CHALLENGES FACING EMPLOYEES' CAREER DEVELOPMENT: THE

CASE OF MEDICAL STORES DEPARTMENT STAFF

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE

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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 entitled: "**Challenges Facing Employees' Career Development: The Case of Medical Stores Department Staff"** in partial fulfillment of the requirements of the degree of Masters of Human Resources Management (MHRM) of the Open University of Tanzania.

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Date

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DECLARATION

I,**Vivian Samuel,** do hereby declare that this report is my own original findings and it has not been submitted to any other institute of higher learning for academic or professional award.

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Signature

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Date

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DEDICATION

This work is dedicated to my family and close friends.

ABSTRACT

This study explored challenges encounter by MSD employees in their career development and suggested measures to countercheck the situation. The logic behind this study was the presence to human resources practitioners with minimal knowledge and experience despite massive efforts taken by the government to make them competent. The study expected to be valuable not only to government but also to all government actors. The study was guided by specific research objective which measured career development in terms of effectiveness and analyzed the contribution of the training and development programmes in employee career development. Also the link between training opportunities and employees' career development were determined. Finally, measures to improve career development were brought into attention. The study employed case study of MSD. While secondary data were gathered from different MSD reports primary data were gathered through questionnaires and in-depth interview. Data were coded and analysed using percentages and frequencies. Findings were summarized into tables and figure. The analysis was aided by SPSS and special template. Generally, data revealed that career development was ineffective as factors that could make it effective such as overall training was lacking. Other factors which made training to be ineffective were lack of clear training policy and lack of enough training opportunities. Again MSD employees' have promotion chances. The study made three recommendations that were to design policies that would have been guided MSD management to improve its strategy regarding human resources management. Secondly, was to allow free and fair competition in employees'. Thirdly; to have collective decision making based on mutual consensus and self development.

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LIST OF ABBREVIATIONS

MSD   Medical Stores Department

MHRM   Masters of Human Resources Management

SPSS   Statistical Package for Social Science

CHAPTER ONE

PROBLEM SETTING

1.1   Introduction

This chapter is an attempt to formulate clearly the research problem. Key area of focus considered in this chapter include, the background to the problem, statement of the problem, statement of the study, research objective, research questions, significance of the study, scope of the study and limitations of the study.

1.2   Background to the problem

Career is a lifelong, constant experience of job, that can be divided into orderly stages of development, beginning from working idea to retirement (Super (1957) and Schein (1971) in Nzioka (2013). From the beginning assumption was that every employee need and should need to work (Fink, 1992). Nevertheless it should be noted that in today's World, employees are determined to work than in the past days and many organizations have set mechanisms aiming at implementing career development programs in their work places (Lalande et al, 2006). Career development calls for number of interventions such as distinguishing organization broad goals that will intervene career development such as intervention of employees' willingness to be trained, to have skills, to be, committed, motivated, and satisfied and having developed their workers (Lalande et al, 2006).

A well established workplace-based career development initiative is likely to assist employees to be knowledgeable and transform their organization's internal labour market, stimulating them to poses required skills and enable them to handle change

more effectively (CEDEFOP, 2008). Any company that need to develop or advance training and career development are very crucial. As such there is a need for supporting individual career development within their workplace (Butterfield et al, 2008; ETHOS, 2007; Lalande et al, 2006).

It is worth noting that in any organization career support practices signify to an individual and group both means of developing and retaining skills (Battistelli and Picci, 2008; Ellett et al, 2007). Regardless of size, sector and market career development and staff motivations are very focal factors to be considered by any organization (Mwanje, 2010). This is due to the fact that any employees require undergoing different training and different kind of development experience (Peters, 2006). In short in order to improve both employee and organization ability to invest in human resources by way of training and management development is inevitable.

Nevertheless, it is worth noting that the process of investing in human resources is not equivalent as the process of investing in equipments (Peters, 2006). Following that employer should carry out need assessment to identify employees' recent training and development needs in order to maximize the effectiveness of training and development. Through this process organization will categorically identify different employees with different need. Not that some needs need to be changes slowly while others need a quick change (Peters, 2006). Following that Tanzania government have made several initiatives in career development such as career development initiatives stipulated in human resources development policy of 2005. However, despite numerous training interventions taken by government and several organizations aiming at improving workers performance, there is little recorded

positive effect on workers capabilities. The trend of weak worker in term of capacity, knowledge skills and attitudes has remained higher even having gone through training (Okanya, 2008).

Additionally literature shows that Tanzania Human Resources practitioners leave a lot to be desired in terms of education, some of them lack knowledge and experience and proper working ability relevant to the field of study but they are given few chances to develop their Career in their related professional (Ngirwa, 2005). All these necessitated the researcher to conduct a study on the role of training opportunity in supporting employee's career development. Thus this study assessed challenges facing employees' career development using Tanzania context.

1.3   Statement of the Problem

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori 2006). Although recently many employees are trained due to the changes brought by globalized World many trainees have failed to improve their career (Mwanje, 2010; Battistelli and Picci, 2008). Lack of career development is a big problem facing many organizations (Mwanje, 2010). Training is the most recurring career development interventions (Chiaburu, 2005). In the organization training is a learning process which is intended to change workers mind-set, and improve both knowledge and skills of the employees in order to improve their performance (Mamat, 2005). The improvement of job performance is among others determined by training related changes and other changes such as gaining new skills.

Most of recent organizations maintain that a well-trained workforce is important success factor (Jick, 2010). Recognizing that; the government of Tanzania has made many attempts to maximize training in public sector through its Training Policy for Public Sector which points out, the levels of investment in human capital development by the Public Service (URT, 2010). Contrarily to aforementioned efforts taken by the government of Tanzania effective career development is still a challenge (URT, 2010).

For example the assessments and various reports in Tanzania indicate that, while human resource needs are recognized by some of the various supply chain entities, skills and numbers of supply chain-related personnel are still limited because of the unclear role definition and a lack of investment (USAID, 2015). Also, supply chain functions, within the health system set up, are not clear to any cadre working within health system; but, most of the functions are being done by the pharmaceutical cadre and, sometimes, temporarily, by other cadre, even though the tasks are not their core activities. Supply chain capacity is also limited at most levels, as well (USAID, 2015). Yet there is limited research on the career development in Tanzania context. Worse there is no recent study carried out to find out the extent to which career development in Tanzania is effective. The focus of this study, therefore, was to assess challenges facing employees' training and in Tanzania.

1.4   Research Objectives

1.4.1   General Objective

The general objective is to explore challenges facing employees' training and career development in Tanzania.

1.4.5   Specific Objectives

(i)   To examine effectiveness of the role played by training and development programmes in facilitating employees' career development in MSD.

(ii)   To analyze the contribution of the training and development programmes in employee career development in MSD.

(iii)   To determine the link between training opportunities and employees' career development in MSD.

(iv)   To find out measures to be taken by MSD to improve career development of its employees.

1.5   Research Questions

This study will be guided by the following research questions:

1.5.1   Specific Objectives

(i)   How effective are the roles played by training and development programmes offered at MSD facilitating employees' career development?

(ii)   To what extent does training and development programmes contribute to employee career development in MSD?

(iii)   What is the link between training opportunities and employees' career development in MSD?

(iv)   What are measures to be taken by MSD to improve career development of its employees?

1.6   Significant of the Study

This research intended to reveal the role of training and development in supporting employees' career development in government sector particularly at Medical Stores Department (MSD). The researcher believes this study is much value to a number of people including Management of Government sector, employees and other people of interest like students.

This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular in Tanzania. Also in view of the above the following are the significance to the research findings.

(i)   It will help the Management and the decision makers of the MSD to know their points of weakness and strength regarding employee selection for training.

(ii)   It will help the employees to know the implication of training and development in staff career.

(iii)   It may assist researcher and students to identify variables areas for further research in Management practices.

(iv)   Will be used as the reference to researchers on training and career development.

(v)   More specifically the study will enable the researcher to fulfill the Partial requirement for the award of Masters Degree in Human Resources Management.

1.7   Scope of the Study

This study was conducted in Dar es Salaam region, involving medical Stores department as a case study. The total number of fifty six (55) respondents were involved. The distribution of these respondents are the director, five (05) heads of departments and fifty (50) employees from the same organization.

