EXAMINING THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE IN PUBLIC SECTOR: A CASE OF TANZANIA TELECOMMUNICATION COMPANY LIMITED (TTCL)

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

2018

CERTIFICATION

The undersigned certify that he/she has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled "Examining the Impact of Training and Development on Employees Performance in Public Sector: A case of Tanzania Telecommunication Company Limited (TTCL)" in partial fulfilment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania**.**

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Signature

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DECLARATION

I, **Lucy C. Licombe,** declare that this dissertation is my own work and that it has not been presented and will not be presented to any other university for a similar or any other award.

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Signature

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Date

DEDICATION

This research report is dedicated to my late parents, Mr. and Mrs. Carlos Licombe for their angelic upbringing that has made me to be the person I am today. Special dedication to my lovely husband Mr. Elipokea Pallangyo for his endless support during the course of this study.

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Above all, I thank God, most gracious, most merciful for his compassion and guidance.

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ABSTRACT

The aim of the study was to examine the impacts of training and development on the employee's performance in the public sector, specifically at TTCL Head Quarters. The study employed a cross-sectional design to measure the specific entity of interest. A purposive sampling technique was employed, whereby data were collected through self-administered questionnaires, in order to gather all the information as it suited the purpose of this study. The study revealed that staffs at the TTCL are periodically have been attending training and development programs that have contributed to the improvement of the skills and hence increase in performance. Further, the results have shown that periodic training and development programs to staff has a positive contribution to increased motivational level and hence foster teamwork spirit which has a direct contribution to increased productivity. Moreover, the results show that training bridges the gap between the job requirements and skills needed to perform the duties outlined in the job requirements and hence increase performance. Generally, the findings of the study indicate the role training and development can have to improve employee's performance through skills development that is necessary for employees to execute their duties.

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LIST OF ABBREVIATIONS

CRDB   Credit Rural Development Bank

ERP   Employees' Retraining Programs

HR   Human Resource

HRD   Human Resource Development

HRM   Human resource Management

HR T&D   Human Resource Training and Development

SPSS   Statistical Package for Social Science

TANESCO   Tanzania Electricity Supply Company

T&D   Training and Development

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter presents the background of the study, a statement of the research problem, research objectives which included general and specific research objectives, research questions which include general and specific research questions and relevancy of the research. It also provides the organization of the study.

1.2 Background of the Study

For any organization with a vision to be competitive in its area of specialization will consider training to be one of the factors to help it get there. This, on the other hand implies that, an organization that invest in it human resources to tough training so that the staff can acquire necessary needed skills, will give that particular organization an edge over its rivals.

According to Chhabra (2015), Training and Development is vital to any business for sustained development and acts as a continuous process for improving the caliber and competence of the employees to meet the current and future performances. In addition to that, employees are valuable resources (asset) of the organization. It provides a competitive advantage at any level: individual, organizational, and society. Furthermore, it consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, the organization would be more flourished and the employee performance would increase.

Obi-Anike & Ekwe (2014) adds that the increase in job satisfaction and reduce employee turnover are the benefit of training and development in public sector. Additionally, training improves inter-personal and teamwork in an organization which in turn increases performance. Furthermore, it is important for an organization to treat training as an investment for human resources of organization for both immediate and long –range returns. Moreover, organizations need to manage training programs more effectively so that they can get the highest returns from their investment. It is recommended that, organizations should make training and development of their employees a regular activity. To ensure maximum investments returns, Organizations need to view training as broadly as a way to create intellectual capital.

Khan *et al* (2011) add that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce . Training increases the efficiency and the effectiveness of both employees and the organization. The employee who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience.

In addition to that, the organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization.

1.3   Statement of the Problem

Training employees while on the job is the paramount skills development strategy that every organization is professionally advised to capitalize on for it to achieve its objectives. On the job training has been proved means through which skills needed by employees to perform their duties are gained thus adding value to the organization.

The National Employment Policy (draft), 2017 point out that human capacity plays a critical role in overall employment promotion, increased productivity and poverty reduction. This capacity is usually a result of robust education and training systems. However the education and training system in Tanzania has not been able to supply the required skills in the labor market. As a result, there is a growing mismatch between required skills and the one supplied by the education system in the labor market. This reduces employability of the labor force both in paid and self-employment. Also, lack of skilled workforce skills is one of inhibiting factors that limit investors from employing Tanzanians

Imran and   Tanveer (2015), emphasize that, it has been evidenced that training the workforce is inevitable for all the organizations keeping aside their size, scope, and geographical boundaries. This is much due to the increased need for innovation and increase expectations from the customers. Adding on to that, the globalization and industrial revolution have initiated a war of competition among the corporate players. Most of the companies have added the training & development into their philosophy for translating their mission and vision into reality. Furthermore, there is a clear link

between training and development and capability enhancement of the employees. This capability is increased in terms of improving various existing skills and introducing new skills that aid in the job tasks.

Wills (2004), argues that training and development is not only considered as investment by the firms but also supports to achieve competitive advantage. Effective training and development programs can improve employees' efficiency and effectiveness, team spirit, time management, punctuality, customer service and morale, thus leading to gains in both productivity and job satisfaction. Furthermore, training and development can enable businesses to make use of advanced technology and to adapt to a rapidly changing competitive environment.

Komba,(2012) examined the relationship between on the job training and employee's performance in courier companies in Dar es Salaam, Tanzania and found out that performance to a big extent depends on the training and development employees received training and development programs really positively influence on employee performance.

The Tanzania National Development Vision 2025, envision Tanzania to be a well-educated and learning society. To be a competitive nation, skill development must be of paramount importance. Skills development is important in developing competencies for employee to perform their duties, Kibibi (2011 highlights that, training and development programs in place sometimes are poorly planned, not systematic and not coordinated. Also the low budget allocation may hamper the

implementation of training and development programs. But, if well planned the training and development, will always bring forth the positive impact on the performance of the staff and the organization.

Waziri & Stephen (2013) conducted an investigation on what factors may influence training programs in public organization in Tanzania. The researchers mentioned the following factors to influence training at an organization level, availability of funds, and awareness of the presence of training programs to the employees, opportunity and ability of employees to attend training. Additionally, insufficiency of funds, inadequate time, lack of commitment and irrelevant trainings for employees are other factors that make training and development programs not to be implemented accordingly.

