

**THE IMPACT OF ON THE JOB TRAINING ON EMPLOYEES’
PERFORMANCE: THE CASE OF SECONDARY SCHOOL TEACHERS OF
SONGEA MUNICIPALITY**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
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2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “The Impact of on the Job Training on Employee’s Performance: The case of Secondary School Teachers in Songea Municipality” in partial fulfilment of the requirements for the degree of Master of Business Administration (Human Resources Management) of the Open University of Tanzania,

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Dated:2015

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DECLARATION

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Stella Ndunguru

Dated: November, 2015

DEDICATION

This dissertation is dedicated to my precious family, my husband Mr. John Michael Mnyalyoda and my sons, Credo John and Constantine John as they are special gift from God. May God be with them always. I love you my husband and i am always proud of you my sons.

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ABSTRACT

This study was designed to investigate on the impact of on the job training on employee's performance in secondary schools of the Songea Municipality in the Ruvuma region. It was about on-work training among teachers in Songea's Secondary Schools. The sample selected for the impact study of training was sixty four (64), of which we had thirty three (33) male teachers and thirty one (31) female teachers.

This study has revealed that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained. One big result is that having Mastery Specific Skills one needs to successfully perform the tasks related to his/her present job after training and seeing a Career Path in one's Present Job are strongly correlated. Hence, we confirm that on-work training is a key factor to good performance, career path and job security. Once an employee is trained, he gains opportunity to enhance his performance, his current job has direct impact on achieving the organizational objectives, his job performance outcomes are consistent with the goals of the organization and his good performance on his job gives him/her formal appreciation by the higher ups. The implications of the distinctive effect of employee training and other human resource practices on job performance measures and employee's carer path were found remarkable. Generally, the findings of this study were found reliable with the studies conducted by other researchers on the contribution of human resource practices related to the job performance and employee's career.

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LIST OF ABBREVIATIONS

CRSRP	The Civil Service Reform Program
HR	Human Resource
HRIS	Human Resource Information System
HRM	Human Resource Management
JA	Job Analysis
JE	Job Evaluation
JP	Job Performance
JR	Job Retention
JSa	Job Satisfaction
JSe	Job Security
JSP	Job Succession Planning
KPI	Key Performance Indicator
KSA	Knowledge Skills and Ability
NMD	New Public Management Model
PSRP	Public Service Reform Program
MDAs	Ministries Department Agents
NEU	Neuva Escuela Unitaria
KSA	Knowledge, Skills Abilities
ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION AND BACKGROUND INFORMATION

1.0 Introduction

This chapter covers the background of the problem, statement of the problem, general objective of the study, specific objectives of the study, research questions, and significance of the study and definition of terms.

1.1 Background

Employees' Retention is one of the imperative issues within competitive organizations today as employees are the most valuable assets in any organization. Normally is a company's best interest to put its effort in retaining the talented employees that they have, and not recruiting anyone new. However, increasing employee turnover has been a trend in many organizations today and the issue of employee retention has remained to afflict most of organizations.

The retention of employees with outstanding skills is equal to a competitive advantage amidst a chaotic time especially within the current era. It will take true skill and knowledge to be able to guide such a challenging and hectic environment where change is almost apparent daily as new technologies are discovered in such a short span of time. The retention of top employees will also ensure the frequent outputs through products and services.

Throughout the world, organizations are facing a lot of problems of staff turnover and employees ineffective performance. For this purpose organizations spend a lot of capital for the improvement of employees' performance without knowledge of which

skill is crucial for the employees. Organizations are facing the problem of staff turnover, due to lack of motivation and low employees' satisfaction level.

These two factors could be addressed through extending opportunities of learning, developing and imparting on-hand training and workforce experience (Muzffer, 2012; Batool and Bariha, 2012). The quality of education is deteriorating, although, the efforts on government level are being made for the improvement of employees' performance, especially of the teaching staff. Even, certain training programs are launched to improve the efficiency of teachers and organizations and greater amount of capital is spent on training programs to improve the standard of education that gets wasted every year.

Moreover, organizations work with a wide range of quantity on their staff members not only for improvement connected with staff members but with organization's effectiveness as well. It is the fact that training enhances the employees' performance and organization performance. Many organizations established the training programs for employees' job performance in almost every sphere of life that enhanced employee training efficiency.

Upon independence in 1961, Tanzania inherited a devolved local government administration system with representation of directly elected members at all levels. The devolved system was abolished in 1972 and was replaced by a decentralized system of administration in the form of de-concentration.

Elected representatives at lower levels of government were replaced by bureaucrats and ruling party officials. At regional administration level, a strong regional level bureaucracy was formed to implement centralized planning and resource control.

In 1984, the local government authorities were re-established and classical principles of local government were reintroduced. From the mid-1980s the country underwent structural adjustment measures and changes in political orientation towards political pluralism. Other shifts in policies followed, including liberalization of the economy and the present day public sector reforms.

The Public Sector reforms are the incremental reforms focusing more on effectiveness whilst upholding the efficiency objectives. (Dr. Faisal Issa, March 2011). The Civil Service Reform Program (CSRP, 1991-1999) was a transition or the stage setting reform providing the framework for change to align the administrative systems of government to the new and emerging political and economic realities¹.

The CSRP was succeeded by Public Service Reform Program now on its second phase². The goal of PSRP II is to assist MDAs deliver improved services (in terms of quality, timeliness and efficiency), implement relevant, priority policies, and establish a predictable and well regulated environment for private sector growth and social development, with an overriding theme of ‘Enhancing Performance Results and Accountability’. The PSRP is a practical instrument for implementing the Public Service Charter.

1.2 Statement of the Problem

Training of employees while on the job has been a serious challenge to workers and specifically teachers in secondary schools in Tanzania. This situation affects the performance of both employees and institutions. Training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behaviour.

In the education sector changes are inevitable, like changing of curriculum, advancement of technology like the use of computer etc, so all these need teachers to be trained so that they can perform better and increase quality of production in their institutions. However there is no study that reports on the impact of on the job training in Ruvuma region. Therefore this study intended to investigate the relationship between on the job training and Employees' performance in the places of work.

1.3 Objective of study:

1.3.1 General Objective

The general objective of this study was to analyse the impact of on the job training on employees' performance.

1.3.2 Specific Objectives

1. To improve the impact of on the job training by analyzing the various schemes of on the job training applicable in Songea municipality.

2. To measure the impact of on the job training on employee's performance by evaluating the achievements of on the job training schemes
3. To suggest relevant strategies for higher quality of on job the training and outcome by assessing the challenges facing on the job training schemes.

1.4 Research Questions

Through undertaking the present study, the following research questions were to be answered:

1. What are the various schemes of on the job training applicable in Songea municipality?
2. What have been the achievements of on the job training schemes?
3. What are the challenges facing on the job training schemes?

1.5 Significance of the Study

The study was necessary for enabling the author to graduate my Master degree in Human Recourses Management as it is one of the requirements by the Open University of Tanzania. It will help the policy makers in Tanzania to know the importance of on the job training to their employees and perhaps the government will provide more chances of training to employees.

This would serve as a basis for future study by other students and researchers. This study was not conclusive on the subject of the impact on the job training on the employees' performance in Tanzania. As the social order changes and the dynamics of change vary, it would be necessary to carry out further study work in the near future.

1.6 Scope of Study

The researcher was focus only on worker's socio-demographic characteristics and on training related variables so as to analyse the impact of on the job training on employee's performance.

1.7 Limitations

The researcher expected to face some challenges such as financial limitations, difficulties related to data collections and availability of respondents.

1.8 Concept Definitions

Training

Training is a part ort of Human resources development (HRD). Human resource development is related to individual and team well-being, concerned with training, development and education. Variables arguably also indirectly related to job HRD has been defined as an organized learning practice performance conducted in a specific time period, to increase the skills of the employees and their capability and opportunity of improving job performance .Training is defined as learning that is provided in order to improve the performance on the present job (Nadler and Leonard, 1984)

Training is a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside organization. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency.

On the Job Training

Laing (2009) defines on the job training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. On-the-job training is typically one-on-one instructional session designed to give an employee additional skills, tools and resources in performing a job more successfully. This training can be direct instruction between employer and employee, a classroom environment between an expert and a small employee unit or a simulation, such as computer and online training programs.

