

**EVALUATING EMPLOYEES JOB PERFORMANCE AFTER TRAINING
AND DEVELOPMENT IN PUBLIC SECTOR ORGANIZATIONS
THE CASE OF THE BANK OF TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation entitled: “**Evaluating Employees Job Performance after Training and Development in Public Sector Organizations**” in partial fulfillment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.

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Date

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DECLARATION

I, **Mwajuma S. Masudi**, do hereby declare that this dissertation is my own work and that it has never been presented and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my parents: The late father Saidi Masudi Kiyanga (Inna lilahi wa inna illaihi Raajiun) and mother Aziza Ramadhani Kifutumo, for their care and from them I learned about hard work, determination and persistence.

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LIST OF ABBREVIATIONS

BOT	Bank of Tanzania
ERP	Employees' Retraining Programs
HR T&D	Human Resource Training and Development
HR	Human Resource
HRD	Human Resource Development
HRM	Human resource Management
SPSS	Statistical Package for Social Science
T&D	Training and Development

ABSTRACT

This study evaluated employees' job performance after training and development in public sector organizations in Tanzania with a focus on the Bank of Tanzania. The specific objectives were to; to assess (i) the effects of training and development programs on employee job performance at the Bank of Tanzania (ii) the factors facilitating to and or hindering the effectiveness of training and development programs in employee job performance. The study adopted a case study design research method and used purposive sampling procedures to select respondents. The sample size for the study included 120 staff purposefully selected from among 792 staff at the Bank of Tanzania headquarters. A questionnaire was administered to low and middle level staff for them to freely express their opinion. Face to face interviews were administered to senior managers to gather their perceptions on the management of training and development programs at BoT. The study findings indicate that training and development programs have had some effects on employee job performance but could have had major impact if they were preceded by training needs assessments and employee performance assessment. Even where training and development programs were responding to technological changes and other factors, the study findings confirm that training needs assessment are important to align training design and content to employee job performance requirements. Limited use of TNA result by BoT Learning department limit the positive impact of learning and development programs on employee job performance. Henceforth, the study recommended that policy makers should review the organization training policy in order to ensure that training and development programs offered to staff are informed by employee performance appraisals and training needs assessment. Aligning training and development programs to employee performance appraisal and training needs assessment is likely to add value to the overall organization objectives.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Training and development have been used as important strategies for improving employee performance of the BOT in Tanzania. As at 2017, 85% of the staff have benefitted from various training and development programs. Investment in BOT training programs stands at 2%-3% of the organization annual budget. Like many other organizations, BOT identifies staff training and development to be very crucial to organizational performance and its effectiveness. Employee training and development are associated with improving the practices, knowledge and skills of employees in their present job position.

Armstrong (2011) sets out three specific training objectives related to employees performance. The first objective is to develop the competences of employees and improve their performance. The Second objective is to help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization, and the third one is to reduce the learning duration for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

It is very important therefore for the organization to offer systematic training and career development programs for their employees. Training has been recognized to

help employees in their current jobs and help meet current performance requirements by focusing on specific skills required for the current need. Its benefits may extend throughout a person's career and help develop that person for future responsibilities.

Training is very crucial to any public sector organization to improve the performance and competence of its employees. According to Ngirwa (2009), if an organization wants to remain competitive it has no choice but to train their employees. The amount, quality and quantity of employee training carried out vary extremely from organization to organization. Cole (2014) identified factors which influence the quantity and quality of employee training and development activities like; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing staff and the extent to which management see training as a motivating factor in the workplace. Therefore, the study evaluates how the training and development program helps employees' job performance.

1.2 Statement of the Problem

Over the years, many public sector organizations and Ministries Departments and Agencies have been allocating substantial amount of financial resources in their budgets towards training and development. This is aimed at building the capacity of employees to carry out their functions efficiently (Tan, et al, 2013, Handy, et al, 2015). Bank of Tanzania is among organizations that have been investing in training and development programs to enhance job performance of its employees.

Unfortunately low employee job performance remain to be a critical challenge confronting many public service organizations in Tanzania including BOT. For years Public organizations have witnessed an increase in low employee job performance demonstrated by erosion of work ethics, violation of work rules, regulations and procedures; and corruption. These have negatively affected public service delivery (President's Office 1999).

This low job performance in public sector organizations has occurred despite huge investments in training and development programs. The situation is thus contrary to theories that claim training and development programs are important for increasing employee job performance. For instance, Marquardt, Nissley, Ozag & Taylor (2000), Stredwick (2005), Kuvaas & Dysvik (2009) and Nadler, (2014) argued that training and development programs play a critical role in enhancing workforce job performance. In their view, the most significant role of human resources is to assist workforce improve their job performance through training and development programs. Using a case study of Bank of Tanzania, this study evaluated the factors hindering the effectiveness of training and development programs in increasing employee job performance.

1.3 Research Objectives

1.3.1 Main Objective

The main objective of the study was to evaluate employees' job performance after training and development in public sector organizations in Tanzania.

1.3.2 Specific Objectives

- i) To assess the effects of training and development programs on employee job performance at Bank of Tanzania.
- ii) To determine the factors facilitating the effectiveness of training and development programs in employee job performance
- iii) To determine the factors hindering effectiveness of training and development programs in employee job performance.

1.4 Research Questions

- i) What are the effects of training and development programs on employee job performance at Bank of Tanzania?
- ii) What are the factors facilitating the effectiveness of training and development in employee job performance at Bank of Tanzania?
- iii) What are the factors hindering the effectiveness of training and development in employee job performance at Bank of Tanzania?

1.5 Significance of the Study

The results of this study enables the organization's policy makers monitor the effectiveness of its training and development programs to ensure it contributes to employee performance and organizational productivity.

The study is useful to BOT management to ensure training and development programs positively impact on employee job performance. It will also help the BOT

to identify strategies to align its investments in training and development programs to its overall organization objectives.

Scholars, students and other researchers may also benefit from the study findings by identifying further areas of research drawn from the findings of this research. The study may be a source of reference material for future researchers on topics related to employee job performance and training and development programs.

1.6 Scope of the Study

The study was limited to BOT employees at the headquarters in Dar es Salaam. The research focused on employees' job performance after training and development in public sector organizations in Tanzania with particular focus on the Bank of Tanzania.

1.7 Organization of the Study

This study is organized into five chapters:

Chapter one presents the introduction and background to the study, statement of the problem, research objectives and research questions. It also covers the significance of the study, scope of the study and finally organization of the study.

Chapter two presents a review of literature. It discusses theoretical review on the relationship between employee job performance and training and development. It also discusses the empirical literature that has been done on the topic and established gaps. Lastly the chapter presents the conceptual framework of the study.

Chapter three presents the research methodology that was used in the study. It provides research design, sampling methods, data collection methods, data analysis, validity, reliability and finally, issues of ethical consideration.

Chapter four presents the findings obtained from the field. The first part of the section provides demographic profiles of the respondents. The second part assesses the effects of training and development programs on employee job performance at the Bank of Tanzania. The third part determines the factors hindering and or facilitating the effectiveness of training and development programs on employee job performance at the Bank of Tanzania. The last part presents the summary of findings, conclusion, recommendations and areas for further research.

Chapter five presents the summary, conclusions and recommendations of the study based on the objectives of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter contains theoretical part, adoption theories, and empirical studies, conceptual frame work and research gaps of the research. The review of related literature meant at providing the essential framework within which the problems was presented, analysed and interpreted. A broad review of the theories has been also explained in details in improving the knowledge attitudes and skills are developed.

2.2 Theoretical Review

2.2.1 Definitions of Key Terms

Employee Performance: Performance is synonymous with outcomes, results, and accomplishments. Gilbert one of the great pioneers of Human Resources (HR) believes that performance is a function of behaviour (processes or what can be observed as an activity) and accomplishments (what you see after people stop working). Companies that seek competitive advantage through employees must be able to manage the behaviour and results of all employees. One of the most difficult challenges is to get managers to distinguish between good, average and poor performers (Tan, et al, 2013).

Employees must know what they need to do to perform their jobs successfully. Expectations for employee performance are established in employee performance

plans. Employee performance plans are all of the written or otherwise recorded, performance elements that are set. Simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner (Noe, 2011). Performance management can focus on the performance of the organization, a department, and processes to build a product or service, employees. Price and Brown, (2015) states that managing employee performance every day is the key to an effective performance management system. Setting goals, making sure your expectations are clear, and providing frequent feedback help people perform more effectively. According to Noe, 2011 where employee performance deviates from set goals, organizations can mitigate the gap through training and development.

Training and Development: Training and development is a subsystem of an organization that emanates from two independent yet interdependent words training and development. Training is often interpreted as the activity where an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so that the learner can better perform a current task or job (Noe, 2011). Training activity is both focused upon, and evaluated against, the job that an individual currently holds (Learner, 2016).

This implies that, training is a planned process to bridge the gap between set goals and performances by modifying attitudes, knowledge, skill or behaviour through the learning experience to achieve effective performance in an activity or range of

activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future human resource needs of the organization. Training is critical to the performance of employees at all levels of an organization. It is a motivator and is essential to acquiring and maintaining skills necessary for optimal job performance.

Development in the context of job performance refers to formal education, job experiences, relationships and assessment of personality and abilities that help employees prepare for the future career development. Since it is future oriented, it involves learning that is not necessarily related to the employee's current job content. It prepares employees for other positions in the company and prepares them to move into jobs that may not currently exist. In essence, the development is more related to employees' career growth and movement in and outside the professional ladder to respond to performance gaps related to other reasons other than lack of skill and knowledge. It also helps employees prepare for changes in their current jobs that may result from new technology, work designs, new customers, or new product markets (Noe, 2011). There are a number of approaches to employee development and these include, formal education, professional and specialized assessments (mostly used to identify managers with potential to move into higher levels or executive positions and it can be used with work teams to identify strengths and weaknesses of individual team members and the decision processes or communication styles that inhibit the team productivity), job experience (e.g. enlarging the current job, job rotation, transfers, promotions and downward moves) and interpersonal relationships such as mentoring and coaching.