Despite the positive relationship between training and development and employee performance, there is still little understanding on that crucial relationship. This study therefore, proposes and seeks to examine the impacts of training and development on the employee's performance in the public sector using Tanzania Telecommunication Company Limited (TTCL) as the case study.

1.4   Research Objectives
1.4.1 General Objective
The general objective of the study is to examine the impacts of training and development on the employee's performance in the public sector.

1.4.2 Specific Research Objectives

i) To find out types of training provided to staffs in the Tanzania Telecommunication Company Limited.

ii) To find out the methods used to train staffs in the Tanzania Telecommunication Company Limited.

iii) To examine the effects of training on performance in the Tanzania Telecommunication Company Limited.

1.5   Research Questions

1.5.1 General Research Question

What are the impacts of training and development on employee's performance in public sector?

1.5.2 Specific Research Questions

i) What are the types of training provided to staffs in the Tanzania Telecommunication Company Limited?

ii) What are the methods used to train staffs in the Tanzania Telecommunication Company Limited?

iii) What are the effects of training on performance in the Tanzania Telecommunication Company Limited?

1.6   Significance of the Study

This study is meant to carry out an analysis of the Impact of Training and Development on Employees Performance in Public Sector. This study is expected to

generate new information on the relationship between on the job training and employee performance in public sector that will assist in further policy research. It will also be used for academic purposes as a fulfillment for award of the Masters of Human Resources Management of the Open University of Tanzania.

1.7   Organization of the Study

This proposal was organized into five chapters: Chapter one presented the introduction and background to the study, statement of the problem, research objectives and research questions. It also covered significance of the study, scope of the study and finally organization of the study. Chapter two presented the literature review related to the study. It provided the definitions of key terms as used in this study, theoretical review, empirical review and conceptual framework of the study.

Chapter three presented research methodology used in the study. It provided research design, sampling methods, data collection methods, data analysis, validity, reliability of data and finally the issue of ethical consideration. Chapter four presented the data. It analyzed and discussed the findings as per objective of the study. Chapter five summarized of the findings, conclusion and recommendations made with regard to the study findings and objectives. It also provided areas for further studies.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

The chapter presents the definitions of key terms, theoretical literature review, empirical literature review and conceptual framework as used and explained by different scholars on the impacts of training and development on employee's performance.

2.2 Conceptual Definitions

2.2.1 Training and Development

Training and development as cited in Cole (2012) is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Beardwell & Holden (2013) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

According to Kreitner & Kinicki, (2007) it does not matter how carefully job applicants are screened, typically a gap remains between what the employees does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources. Training is therefore a key element for improved organizational performance; It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness.

2.2.2 Employee Performance

Deadrick and Gardner's (2007) defined employee performance as the record of outcomes achieved, for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's paten of performance over time. On the other hand, a later definition was provided by Saeed *et al (2013)* defines employee's performance as the art to complete tasks within the defined boundaries. Adding on to that, in order for an employee to perform there must be some variables that must be taken care of. These variables include manager's attitude, organizational culture, personal problems, and job content and financial rewards. Furthermore, all of these variables have positive impact on the performance of the employees except personal problems of the employees that hinders the performance of the employees.

2.3   Theoretical Review

This research will focus on two theories that are relevant to training and development and employee performance. These theories include; Human Capital theory, (Becker 1964) and Social Learning theory, (Bandura, A. 1977).

2.3.1 Human Capital Theory

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964) who classified expenditures on human capital as investment rather than consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers" future income by increasing their lifetime earnings (Becker, 1964). In Becker's view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

2.3.2 Social Learning Theory

Social learning theory was developed to describe and predict how people learn from observation. Bandura, (1977) observational learning is controlled by processes of attention, retention, and reproduction. From social learning theory, a number of rules can be derived for optimal training conditions. For example: When modelling a task,

give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of the task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes.

Social learning theory has been applied to industries through training methods. The theory has been used to teach managers to deal more effectively with human relations problems occurring on the job, and to predict which subordinates will imitate the behaviour of their supervisors. A number of companies have trained their supervisors to deal more effectively with various interpersonal job problems (such as motivating the poor performer, overcoming resistance to change, handling a discrimination complaint (Bandura, A. 1977).

2.3.3 Training and Development Methods

Beardwell & Holden (2013) pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into: on-the-job training and off-the-job training. On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment.

Ruthwell et al., (2005) observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training. Off the job training sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a training area or centre that has been specifically equipped and staffed for training. They include: lectures, training by management institutions, conferences, seminars, case study, and brainstorming.

2.3.4 Effects of Training on Employees Performance

According to Elnaga & Imran,(2013) Training is a necessity in the workplace. Without it, employees don't have a firm grasp in their responsibilities or duties. Training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as that sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage. Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It supports to fill the gap between what performance if required

and what performance is happening, i.e. gap between desired performance and actual employee performance

2.3.5 Benefits of Training and Development

Imran & Elnaga (2013),adds that, Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market .To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment. In order to prepare their workers to do their job as desired, organizations need to provide training so as to optimize their employee's potential. Most of the firms, by applying long term planning, invest in the building new skills of their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment. When employees recognize their organization`s interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job.

2.4   Empirical Literature Review

This section provided empirical studies done at the world and Tanzania related studies

2.4.1 World Related Studies

Obi-Anike and Ekwe (2014) investigated the Impact of Training and Development

on Organizational Effectiveness. The study was conducted in Enugu-Nigeria. The objective of the study was to assess the impact of training and development on organizational effectiveness in public sector. Survey method was used to collect data. Findings revealed that effective training is an investment in the human resources of an organization, with both immediate and long range returns. Never the less this study differs with this study on the sense that it put much effort on elating training and organization effectiveness while the current study will consider skills development to employees and how the skills have an impact to organization.

Imram (2015) analyzed the Impact of Training & Development on Employees' Performance in Banks. The study was conducted in Pakistan. Major findings were that most of the employees agreed to the itemized statements by making it clear that training and development had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction. However the author has elaborated the methods and types of training that need to be in place so as to achieve the high impact of the training and development programs at an organization level.

