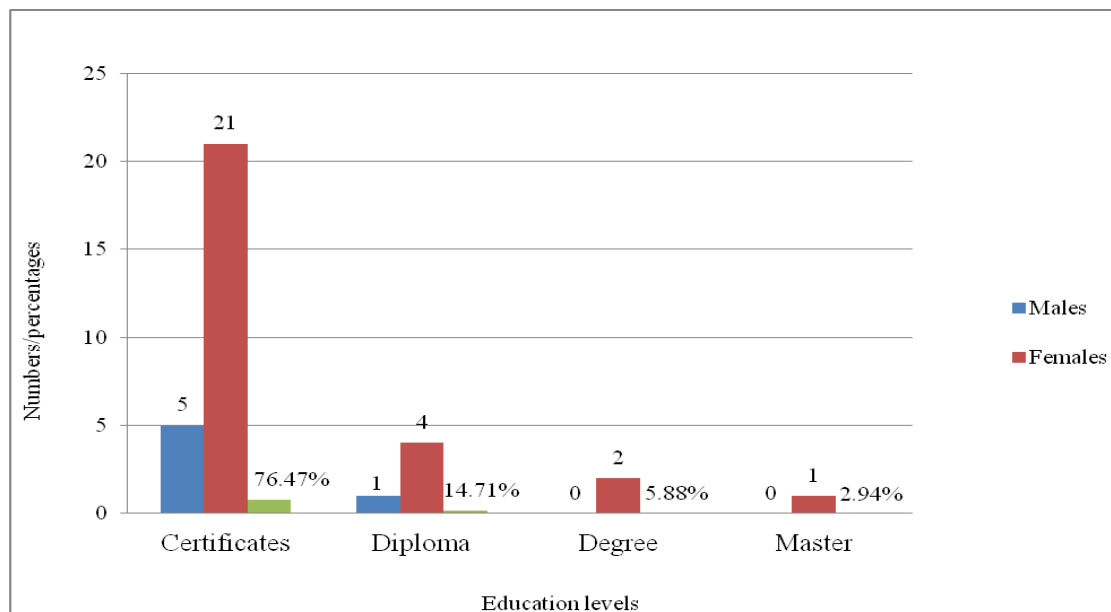
**Table 4.1: Education of Respondents**

Categories of teachers	Males	Females	Total	% of respondents
Certificates	5	21	26	76.47
Diploma	1	4	5	14.71
Degree	0	2	2	5.882
Master	0	1	1	2.941
PhD	0	0	0	0
<b>Total</b>	<b>6</b>	<b>28</b>	<b>34</b>	<b>100</b>

Source: Field Data, 2015

### 4.2.1 Education of Respondents

The responses in Table 4.1 strongly indicates that 26 (76.47%) out of 34 followed by 5 (14.71%) and the minority 1 (2.941%) have attained certificate, diploma and master level of education. This shows that the teachers with certificate education were the majority compared to others staff at MMC. This suggests that certificate education were the pre-requisite requirements for the teachers in primary schools. Further, the findings proposes that the MMC had to develop the majority of teachers in primary schools with certificates by training them to enable them upgrade their education.



**Figure 4.1: Education Levels of the Teachers in Primary Schools at MMC**

Source: Table 4.1

Figure 4.1 indicates the respondent's responses graphically. It shows that respondents with certificates are 27 (76.47%) compared to the number of respondents with diploma 5 (14.71%), degree 2 (5.88%) and master degree holders 1 (2.94%).

(2.94%). On other hand the majority of teaching staff in the primary schools in the MMC were certificate holders. This suggests that the MMC was responsible in designing retention and human resource programmes that could enable them stay. The programmes could include among others sending the teachers of primary schools to short or long term training. This approach was important for the teachers in primary schools at MMC because it could enable them to become effective and efficient.

**Table 4.2: Occupation of Respondents**

<b>Types of occupation</b>	<b>Number of Respondents</b>	<b>% of respondents</b>
Teachers grade I	2	5.88
Teachers grade II	10	29.4
Senior Teachers	4	11.8
Education Officer, Academics	3	8.82
Economist	2	5.88
Payroll Accountant	1	2.94
Head Teachers	4	11.8
Education Officer, special requirement	2	5.88
Education Officer, domestic science	2	5.88
Assistant Education Officer	1	2.94
Planning Officer	1	2.94
Human Resource Officer	1	2.94
Education Officer, Statistics	1	2.94
<b>Total</b>	<b>34</b>	<b>100</b>

Source: Field data, (2015)

#### **4.2.2 Occupation of Respondents**

The findings in Table 4.2 shows that 20 (58.8%) out of 34 of the respondents had direct teaching occupations compared to minority of 1 (2.94%) respondents whose occupations were not direct to teaching occupations. This implies that the occupations for the majority respondents at the MMC were covered by the teachers

in primary schools. Moreover, the findings suggest that the MMC had to consider staff training and development for the teachers in primary schools to enable them increase their knowledge and skills for effective delivery of services.

**Table 4.3: Experience of Respondents**

<b>Years</b>	<b>Number of respondents</b>	<b>% of respondents</b>
1 – 5	13	38.24
6 – 10	8	23.53
11 – 15	9	26.47
16 – 20	3	8.824
Over 21	1	2.941
<b>Total</b>	<b>34</b>	<b>100</b>

Source: Field data (2015)

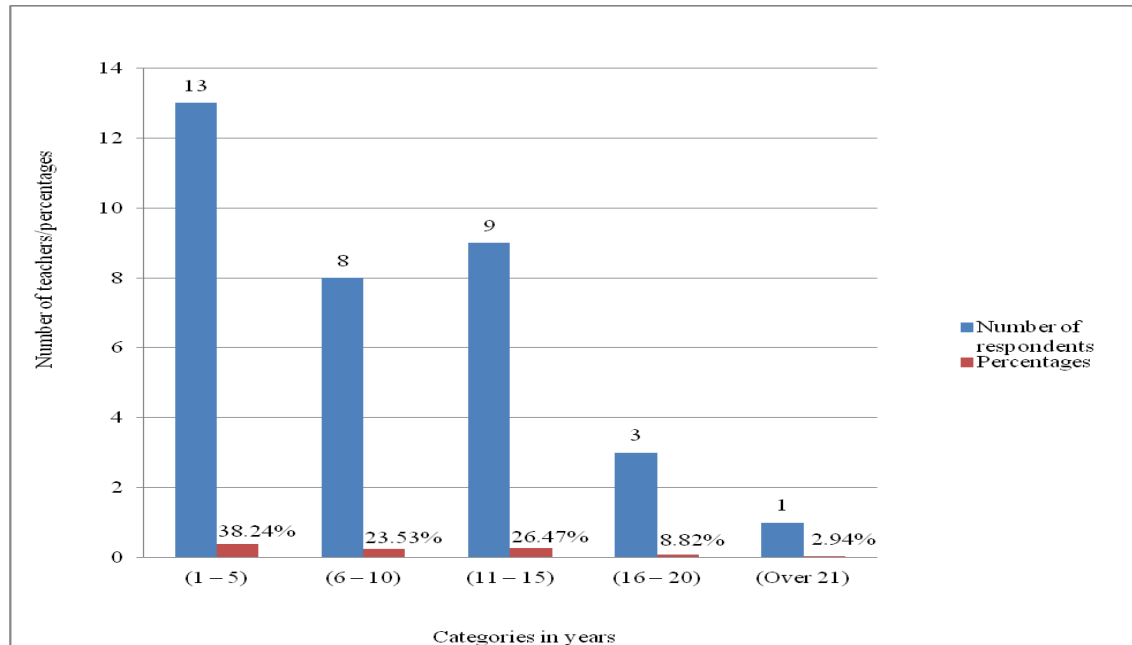
#### **4.2.3 Experience of respondents**