Most companies use a combination of these approaches. Employee development aims to help people utilize their skills and knowledge that education and training have given them not only in their current jobs, but also in future posts. It embodies concepts such as psychological growth, greater maturity and increased confidence (Price & Brown, 2015). Development is often viewed as a broad, on-going multi-faceted set of activities (training activities, among them) used to bring someone or an organization up to another threshold of performance. Some view development as a lifelong goal and experience. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future (Nadler, 2014).

Training and development ensures that randomness is reduced and learning or behavioural change takes place in a structured format. The field of human resource management, training and development is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Handy, et al, 2015).

2.2.2 Theories Guiding the Study

There are numerous theories explaining the impact of training and development programs on employee performance. This study used two theories Human Capital theory, by Schultz (1961) and Becker (1964) and Social Learning theory by Bandura, A. (1977).

2.2.3 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 (Nadler, 2014).

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. The study used Human Capital Theory to determine whether the productivity of BOT staff benefitting from training and development programs increased after training. The study findings established that the absence of training needs assessment and appraisal of employee job performance prior to training made it difficult to confirm the extent to which investment in human capital through training had increased employee productivity. Even if the study findings demonstrated increased employee productivity after training, many other factors such as organization investment in new technology and leadership may have also contributed to increase in employee productivity.

2.2.4 Social Learning Theory

Social learning theory was developed to describe and predict how people learn better from observation than from other methods. According to Bandura, (1977) observational learning is controlled by processes of attention, retention, and reproduction. By emphasising knowledge and skills acquisition through observation, social learning theory thus would suggest that the design and delivery of performance enhancing training programs should focus on learning by doing in which the trainer models a task, and then gives to the learner a verbal model to guide performance. In this way the trainee is most likely to learn to reward himself for a good job performance if s/he comes to feel that the work s/he is performing is very important to him and to the company and that he has significant control of the work outcomes. The study findings found some good relationship between usefulness of training design and delivery that combined observational and on site training with improved employee job performance after training.

2.3 Effects of Training and Development Programs on Employee Job Performance

In the development of organizations, training plays a vital role in improving performance as well as in increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). Training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 2012). There

exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of knowledge, skills, ability, competencies and behaviour (April, 2010).

Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 2009).

There are four prerequisites for learning to occur through a training intervention. First is trainee/employee motivation. The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. The second prerequisite for training to produce learning is cue. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training, response comes third and training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives after training. This response must be given as quickly as possible to ensure successful learning is acquired (Leslie, 2010). That is why training should be related to performance assessments, financial rewards, job promotion and recognition and this is something which the trainee desires after training (Flippo, 2006).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In

an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2010). In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. However, when employees perform below set standards they are judged as poor performers. Training and employee performance are related in that the later is seen as a measure to mitigate employee under performance. As such, employers invest in training to raise employee performance.

However, Kruger, 2008 observed that sometimes training is intentionally provided for the employees to encourage their individual growth and achievement and not necessarily in response to under performance.

There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Benedicta & Appiah, 2010). It is obvious that training plays an important role in the development of an organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that

train their employees and those organizations that do not (Benedicta & Appiah, 2010).

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore, planning and training should go through stages such as; developing a training plan, designing a training lesson, selecting the trainer and prepare the trainee. (Zaccarelli, 2007) Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (2016) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

The training plan serves as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the individuals involved in the training, the person that administers the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed. The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively.

2.3.1 Factors Hindering the Effectiveness of Training and Development Programs

While indeed training is important in mitigating employee under performance, there are factors that may hinder the effects of training on employee job performance. Cole (2014) identifies some factors which influence the quantity and quality of training and development activities in organizations. These include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing workforce and the extent to which management see training as a motivating factor in work environment.

Other factors hindering the effectiveness of training on employee performance are associated with poor design of the training interventions. Ngirwa, 2009 sighted the following factors: lack of systematic identification of knowledge and skills gaps to inform training content; lack of assessment of employee profiles to determine the complexity of training programs; lack of criteria in selecting trainers with qualifications relevant to identified training needs, and incongruency between employee training needs and available training programs.

Lack of top management support to training programs can hinder their effectiveness in improving employee job performance. The top management support is essential for the success of the programs. But there are some organizations, whose top management do not take training and development seriously. As a result, implementation becomes poorly supervised and training budgets are diverted to other activities. Sometimes organization failure to advertise training opportunities and

programs hinders their effectiveness in relations to uptake of training programs by employees. In some instances fear of losing positions when absent for training reduces the effectiveness of training programs on employee job performance. In some organizations fear of loss of job positions have resulted into employees opting not to go for training.

Lack of evaluation of impact of training is another factor hindering the effectiveness of training in employee job performance. Training efforts are poorly evaluated in many Tanzanian organizations. The impact of training programs and even the utilization of the employee return are the things that motivate the management to prudently invest in it. There is a significant shortage of training experts in many organizations in Tanzania. This could be one of the main reasons why the impact of training on staff productivity/performance not effectively managed.

2.3.2 Factors Facilitating the Effectiveness of Training and Development

Training and development of employees is an issue that has to be faced by every organization. The amount, quality and quantity of training and development carried out vary enormously from organization to organization. According to Cole (2014), factors influencing the quantity and quality of training and development decisions include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work (Becker 1964; Maurer 2011). An effective training program will take into account not only employee skills and knowledge gaps but also the interaction of new skills/knowledge

with changes in internal and external environment. In addition, training tends to be effective if it is aligned to organization needs.

2.4 Empirical Literature Review

It is very important to review other scholarly works regarding their different viewpoints on training, development and employee performance. Hence, in this section several empirical studies from different researchers and in different countries has been reviewed and presented.

Fey *et al.*, (2010) examined the effect of training and development on the employee performance, suggested that, there is a strong positive relationship between both management development and employee training and development program, and organization performance in Russian team based subsidiaries of Western corporations. This implies that, both management and employee development were significantly related to firm performance. The study further suggests that, a focus on employee development, including employment security, is likely to be shared by employees in terms of high level of organizational commitment. Investments in employee training and development may also be important for firms striving to achieve a competitive advantage through high quality products and services, features that were not paid much attention to during earlier planned economy.

Piyali et al. (2011) evaluated the effectiveness of a training program with trainee reaction. This study aimed to deal with evaluation of different parameters of an induction program conducted by a transmission and distribution major in India. The

study aimed to demonstrate aspects of the training program to be emphasized when devising induction programs for managers and non-managers, and to ascertain whether there is any significant difference in their reactions. The statistical tools used include factor analysis to generate factors that influence trainee satisfaction and a t-test to test the hypothesis that there will be a significant difference between managerial and non-managerial levels in their satisfaction with different aspects of the training program. Factor analysis generated six factors, namely clarity of trainer, other facilities, venue of the program, food served, practical application, and communication of the trainer. The t-test run on these factors showed a significant difference in means for only one factor, namely communication of the trainer, which implies that managers could relate better to the trainer, given their intellectual superiority.

The findings could help in developing an induction program customized to meet the needs of managers and non-managers. Practitioners may use this study to plan a common orientation program for the healthy integration of managers and non-managers and to ensure that there is a minimal gap between the satisfaction levels of the two groups.

Anastasios & Prodromos, (2012) studied the evaluation of impact of formal training programs in Greek organizations. The purpose of the study was to highlight the training factors that most affect trainees' perception of learning and training usefulness. From the study, a new research model is proposed exploring the relationships between a trainer's performance, training program components,

outcomes of the learning process and training usefulness. The validity of this model is tested empirically adopting the structural equation modeling approach, using data from 126 employees who have participated in different training program.

Although all the aspects and components of the training programs should be carefully considered by the training program designer, training process and trainer performance have the strongest direct and indirect effect (respectively), on both learning outcomes and training usefulness. In this study, all the factors that constitute a training program were incorporated in a single model using data from small and medium-sized enterprises. Overall, the final model can explain 39 and 60 percent of the variance in learning and training usefulness, respectively.

May, (2008) studied an evaluation of the Employees' Retraining Programs (ERP) in Hong Kong. Hong Kong's experienced an economic transformation from a manufacturing-based to a service-based economy, which has impacted on the demand for manual labor. To respond to the challenge, in 1992, the Employee Retraining Board was set up to provide employees' retraining programs (ERP) for unemployed manual workers. It aimed at helping unemployed manual workers to acquire and develop knowledge, skills and abilities so that they can re-enter the labor market.

May's study focused on evaluating the effectiveness of ERP from the perspectives of training providers designated by the Employee Retraining Board to fulfill the above objective. The evaluation of the ERP was based on how the various ERP courses could meet the training objectives, assessment of training needs, design of the ERP,

course evaluation, and follow-up services conducted by the selected training bodies. The overall effectiveness of ERP was found to be low. The indicators on participation rate and job placement rate used by the training bodies tended to provide misleading evaluation results to the ERP. May's study confirming the study fundings on the effectiveness of training needs assessment in ensuring training and development programs bridge the gap between employee' job performance and set goals.

2.5 Conceptual Framework

The conceptual framework in Figure 2.1 gives a clear indication of the independent variables which include: effects of training and development programs and factors hindering and or facilitating the effectiveness of training and development which are all interrelated. Intervening variable is the influence of training and development design. The evaluation of employees' job performance after training and development requires critical analysis of the design influences, effects and challenges in order to conclude that employee performance has been successfully attained through training. The dependent variable is employee job performance.