1.8   Limitation of the Study

The openness and transparency of respondents was anticipated to be a limitation in this study. This is because some respondents were not willing and freely to give data. Also, some respondents did not keep time of appointments for interviews due to many functions they have to accomplish. This resulted into the use of more time than expected. However, the researcher addressed these limitations as follows. The researcher explains ethical considerations for data collected hence most of them agree to give accurate information. The researcher used time after work for respondents who were very busy.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents several issues on training practices as aligned within the public sector. Things included in this chapter are meaning and characteristics of career, career development, and training and its importance, theoretical framework, link between training and career development and hindrance to career advancement after training. Others are empirical literature and conceptual framework.

2.2   Meaning and Characteristics of Career

A career can be defined as a pattern of work experiences comprising the entire life span of a person, which is undertaken through different stages reflecting the change from one stage of life to the another (Weinert, 2001). Alternatively, the work "career" implies series of interactions of people with society, education and institutions throughout their life. It is however the responsibility of individual employees to develop their own career progress (Beukes, 2009). This interaction is no longer merely just a sequence of jobs but is now a story that working people build about themselves (Savickas, 2009).

2.3   Career Development

According to (Byars and Rue (2004) career development is ongoing, organization efforts that intends to develop and capacitate the human resources of an organization in order to meet both employees and organization needs (Byars and Rue, 2004). Career advancement is the total collection of psychological, sociological,

educational, physical, and economic and opportunity factors which together influence individuals work in their total lifespan (National Association of Career Development, 2003). For Dreis et al. (2009), the concept of career success has differently interpreted by different people.

To an individual career development is an everlasting process, which include the development and change process of childhood, education and from working time to retirement period (Baer, Flexer, Luft and Simmons (2008). According to Stevens (1990), the familiar model of several careers during person maturity age requires that they evaluate make personal decisions and put into practice change actions at different points during their lifetime.

Organizations may opt to train and develop their workers according to their present requirements and also train them for future organizational needs (Humphries and Dyer, 2001). Career development is expected to cut down cost incurred on recruiting and training new organization employees (Byars & Rue, 2004). The ability of organization performance in relation to employees' psychology and organization psychology help to know specific carrier issues and challenges encountered by certain groups such as the disabled, women and ethnic minorities (Coetzee, Bergh & Schreuder, 2010).

The most important difference between various measures of career achievement is that between biased and unbiased actions (Abele & Spurk, 2009). Research interest in both biased and unbiased career achievement has been high for many years. Heslin (2003) argues that unbiased career success reflects demonstrable

achievement in areas such as; work performance, pay, position, and promotions, whereas biased career success is demonstrable relative to self-referent criteria, such as a person's career goals and aspirations.

Savikas (2009) cautions that recent career advancement theories and techniques encounter a crisis in that their principal assumption of predictability based on stability and stages is on debate and more crucially, may no longer are functional. Forms of career advancement have identified age ranges in which take task which is relevant to each stage of career development.

Additionally, the forms presuppose that individuals pursue a continuous linear career within one work, in perhaps one or two organizations, and without major disruption or redirections. The following issues are very important in career development. Among the important factor in career development is career decision. Career decisions involve pursuing a certain job, to increase or decrease participation in work, or to change type of works. Since each position is special, they all involve actions in the face of options (Pilot, 1988).

Career judgment is vital since it determines earnings, job security, friends and acquaintances, the amount of free time as well as residence (Pilot, 1998). Career judgment is a challenge especially for young people in schools due to the lack of work experience; young adult should get into the way of thinking of becoming practical with their career decisions. Also a person will be obligatory to make a greater number of considerable career decisions over the course of their lives (Greenhaus, 2003).

Another important factor is career maturity, which is the willingness and capability of an individual to formulate significant career decisions (Pieterse, 2005). Career maturity is a developmental construct that can be improved in the course of prepared programme intercessions (Stead & Watson, 1998). Consequently, in career maturity decisions are determined by attitudes, self-knowledge, knowledge of the world of learning chances and of the job market, and adequate information of career decision making processes (Pieterse, 2005).

Again there is employability, which is all about centering on the persons as the vigorous agent in building and sustaining his or her employability through a reiterative sequence of development stages. Employability include issues such as skills, knowledge and personal characteristics that make a person more likely to choose and secure job in which they can be happy and doing well, to the benefit of the entire community (Pool and Sewell, 2007). In employability there is application of continuous development of skills in deferent stages that improve the individuals' chance for accessing and sustaining employment opportunities (Beukes, 2009). Employability stress lifelong learning, flexibility and adaptability. From the above theories it is worth to note that training is an important aspect in career development as trainees gain from others. It is through training employees can reshape their behaviour. Employees get career desire through training. The effective training impacts behaviour to the trainees, which they would otherwise not get.

2.4   Training and its Importance

In order to understand clearly the importance of training it is wise to conceptualize its meaning. Under this logical flow training can be defined as an intended education

know-how planned to convey permanent change in person's knowledge, attitudes, or skills (Baharim, 2005). Training is very essential and a great part of advancement involves organizational sponsored training efforts. In any organization human resource progress is an important factor for organizational achievement to achieve the most wanted organization goals and objectives (Sabarudin, 2011). As there are numerous changes in technology knowledge has become a key economic resource and a source of competitive advantage (Drucker 1995). Due to that effective training is most important to instill knowledge (Drucker 1995).

Training is costly asset for most organizations. As a result employers aim to ensure that investments in training provide maximum returns (Baharim, 2005). Training is the most ordinary form of Human Resource Development and the one that enables organizations to increase workforce effectiveness and productivity (Pilar Pineda, 2009). Training is suitable when an individual's performance is expected to be strengthened with enhanced skills and knowledge (Zane, 2008). Training is the tool most often used to organize the persons for new operational challenges (Sabarudin, 2011).

Organizations uses a lot of resources and time to carry out training that is expected to make employees familiar with new related job competencies (Noe et al., 2006). Since an organization invests a lot in training the organizations must realize the potentialities of those trainings (Cascio, 2000). Hence organizations must guarantee that training is effective by assessing its outcome such as its ability to increase job performance (Raquel Velada, 2007). In order for the training to be successfully trainees must use well their training skills on their job. It is acknowledged by

researchers and practitioners that transfer of training need to take place before learning can lead to an improvement in an individual's job performance (Holton, Bates & Ruona, 2000).

There has been acknowledgment of a concern of the transfer problem in most cases training content is not useful in the work setting and investments in learning continue to yield deficient results, making transfer a core issue for both researchers and practitioners (Burke & Hutchins, 2007). Training will yield fruits if it focuses on transforming the behaviour or develop new skills and knowledge for individual trainees and is expected to be applied in the workplace. Also acquired new skills must be transferred to work place.

Transfer of training is defined as the extent to which trainees conclude and apply knowledge, skills and abilities to their jobs (Burke & Hutchins, 2007). Transfer of training implies the degree of application of learning acquired during training process at workplace. Training can be explained as the desire to use knowledge and skill gained during training program on the job by trainee (Sofo, 2007).

According to Bates (2003), unless trainee transfer knowledge gained from training to the job training will do little to increase individual or organizational performance. Employees continue to be viewed as a key strategy for organizations to gain competitive advantage unless the reported problems in achieving effective transfer of training reported in the international HRD research (Noe, 2005).

The transfer can either yield positive or negative results. The positive transfer of learning is the situation whereby trainees effectively make applicable of their

knowledge, skills and attitudes gained from training to their job (Baldwin & Ford, 1988). Contrarily, negative transfer happens when learning does not improve job performance. In the positive transfer there is use of new learning which aims at improving outcome i.e. quality and productivity while negative transfer happens when continued use of new learning leads to less desired results (Baldwin & Ford, 1988).

As per the requirement of an organization transfer of training is very important thing, which intends to change employees. When employees and organizations changes performance through acquired training it implies training has definitely being transferred to workplace (Yamnill and McLean, 2001). The transfer of training happens when one, organizations understand factors that affect transfer and second, training evaluation model takes account of these factors. In a modern office dependent on knowledge management and the most favorable use of skills by a leaner, more knowledgeable labor force, organizations need to turn to effective ways to make sure that knowledge generation and transfer are not ignored. This can happen through designing a training program that uses the benefit of knowledge sharing (Holton, Bates & Ruona 2000).

