

**MANAGEMENT OF THE TRAINING FUNCTION IN THE
LOCAL GOVERNMENT AUTHORITIES IN TANZANIA:
A CASE OF BAGAMOYO DISTRICT COUNCIL**

BY

MASHAURI MUSSA MCHELE

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled ‘Management of the training function in the Local Government Authorities in Tanzania a case of Bagamoyo District Council’ in partial fulfillment of the requirements for degree of Masters in Human Resources Management (MHRM).

Dr. Salvio Macha

(Supervisor)

Date

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I **Mashauri Mussa Mchele**, declare that this submission is my own work towards the degree of Master of Human Resources Management, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Signature.....

Mashauri Mussa Mchele

Date.....

DEDICATION

This work is dedicated to my beloved parents, late Mr. and Mrs. Mussa Mchele without their great help and sacrifices during my upbringing I would not have gone to school.

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ABSTRACT

The study aimed at assessing the way Local Government Authorities manage the training function of their employees. Case study design through questionnaires was used for data collection in which one hundred and ninety (190) questionnaires were distributed to respondents. The findings indicate that the majority of the respondents did not have knowledge on the available policy that guide the management of training functions in their District inspite of having adequate policies guiding management of training functions in the Public Service. Training Needs Assessment is not done as per the policy requirement. The current practice at the district is that the identification of staff needs is left to the heads of departments and done adhockly without considering individual and organization challenges. None availability of the training plans, programs and budgets in the study area and thus become a challenging issue; Most of the Local Government Authorities do not monitor and evaluate their training activities. The study thus recommends the Local Government Authorities to abide with a guiding framework for the management of training functions in a decentralized human resource management regime. This will give strength to the LGAs in proper implementation and managing of their training activities.

Key Words:

Training Functions, Training Needs Assessment, Evaluation, and Policies.

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LIST OF ACRONYMS/ ABBREVIATIONS

AATEP	Association of Accredited Training and Education Providers
FENA	French Ecole Nationale d'Administration
HRM	Human Resources Management
LGAs	Local Government Authorities
MHRM	Masters of Human Resources Management
NAP	National Advisory Panel
OECD	Organisation for Economic Co-operation and Development
PRC	People's Republic of China
PSLO	Public Service Learning Organization
SPSS	Statistical Package for Social Sciences
TNAs	Training Needs Assessments
TPs	Training Plans
UNDP	United Nations Development Programme
URT	United Republic of Tanzania
USA	United States of America
WPPSTE	White Paper on Public Service Training and Education

CHAPTER 1:

INTRODUCTION

1.1 Background of the Study

Public sector organizations all over the World rely on the knowledge, skills, and abilities of their human resources to produce goods and services efficiently and effectively. As organization expands in terms of responsibility (ies) and service coverage, developing of employees is of importance.

One of the major factors hindering the growth of African economies and organizations is the poor management of training function to carry out tasks that are necessary for such growth. It is therefore essential to engage in proper management of training function and continuity capacity building as a component of development, this suggests the importance of training and development to human capital. Given this importance, many African countries have launched initiatives to training employees in public sector organizations. These initiatives have been supported by both the Government of Tanzania through various reforms and the donor community which has similar views to those expressed in a World Bank Long-Term Perspective Study of Africa that identified capacity building as vital to the continent's growth and development. Thus, various policies on training and development have been developed and large amounts of fund spent on them. An important issue, given such importance and expenditure, is to assess the management of training function towards organizational development.

1.2 Research Problem

Developing capacities and competencies of the Public Service to enable it deliver services effectively and efficiently entails availing Government employees opportunities

to undergo training which would enable them acquire new knowledge, skills, and appropriate working culture and attitudes. It is for this reason that over the years the Government of Tanzania has been emphasizing on the need for Government employees to continuously undergo training. A key policy statement on the importance of training in the public service is the Public Service Management and Employment Policy (PSMEP) of 1999 (revised in 2008) which states that “all Public Service organizations shall develop a training programme, based on the skills requirements as identified in their human resource plans. The programme shall be to the outcomes or to actual utility of the training program, however, very often it is seen that training programmes do not yield the desired results. Employee productivity does not rise in proportion to the training investment.

In spite of this policy statement, the Government still faces challenges in the management of the training function in the Public Service. There have been concerns that many public service organizations including the Local Government Authorities (LGAs) view training as something to be implemented when time and budgets allow. Others view training as remedial or a matter of shoring up weak employees or fixing problems. This makes training initiatives in the Public Service unsystematic. Resources are thought to be expended on training which has little practical relevance to improving staff and organizational performance. Furthermore, there are concerns that training initiatives in the Public Service are not monitored and/or evaluated for their efficiency and effectiveness (URT, 2008).

The lack of generally accepted principles of managing the training functions made public service organization’s employee’s performance is to be unsatisfactory. It is therefore

obvious that management of training has not worked as intended. This weakness motivated the study with an intention to examine the management of training function specifically by (i) assessing the adequacy of policies and strategies to guide the Local Government training, (ii) assess the legal framework to guide the management of training function in the LGAs; (iii) explore the level of application of systematic training in the LGAs of Tanzania viz. application of the four stages of the training cycle, viz. Training Needs Assessments (TNAs); and preparation of training plans (TPs) Systematic delivery of Training programmes; and Monitoring and evaluation of training interventions.

1.3 Research Objectives

1.3.1 General Objective

The main objective of the study was to assess the way the LGAs manage the training function to its employees in Tanzania. The specific objectives of this study were to:

1.3.2 Specific objectives

- (i) Assess the Policy and legal framework to guide the management of training function in the LGAs?
- (ii) Assess the adequacy of policies and strategies to guide public service training;
- (iii) Explore the level of application of systematic training in the LGAs of Tanzania; viz. application of the four stages of the training cycle, viz. Training Needs Assessments (TNAs); preparation of training plans (TPs) Systematic delivery of Training programmes; and Monitoring and evaluation of training interventions.

1.4 Research Questions

The research questions evolved around the four specific objectives that had to be answered as follows:

- (i) Is there Policy and Legal Framework to guide Management of training Functions in LGAs?
- (ii) Are there adequate policies and strategies to guide management of training function in the Local Government Authorities of Tanzania?
- (iii) Do Local Government Authorities follow the four basic steps in managing the training function?

1.5 Significance of the Study

Academically the findings of the study are expected to strengthen empirical and theoretical knowledge of managing training function in Tanzania.

In policy making the Ministry of Public Service Management in Tanzania can use the findings from this study to make review and decisions related to management of training functions in particularly the Local Government Authorities (LGAs).

At organizational level, the findings of this study will enable employees and teams to understand the procedures for effective management of training in their organization.

The research is part and parcel of the partial fulfillment of the requirement of the award of Masters of Human Resources Management (MHRM).

The study will help to transform Tanzania into a knowledge-based society through effective management of training and development.

CHAPTER 2:

LITERATURE REVIEW

2.1 Introduction

The objective of this section is to review the relevant published material relating to the study. According to Saunders, Lewis and Thorn hill (1997; 39) the main purpose of a review is to assist in developing a good understanding and insight into relevant previous research and the trends that have emerged. This would assist the study to compare the current situation with the postulations in the theoretical framework.

2.2 Conceptual Definitions

2.2.1 Training

Training is the process in which people are imparted with knowledge, skills, experience and attitudes that they need in order to perform their jobs (Ngirwa, 2006). Thus training programs can significantly improve the overall performance of organization. In his book “Human resources Management in African Work Organization”, Ngirwa further postulated that training is applied to technical staff, lower, middle, senior level management. When applied to lower and middle management staff it is called as training and for senior level it is called managerial development program/executive development program/development program.

Armstrong (2004) defined training as the process by which people acquires and develops new knowledge, skills, capabilities and altitudes. He further highlighted on the four types of learning namely; instrumental (learning to do job better); cognitive (enhancement of

knowledge and understanding); affective (development of attitudes or feeling); and self – reflective learning (creation of new knowledge).

Koontz argues that training programmes facilitates the learning process and in most cases it is run on short term in order to help people to do their jobs better. Organizations use training to develop the necessary technical and task skills that the employee is in need for better achievement of the job's task. Therefore training programmes facilitate socialization of new model behaviors (Koontz, 1993).