The literature suggests that training and development is effective in improving employee job performance if the development and design of training involves the workforce in all stages from training needs assessment, training design and delivery as well as training impact assessment. Through using the Human Capital Theory advanced by Schultz (1961) and Social Learning Theory advanced by Bandura, A. (1977), the study developed the following conceptual framework.

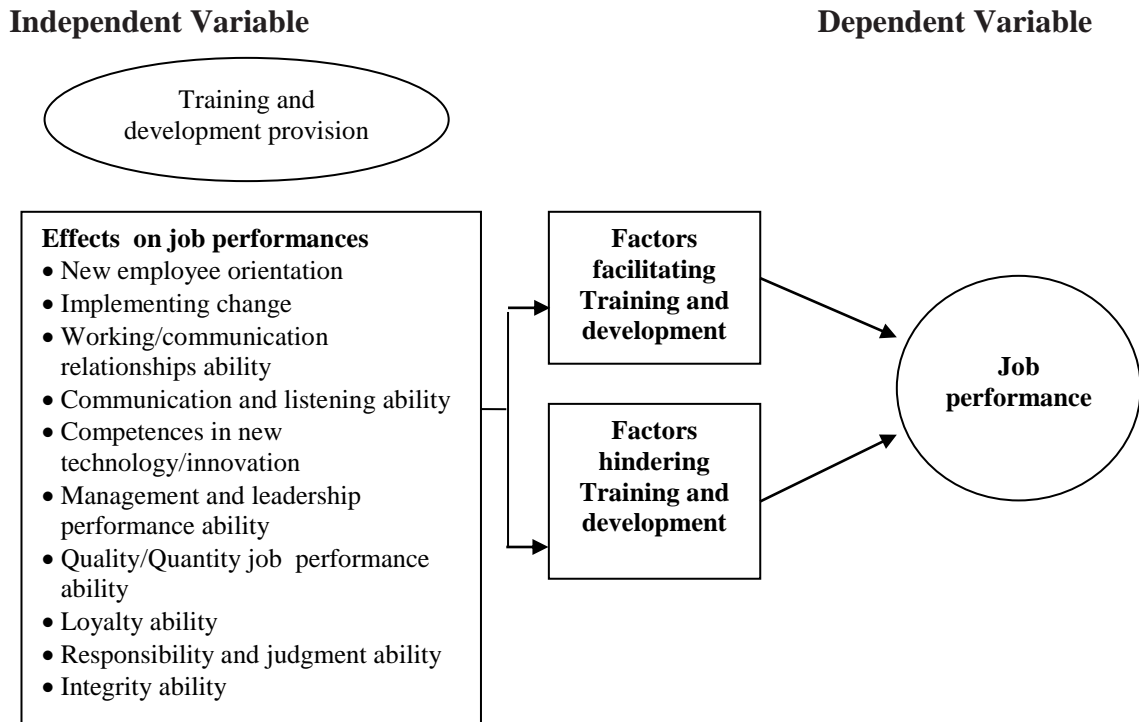


Figure 2.1: Conceptual Framework

Source: Researcher Own Construction, (2017)

On the effects training and development on job performances the following independent variables were studied to examine the partial relationship of variable while some of variable are:

New employee orientation: Here training provides the new hires with opportunities to learn about their new company and acquire job-specific skills. This is typically a combination of skill development and factual learning. New employee orientations are necessary to get new comers on a productive track as soon as possible.

Performance improvement: Organizations are committed to continuous improvement and innovation through access to education and training opportunities for personal

development. Bank must invest in enhancing human capital for improving skill for working.

Implementing change: when major changes happen and got implemented by the organization, policies and procedures needs to provide suitable program training and development for fostering the changes.

Competences in new technology/innovation; the implementation of new technology is one of the most common grounds of employee training due to changes in technology, globalizations and financial matters.

Others involve loyalty involves abilities gained from training and development programs in understanding Legal, safety requirement that will increase its compliance. For example, security awareness, safety, accounting and tax regulations, confidentiality, company/patients/customer records. Other independent variables involved, Working relationships ability (increasing cooperation/team work), Communication and listening ability (listen and comprehending), Management and leadership performance ability (Risk /financial management/ motivate and resolve conflicts, Quality performance ability (accurate and high quality output, timely, Quantity performance, ability to handle extra work in production, responsibility and judgment ability (fulfil responsibility/right decision making), Integrity ability (provide quality services & product and knowledge application) and Competences in new technology and innovevaluated the factors facilitating the effect of training and development on employee performance

including; Change in technology, high rate of employee turnover, external changes (legal), Seasonality of business, match between employee interests with organizational needs.

Other factors that hinders the effectiveness of training program on employee performance include degree of change in internal/external working environment, presence of high/suitable skills within the existing workforce, lack of management support, management perception of training impact, top management support, budget constraints, organization and government circulars/policies and compliance with organization training policies.

2.6 Research gap

The literature reviews have largely confirmed the importance of training on employee job performance (Ngirwa (2009), Maurer 2011); May, (2008); Anastasios & Prodromos, (2012) and Piyali et al. (2011). The importance of training to increasing employee job performance is underscored by the the government of the United Republic of Tanzania who created the National Training Policy to ensure that civil servants are developed and able to absorb any changes in technology and work environment.

Despite various efforts by the government of Tanzania and public organizations there has never been a systematic attempt to assess the impact of training and development programs on employee job performance., There is no recorded evidence to show that employees that have attended training their productivity has improved over time.

Instead, literature is replete with evidence of organizations reducing spending on training while at the same time employees complaining about lack of training opportunities to improve their job performance. Hence, this study explored the effects of training and development programs on employee job performance using BOT as a case study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the study was conducted. It presents research design, study area, population, sample size, sampling techniques, data collection techniques and data analysis techniques.

3.2 Research Design

Research design is the general plan of the research that shows the direction of how you to answer the research question (Saunders, et al; 2012). This study attempted to evaluate employees' job performance after training and development in public sector organizations in Tanzania. In this study, the case study design was used due to the reasons that the study focuses on a single organization (the Bank of Tanzania), it is comparatively less expensive and data collection is more manageable than in other research designs. Apart from that, a case study design has been selected because of its viability and flexibility in terms of data collection methods and analysis.

Both quantitative and qualitative data analyses were used. Quantitative research design was applied in data obtained from questionnaire and this helped the research to determine the relationship from the data obtained scientifically. This model of analysis examined the simultaneous effects of the independent variables on a dependent variable. Qualitative research design was applied because this method helped the researchers to collect data from the interview and explain phenomenon more deeply and exhaustively. This method was useful in the developing the content

around the identified themes and structuring of the data used to expound on the research problem.

3.3 Study Area

The study was conducted at the headquarters of the Bank of Tanzania (BOT) in Dar es Salaam, Tanzania. The choice of study area was influenced by the fact that both limited resources that is, time and money could not allow to extend the study to all the staff and branches of the BOT. In addition, BOT was selected because it is one among the few organizations in Tanzania that allocates at least 3% of its budget for training and development. Thus, given this investment on training and development programs, BOT provided a good case study for studying the impacts of training and development programs on employee job performance.

3.4 Population of the Study

A population is defined as an entire group of individual or objects having common observable characteristic.

However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming (Mugenda & Mugenda, 2003). Due to limited time and financial resources for collection of data, it was not possible for the researcher to collect data from a large number of respondents at the BOT headquarters. So the study targeted a small sample of the population of BOT staff selected from different departments. The total population of head office staff targeted for the research consisted of 792 staff from which the sample size was drawn.

3.5 Sample Size

A sample is a smaller group of subjects obtained from the accessible population (Mugenda, 1999). Kerlinger (2005) suggested that the main factors considered in determining the size is to find sizable and manageable sample. The sample size of the targeted population of the Bank of Tanzania headquarters was 120 respondents. This is 15.2% of the targeted population of 792 bank employees.

3.5.1 Sampling Techniques

Sampling technique is a definite plan for obtaining a sample from a given population. According to Kothari (2004) sampling technique is a procedure that the researcher would adopt to select items for the sample. Sampling techniques lay down the number of items to be included in the sample.

The study employed purposive sampling technique in getting the required sample of 120 respondents. Mason (2008) defined purposive sampling as a set of procedures where the researcher manipulates the analytical approach and sampling activity interactively during the research process to a much greater extent than in statistical sampling. Purposive sampling technique was used to select BOT employees to participate in the study. The researcher made sure the purposively selected sample included sufficiently diverse characteristics of the study population to provide the maximum variation possible in the data collected. The reason for purposive sampling is that it allowed the researcher to include those individuals relevant for providing information necessary for responding to the research questions. In

addition, some of the information could not be obtained from every respondent in the study area.

3.6 Data Sources and Data Collection Methods

3.6.1 Data Sources

In answering the research questions various sources of data were used. These included (i) primary data particularl information gathered from study respondents and (ii) secondary souces that included review of various documentary materials such as educational journals, other research reports, books and reports from BOT, internet sources and university libraries. Data from various sources was triangulated to draw conclusions presented in this research report.

3.6.2 Data Collection Methods

Sapsford et al., (2001) defined a data collection method as the technique of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. The researcher used both primary and secondary data collection methods. Secondary data was collected through a review of documentary sources. Primary data was collected through interviews and questionnaire.

3.6.3 Primary Data collection process

Primary data are those which are collected afresh and for the first time and thus happen to be original in character (Kothari, 2004). For this study, the researcher used questionnaires and interviews as the methods for primary data collection. The researcher distributed the questionnaires to low and middle level BOT employees,

and then the researcher interviewed senior management officials through a face-to-face interview. The questionnaire comprised of both restricted or closed and unrestricted or open ended questions. The reasons for using open and closed ended questionnaire was to enable the coding process of data in the SPSS program.