Table 4.3 indicates that 13 (38.24%) out of 34 followed by 9 (26.47%) and the minority 1 (2.941) have working experience ranging from one year (1) to twenty seven (27). This means that the majority of the teachers in primary schools fall in the category of (1-5) years of working experience. This shows that the majority of teachers in primary schools within MMC have working experience of maximum five years which shows that those are new comers with MMC. Further, it shows that having less working experience suggests that these are young and energetic employees, thus it is important class in service delivery in the MMC.

On another hand, it indicates that the majority of the teachers they need to build their experiences. This means that the MMC has the duty of creating favourable working environment that is giving them opportunities to further their careers by attending



either on or off the job training. In so doing will help the majority of teachers to increase their working experience.



**Figure 4.2: Working Experience of the Primary Schools Teachers at MMC**

Source: Table 4.3

Findings in Figure 4.2 show occupations of respondents graphically. It indicates the respondents with experiences (1 - 5) years are the majority 13 (38.24%) compared to others. Further this findings show that there was a need for the department of teachers in primary schools at MMC to build their experience in teaching.

### **4.3 Empirical Findings**

#### **4.3.1 Identification of the Necessary Conditions That Enable TNAs to be conducted in the Organizations**

The findings from the documentary review and interviews conducted indicated that the MMC's Strategic Plan (SP) 2008/09-2010/11 spelt out the employee training and

development needs during the plan period. It spells out clearly that training of staff is one of the activities that the Council gives reasonable weights. Further, it indicates that in order staff training process is to be undertaken properly thus TNAs becomes an essential tool to identify staff requiring training and also implementing training programme effectively.

Furthermore the findings from the documentary reviews and interview revealed that at MMC there is committed leadership as it is enshrined in the SP on the staff training efforts. It further shows that staff training component had been considered in every department of MMC. Table 4.4 indicates commitment of MMC for the teachers in primary schools as indicated in the SP.

**Table 4.4 Primary education**

<b>Targets</b>	<b>Activities</b>	<b>Performance Indicator</b>
<ul style="list-style-type: none"> <li>• Standard one (STD I) enrolment increased rate from 78% to 90% by gender by 2011.</li> <li>• Increased standard 7 pass rate by gender from 80% to 85% by 2011</li> </ul>	<ul style="list-style-type: none"> <li>• To conduct Training of teachers to teaching and non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Std I Enrolment rate</li> <li>• Std VII Pass rate</li> </ul>

Source: MMC, 2015, Strategic Plan, 2008/09-2010/2011, 60p

In view of the above documentary review, the findings indicate that the essence of the SP on staff training and good leadership of MMC require skilled and professional staff. Specifically, in making the staff training as a pertinent activity in the SP to be achieved, hence TNAs is an important component that helps implementation of training program to become effective.

Furthermore, training and development is given priority in the government of Tanzania at all levels because it helps to improve performance of the staff and delivery of public services. Hence, conducting TNAs enables organization to implement training programme effectively as it helps to identify staff with deficiency in terms of knowledge, skills and attitudes. It is the policy of the government that training and development must be a core activity that has to be given reasonable weights.

Additionally, the concept of staff training and development has also been stipulated in section 4, (3)(a) of The Public Service Act, 2002, (Number 8), which states that:

*‘The Chief Secretary shall as the head of the Public Service provide leadership, direction and image to the Service and shall: ensure that public servants in the service are trained, motivated efficient and effectively performing and the Service is free of corruption and other unethical tendencies’*

The staff and training component is articulated clearly in The Standing Orders for the Public Service (2009), Section G.1 (1, 4) and G.2, that states the following:

*‘It is the Government policy that Tanzania should be self-sufficient in trained and skilled human resources to manage its economy, and that systematic approach should be employed by public institutions to build human capital capable of delivering services to the expectation of the citizens. Thus, The President’s Office, Public Service Management shall be responsible for developing training policy for the public service and issuing training directives from time to time’*.

Similarly, The Regulation 103 sub regulation 1-4 provides that:

*‘Every Employer shall be responsible for training and development of his and the Public Service Department has been assigned to support the process as may be directed time to time by the Government’.*

This responsibility involves all public and local government authorities. On other hand the Policy Paper on Local Government Reform, (Tanzania, 1998: 34) equally, insists about training and capacity building initiative that are essential for the successful implementation of the reform at the local levels. Also, providing training to the staff helps to improve and strengthen capacity of Local Government Authorities (LGAs) to become more effective and efficient leadership management.

In view of the above, the staff training and development is the pivotal tool in sharpening staff knowledge, skills and attitudes necessary for creating competitive edge in the government. The MMC as the government institution as well considers staff training and development with reasonable weights. In order to become successful in undertaking training, TNAs becomes inevitable aspect and no organization can ignore in the process of implementing training programme effectively. This is because the process of TNAs identifies the people who actually need training, thus validating the practice.

#### **4.3.2 Identification of the Process of carrying out TNAs for the Teachers of Primary Schools at MMC**

This section provides the process necessary for the TNAs for the teachers in primary schools to take place.

Apart from inquiring about steps involved in undertaking TNAs, an investigation was launched to find out whether respondents were aware with the TNAs for the teachers in primary schools at MMC.