As on-the-job training is a considerable investment, companies and employees need to know the effects of it and decide whether the investments will be justified.

Job Performance

Amos & Ristow, (2004) studied that effective management of performance was critical if the goals and objectives of the organization were to be achieved. Organizations were in existence to succeed and the achievement of the strategy through individual output places the spotlight directly on performance and the management thereof. An integrated human resource strategy supports the fulfilment of business strategy and the attainment of organizational goals. This integrated HR strategy represents a network of human resource processes, geared towards the achievement of business goals and introduces links of performance to sourcing, staffing, development, rewards, recognition and employee relations.

According to Storey & Sisson, (1993) concept of performance management appeared relatively self-explanatory. It related to overseeing employee job performance. Formally it was defined as “an interlocking set of policies and practices which have their focus on enhancing achievement of organizational objectives through a

concentration on individual performance.” Performance management encompasses cascading overall business goals and objectives into individual employee objectives. A sturdy positive association has been found by Delery & Doty, 1996 & Huselid 1995 between organisational performance and individual performance appraisal. According to Huselid, 1995 and Ichniowski & Shaw, 1999 effective HR practices for recruitment and selection were linked to job performance. Huselid, 1995 and Gelade & Ivery, 2003 studied that motivation of an employee was opened to the elements to have a momentous impact on job performance.

Byars and Rue (2006) defined performance as the degree to which an employee accomplished the tasks that made his or her job. In order to establish whether such tasks have or are being accomplished, indicators or measures are needed to assist in tracking, measuring and managing this job performance. In an effort to track and measure job performance, outputs and behaviour, organizations make use of key performance indicators (KPIs).

Els & De Villiers, 2000 discussed KPIs were statistics and other measures that were considered to be critical indicators that reflect key job performance behaviours.

Clear and specific performance standards or measures assist in ensuring that employees know what he or she was required to perform, but to what benchmark this required to be completed. Meyer & Donaho, (1979) studied that employees further serve future purposes in aiding the ease of performance assessment, guiding counselling interviews and defining the parameters for performance discipline.

Meyer and Donaho (1979) shared additional five benefits of establishing performance measures which includes:

1. Employee and their supervisors were aware of the requisite level of performance.
2. Employee was able to constantly evaluate his / her own performance.
3. Employees experience greater comfort in the job, knowing what was required of them.
4. Better relations between the employee, peers and supervisor were likely as each of the parties knows what was expected. Communication and the absence of anxiety about performance requirements were more likely.

Employees were more likely to discuss their performance and seek assistance and direction from their supervisors when performance standards were known.

CHAPTER II

LITERATURE REVIEW

2.0 Literature Review

This section deals with the review of relevant literature in connection with the area of focus in study.

2.1 Theoretical Review

2.1.1 Human Resource Management

African countries operate in a dynamic global environment and often, as changes happen elsewhere, developing countries move in stride to adopt, adapt to and accommodate the new developments. The 1990s was when the new concept of Human Resource Management was introduced in Africa. Personnel management departments and units were changed into human resource functionary units, but mostly without any significant changes in people management practices. The mainstream literature propounds that human resource management is a result of the evolution of Personnel Management. In response to the changes in the management and business environment, human resources management had to assume a strategic role rather than an administrative or operational role associated with the more traditional approach (Beaumont, 1992; Schuler and Huber, 1993).

The literature on human resource management identifies four characteristics which distinguish human resource management, giving it an 'architect' role, from traditional personnel management: integration of human resource policies and practices with organizational strategies, a holistic; coordinated approach to policies and practices for managing people at work; a primary focus on the individual

employee as opposed to the collective relations within the organizations; strong organizational value and culture emphasizing a sustainable match between the values of employees and the organization, whereby key elements of HR add value to the organization and returns on investment is simultaneously achieved (Storey, J. 1992).

Other important features of human resource management designed to increase employee commitment and motivation towards organizational goals while meeting the personnel needs of employees include the following: greater employee participation in work organization and management, and the strengthening of the role of line managers through approaches such as quality circles; increased internal public relations through corporate videos; joint consultation committees, with membership open to all employees regardless of union membership; employee share-ownership schemes; and performance appraisals to determine training, development and performance feedback. Individualized pay determined by performance, competencies and market factors, rather than cost of living or collectively negotiated increases; and single status employment conditions and benefits removing the distinction between 'manual' and 'staff' employees (Anthony, Perrewe and Kacmar, 1996).

2.1.2. The Role of Human Resource Managers

Previously, complexity was associated with business organizations operating in competitive environments. The emergence of the New Public Management Model (NMP) has changed the landscape, and public sector organizations face comparable levels of complexity. There is more demand for quality and reliable services from the public and there is more competition for financial and human resources. Public institutions have to legitimize their existence, necessitating the adoption of complex outcome-focused systems and procedures.

NMP model is a result of the quest for minimal government, it is about reinventing government through an emphasis on steering, as opposed to rowing; empowering communities rather than only delivering services; encouraging competition rather than monopolies; enabling public services to be driven by their missions rather than rules; concentrating on earning, not just spending; decentralizing authority, and solving problems by leveraging the market-place, rather than simply creating public programs (Gaebler, 1992; Ndumbaro, 2006).

When human resource management takes a strategic approach to organizational issues, it views all managers as human resource managers. HRM issues are not simply the province of the human resource unit. Rather, all managers must take responsibility for the efficient and effective utilization of their employees. By the same token, human resource managers view their role as essentially supportive of the operating line managers. That is, they should see their role as being advising, helping, and providing expert guidance to line managers on human resources issues (Anthony, Perrewe and Kacmar, 1996).

HRM is seen to support organizational business strategies through internally consistent practices and policies and is expected to contribute to the following goals:

- Productivity or service quality enhancement through increased contributions of individuals and teams;
- Statutory compliance;
- Gaining competitive advantage through employee participation;
- Workforce flexibility and empowerment;

- Developing a supportive organizational culture through organizational development (Schuler and MacMillan, 1984; Schuler, 1992).

2.1.3 Employees' Performance

Employees are the most valuable asset of every organization because a work without human capital is not possible. Bearing these things in mind every organization is investing a huge capital in training and development.

According to Khan et al (2011), on job training is positively related with organizational performance as measured by empirical data.

According to Iftikhar Ehmadi and Siraj-Ud-Din (2009) in health industry training and development has a role like a back bone. It enhances the performance of an employee.

Thomas j. Watson (founder of IBM) said about the human resource: “you can get capital and erect buildings, but it takes people to build a business”.

Organizational goals without human resource cannot be achieved; most of the jobs have such type of orientation which cannot be performed without human capital.

According to Flynn and al., (1995) on the job training reduces cost and saves time. You can give training in your organization for assigning the duties of senior employee, juniors are attached with seniors for some time and they learn and train there.

According to Ohabunawa (1999) those organizations that train their employees well, managers and superiors have the confidence to get the authority and to deal with their subordinates.

Abiodun (1999) said that, through training employees can get knowledge, skills, and attitudes which are the requirement of employees to perform their task adequately.

Stephen & Bowley's (2007) study shows the link between employee productivity and training which further leads to employee performance.

Baldwin & Johnson (1995) claim that lower levels of training will increase the chances of employee migration from one organization to another. However, employee's satisfaction and loyalty increases by higher degree of training towards the firm and decreases the chances of employee termination. (Choo & Bowley, 2007).

Organizational goals can be achieved effectively if employees of those organizations are provided with sufficient training and development (Flynn et al., 1995; Kaynak, 2003; Heras, 2006).

Furthermore through training and development the performance of employees increases (Shepard, Jon et al., 2003).

Training and development programs are expensive but its payback is more than it costs to organizations (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Each

corporation should focus on training and development in order to better compete in the present era of competition (Carlos A. Primo Braga).

Training and development has significant role for the development of employee's performance. According to Partlow, (1996); Tihanyi et al., (2000) and Boudreau et al., (2001) training should be designed according to the need of employee and organizations which perform these things in order to get better results. The design of training should be according to the needs of the employees (Ginsberg, 1997).

2.1.4 Employee's Training

Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the effect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool that can lead to higher levels of employee retention (Colarelli & Montei, 1996; Becker, 1993). Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success.

The training industry as a whole has shown significant growth through the years in America. In 1995, \$7.7 billion was spent on the wages and salaries of in-house company trainers and \$2.8 billion was spent on tuition reimbursement (Frazis, Gittleman, Horrigan, Joyce, 1998).