3.6.3.1 Questionnaire

Gillham, (2008) defined questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires were administered to low and middle level BOT employees. The reason to apply questionnaires was because this method provided free space to low and middle level BOT officers to air their own views to enable the researcher to get more information from many people. Before distributing questionnaires, a pilot study was conducted to test research questions to ensure there were no ambiguous or unnecessary questions. According to Krishnaswami, 2006 and Punch 2002 a pilot test is useful to (i) determine whether the instrument was appropriate in eliciting ed required responses, (ii) determine relevancy t and adequacy of the content and the wording of the instrument and (iii) assess whether the questions were clear, specific, answerable, interconnected and substantially relevant (Punch, 2000). Consistent with Krishnaswami and Punch arguments the pilot test carried out prior to field work for this research, helped the researcher to “fine-tune” the questionnaire. Following the pilot test, some ambiguous questions were removed and others were re-phrased to make them more understandable.

After revision, the questionnaires were duplicated and distributed to the respondents.

The distribution of the questionnaires was preceded by a session with respondents to establish rapport and to explain the purpose of the study as well as to clarify the meaning of the items that may not be clear as noted. The time for responding to questionnaire by respondents was about 15 minutes per respondent.

3.6.3.2 Interviews

Wenden (2002) argued that the general interview guide approach is useful as it ‘allows for in-depth probing while permitting the interviewer to keep the interview within the parameters of the study.’ In this study, semi-structured interviews were used to collect data from BOT senior management officials. This technique was used because it provided an opportunity to probe further issues that needed more information and clarity. Face-to-face interviews were also used to obtain detailed information from the respondents about their views, opinions and perspectives regarding the employees’ job performance after training and development in the public sector organizations in Tanzania.

3.6.4 Secondary Data

Secondary data for this study was collected through a review of documentary sources, in which books, journal articles on Personnel and Human Resource Management, Human Resource Strategy to improve Organizational Performance, The Impact of Training and Development on Worker Performance in Public Sector Organizations and Concepts and Theories of Human Development etc.

Moreover, BOT training reports and training policy were also reviewed to get the implementation status of training and development status. Also studies on the

training and development both published and unpublished were consulted to get other empirical evidence. These data helped to triangulate findings based on data collected through different methods like questionnaire and face-to-face interviews (Saunders, et al., 2012).

3.7 Data Analysis Techniques

In this study, the questionnaire data were analyzed using SPSS program for windows 20.0 and interview data was descriptively presented. Before the detailed data analysis, questionnaires were thoroughly examined, coded-that is, converted into numerical codes and organized in a systematic, 'machine-readable' manner. Variables were coded and then analyzed through the SPSS software package to examine the relationships or correlations between variables while controlling for confounding factors such as age, longevity of stay at BOT, marital status to observe relationship to employee job performances.

3.8 Validity and Reliability of Data

This section presents the issue concerning validity and reliability data collected from respondents in the study area.

3.8.1 Validity of Instrument

A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. To ascertain the validity of the research instrument, adequate coverage of the research objectives was emphasized as

a matter of priority and this was confirmed through a pilot test in which the content, relevance and adequacy of the questionnaire was found sufficient. Opinion from supervisor was used to check on the content and validity of the instruments.

3.8.2 Reliability of Instrument

That is, this reliability refers to whether “the measurement obtained from variables of interest is constant”. In this research, reliability was achieved by first pre-testing structured questionnaires with respondents from the target population and experts in the field to obtain consistency and accuracy. Their comments and corrections were incorporated in data collection instruments and re-tested prior to use in the field. The five (5) ambiguous questions were rephrased and two (2) were removed from the questionnaire after the pre-test.

3.9 Ethical Considerations

To ensure the maintenance of ethical standards, from the beginning to the completion of the study, the researcher obtained informed consent from the respondents and ensured that all the respondents participated voluntarily in the study. Privacy and anonymity of the respondents were maintained throughout the study. Openness and honest disclosure of information concerning the purpose and the benefits of the research to the respondents was also maintained.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This section presents the findings obtained from the field. The first part of the section provides demographic profiles of the respondents. The second part assesses the effects of training and development programs on employee job performance at the Bank of Tanzania. The third part, determines the factors hindering and or facilitating the effectiveness of training and development in employee job performance at the Bank of Tanzania. The last part presents the summary of findings, conclusion, recommendation and areas for further research.

4.2 Respondents Demographic Profile

This section presents the respondents demographic profile in the study area. It focuses on gender, age, marital status, level of education and occupation. This information will then be used to disaggregate data on the findings.

The study assessed the relevance of demographic characteristics in determining the effectiveness of the training programs and development in the Bank of Tanzania.

Table 4.1: Demographic Characteristics of Respondents

Demographic variables	Frequency	%
Gender		
Female	78	65.0
Male	42	35.0
Age of Respondents		
25 - 35 years	21	17.5
36 - 45 years	44	36.7
46 - 55 years	33	27.5
55 above	22	18.3
Marital Status		
Married	87	72.5
Single	23	19.2
Widows	10	8.4
Education Level		
Certificate	6	5.0
Diploma level	4	3.3
Bachelor degree	71	59.2
Postgraduate Diploma	7	24.1
Masters	39	32.5
Period of service		
1 - 5 years	8	6.7
6 - 10 years	43	35.8
10 years above	48	40.058.6

Source: Research compiled findings (2017)

4.2.1 Gender Dissagregation of Respondents

Table 4.1 presents gender dissaggregated data of study respondents. Data on Table 4.1 shows good representation of female respondents in the study. Female respondents were 78(65.0%) while male respondents were 42(35.0%).

4.2.2 Age of the Respondents

The study respondents comprised different ages. Table 4.1 above shows that 17.5% of respondents were in the age category of 25 - 35 years old 36.7% in the age 36 – 45; 27.5% in the age 46 - 55 years and 18.3% of respondents were in the age 55

years above). The findings indicate that the majority of respondents falls under the age group of 36 - 45 years categories. This implies that most of the respondents who were involved in the study were in their prime age.

4.2.3 Marital Status

The findings show that 72.5% of the respondents were married while 19.2% were single, with 8.4% being widows or divorced.

4.2.4 Level of Education of the Respondents

Education level is a key determinant of employee ability to participate and follow through the training programs. This is especially so in the banking industry. Figure 4.1 reveals that 59.2% of study respondents have a bachelor degree followed by 32.5% having master's degree in various disciplines ranging from business, management, banking and administration. 5.0% of respondents possessed a certificate level of education and 3.3% of respondents have diploma.

Findings indicate that the majority of respondents have a university level of education. This implies that the respondents had reasonable level of education to follow through training programs.

4.2.5 Working Duration with BOT

Respondents were asked to indicate for how long they have been with BOT. Findings indicate that 40.0% of respondents have been with BOT for the period of more than 10 years, this followed by 35.8% worked for a period of between 6 - 10 years. While

17.5% worked with BOT for the period of between 1-5 years and 6.7% of respondents have been with the bank for the period of less than a year.

The findings imply that most of the respondents have been with BOT for the period of 6 years above. This suggests that the respondents had enough experience with BOT operations and they were well conversant with the issues relating to training and development. This was significant criteria for providing accurate and relevant information needed for the study.

4.2.6 Job Title in Your Organization

The current job position has been the important factor in determining the experiences in participation and decision making position on training program and development in the bank. This is because the job position is also determining the needs for training programs.

In the study it was noted that most of the staff 70% were holding a position termed as bank officers or auxiliary positions. The second largest category was assistant's manager's position holders with 14.2% of respondents this followed by managers group 7.5% and advisors 5.0% While least respondents participated in the study were directors who were only 3.3% of respondents.

4.3 Demographic Status Correlations with Training and Development Program

The obtained findings on the demographic characteristics of the study respondents were also analyzed to describe their 1- tailed partial correlations (covariate) between

demographic two variables while excluding the effects of other variable in a relationship by controlling some variables). Partial correlation measurement is useful for uncovering imitation relationships and detecting hidden relationships too. Table 4.2 shows level of correlation between demographic characteristics and training and development programs.

Table 4. 2: Demographic Status Correlations with Training and Development Program Correlations

Control Variables			gender of respondents	Respondent age	Marital status of respondents	Education pattern of respondents	Working duration/ experience
Employee job performances increase	gender of respondents	Correlation	1.000	-.218	.197	.018	-.014
		Significance (1-tailed)	.	.009	.016	.423	.439
		df	0	117	117	117	117
	Respondent age	Correlation	-.218	1.000	-.116	.140	.579
		Significance (1-tailed)	.009	.	.104	.065	.000
		df	117	0	117	117	117
	Marital status of respondents	Correlation	.197	-.116	1.000	-.066	-.068
		Significance (1-tailed)	.016	.104	.	.239	.232
		df	117	117	0	117	117
	Education pattern of respondents	Correlation	.018	.140	-.066	1.000	.063
		Significance (1-tailed)	.423	.065	.239	.	.249
		df	117	117	117	0	117
	Working duration/ experience	Correlation	-.014	.579	-.068	.063	1.000
		Significance (1-tailed)	.439	.000	.232	.249	.
		df	117	117	117	117	0

Source: field data, 2017

Findings in Table 4.1 above shows that there is a positive significant Partial correlation (covariate) between the working duration (-.014), Education patterns of respondents (.018), Marital status of respondents (.197) and gender of respondents (1.0) and job performance after training program and development in the BOT. Moreover, employees or respondents age pattern indicates the significant negative correlations (-.218) on employee job performances. However, marital status (.197) and respondent age (.218) was found to have no statistical significant covariate correlation effects with job performances after pursuing training programs and development as their coefficients value > 0.05 p value.