Every organization needs to make sure that investment made in human capital provides maximum returns. However, in most cases the rate of transfer of skills learned in training yields minimum results when practiced back in the workplace. The most important part of successful training is the capacity of trainees to affect the knowledge, skills gained from the training in to their work and the course of transferring new learning from a training course in to the organization of the work

place is the most important stage in the training process. It becomes an instructional problem, which needs to be addressed when trainees failed to use knowledge gained in the workplace. Thus transfer of knowledge happens when trainees can demonstrate well both skills gained in their working places (Noe, 2005).

Even though many scholars have written much on training and organization little is known about impact of training on job performance. Training will be fruitful and effected when employees are motivated and excited to apply knowledge gained in workplaces (Brown and McCracken, 2009). Brown and McCracken (2009) established two significant elements of training transfer; to begin, it sustain the gained knowledge for the period of time and secondly, conclusion of gained knowledge from training to workplace. Transfer of training is determined by three contributors: trainees' characteristics, training design factors and work environment.

Regardless of the reported problems in training transfer in the research literature, place of work training is still examined as a main approach by organizations to increase a competitive advantage. Reasons are the goal of training is for employees to maser the knowledge and skills learned and this in turn, is being crucial for the successful job performance (Noe 2005).

2.5 Theoretical Framework

The study was guided with four theories that are social learning theory, classical condition theory, reinforcement theory and transfer of training theory. These theories are as hereunder.

2.5.1 Social Learning Theory

The scholars in of social learning theory have contributed a lot on training and development. Bundara (1977) argued that learning is a social interaction between individuals. He contended that learning comprises of a series of information processing steps set that happen in training through social interactions. According to Robbins, (2005) social learning theory attempts to explain that effective learning as based on what a trainee can learn through imitating or looking at what to other people. The theory predicts that trainees' character is a result of consequences. Some of the contributions of this theory lie in its acknowledgement of the existence of observational learning and the importance of perception in training the employees. Managers will use this theory by focusing improved social work environment as a function of effective training program.

2.5.2 Classical Conditioning Theory

This theory by Pavlov (1902) who assumes that training is a conditioned process, which can be used to explain human behaviors when responding to certain stimuli. The theory assumes that training is stimulus that leads to a response to the trainees. As commented by Robbins and Judge, (2009) out of experiment to teach dogs to salivate in response to the ringing of a bell classical condition grew out of that. The scholars' hat added that the theory is inactive simply because we react in a specific way when something happens. For example employees have the option to be at work on time. The theory is good in a sense that it links a conditioned stimulus and an unconditioned stimulus. Thus the theory is credited for being used to explain simple reflexive behaviors of employees after being trained.

2.5.3 Reinforcement Theory

The theory was developed by Skinner (1974) who assumes individuals are to be 'conditioned' to repeat the behavior by positive reinforcement in the form of feedback and knowledge of results. According to Jonnes and George (2006) reinforcement can either be positive or negative. The scholars argue that people are given outcome they desire through positive reinforcement when they perform organizationally functional behaviors. Pay, praise or promotions are some of reinforces examples. Negative reinforcement can make employees of an organization to do desired or organizationally functional behaviors. Examples of which include criticism and a managers nag. The theory is important especially to managers. Negative and positive reinforces are used by managers for increased productivity. Managers for example may encourage employees to work hard by threatening them that they will have their pay cut.

However, the theory is criticized for ignoring the inner state of the individual such as feelings, attitudes, expectations and other cognitive variables, but undoubtedly it bears an important influence on an individual's behavior (Robbins, 2005). It is therefore evident from this theory that people learn to behave in order to obtain or refrain from something they want. Therefore effective training impacts behavior to the trainees which they would otherwise not get.

2.5.4 Transfer of Training Theory

Transfer of training is defined as the degree to which trainees apply their job. The theory was developed by James (1979) who argued that not only should training and performance be related but should be related in a specific direction. Conversely

those who perform poorest in training should perform poorest on the job. Therefore, the theory's predictive validity supports the underlying concepts of transfer of training. In relation to this study, the theory links learning with employee performance as a manifestation of implementing effective training. The strength of transfer of training theory is based on the idea that it pays due attention to the valuation of trained employees in relation to performance.

However, the theory fails to clarify what causes employees to perform poor in training which could be attributable to the methods, procedures, trainers' knowledge, poor evaluation techniques and poor approaches. The above theories will guide the study. The theory offers little or no explanation on these important aspects. It is also biased in favor of the one side of trainees and fails the trainer since the two are directly related when it comes to the evaluation of training.

2.6   Link between Training and Career Development

To build up skills necessary for the different roles an worker takes on as he/she develop through the ranks takes time: the development is facilitated by training and the growth of managerial and professional skills. Mullins (2005) suggests that training gives more chances for career advancement as to enhance competence level of individuals and the organization. Training is very important for career advancement for both employees and managers.

Training not only enhances career development of employees but also enhances career development of managers. Things like hierarchy, salary and span of control can be used to measure managerial development if compare with subordinates under

one's control. Training specifically out of job training makes staff to have developed to higher levels of management (Tharenou, Latimer and Conroy, 1994).

2.7 Hindrances to Career Advancement after Training

2.7.1 Organization Structure

According to Tharenous et al (1994) organizational structure can play an important part in one's job situation if training and career development is taken into consideration. When men are managers they are likely to hinder women to develop managers hierarchy. Adding together, inflexible organization which provides very few job openings affect negatively post training career advancement. Beardwel et al (2004) noted that successful management development should be given equal attention to career paths and opportunities for promotion and progression.

2.7.2 Individual Factors

Torrington and Hall (1995) emphasized that the role for managing a career is the role of individual. However, organization can play a core role in supporting individual employees. Employees should take training which is consistent with organization's goal and objectives otherwise will not advance his/her career.

Supporting this Mullins (2005) declared that in order for management to support individual employees self-development, the training has to be relevant to organizational needs and goals. Graham and Bennet (1995) agreed that employees need to have specific targets, identify career priorities and consistently monitor their achievements and failures.

2.7.3   Political Factors

Organizations with unclear policies can hinder career development mostly when there are forms of nepotism, ethnicity, corruption e.t.c. within an organization. An Nzuve (2007) argues that, managers create some circumstances which block some employees to prosper their career. On the other hand, some organizations for example may have to be conceptualized in the larger context of national politics.

Without a doubt The Evergreen Business Group (2006) in their discussion on accelerating career success, acknowledge that organizations politics can lead to numerous problems that can cause victimization, disregard for ethics, talent and manipulation by supervisors. Robbins (2010) points out that, structures that can be played around by managers in order to reward and recognize "favorite" employees demoralize the rest of the staff.

2.7.4   Social Factors

Again one's career development starts from his/her childhood. Branching out in a new field for a more flexible job in which to raise children also puts a stop to one's aspirations in an organization which had provided stable employment; this interruption of one's career path way is highlighted by Torrington & Hall (1998).

Career may also can into play in issues such as accommodation of husband/partner's career. Career choices and advancement can be limited by feelings of inferiority for groups such as women, racial minorities or social class identities (Torrington & Hall, 1998).

2.7.5   Motivation

Studying motivation is central component of human resource management (Graham and Bennett, 1995). According to Graham and Bennett (1995) motivation figured out and explains the way people behave. As Nzuve (2007) argues, should give priority issues of employees' motivation.   The life period of organizations is determined by the ability to attain personal and organizational goals. Graham and Bennett (1995) argued that as human beings the behaviour of employees is goal seeking hence the issue of needs or motives are very important.

Armstrong (2001) supported that motivation is "goal-directed" behavior. Beardwell, Holden and Claydon (2004) also supported that the way employees behave at workplace is directed by motives. Motivation energizes, directs and sustains behaviour (Nzuve, 2007). Employees' commitment is enhanced by motivation. Thus there is no motivation without learning and ability (Freeman and Gilbert, 2002).

Nomura Research Institute Ltd (2005) argues that in order to a leader to be chosen must demonstrate the ability to stimulate organizational motivations. Therefore the issue of motivation should not be ignore but rather should be taken seriously in administration of reward systems. The Tanzania Institute of Bankers (2003) notes that, the force that is behind motivation make workers to work willingly and hence improve their performance towards achieving intended results. Managers need to take time to figure out the needs and aspirations of their workers.