Bhartiya (2014) reviewed the impact of training and development on employee performance in selected public sector organizations. The study was conducted in India. Methodology used was quantitative in which structured questioners were used to collect data. Results from this study revealed that training is important if an organization wants to be gainful. Despite the positive results the study came out with,

still this does not answer the pertinent questions like what factors need to be considered for training to bring forth the positive outcomes.

Naeem *et al (2014),* examined the employee training and its effect on employees' job motivation and commitment. The study was conducted in Pakistan. This study was qualitative in nature and used secondary sources like journals, books and internet web pages to collect different training models. Results revealed that Employee training is the most suitable method to modify and manage workforce skills according to organization's objectives and to improve the overall organizations' performance.

Tukunimulongo (2016), observed the Effect of on the Job Training on Employee Performance. The study was conducted in Kakamega –Kenya. The research adopted a descriptive research design. The results concluded that, there   are on-the-job-training programs that are more likely to enhance employee performance in public organization than in organizations without. Training and development are often used to close the gap between current performances and expected future performance. This research differs for the current study because it has only mentioned the availability of training programs that can enhance employee performance and it has failed show the impact of those training.

Kum *et al* (2014), studied the Impact of Training and Development on Employee Performance. The study was conducted in South Africa. The methodology used was quantitative. Results concluded that companies whose investment perspective is on

human resource management view training as an opportunity to increase long term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Workers are essentially assets to an organization and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behavior which can give the organization its competitive edge. Nonetheless, this study is different from the current study for it has only mentioned how training can improve performance, but has not described how training can be used to improve performance.

2.4.2 Tanzania related Studies

Mndeme (2010), Conducted a study on the factors limiting effective implementation of training programs in parastatal organizations in Tanzania. The study was conducted in the Tanzania Electric Supply Company Limited (TANESCO). Methodology used was a case study design. The findings reveled that regardless of different training programs that are being prepared and implemented by different organizations still most of them have experienced failures either at programme designing or at the stage of implementation. Yet, this study as well, appears to be different from the current study as it has indicated that training programs fail while this study intends to look into the impacts of training.

Hassa,(2011) investigated the Impact of Training and Development on the Performance of Administrative Staff in The Public Sector organizations. The objective of the study was to find out the impact of training and development

function on the administrative staff perforce in the second Vice President's Office. The researcher used case study research design to collect the required data for analysis. The findings of this study revealed that there is a strong positive relationship between training and employee development. However the study has not critically analyzed what factors should be present in an organization so as to make training to be of positive impact.

Mlingi et al (2012) examined existing relationship between on the job training and employee's performance, the study was conducted in Dar es Salaam-Tanzania. The study used Correlation survey methodology where by questionnaires were used as research instrument. Results revealed that the on the job training to a big extent leads to an improved employee's performance but still it is not the sole factor that leads to good performance rather it is a combination of factors and the rest of the factors are those that were suggested. Never the less, this study differs from the current study because it has only generally highlighted that training leads to good performance, and has said nothing on the specific skill development that may lead into improved performance.

Kihongo (2011) explored the factors inhibiting effective staff training; the study was conducted in Temeke Municipal and Kisarawe District Council. The results of this study helped to identify various factors which undermine staff training in Tanzania's local authorities. These stumbling blocks include lack of funds   due to inadequate budgets set aside for staff training, malpractices such as favoritism, poor top management support because some managers did not treat staff training as a matter

of priority, the absence of viable training policies and training programmes initiated by the local authorities, and the fragmented nature of the staff training. However this study differs from the current study on the sense that, this study will look into the impacts of staff training, while the researcher of this study concentrated much in the factors that inhibit training of the staff in the public sectors.

Sharma and Upneja (2005) Investigated the factors influencing financial performance of small hotels in Tanzania. The study was conducted in Arusha-Tanzania. Methodology used was qualitative whereby financial ratio analysis on business performance was used and data was collected from small hotels in Tanzania through face-to-face interviews. The results revealed that, lack of employee training was among the factors that causes low profitability in an organization. Again, this study has failed to explain what strategies on training and development an organization should adopt to realize the impacts.

2.5   Research Gap

The literatures and studies done on training and development show some elements of training and development practice without going into deep analysis to the impact of training and development on employees performance; also the studies referred to were undertaken some years ago so there is a possibility that the findings they produced are out-dated in the current environment.   The cited gaps in studies done as cited sited above have motivated the researcher to conduct a detailed study on the impact of training and development on employees' performance in the public sector using TTCL as the case of study.

2.6   Conceptual Framework

Figure 2.1 which show the conceptual framework gives a clear indication of the independent & dependent variables: The dependent variable for this study will be employee performance, while the independent variables will be types of training, method of training and effects of training and development.

The researcher will measure how the dependent variables influence the   dependent variables as follows:

Types of training: How the choice of training method has an impact on the employee performance. Basing on the literature cited, not a single training type is superior to the other for every type of the training fits into the organization training and developments need of a particular organization. (Kohlrausch & Rasner 2014).

Method of training: The method used to deliver training will have a part to play in delivering the expected results. According to Raheja (2015), there are two methods of training that is, on the job training and off the job training. The researcher will develop questions to explore the of the respondents on how the method of training improves employee performance

Effects of training and development: Organization growth is dependent on a number of factors, training being one. Employee training influences the overall organization performance (Nassazi,2013).Not only that, Training and development has advantages of increasing employee morale and job satisfaction which in return

increases performance, furthermore, a well-trained employee is more acquainted with the job hence less supervision (Onyango & Wanyoike,2014).in addition to that, training bridges the gap of knowledge of deficiencies that is brought by about changes in technology and working conditions (Gidey,2016).The researcher will therefore, analyses the effects of the training that the respondents has acquired.