Schuler (1999) pointed out that training is any attempt to improve current or future employee capability and hence increment in job performance. Needs for training and development may arise for many reasons such as job applicants with insufficient skills can be hired, technological changes, organization redesign, transfer and promotion of employees to better jobs in which new skills are paramount for better performance.

Irwin (1992) in his book “Organization Behavior” enlightened training as one among the emerging solution for reshaping work force, where he concluded that commitment for training is a prerequisite for making workplace more competitive and profitable.

Hall (1975) showed the importance of training and explained that training supplement the trainees' academic education. Hall further points that the kind of training provided must be suited to the type of work and grades for which the trainees are to be fitted. Each organization/firm must therefore provide courses to meet its particular needs or those of their beneficiaries.

2.3 Theoretical Literature

Maslow, Abraham H. (1908-1970) *Humanistic Theory of Learning* is based on the notion that experience is the primary phenomenon in the study of human learning and behavior. He placed emphasis on choice, creativity, values, self-realization, all distinctively human qualities, and believed that meaningfulness and subjectivity were more important than objectivity. For Maslow, development of human potential, dignity and worth are ultimate concerns.

Maslow further postulated that the purpose of learning is to bring about self-actualization, and the goals of educators should include this process. Learning contributes to psychological health. Maslow proposed other goals of learning, including discovery of one's career or destiny; knowledge of values; realization of life as precious, acquisition of peak experiences, sense of accomplishment, satisfaction of psychological needs, awareness of beauty and wonder in life, impulse control, developing choice, and grappling with the critical existential problems of life.

Dewey (1910) the theory of pragmatism postulated that learning is most effective when it is self directed, guided by theory and feedback from knowledgeable mentors. He insisted that learning must be thought of as a lifelong process rather than as a set of isolated, unconnected occurrences. Dewey assumed that experience is the organizing principle for all learning and emphasized the importance of learning to engage in a lifelong learning process. This theory further shows that learning is most effective when derived from analysis from hands – on experience.

Lewin (1951) suggest that learning takes place when experience is analyzed to test and validate theory, and this provide new insight. Lewin further postulated that learning

requires going through the entire cycle. However, the cycle can start at any stage, with some learning taking place at any stage. Learning, after initial use, is reinforced by the observation, feedback, and reflection stages. Each stage picks up from the preceding one. Under the learning theory, more emphasis is on experience and feedback process as the basis for learning.

Vroom's (1964) expectancy theory has frequently provided the theoretical framework for research examining training motivation, motivation to learn and training effectiveness. Vroom's model suggests that motivation is shaped by the expectation that an act will be followed by a certain outcome (expectancy) and by the value and desirability of that result (valence). It is therefore assumed that if a trainee expects that effort expended will result in valued outcomes, then that trainee will be more motivated to learn the material presented in the training programme and demonstrate higher levels of training motivation overall. outcomes, then that trainee will be more motivated to learn the material presented in the training programme and demonstrate higher levels of training motivation overall.

Colquitt et al. (2000) developed an integrative theory of training motivation based on need-motive-value and cognitive choice theory. The model identified factors that directly impact on training motivation (proximal factors) and factors that impact on training motivation through their effect on the proximal factors (distal factors). The proximal factors identified were self-efficacy, valence and job/career variables, whereas the distal factors identified were personality, age and situational variables. The model also identified outcomes of training as learning outcomes, transfer and job performance.

Kirkpatrick (1975) evaluation theory identifies four levels of learning evaluation that has to be used in making evaluating training, these levels include (i) reaction which meant the degree the participants react favorably to the learning event; (ii) learning which meant the degree to which participants acquire the intended learning event; (iii) behavior which meant to the degree participants apply what they learnt on the job; and (iv) results on the desired outcomes that occur as a result of the training event and subsequent reinforcement. The theory insist on asking participants on what and how they learnt, the information assesses knowledge gained and its usefulness on the job, rather than asking fondness of the instructor, the class room and the presented course materials. The theory further insists that evaluation on the training should take place not at the end of the last day of the course, but a number of days afterwards and should be repetitive.

Wallace (1999) developed Instructional Systems Development (ISD) model in which insisted that professional trainers have another take on training which they dub performance improvement. The primary focus of the model is on solving performance problems to achieve business results. Performance improvement encompasses skills training but also considers other issues such as the organization structure to support the work flow and the environmental working conditions. The model is the systematic approach to managing human capital. The model further consists of five interrelated steps namely (i) Analysis is sometimes called needs assessment, the assessment on the employee skills, abilities and knowledge towards attainment on the organization goals; (ii) Objectives that identifies the person who need training and the skills or performance improvements; (iii) Designing that help to choose the appropriate training methodology; (iv) Delivery which is about implementing the designed training programs; and (v) and evaluation on the successes or bottlenecks of the delivered training towards meeting

organization and individual performance. Wenger (1998) developed social learning theory that suggests that effective learning requires social interaction that is a group of people with shared expertise who work together are the primary source of learning.

2.4 Empirical Studies

In the study made by Cagri Bulut and Osman Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. The hypothesis of the study has been built on a resource-based view, social exchange theory and psychological contract theory. Field research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey in 21 November 2010. Confirmatory factor analyses were used to analyze the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all dimensions of training positively affected employee commitment. Implications have been presented for both researchers and human resource practitioners as to how to utilize organizational training factors to increase employee commitment.

Guerci (2010) explores the evaluation practices of six Italian corporate universities, paying particular attention to the means by which these practices are tailored to the needs of the various stakeholders. Stakeholder-based evaluation provides the theoretical framework for the study.

The literature suggests that much evaluation of training focuses on a single stakeholder, the shareholder, and that practice draws heavily on Kirkpatrick's hierarchical model. In the context of the corporate university, however, the authors find that multi-stakeholder evaluation is used in practice. Moreover, various aspects of corporate university

performance were evaluated, and data were supplied to stakeholders depending on the nature of their involvement. Stakeholder-based evaluation is argued to be a useful framework where there are a number of stakeholders, but training evaluation models other than the hierarchical one are needed if all relevant training factors are to be evaluated.

Mazenod's (2014) study on engaging employers in workforce training found that, a lack of employer engagement in workplace training continues to be reported in England. There seems to be a mismatch between national policy level expectations of how employers should be engaging in workplace training and the practicalities of employer engagement at the local level. The study presents findings from insider research on employer engagement in Train to Gain, the recent UK government flagship workplace training programme. The study draws on interviews with training providers and government contract managers in one local area to examine the impact of programme structures and funding arrangements on employer engagement and to identify lessons to be learnt. It was found further that, training providers identified rigidity and instability in government funding and management system structures as having constrained employer engagement in Train to Gain at the local level. The findings had implications for workplace training policy by suggesting that programmes with stable funding and local flexibility enable more effective employer engagement.

Daniels (2003) claimed that a lot of organizations' investments in training failed to return and suggested that this was probably due to the organizations' failure to connect training efforts with their goals and strategies. Mistakes such as this could have been minimized if training practitioners were aware of the importance of TNA. TNA, if done

properly, will force practitioners to determine the potential contribution of every training program to the achievement of organizational objectives.

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2.5 Research Gap

None of the studies provides a real picture of the changes over the last decade or forecasts the trends in influence of management of training functions in Tanzania.

Also nothing has been written about the adequacy of policies and strategies, systematic procedural for managing training functions in the Local Government Authorities in Tanzania.