According to Kakama (1995) employees can either be motivated or de-motivated by reward system. Managers should know how to motivate employees, which in turn

will enhance employees' job performance. Failure to meet employees' goals employees can ignore to achieve organization goals. Beardwell, Holden & Claydon (2004) have the same opinion and bring to a close that individuals look forward to reward for their training or development; they have put in effort, develop into more skilled and expect better reward in the form of promotion, pay increase and more demanding or higher status jobs; a point which appears to be acknowledged by Bartlett, albeit in another context. Mullins (2005) also challenges that training gives chance for salary raise and promotion.

2.8   Empirical Literature

2.8.1   India

Nasreem (2012) conducted a study on current Practices of training and development in the   Public sector Universities of Punjab in India. The main objective of the study was to analyze the current practices of training and development in public universities Punjab Lahore in India. In conducting the study the researcher used interviews and questionnaires to solicit information mainly from teachers, Heads of departments (HoDs) and Human Resources Management (HRM) experts as respondents' sample. The results of the study revealed that training programs were more important in improving teachers' skills and attitudes in old public universities as compared to the new universities. Again, the results indicated that specialized HRM officers gave expert advice on university HRM practices.

Haslinda & Mahyuddin, (2009) carried out a research, which assessed effectiveness of training and development in Public sector in Pakistan. Among others the study evaluated training and development in public sector. The research applied transfer of

training elements and evaluation framework. Quantitative data were collected through survey. Findings suggested the following things. Firstly, reaction, learning, behaviour change, result and transfer of training in the public sector should be used to evaluate public employees. Also findings suggested that in training practices there was no full support from both management and peers employees individual attitude. The study concluded that there was interdependent between behavioral change, learning and the outcome of the training program. Nevertheless, the study failed to show the link between criteria and conditions for effectiveness of the training program.

2.8.2   America

The conceptual literature dealt with the basic ideas behind training and career development, its benefits and principles was conducted by Troclone (1998). Through postal survey in spring, among career research forum member organizations and came out with the following findings. The survey found all respondents (100%) believe it was important to develop a good supply for potential and future human resources through the implementation of training and career development policy.

The impact of conscious development of high potential individual, proactive moves for senior Managers and high potential employees. For all these questions, the organization which had been doing training and career development for over 5 years gave more positive responses than those which had recently started or did not undertake training and career development. Organization which had been training for over 5 years were more likely they had good information on developing its staff

career compared with 33% of those who recently started implementing career development.

Training and career development is still likely to include identification of short term seminar for specific posts, 57% of organization doing training and career development claimed to do this to a considerable extent. They are much less to identify long term training for specific posts which is 27%. In terms of identifying possible job moves for individuals 23% of all those doing training and career development claimed that the process identifies only high potential member of staff.

2.8.3   Western Europe

Muhlemeyer (1997) conducted a study on competitive factors; training and development as a strategic management task in Western European companies. The study analyzed training requirement and the way training is prepared and implemented. Finally, the study established know how transfer within a company and controlling training and development.   The study used questionnaires and interview in data collection and analyzed by regression analysis. Findings showed that the training and development cannot be ignored in the recent economic climate. Training was considered to be very essential. Training and development cannot be equated to a fringe benefit to employees. Training programmes have to be integrated within the strategic planning of a business and as strategic management task.

2.8.4   Ghana

Amoako (2002) conducted a research on in-service training as a motivating factor in an organization, a case of Tema Development Corporation (TDC) in Ghana. The

objective of the study was to explore the motivating role played by in-service training and identifying some of constraints that employees face or are likely to face when participating in service training. The researcher gathered information from both primary and secondary sources, in which primary data were from interviews and informal chats with staff of TDC. Results of the study indicated that training motivated a greater majority of all categories of staff by increasing knowledge and skills, preparation for better performance and self-confidence to take initiative and delegate duties.

2.8.5 Tanzania

Gondwe (1987) conducted a study on Training and development as a management tool of increasing productivity in parastatal organizations in Tanzania. The objective of the study was to examine some factors, which inhibit the contribution of training to increased productivity. The methodology of the study, the researcher used correlation coefficient as a tool in analyzing the collected data. The results of the study indicated that the levels of education and training in non-specialized fields are not significantly correlated to productivity. Also, it showed that training is not correlated to productivity.

Dominic (2004) conducted a study on the effectiveness of training and development in public service management office, Dar es Salaam. The objective of the study was to assess how effective training and development function is carried out at the public service management office in Dar es Salaam to reflect the management of public service. It discusses its design, the whole process of planning, implementation and evaluation. It further intended to compare the real ideal training and development

function, the attitude of trainees towards the whole management of the function and problems facing its implementation. The methodology of the study, the researcher collected data through a structured questionnaire, and unstructured checklist. The findings of the study showed that despite a well-designed training program, the problem was its implementation. There was inadequate and poor allocation of training funds. The study continues to show that criteria of trainees' selection were not clearly known, and they were not given a chance to determine what kind of training they needed.

Msangi (2008) researched on the assessment of training and development programme in a social security provider, a case of National Social Security Fund (NSSF) for private institution employees. The objective of the study was to establish how staff training and development needs were met and factors which hindered it and also how staff felt about the functions of HR department.

In conducting the study a researcher used self administered questionnaires and interviews. The findings of the study revealed that, there was lack of an updated training policy as well as training programme, according to the study no training evaluation is carried out, the training budget was inadequate and there was an element of favoritism to some employees and lack of top management support towards staff training and development. From empirical work there in interdependence between behaviour change, learning and the outcome of the training program. In the current economic climate whereby completions persist training is inevitable.

2.9   Conceptual Framework

According to Miles and Huberman (1994) the conceptual framework serves several purposes: identify respondents, relationship between respondents and topic and lead researcher to collect relevant information. Training is made-up to lead to career development, and eventually motivation. In some instances, training does not lead to career development due to hindrances which can be individual, organizational, social to mention but a few.

There are generally two unlike methods that organizations may choose from for training and developing skills of its employees. These are in house training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the in house training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail (Nassazi, 2013). The overall aim of reward systems is to attract and retain quality human resources.

Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. To understand the roles employees training and development in staff career

development on the public sector in Tanzania, variables are compressed in a conceptual framework as shown in the Figure 2.1.
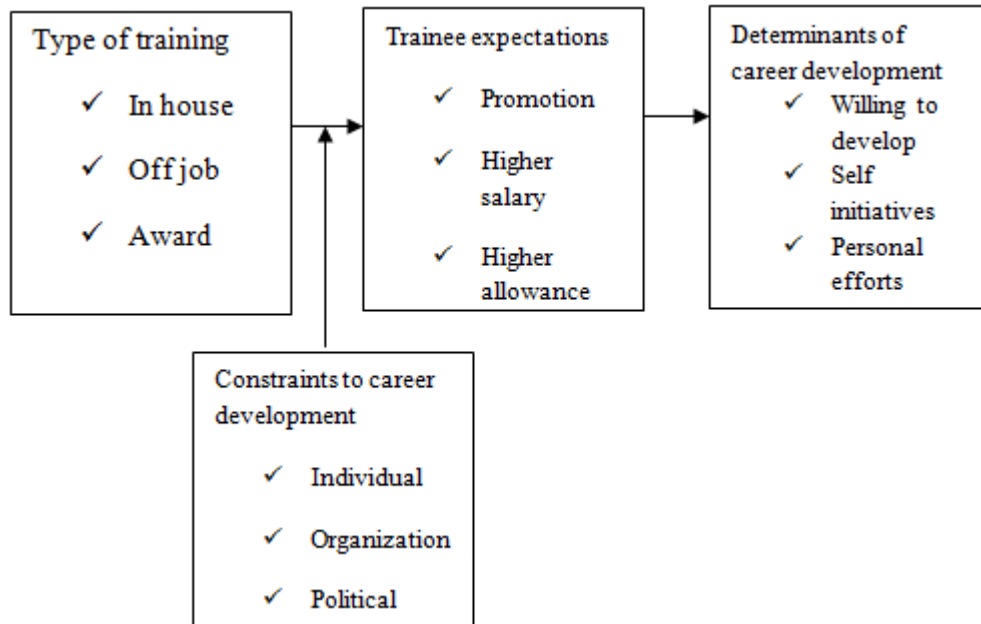
Figure 2.1: Conceptual Map
Source: Conceptual map, (2013)

The focus of the study was to show that in MSD training was not leading to career development. As stipulated in the conceptual framework, training can be in form of in house programs or off the job courses. These can be awarded by attendance certificate. As training is expected to improve performance the improved performance should cause career development in terms of promotion higher salaries and fringe benefits. Nevertheless, there are impediments to career development, which may be caused by individual limitations, organizational weaknesses or political pressure and influence. On the other hand, career development should stimulate workers and encourages them to freely use power on the job or job, to own decisions affecting their work and to freely put in additional time and effort on the job.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This section presents the employed; research design, study area, sampling procedures, sample size, data collection methods, and data analysis plan.