Independent variables   **Dependent variable**

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┌─────────────────────┐
│  Types of training  │
└─────────────────────┘
┌─────────────────────┐              ┌──────────────┐
│  Method of training │  ═══════▶    │  Employee    │
└─────────────────────┘              │  Performance │
┌─────────────────────┐              └──────────────┘
│  Effects of training│
└─────────────────────┘
```
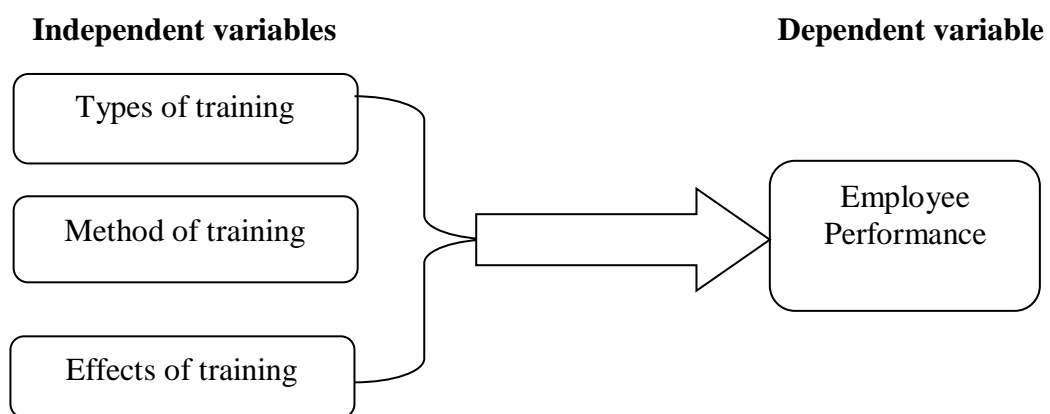
Figure 2.1:   **Conceptual Framework**

Source: Researcher Own Construct, (2017)

2.6.1 Independent and dependent Variables

The dependent variable for this study was employee performance, while the independent variables will be types of training, method of training and effects of training and development

2.7 Chapter Summary

This chapter examines human and social theories of training, concept of employee performance, training and development. Types of training have been broadly pointed out that included on-the-job training and off-the-job training. The chapter has also

provided training and development methods, also showed effects of training on employees performance through setting performance expectations and goals for individuals and groups to channel their efforts towards achieving organizational objectives, and also the benefits of training and development was pointed out. Lastly the study discussed the empirical studies whereby different studies done across the world were reviewed.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter presents research design, area of the study, unit of inquiry (population), sampling procedures/techniques, sample size, data collection techniques, data analysis, validity, reliability of data and finally issue of ethical consideration.

3.2 Research Paradigm

This study employed Positivism research paradigm. Paradigm is the term used to describe use is the term used to describe an approach to the study of society that relies specifically on scientific evidence, such as experiments and statistics, to reveal a true nature of how society operates.(http://study.com/academy/lesson/positivism-in-sociology-definition-theory-examples.html).Moreover,in positivism studies the role of the researcher is limited to data collection and interpretation through objective approach and the research findings are usually observable and quantifiable. In addition to that, in positivism studies the researcher is independent from the study and there are no provisions for human interests within the study. As a general rule, positivist studies usually adopt the deductive approach. Studies with positivistic paradigm are based purely on facts and consider the world to be external and objective. (Gauarag, 2009).

3.3 Research Design

According to Kothari & Garg (2014), Research design is the conceptual structure within which research is conducted. The study adopted a descriptive approach.

According to Kombo & Tromp (2006), descriptive studies involve a description of the state of affairs as it exists. It involves reporting on the findings. It may also result the formulation of important principles of knowledge and solution to a significant problem.

3.4   Area of the Study

The study was carried out at the TTCL headquarters` Offices in Dar es Salaam. Dar es Salaam Office was purposively selected because it is the headquarter of the TTCL in the country and it is therefore expected that in most cases training policies (if available) are being implemented there. The results from this study were expected to give concussive evidence of on the implementation of the training policy at TTCL

3.5   Population of the Study

For this study, population of this study was the staff at TTCL headquarters in Dar es Salaam. According to Saunders *et al* (2009), population refers to full set of cases from which sample for the study will be selected.

3.6   Sampling Design

Non-Probability Sampling was used for this study as the researcher expected that this sampling technique will give her a range of alternatives in selecting a sample basing on the subjective judgment Saunders *et al,* (2009).

3.6.1 Sampling Procedure

Purposive sampling was used. Staffs at TTCL headquarters-Dar es Salaam were

served with self-administered questionnaires. This made respondents respond questions freely without researcher`s influence.

3.6.2 Sample Size

According to Kothari & Garg, (2014), Sample size is the number of items to be selected from the universe to constitute a sample. For the regard of this study, 55 staffs were served with the self-administered questionnaires.

3.6.3 Sampling Frame

According to Kothari & Garg (2014), the sampling frame is a list of sampling units. It contains the name of all items of a universe. Saunders *et a (*2009) adds that a sampling frame is a complete list of all the cases in the population from which a sample will be drawn. The sampling frame is a list of all those within a population who can be sampled. A sampling frame for this study involved a list of all staff at TTCL headquarters in Dar es Salaam. From a list, an appropriate number was purposively selected as representatives of all the staffs to take part in the study.

3.7   Data Source and Data Collection techniques

The researcher collected primary data direct from the respondents who are the staffs from the TTCL headquarters in Dar es Salaam. Self –administered questionnaires were distributed to respondents. This provided respondents with a chance to fill the questionnaire at their own convenient time. Kothari (2009)

3.8 Data Analysis

Data analysis, as defined by Agarwal (2009) is the processing the observed data and transforming it to a form most suitable for decision making. The following steps (processes) were taken while analyzing the data, daily editing was done after collecting data to maintain accuracy and completeness. The collected data were then entered into the SPSS statistical software. The data was analyzed using simple descriptive statistical methods in terms of number and percentages and frequencies. The findings were presented infrequencies, Mean, pie charts, bar graphs, reliability and Validity. Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Kothari 2009).

3.9 Reliability

Kothari (2009) provides a definition of reliability as the degree to which an instrument measures what it is supposed to measure. In order to ensure that the results are reliable, the same sets of questions were asked. Therefore, since all informants were interviewed separately, subject bias was controlled to a large extent. Cronbach's alpha was used to measure reliability.

3.10 Validity

Validity as explained by Saunders *et al* (2009) is concerned with whether the findings are really about what they appear to be about. It is the relationship between two variables. Kothari (2009) adds that, validity is the degree to which an instrument measures what it is supposed to measure. An expansion of the meaning validity has given by Kombo and Tromp (2006) as the accuracy or meaningfulness and technical