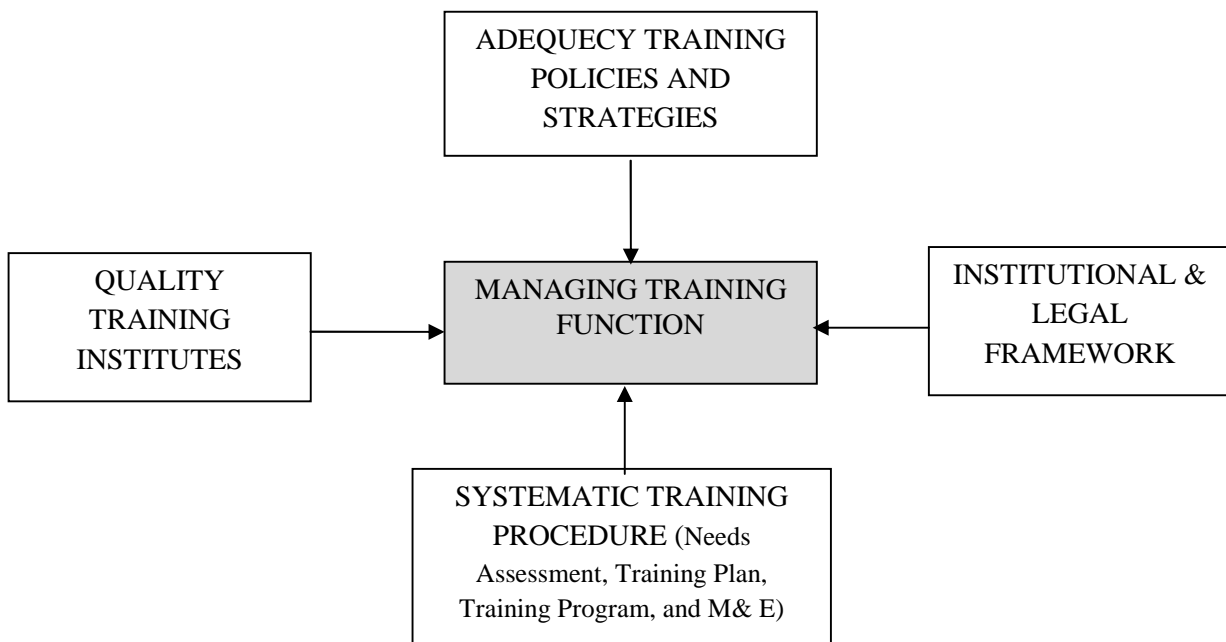
Different environment brings about difference in training infrastructure and learning methodologies.

In addition to that, it remains a matter of serious concern that there is no research-based model designed to evaluate challenges faced by public service organizations in managing training functions. It is upon this premises that this study is designed to fill these gaps and provide the foundation for further research studies.

2.6 Conceptual Framework

The conceptual framework for managing effectiveness in training function contains four core concepts, which are themes through which the human resource managers has to abide in delivering and managing institutional training functions as shown in figure 2.6 below;

Figure 2.6: A Conceptual frame work for managing training function



The conceptual framework is based on four principles namely:

- a) provision of national and sectoral policies and strategies guiding the training in the public service,
- b) an appropriate institutional and legal framework to support the management of training in the public service;
- c) observance and application of systematic training interventions that are based on a training cycle;
- d) quality training Infrastructure (Training Institutes)

2.6.1 Provision of national and sectoral policies and strategies on training

The strategic context of training was underscored by Dressler who said that training had to be closely linked with an organization's strategic goals (G.Dessler, 2005). The importance of training policies in the management of a training function in the public service was also underscored by Haywood (Haywood, K.M, 1992) as these policies would normally prescribe the very purpose behind the design of programs namely, learning, skill development and behavioral change. Furthermore, training policies would determine a clear link between training and an organization's career development and reward system in which training might lead to recognition and advancement (Cheng, E.W.L., & Ho, D.C.K. 2001).

Training policies had to be, but often were not, linked with the relevant aspects of the personnel policies of government, such as career development, promotion, and performance incentives. Without this link, neither a ministry nor its employees were eager to participate. However, the existence of a link to career advancement was itself useless or counterproductive if the training in question was irrelevant, incompetent, or insubstantial. Before attempting to enforce a link between training and promotion, it was essential, therefore, to make sure that training was appropriate and valued by those for whom it was meant. This consideration implied that training should as much as possible be demand-driven.

The importance of training policies and strategies in the management of the training function was demonstrated by the practice of many countries. A number of countries had training policies which obliged civil servants to undergo pre entry training as a condition

for substantive appointment, and in-service training as a condition for promotion to supervisory posts. For example, the United States of America (USA) had passed laws for the training of federal and state government employees (USA Training Policy handbook). French law obliged the government to put in place an in-service training policy, and recognized the right of government employees to in-service training. This same right was also contained in collective bargaining agreements with government employee unions in countries such as Italy and Spain. On the other hand, countries in the British tradition, instead, generally regulated pre entry and in-service training through executive instructions.

Several Asian countries, such as the People's Republic of China (PRC) and Singapore, prescribe a minimum number of weeks of formal training for government personnel. There is prescribed training cycles for employees in functional cadres that require increasing levels of specialization, such as tax administration, labor law, or engineering. Employees may also have to undergo training before assuming higher responsibilities.

In Africa many countries have formulated training policies and strategies to guide training activities in their public services (Republic of Kenya, 2005). For example the South African government has committed itself to training and development in the Public Service through its White Paper on Public Service Training and Education (WPPSTE, 1998) (Republic of South Africa, 1997). The main aim of the WPPSTE is to provide a new national strategic policy framework on training and education for public servants that will contribute positively to the goals of public service transformation. It also aims at bringing public service training and education into line with international

best practices, current global trends in human resource development and the national strategic policy context. Apart from this policy, South Africa has a very comprehensive “strategic framework for the development of human resources in the public service (C. Clark).

2.6.2 An Appropriate Legal and Institutional Framework to support Training in the public service

Many authors of HRM and training emphasize the importance of organizational and management support in realizing the full benefits of training. For example Goldstein and Ford (I.L.Goldstein, & J. Kevin Ford) stress the need for training to be based on a systematic and organized framework. Training should meet the needs of individual employees, teams, departments, and organizational functions. Training can be centralized through a central unit or Department that allocates all the funding and designs and administers all training programs, or decentralized, with each department in charge of financing and managing the program. Generally, as in procurement or personnel management, a combination works best—with a central unit defining policies and allocating funds to departments; departments being responsible for deciding on training content and participants; and the actual training delivered by competent educational institutions. Either way an appropriate legal and institutional framework for managing training is one of the prerequisites in enhancing effectiveness of training in the public service.

Legal Framework

Literature on the need for appropriate legal and institutional frameworks to support training in the public sector is abundant. For an example in some OECD countries the right and/or obligation of civil servants to undergo in-service training is stated in the

constitution (Sigma Papers N. 16, <http://www.sigmaweb.org/dataoecd>). In most countries in-service training is regulated either in the civil service act or in bylaws. Some countries, such as Spain, Italy and France have, in addition to legal provisions, negotiated collective agreements regulating the details of in-service training for public servants. As far as public employees are concerned (workers whose work relationship is governed by the labour code), in-service training is mostly governed by collective agreements (Sigma Papers N. 16, <http://www.sigmaweb.org/dataoecd>).

In France, (Sigma Papers N. 16, <http://www.sigmaweb.org/dataoecd>) in-service training is regulated by laws (e.g. the civil service act) and by by-laws (ordinances, decrees). This legislation obliges the government to put in place an in-service training policy and recognizes the right of the public servant to in-service training. This legal framework is supplemented by the accord cadre of 29 June 1989, last renewed on 22 February 1996, which regulates further details regarding in-service training. This accord-cadre is worth mentioning as it was the first time that a collective agreement signed for the French public service covered other than remuneration issues.

The United Kingdom lacked general legislation to regulate in-service training, a fact consistent with the British administrative culture. Nevertheless, in-service training has always played an important role in the British administration.

In OECD Countries Public servants enjoy the general right to in-service training. Most regulations also state an obligation to undertake in-service training, particularly an obligation to “self-instruction”, i.e. an obligation of the civil servant to keep his expertise and qualifications up to date.

A specific right to a certain number of training days per year for each civil servant does not usually exist. An exception is France, where the *accord-cadre* states five to six days (depending on the category; cat. C = 6 days) per public servant during the time the agreement is valid; (three years). In fact, the average number of training days per civil servant has actually exceeded the agreed number of days. In this context it may be worth mentioning that labour codes or collective agreements for the private sector often include the right to about one week educational leave per year.

Though a specific right to training does not generally exist, the training systems in place usually accommodate most of the training demands of civil servants. Moreover, most civil service legislation provides for the possibility of longer periods of educational leave, to attend further education or specific training programmes, given certain prerequisites are fulfilled. In Italy, for example, there exists the right of the public servant to take up studies leading to a state diploma. In this case the state may agree to up to hours per year paid educational leave for every civil servant pursuing such studies.