3.2   Research Design

According to Kothari (2004) research design is all about plans set to collect and analyze data in order to get relevant information and use resources in economy. The study used case study applying both qualitative and quantitative approaches. A qualitative approach probed out feeling about career development. A quantitative approach dealt with empirical variables. This approach involved studying one case study in order to understand, a phenomenon, population, or general conditions; investigate status and satisfaction customer care get in precision air. This methodology was appropriate, because the intention was to conduct an in-depth analysis employee career development in MSD. Kothari (2002) wrote that, a good research is one which is flexible, appropriately economical, minimizes bias, gives smallest experimental error, yields maximum information and provides an opportunity for considering many aspects of the problem while maximum reliability of data collection and analysis.

3.3   Study Area

This study was conducted at Medical Stores Department in Dar es Salaam region. The Medical Stores Department (MSD), serving the nation's healthcare needs was

created by an act of Parliament in 1993 with MSD is an autonomous department of the Ministry Of Health and operates on a commercial basis, being responsible for its own self-sustaining financially. Among the mandate of MSD is provided under the Act of Parliament No.13 of 1993 as autonomous department within the Ministry responsible for Health for the procurement, storage and distribution of medical supplies.

3.4   Population Size

Population targeted were all employees at Medical Stores Department in Dar es Salaam. The organization has five (5) departments named human resource, finance, administration, procurement, customer service, information and technology and security. From the mentioned departments five heads of department and fifty employees were contacted.

3.5   Sampling Procedures

Krishnaswami (2002) defined sampling technique as the procedure of taking representative sample from a large population. In this procedure number of elements about which intends to make inferences is obtained. If sample is well drawn it will represent the characteristics of the actual population. Sample makes deduction about unknown parameter from measurable sample statistics and to test a statistical hypothesis relating to population. Sampling minimize time and cost.

3.5.1   Purposive Sampling

This method helped the researcher to choose cases that were proposed to allow her to answer the research questions and objectives as identified by Sekaran (2003).

This method was applied because the researcher selected cases that had informative application of career development. Purposeful heads of department were selected. They were chosen because their official position has detailed information regarding career development.

3.5.2 Simple Random Sampling

Simple random sampling is the process whereby subject is selected in a manner, which every element in the population has equal chance of being chosen (Sekaran, 2003). Basing on that table of random numbers was applied to choose sample from the sampling frame. Therefore the researcher selected sample form the sampling frame using random numbers. This gave every element in the population an equal chance of being chosen.

3.5.3 Sample Size

Reasons for using sample by the researcher and ignore the entire population is to minimize costs, time and material that would have used to survey the whole population. The study took sample size of 55 respondents. The study was considered to be enough to present the whole population and provides results, which reflect the whole population (Cochran, 1977).

3.6 Data Collection Methods and Techniques

The process of obtaining objective evidence is known as data collection. It is the process of gathering study's evidences. Study applied two methods of data collection that were interview guide and questionnaire for primary data and documentary review or secondary data. The application of these methods based on

argument that no single method or technique is perfect (Denzin1978; Ngware 2009). In data collection methods two different sources for data collection i.e. secondary and primary sources was adopted. Primary sources are original sources from which the researcher directly collect data that have not being previously collected.

3.6.1   Questionnaires

According to Kothari (2004), questionnaire contains number of questions typed on a paper in specified order, which is given to respondents who are expected to genuinely be filled and returned to researcher. White (2002) defines questionnaire as series of questions, each one giving alternative answer from different respondents.

The method was said to be not expensive and was free from bias as respondents were expected have adequate time to provide their answers. Open ended and closed ended questionnaires were used in this study. Reasons for were; sensitive topic that required fixed answers and where less articulation was required closed questions were suitable (Robson and Newmann, 2007:174). Again, when it was noticed to require more clarification to complex issues open questions were used. This make the researcher to get loaded comprehensive data and more clues through description (Robson and Newmann, ibid). The researcher used the self-administered questionnaires to gather information on assessment of the roles of employees training and development in staff career development.

3.6.2   Interviews

According to Kothari (2004) interview is a word of mouth communication between research and respondent intending to get information from respondent. Interview can

be carried out through telephone (Kothari 2008). Through this method deep knowledge is gathered from respondents on the studied phenomena.

The researcher selected open ended question method as it gave the opportunity for the researcher to get new knowledge and get true descriptions and relevant information based on personal experience. This technique helped to draw out personal histories in probing the phenomena (Rubin 1995).

Nevertheless, expenditures incurred in training, travelling, supervision and personas expenditures made the interview to be expensive. Again there was some biases in the interview caused by tone of voices, question wording and appearances which affected respondents (Robson and Newmann, 2007). To decrease such restrictions, the survey used questionnaire. It was face-to-face interview whereby data were collected using oral-verbal stimuli and reply in terms of oral-verbal responses. The researcher used this technique to collect qualitative information, which was difficult to get using questionnaire.

3.7   Sources of Data

The study applied different data collection methods. According to Krishnaswami (2002) data involves previous and recent relevant materials such as fact, figure which can be applied in study and analysis. The study applied both secondary and primary sources. While primary sources are original data collected by the researcher, secondary data are sources that have been previous collected by complied by the researcher (Krishnaswami, 2002).

3.7.1   Secondary Data

Secondary data was collected from documentaries such as MSDs reports and minutes. The researcher focused on recorded issues related to training and career development at MDS.

3.7.2   Primary Data

Semi-structured interview and questionnaire were used to collect primary data. Questionnaire is the sequence of questions asked to in such as way that each question gives different answer from which respondent can choose. Questionnaire can be used to collect primary data. The questionnaires were designed to explore challenges facing employees' career development and possible measures to be taken to improve situation at MSD. Open and closed ended questionnaires were used. The questionnaire applied open ended questions which gave respondent freedom of disclosing their view and opinions. Also closed ended questions were employed which assisted the respondent to give short answers. For the purpose of this research personal interview were used to gather data from selected staff in MSD both managers and non-managers.

3.8   Data Presentation and Analysis

Data collected using questionnaires were cleaned and coded to check their accuracy and completion. The process detected errors and made sure that each respondent had responded all questions. Duplicates were cleaned and questions with few problems were corrected. Data were also tabulated that was arranged in some kind of concise and logical order so that they were easy to analyze (Kothari 2008:151-157). Data were analyzed either qualitatively or quantitatively. Quantitative data were subjected

to analysis in form of percentages and frequencies. Qualitative data were categorized into themes, sub themes and patterns in relation to research objectives. For the documents, the analysis was made through critical analysis of available documents. Whether official or non-official records related to the study were examined critically as they produce useful descriptive information.   Cleaned questionnaires were coded and entered in a computer using the Statistical Package for Social Scientists (SPSS) program.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

Chapter four presents data presentation, analysis and discussion regarding challenges facing public employees' career development in Medical Stores Department. The chapter constitute three subsections that are characteristics of respondents, respondent awareness of Medical Stores Department, effectiveness of role played by training and development in facilitating employees career development programmes in MSD, contribution of the training and development programmes in employees career development in MSD, link between training opportunities and employees career development in MSD and measures to be taken by MSD to improve its employee's career development.

4.2 Characteristics of Respondents

Different categories of respondent were selected. Determined by nature of this study three characteristics of respondents that were age, level of education and respondents' working experience were taken into consideration. Following this order age of respondents was as hereunder Table 4.1.