**Table 4.5 Responses on the awareness of TNAs**

Types of staff	Categories of respondents	Number of respondents	Very much aware	% of respondents	Not aware	% of respondents
Teaching staff	Grade III, certificate holders	10	8	80.0	2	20.0
	Diploma holders	8	6	75.0	2	25.0
	Bachelor degree holders	3	2	66.7	1	33.3
	Master degree holders	3	3	100.0	0	0
Non-teaching staff	Education officer head, academic, statistics and domestic	5	4	80.0	1	20.0
	Director, MHRO, Payroll accountant and planning officer	5	4	80.0	1	20.0
Total		34	27	79.4	7	20.6

Source: Field data, 2015

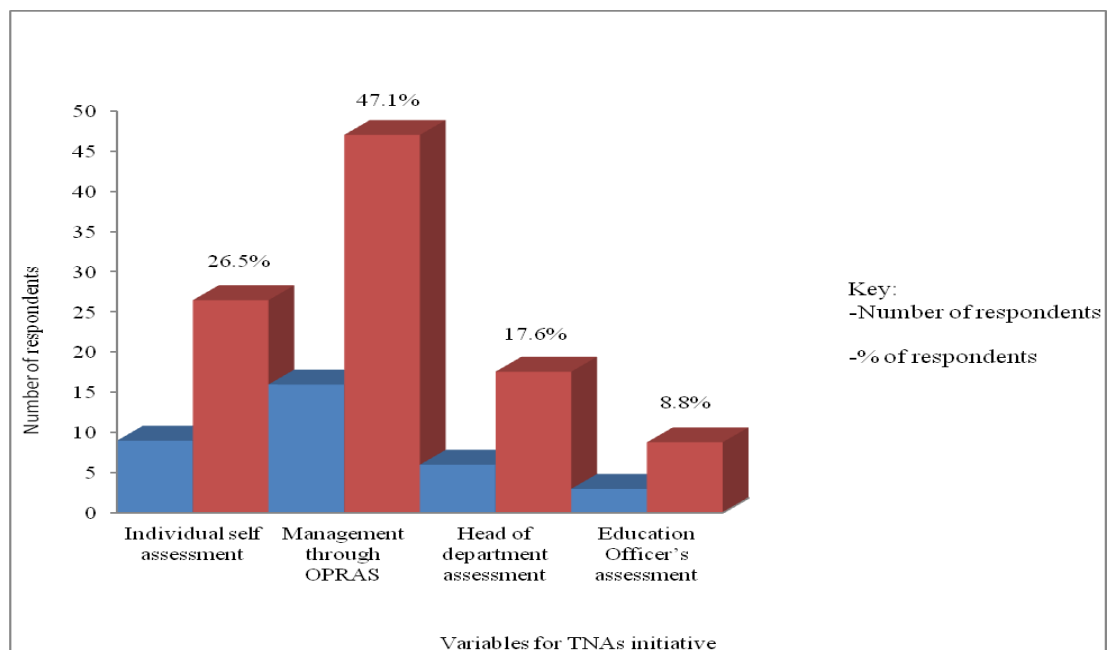
The responses in the Table 4.5 indicate that 27 (79.4%) respondents were aware of the TNAs being conducted for the teachers in primary schools compared to 7 (20.6%) respondents who had no knowledge about the existence or the carrying out of TNAs. Further, the findings suggest that TNAs were used to seek information about staff training and development. On top of understanding about awareness of TNAs exercise, the respondents were asked whether were conversant with the processes that were involved of the TNAs for the teachers in primary schools at MMC.

**Table 4.6: Processes Involved of the TNAs for the Teachers in Primary Schools**

Process initiators	Number of respondents	% of respondents
Individual self-assessment	9	26.5
Management through OPRAS	16	47.1
Head of department assessment	6	17.6
Education Officer's assessment	3	8.8
<b>Total</b>	<b>34</b>	<b>100</b>

Source: Field data, 2015

Table 4.6 reveals the processes involved for the TNAs of the teachers in primary schools to take place. Further the findings show that the management through the Open Performance Review and Appraisal System, OPRAS assessment is the basis process notable that enables TNAs to take place 16 (47.1%) compared to individual assessments 9 (26.5). This means that the MMC through its department of primary education makes evaluation of performance for their teachers before being proposed for further training.

**Figure 4.3: Initiators for TNAs to take place**

Source: Table 4.6

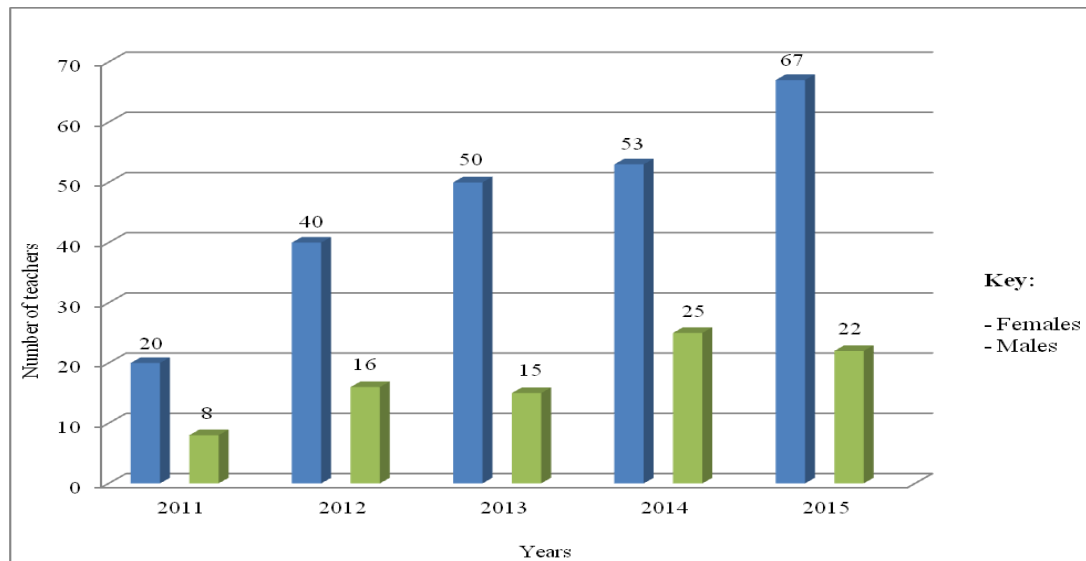
Figure 4.3 indicate the sources for the TNAs to take place for the teachers to take place. The findings show that assessment of performance of the staff result for TNAs to be carried out as it is shown. Further, it reveals that Management through Open performance Review and Appraisal System, OPRAS is the major source for the TNAs exercise 47.1% compared to others. Moreover, the documentary and interview revealed that the department of primary schools teachers at MMC had a training programme for the period of 2011-2015 (see Table 4.6).