The obligation to attend training programmes which has found its way into most civil service legislation makes obligatory training for civil servants possible. This training may greatly exceed three days per year. In Germany, for example, there exist specific regulations regarding in-service training for public servants working in Inland Revenue and tax and excise administration, labour administration and social security administration. Public servants) are obliged to undergo a two-year training cycle after recruitment. Furthermore, there is a six to eight week training cycle for new entrants in general administration.

Institutional framework

Many countries in the developed and developing countries have institutional (or organizational) frameworks for the training function in their public services. An examination of institutional frameworks for public service training in a number of countries shows a number variant, including: (i) centralized arrangements; (ii) Decentralized arrangements; and, (iii) A mixture of the two.

In countries where training is centralized, the central training unit usually assesses the training needs of the government as a whole and of individual sectors and ministries based on consultation with the ministries, training institutions, and stakeholders outside government. Subject to the approval of the political authority, the training unit is responsible for all aspects of the design and funding of government training, including the cost estimates, adequate funding, the identification of training providers in the public and private sectors, interaction with the client ministries and agencies, and the training plan. Advisory councils, composed of representatives of public and private training institutions and user groups, are set up in many countries to assist the central training unit.

The US provides an example of how the training function is integrated into the central personnel agency. The Office of Personnel and Management has a training and development division grouped around clusters of states to assist federal agencies in designing training courses and devising training solutions. On the basis of the training needs assessment, the central training unit draws up long-term and annual training plans for the government, including indicative financial provisions, the role of training institutions, the assignment of responsibilities, and monitoring and evaluation provisions.

The training plan should also interface with the career development and personnel management functions.

In countries with decentralized training, overall training objectives and policies remain the responsibility of a central agency, but the actual management of training, including the administration of sector policies, is entrusted to the line ministry, agency and organization concerned. This devolution often accompanies the establishment of executive agencies and the devolution of authority to chief executives for personnel management. In all cases, such devolution must be based on the willingness and capacity of line ministries and agencies to discharge the function, and requires as well strong central capacity for effective monitoring of outcomes. In the case of Malaysia, the central training unit requires the ministries and agencies funds for a well-designed training program.

According to professional observers (OECD, 1999(b) and Boris, 1999), there is no a priori preference for centralized and decentralized administration. Both arrangements require monitoring and control to ensure that training objectives are met, prevent overlaps and interdepartmental inequities, and optimize the training efforts and expenditure. In centralized administration, where the central unit meets all the costs of training and the training is free for the government agency concerned, the agency obviously tends to ask for more training than what is needed, or for training unrelated to the jobs. According to professional observers it is not advisable for the central unit to take over the role of selecting employees for training. Many countries follow therefore a mixed funding arrangement. The central unit is provided with funds for the centralized training of senior cadres, and for training to address important skill gaps. It also allocates

training funds to the ministries and agencies on the basis of their own training plans, and mobilizes support from public training institutions (as well as technical assistance from donors).

In South Asian countries the central agency also coordinates the training of subordinate administrative cadres, in addition to ensuring the integration of training with administrative reform and with personnel management policies such as performance evaluation and career development. For economies of scale and convenience, the central training unit normally also serves as a clearing house of information on all matters related to training institutions and experts, training practices, needs assessment, and evaluation.

Implementation arrangements for the Irish training strategy assign responsibility for training and development as follows (Ireland, 2005 – 2007): (i) Senior Management and the Organization's Training Officer: to prioritize training needs for the Organization; (ii) Training Officer: determining overall training needs and for ensuring that these needs are met; (iii) line-managers: help jobholders identify training and development opportunities, which will address both immediate and long term development; (iv) jobholders: identifying their own training and development.

In 1997 South Africa published a green paper (South African Government, 1997) which set to establish an efficient, cost-effective, consultative and well coordinated institutional framework for public service training and education. This framework was to be centered on the following key processes: (i) Strategic policy formulation and coordination; (ii) Operational decision-making, planning and implementation; (iii) Accreditation and quality assurance; (iv) Organization and coordination of training provision and providers;

(v) Monitoring and evaluation. In this connection the following organizations were to be established: a Public Service Learning Organization (PSLO), to take the lead role in standard setting, accreditation and quality assurance; a National Advisory Panel (NAP) for PSTE, to provide policy advice and to promote coordination, ownership and consensus-building around the new policy for PSTE; and an Association of Accredited Training and Education Providers (AATEP), to ensure the effective planning and coordination of the work of internal and external training providers.

2.6.3 Need for systematic training based on a training process

Many writers on training practices prescribe the process or basic steps which must be undertaken in training interventions. The four steps are (i) establishing a training need analysis; (ii) developing training plans and budgets; (iii) delivering the training programme; and, evaluating the training programme (I.L.Goldstein & J. Kevin Ford; S. Ghoshal, 1999; L.M.Prasad, 2009; B.M.Bass and J.A.Vaughan, 1989; G.Dessler, 2005). The objective in establishing a needs analysis (Step One) is to find out the answers to the following questions: “Why” is training needed?; “What” type of training is needed?; “When” is the training needed?; “Where” is the training needed?; “Who” needs the training?; "Who" will conduct the training?; and, “How” will the training be performed? By determining training needs, an organization can decide what specific knowledge, skills, and attitudes are needed to improve the employee’s performance in accordance with the company’s standards.

The needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organizational performance. If not properly

identified and analyzed, training programs may be as less useful as if they were never undertaken at all

Step two involves the translation of training needs into training programmes. These are normally prepared in the form of a training plan which might be a short or long term.

Step three is on the delivery of the training plan. Once the learning objectives have been written, the team can determine the best method for delivering the learning experience. Training does not need to be limited to workshops and meetings but can embrace various other methods to include readings, audio-tapes, videos, discussions, web/internet communications, satellite transmissions, web casts, conferences, etc.

Step four will determine how effective and profitable a training program has been. Evaluation of training programs is without a doubt the most important step in the training process. It is this step that will indicate the effectiveness of both the training as well as the trainer. There are several obvious benefits for evaluating a training program. First, evaluations will provide feedback on the trainer's performance, allowing them to improve themselves for future programs. Second, evaluations will indicate its cost-effectiveness. Third, evaluations are an efficient way to determine the overall effectiveness of the training program for the employees as well as the organization.

As noted, training that is badly designed or not accompanied by needed institutional changes is a waste of resources. The cost-effectiveness of the training investment must therefore be assessed. Training evaluation, like all other evaluations, compares the results with the objectives. Pre- and post training job performance can also be compared in the rare cases when performance can be reliably quantified. Formal training can be evaluated

at five levels: reaction, learning, behavior, results, and cost-effectiveness (Sims 1993). The first two relate to the trainee, while the other three relate more to the organization's goals and incentive framework.

2.6.4 Training Infrastructure

The effectiveness of training in the public service will in most cases depend on the quality of training itself a function of the quality of training providers both in terms of staff complement and training infrastructure and equipment. According to analysts, (OECD 1999(b) and Boris, 1999), training institutions for government personnel can include:

- government-owned and government-managed institutions (primarily providing no degree programs);
- autonomous institutions training both government and private sector personnel;
- university-affiliated institutes, which offer educational programs leading to a degree or diploma; and
- Business schools, originally set up to provide training in private management but which have diversified into also training personnel in the public sector.

Some of these institutions operate in several areas. Organizations owned or substantially funded and controlled by government have been set up in most countries for pre-entry and in-service training of government personnel. Governments that function along the British model have civil service training academies. For governments that follow the French tradition, the dominant training institution is similar to the French Ecole Nationale d'Administration (FENA). Many governments have set up national training

organizations directly under the control of the public service or personnel ministry. The government meets the entire expenditure, but allows the organization to supplement its resources through fee-based courses for public sector personnel or for donor-assisted projects.

CHAPTER 3:

RESEARCH METHODOLOGY

3.1 Introduction

This section provides amongst others on research design, populations, sample and size, study location, sampling design and procedures, variables and measurement procedures, data collection methods, tools, processing and analysis, expected results, work plan, research activities and expected time for commencing and ending the study.