Training can have a considerable influence on company finances as there are several potential training costs that companies may incur. One type of training related cost is direct cost. This may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost. These costs are related to worker output and productivity during and upon completion of the training.

Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement.

In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006). In addition to the direct and indirect costs described above, turnover plays a significant role in the amount of training investment companies will assume. The greater the chance of employee turnover, the less likely a company will invest in it. A company loses all of its investment should an employee terminate the relationship upon completion of training. As a result, employers have very important decisions to make in regards to the level of investment they are willing make in training. Training duration, specificity, relevance, payment options, and training location are all things that employers must consider while developing a training program. Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations.

The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 1994; Scholl, 2003).

In an attempt to ensure that the employee remains with the company following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment, selection, performance evaluation, and so on, the focus of this research will be to determine whether training can lead to an increase in employee commitment and in turn foster employee retention.

2.2 Empirical Review

2.2.1. Commitment and Employee Turnover

A committed employee is one that will remain with the organization. Through the years, numerous research studies have been conducted to determine the accuracy of this statement. In the end many have concluded that committed employees remain with the organization for longer periods of time than those which are less committed. It has been hypothesized and found true by Richard Steers (1977) that the more committed an employee is, the less of a desire they have to terminate their services with the organization. These “highly committed” employees were found to have a

higher intent to remain with the company, a stronger desire to attend work, and a more positive attitude about their employment. Steers (1977: 54) concluded that “commitment was significantly and inversely related to employee turnover.” Along these lines, Jeffrey Arthur (1994) conducted an empirical study of two steel “minimills”; one which incorporated a human resource commitment strategy and the other a control strategy. Arthur was able to find many productivity and business advantages to the company that had a commitment strategy.

The study found that turnover was twice as high in the company that used a control strategy (Mean = 0.07, Standard Deviation = 0.07) than it was in the company which fostered a commitment approach (Mean = 0.03, Standard Deviation = 0.03).

This exemplifies the impact that human resource strategy can have on an organization.

Job search, retention, employee’s desire and intent to leave, and attitude toward the organization can all be improved with a strategy that seeks to enhance employee commitment. When organizations seek to foster a philosophy of commitment, then the likelihood of an employee searching for employment elsewhere is lowered.

In a study of employee mobility, Green, Felsted, Mayhew, and Pack (2000) found that commitment objectives decreased that probability of employees being “more likely to search” from 19% to 10%, and increased being in the “less likely to search” category from 15% to 26%.

Much like the other studies identified above, this study shows that committed employees are more likely to remain with the organization. Patrick Owens (2006) had a similar finding in his study of training and organizational outcomes. Although Owens' study centered on the overall impact of training he was able to find a correlation between commitment and turnover.

The study found that employees that had a higher level of commitment also had a higher level of "turnover cognitions". A higher score in "turnover cognitions" indicated that the employee had a more favourable attitude and was less likely to consider turnover. By applying the results of his survey to independent t-tests, Owens was able to determine that trained employees had a mean turnover cognition of 31.15 and organizational commitment of 83.54. In comparison, the untrained employees had a mean of 28.94 for turnover and 75.87 for commitment.

These statistics are relevant as they are representative of the inverse relationship of commitment and turnover. By separating the trained and untrained employees, Owens was able to show that the more committed employees are, the less likely they will consider turnover.

Commitment has a significant and positive impact on job performance and on workforce retention. The underlying belief is that a more committed employee will perform better at their job (Walton, 1985). The likely outcome of employees performing better and being more productive is an overall improvement in workforce stability.

2.2.2. The Impact of Training on the Employee Performance

2.2.3. Training and its Importance

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to Porter M.E. (1985), training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, it also enhances the capabilities of a panel of employees in very effective way by motivating them and transforming them into well organized and well-mannered employees that ultimately affects the performance of organization.

Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, he adds one thing more that it (training) extends the production of the organization. Massod (2010) and Khanfar (2011) argued that training is an active means to enable an individual to make use of his capability and his potential capability.

Teacher training is very important for development of student's knowledge and learning. Education is the backbone within the development of a new society and a teacher plays a pivotal role within the education system. Every community invests inside the teacher schooling by creating the teachers' prospective in training methodologies and ways of ensuring maximum outcomes through the system. In Pakistan key teacher's education is a pivotal thought of diverse national and also international companies. These institutions are continuously adding to develop the

teacher's skills at fundamental level (Shah and Rehana, 2011). Undoubtedly good quality connected with education can be directly related to the improvement connected with instructional aims, training applications, curricula, services, tools in addition to management design nonetheless it is the teacher who puts life straight into the frame (Shah and Rehana, 2011). Olaniyan and Ojo (2008) identify the training as being important because it increases productiveness, improves the good quality of work, increases skills, knowledge, develops the attitude, enhances using tools, reduces waste, mishaps, turnover, lateness, absenteeism and also other overhead costs, eradicates obsolescence in knowledge, technologies, methods, items, capital, management and so forth. It brings incumbents to that level of effectiveness which needs the performance with the job, enhances your implementation of brand new policies and regulations; prepares people for achievement, improves the employees' growth and ensures survival and growth of the organization.

2.2.4 Training and Organization Performance

According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services. Al Damoe et al. (2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment. These factors can increase

through training. Olaniyan and Lucas (2008) believe that training enhances the employees' capacity to contribute to the optimal performance of the organization.

2.2.5. Training and Employee's Performance

According to Brum (2007) training is probably the hardest strategy to improve employee's determination towards the organization's performance. Khanfar (2011) views substantiates Brum's (2007) claim regarding employee performance that is provided by training. Akhtar et al. (2011) discovered that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations. Muzaffar et al. (2012) indicates that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. Farooq and Khan (2011) concluded that the role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees.

2.2.6 Employee Performance & Organization Performance

Manu (2004) focuses on the importance of skilful workers that is very necessary for the improvement of the organization. Batool and Bariha (2012) investigated that employees develop their sense of self-confidence, dignity, self-worth as well as wellbeing when they find themselves to be a valuable asset to the organizations. These factors provide them with a sense of satisfaction based on their achieved company goals and continue to encourage them to augment effort towards the enhancement of the organization to add value in its performance.

According to Abbas and Sara (2009) state employees' performance as fundamental foundation associated with an organization that employees the knowledge intended for better effectiveness that can be analyzed through the organization performance. Porter M.E. (1985) outlined the employee as a key element of the organization. Success or failure of every organization depends on employee performance. Employee performance ultimately affects the organizational performance. High performance organization is the role model for the other organization.

2.2.7 Training, Employees Performance, and Organization Performance

Owens, P. L. (2006) suggests that training is major activity of human resources development for employees' development. In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees' performance and organizational effectiveness. Niazi (2011) said in his study that training is beneficial for both employee and organization. Trained employees can face the current and future challenges of organization and achieve the competitive advantages.

2.3 The gap between the finding in the literature review and this study

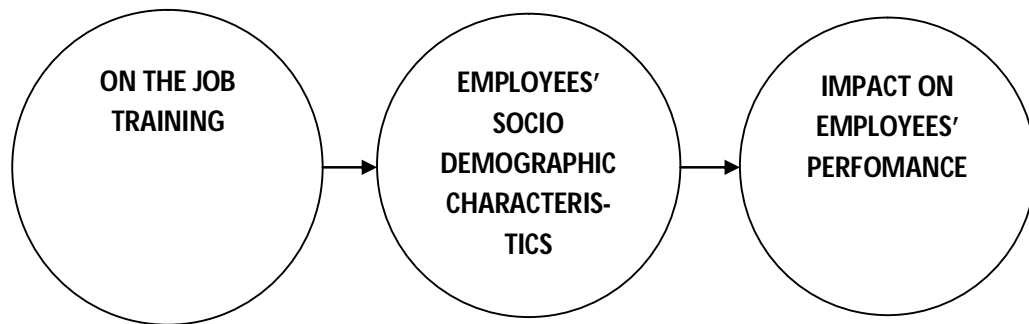
The review of the literature conducted explains and highlights the role of effective training and feedback in improving the quality of task process which ultimately results in the improvement of performance of employees. In this study, the author assume that individual social and demographic characteristics of employees are likely to intercept and affect the impact of training on employee's performance.