**Table 4.7: Training Programme for the Teachers in Primary Schools at MMC for (2011-2015)**

Years	Gender		Total
	Females	Males	
2011	20	8	<b>28</b>
2012	40	16	<b>56</b>
2013	50	15	<b>65</b>
2014	53	25	<b>78</b>
2015	67	22	<b>89</b>
<b>Total</b>	<b>230</b>	<b>86</b>	<b>316</b>

Source: MMC, Primary Education Department Office, 2015

Table 4.7 presents the five years training programme for the teachers in primary schools at MMC which covers the period between the years (2011–2015). The data presented in the table suggests that 316 (19.2) out of 1,646 teaching staff were earmarked for training at diploma and degree levels respectively. Further, these findings show that the five years training programme was resulted from the department of teachers in primary schools at MMC adhering to the importance of TNAs.



**Figure 4.4: Training plan for the teachers in primary schools at MMC**

Source: Table 4.7

Figure 4.4 indicate the trend of the training for the teachers in the primary schools at MMC. The findings show that for the period of five years (2011-2015) the department of primary schools had provided training for (316) teachers in total, whereby the majority were females (230) compared to males (86). Further this means that the MMC need to create awareness for the males teachers to further their education.

#### **4.3.3 Identification of the Causes or Factors Which Prompt for the Carrying out of TNAs for the Teachers Primary Schools at MMC**

The causes for carrying out of TNAs at MMC fall under three areas which include individual, task assessment as well as the primary education itself in analysing their performance in service delivery. Below in the Table 4.8 respondents have given their responses.

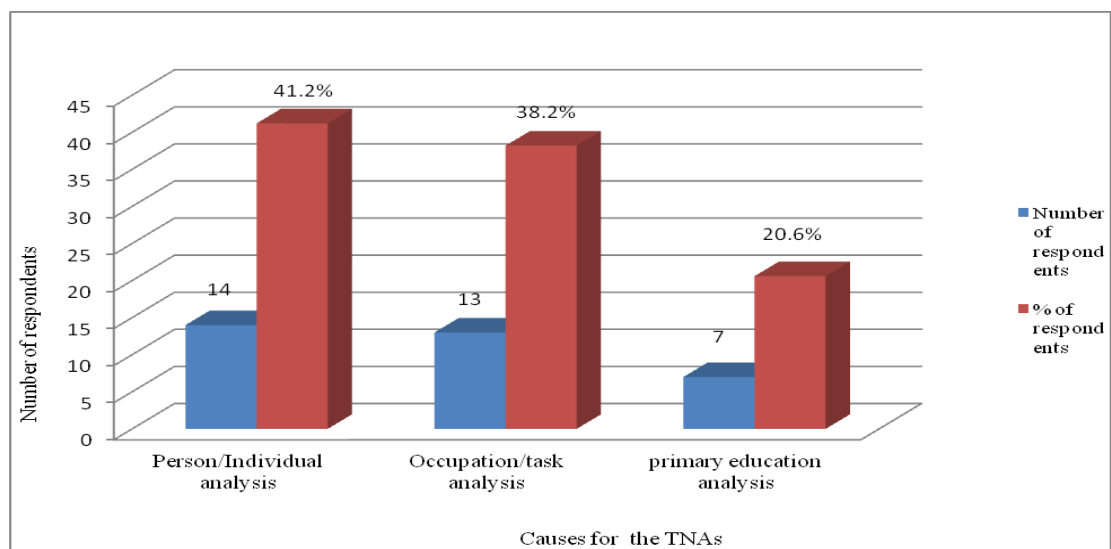


**Table 4.8 Responses on Processes for Undertaking TNAs**

Process	Number of respondents	% of respondents
Person/Individual analysis	14	41.2
Occupation/task analysis	13	38.2
primary education analysis	7	20.6
<b>Total</b>	<b>34</b>	<b>100</b>

Source: Field data, 2015

The responses on Table 4.7 indicate that the individual, task as well as primary education analysis were the processes for the TNAs to take place at MMC. Also, the findings revealed that 14 (41.1), 13 (38.2), respondents respectively strongly supports the process of TNAs to base on individual and task analysis. Further the findings suggest that individual and task analysis were the fundamental sources for the TNAs to take place for the teachers in primary schools. This means that deficiencies in performance for individual person and the task to be performed were the foundation for the TNAs for the teachers in primary schools to take place.

**Figure 4.5: Factors for the TNAs to take place**

Source: Table 4.8

Figure 4.5 presents the causes for the TNAs for the teachers in primary schools to take place. The findings indicate that the responses on person analysis were majority as the key cause for the TNAs to take place (41.2%) followed by task analysis (38.2%). This means that individual and task performance analysis in terms of knowledge required were the bases for the TNAs process to be conducted.

#### **4.4 Summary of Findings**

This summary encompasses the findings from the three parts of this Chapter. The first part of the findings presented the profiles of the respondents which showed that the majority of teachers in primary schools at MMC were certificate holders (76%). Also, the findings indicated that the majority of the teachers in primary schools (38.24%) had work experience below six years (1-5) years. This means that the MMC has the responsibilities to train the majority teachers in primary schools with certificates and build experience for the majority of the teachers.

The second part of this chapter was concerned with the findings from the three research specific objectives. The findings from the first objective indicated that at the MMC there were favourable conditions for the TNAs. Further the findings showed that staff training and development component was featured in the MMC SP (2008/09-2010/11) and through the training plan (2011-2015 whereby the teachers in primary schools were the beneficiaries.

In same vain the findings from the secondary review showed that staff training and development is the topical issue in the Government of Tanzania whereby it has been

emphasized. The Standing Orders for the Public Service, (2009), The Public Service Act, (2002) and The Public Service Regulations, (2003) are the few documents that insist the importance of Staff training and Development for the wellbeing of the Government in both public and local authorities.

Lastly, the findings for the second objective indicated by respondents that the teachers in primary schools were aware of the TNAs practice (79.4%) and that the OPRAS was a tool for assessing performance towards staging TNAs. In addition the findings for the third objective showed that the majority of respondents (41.2%) indicated that individual ambition to further his/career was the factor for the MMC to conduct TNAs.

## **4.5 Discussion**

This section is centred on discussion of three key areas. First it discusses on the respondents main features; second the three main items found in the specific objectives of the study and finally it sums up the section.

### **4.5.1 Respondents Profiles**

The majority of the teachers in primary schools at MMC had certificate level of education that is 76.4%. Apart from the teachers having such education level, the findings from the respondents showed that there were teachers in primary schools with diploma, bachelor and master degrees. This means that the MMC had a big responsibility to plan and continue training more primary schools teachers who were the majority. In this regard therefore, conducting TNAs regularly has to be given

special attention because it is the basic approach for implementing training programme effectively. This has been supported as indicated through the documentary reviews and interviews (Table 4.2).

#### **4.5.2 Identification of the Necessary Conditions That Enable TNA to be conducted in the Organizations**

The findings with this respect to this item explained in the sub title revealed that at MMC there were necessary conditions for TNAs as it was indicated from the respondents, documentary and interview reviews. This is because, the findings from documentary review and interviews showed that the MMC honoured the staff training and development issue. The training programme for the teachers in primary schools for the years 2011-2015 indicated the efforts towards staff training and development initiative.