3.2 Research Design

The case study strategy was used to assess the management of training function in the study area. The choice of the design is preferred as it has considerable ability to generate answers to the research questions. The design also allows the gathering of both qualitative and quantitative data by the aid of tools such as questionnaires, structured and unstructured interviews. Also, the strategy develops empirical data and less expensive.

3.2.1 The study location

The study was conducted in Bagamoyo District Council. Bagamoyo District is one of the six district councils found within Coast region with an area of 9,847 sq. km. Other Districts found in the region includes Kisarawe, Rufiji, Kibaha, Mkuranga and Mafia. It is located between 37⁰ and 39⁰ East and between 6 and 7⁰ South of the Equator. The district has 7 Divisions, 22 Wards, 97 villages and 697 vitongoji (hamlets). The District has about 3,800 staff of different cadres with education and health leading with high number of staff.

The reason for the selected study area is that; (i) Study of this nature has never been conducted in the district level; (ii) The district is the public institution which has to abide with the policy guidelines and best practices for delivering and managing training functions; (iii) Financial constraints as the area is near and cheap in terms of logistics and accessibility; (iv) Time for conducting research is limited thus limit the study to be conducted in the wider coverage.

3.2. 2 Population of the Study

The population of this study was the district employees from different professionals. The District has about 3,800 staff of different cadres with education and health leading with high number of staff.

3.2.3 Sampling techniques

Henry (1990) argues that using sampling makes possible a higher overall accuracy than a census. Simple random and Purposive techniques were used to obtain the responses from the employees. Purposive sampling will be basically used to obtain the key respondents such as the heads of departments.

3.2.4 Sample Size

In identifying the sample size, the rule of thumb applied and the study adopted the 5% of 3,800 available numbers of employees in the district council as shown on Table 3.2.3 below;

Table 3.2.3: Rule of thumb on sample size

Size of Population	Sampling Percent
0-100	100%
101-1000	10%
1001-5000	5%
5001-10,000	3%
10,001+	1%

Source: Fall 1984

Thus the sample size was one hundred and ninety (190). This was obtained using the rule of thumb where by 5% of total employees were identified for the study. The identified sample filled the administered questionnaires with success.

3.3 Data Collection

The study relied on both primary and secondary sources of data. Data was obtained via the use of structured questionnaires, interviews and supplemented by observation where a need arise.

3.3.1 Types of Data

3.3.2 Secondary Data

Documentary review was the main source of secondary data. A review of different books, journals, dissertations, thesis, magazines, policies from OUT and other government libraries will be made.

3.3.3 Primary Data

The primary data was gathered by the use of the questionnaires. Questionnaires were demonstrated through personal interviews. Respondents of the questionnaires were the employees from the Bagamoyo District Council.

3.4 Data Reliability and Validity

3.4.1 Reliability of Research Instrument

Reliability is the degree to which an assessment tool produces stable and consistent results. The questionnaire was pilot tested and responses compared this aid refining of the questions so that respondents would have no problems in responding to the set questions.

3.4.2 Validity of Research Instrument

To ensure validity of data, the questionnaire was designed and submitted to the supervisor for accuracy and approval.

3.5 Data Analysis

According to Shamoo and Resnik (2003), Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Descriptive analysis was done whereby percentages, frequency, figures, graphs and tables were presented. The aiding tool for analysis was the Statistical Package for Social Sciences version twenty (SPSS Version.20).

3.6 Confidentiality and Ethical Issues

The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft. An ethical consideration

was declared to the respondents during the data collection exercise. In addition the study showed the anonymity of the respondents was maintained and respondents were assured that their responses were treated with confidentiality and be used for the purpose of the study only.

CHAPTER 4: THE STUDY FINDINGS

4.1 Introduction

This chapter presents the findings of the study basing on the analysis of the results as per the objectives explained in chapter one. The information presented in this chapter relied heavily on questionnaires, interviews and the current practices done at the District.

4.2 Socio-Demographic Characteristics of the respondents

4.2.1 Respondents Age

Age of the respondents was considered to be important in assessing the management of training function in the Local Government Authorities in Tanzania. The study revealed that the age distribution of the respondents favored the group between 36-45 that comprised 98 (54.4%) of the total respondents. The finding statistically implies that the preferred age group shows that Local Government Authorities has strong manpower that needs to be developed in terms of capacity. Table 4.2.1 illustrates the findings.

Table 4.2.1: Respondents Age

Age of respondents	Frequency	Percent	Valid percent	Cumulative percent
Under 25	17	9.4	9.4	9.4
26-35	38	21.2	21.2	30.6
36-45	98	54.4	54.4	85.0
46-55	20	11.1	11.1	96.1
56+	7	3.9	3.9	100.0
Total	180	100.0	100.0	

Source: Field survey 2015

4.2.2 Respondents by Sex

The study wanted to know sex distribution of respondents in order to ascertain their non-business of the sample. Table 4.2 presents sex distribution of the sample for this study. Over half of respondents 100 (55.6%) were females. This was the results of given socio-cultural issues in Tanzanian where females are favored in employment. Nature of professionalism also was expected to provide more rooms for females in the sample. Table 4.2.2 illustrates.

Table 4.2.2: Respondents sex

Sex of the respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Male	80	44.4	44.4	44.4
Female	100	55.6	55.6	100.0
Total	180	100.0	100.0	

Source: Field Survey 2015

4.2.3 Respondents Education Level

Education level was considered as an important socio-demographic attribute when assessing management of training function in the Local Government Authorities in Tanzania. This was because, education was assumed to have essential part in enabling respondents to understand different training policies, standards, circulars and guidelines for guiding the management of the training functions in the LGAs of Tanzania. Education level also shows continual efforts of the LGAs in building capacity of its employees. The study found that 108 (60%) of the total respondents had

certificate/diploma as their highest education level, this findings statistically shows that the LGAs prefer certificate/diploma as the most of the qualification. Also the result shows that the LGA employees for the long time are not capacitated and thus had remained with the low level of education. The higher education (That is degree and masters) is meant for heads of departments and self sponsored employees. Table 4.2.3.illustrates.

Table 4.2.3: Respondents Education Level

Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	00	00	00	00
Form IV	15	8.3	8.3	8.3
Form VI	20	11.1	11.1	19.4
Certificate/Diploma	108	60.0	60.0	79.4
Degree/Equivalent	30	16.7	16.7	96.1
Masters Degree	07	3.9	3.9	100.0
PhD	00	00	00	
Total	180	100.0	100.0	

Source: Field Survey 2015

4.2.4 Respondents Work Experience

Respondents were asked to affirm their work experience with respective to the study organization. The study statistics shows that 35 (19.4%) worked with the respective organization for the period of less than five years. 103 (57.2%) worked between six and ten years. 15(8.3%) of the respondents worked with the respective organization for the

period between 11 and 15 years. 17 (9.4%) of the remaining respondents worked for the organization for the period between 16 and 20 years. 4 (2.2%) worked for the organization for the period between 21 to 30 years. 6 (3.3%) worked for the organization for over 31 years. The statistics shows that there was a good combination of experienced and less experienced in the study area. However, the big number of the respondents was from the mid experienced employees which comprised more than one third of total respondents. Table 4.2.4 illustrates.