Hence, finding the socio-demographic determinants of the impact of training on employee's performance is the gap between the finding of the literature review and this research paper.

Therefore, the aim of this research is to find the determinant of the impact of training on employee's performance. Further implications of the study should highlight some other factors which can strengthen the result.

2.4 Conceptual Framework:

Figure 2.1 Conceptual Framework



Source : The Author

CHAPTER III

MATERIALS AND METHODS

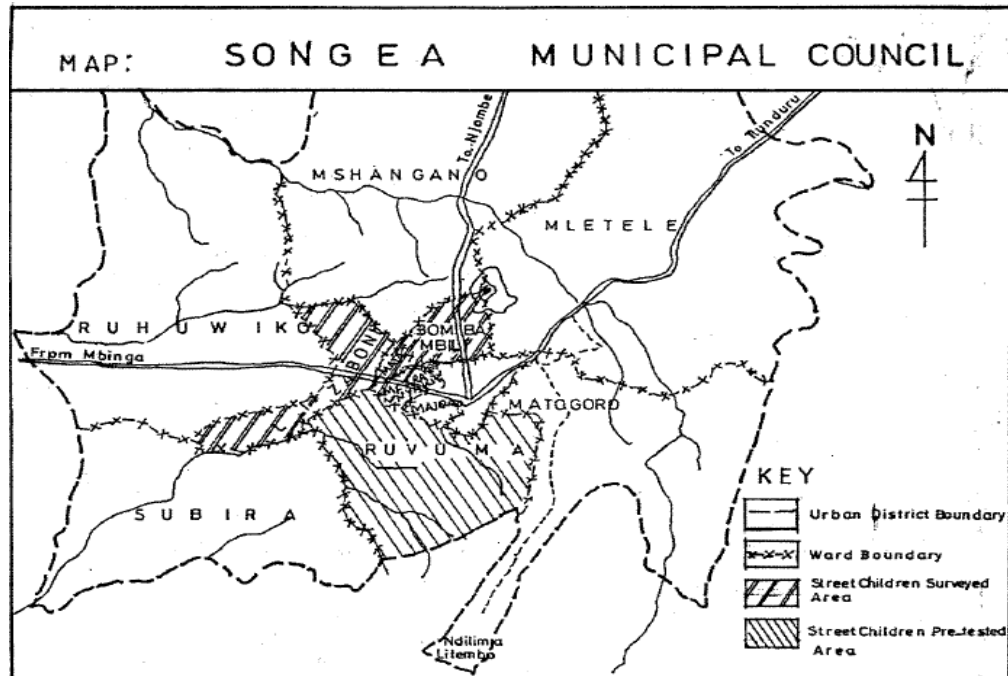
3.1 Introduction

This chapter discusses the study area, research variables, research design, type of study, population of the study, sampling technique, types and sources of data ,data collection technique, research validity and reliability and data analysis.

3.2 The Study Area: Songea Municipality

The Songea Municipality shares borders with Namtumbo and Songea District to the East and by Songea District to the North, West and South. The Municipality is characterized by undulating hills particularly around Matogoro Mountain and gently sloping hills to the North and West with altitudes ranging from 980 to 1100 meters above sea level. The Municipality experiences temperatures ranging from 25.6 °C to 31.4 °C with average annual rainfall of 1263.7mm which falls between December and March. The Municipality covers an area of 750.055 km² of which 659.95Km² is arable land. The Municipality is divided into two divisions and thirteen wards. The Municipality has an estimated population of 146,600 people. The population growth rate is 3 percent per year. Population density is 371 persons per km². Songea Municipality has a total of 31 secondary schools where by, 20 secondary schools belongs to government and 11 secondary schools are private.

Figure 2.2 Songea Municipal Council



Map 1: The Songea Municipal Council

Source: ENTERBERTH JOACHIM NYONI (2007)

Legal Framework of Songea

Songea is a Municipality within the Region. The Songea town became a Municipality in the year 2006.

3.3 Research Design

Under the research design, the methods and procedures for getting and analyzing the required information were discussed. The component of a research design includes the type of study, unit of analysis population, and sampling technique.

3.4 Type of Study

This research was both a quantitative and qualitative analytical case study. It explains the factors on employees' training that have influence on employee's performance. The case study method was chosen because; case study was suitable for practical problems. It is often seen as being problem-centred, small scaled and manageable. Again, case study method has the uniqueness ability to use and apply differently a lot of different empirical evidence, Yin (1994). It was cross-sectional analytic case study.

3.5 Population

The study concentrated on public sector workers in Songea Municipality, in the Ruvuma region of Tanzania. The population of the study was Teachers in public schools of the Songea Municipality.

3.6 Sampling Technique

According to Kothari (2004), sampling refers to the process of picking up few or small units out of whole population for a study. In this study, the author adopted the probability or representative sampling because with probability samples the chance, or probability, of each case being selected from the population is known and is usually equal for all cases. This means that it is possible to answer research questions and to achieve objectives that require estimating statistically the characteristics of the population from the sample. Probability sampling is often associated with survey and experimental research strategies.

Multi level Stratified sampling technique was used for the selection of sample.

- Level 1: Ward sampling
- Level 2: School sampling
- Level 3: Teachers sampling

From each school, the respondents were selected using a simple random sampling method.

Having the exhaustive list of Songea's wards and schools, the author used the Simple Random Sampling and MS Excel to select wards and schools within the selected wards.

3.7 Sample Space and Sample Size

The selected wards were: Msamala, Ruhuwiko and Mfaranyaki and the selected schools were: De Paul Secondary School, Mfaranyaki Secondary School, Msamala Secondary School, Skill path secondary school, Centenary secondary school and Ruhuwiko Secondary school.

3.8 Types and Sources of Data

This study will use both qualitative and quantitative data. The source of data will be only primary data. Documentary sources such as relevant books, journals, articles, official publications and reports will be utilized to substantiate the arguments. In the respect to primary data, interviews, questionnaires, photographs, and observation will also be used.

3.9 Primary Data:

This study involved the process of collecting raw data from the field using structured questionnaires. Primary data was include those data which the researcher collected by using different data collection methods, such as questionnaires, observation and interview.

3.10 Data Collection Techniques

3.10.1 Interview method

According to (Kothari, 2004), an interview is a set of questions administered through oral or verbal communication or is a face to face discussion between the researcher and the interviewee or respondent. There are two types of interviews, namely structured and unstructured interviews. The researcher used structured interview to collect data from respondents.

3.10.2 Observation

According to Kothari (2004), observation is a data collection method that also involves seeking information by the way of environment scanning. The researcher observed the environment in order to obtain results that may determine the impact of on the job training to the employee's performance.

3.10.3 Questionnaire

According to Kothari (2004), a questionnaire is a set of questions which are usually sent to the selected respondents to answer at their own convenient time, and return back the filled questionnaire to the researcher. The researcher used questionnaires to

collect data because they cover a large sample of respondents in the shortest possible time and saves costs.

3.10.4 Documentary Review Analysis

Documentary review is a data collection method that involves perusal of various documents such as reports and websites. Documentary review was used to collect data and historical information which will be used by the author in her findings. The author used documents that show the number of teachers who have been trained in selected schools and the performance of students on the subjects that are taught by those teachers. The author used the documentaries so as to summarize findings from previous researches.

3.11 Data Analysis

Both qualitative and quantitative techniques were used to analyze data. Statistical Package for Social Sciences (SPSS) version 20 was employed for data analysis. Descriptive frequencies, percentage, standard deviations, mean, average, correlation, regression and ANOVA were drawn using SPSS. Mantel-Hentzel was applied for adjustment for confounding factors and bias.

3.12 Ethical Considerations

The researcher did not display respondent's names or privacy. All information were used only for academic purposes. Respondents were free to withdraw from the study at any time if they wish to.

CHAPTER IV

RESEARCH FINDINGS

4.1. Introduction

It was an analytic study aimed to find the impact of training on employee's performance in public sector's workers, a case study of teachers in public schools of Songea municipality.

A questionnaire for head teachers was used to determine the impact of the training.

4.2. Characteristics of Respondent

4.2.1 Age

Table 4.1 Age

Age	Frequency	Percentage
Under 25	27	42%
25-35	17	27%
36-45	20	31%
Total	64	100%

The population of study is very young, it is seen from Table1 that 42% of respondents are aged below 25 years old. There was no respondent aged above 45 years old but 31% are aged between 35 and 45 years old and 27% are aged between 25 and 35 years old.