Likewise, the MMC had the SP, 2008/09-2010/11 which incorporated strategic council issues whereby the staff training and development for the teachers in primary schools was a priority. For effective undertaking of the activities in the SP it was found that the budget for the staff training and development was not indicated clearly.

This means that the MMC is required to plan for the budget that would cover the costs of carrying out staff training and also for undertaking TNAs. These are useful functions in the Council which need to have specific budgets as cannot be done randomly. Besides, providing budgets for staff training and TNAs is important in preparation of an effective and comprehensive training programme.

Equally, the findings through the secondary data sources as indicated by the Standing Orders for the Public Service, 2009, Public Service Act, 2002 and The Public Service Regulations, 2003 as the instruments of the Government of Tanzania values the aspect of the staff training and development. In totality, the above findings have shown necessary conditions for staff training and development with TNAs as they had been revealed from respondents, secondary and interviews by the Government of Tanzania as well as the MMC.

#### **4.5.3 Identification of the Process of Carrying out TNAs for the Teachers of Primary Schools at MMC**

The findings from the respondents revealed that the concept of TNAs among the majority of the teachers in primary schools seemed to be common phenomenon (Table 4.5). It was noted that the findings from the respondents indicated that demands of the MMC intending to improve performance in the council were the source for undertaking the TNAs (Table 4.6). Additionally, the findings by the respondents indicated that the majority of teachers in the training programme 2011-2015 were the females. This means that staff and development aspect among male teachers becomes pertinent and thus MMC needs to put reasonable amount of efforts to balance the gender (Table 4.7).

#### **4.5.4 Identification of the Causes or Factors Which Prompt For the Carrying Out Of TNAs for the Teachers Primary Schools at MMC**

It is discussed that the findings from the respondents revealed that, apart from the MMC having multiple sources of identifying performance deficiency, however, self-

assessment of the teachers themselves were the core cause for the department of primary education to initiate the process of TNAs (Table 4.8). Further, the findings from the respondents on education profile revealed that the majority of the teachers in primary schools were certificate holders (Table 4.1). This means that the MMC needs to view staff training and development key function for the betterment of improving education standards in primary schools, hence needs to solicit adequate funds to meet those demands.

#### **4.5.5 Discussion Summary**

The MMC has to stage TNAs regularly to allow preparations of more training programs so that, majority of teachers in primary schools with certificates may further their education qualifications. With the availability of conditions necessary for the TNAs to take place, thus MMC is responsible to solicit adequate funds that will be used for conducting TNAs as well as implementing training programs. Also, awareness of TNAs concept among teachers in primary schools is a significant symptom for the MMC to reinforce its efforts and ensure that balanced training programs are upheld.

Further, the MMC has to view that individual ambitious to further their careers has to conform to OPRAS requirements, hence to be considered as the foundation for the TNAs to take place. In nutshell, MMC has to regard individual knowledge deficiency and OPRAS information relevant for the TNAs to take place among teachers in primary schools.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the conclusion of the dissertation. It constitutes of three main components. The first is the profile of respondents; the second is the three specific objectives and finally the conclusion summary.

#### **5.2 Conclusion**

##### **5.2.1 Respondents' Profiles**

Findings have indicated that the majority of respondents in primary schools at MMC had lowest standards of education qualifications namely certificate levels. It is concluded that the MMC has to put special emphasis on TNAs for the entire staff that leads to effective staff training and development process. This process has to be conducted regularly at least after one year that should go hand in hand with updating information. The MMC has to allocate adequate resources necessary for implementation of training programmes. In so doing many staff in the council will have opportunities to upgrade their education to diploma, bachelor, and master degree and PhD levels.

##### **5.2.2 Conditions for the TNAs**

Findings have revealed that strongly there were conditions for the TNAs for the teachers in primary schools. It is concluded that the MMC has to ensure that the existing conditions for TNAs are enhanced. It is the obligation of the MMC to

implement staff training and TNAs systematically which it will lead to more comprehensive training programmes to be prepared. The position of staff and development and subsequently the TNAs in the SP have to be improved in order to reflect the actual situation. Thus, allocating budgets specifically for staff training and conducting TNAs have to be shown clearly in the SP.

### **5.2.3 Process on TNAs**

Findings have indicated that TNAs was exercised and males were minority featured in the training programme. Also, it was indicated that the management through Open Performance Review and Appraisal System, (OPRAS) was the source for the TNAs to take place. It is concluded that comprehensive staff training programme to cover the majority of staff at the MMC is needed which means that more TNAs have be conducted to meet the needs. On other hand MMC is responsible to install OPRAS system in order to make staff training and TNAs become sustainable. In order OPRAS system is to be implemented successfully hence the MMC has to solicit sufficient resources.

### **5.2.4 Causes of TNAs**

The findings have shown that individual performance assessment of teachers in primary schools necessitated TNAs at MMC. This scenario was possible because the majority of teachers in primary schools were certificate holders. It is concluded that TNAs have to be conducted often so that short and long term staff training programmes can be prepared in order to absorb the majority of staff in the MMC.



### **5.2.5 Summary of TNAs**

The MMC has to adopt positive strategies for more TNAs to be conducted which are essential for preparations of more training programmes. Performance evaluation through OPRAS system has to be reinforced. Finally, realization of the benefits of the TNAs, effective implementation of training programmes and OPRAS depends on the MMC allocating sufficient resources.

## **5.3 Recommendations**

This section presents the recommendations that may assist the MMC to determine TNAs. It comprises the following aspects: conditions on carrying out TNAs at MMC, process of undertaking TNAs at MMC, causes responsible for TNAs to take place at MMC and need for further studies.

### **5.3.1 Conditions on Carrying out TNAs at MMC**

The MMC needs to implement staff training and development process basing on the TNAs. Preparations and updated TNAs reports have to be done regularly and the MMC should not depend only on the SP which in most cases is not realistic. The MMC must ensure that qualified staff vested with the knowledge on training and developments are recruited in order to carry out TNAs effectively. Each head of department (HoD) must be given authority to administer the process of TNAs and be accountable to produce reports timely. The MMC director must arrange for meetings specifically where HoDs will be presenting and discussing TNAs reports.

### **5.3.2 Process of Undertaking TNAs at MMC**

The MMC needs to implement TNAs basing on the Open Performance Review and

Appraisal System (OPRAS). Everybody in the MMC has to participate in OPRAS process which has to be done yearly and its reports be used for staging TNAs. The management of the MMC is required to organize workshops and seminars in order to provide knowledge about OPRAS. The MMC needs to design a mechanism that will demand every member to fully participate in the OPRAS exercise.