Table 4.2.4: Respondents Work Experience

Work experience	Frequency	Percent	Valid percent	Cumulative percent
Up to 12 Months	00	00	00	00
1-5 years	35	19.4	19.4	19.4
6-10 years	103	57.2	57.2	76.6
11-15 years	15	8.3	8.3	84.9
16-20 years	17	9.4	9.4	94.3
21-30 years	4	2.3	2.3	96.5
Over 31 years	6	3.4	3.4	100.0
Total	180	100.0	100.0	

Source: Field Survey 2015

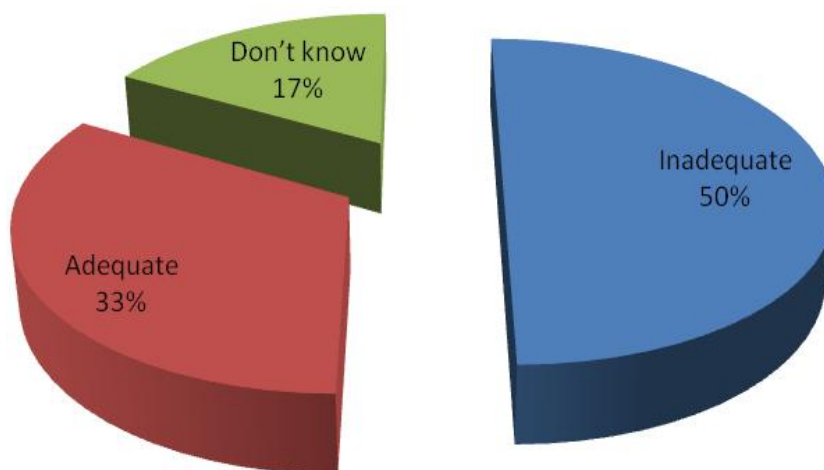
4.3 Policy and Legal framework to guide the management of training function in the LGAs;

Outcome from the study demonstrate that 50% of the respondents found that policy and legal frameworks for managing the training function to be inadequate, whereas

33% of the respondents had the view that policy and legal frameworks for managing the training function in the Local Government Authorities to be adequate, while 17% of the respondents has no knowledge and awareness on the available policy and legal frameworks to guide the management of training function in the LGAs,

The study found there are policies and instruments guiding management of training functions in the Public Service of Tanzania (Such as the Public Service Standing Orders of 2009, Public Service Management standards 2008, and The Public Service Management and Employment Policy 2013) though the available policies and instruments are too general and not specific for LGAs rather for all public service servants including the LGAs, all policies, instruments and guidelines are centralized from the central Government through the President's Office Public Service Management, it is a result of the public service reforms. Figure 4.3 below shows the outcome apparently.

Figure 4.3: Policy and Legal Framework to guide Training Functions in the LGAs.



Source: Field survey 2015

The study further revealed that there are no legal provisions to support training in the public service including Local Government Authorities (LGAs). The Public Service Act, No.8 of 2002 has no provision for training in the public service. Training in the public service has until now been guided by staff circulars, standing orders and various guidelines issued to the Service from time to time. The Standing Orders for the Public Service 2009 third edition has a huge division on training (Section G 1-G15), which among others makes provisions on contents of courses and assessment of results; terms and conditions governing training of public servants and courses outside the country, categorization of courses; forms of training; training allowances.

(i) The Standing Orders for the Public Service 2009

The Standing Orders is one of the necessary documents in the Public Service. It contains the general conditions of service for the Public Service in Tanzania. The employers are responsible to ensure the availability and accessibility of it to all public servants and every public servant should make sure that he understands and makes use of it.

The Standing Order is more organized and gives a policy statement which says that:

“all organizations are required to draw up specific in-service training programmes based on their identified training needs. Every organization shall make sufficient financial provision for training purposes in the training budget”

(ii) The Public Service Management and Employment Policy 2008

A key policy statement on the importance of training in the public service is the Public Service Management and Employment Policy (PSMEP) of 1999 (revised in 2008) which states that:

“All Public Service organizations shall develop a training programme, based on the skills requirements as identified in their human resource plans. The programme shall be funded from their budget allocation, and shall aim to meet both the organization’s capacity requirements and individual employees’ personal and career development goals, within the resources available”.

(iii)The Training Policy for the Tanzania Public Service 2013

The Training Policy for the Tanzania Public Service 2013 has been developed for all Public Services in Tanzania.

Some of the policy specific objectives are (i) strengthen management and coordination of training function in the public service; (ii) ensure appreciation of the importance of training by employers in the public service; (iii) address the needs and enhance attitudinal change of different levels of public servants in the training programmes; and (iv) mobilize and allocate resources for the training in the Public Service.

Among other things the policy aims at ensuring that; (i) there is a guiding framework of managing training in the Public Service; (ii) training initiatives are in line with the desired goals of the Public Service; (iii) training in the public service supports succession planning initiatives; (iv) training programmes are well structured to respond to the needs of different levels of public servants and contribute to attitudinal transformation of public servants; (v) induction training and pre-retirement training programmes are conducted by MDAs; (vi) Public Service employees undergo training from reputable/accredited training Institutions; (vii) the application of ICT for organized training and self learning is emphasized and encouraged.

(iv) Management Standards Practice for the Public Service 2011

Management Standards are published guidelines to best practice, outlining the knowledge, understanding, and personal competences that managers (and or organizations) need to develop and demonstrate if they are to be effective. Management standards usually focus on management of activities, people, resources, information, and quality.

The main purpose for developing these practices is to provide to government institutions an overall guideline to the developed management standards that are required to be applied/implemented in the public service of Tanzania. The management standards have been developed to help in improving public service delivery via the increase of efficiency and effectiveness in public services.

The Management Standards Practices calls for all Public Institutions in Tanzania including the Local Government Authorities to; (i) have Medium Training and Development plan in place, covering both technical and managerial skills; (ii) Training Plans to be linked to employee performance appraisal results based on OPRAS; (iii) Training plans to be linked to the Medium Term Strategic Plans (MTSP); (iv) conduct mid and end of year reviews of Training; and (v) Conduct training evaluation at the end of each medium term planning cycle.

The study found that the standing orders, management practices and the policies are not fully implemented and are not known to beneficiaries of training to all different levels of public servants namely (i) Superlative substantive grade; (ii) Officer grade; (iii) Executive Assistants and (iv) Operational Service.

4.4 The adequacy of policies and strategies to guide management of training functions in the LGAs;

Respondents were asked to rate the intensity on adequacy of training policies and strategies in the study area. Results from the study showed that 50% of the respondents sighted that policies and strategies guiding the management of training function in the Local Government Authorities are inadequate, 33% were of the opinion that policies and strategies are adequate, while 17% of the respondents did not know the available policies and strategies regarding management of training functions in the study area. Table 4.4 below shows the results obviously.

Table 4.4: Policies and Strategies to guide Management of training functions in the LGAs.

	Frequency	Percentage (%)	Cumulative percent (%)
Adequate	60	33	33
Inadequate	90	50	83
I don't know	30	17	100
Total	180	100	

Source: Field survey 2015

The study further discovered that the majority of LGA staff does not know the content and type of policies and strategies available to the District as compared to the heads of departments which seems that the policies and strategies are vested to them only. This is due to the fact that most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the training policies and strategies guiding the management of training functions in the study area.

4.5 The level of application of systematic training in the LGAs of Tanzania;

a) Training Needs Assessments (TNAs)

Training needs assessments is the first stage in training process and involves a procedure to determine whether training will indeed address the problem (skills, knowledge, attitudes), which has been identified. The Government Standing Order 2009 requires every employer in the public service organization in Tanzania to undertake Training Needs Assessment (TNA) with the aim to identify areas of particular strength or weakness and improve performance in the organization.

The study found that Training Needs Assessment is not done as per the policy requirement. 89% of Staff said that TNA is inadequate and they have never participated and involved in the identification of the training needs (individual and organization needs) as the beneficiaries, while 11% of the staff do not know anything regarding TNA in the study area. The finding statistics signifies the low level of application of systematic training needs assessment (TNAs).

The current practice at the district is that the identification of staff needs is left to the heads of departments and done adhocly without considering individual and organization challenges, and thus a lot of bureaucracy prevails in the identification of the staff for training basing on races, religion, and know who.

b) Preparation of training plans and budgets;

It is the Government policy that Tanzania should be self sufficient in trained and skilled human resources to manage its economy. In this regard, Public Service Standing Orders of 2009 and the Public Service Management and Employment Policy 2008 requires every public service organization to prepare training plans and set aside sufficient financial provision for training purposes in their annual budget. The study found that

86% of the respondents were of the opinion that they do not know and have never seen the training plans and budgets to build their capacity, where as 14% of the respondents are of the opinion that the training plans and budgets are adequate and financial resources set each year and are part and parcel of their Medium Term Expenditure Framework, however when requested to present out evidence on the preparation and implementation of the training plans and budgets none of them showed the evidence on the availability of the training plans, this indicate none availability of the training plans and budgets in the study area and thus become a challenging issue.

c) Systematic delivery of Training programmes;

An effective training program is built and delivered by following a systematic, step-by step process. Training initiatives that stand alone (one-off events) often fail to meet organizational objectives and participant expectations. Systematic delivery of Training programmes involve the five systematic steps namely; (i) Assessing Training Needs; (ii) Setting organizational training objectives; (iii) creating training action plans; (iv) implementing training initiatives; and (v) evaluate and revise training.