4.2.2 Sex

Table 4.2 Sex

Gender	Frequency	Percentage
Male	33	52%
Female	31	48%
Total	64	100%

The gender balance was respected in the study sample, from Table 2, it is seen that females represent 48%, while males represent 52% of respondents. In this sample, females are younger than males (59.3% of respondents aged below 25 years old are females and 60% of respondents aged above 35 years old are males).

Is the proportion of males and females respected in the population? The Chi-Square Tests have shown that these differences are not statistically significant. (Pearson Chi-Square = 2.195, Df = 2, Asymp. Sig. (2-sided) = 0.334)

4.2.3 Educational Level

Table 4.3 Education Level

Education level	Frequency	Percentage
Certificate	10	15.6%
Diploma	21	32.8%
Form VI	4	6.2%
Graduation	21	32.8%
Advanced Diploma	4	6.2%
Master Degree	4	6.2%
Total	64	100%

From the table 3, the majority of teachers in Songea Municipality are holding diploma (32.8%) and first degree (32.8%), very few are having a Master degree (6.2%) and advanced diploma (6.2%). It appears that males are more highly educated than female (12.2% of males are holding a Master degree and 36.4% of males are having the first degree while there is not even a single female with a Master degree and only 29% of females have completed the first degree). The Chi-Square Tests have shown that these differences are not statistically significant. (Pearson Chi-Square = 8.022, Df = 5, Asymp. Sig. (2-sided) = 0.155)

4.3 Type of on the Job Training

4.2.3 On-job Training (Independent variable)

Table 4.4 Employee's On-job Training

			Have been Trained		Total
			Yes	No	
Gender	Male	Count	13	20	33
		% Trained	65.0%	45.5%	51.6%
		% of Total	20.3%	31.2%	51.6%
	Female	Count	7	24	31
		% Trained	35.0%	54.5%	48.4%
		% of Total	10.9%	37.5%	48.4%
Total	Count	20	44	64	
	% of Total	31.2%	68.8%	100.0%	

We can see from table3 that 68.8% (44) of teachers responding to the questionnaire claiming that they have never gone through any kind of training while on job and 31.2% (20) of teachers confirm being trained while in current job. It also appears that males 33 (51.6%) are more trained than females 31 (48.4). The Chi-Square Tests have shown that these differences are not statistically significant. (Pearson Chi-Square = 2.103, Df = 1, Asymp. Sig. (2-sided) = 0.147)

4.2.4 On-job Training and Job Experience

Table 4.4 Being Trained and The Number of Year of Job experience (Years)

			Have been Trained		Total
			Yes	No	
Job Experience	Less than 1	Count	0	4	4
		% within Job Experience	.0%	100.0%	100.0%
		% within Trained	.0%	9.1%	6.2%
		% of Total	.0%	6.2%	6.2%
	1-2	Count	0	17	17
		% within Job Experience	.0%	100.0%	100.0%
		% within Trained	.0%	38.6%	26.6%
		% of Total	.0%	26.6%	26.6%
	3-5	Count	7	17	24
		% within Job Experience	29.2%	70.8%	100.0%
		% within Trained	35.0%	38.6%	37.5%
		% of Total	10.9%	26.6%	37.5%
	6-10	Count	13	6	19

	% within Job Experience	68.4%	31.6%	100.0%
	% within Trained	65.0%	13.6%	29.7%
	% of Total	20.3%	9.4%	29.7%
Total	Count	20	44	64
	% within Job Experience	31.2%	68.8%	100.0%
	% within Trained	100.0%	100.0%	100.0%
	% of Total	31.2%	68.8%	100.0%

From Table 4, The Chi-Square Tests confirms that these differences are statistically significant. (Pearson Chi-Square = 21.813, Df = 3, Asymp. Sig. (2-sided) = 0.0001; Odd Ratio = 26.826, p-value = 0.0001). We can see that those who are having more than six years of job experience represent 65% of trained employees and those who have three to five years of job experience represent 35% of trained employees. All employees having less than three years of job experience were not trained. Thus, we can confirm that the number of years of experience in current job is a determinant factor of being selected, or deciding for on-job training or education. The symmetric measures show a strong association between years of experience in current organization and the probability of being on-job trained (Spearman Correlation's R = -0.8 and Pearson's R = -0.56)

4.4 Achievement of on the Job Training

4.4.1 Challenge Facing on the Job Training Scheme

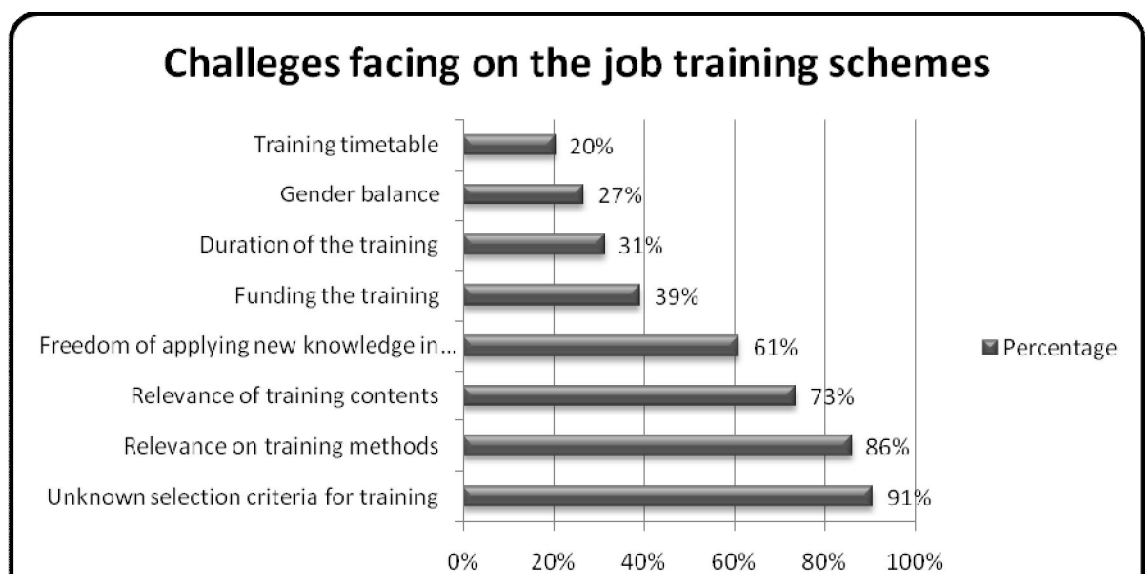
91% of respondents are convinced that one of the biggest challenges facing the on job training schemes is the selection criteria for candidates who have to under take the on job training. They don't understand why some colleagues are selected for training while others have never been given the same opportunity.

The relevance of the training method is given as challenge by 86% of respondents assuming that the methodology used in training adult learners has a strong impact on quality education.

Another challenge is the association between training's content and the current job; 73% of respondent emphasized the fact that the training's content must be related to the current job's need for improvement and performance indicators.

61% stated that after training, some workers are not free to utilise new knowledge at the current post given that they have to follow their superior's wishes.

Figure 4.1 Challenges Facing on the Job Training Schemes



4.5 Schemes of on the Job Training Applicable in Songea Municipality

5.5.1 Steps for planning the on-job training

Table 4.6 Steps for planning the on-job training

Steps	Very high priority	High priority	Normal priority	Low priority	Very Low priority
Identify and define training needs	97%	3%	0%	0%	0%
Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.	84%	10%	4%	2%	0%
Define the objectives of the training	70%	15%	8%	5%	2%
Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.	58%	21%	10%	7%	4%
Decide who provides the training	40%	5%	10%	25%	20%
Evaluate training.	22%	0%	3%	30%	45%

	15%	0%	5%	20%	60%
Amend and extend training as necessary.					

5.5.2 On-job Training Methods

Table 4.7 On-job Training Methods

On-job training Methods	Frequency	Percentage
Role playing	29	45%
Orientation	39	61%
Job rotation and transfers	48	75%
Conferences	50	78%
Coaching and/or mentoring	52	81%
Formal training courses and development programmes	58	91%

4.6 Correlations and Linear Regression

4.6.1 Social and Demographic Factors of on-job Training

The study confirms a significant association between the fact that an employee has been trained and his/her age, education level and job experience ($p\text{-value} < 0.00001$). However, table9 shows that employee's age and job experience are strongly associated ($p\text{-value} < 0.00001$), and then, this association can induce a confounding factor. Thus, we had to adjust the relationship by using the Mantel-Hentzel Adjustment test for Confounding factors.