The findings imply that all demographic characteristics of the respondents a partial correlate with the job performances, gender of the respondents, working duration, education patterns of respondents and age pattern indicates the significant positive and negative as their correlation coefficient values obtained are low to the highest correlation coefficient of ± 1 vice versa. However, working duration (-.014), Education patterns of respondents (.018) are more statistically significant as their coefficient values are < 0.05 p value). These findings conclude that, the demographic variables can influence or reduce participation to training programs and development that believed to have significant impact towards job performances.

4.4 Effects of Training and Development Programs on Employee Job Performance

The study aimed at assessing the effects of training and development programs on

employee job performance at the Bank of Tanzania by examining various job performance aspects as follows:

4.4.1 Organization of Training and Development Programs at BOT

The Bank of Tanzania gives a high priority to staff training and development. To that effect the Bank of Tanzania has included in its organizational structures a full-fledged department of Learning and Development with own budget and staff. The Learning and Development department is under the Directorate of Human Resource and Administration. The structures are as presented in Appendix I and II:

While the Learning and Development department has overall responsibility for training and development at the BOT, the planning and implementation of training and development is done collaboratively with the other departments/directorates. This is corroborated by the research findings. Respondents were asked if their department/directorate organized training and development program.

Table 4.3: Organization of Training and Development Program

Training & Development Program	Frequency	Percent
YES	103	86
NO	17	14
Total	120	100

Source: Field Data, (2017)

Table 4.3 showed that majority of the respondents 86% confirmed that their department/directorate organize training and development programs for the staff

while 14% indicated that department/directorate did not organize trainings to improve employee performance due to insufficient budget provided.

4.4.2 Awareness about Training Programs

Respondents were asked if they were aware of training programs available at BOT.

Table 4.3 illustrated the findings.

Table 4:4: Awareness of Training Programs

Awareness	Frequency	Percent
YES	92	77.0
NO	28	23.0
Total	120	100

Source: Field Data, (2017)

Table 4.4 indicated that majority of the respondents 77% confirmed that they were aware of presence of approved training plans and areas of programs to be taken for that year. These plans were broadcasted through BOT intranet once per year, while 23% of the respondents indicated to be unaware of the training programs in the bank due to the nature of their duties. They informed that they did not have an access to intranet and their time is very limited to follow up on what is going on in the intranet. Others disclosed that they don't bother because they are ignoring technology.

4.4.3 Identification of Training Needs of Employees

Respondents were asked if BOT identifies training needs of the employees. Table 4.5 illustrated the findings.

Table 4.5: Identification of Training Needs of Employees

Training needs	Frequency	Percent
BOT has identified training needs for employees	55	46
No training needs identifications for employees	65	54
Total	120	100

Source: Field Data, (2017)

Table 4.5 indicated that 54% of the respondents indicated that the organization did not identify training needs of its staff due to insufficient follow up on the results of training needs assessment conducted by respective departments and directorates at the BOT. 46% of respondents indicated that training needs were conducted by the organization. This finding indicates that training needs should be considered as the basis for achievement of the overall company objectives achievement through enhanced human capital. Hence BOT should conduct Training Needs Assessment (TNA) in all departments periodically after annual performance assessments to determine the skills and knowledge gaps among its employees. In addition TNA should be done where BOT has introduced new technology. Everyone involved should agree exactly to what the trainees are need to address performance gaps and or changes in technology. For instance, what skill is needed, and what attitudes need to be changed toward work performance and or new technology? This should be made possible by ensuring that all departmental supervisors are well trained on Training Needs Assessment and on evaluation of training programs. Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the Human Resource (HR) personnel.

4.4.4 Employees Training Attendance

Respondents were asked if whether they have attended any trainings since they joined the Bank of Tanzania. Table 4.6 illustrated the findings.

Table 4.6: Whether Employees Have Attended Any Training

Attending Trainings	Frequency	Percent
YES	72	60
NO	48	40
Total	120	100

Source: Field Data, (2017)

Table 4.6 indicated that 40% of the respondents said that they have not been trained and their frequency of attending trainings was negative. This is due to lack of defined criteria for allocating training opportunities making it easier for some staff to attend many trainings and others not. 60% of staff indicated that they have been trained and their frequency of attending trainings was high and most of them have attended more than five (5) trainings since they have joined the BOT. Those who have been trained, their allocation to trainings was based on their positions and the assumption that they will become trainers of trainees to impart knowledge and skills to other.

4.4.5 How Trainings Are Being Carried Out

Respondents were asked how was training carried out in the BOT. Table 4.7 illustrated the findings.

Table 4.7: How Training Was Carried Out

Types of Training	Frequency	Percent
Off-site	33	28
On-site	51	42
Both off-site and on-site	36	30
Total	120	100

Source: Field Data, (2017)

Table 4.7 indicates that 42% of the respondents pointed out that, the trainings were carried on-site while 30% of respondents said trainings were carried both off-site and on-site. Moreover, 28% of respondents indicated that trainings were carried off-site. The findings correspond with the study done by Armstrong, (2010) on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness.

4.4.6 The Effectiveness of Last Training Attended By An Employee

Respondents were asked to evaluate the effectiveness of last training attended. Table 4.8 illustrated the findings.

Table 4.8: The Effectiveness/Quality of Last Training Attended By Employees

Response	Frequency	Percent
Excellent	15	13
Good	65	54
Very Good	36	30
Not Good	4	3
Total	120	100

Source: Field Data, (2017)

Table 4.8 indicated that the majority of the respondents, 54% agreed that trainings attended were good, and 30% revealed that trainings attended were very good. Similarly, 13% of respondents said trainings attended were excellent whereas only 3% of respondents said onsite trainings attended were not good. The findings imply that most of the employees at the BOT were contented with the quality of training programs for which organization provided, this implied that trainings delivered to certain extent reached the expectations of the trainees.

This similar to Komba (2012) examined the relationship between on the Job Training and Employee's Performance in Courier Companies in Tanzania indicated that to large extent that training and development programmes has not timely provided. Hence, it has not reached and meet the expectations of the employees in the sector.

This is surprising though as most of the trainings were delivered without based on the training needs assessment result. For those who are unsatisfied with quality of last training attended they indicated that insufficient time against the contents of the training resulted to get incomplete skills. Also, onsite venue gave them less concentration to the due to the fact that in between/at the end of training they executed tasks. Matching between the knowledge/skill gap against the training offered was stated to be among obstacles.

4.4.7 Time Taken on duration of Training and Development

Respondents were asked to indicate how much time did training and development take. Table 4.9 illustrates the findings.

Table 4.9: Training and Development Duration

Time	Frequency	Percent
Less than One Month	74	62
1 - 2 Months	39	33
More than Three Months	7	5
Total	120	100

Source: Field Data, (2017)

Table 4.9 indicates that majority of the respondents, 62% indicated that training attended took less than one month while 33% of respondents indicated that training took one to two months. Moreover, 5% of respondents indicated that development programs took more than three months. The findings imply that majority of trainings attended by respondents was for less than one month. This indicates that the BOT aimed to impart trainees an introduction of the skills/knowledge and later on to acquire full knowledge/skill during practice.

4.5 Effects of Training and Development Programs on Employee Job Performance

The study also evaluated the effects of Training and Development Programs on Employee Job Performance through describing the correlation effects. The partial (covariant) correlations indicate the following in the table 4.10 below:

Table 4.10: Effects of Training and Development Programs on Employee Job Performance Correlations

		Employee job performances increase	New employee orientation:	Implementing change	Working relationships ability	Communication and listening ability	Competences in new technology /innovation	Management and leadership performance ability	Quality/Quantity performance ability	Loyalty ability	Responsibility and judgment ability	Integrity ability
Employee job performances increase	Pearson Correlation	1	.034	-.060	.026	.053	.071	-.108	-.062	-.086	-.065	-.057
	Sig. (1-tailed)		.355	.257	.387	.283	.222	.120	.249	.175	.240	.267
	N	120	120	120	120	120	120	120	120	120	119	120
New employee orientation:	Pearson Correlation	.034	1	.069	.199*	-.206*	.030	-.080	.081	.110	-.049	.115
	Sig. (1-tailed)	.355		.228	.015	.012	.372	.192	.190	.116	.297	.105
	N	120	120	120	120	120	120	120	120	120	119	120
Implementing change	Pearson Correlation	-.060	.069	1	.111	.160*	-.047	-.014	-.103	.014	.092	-.041
	Sig. (1-tailed)	.257	.228		.113	.040	.303	.441	.131	.440	.159	.327
	N	120	120	120	120	120	120	120	120	120	119	120
Working/team work relationships ability	Pearson Correlation	.026	.199*	.111	1	-.101	-.024	-.091	-.119	.016	-.052	.060
	Sig. (1-tailed)	.387	.015	.113		.136	.396	.161	.098	.433	.288	.259
	N	120	120	120	120	120	120	120	120	120	119	120
Communication and listening ability	Pearson Correlation	.053	-.206*	.160*	-.101	1	.134	.061	-.055	-.107	.052	-.064
	Sig. (1-tailed)	.283	.012	.040	.136		.073	.256	.274	.122	.286	.242
	N	120	120	120	120	120	120	120	120	120	119	120
Competences in new technology/innovation	Pearson Correlation	.071	.030	-.047	-.024	.134	1	-.047	.216**	.064	-.116	.178*
	Sig. (1-tailed)	.222	.372	.303	.396	.073		.307	.009	.243	.105	.026
	N	120	120	120	120	120	120	120	120	120	119	120
Management and leadership performance ability	Pearson Correlation	-.108	-.080	-.014	-.091	.061	-.047	1	.102	.243**	.118	-.026
	Sig. (1-tailed)	.120	.192	.441	.161	.256	.307		.134	.004	.102	.390
	N	120	120	120	120	120	120	120	120	120	119	120
Quality/Quantity performance ability	Pearson Correlation	-.062	.081	-.103	-.119	-.055	.216**	.102	1	.068	.080	.013
	Sig. (1-tailed)	.249	.190	.131	.098	.274	.009	.134		.232	.194	.444
	N	120	120	120	120	120	120	120	120	120	119	120
Loyalty ability	Pearson Correlation	-.086	.110	.014	.016	-.107	.064	.243**	.068	1	-.103	.135
	Sig. (1-tailed)	.175	.116	.440	.433	.122	.243	.004	.232		.133	.071
	N	120	120	120	120	120	120	120	120	120	119	120
Responsibility and judgment ability	Pearson Correlation	-.065	-.049	.092	-.052	.052	-.116	.118	.080	-.103	1	.009