soundness of the research. It is a measure of how well a test measures what it was supposed to measure. In order to test the validity of the data collection instruments, the researcher conducted a pilot study, the aim for the pilot study was to get information from informants that enabled the researcher to modify and improve the research instruments.

3.11 Ethical Consideration

For ethical requirements in the conduct of the study respondents were duly informed of the fact that the study was for academic purpose and that they were under no compulsion to respond to the questionnaire. The respondents were asked to participate voluntarily whilst assuring them of anonymity and confidentiality on the information given. In order to avoid plagiarism, all sources of information were duly acknowledged.

CHAPTER FOUR

4.0 ANALYSIS, PRESENTATION AND DISCUSSION

4.1   Introduction

This chapter presents the findings of the study. It portrays the major findings derived from the respondents through the self-administered questionnaires conducted at TTCL headquarters in Dar es Salaam. The chapter is divided into two major sections: the first section contains the respondents' characteristics, and the second section contains the findings on the specific research objectives that include, to find out types of training provided to staffs in the Tanzania Telecommunication Company Limited, To find out the methods used to train staffs in the Tanzania Telecommunication Company Limited, To examine the effects of training on performance in the Tanzania Telecommunication Company Limited. The results presented in this chapter include all information gathered through self-administered questionnaire and all information has been merged under the respective objectives.

4.2   Demographic Characteristics of the Respondents

4.2.1 Years of Work at the TTCL

As it is being indicated the figure 4.1 below, majority of the respondents had worked at TTCL for less than 1 year. Data shows that 19 (34.5%) out of the 55 respondents had worked by less than a year, followed by 18 (32.7%) of the respondents who had worked between 1-5 years,9 (16.4%) had worked between 5-10 years and remaining 9 (16.4%) had worked above 10 years.

Table 4. 1   Years spent working at TTCL

		Frequency	Percent	Cumulative Percent
	below 1 year	19	34.5	34.5
	between 1-5years	18	32.7	67.3
	between 5-10 years	9	16.4	83.6
	above 10 years	9	16.4	100.0
	Total	**55**	**100.0**	

4.2.2. Gender

Basing on the figure 4.2 below, the gender distribution of the respondents were 18 male and 37 female

Table 4. 2:   Gender Distribution

		Frequency	Percent	Cumulative Percent
	Male	18	32.7	32.7
	Female	37	67.3	100.0
	Total	**55**	**100.0**	

4.2.3. Level of Education

Figure 4.3 below indicates that there were 55 respondents, among those 1 staff had educated up to secondary education and the remaining 54 had education to the level of University.

Table 4. 3   Level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	1	1.8	1.8	1.8
University	54	98.2	98.2	100.0
Total	**55**	**100.0**	**100.0**	

4.3   Types of Training Program

the table below indicates that 50.9% of the training were conducted internally while the remaining 49.1% were both internally and externally conducted.

Table 4.1:   Types Of Training Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
	Internal	28	50.9	50.9	50.9
	Both	27	49.1	49.1	100.0
	Total	55	100.0	100.0	

4.4   Nature of Training Programs

Basing on the table 4.2.below, 94.5% of the training programs conducted at TTCL are systematic and planned while the remaining 5.5% of the training are unplanned and unsystematic. This indicates that, as an organization, TTCL has a training plan that is planned and implemented according to the human resource development policies of the organization, but to another extent this shows that staffs are sometimes attending unplanned straining that happens over time so as to capture knowledge that otherwise may be difficult to acquire if waited to be planned and systematic.

Table 4. 2:   Nature of Training Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Planned & Systematic	52	94.5	94.5	94.5
Unplanned & Unsystematic	3	5.5	5.5	100.0
Total	55	100.0	100.0	

4.5   Training Methods

From the figure 4.4 below, the respondents indicated that, the mixture of training method is preferred this is substantiated by the fact that 54% of the respondents said they had trained by using a mixture of both on the job and off the job style, while 44.% had attended through the on the job training, and the remaining had attended through the off the job training ,however this shows that the organizations understand and wants to make use of the opportunities available in both style of the training i.e. on the job and off the job, small parentage of the staffs had done the off the job training.

Table 4. 4: Training Method Under which Training Method You Have Trained

		Frequency	Percent	Cumulative Percent
	on the job	24	43.6	43.6
	Off the job	1	1.8	45.5
	Both	30	54.5	100.0
	Total	**55**	**100.0**	

4.6   Training Methods Under the off Job Training

The table 4.3 below further explains on the respondents who received their training through the off the job methodology, from the findings it revealed that 87.3% of the respondents who attained training through the off job training were trained through lectures, 5.5% were through the vestibule method and the remaining 7.3% were trained using a combination of both lecture method and vestibule method.

Table 4. 3:   Training Methods Under the off the Job Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Lecture Method	48	87.3	87.3	87.3
Vestibule method	3	5.5	5.5	92.7
Other	4	7.3	7.3	100.0
Total	55	100.0	100.0	

4.6.1 Relationship between Training and Improvement in Performance

As indicated in table 4.4, when respondents asked on whether or not training improves performance, 74.5% of the respondents strongly agreed, 12.7% agreed, 1.8% were neutral, 3.6% disagreed and the remaining 7.3% strongly disagreed. This shows training has a positive contribution to improving performance. This was found to be in a match with   Ng`ang`a et al (2013) who found out that training increases organization performance in terms of maintaining the corporate image, increase in revenues, employee acquisition and retention. Elnaga & Imran (2013) on the other hand, found out that training helps employees grasp their responsibilities well

Table 4. 4:   Relationship between Training and Improvement in Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	7.3	7.3	7.3
Disagree	2	3.6	3.6	10.9
Neutral	1	1.8	1.8	12.7
Agree	7	12.7	12.7	25.5
Strongly Agree	41	74.5	74.5	100.0
Total	55	100.0	100.0	

4.6.2 Role of Training in Developing Employees Skills

The statement intended to know and understand from the respondent's perspectives how training can be linked to their skills development, form the analyzed results it as shown indicated that training and development at work place plays a great role in skills development of an emplyeee.Furthermore, analysis of the results indicates that there is a strong connection between training and employee performance which has an impact on the organization as well. Employee need training so as to adapt to the changing and challenging business environment and technology, additionally, training increases an ability to develop skills to solve problems (Falola et al,2014)