4.6.2 Mantel-Hentzel Adjustment for Confounding Factors

The research shows that gender is not a socio-demographic factor that may influence on-job training decision (Pearson's Correlation $R = 0.181$ and Sig. (1-tailed) = 0.076); but it appears that age is a Socio-demographic factor that may determine the decision of undertaking an on-job training, the more the employee is older, the more the probability of going for training is high (Pearson's Correlation $R = -0.444$ and Sig. (1-tailed) = 0.0001); and the number of years of experience in current organization appears also being an other factor that can determine the on-job training, the more the number of job experience is high, the more the probability of undertaking an on-job training is high (Pearson's Correlation $R = -0.559$ and Sig. (1-tailed) = 0.0001). The level of education is also a factor determining the on-job training, the more the employee is educated, the higher is the probability of being trained while on job (Pearson's Correlation $R = -0.513$ and Sig. (1-tailed) = 0.0001). After applying the Mantel-Hentzel Adjustment, we have discovered that age was a confounding factor ($t = -1.251$ and sig. = 0.216) (Table 7). We conclude that the socio-demographic factors that can impact the decision of undertaking on-job training are the education level and the number of years of being working in the current organization.

4.6.3 Factors Influencing Job Experience among Trained Workers

It was confirmed that the Age is strongly associated with the number of years of experience in the current organization, then, by that fact, the age became the confounding factor in the tripartite correlation: Being trained – age – number of years of experience in the current organization.

4.6.4 Training and job's Security

Findings confirm there was strong positive and significant association between employee's career and employee's performance (Pearson' Correlation $R = 0.448$, Sig. (2-tailed) = 0.0001); hence, higher performance secures employee's career. We also confirm that job promotion is subject to performance (Pearson' Correlation $R = 0.289$, Sig. (2-tailed) = 0.020).

The same Table 11 shows that those who are not trained fear to loose their job by lack of good performance (Pearson' Correlation $R = 0.386$, Sig. (2-tailed) = 0.002). We can attest that employees perform better only when they feel their job is secured (Pearson' Correlation $R = 0.423$, Sig. (2-tailed) = 0.0001).

We conclude by saying that on-job training can secure employee's career and better performance.

4.6.5 Training and Employee's Career

Strong correlation was observed between being trained and having the assurance of career path in current organization (Pearson' Correlation $R = 0.453$, Sig. (2-tailed) = 0.0001), employees who were trained testify having the assurance of Career Path in their present job after training. Table 12 shows again that those employees who have been trained have also mastery specific skills they need to successfully perform the tasks related to their present job (Pearson' Correlation $R = 0.413$, Sig. (2-tailed) = 0.001). From the same Table 10, we can confirm that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained (Pearson' Correlation $R = 0.392$, Sig. (2-tailed) = 0.001).

One big result (Table 11) is that having mastery specific skills one needs to successfully perform the tasks related to his/her present job after training and seeing

a career path in one's present job are strongly correlated (Pearson' Correlation $R=0.618$, Sig. (2-tailed) = 0.0001).

Hence, we confirm that on-job training is a key factor to good performance, career path and job security. Once an employee is trained, he performs better, he is assured of being promoted to higher responsibilities and he is willing to stay longer in the current organization.

4.6.6 Training and Employee's Performance

It was discovered that once an employee is trained, he gains opportunity to enhance his performance (Pearson Correlation = 0.621, Sig. (2-tailed) = 0.0001), his current job has direct impact on achieving the organizational objectives (Pearson Correlation = 0.395, Sig. (2-tailed) = 0.001), his job performance outcomes are consistent with the goals of the organization (Pearson Correlation = 0.402, Sig. (2-tailed) = 0.001) and his good performance on his job gives him/her formal appreciation (Pearson Correlation = 0.428, Sig. (2-tailed) = 0.0001),

4.6.7 Training and Job Satisfaction

The study shows that on-job training gives full satisfaction to trained employees. All the satisfaction requirements and level are strongly and positively correlated to the on-job training. From Table 14, we observe that trained employees are not having these kinds of complaining: 'Had my job met my expectations, I would have given it my best' (Sig. (2-tailed) > 0.05). Trained employees confirm that:

- i. Current job gives satisfaction (Pearson' Correlation $R=0.767$, Sig. (2-tailed) = 0.0001).

- ii. They are respected because of their current job (Pearson' Correlation R= 0.534, Sig. (2-tailed) = 0.0001).
- iii. Their superiors listen to their suggestions (Pearson' Correlation R= 0.507, Sig. (2-tailed) = 0.0001).
- iv. They feel cared by the current organization (Pearson' Correlation R= 0.458, Sig. (2-tailed) = 0.0001).

4.7 Regression

4.7.1 Training and Employee's Performance

Model1: summary

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Have been Trained (Yes)	.402 ^a	.162	.148	.966

a. Predictors: (Constant), Have been Trained

b. Dependent Variable: My job performance outcomes are consistent with the goals of the organization

Analysis of Variance

Table 4.9 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.138	1	11.138	11.947	.001 ^a
	Residual	57.800	62	.932		
	Total	68.938	63			

a. Predictors: (Constant), Have been Trained

b. Dependent Variable: My job performance outcomes are consistent with the goals of the organization

From Table 16, we confirm that the percentage of trained employees who declare their job performance outcomes are consistent with the goals of their organization is different (Higher) than the percentage of non-trained employees who declare the same ($F = 11.947$; $\text{Sig.} = 0.001$). In conclusion, from this study, we can predict that 16% of trained employee will declare that their job performance outcomes are consistent with the goals of their organization.

CHAPTER V

DISCUSSION

5.1 Introduction

This chapter will discuss major findings in detail which includes implications of the findings for research model, contributions of the current study and finally limitations of the study will also be discussed for further research directions.

5.2 Summary of Major Findings and Conclusion

The study was designed to investigate the impact of training on employee's performance in public sector of the Songea Municipality in the Ruvuma region.

The sample selected for the impact study of training was sixty four (64), of which we had thirty three (33) male teachers and thirty one (31) female teachers.

The supporting literature was studied for the development of a common approach towards understanding the impact of training on employee's career and performance.

All the related areas of employee's satisfaction, security, career path and performance were brought to light, so that, the real impact could be sensed for further improvement and conduction of Human Resource practices.

Descriptive statistics, inferential statistics, regression and correlation were all analysed.

Chi-square test and adjustment were processed.

Data were analyzed using SPSS.

5.2.1 Findings

It was found that in our sample, females represent 48.4% (31 females), while males represent 51.6% (33 Males). The majority of teachers in Songea Municipality are holding diploma (32.8%) and first degree (32.8%), very few are having a Master degree (6.2%) and advanced diploma (6.2%). It appears that males are more highly educated than female (12.2% of males are holding a Master degree and 36.4% of males are having the first degree while there is not even a single female with a Master degree and only 29% of females have completed the first degree). We have seen 68.8% (44) of teachers responding to the questionnaire claiming that they have never went through any kind of training while on job and 31.2% (20) of teachers confirming being trained while in current job.

We can see that those who are having more than six years of job experience represent 65% of trained employees and those who have three to five years of job experience represent 35% of trained employees. All employees having less than three years of job experience were not trained. Thus, we can confirm that the number of years of experience in current job is a determinant factor of being selected, or deciding for on-job training or education.

The symmetric measures show a strong association between years of experience in current organization and the probability of being on-job trained (Spearman Correlation's $R = -0.8$ and Pearson's $R = -0.56$).