		Employee job performances increase	New employee orientation:	Implementing change	Working relationships ability	Communication and listening ability	Competences in new technology /innovation	Management and leadership performance ability	Quality/Quantity performance ability	Loyalty ability	Responsibility and judgment ability	Integrity ability
	Sig. (1-tailed)	.240	.297	.159	.288	.286	.105	.102	.194	.133		.463
	N	119	119	119	119	119	119	119	119	119	119	119
Integrity ability	Pearson Correlation	-.057	.115	-.041	.060	-.064	.178*	-.026	.013	.135	.009	1
	Sig. (1-tailed)	.267	.105	.327	.259	.242	.026	.390	.444	.071	.463	
	N	120	120	120	120	120	120	120	120	120	119	120
*. Correlation is significant at the 0.05 level (1-tailed).												
**. Correlation is significant at the 0.01 level (1-tailed).												

Source: Field Data, (2017)

Findings in Table 4.10 there is a significant positive Pearson correlation between training programs and development effects in New employee orientation (.034), Working relationship and communication ability (.026) this includes improved cooperation/team work. Communication and listening ability (.053) meaning that employees listening skills and comprehension has been enhanced, competences in new use of technology/innovation (.071) reflecting that the training programs and development capacitates employees to utilize new technology.

Other effects identified include; loyalty ability (-.086) indicating that training enhanced employees ability to comply with regulation/instructions of BOT and government. Integrity ability (-.057) increased employees ability to provide quality services & product and knowledge application and customer centered services) to employee job performance increase

The effects of training and development programs in facilitating implementation of change by organization (-.060), management and leadership performance ability effect (-.108) suggest that there is a significant improvement on performance ability in risk and financial management and motivation to resolve conflicts among employees. Quality and Quantity performance ability (-.062) responsibility and judgment ability (-.065) thus employees are efficient in fulfill responsibility and in making right decisions in performing accurately and in producing high quality output on time, the study indicates negative correlation between above variables were effects of training program and development at BOT.

However, the effects identified on New employee orientation (.034), Working relationship and communication ability (.026) was observed to have the most statistical significant relationships with training program and development practices in the bank as their correlation coefficient values are less < 0.05 p value. Meaning that respondents identify them as the key area whereby the training program and development has largely have had effects in their job performances.

The job performance effectct found in the study are similar to Joseph Kennedy (2009), who studied the Impact of Training and Development on Job Performance and affirmed that training as an expedient means of coping with variations nurtured by technological innovation; organization structuring, market competitions is vital in enhancing employees work performance. From this view, training is often expected to positively affect the employee's work performance. This lies on the fact that effective training provision is useful to improve the transformation process of inputs to outputs.

4.6 Factors Facilitating Effectiveness of Training and Development

The study aimed at determining the factors hindering and or facilitating the effectiveness of training and development in employee job performance at Bank of Tanzania by identifying the Pearson correlations of the study variables. Respondents were asked to rate the extent to which the factors inform training and development interventions of organization and the point five (1-5) Likert scale was used. Table 4.11 illustrated the findings:

Table 4.11: Factors Facilitating Effectiveness of Training and Development Correlations

		Employee job performances increase	Change in technology	High rate of employee turnover	External changes (legal)	Seasonal business cycles	Match employee specification with organizational	Enhance organization performances	Changes in job position/assignme	Increase motivation of employee
Employee job performances increase	Pearson Correlation	1	-.015	-.071	.045	.090	-.102	-.066	.033	-.065
	Sig. (1-tailed)		.107	.222	.314	.165	.134	.236	.358	.240
	N	120	120	120	120	120	120	120	120	120
Change in technology	Pearson Correlation	-.115	1	-.088	-.009	.075	.969**	-.160*	.070	.214**
	Sig. (1-tailed)	.107		.169	.460	.207	.000	.040	.224	.010
	N	120	120	120	120	120	120	120	120	120
High rate of employee turnover	Pearson Correlation	-.071	-.088	1	.120	-.030	-.074	.079	.124	.044
	Sig. (1-tailed)	.222	.169		.096	.374	.211	.196	.089	.318
	N	120	120	120	120	120	120	120	120	120
External changes (legal)	Pearson Correlation	.045	-.009	.120	1	.083	.023	.272**	.046	-.027
	Sig. (1-tailed)	.314	.460	.096		.185	.403	.001	.309	.386
	N	120	120	120	120	120	120	120	120	120
Seasonal business cycles	Pearson Correlation	.090	.075	-.030	.083	1	.065	-.119	-.018	.084
	Sig. (1-tailed)	.165	.207	.374	.185		.241	.098	.425	.179
	N	120	120	120	120	120	120	120	120	120
Match employee specification with organizational needs	Pearson Correlation	-.102	.969**	-.074	.023	.065	1	-.194*	.052	.172*
	Sig. (1-tailed)	.134	.000	.211	.403	.241		.017	.286	.030
	N	120	120	120	120	120	120	120	120	120
Enhance organization performances	Pearson Correlation	-.066	-.160*	.079	.272**	-.119	-.194*	1	.046	-.110
	Sig. (1-tailed)	.236	.040	.196	.001	.098	.017		.308	.115
	N	120	120	120	120	120	120	120	120	120
Changes in job	Pearson Correlation	.033	.070	.124	.046	-.018	.052	.046	1	-.153*

position/assignment	Sig. (1-tailed)	.358	.224	.089	.309	.425	.286	.308		.048
	N	120	120	120	120	120	120	120	120	120
Increase motivation of employee	Pearson Correlation	-.065	.214**	.044	-.027	.084	.172*	-.110	-	1
	Sig. (1-tailed)	.240	.010	.318	.386	.179	.030	.115	.048	
	N	120	120	120	120	120	120	120	120	120
**. Correlation is significant at the 0.01 level (1-tailed).										
*. Correlation is significant at the 0.05 level (1-tailed).										

Source: Field Data, (2017)

Findings in Table 4.11 indicate a statistically significant negative Pearson correlation between change in technology (-.015), High rate of employee turnover (-.071) and Increase in motivation of employee (-.065). The study also indicates the positive Pearson relationship among External changes (such as legislations, government policies and stake holders needs) (.045), Seasonal business cycles due environment and technology variations (.090), enhanced organization performance in terms of productivity and profit earnings (-.066), Changes in job position/assignment that needs the new skills (.033) on promoting the job performances at the bank. These indicate the presence of high or significant relationship between the studied factors with the job performance of employees as their correlations coefficient values is less (<) to the highest correlation coefficient of ± 1 vice versa.

Changes in job position/assignment (.033) on promoting the job performances at the bank and External changes (legal) (.045) correlations values indicate strong relationship statistical significance as they are less (<) to 1-tailed of 0.05 statistical significant level. This means that introduction of new approaches and processes to the business need a comprehensive training program and development to achieve the desired goal.

4.7 Factors Hindering Training and Development

Table 4.12: Rating of Factors Hindering Effectiveness of Training and Development Correlations

		Employee job performances increase	Degree of change in the internal/external environment	Absence of viable experts/training programs,	Presence of high/suitable skills within work-force	Lack of top management support	Organization /Government circulars,	Favouritism/Violation of training programs	Budget constraints,
Employee job performances increase	Pearson Correlation	1	.129	.026	-.027	-.013	.181*	.031	-.091
	Sig. (1-tailed)		.081	.390	.384	.443	.024	.368	.162
	N	120	120	120	120	119	119	120	120
Degree of change in the internal/external environment	Pearson Correlation	.129	1	.071	.048	.016	-.053	-.039	.186*
	Sig. (1-tailed)	.081		.219	.303	.432	.284	.336	.021
	N	120	120	120	120	119	119	120	120
Absence of viable experts/training programs,	Pearson Correlation	.026	.071	1	.193*	-.031	.067	.072	.047
	Sig. (1-tailed)	.390	.219		.017	.370	.236	.216	.305
	N	120	120	120	120	119	119	120	120
Presence of high/suitable skills within work-force	Pearson Correlation	-.027	.048	.193*	1	-.079	-.173*	-.002	-.038
	Sig. (1-tailed)	.384	.303	.017		.196	.030	.490	.341
	N	120	120	120	120	119	119	120	120
Lack of top management support	Pearson Correlation	-.013	.016	-.031	-.079	1	-.004	-.022	-.073
	Sig. (1-tailed)	.443	.432	.370	.196		.482	.404	.214

	N	119	119	119	119	119	118	119	119
Organization /Government circulars,	Pearson Correlation	.181*	-.053	.067	-.173*	-.004	1	.066	.081
	Sig. (1-tailed)	.024	.284	.236	.030	.482		.239	.191
	N	119	119	119	119	118	119	119	119
Favouritism/Violation of training programs	Pearson Correlation	.031	-.039	.072	-.002	-.022	.066	1	-.035
	Sig. (1-tailed)	.368	.336	.216	.490	.404	.239		.351
	N	120	120	120	120	119	119	120	120
Budget constraints,	Pearson Correlation	-.091	.186*	.047	-.038	-.073	.081	-.035	1
	Sig. (1-tailed)	.162	.021	.305	.341	.214	.191	.351	
	N	120	120	120	120	119	119	120	120
*. Correlation is significant at the 0.05 level (1-tailed).									