Also, Consequences to non-adherence to OPRAS must be stipulated and known to everybody such as promotion not accepted without filling OPRAS forms and training is offered only after filling OPRAS forms for some specific period of time.

### **5.3.3 Causes Responsible for TNAs to take Place at MMC**

The MMC needs to implement TNAs in view of individual performance deficiency. Internal causes have to be upheld such as complaints, poor work performance, results of wastage, loss and rumours in the organization. Such analysis of identifying performance gap must be done objectively by qualified staff. Assessment of individual performance must be emanating from results of OPRAS report. Preparations of TNAs reports have to be prepared regularly that will identify specific solutions of an individual from poor performing.

The office of human resource must be responsible in integrating TNAs reports. Due to the importance of improving performance in the council the MMC can create a committee specifically dealing with staff training and development. This committee will be responsible in discussing and making decisions regarding TNAs report and the MHRO become a secretary.

#### **5.4 Need for Further Studies**

Basing on findings and conclusions, the researcher wishes to call upon for further studies on the following areas:

- TNAs to be conducted nationwide at all levels in the government to involve ministries, departments, executive agencies, public companies authorities, parastatal organizations, regional secretariats and local government authorities. TNAs must be conducted at lower level local government authorities such as in village, streets, and neighbourhood and shehia levels in order to understand the actual needs of training in these levels. The government of Tanzania has to view TNAs reports as cornerstone for implementation of effective staff training and development programmes. TNAs reports provide insights to government officers on the importance of the Standing Orders for Public Service, Public Service Act and Public Service Regulations on the issue of staff training and development and
- Village or ward levels determine TNAs. TNAs reports to be used in addressing specific individual performance deficiency. This is necessary for preparations of proper staff training programmes. TNAs could be done on areas such as poor performance on agriculture production, excessive drinking of local beers among peasants, chronic problems between pastoralists and peasants concerning land use. This study is useful because in most cases assessment for the performance in the government is top-bottom, which absolutely is a mistake, instead evaluation must adopt bottom-up model, and hence, conducting TNAs at village levels becomes vital.

- TNAs can be conducted on the concept of citizenship. Most of Tanzanians are declined from knowing their constitutional rights, thus TNAs can be done on this areas to determine exact solutions pertaining to this problem.
- Issues of peace and security in villages, towns are still rampant because there are still many immigrants staying illegally. TNAs determine illegal immigrants could be carried to get proper remedies to such problem in Tanzania.

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## **APPENDICES**

### **APPENDIX I: Historical Background of Morogoro Municipal Council (MMC)**

#### **1.0 Introduction**

The MMC is one of the oldest towns in the history of Tanzania by then Tanganyika in the 18<sup>th</sup> century. Morogoro got a township status in 1956. In 1962 after independence of Tanganyika the council was lifted to Town Council status. Its inception as a town is said to have come at the end of the 18<sup>th</sup> Century when it had a population of about 3,000 people. At that time missionaries developed interest in this little settlement with the aim of getting control of already spreading slave trade. They built a church and few buildings at Kigurunyembe only few kilometers from the present town center. The place later was established to be the Teacher's Training College whereby to date is called 'Morogoro Teachers' College'.

Also at that time, there were Germans who were busy converting Morogoro into a Provincial Headquarters of the Eastern Province of the Germany East Africa [Later Tanganyika]. The majority of the indigenous people belonged to Luguru tribe.

The Town Council was lifted its status on the 1st July 1988 and became a Municipality with a Mayor as the Chairman of the Municipal Council. Since MMC is endowed with a strategic geographical location and a vast unoccupied land area that facilitates expansion, efforts are being applied in order to make it a metropolitan city in the near future. Such effort includes improvement of road network, human settlements and revenue collection.

## **2.0 Location**

The Municipality is about 195 kilometers to the West of Dar es Salaam and is situated on the lower slopes of Uluguru Mountains whose peak is about 1,600 feet above sea level. It lies at the crossings of Longitudes 37.0 East of the Greenwich Meridian and latitude 4.49 South of Equator. Furthermore, Morogoro Municipal Council enjoys one peculiar advantage of being a hub whereby there is a highway road link to East, West, South and Northern parts of the country.