Table 4. 5:   Role of Training in Developing Employees Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	5.5	5.5	5.5
Neutral	4	7.3	7.3	12.7
Agree	7	12.7	12.7	25.5
Strongly agree	41	74.5	74.5	100.0
Total	55	100.0	100.0	

4.6.3 Training and Productivity and Performance

On the job training aims at increasing knowledge and skills of doing a particular assignment, therefore the skills gained through training increases capacity of the employee of doing their work thus increasing productivity and performance (Tukimilongo,2016).Adding on to that, table 4.6 below indicates that a large percentage of the respondents strongly agreed that training increases productivity and performance. Since a large percentage of the respondents were in the strongly agree category, therefore training, as seen in the literature positively contributes to

enhancing the performance of an organization. Much of the contribution that training offers is in terms developing new skills that help employees perform their duties, also training motivates employee to work better (Imran & Tanveer, 2013)

Table 4. 6: Training and Productivity

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.6	3.6	3.6
Disagree	1	1.8	1.8	5.5
Neutral	3	5.5	5.5	10.9
Agree	10	18.2	18.2	29.1
Strongly agree	39	70.9	70.9	100.0
Total	55	100.0	100.0	

4.6.4 Training and Motivation Level of Employee

From the table 4.7 respondents strongly agreed that training and development motivate staff, training and development programs at workplace adds skills staff which increase their commitment and motivation towards delivering as per expectations (Zahra et al ,2014).in addition to that, apart from keeping an employee constantly motivated for maximum performance, if implemented   effectively, training can be a tool for skills development as skills gained through training enhances productivity, increases efficiency and boosts quality (Sharma et al,2014).

Table 4. 7: Training and Motivation Level of Employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.5	5.5	5.5
Disagree	1	1.8	1.8	7.3
Neutral	3	5.5	5.5	12.7
Agree	15	27.3	27.3	40.0
Strongly agree	33	60.0	60.0	100.0
Total	55	100.0	100.0	

4.6.5 Training as a Tool To Bridge the Gap between Job Requirements & Competence of an Employee

From the Table 4.8,it is being indicating that there is always a gap between what an employee know and what the work or assignment need. Training therefore, plays a great role in bridging what skill an employee lacks and the job requirements.Inorder for an organization to identify type of specific skills require fr a particular job,advise is given that Competency gap of an organization, therefore, needs to be addressed through training so as to enhance sustainability of a particular organization (Manna et al ,2016)

Table 4.8: Training As A Tool to bridge the Gap Between Job Requirements & Competency of An Employee

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	3	5.5	5.5	5.5
	Disagree	2	3.6	3.6	9.1
	Neutral	3	5.5	5.5	14.5
	Agree	13	23.6	23.6	38.2
	Strongly agree	34	61.8	61.8	100.0
	Total	55	100.0	100.0	

4.6.6 Training in Relation to Increases in Performance of an Employee

Training play a critical role in improving employee performance in various ways .Training helps an employee to acquire knowledge and skills that will help him/her in doing the work related tasks (Nasazi, 2013, Tukimilongo, 2016).Table 4.9 bellow shows that training conducted to TTCL staff has positively contributed to the

performance of their daily duties. Taking into account that majority strongly agreed, this means that training is important for an employee to acquire the required skills that will help him/her excel well in the fulfilling his/her obligations as expected in their job descriptions.

Table 4.9: Relationship between Training and Increase in Employee Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	3	5.5	5.5	5.5
	Disagree	2	3.6	3.6	9.1
	Neutral	3	5.5	5.5	14.5
	Agree	9	16.4	16.4	30.9
	Strongly agree	38	69.1	69.1	100.0
	Total	55	100.0	100.0	

4.6.7 Employee`s Skills Development Through Training

With changing technologies nothing remains constant, employees need new skills to catch up with the fast changing working environment. Referring to the table 4.10 below, there is a strong agreement that training increase skills of the employees at work place. A trained employee becomes more efficient and because of the skills that are acquired through training (Mwapira, (2015). Form this analysis we can further link the role played by training development in improving the existing skills and at the same time training provides new skills that helps employees to perform their tasks well(Imran & Tanveer,2013)

Table 4.10:   Employee`s Skills Development Through Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	5.5	5.5	5.5
Neutral	4	7.3	7.3	12.7
Agree	7	12.7	12.7	25.5
Strongly Agree	41	74.5	74.5	100.0
Total	55	100.0	100.0	

4.6.8 Training Has A Role to Play In Enhancing Productivity and Performance

This statement aimed at understanding the importance of training in   how it can enhance performance and productivity. Table 4.10 below indicates that 3.6 strongly disagreed,1.8% diagreed,5.5% were neutral,18.2% agreed and 70.9% strongly agreed. The fact that majority of the respondents strongly agreed proves that training is necessary tool that is required by the organizations for production targets to be realized. It is suggested that for employee to be highly performers, training should designed to meet organization`s specific needs and objectives (Elnaga & Imran, 2013).

Table 4.10: Training Has a Role to Play in Enhancing Productivity and Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	3.6	3.6	3.6
disagree	1	1.8	1.8	5.5
Neutral	3	5.5	5.5	10.9
Agree	10	18.2	18.2	29.1
Strongly agree	39	70.9	70.9	100.0
Total	55	100.0	100.0	

4.6.9 Training Bridges the Gap between Job Requirements & Competence of an Employee

Sometimes, the job requires executors (staffs) to have some sort of skills for effective performance, in case of lack of those skills, training bridges the gap between the current skills of an employee and the job requirements. The tables 4.11 below indicates that respondents had to a large extent strongly agreed that training bridges a gap between job requirements and competence of an employee. Training helps to immediately bridge the competency gap of an employee (Manna *et al,* 2016)

Table 4.11:   Training Bridges the Gap Between Job Requirements & Competence of An Employee

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.5	5.5	5.5
Disagree	2	3.6	3.6	9.1
Neutral	3	5.5	5.5	14.5
Agree	13	23.6	23.6	38.2
Strongly agree	34	61.8	61.8	100.0
Total	55	100.0	100.0	

4.6.10 Training Increases Performance Of An Employee

Respondents were asked to give their responses to this statement so as to make a conclusion whether or not training increases the performance of an employee. Majority of the respondents strongly agreed. Out of 55 respondents, 38 (69.1%) strongly agreed. This can, therefore, be concluded that respondents at the TTCL admit that their performance has been positively contributed by the training provided to them.