Source: Field Data, (2017)

Findings in Table 4.12 indicates there is a significant positive Pearson correlation between training program and development hindering factors of Degree of change in the internal and external environment (.129), Absence of viable experts/training programs (.026), Presence of high/suitable skills within work-force (.027), Management perception on training impact (.119), Budget constraints (.186), Organization and Government circulars (.181) and Employee job performance increase. However, lack of top management support (-.013) and Favoritism and Violation of training programs (-.031) indicated negative correlation with the job performances after pursuing the training program and development.

The findings indicate that all the positive Pearson correlation coefficient has a significant relationship with the job performances resulted from pursued training program and development as their correlation value are $<$ (less) highest correlation coefficient of ± 1 vice versa. However, the following factors hindering effectiveness of training performance, Absence of viable experts/training programs (.026), Presence of high and suitable skills within work-force (.027), Favoritism and Violation of training programs (-.031) and lack of top management support (-.013) hindering factors observed were found to be more statistically significant as their coefficient correlation value < 0.05 (p value). This means that respondents identify them as the key factors that hinder the training program and development in enhancing the job performances among employees.

From the findings it can be suggested that despite of training programs and development having significant impact in enhancing employee job performances

there are various obstacles hinder their effectiveness. This suggesting similar to study of Appiah (2010) on the study of the impact of training on employee performance which found that many training and development programs on banks in Ghana face challenges from organizational factors related with management and individual practices willingness to participate in training programs and budgetary allocation.

4.8 Discussions of the Findings

The study findings indicate that the demographic characteristics of respondents can also have significant impact on the effectiveness of training and development program in the bank. Thus age can influence someone's decision to attend or not attend training and development programs. Middle and advanced age is accompanied with obligations such family care that may reduce ones interest on training programs and being a daily bread winner. The same applies to marital status twchich come with family care responsibility that make it difficult to attend or schedule training. Gender have effects attendance to training programs especially for women who in majority of Tanzania's culture the role of taking care of family. Sometimes their reprocutive roles such as giving birth can make them miss important trainings or development programs. These demographic characteristics in one way promote the presence low learning culture among employees in work environment where there is no vibrant training department and officers.

The findings of the study indicates a significant positive Pearson correlation between training program and development and employee job performance at BOT

as their relationship coefficient value are lower to the highest correlation coefficient of ± 1 vice versa. Thus the training program assist in enhancing the employees various domains in orientation, Working relationship and communication ability, communication and listening ability, competences in new technology/innovation uses, loyalty ability, integrity ability, facilitating implementing change by organization and management and leadership performance ability, Quality and Quantity job performance ability and responsibility and judgment ability.

The findings indicate that all the effects identified have strong relationship with the training and development programs as their value are below the highest correlation coefficient of ± 1 vice versa.

These significant relationship findings are in line with Piyali et al. (2011) who assessed the variances in the worker's performance before and after training using following variables: quality and quantity of work, planning/organizing, initiative/commitment, teamwork/ cooperation and communication. Also findings concur with Phillips, (2012) study that identified various benefits to organization from training such as improved job performance and satisfaction among workers. Reflecting that, organization training programs are most significant in improving workers' performance.

The findings indicate that despite of various training activities being employed to enhance worker's job performances still there are many factors hindering their effectiveness in bridging the gap between employee job performance and set

performance targets. These involve Degree of change in the internal/external environment, the absence of viable experts and training programs and lack of training attendance records, presence of high/suitable skills within a workforce, management perception on training impact, lack of top management support, budget constraints, organization and government circulars, favoritism/violation of training policies/plans.

Even though the findings indicate the presence of training and development programs at the Bank, there is need for management to frequently review the training program available to ensure they align to organization goals. The Bank should adhere and comply with its training policy and plan to ensure the selection criteria for staff to attend training is transparent and benefits all staff. This is in line with Paynes, (2004) argued that for training program to have impact in their job performances selection criteria's have to meet the employee's demand of the training pattern they need at that particular moment.

Respondents also rated the effectiveness of the BOT training as good based on their views and perceptions. This suggests that despite training programs provided have been perceived relevant by staff.

Laing, (2009), also assert that the effects of training on worker's performance are always inspiring the growing inside the employee and the organization itself. This is in line findings that study respondents accepted that employees training provision has significant roles in improving individuals performance hence Bank performance.

The findings also indicate that the Bank's training and development programs has been influenced by various factors including change in technology, rate of employee turnover, external factors such as change regulatory framework and policies, seasonal business cycles or dynamics, matching employee specification with organizational needs, enhance organization performances, changes in job position or assignment and increase motivation or promotions of employees.

Most of respondents agreed that to a certain extent training has made change to the following performance aspects, working relationships ability (cooperation/team work), communication and listening ability (listen and comprehend) management and leadership performance ability (risk and financial management as well as staff motivation to resolve conflicts), quality performance ability (accurate and high quality output timely), quantity performance ability (ability of staff to handle extra work in production) responsibility and judgment ability (fulfill responsibility and right decision making, customer service focus ability (accurately respond to the customer needs). Other facilitating factors identified include, loyalty ability (provide support and comply regulation and instructions), integrity ability (provide quality services and product and knowledge application) and competences in new technology/innovation (utilizing new technology).

The study findings conclusively show that training to a large degree enhances employee's job performance. That for this to happen both TNA and functioning HR management leadership are important.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study based on the objectives of the study. The main objective of this study was to evaluate employees' job performance after training and development in public sector organizations in Tanzania. The specific objectives were to; assess the effects of training and development programs on employee job performance and determine the factors hindering and or facilitating the effectiveness of training and development in employee job performance at the Bank of Tanzania. The study involved 120 respondents and combined both qualitative and quantitative data.

5.2 Summary of Findings

On demographic characteristics, results indicate that female respondents were higher than male respondents and the majority of respondents fall under the age group of 36 - 45 categories. Results further indicated that the majority of respondents were married have a university level of education. Findings also indicated that the most of the respondents have been with BOT for the period of 6 years above. This implies that the respondents had enough experience with BOT operations as well as on training and development.

The study findings indicate that the demographic variable of respondents can also have significant impacts on the effectiveness of training and development program at

the bank. Thus age and marital status tend to limit someones decision on attending or not attending training and development programs. That middle and advanced age is accompanied with the obligations such family care that reduces staff interest on traing and development.

On effects of training and development programs on employee job performance, certain extent there is changes in the following performances aspects, working relationships ability (cooperation and team work), communication and listening ability (listen and comprehend) management and leadership performance ability (risk and financial management/motivate and resolve conflicts) quality performance ability (accurate and high quality output timely) quantity performance ability (handle extra work in production) responsibility and judgment ability (fulfill responsibility and right decision making, customer service focus ability (accurate respond to the customer needs). Other change factors identified include, loyalty ability (provide support and comply regulation/instructions), integrity ability (provide quality services & product and knowledge application) and competences in new technology/innovation (utilizing new technology).

The study found that each department/directorate organizes training and development programs for the staff. They also identify training needs of its staff even though the training plans results do not inform them.

Furthermore, study found that most trainings were carried on-site and they were evaluated as good. The findings imply that training has had a positive effect on the

employee's performance and majority agreed that training had effects on their job performance.

Moreover, the study found out that employees were aware of the trainings that the management planned to provide. Nevertheless the plan did not follow the results of the training needs assessment. Also, the findings indicated that while some staff had attended more than three (3) trainings, quite a number attended only one training due to lack of systematic criteria for identifying training needs, inadequate systematic keeping of training attendance records as well as lack of linkages between training and employee job performance. Findings indicate that, most of training took a period of less than one month and more are conducted in-house. Furthermore, findings revealed that the quality of training programs was good, and that trainings were relevant, and a number agreed that trainings have helped improve their job performance and individual development such as promotion or recategorisation. The research further found that a majority of the respondents needed further training to keep abreast with changes in the BOT internal and external environment.

The findings on factors informing training and development programs at BOT, the study identified the presence of various factors facilitating the implementation of training and development programs to augment the employee's job performances. The findings revealed the following factors change in technology, increase on self-confidence and self-esteem, rate of employee turnover, External changes such as legislations, government policies and stake holders' needs, seasonal business cycles or dynamics, matching employee specification with organizational needs, Enhanced

organization performances, changes in job position/assignment and increase motivation/ promotions of employees.

The effectiveness of training and development programs in enhancing workers job performances is hindered by following factors; Degree of change in the internal and external environment, absence of viable experts and training programs, Presence of high and suitable skills within work-force, Management perception on training impact, Lack of top management support, Budget constraints, Organization and Government circulars, Favoritism/Violation of training policy and plans.

5.3 Conclusions of the Study

The findings of this research indicated that BOT nature of work lies mainly on government policies in monetary and fiscal policies, controlling and advising the macroeconomic growth as well as new and varied technologies and services. This makes continuous training and development of its human resource being crucial and vital, taking into consideration the rapid customer satisfaction, net promoter score and supervision of other banks in the market and advising government on financial issues.

From the results of the study, it can be concluded that BOT certainly has a well-established investment policy on training and development of its employees, however these policies are not being duly followed. Employees who realized the need for change of their attitude, behaviour, acquire competence and want to develop them through formal education in order to be abreast with modern technological have been sponsored themselves to acquire these skills provided in trainings.

Limited types of employees training hinders the necessary skills, knowledge, competencies and abilities competencies required to work hence affects the performances. The utilization and application of the gained knowledge and skills seem to be ineffective hence reduce the positive impact employee's performances.