The study found that there is no training programmes prepared and delivered systematically.

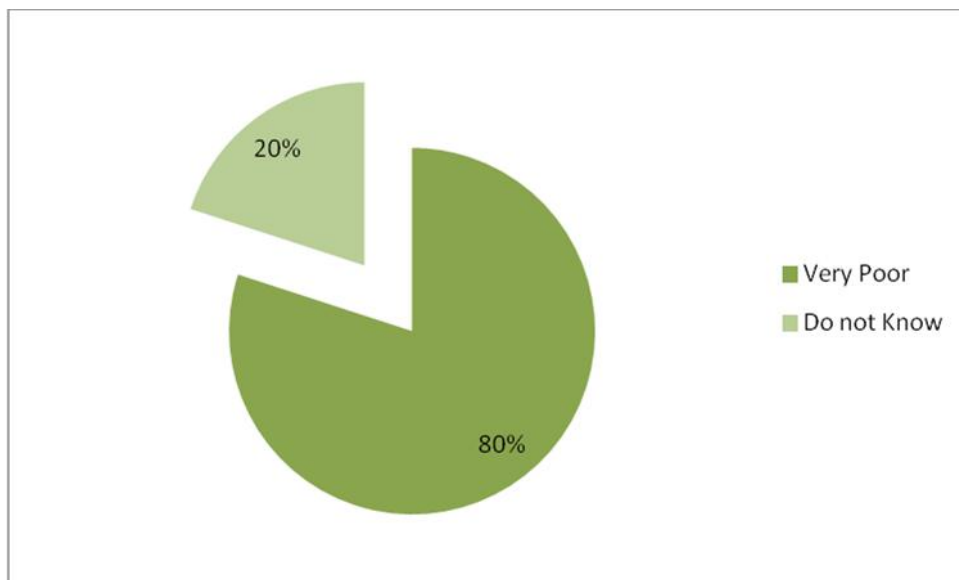
However, training programmes are not structured to address the needs of different levels of staff in the LGA. In addition to that, there is no systematic training needs which is geared at preparing public servants to occupy higher positions in the LGA.

Currently, the management of the training function in the Local Government Authorities faces the challenge of limited appreciation of the importance of training by employers leading to lower priority in planning, budgeting and implementation,

d) **Monitoring and evaluation of training functions**

This is the most awful rated part in the training order, implying that most of the Local Government Authorities do not monitor and evaluate their training activities, after the staff attending training activities; they are left without assessing the relevance, quality, tools and methods of learning achieved. When the head of human resources department asked on M & E to the beneficiaries of training, he rated his institution “very poor” and has never conducted M & E to the beneficiaries of training functions. Likewise 80% of staff rated their institution “very poor” in M & E while 20% of the employees rated “do not know” implying that they have never been monitored and evaluated for the benefited trainings. Figure 4.5 below shows the situation;

Figure 4.5: Monitoring and Evaluation of Training Functions in the LGAs.



Source: Field survey 2015

Inadequate finance, Monitoring and Evaluation Framework were the main hindrance factors for not monitor and evaluate the training activities from the beneficiaries in the district.

CHAPTER 5:

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion of findings basing on the research questions with relation to the studies, theories, technical applications and professional practices.

5.2 Policy and Legal framework to guide the management of training function in the LGAs

The study found that there are policies and instruments regarding management of training functions in the Public Service of Tanzania (Such as the Public Service Standing Orders of 2009, Public Service Management standards 2008, Education Training Policy 2014, and the Public Service Management and Employment Policy 2013). The available policies and instruments are too general and not specific for LGAs rather for all public service servants of all professionals and cadres. All policies, instruments and guidelines are centralized from the central Government through the President's Office Public Service Management; it is a result of the public service reforms.

Also the study revealed that there are no legal provisions to support training in the public service including Local Government Authorities (LGAs). The Public Service Act, No.8 of 2002 has no provision for training in the public service. Training in the public service has until now been guided by staff circulars, standing orders, management standards and various guidelines issued to the Service from time to time. This makes the training functions in the LGAs not mandatory to the Public Service Employers including the LGAs.

Public Servants.

The data obtained from the study suggest that the heads of human resources and administration ought to make the available policies, standards and guidelines on managing the training functions transparent to their employees of all levels of profession from the date of employment engagement.

5.3 The adequacy of policies and strategies to guide management of training functions in the LGAs

Results from the study showed that 50% of the respondents sighted that policies and strategies guiding the management of training function in the Local Government Authorities are inadequate, 33% were of the opinion that policies and strategies are adequate, while 17% of the respondents did not know the available policies and strategies regarding management of training functions in the study area.

When the study probed in detail to know whether the policies and strategies are known to the employees, it was found that the majority of LGA staff does not know the content and type of policies and strategies available to the District as compared to the heads of departments which seems that the policies and strategies are vested to them only. This is due to the fact that most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the training policies and strategies guiding the management of training functions in the study area.

It is thus suggested that policies and strategies to guide management of training functions to be accessed by all employees this will aid performance improvement.

5. 4 The level of application of systematic training in the LGAs of Tanzania

a) Training Needs Assessments (TNAs)

The Government Standing Order 2009 requires every employer in the public service organization in Tanzania to undertake Training Needs Assessment (TNA) with the aim to identify areas of particular strength or weakness and improve performance in the organization.

The study found that Training Needs Assessment is impartially done as per the policy requirement. 89% of Staff said that TNA is inadequate and they have never participated and involved in the identification of the training needs (individual and organization needs) as the beneficiaries.

The study also found that approaches to training were often conducted informally and unsystematically with most LGAs relying heavily on top management judgments to make training decisions such as types of training to invest in and which employees to receive training.

Similarly; The study conducted by Amos Wilson, 1996 evidence that training conducted in United Kingdom organizations were often not strategic similar to those in Tanzania, as the training needs were not properly assessed to determine how such needs contributed to the overall strategic objectives of the organizations.

Also the study done by Daniels, 2003 claimed that a lot of organizations' investments in training failed to return and suggested that this was probably due to the organizations' failure to connect training efforts with their goals and strategies, this shows similar environment with Tanzania whereby such as these mistakes could have been minimized

if training practitioners were aware of the importance of TNA. TNA, if done properly, will force practitioners to determine the potential contribution of every training program to the achievement of organizational objectives.

b) Preparation of training plans and budgets

It is the Government policy that Tanzania should be self sufficient in trained and skilled human resources to manage its economy. In this regard, Public Service Standing Orders of 2009 and the Public Service Management and Employment Policy 2008 requires every public service organization to prepare training plans and set aside sufficient financial provision for training purposes in their annual budget. The LGAs strategic plans and MTEF reflects the importance of training budgets but due to financial constraints implementation becomes the serious concern. Thus, it is suggested that the Central Government especially from the sector ministries to inject financial resources to build capacity to LGAs.

c) Systematic delivery of Training programmes

The study found that there is no training programmes prepared, structured and delivered systematically this is due to lack systematic training needs which is geared at preparing public servants to occupy higher positions in the LGA.

Currently, the management of the training function in the Local Government Authorities faces the challenge of limited appreciation of the importance of training by employers leading to lower priority in planning, budgeting and implementation.

Similarly, (Koontz, 1993) argues that training programmes facilitates the learning process and in most cases it is run on short term in order to help people to do their jobs better. Organizations use training to develop the necessary technical and task skills that

the employee is in need for better achievement of the job's task. Therefore training programmes facilitate socialization of new model behaviors

The study recommends the LGAs to appreciate the importance of systematic delivery of training programmes by conducting training needs assessments and preparation of training programmes, this will enhance staff performance.

d) **Monitoring and evaluation of training functions**

The study found that most of the LGAs do not monitor and evaluate training functions after attending training activities; they are left without assessing the relevance, quality, tools and methods of learning achieved. When the head of human resources department asked on M & E to the beneficiaries of training, he rated his institution "very poor" and has never conducted M & E to the beneficiaries of training functions.