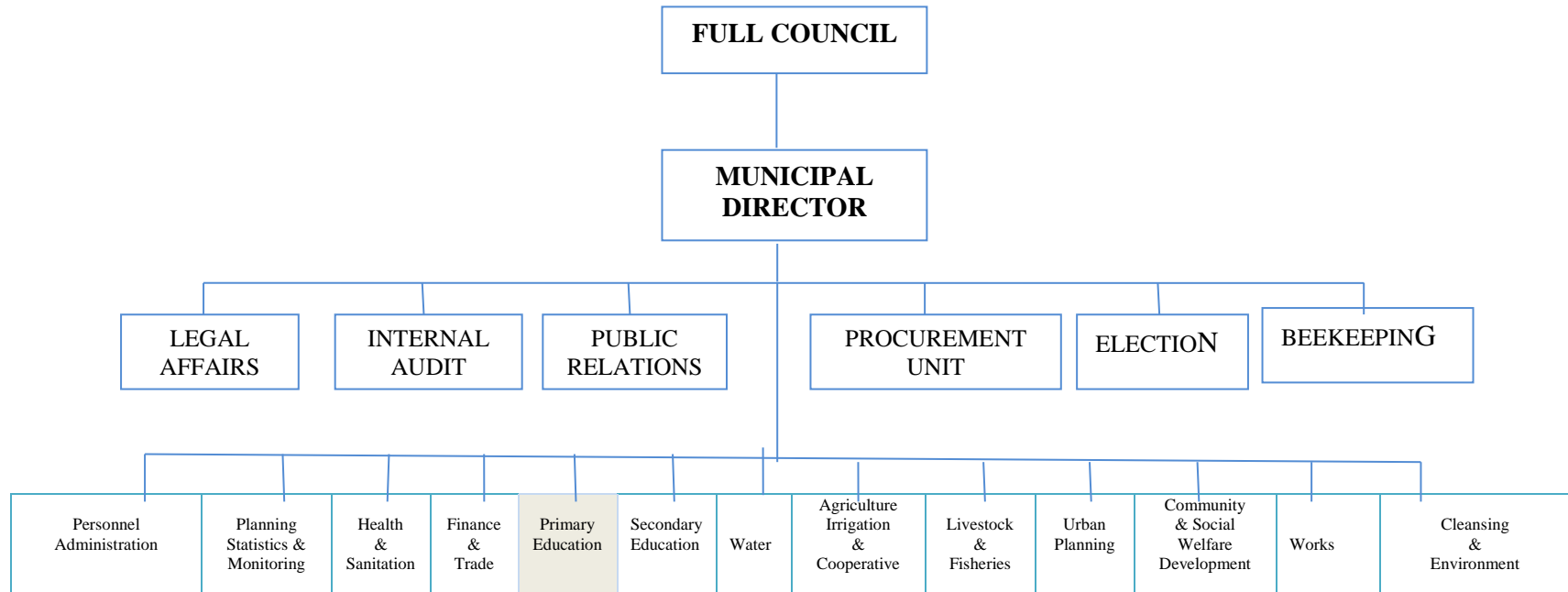
## **3.0 Climate**

Despite the variation of climatic conditions throughout the year, the weather is attractive because of its high altitude. Morogoro experiences average daily temperature of 30°C degrees centigrade with a daily range of about 5° C centigrade. The highest temperature occurs in November, December and January during which the mean maximum temperatures are about 33° C centigrade. The minimum temperatures are in June and August when the temperatures go down to about 16° C centigrade. The mean relative humidity is about 66% and drops down to as far as 37%. The total average annual rainfall ranges between 821 mm to 1,505 mm. Long rains occur between March and May and short rains occur between October and December each year.

## **4.0 Council employees**

The council has a total of 2,015 permanent employees. The primary schools teachers constitute of 84.62% of the total Municipal Council staff which is equivalent to 1,705 staff.

## APPENDIX II: Morogoro Municipal Council (MMC) Organization Structure



Source: Municipal Human Resource Office, 2015

### **APPENDIX III: A Questionnaire for Management and Heads of Department**

Dear respondent,

I kindly request you to respond to questions under mentioned below so as to facilitate my research study which is about Determination of Training Needs Assessment. You have been selected to respond to this questionnaire because it is my belief that you possess some crucial information of teachers in primary schools which are relevant to my study. These information are useful for you to understand whether the Morogoro Municipal Council regard employee as a source of achievements thus to deserve training. On another hand, the information will help me to provide some inputs to my study and in the end to recommend to Morogoro Municipal Council on how best should be done to improve the process of training of employees.

On top of that the information collected from teachers in primary schools will be confidential and in particular are useful for fulfilment of my Master degree in Human Resource Management offered by the Open University of Tanzania and not otherwise. Also, in case the Morogoro Municipal Council may need this study report in the future you are kindly welcome to get a copy of it.

#### **Introductions**

1. Put a mark (V) or (X) in-front of the best answer against you are answering.
2. Fill in the black spaces provided on each of the open ended questions in this questionnaire.

3. You can take a fresh page if you feel that there is need to provide additional information regarding the question related to this study and attach it with this questionnaire.

**PART A: PRELIMINARY INFORMATION**

1. Date of filling this  
questionnaires:.....
2. Time:.....
3. Your  
department:.....
4. Your  
designation:.....
5. Total length of service in this  
.....
6. Experience to your present job in years:.....

**PART B: Process of Training Needs Assessment (TNas) For Teachers in  
Primary Schools in Morogoro Municipal Council**

1. Do you have the written training programme for teachers in primary schools?  
A: YES ( ) B: NO ( )
2. Who is preparing the training programmes?  
A: Management ( )  
B: Head of departments ( )  
C: Education Officer ( )

- D: Human resource managers ( )
- E: Councillors ( )
- F: Employees ( )
- F: Trade Union representative ( )

3. How training needs are identified in the Municipal council?

.....  
.....

4. What items are considered in identification of training needs?.....

.....  
.....

5. Identify the procedures made in the identification of training needs in your department or unit?.....

.....

6. Explain each of the steps/procedures stated in question 5?.....

.....

7. At Morogoro Municipal Council for teachers in primary schools who initiates the process of training needs?

- A: Management ( )
- B: Office of human resource ( )
- C: Head of department ( )
- D: Education Officer (primary schools) ( )
- E: staff after realising that there is need of training ( )
- F: Poor employees' performance resulting to wastage ( )
- G: Trade Union organization ( )

8. Why do you think such process should be initiated?.....

.....

9. How long does it take to complete such process?.....

.....

.....

Who assists process of training needs?.....

.....

.....

10. How often does the Municipal Council conduct training needs assessment?

A: Each month ( )

B: Every three months ( )

C: Half yearly ( )

D: Yearly ( )

E: Whenever need arises ( )

**PART C: CAUSES FOR TRAINING NEEDS ASSESSMENT (TNAs)**

1. Managerial factor is the primary source for the training needs to take place.

Explain?.....

.....

.....

2. Please explain how the Council meetings influence training needs to

happen?.....

.....



3. Availability of budget for the training is crucial for undertaking training needs. Do you agree?

A: YES ( ) B: NO ( )

4. For the answer in question 3 give explanations?.....

.....

5. Training programme and training policy are the components that assist management in making decisions about conducting training needs. Do you support this idea?

A: YES ( ) B: NO ( )

6. Explain how employees can be the cause for the Council to conduct training needs?.....

.....

7. Poor performing of employee results to wastage, loss and rumours in the organization. Do you think this situation can be answered by training?

A: YES ( ) B: NO ( )

8. Please explain the answer in question 7?.....

.....

.....

**PART D: GENERAL QUESTIONS ON TNA DETERMINATION**

1. Why do you think TNA is essential component in the council?
2. How TNA can be improved in the council?

**Thank You**

**Appendix IV: Dodoso Kwa Watumishi Wengineo**

**Ndugu,**

Ninakuomba ujaze hojaji yangu hapo chini kwa ajili ya kukamilisha tafiti inayohusu Utambuzi wa Mahitaji ya Mafunzo kwa watumishi upande wa waalimu wa shule za msingi katika Manispaa ya Morogoro. Wewe umechaguliwa kutokana na kwamba nina amini kuwa unazo taarifa muhimu zinazo husu mafunzo ya watumishi ambazo ni za msingi kwenye tafiti yangu. Pia taarifa nitakazo pata zitasaidia Manispaa kujitambua iwapo masuala ya mafunzo kwa watumishi yamekuwa yakipewa kipaumbele katika kuboresha utendaji wa kazi na kuongeza uzalishaji. Zaidi itakapo bidi nitashauri Manispaa kuboresha mfumo wa namna ya kuwazingatia watumishi katika masuala ya kujiendeleza.

Taarifa hizi ninazokusanya ni kwa ajili ya matumizi ya tafiti yangu ikiwa ni katika kukamilisha masomo yangu ya shahada ya uzamili katika Chuo Kikuu, Huria, Tanzania na si vinginevyo. Hata hivyo iwapo Manispaa itaweza kuhitaji matokeo ya tafiti hii siku za usoni ninaweza kuwapatia nakala ya tafiti hii.