Table 4.1: Distribution of Respondents by Age Group

Age group	Frequency	Percentage
18 – 25 years	5	9
26 – 35 years	13	24
36 – 45 years	23	42
46 – 55 years	9	16
56 – 65 years	5	9
Total	**55**	**100**

Source: Field Data, (2016)

The study contacted 55 employees at Medical Stores Department Temeke district in Dar es Salaam region. Respondents' age were distributed as follows. 42% of all respondents had age ranging from 36 to 45 years, 24% of all respondents had age categorized into 26 and 35 years, 16% of all respondents fell under the group from 46 to 55 years and 9% of all respondents had age either 25 years and below or age from 56 to 65 years respectively. Characteristics of respondents by age were followed by the level of education and findings were as shown in the Table 4.2.

Table 4.2: Distribution of Respondents by Education Level

Education level	Frequency	Percentage
Certificate	7	13
Diploma	9	16
Advance Diploma	11	20
Degree	23	42
Master Degree	5	9
Total	**55**	**100**

Source: Field Data, (2016)

On the other hand respondents' education level revealed that 42% had bachelor education, 20% Advanced diploma, 16% Diploma, 13% Certificate and 9% Masters Degree as shown in the Table 4.2. This means the sample was drawn from a population comprised with respondents from different categories of level of education. Third characteristic considered were respondents working. Respondents'' working experience is shown in the Table 4.3.

Table 4.3: Distribution of Respondents by Experience

No of yrs on the job (Experience)	Frequency	Percentage
1 – 5 years	9	16
6 – 10 years	15	27
11 – 15 years	13	24
16 – 20 years	10	18
21 – 25 years	5	9
Above 26 years	3	6
Total	**55**	**100**

Source: Field Data, 2016)

As indicated in the Table 4.3 the findings shows that 9(16%) had an working experience between; 1 to 5 years, 15(27%) 6 to 10 years, 13(24%) 11 to 15 years, 10(18%) 16 to 20 years 5(9%) 21 to 25 years and 3(6%) above 26 years imply that majority of employees at MSD had worked from 1 to 20 years.

4.3   Effectiveness of the Role Played by Training and Development in Facilitating Employees Career Development Programme in MSD

Section three is about effectiveness of the role played by training and development in facilitating employees' career development programme in MSD. This section addressed the following issues. Whether respondents were aware of training and development, meaning of training and development, whether training and development is part of organization policy, whether MSD offer training opportunities to its staff, kind of training offered, whether MSD provides opportunity to grow and learn after training, if there are very good promotional opportunities at MSD, if MSD have supported career development, whether respondent were aware of training and development.

Table 4.4: Whether Respondent are Aware of Training and Development

Awareness on Training and development	Frequency	Percentage
YES	49	89.1
NO	6	10.9
Total	**55**	**100**

Source: Field Data, 2016)

Whether respondents were aware about training and development 49(89.1%) said yes while 6(10.9%) said no. Since more than three quarters were aware of training and development findings suggested that the organization was offering chances for training and development contrarily to what Ngirwa (2005) observed "organizations, management teams look at training as a useless cost". The contradiction was emphasized by head of department who asserted that; *"in our organization training is prioritized simply because it is the only alternative we have to make our employees competitive."* An attempt to uncover whether respondent had knowledge regarding training was initial attempt of this study. It is important to note that this question was asked 49(89.1%) respondents who declared that they were aware of training and development. Thus different meaning of training and development were provided as shown in the Table 4.5.

Table 4.5: Meaning of Training and Development

Meaning of training and development	Frequency	Percentage
Improvement of skills	20	36.4
Improvement of competences	17	30.9
Further development	12	21.8
Professional development	6	10.9
Total	**55**	**100**

Source: Field Data, (2016)

Concerning meaning of training and development 20(36.4%) respondents said it is improvement of skills, 17(30.9%) said improvement of competences, 12(21.8%) said it is further development and 6(10.9%) said it is professional development. All respondents given reflected career development which suggested the idea already introduced in the literature cited by different authors (Cole, 2002; Mtunge, 2011, Gupta, 2005; Ngirwa, 2005). One should note that the meaning of training as provided by respondents was biased as respondents have not related it with organization as Schneider (2005) noted that training and development in staff career development gives an organization and employees successful skills in work performance. This section was followed by assessment of effectiveness of the role played by training and development in facilitating employees' development programme in MSD. Whether training and development is part of organization policy responses were as shown in the Table 4.6.

Table 4.6: Whether Training and Development is Part of Organization Policy

Training and development as part of organization policy	Frequency	Percentage
Yes	53	96
No	2	4
Total	**55**	**100**

Source: Field Data, (2016)

Whether training and development was part of organization policy 53(96%) said yes while 2(4%) said no. Nearly 100% are for training and development as part of organization policy implying that the organization was emphasizing career development for its employees. This was concurring with probably what Gupta (2006) declared that all organizations which find themselves in poor performance

capabilities seek to correct it often through training. The same idea was justified with MSD human resources manager that; *"training is inevitable as there is a lot of changes most of them influenced by globalization"*. Whether MSD offer training opportunities to its staff, findings are presented in the Table 4.7.

Table 4.7: Whether MSD offer Training Opportunities to its Staff

Where there is training opportunities	Frequency	Percentage
Yes	19	35
No	36	65
Total	**55**	**100**

Source: Field Data, (2016)

Whether MSD offered training opportunities to its staff 36(65%) said no while 19(35%) said yes. More than 50% respondents declared that MSD did not have training opportunities to its staff. This means training was limited to few employees' may be due to what Cole (2002) cautioned that training costs lots of money and it disrupt the organization performance. Kind of training offered in MSD were provided by 19(35%) respondents as shown in the Table 4.8.

Table 4.8: Types of Training Provided

Types of training	Frequency	Percentage
Long term	15	79
Sort tem	3	16
Both	1	5
Total	**19**	**100**

Source: Field Data, (2016)

In MSD there was professional development rather than career development as 15(79%) respondents said that MSD offered long term training, 3(16%) short term and 1(5%) both short term and long term training. The idea of professional development is supported by Grahan and Bennet (1995) that today's dynamic environment requires continues professional and managerial development and contrarily to what Ngirwa (2005) argued that many organization management team look at training as a useless cost. Whether MSD provides opportunities to grow and learn data are shown in the Table 4.9.

Table 4.9: Whether MSD provides opportunity to grow and learn

Opportunities to grow and learn	Frequency	Percentage
Yes	50	91
No	5	9
Total	**19**	**100**

Source: Field Data, (2016)

Whether MSD provides opportunity to grow and learn 50(91%) respondents said yes while 5(9%) said no. Data suggests that the working environment in MSD support career development factor which eventually leads to motivation as noted by Grahan and Bennet (1995) that career development might in itself motivate employees to work hard. During interview one of the heads of department declared that:

> *"our employees are given all support they need to make sure that*
>
> *they apply skills gained from training immediately upon their return.*

Whether there is a promotional opportunity at MSD after training findings are shown in Figure 4.10.

**Table 4.10: Whether there is a Promotional Opportunity in MSD after
          Training**

Promotional opportunity in MSD after training	Frequency	Percentage
Yes	40	73
No	15	47
Total	**55**	**100**

Source: Field Data, 2016)

Whether there is a promotional opportunity in MSD after training 40(73%) said yes while 15(27%) said no. Psychologically most of people like promotions and since MSD provided promotion after training implies that employees took training seriously hence improved their career as well as improved performance of organization as Gupta (2006) noted that, all organizations which find themselves in poor performance capabilities seek to correct it often through training. During interview human resources manager said that; People were motivated when they projected that a course of action was expected to cause employee to attain their goal and a valued reward, which satisfies their needs. He went even further declaring organization could give the framework that had facilitated high levels of motivation through the provision of incentives and rewards, satisfying work and opportunities for learning and growth. Again this section attempted to find out if nature of employees' job has changed after training. This question was asked to 5 heads of department and their answers were as shown in the Table 4.11.