Table 4. 12:   Training Increases Performance of An Employee

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	3	5.5	5.5	5.5
	Disagree	2	3.6	3.6	9.1
	Neutral	3	5.5	5.5	14.5
	Agree	9	16.4	16.4	30.9
	Strongly agree	38	69.1	69.1	100.0
	Total	55	100.0	100.0	

4.6.11 Training Brings Strong Team Work So and Helps TTCL to Increase Work Efficiency

Majority of the respondents were confident that training brings teamwork and helps TTCL to increase work efficiency, this is justified by the number of respondents who agreed on the statement. Out of 55 respondents, 38 (69.1%) of the respondents strongly agreed. The response as indicated in the above analysis indicates that to a large proportion, respondents were in an agreement that their teamwork is a product of training they have received. Training improves effective communication which in turn brings about mutual understanding between management and workers (Femi, 2014).

Table 4. 13:   Training Brings Strong Team Work So And Helps TTCL to Increase Work Efficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1.8	1.8	1.8
Strongly Disagree	3	5.5	5.5	7.3
Neutral	4	7.3	7.3	14.5
Agree	9	16.4	16.4	30.9
Strongly agree	38	69.1	69.1	100.0
Total	55	100.0	100.0	

4.6.12 Training Helps to Reduce Frequency of Supervision

Looking at the results analysis in the table 4.14 below, respondents were in a strong agreement that training reduces performance supervision. The reduction in time spent in supervision may be a result of skills that an employee acquires through training empowers him/her to execute the duties as per the expectations. Also, the analysis richly convinces that training gives confidence the staff to follow guidelines thus reducing all the unnecessary supervisions. Adding on that, the analysis may as well be implying that, trained staff are more able to understand instruction given to them by their supervisors thus reducing frequencies of supervision

Table 4. 14: Training Helps to Reduces Frequency of Supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	7.3	7.3	7.3
Neutral	3	5.5	5.5	12.7
Agree	17	30.9	30.9	43.6
Strongly agree	31	56.4	56.4	100.0
Total	55	100.0	100.0	

4.6.13 Training and Development Boost Up the Morale of the Employees

A well skilled employee will love his/her job and perform as per requirements, the skills gained through training assures an employee to deliver as per the specifications or requirements.Table 4.15 below indicates that majority of the respondents strongly agreed that training increases morale of the employees, this on the other hand is a strong indication that training that TTCL has been offering to its employees has a ;positive impact on increasing morale to its employees. Matsaung (2014) also

concluded that an organization that provides periodic training to its employees on how to do their jobs increase morale to the employees.

Table 4.15: Training and Development Boost Up the Morale of the Employees

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	3	5.5	5.5	5.5
	Disagree	4	7.3	7.3	12.7
	Neutral	4	7.3	7.3	20.0
	Agree	15	27.3	27.3	47.3
	Strongly agree	29	52.7	52.7	100.0
	Total	55	100.0	100.0	

4.6.14 Training and Development Practices Have Improved Knowledge and Skills of Employees

72.7% of the respondents strongly agreed that training and development practices have improved their knowledge and skills, 18.2% agreed, 3.6% were neutral, while 5.5% strongly disagreed. The reason to why the majority strongly agreed with this statement can be attributed to the role training plays in improving staff ability to do perform their assigned duties. Adopting to the rapid and changing business environment and technology are constant, apart from all that, training and development at the same time increase performance of an employee by providing the needed skills (Falola et al, 2014).

Table 4.16: **Training and Development Practices Have Improved Knowledge and Skills of Employees**

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Disagree	3	5.5	5.5	5.5
Neutral	2	3.6	3.6	9.1
Agree	10	18.2	18.2	27.3
Strongly agree	40	72.7	72.7	100.0
Total	55	100.0	100.0	

4.6.15 Training and Development for Employees' Skills Development

Skills are a product of training, and probably the main objective of training is to develop the required skills to employees so that they can be able to perform their duties as per the professionalism standards and procedures. As indicated on the table 4.17 below confirm a strong relationship between training and employees skills development, this is justified by a large percentage of the respondents who strongly agreed indicating a strong relationship between training and skills development. This indicates that staffs at TTCL real appreciate the training offered to them since they have positive contribution in their skills development.

Table 4.17 **Training and Development For Employee's Skills Development**

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly disagree	3	5.5	5.5	5.5
Neutral	4	7.3	7.3	12.7
Agree Strongly agree	8	14.5	14.5	27.3
	40	72.7	72.7	100.0
Total	55	100.0	100.0	

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS AND CONCLUSSIONS

5.1   Introduction

This chapter presents the general discussion of the study findings. This discussion is about the main objective of the study:To examine the impacts of training and development on the employee's performance in the public sector, a case of TTCL Head Quarters-Dar es Salaam. It highlights results in connection to the specific objectives: To find out types of training provided to staffs in the Tanzania Telecommunication Company Limited, To find out the methods used to train staffs in the Tanzania Telecommunication Company Limited and to examine the effects of training on performance in the Tanzania Telecommunication Company Limited.

5.1.1 General Characteristics of the Respondents

A total of 55 questionnaires were distributed and all of them were filled and collected by the researcher. Amongst the 55 respondents 37 (67.3%) of the respondent were female, this on the other hands implies that majority of the employees at TTCL are female. Almost all of the respondents 54 (98.2%) had at were educated up to the university level.19 (34.5%) have been working at TTCL for less than a year closely followed by respondents who have been working there for 1-5 years who were 18 (32.27%).Age of the respondents varies, but the majority of them had aged between 26-45 followed by those with age between 18-25.By this analysis, it means that majority of the TTCL staff are aged between 18-45.

5.1.2 Types of Training Provided to Staffs in the Tanzania Telecommunication Company Limited

The study findings ascertained that there were two types of training that were being conducted at TTCL, the training types were internal and external. Basing on the findings however, a large percentage of staffs were trained internally. This is a sign that TTCL training and development policy encourages internal training.

5.1.3 The Methods Used to Train Staffs in the Tanzania Telecommunication Company Limited