It is confirmed that there is a significant association between the fact that an employee has been trained and his/her age, education level and job experience ($p\text{-value} < 0.00001$). However, employee's age and job experience being strongly

associated ($p\text{-value} < 0.00001$), can induce a confounding factor in the triple association. Thus, we had to adjust the relationship by using the Mantel-Hentzel Adjustment test for Confounding factors. The Table 5 shows that gender is not a socio-demographic factor that may influence on-job training decision (Pearson's Correlation $R = 0.181$ and Sig. (1-tailed) = 0.076); but it appears that Age is a Socio-demographic factor that may determine the decision of undertaking an on-job training, more the employee is older, more the probability of going for training is high (Pearson's Correlation $R = -0.444$ and Sig. (1-tailed) = 0.0001); and the number of years of experience in current organization appears also being an other factor that can determine the on-job training, more the number of job experience is high more the probability of undertaking an on-job training is high (Pearson's Correlation $R = -0.559$ and Sig. (1-tailed) = 0.0001). The level of education is also a factor determining the on-job training, the more the employee is educated, the higher is the probability of being trained while on job (Pearson's Correlation $R = -0.513$ and Sig. (1-tailed) = 0.0001). After applying the Mantel-Hentzel Adjustment, we have discovered that the age was a confounding factor ($t = -1.251$ and sig. = 0.216). We conclude that the socio-demographic factors that can have an impact on the decision of undertaking on-job training are the education level and the number of years of one has been working in the current organization. We confirm there is a strong positive and significant association between employee's career and employee's performance (Pearson's Correlation $R = 0.448$, Sig. (2-tailed) = 0.0001); higher performance secures employee's career. We also confirm that promotion is subject to performance (Pearson's Correlation $R = 0.289$, Sig. (2-tailed) = 0.020). It was shown that those who are not trained fear to loose their job by lack of good performance (Pearson's Correlation $R = 0.386$, Sig. (2-tailed) = 0.002). We can attest that employees perform

better only when they feel secured (Pearson' Correlation $R = 0.423$, Sig. (2-tailed) = 0.0001).

We conclude in saying that on-job training can secure employee's career and better performance. We observe a strong correlation between being trained and having the assurance of career path in the current organization (Pearson' Correlation $R = 0.453$, Sig. (2-tailed) = 0.0001), employees who were trained testify having the assurance of career path in their present job after training. It was shown again that those employees who have been trained have also mastery of specific skills they need to successfully perform the tasks related to their present job (Pearson' Correlation $R = 0.413$, Sig. (2-tailed) = 0.001).

From the same Table 9, we can confirm that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained (Pearson' Correlation $R = 0.392$, Sig. (2-tailed) = 0.001).

One big result is that having mastery of specific skills one needs to successfully perform the tasks related to his/her present job after training and seeing a career path in one's present job are strongly correlated (Pearson' Correlation $R = 0.618$, Sig. (2-tailed) = 0.0001).

Hence, we confirm that on-job training is a key factor to good performance, career path and job security. Once an employee is trained, he performs better, he is assured of being promoted to higher responsibilities and he is willing to stay longer in the current organization. We discover that once an employee is trained, he gains opportunity to enhance his performance (Pearson Correlation = 0.621, Sig. (2-tailed)

= 0.0001), his current job has direct impact on achieving the organizational objectives (Pearson Correlation = 0.395, Sig. (2-tailed) = 0.001), his job performance outcomes are consistent with the goals of the organization (Pearson Correlation = 0.402, Sig. (2-tailed) = 0.001) and his good performance on his job gives him/her formal appreciation. (Pearson Correlation = 0.428, Sig. (2-tailed) = 0.0001). It was shown that on-job training gives full satisfaction to trained employees. All the satisfactions requirement and level are strongly and positively correlated to the on-job training.

5.3 Discussion of Findings

This research discusses the impact of on-job training on employee's career and performance by examining the Human Resource practices like job analysis, job design, job evaluation, job security and job succession planning.

In August 2011, Ameer Muhammad conducted a research on the impact of teacher training on the performance of primary school teachers in Peshawar District. Following were his main findings:

- i. The impact of teacher training on the performance of teachers of Public Schools was a very useful in terms of teachers' efficiency, classroom control and management and students' achievements.
- ii. Training caused teachers to be good teachers and encouraged them to be able enough to guide well students in the subject taught. This change in teaching style and behaviour was due to an appropriate and effective training.
- iii. The training fulfilled all the needs of a classroom by providing all the techniques and essential knowledge according to the needs of modern students.

- iv. The training was successful in making the teachers aware about the aims, goals and objectives of their teaching. This could cast an effect on the formative and summative evaluation. The training made a teacher a scientist in his own way, who could work as a scholar and educationist.
- v. Students acknowledged the impact of the training with positive responses.
- vi. Head teachers observed a positive change in the results of students comparatively to the previous results of students.

These results confirm our findings in this research about the positive impact of training on employee's career and performance.

Our findings are also confirmed by the study conducted in April 2013 by Dr. Sergij Gabršček and Prof. Dr. Paul Roeders on the assessment of the needs for in-service training of teachers. In that study, the major findings are as follow:

- i. The competences teachers acquire in their initial training are seen as insufficient for the challenges awaiting them in the education system. This has a direct impact on the in-service training needs of novice teachers who should acquire additional knowledge and skills, particularly in the areas of pedagogy, psychology, didactics, teaching methodology and assessment of learning outcomes.
- ii. In order for the in-service teacher training to efficiently support professional development, a coherent policy on professional development should be adopted on the national level and a set of teacher competences agreed and adopted on the levels of initial education, apprenticeship and continuing professional development.

- iii. The rules on promotion should specify the obligation of regular in-service training.
- iv. Trained employees are responsible for their own professional development and for identifying gaps in their own and common competences.
- v. In particular, non trained employees seem to be insufficiently familiar with the concept of competences.
- vi. At different levels of employee's career path, competences may change: another set of competences might be needed, or simply the same competences at a different level, with a different standard.

5.4 Contribution of the Current Study

This study would contribute new avenues in the research of human resource management particularly in a developing and non western country like The United Republic of Tanzania by opening a discussion on the impact of training on employee's career, performance, security, satisfaction and development.

The findings of statistically significant correlations and regression results have reflected that all the variables: employee's career, performance, security, satisfaction and development were positively associated to on-job training.

This research study also opens a new horizon in the field of Human Resource in public sector organizations and human resource researchers to work on the dependability of different human resource practices on each other and also how they can influence each other as well as the employee's job performance both in the market and within the organization.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study reveals a diverse aspect of a practical operation of human resource management related to employee training, career and performance.

The symmetric measures have shown a strong association between years of experience in current organization and the probability of being trained while on job.

There is a significant association between the fact that an employee has been trained and his/her age, education level and job experience. However, employee's age and job experience being strongly associated can induce a confounding factor in the triple association.

There is also a strong positive and significant association between Employee's Career and Employee's performance, higher performance secures employee's career.

The study also confirmed that promotion is subject to performance.

It is also agreed that employees who are not trained fear to loose their job by lack of required performance.

It was attested that employees perform better only when they feel secured. We conclude in saying that on-job training can secure employee's career and better performance.

The study has observed strong correlation between being trained and having the assurance of brighter career path in current organization, employees who were trained testify having the assurance of career path in their present job after training.

Employees who have been trained have also mastery specific skills they need to successfully perform the tasks related to their present job.

Trained employees were more willing to continue working in the same organization after being trained than those who are not yet trained. One big result is that having mastery specific skills one needs to successfully perform the tasks related to his/her present job after training and seeing a career path in one's present job are strongly correlated.

Hence, it was confirmed that on-job training is a key factor to good performance, career path and job security. Once an employee is trained, he performs better, he is assured of being promoted to higher responsibilities and he is willing to staying longer in the current organization. Once an employee is trained, he gains opportunity to enhance his performance, his current job has direct impact on achieving the organizational objectives, his job performance outcomes are consistent with the goals of the organization and his good performance on his job gives him/her formal appreciation by the higher ups.

On-job training gives full satisfaction to trained employees. All the satisfactions requirement and level are strongly and positively correlated to the on-job training.

Challenges facing the on job training schemes are the selection criteria for candidates who have to under take the on job training, the relevance of the training method, the training's content and the freedom of applying new knowledge in current post.

Altogether this research makes an effort signifying a substantial positive contribution by employee training to job performance.

Generally, the findings of this study were found reliable with the studies conducted by other researchers on the contribution of human resource practices related to the job performance and employee's career.

About the schemes of on the job training applicable in Songea municipality, the planned on-job training in Songea municipality must follow these given steps:

- i. Identify and define training needs
- ii. Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- iii. Define the objectives of the training
- iv. Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- v. Decide who provides the training
- vi. Evaluate training.
- vii. Amend and extend training as necessary.