Table 4.11: Whether Nature of Employees' Job Changes after Training

Nature of employee job change after training	Frequency	Percentage
Yes	4	80
No	1	20
Total	**5**	**100**

Source: Field Data, 2016)

Data in Table 4.11 shows that nature of employees job change after training as 4(80%) said yes while 1(2%) said no. This means the major duty of assessing the training need of employees made what job entailed and broke it down into sub-tasks, which helped design of training programmes. It enabled training to be correlated to performance (Dessler 2001).

4.4 Contribution of the Training and Development Programmes in Employees Career Development in MSD

This section is about contribution of the training and development programmes in employees' career development. Among core issues addressed in this section include, whether there is promotion after training, chances of been promoted, criteria for promotion, the extent to which training and development programmes offered meets individual career objectivity and shortfalls on the training programmes offered at MSD. Whether there is promotion after training findings are shown in the Table 4.12.

Table 4.12: Whether there is Promotion after Training

Promotion after training	Frequency	Percentage
Yes	53	96
No	2	4
Total	**5**	**100**

Source: Field Data, (2016)

There was promotion after training as 53(96%) said yes while 2(4%) said no justifying contribution of training in developing employees career as Rao (1992) noted that it is maintained that the core to high levels of performance depends in

having employees who are determined to work, one well managed, well led, well promoted, well motive and always are re-skilling. Chances of been promoted was another factor considered. Thus whether all employees had chances to be employed findings were as shown in the Figure 4.13.

Table 4.13: Whether Employees' Had Equal Chances of being Promoted

Equal chance of being promoted	Frequency	Percentage
Yes	53	96
No	2	4
Total	**5**	**100**

Employees have equal chances of been promoted as 53(96%) said they didn't have equal chance while 2(4%) said they had equal chance. Data suggested that training offered to employees had equal value and contribution to employees' career development as earlier noted by Rao (1992) that system that can be manipulated by managers in order to reward and make out "preferred" employees discouraged the rest of the staff. Criteria for promotion are shown in the Table 4.14.

Table 4.14: Criteria for Promotion

Criteria for promotion	Frequency	Percentage
Development in education	22	40
Improvement in performance	19	34.6
Long recorded working experience	13	23.6
Management interest	1	1.8
Total	**55**	**100**

Source: Field Data, (2016)

Criteria for promotion were mentioned and grouped into four categories that were development in education by 22(40%) respondents, improvement in performance by 19(34.6%) respondents, long recorded working experience by 13(23.6%) and

management interests by 1(1.8%) respondents. Data suggested that criteria for promotion was career development as majority suggested skills improvement equally suggested by Rao (1992) that employees more skilled are the one promoted more. The extent to which training and development programs offered meets individual career objectives findings is shown in the Table 4.15.

Table 4.15: The Extent to which Training and Development Programmes Met Individual Career Objectives

Level	Frequency	Percentage
Higher extent	34	61.8
Averages extent	11	20
Low extent	5	9.1
Don't know	5	9.9
Total	**55**	**100**

Source: Field Data, (2016)

From Table 4.7 regarding the extent to which training and development programmes offered met individual career objectives, 34(61.8%) said to high extent, 11(20%) said to the average extent, 5(9.1%) said to low extent and 5(9.1%) said don't know. This suggested what Beardwell et al (2004) figured out that employees development was the foundation on which the confidence and competence of individual and staff is built as well as what Graham and Bennett (1995) suggested that career development involved higher status of responsibility. Finally this section attempted to find out shortfalls on the training programmes offered at MSD and findings were as hereunder Table 4.16.

Table 416: Shortfalls on the Training Programmes Offered at MSD

Factors of the Shortfall	Frequency	Percentage
Lack of thorough analysis in collection of training needs	16	32
Poor selection of candidates to attend the training	5	10
Lack of innovative training programmes	2	4
Lack of long term training programmes for staff	11	22
Lack of qualified trainers	7	14
Lack of career development plans for the employees	9	18
Total	**50**	**100**

Source: Field Data, (2016)

50 Staff were asked to identify shortfalls on the training programmes offered at MSD. Results obtained as shown in the Table 4.16, the respondents came up with multiple opinions on the shortfalls of training and development for staff career development at MSD where the key ones observed were elaborated as follows; lack of thorough analysis in collection of training needs by 32% followed by Lack of long term training programs for staff 22% and lack of career development plans for the employees 18%. On the other hands some other short falls was lack of qualified trainers 14%, poor selection of candidates to attend the training 10% and lack of innovative training programs 4%.

4.5 Link Between Training Opportunities and Employees' Career Development in MSD

This section was an attempt to find out the link between training opportunities and employees' career development in MSD. Things addressed in this section were the way training was aligned in career development program, the way training in MSD

contributed to employees career development and cost incurred in the process of implementing the training and development programme policy. The way training was aligned in career development program with organizational objectives is shown in the Table 4.17.

Table 4.17: The Way Training and Development Programmes are Aligned with Organizational Objectives

Alignment between training and development and organizational objectives	Frequency	Percentage
Training and development programmes are determined by training and development needs	20	36.4
Use of new technology makes organization to send staff to training	24	43.6
Poor performance of organizations call for training	10	18.2
Staff may sometimes demand to be trained in order to be more competitive	1	1.8
Total	**55**	**100**

Source: Field Data, (2016)

Training and development programmes are aligned with organizational objectives as follows. Training and development programmes determined training and development needs that were intended to meet organizational objectives as 20(36.4%) responded, training and development programmes were aligned with organizational objectives as the use of new technology forced training as means for employees to capture new technology hence able to meet organizational objectives as 24(43.6%) responded.

Others 10(18.2%) had the idea that poor performance in the organization demanded training in order to rectify the situation and 1(1.8%) said that staff sometimes demanded training in order to make them capable in meeting organizational

objectives. This was similarly to Mullins (2005) argument that training provides more opportunity for career progression because it may boost competence levels of individuals and the organizations. The way training and development in MSD contribute to employees career development is shown in the Table 4.18.

Table 4.18: The Way Training and Development in MSD Contribute to Employees' Career Development

The way training and development contribute to employees career development	Frequency	Percentage
Motivation	16	29
Chances for promotion	39	71
Total	**55**	**100**

Source: Field Data, (2016)

Training and development in MSD contributed to employees' career development in different ways. Training and development leads to job motivation as 16(29%) responded while 39(71%) said that training and development leads to chances for promotions.

Since job motivation was related with job promotion data implies that training was contributing to employees' career development. This was the same as what Mullins (2005) said that training provided more opportunities for career progression because it boosted competence levels of individuals and the organization. Finally this section attempted to find out challenges in implementing the training and development program policy and findings were as shown in the Table 4.19.

Table 4.19: Challenges in Implementing the Training and Development Program Policy

Hindrances	Number of key informants	Percentage
Lack of vacancies	35	63.6
Irrelevant training and poor performance	14	25.5
Promotional restrictive measures	6	10.9
Total	**55**	**100**

Source: Field Data, (2016)

Findings tabulated above indicate that majority of respondents 63.6%% thought that lack of vacancies was a impediment to career advancement; as compared with unrelated training and poor performance by 25.5% and promotional restrictive measures by 10.9%.

4.6   Measure to be Taken by MSD to Improve Career Development of its Employees After Training

This section is about measured to be taken by MSD to improve employees' career development after training. Respondents' were requested to base on their opinion, to advice on ways to improve implementation of training policy, which will ultimately improve career development and organizational objectives at large. Thus measures to be taken by MSD to improve employees' career development after training are given hereunder.

Measures to be taken to improves career development after training were mentioned as employees relevant qualification with existing job by 8(14.5%) respondents, place

staff in areas of their specialty by 6(10.9%) respondents, development of alternative career development paths by 4(7.3%) respondents, improve human resources management and relations by 12(21.8) respondents, recognize self development, initiatives, and matching organization goals for promotion by 10(18.2%) respondents, designing policies to guide management by 9(16.4%) respondents and free fair competition for promotion by 6(10.9%) respondents.

Table 4. 20: Measures to be Taken

Measures to be taken to improve career development after training	Frequency	Percent
Relevant qualification to job existing	8	14.5
Place staff in areas of their specialty	6	10.9
Development of alternative career development paths	4	7.3
Improve human resource management and relations	12	21.8
Recognizing self development, initiative, and matching organizational goals for promotion	10	18.2
Designing policies to guide management	9	16.4
Free and fair competition for promotion	6	10.9
Total	**55**	**100**

Source: Field Data, (2016)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter is about conclusion and recommendations. This chapter was an attempt to answer the question whether training and development was effective in developing employees' career after training. The conclusion reached by this study is as hereunder.