Institutions develop training methods that meet their objectives, results from this study indicate that on the job training method was mostly used up to the period this study was conducted. On the job training is conducted and preferred by the respondents of the study probably because they meet specific skills that are needed by the organization, additionally, skills gained through on the on the job training directly relate to the requirement of the job (Alipour,2009).

5.1.4 The Effects of Training on Performance in the Tanzania Telecommunication Company Limited

This was the third objective for this study and it was intended to explore the outcomes of training conducted to staffs at the TTCL. Basing on the findings of this study, it is obvious that training and development programs have an impact in the public sectors, especially at the TTCL. Respondents who also were staffs of the TTCL headquarters have shown how training and development have improved their performances in several ways. The results indicate that training has improved

performance. The improvement can be seen in various ways. Training has contributed to skills development of the staff which not only has contributed to bridge the gap between the job requirements and competency of the employees, but also the gained skills have positively increased performance and productivity. Also, training and development programs implemented at the TTCL has contributed to building teamwork which can be linked to the minimal supervision to staffs. Additionally, training and development programs have boosted the morale of the staffs which can be considered as a factor for a high performing team.

5.1.5 Conclusions

The results of this study revealed the presence of training programs at TTCL headquarters in Dar es Salaam. All the respondents had at one time up until to the date of this study had attended training. Mostly, staffs at the TTCL had attended a mixture of training, i.e. on the job and off the job training, though it seems on the job training is much more preferred than the later. Further analysis has shown that training and development program has a positive impact on improving the performance of the employees at TTCL. Many of the seen effects of the training are: improvement in skills of the employees, increased performance, bridges the gap between the job requirements and the skills need to execute the job. Adding on that, training and development has assisted in building team spirit among the staff thus improving proclivity. By reducing the supervisory time which is a result of employees having the required knowledge and skills of doing their job, means that supervisors spend more time into doing other duties which increases the morale of the workers and thus producing a conducive working environment.

In general, the findings have indicated that training and development is a must to be implemented in public sector to improve staff performance and increase productivity.

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APPENDICES

Appendix 1: Questionnaire for Employees of TTCL

A Research on the impact of training on staff performance. A case of ML

Dear respondent,

I, Lucy C.Licombe a student of the Open University of Tanzania pursuing Masters of Human Resource Management (MHRM) as part of my academic curriculum I am conducting a research to Assess the impact of training on staff performance. I hope to get relevant information from you as a stakeholder in matters that are important for this study. The study is solely for academic purposes and the information given will be treated with strict confidentiality. I therefore, humbly request you to spare some time and answer the following questions. Thank you very much for your understanding. The questions intended to collect information on impact of training on staff performance.You are supposed to answer the questions according to their requirements.

This questionnaire is mainly intended for educational purposes and would not be used for any other purpose. This research work is one of the requirements for the award of a Master's Degree. We therefore assure you that your answers and comments would be treated confidentially.

 SECTION A: BASIC PROFILE OF RESPONDENT

Please tick (V) the appropriate answer:

   1. Age   (Years)

1. 18 - 25

2. 26-45 ☐

3. 46 -55 ☐

4. Above 56 ☐

2. Gender:　1.　　Female ☐

　　　　　　2.　　　Male ☐

3.Level of education

   a. None ☐

   b. Primary ☐

   c. Secondary ☐

   d. University ☐

4. How long have you been working at TTCL

   1. below 1 year ☐

   2. between 1-5years ☐

   3. between 5-10 years ☐

   4. above 10 years ☐

SECTION B: TYPE OF TRAINING PROGRAMS

From the following training programs, which type of training program did you undergone?

1. Internal

2. External

3. Both

What is the nature of training programs being undertaken?

a. Planned & Systematic

b. Unplanned & Unsystematic

SECTION C: TYPE OF METHOD

Under which training method you have trained

1. on the job 2. Off the job 3.Both   4.None

If you were trained under on the off job training method, form the under listed

method which one did you had undergone

1. Lecture Method

2. Vestibule method

 3. Other

SECTION B: EFFECTS OF TRAINING & DEVELOPMENT

How would you rate your Agreement/Disagreement with the following statements

which are addressing matters related to the effects of training and development for an

employee. Please put a tick on the appropriate cell "Strongly Disagree" (1) Disagree

(2), Neutral (3), Agree (4) and Strongly Agree (5)

	A: Measuring Service Quality Dimensions	Customer Expectation				
		1	2	3	4	5
1	Training improve performance					
2	training is necessary for any employee for developing his skills					
3	Training is a must for enhancing productivity and performance					
4	training increase motivation level of employee					
5	Training bridges the gap between job requirements & competence of an employee					
6	Training increases performance of an employee					
7	I am confident that the training brings strong team work so and helps TTCL to increase work efficiency					
8	Training helps to reduces frequency of supervision					

9	Training and development boost up the morale of the employees					
1 0	Training and development practices have improved knowledge and skills of employees.					
1 1	Do you feel training is necessary for any employee for developing his skills?					

APENDIX II: RESEARCH SCHEDULE

List Of Activities	April	May	June	July	August	September
Review of various Literatures & Initial consultation with the Supervisor	■					
Develop an initial draft of the proposal	■	■				
Prepare final draft of the proposal		■	■			
Test validity of the tools for data collection			■			
Data collection, Coding & Analysis			■	■		
Report writing, prepare drafts of the reports as per the Supervisor guidance				■	■	
Prepare final report and submission					■	■

Appendix III: Research Budget

	RESEACH BUDGET		
ITEM	Unit	Cost (Tsh)	Total
PROPOSAL DEVELOPMENT	Lump sum	500,000.00	500,000.00
Sub-Total			**500,000.00**
FIELD WORK			
Transport	7 days	50,000.00	350,000.00
Communication	7	10,000.00	70,000.00
Sub-Total			**420,000.00**
DATA ANALYSIS & REPORT WRITING			
	lump sum		500,000.00
Sub-Total			**500,000.00**
Grand-Total			**1,420,000.00**