And the suggested on-job training method found is that respondents prefer the formal training course, the coaching or mentoring method, the conference method and the job rotation and transfer method. Consequently, the worth of present study lies in the reality that it offers a requisite rationale of theoretical models built on the basis of studies conducted by previous researchers.

The present study illustrates the efforts looking for establishing a Human Resource-Performance linkage by developing a specific conceptual framework to demonstrate the progression by which the practice of employee training and job performance might be correlated and by testing it with empirical data.

6.2 Recommendations

Fundamental changes in the following three areas are required if the quality of teachers and teaching are to be significantly improved. Some key recommendations identified from the study are:

System Support

- i. Establish commitment in the form of vision, policies, plans, and actions for long-term professional development of teachers.
- ii. Delegate to the school the authority, flexibility, and responsibility to develop relevant programs and school schedules to establish this long-term professional development commitment.
- iii. Require school supervisors to inform teachers and head teachers of promising teaching practices, and assist staff in trying these out.
- iv. Develop human resource development strategies that are long-term and ongoing, depend heavily on school-based in-service programs, and link training and upgrading to a career-path structure.
- v. Hire committed teachers and provide adequate training and support to enable them to do their job. It is preferable to hire teachers with at least form VI Education Level and with some teaching training.
- vi. Provide a range of incentives for different stages of teachers' careers to attract suitable candidates to teaching, establish job satisfaction, and improve instructional practice. Incentives can be direct monetary benefits (e.g., teacher salary, allowances, and fringe benefits), indirect monetary benefits (e.g, professional training, teacher guides, textbooks, instructional supervision, subsidized housing, food, and transportation), or nonmonetary benefits (e.g, professional status in the community, location of teaching position, and

recognition of performance). They must match the needs of teachers if they are to be true incentives. Thus, different incentives are important at different stages of a teacher's career.

Ongoing Professional Development - The Early Years

- i. Provide focused instruction for new teachers. Beginning teachers need initial preparation in their subject matter, fluency in the language of instruction, knowledge of how to use instructional materials, and some basic classroom management and reflection skills. Most of these skills are best learned through on-the-job practice with coaching, which can be done through a traditional pre-service program with substantial supervised practice teaching, or with close supervision and ongoing in-service training while on the job.
- ii. Consider a range of alternative teacher preparation programs suitable to or adapted to local needs and constraints. Programs such as shorter school-based initiatives with ongoing mentoring and support should be considered, particularly in education systems with a great shortage of trained teachers.
- iii. Establish induction programs. These are essential to guide and support beginning teachers in their first few years of teaching, help develop sound teaching practices, and retain teachers.

Ongoing Professional Development-The years after initial preparation

- i. Broaden the concept of in-service programs and support to mean a growth continuum of ongoing, participatory learning that is closely tied to the realities of classroom needs.

- ii. Focus in-service programs on specific training for subject knowledge, pedagogy, and classroom management that is appropriate to the teacher's current needs. Ongoing guidance and support, the sharing of ideas and concerns among teachers, the support of the head teacher, and obtaining sufficient release time to participate in training are some of the key elements these programs should focus on.
- iii. Extend the evaluation of teacher education programs beyond informing facilitators and administrators of the modes of presentation, relevance, adequacy of facilities and instructors, etc. The evaluation must also investigate whether attitudes and practices of participants have actually changed for the better and whether these changes are manifest in classroom and school practices.

6.3 Future Research

Today's study discovered the impact of training on employee's career and performance, its sub facets and competitive advantage in public sector. However further studies can be extended towards the exploration of relationship among the training and organizational loyalty with intervening variables like office environment, promotion policy and allowances etc. Apart from this, future studies can be done with semi governmental and private sectors as well as in the industry sector

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Appendix A: The Questionnaire**QUESTIONNAIRE FOR THE IMPACT OF ON THE JOB TRAINING ON
EMPLOYEE'S PERFORMANCE: "THE CASE OF SECONDARY SCHOOL
TEACHERS IN PUBLIC SCHOOLS OF SONGEA MUNICIPALITY"****Section 1: Socio-demographic characteristics**

Please, tick the good answer

1. Sex

- a) Female ()
- b) Male ()

2. Age

- a) 18 – 25 ()
- b) 26 – 35 ()
- c) 36 – 45 ()
- d) 46 – 55 ()
- e) 56 – 59 ()

3. Marital status

- a) Single ()
- b) Married ()
- c) Divorced ()
- d) Widowed ()
- e) Separated ()

4. Qualification of staff

- a) Postgraduate degree ()
- b) Bachelor degree ()
- c) Diploma ()
- d) Certificate ()

7. How long have you worked for the organization?

..... Years

8. Have you had any form of training since you joined the organization?

- a) Yes ()
- b) No ()

If “yes” to the question 8 above, please continue with the questions below.

Section 2: Training related variables**9. How were you selected for training? Tick**

- a) On joining the company ()
- b) Supervisors recommendation ()
- c) Compulsory for all employees ()
- d) Upon employee request ()
- e) Performance appraisal ()
- f) Don't know ()

10. How often have you undergone training?

- a) Only once ()
- b) Every six months ()
- c) Once a year ()
- d) Every two years ()
- e) No specific schedule ()

11. What are the methods of facilitation at the training you have attended?

- a) Lecture
- b) Demonstrations
- c) Discussions
- d) Presentation
- e) Seminar

12. Do the methods used during training have any impact on your skill?

- a) Yes ()
- b) No ()

13. How will you rate the quality of training programme taken?

- a) Very poor ()
- b) Poor ()
- c) Average ()
- d) Good ()
- e) Very good ()
- f) Excellent ()

14. How relevant were the trainings you received to your work?

- a) Not relevant at all
- b) Not relevant
- c) Not sure
- d) Effective
- e) Very effective

15. Was the program related to your job?

- a) Yes ()
- b) No ()

16. Was the program related to your education background?

- a) Yes ()
- b) No ()

17. In your opinion, do you think training has helped improve your job performance?

- a) Yes ()
- b) No ()

18. Provide the reasons below

.....

.....

.

19. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?

a) Yes ()

b) No ()

20. Provide reasons as to why below

.....

Section 3: Employee's Performance related variables

21	Do you arrive for work on time	Before training	After training
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
22	Meets work deadlines		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
23	Identifies problems		

		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
24	Proposes solutions to problems		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
25	Sets appropriate priorities for tasks		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
26	Uses time effectively		
		Excellent ()	Excellent ()
		Good ()	Good ()

		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
27	Demonstrates effective leadership skills as appropriate		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
28	Demonstrates initiative as appropriate		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
29	Demonstrates appropriate knowledge and policies relevant to position		
		Excellent ()	Excellent ()

		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
30	Demonstrates appropriate interactions with students		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()
31	Deals appropriately with sensitive situations		
		Excellent ()	Excellent ()
		Good ()	Good ()
		Satisfactory ()	Satisfactory ()
		Unsatisfactory ()	Unsatisfactory ()
		Poor ()	Poor ()
		Very poor ()	Very poor ()

32. What problems do you face with regard to training and development within your organization?

.....

33. Please specify any ways you think training and development in your organization can be improved.

.....

Thank you for your responses and cooperation.

Appendix B: Estimated Research Budget

The research Project budget is estimated to Tshs. 1, 333,000/= as shown in the following breakdown.

ACTIVITY	PAGE	COST PER UNIT (Tshs.)	NO. OF UNITS	TOTAL (Tshs.)
Photocopy of introduction letter and Questionnaire	5	100	64	32,000/=
Proposal writing	54	Typing 500@ page Printing 200@ page	6	226,800/=
Data Collection	Transport, and honorarium	Local transport 30,000/= Honorarium 64 respondents @5,000/=		350,000/=
Data entry, analysis and verification				350,000/=
Report typing/writing	100	Typing 500@ page Printing 200@ page	5	350,000/=
Binding		5,000/=	5	25,000/=
		TOTAL		1, 333,000/=

Appendix C: WORK PLAN/TIME FRAME

ACTIVITY	TIME FRAME
Identification of the Research Topic	September 2014
Literature Review	October 2014 – December 2014
Documentation of Research Proposal	December 2014 – January, 2015
Submission of Research Proposal	February, 2015
Incorporation of the Comments of the Supervisor	March, 2015
Dissemination of Questionnaire.	May, 2015
Data Collection	June ,2015
Data entry and Analysis	July, 2015
Submission of Research draft	July, 2015
Submission of the Final Research	August, 2015