**UTANGULIZI**

1. Weka alama ya vema (V) ama ya mkasi (X) kwenye jibu lako utakalochagua kwenye dodoso hojaji hili.
2. Jaza ama weka jibu lako kwenye nafasi zilizooneshwa wazi kwenye maswali ya dodoso hojaji hili. Kuchanguliwa kwako kujaza dodoso ni kwa sababu ninaamini kwamba wewe ni sehemu muhimu ya Manispaa na kwamba unazo

taarifa za msingi ambazo zitanisaidia kwenye tafiti yangu inayohusu  
Utambuzi wa Mahitaji ya Mafunzo kwa watumishi.

**SEHEMU A: Taarifa za Awali**

1. Tarehe ya hojaji:.....
2. Idara unayofanya kazi :.....
3. Cheo chako cha sasa:.....
4. Uzoefu wako wa kazi kwenye Cheo ulichonacho sasa (taja idadi ya miaka):.....

**SEHEMU B: Visababishi vya Utambuzi wa Mahitaji ya Mafunzo Upande wa  
Waalimu wa Shule za Msingi, Manispaa ya Morogoro**

1. Unadhani kwa nini mtumishi anaweza kuwa chanzo cha Manispaa kuamua kumpatia mafunzo? Elezea.....  
.....
2. Fafanua ni mafunzo yapi Manispaa inaweza kumpatia mwalimu wa shule ya msingi?.....  
.....
3. Je? unafikiri ni kwa sababu gani Manispaa inaweza kukubali kumpatia mwalimu wa shule ya msingi mafunzo?  
.....  
.....  
.....

4. Kwa uzoefu wako mafunzo yaliyokwisha wahi kutolewa na Manispaa kwa  
 waalimu wa shule za msingi yalikuwa ya ndani ya Manispaa au yalifanyika nje  
 ya Manispaa kwenye taasisi ya  
 mafunzo?.....  
 .....
5. Mafunzo hayo yalikuwa ya muda gani? Chagua moja katika yaliyopo hapo chini.
- A: wiki moja ( )
- B: chini ya miezi mitatu ( )
- D: zaidi ya miezi mitatu ( )
- E: mwaka mmoja ( )
- F: zaidi ya mwaka mmoja ( )
6. Je? Inawezekana Uongozi wa Manispaa kuamua kuanzisha Utambuzi wa  
 Mahitaji ya Mafunzo kwa watumishi?
- A: NDIYO ( ) B: HAPANA ( )
7. Kwa majibu ya swali namba 6 hapo juu elezea?.....  
 .....  
 .....
8. Je? Council unadhani ina ushawishi gani kwa uanzishwaji wa zoezi la Utambuzi  
 wa Mahitaji ya Mafunzo kwa watumishi?.....  
 .....  
 .....
9. Malalamiko ya watumishi na utendaji mbovu wa kazi unaweza kusababisha  
 hasara kwa Council. Je? unakubaliana inaweza kuwa chanzo cha kuanzisha  
 mchakato wa Utambuzi wa Mahitaji ya Mafunzo kwa watumishi?

A: NDIYO                      B: HAPANA                      (       )

10. Majibu ya swali la 11 fafanua?.....

.....

.....

.....

**SEHEMU C: Hatua za Utambuzi wa Mahitaji ya Mafunzo Kwa Waalimu wa**

**Shule za Msingi Manispaa ya Morogoro**

1. Toka umeanza kazi umekwisha wahi kusikia endapo Manispaa ina Sera ya Mafunzo kwa watumishi?

A: Sijawahi kusikia                      B: Nimekwisha kusikia                      (       )

2. Iwapo jibu swali la kwanza ulikwisha wahi kusikia, Sera hiyo ya Mafunzo imejumuisha watumishi wa namna gani?.....

.....

3. Elezea Manispaa inazingatia viashiria gani ili kuweza kuanzisha zoezi la Utambuzi                      wa                      Mahitaji                      ya watumishi?.....

.....

4. Je? Unaweza kueleza Utambuzi wa Mahitaji ya Mafunzo kwa watumishi unafanyikaje hapa Manispaa?.....

.....

5. Uongozi wa Manispaa unahusikaje na Utambuzi wa Mahitaji ya Mafunzo kwa watumishi?.....

.....

6. Elezea kuna hatua zipi zinafanyika katika zoezi la Utambuzi wa Mahitaji ya Mafunzo kwa watumishi hapa Manispaa?.....  
.....
7. Mchakato kwa kila hatua katika Utambuzi wa Mahitaji ya Mafunzo ya watumishi unachukua muda gani?.....
8. Je? Ni nani wanahusika katika Utambuzi wa Mahitaji ya Mafunzo kwa watumishi hapa Manispaa? Chagua wafuatao.

- A: Mkurugenzi ( )
- B: Afisa Rasilimali Watu ( )
- C: Afisa Elimu (Shule za Msingi) ( )
- D: Mtumishi mwenyewe ( )
- E: Mkuu wa Idara husika ( )
- F: Council ( )
- G: Madiwani ( )
- H: Chama cha Wafanyakazi ( )
- I: Uongozi ( )

9. Je? Unadhani mtumishi mwenyewe anahusikaje katika Utambuzi wa Mahitaji ya Mafunzo kwa watumishi?.....  
.....

10. Ni mara ngapi zoezi la Utambuzi wa Mahitaji ya mafunzo kwa watumishi linafanyika?

Chagua majibu kati ya hayo hapo chini.

- A: Kila mwezi ( )
- B: Kila baada ya miezi mitatu ( )

- C: Mara mbili kwa mwaka ( )
- D: Mara moja kwa mwaka ( )
- E: Baada ya miaka miwili ( )
- F: Wakati wowote mahitaji yanapojitokeza ( )

**SEHEMU D: Maswali ya Jumla Kuhusu Upimaji Mahitaji ya Mafunzo Kwa  
Watumishi**

1. Elezea unadhani kwa nini kuna umuhimu wa Upimaji wa Mahitaji ya Mafunzo kwa waalimu wa shule za msingi Manispaa ya Morogoro?
2. Unadhani ni njia gani zitumike katika kuboresha namna ya Upimaji wa Mahitaji ya Mafunzo kwa waalimu wa shule za msingi Manispaa ya Morogoro?

**Asante Sana**

**APPENDIX V: Interview guide on Training Needs Assessment (TNA)**

1. Management in the council is the eye to maintain competitive advantage.  
Why it is necessary for the management to conduct TNA for its survival?
2. Awareness of individual employee in the council to seek for training may be the factor to require TNA. Please explain?
3. Why TNA in the council may be initiated due to low performance?
4. Who are involved in the process of identifying TNA?
5. What is the procedure of conducting training needs?
6. How often training needs is done?
7. Explain apart from training policy what other instruments are important for training needs?
8. Why do you think training needs is necessary?

**Thank You**