Similarly; there is evidence that studies conducted in American industries in 1990s, evaluations of training programs are often inconsistent or missing (Carnevale & Schulz, 1990; Holcomb, 1993; McMahon & Carter, 1990; Rossi et al., 1979). Possible explanations for inadequate evaluations include: insufficient budget allocated; insufficient time allocated; lack of expertise; blind trust in training solutions; or lack of methods and tools

Also; Kirkpatrick (1975) evaluation theory insist on asking participants on what and how they learnt, the information assesses knowledge gained and its usefulness on the job, rather than asking fondness of the instructor, the class room and the presented course materials.

The theory further insists that evaluation on the training should take place not at the end of the last day of the course, but a number of days afterwards and should be repetitive.

The study recommends that the LGAs to institutionalize monitoring and evaluation framework to its employees, this will enable the LGAs to examine if the training has resulted into positive changes and yield better performance.

CHAPER 6:

CONCLUSSION AND RECOMMENDATIONS

6.1 Conclusion

This study showed that there are policies regarding management of training functions in the LGAs are inadequate the existing two policies are the Public Service Management and Employment Policy 2008 and the Training Policy for the Tanzania Public Service 2013 though the available policies are not specific for LGAs rather for all public service servants including the LGAs, all policies and guidelines are centralized from the central Government through the President's Office Public Service Management, it is a result of the public service reforms.

It was found that the majority of LGA staff does not know the content and type of the available policies and strategies to the District as compared to the heads of departments which seems that the policies and strategies are vested to them only. This is due to the fact that most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the training policies and strategies guiding the management of training functions in the study area.

There are no legal provisions to support training in the public service including Local Government Authorities (LGAs). The Public Service Act, No.8 of 2002 has no provision for training in the public service.

Training in the public service has until now been guided by staff circulars, standing orders and various guidelines issued to the Service from time to time.

The study found that the LGAs do not adhere to the systematic application of training, Training Needs Assessment is not done as per the policy requirements, LGAs view training as something to be implemented when time and budgets allows.

The LGAs do not conduct Monitoring and Evaluation (M&E) for the beneficiaries of training activities from the beneficiaries in the district.

6.2 Recommendations

The Public Service should have a consistent guiding framework for the management of training functions in a decentralized human resource management regime. This will give strength to the LGAs in proper implementation and managing of their training activities.

There is a need to institutionalize legal framework to support training functions in the public service in Tanzania. The legal framework will make training activities as a mandatory function and not a discretion this will lead to proper conducting of the needs assessments, preparation of the training budgets and plans, systematic delivering of the training programmes, and monitoring and evaluation of the training activities to the beneficiaries.

The central Government to support the LGAs to supplement their capacity building budgets so as to build capacity to the employees. Most of the LGAs in Tanzania have inadequate funds to operationalise the development projects and building staff capacity thus becomes a hindrance factor for successful management of training interventions, with Government support, the LGAs employee will be empowered and their capacity developed.

The LGA staff to be sensitized on the available policies and strategies regarding management of training functions. The sensitization will help to make LGAs employees self actualized.

LGAs to set enough funds to build capacity to its employees in every financial year.

The study recommends that the LGAs to institutionalize monitoring and evaluation framework to its employees, this will enable the LGAs to examine if the training has resulted into positive changes and yield better performance.

The study recommends the LGAs to appreciate the importance of systematic delivery of training programmes by conducting training needs assessments and preparation of training programmes, this will enhance staff performance.

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APPENDIX 1: QUESTIONNAIRE

SECTION 1: SOCIO- DEMOGRAPHIC BACKGROUND

1: Age of respondent

Under 25	26-35	36-45	46-55	56+
(1)	(2)	(3)	(4)	(5)

2: Gender

Male	Female
(1)	(2)

3: Educational background

Primary	Form IV	Form VI	Certificate/D iploma	Degree or Equivalent	Masters Degree or Equivalent	PhD
(1)	(2)	(3)	(4)	(5)	(6)	(7)

105: Experience in the Organisation

Up to 12 Months	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21-30 Years	Over 31 years
(1)	(2)	(3)	(4)	(5)	(6)	(7)

**SECTION 2: ADEQUACY OF POLICIES AND STRATEGIES TO GUIDE
PUBLIC SERVICE TRAINING**

Training policies strategies and are essential in guiding the management of a training activities in the public service as these policies would normally prescribe the purpose, types and modalities of training.

1: In your view do we in Tanzania have adequate legal provisions to guide the management of training in LGAs? Tick as appropriate: ()

Adequate	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
I don't Know	<input type="checkbox"/>

2: In your view does your District Council have adequate policies and regulations to guide the management of training activities in the LGAs? Tick as appropriate: ()

Adequate	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
I don't Know	<input type="checkbox"/>

3: In your view does your District Council have adequate training strategies to guide the management of training activities? Tick as appropriate: ()

Adequate	<input type="checkbox"/>
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Inadequate	
I don't Know	

4: Does your District Council have a training policy? Tick as appropriate: ()

Yes	
No	

5: Does your District Council have a training strategy? Tick as appropriate: ()

Yes	
No	

SECTION 3: THE INSTITUTIONAL AND LEGAL FRAMEWORK FOR MANAGING THE TRAINING FUNCTION IN THE PUBLIC SERVICE OF TANZANIA

An appropriate legal and institutional framework for managing training is one of the prerequisites in enhancing effectiveness of training in the public service. Please respond to these questions on the adequacy of these requirements

1: In your view do we in Tanzania have an adequate Legal framework to guide the management of training activities in the public service? Tick as appropriate: ()

Adequate	
Inadequate	

I don't Know	
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2: In your view do we in Tanzania have adequate institutional frameworks (i.e. organizational arrangements) to guide the management of training activities in the public service? Tick as you deem appropriate: ()

Adequate	
Inadequate	
I don't Know	

3: Does your District Council have following organs and specified officers related with the management of training activities. Tick “**Yes**” or “**No**”: ()

	Yes	No
a) Training Officer(s)		
b) Training Committee (s)		
c) Other organ (Specify)		

SECTION 4: LEVELS OF APPLICATION OF SYSTEMATIC TRAINING IN THE LGAs OF TANZANIA

One of the prerequisites for effective training in the LGA is the application of a systematic training model which include four steps: (i) Carrying out a Training Needs Assessment (TNA), (ii) preparation of training plans and budgets, (iii) Implementation of training plans as part and parcel of MTEF; and, (iv) Monitoring and evaluation of training interventions. How far do LGAs apply this Model?

1: Carrying out training Needs Assessments (TNA). Tick as you deem appropriate: ()

Adequate	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
I don't Know	<input type="checkbox"/>

2 Preparations of Training Plans and Budgets. Tick as you deem appropriate: ()

Adequate	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
I don't Know	<input type="checkbox"/>

3: Implementation of training plans as part and parcel of MTEF. Tick as you deem appropriate: ()

Adequate	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
I don't Know	<input type="checkbox"/>

4: Monitoring and evaluation of training interventions. Tick as you deem appropriate:

()

Adequate	
Inadequate	
I don't Know	

Rate **your organization** on the *application of a systematic training model which include four steps: (i) Carrying out a Training Needs Assessment (TNA), (ii) preparation of training plans and budgets, (iii) Implementation of training plans as part and parcel of MTEF; and, (iv) Monitoring and evaluation of training interventions. How far do LGAs apply this Model?*

5: Carrying out training Needs Assessments (TNA). Tick as you deem appropriate: ()

Excellent	
Very Good	
Good	
Poor	
Very Poor	
I don't know	

6: Preparations of Training Plans and Budgets. Tick as you deem appropriate: ()

Excellent	
Very Good	

Good	
Poor	
Very Poor	
I don't know	

7: Implementation of training plans as part and parcel of MTEF. Tick as you deem appropriate: ()

Excellent	
Very Good	
Good	
Poor	
Very Poor	
I don't know	

8: Monitoring and evaluation of training interventions. Tick as you deem appropriate: ()

Excellent	
Very Good	
Good	
Poor	
Very Poor	
I don't know	

SECTION 5: ADDITIONAL VIEWS ON THIS MATTER

Provide any additional views on how to improve the management of the training Function in the LGAs of Tanzania (Use a separate paper (s) if necessary).

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...End...

I Thank You Very Sincerely for Your Cooperation!