5.2   Conclusion

The study noted presence of employees with knowledge regarding training and development in MSD although they have different meaning such as improvement of skills and competence as well as professional development. Although training was part of organization policy employees had limited training chances. Nevertheless, employees with an opportunity to acquire training had an advantage to grow and avail promotion opportunities after training. Some employees have an opportunity to change their nature of job in post training.

There was reasonable contribution of training and development programmes towards employees' career development in several ways including; promotion and improvement of performance. These were among objectives aspired by most of employees. However, there were few training programmes shortfalls such as; lack of assessment of training needs, biasness in selecting candidates for training, training programmes lacking innovation and poor career development plans.

Training programs were aligned with organizational objectives. Factor forced employers to send their employees into training were innovation of new technology, employees' poor performance and request of employees. Motivation and promotions were among factors that promoted training and development. Challenges in implementing training and development were lack of vacancies, irrelative training and restrictive measures. Several measures such as recruitment of employees were relevant qualification, job specialization, development of alternative career development paths, improvement of human resources and encouragement of free and fair competitions were among suggested factors to counter aforementioned challenges.

This study concluded that there was moderate role played by training and development in facilitating employees career development after training due to the fact that although training and development was part of organization policy, no enough training opportunities to MSD staff and few available were biased. However, few staff accessing had chances to develop their career as they were given opportunities to learn after training and they had promotional opportunity after training.

Training and development had number of contributions to employees' career development, as there was promotion after training. However, employees did not have equal chance of been promoted and partly was due to the fact that training requirement limited accessibility. Training and programs offered met individual career objectives but training programmes had shortfalls. Training and development was linked to career development as it focuses on organization objectives and the

link was through motivation and chances for promotion, which were for few as accessibility was limited. Also number of challenges limited implementation of training and development program policy.

5.3   Recommendations

(i)   There should be a thoroughly Training Needs Assessment, which involves employees and the line managers. This is to say there is a need for participatory need assessment, which will accommodate needs of both employees and employer. Doing that the assessment will capture organizational training requirements.

(ii)   The employees' individual goals should be aligned with MSD goals which will help to lead on the training and development plans. Although employees might have different individual goals, they are advised to prioritize organization goals. Doing that they will enhance their commitment as well as productivity.

(iii)   Employees should get a chance to share their career aspiration plans with management. Sometimes it is difficult for management to be aware of employees' career aspiration. Avoiding this there is a need for creating transparent system that will enable employer to know employees career aspiration.

(iv)   Design policies in such a way that they will guide management in improving its strategy regarding human resource management and relations,

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APPENDICES

Appendix 1: Interview Questions for the Heads of Departments at Medical Stores Department (MSD) Head Quarter

This interview is meant to solicit information on the role of Employees' Training and Development in Staff Career Development in Tanzania while taking Medical Stores Department as a case study. The information gathered will be used for academic purpose only. Your responses will be totally anonymous and the highest degree of confidentiality will be maintained, I therefore request you to answer the following questions as honestly and as openly as you can. It is my sincere hope that I will receive you maximum cooperation.

MANAGEMENT INTERVIEW QUESTIONS

Name of your department …………………………………………......................…

Please tick in appropriate parentheses for questions with parenthesis and explain for questions that need explanations.

Section 1

1.   Sex   Male   (   ) Female   (   )

2.   Marital status   Married (   ) Single   (   )

3.   Ages

     18 – 25 years   (   )

     25 – 35 years   (   )

35 – 45 years ( )

45 – 55 years ( )

55 – 60 years ( )

Over 60 years

4. Education level

Certificate ( )

Diploma ( )

Undergraduate Diploma ( )

Post graduate diploma ( )

5. Work experience.

1 – 5 years ( )

6 – 10 years ( )

11 – 15 years ( )

16 – 20 years ( )

21 – 25 years ( )

26 & above ( )

Section 11

6. Are you aware of the MSD training program?

Yes

No

7. How do you select candidates to participate in departmental training programs?

8. What do you think is the best way of align the training and development programs with your organization objectives? Choose from the list below ☐

    i. Training and development programmes are determined by training and development needs

    ii. Use of new technology makes organization to send staff to training

    iii. Poor performance of organization call for training

    iv. Staff may sometimes demand to be trained in order to be more competitive

9. How is training and development programmes in MSD contributing to employee career development?

10. Does the nature of the job changes after the training?

11. What are the challenges on implementing the training and development programme policy?

12. In your own views, what do you think needs to be done for the best practices of training program in the MSD?

THANK YOU FOR YOUR COOPERATION

Appendix 2: Questionnaire for the Staff of Medical Stores Department (MSD)
Head Quarter

This Questionnaire is meant to solicit information on the role of Employees' Training and Development in Staff Career Development in Tanzania while taking Medical Stores Department as a case study. The information gathered will be used for academic purpose only. Your responses will be totally anonymous and the highest degree of confidentiality will be maintained, I therefore request you to answer the following questions as honestly and as openly as you can. It is my sincere hope that I will receive you maximum cooperation.

 QUESTIONNAIRE FOR EMPLOYEES

Name of your department

…………………....................…………………………………..

Please tick in appropriate parentheses for questions with parenthesis and explain for questions that need explanations.

Section 1

1.	Sex	Male ( ) Female ( )

2.	Marital status	Married ( ) Single ( )

3.	 Ages

	18 – 25 years	( )

	25 – 35 years	( )

35 – 45 years   ( )

45 – 55 years   ( )

55 – 60 years   ( )

Over 60 years

4.   Education level

Certificate   ( )

Diploma   ( )

Undergraduate Diploma   ( )

Post graduate diploma   ( )

5.   Work experience.

1 – 5 years   ( )

5 – 10 years   ( )

10 – 15 years   ( )

15 – 20 years   ( )

20 – 25 years   ( )

26 & above   ( )

Section 11

6.   How many years you have been working with MSD

   Please specify……………………………………………….

7.   Is training and development part of your organization policy?

   (a) Yes

(b) No

8.   What is the meaning of training and development?

        ....

        ....

9   Does MSD offer training opportunities to its staff?

        (a) Yes

        (b) No

10.   If your answer in 8 above is yes, please state the kind of trainings offered;

                (i)   In House program

                (ii)   Off job course

                (iii)   Both

11.   What criteria are used by Management to select employees for training?

        ....

        ....

        ....

12.   Does MSD offer promotion to their staff after training?

        (a) Yes

        (b) No

13   If your answer in 10 above is NO please explain why by giving few reasons

        to justify your answer;

        …………………………………………………………………………………

        …………………………………………………………………………………

        Does MSD provide room for growth after training their staff?

          (a) Yes

(b) No

14   If your answer in 10 above is NO please explain why by giving few reasons
      to justify your answer;

      …………………………………………………………………………………

      …………………………………………………………………………………

      ……………

15   Is there an equal chance of employee at MSD of being promoted to certain
      position after training?

      (a) Yes

      (b) No

16   What are the criteria used for promotion?

      …………………………………………………………………………………

      …………………………………………………………………………………

      ……………

17   To what extent do the training and development programmes meet individual
      career development?

      (i)   High extent

      (ii)   Average

      (iii)   Low

      (iv)   Don't know

18   What is the shortfall of the Training programmes offered at MSD? Chose
      from the list b

      i.   Lack of thorough analysis in collection of training needs

      ii. Poor selection of candidates to attend the training

iii. Lack on innovative training programmes

iv. Lack of long term training programmes for staff

v. Lack of qualified trainers

vi. Lack of career development plans for the employees

19   Please select the most applicable measure to be taken to improve individual

career development from the list below [   ]

i. Relevant qualification to job existing

ii. Place staff in areas of their specialty

iii. Development of alternative career development paths

iv. Improve human resources management and relations

v. Recognizing self development, initiatives and matching

organizational goals for promotional

vi. Designing policies to guide management

vii. Free and fair competition for promotion

THANK YOU FOR YOUR COOPERATION