The study can conclude that the training and development programmes has moderately positive impact on employee performance in terms of knowledge, skills, competencies and behavior change. These are important for employee's performances as this also depends on other factors such as financial incentives and proper working conditions. Though there positive bond among training and worker performance in. Therefore the management in public affiliation institutions must plan and involved in training through involvement and support.

Therefore from the findings it can be concluded that the training provided at BOT has contributed to employees performance but it could have more impact if it complied with results of TNA from training need as well as its training policies and plans.

5.4 Recommendations

Based on the findings and conclusion drawn, the following recommendations are put forward in evaluating employees' job performance after training and development in public sector organizations in Tanzania.

- i) Due to revealed inadequacies in complying with training policy in the BOT; the policy makers should comply with the training policies and plans; as well

as TNAs in order to ensure that training programs offered to staff are not just mere routine undertakings but add value to employee job performance.

- ii) The untimely provision of development programs that affects the employees career development; BOT should ensure staff development programs are delivered in compliance to the Bank training and development policy.
- iii) The Human Capital theory clearly showed that investment in training and development programs if well planned give good returns in organizational performance. Hence BOT should consider increasing funding for training and development to enable as many staff as possible to benefit from training programs.
- iv) The management should provide training and opportunities for staff according to change in business and technology in order to keep them up to date with technology. However, this should be informed by TNA. TNA not only inform on context but also training design that meet employees needs.
- v) Based on self sponsorship of the employees in training and development to which employees are freely to choose types of trainings. The BOT should ensure that the staff knowledge and skill gained are fully utilized by reallocating them to appropriate departments.

5.5 Areas for Further Study

The study has evaluated employees' job performance after training and development in public sector organizations in Tanzania. This warrants the need for more study similar studies which would ensure generalization of the study findings for public institutions in Tanzania and hence pave way for new policies. The study therefore recommends further study to be carried out to expand the scope of the perceived

relationship between training and development and employee performance in public institutions in Tanzania.

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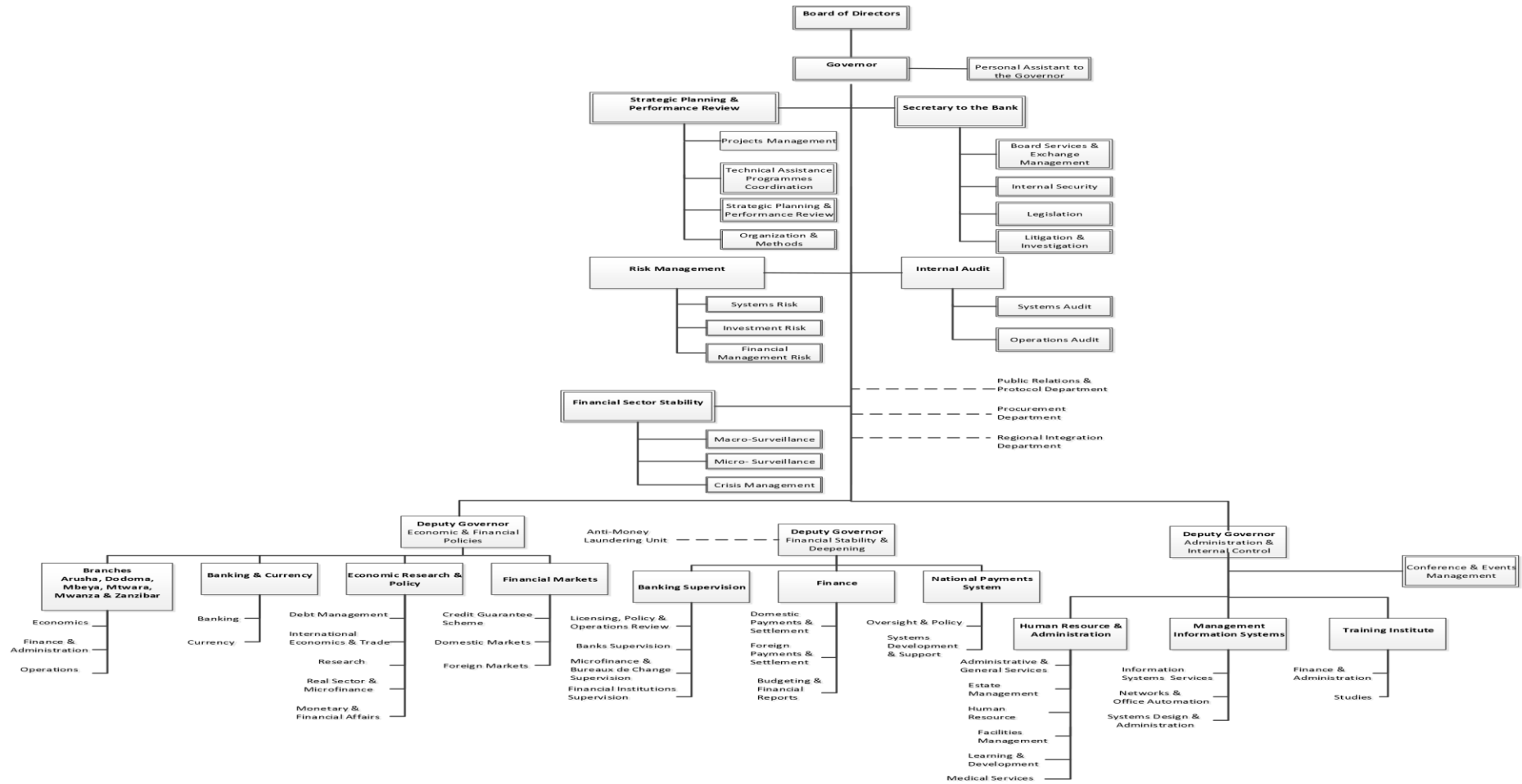
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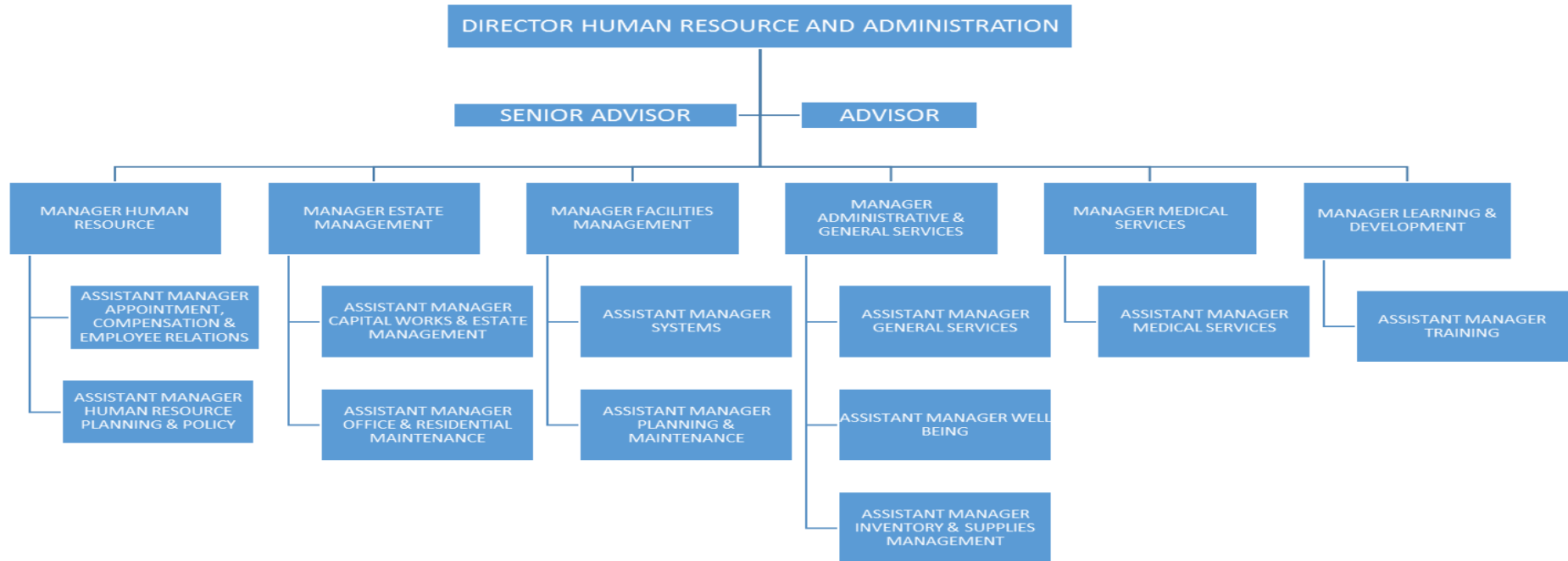
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APPENDICES

Appendix I: Bank of Tanzania Structure



Appendix II: Directorate of Human Resource and Administration Structure



Appendix III: Questionnaire

Introduction

This questionnaire seeks to collect data that will be used to evaluate employees' job performance after training and development in public sector organizations in Tanzania. You have been selected to assist in providing the required information, since your views are considered important to this study. I therefore kindly request you to answer the questions in the questionnaire as honestly as possible as per the guidelines indicated. Note that your answers to this questionnaire will be used for purposes of research only. All information given will be treated with utmost confidentiality. **You are not required to fill in your names.**

Part A: Personal information

Please put a tick (✓) against the appropriate answer and fill in the gap

1. Gender: Male () Female ()
2. Age Group: 25 - 35 () ; 36 - 45 () ; 46 - 55 () ; 56 - above ()
3. Marital Status: Single () ; Married () ; Divorced () ; Separated ()
4. Education Level: University () ; Other College () ; Secondary () ; Primary ()
5. Occupation: Director () ; Manager () ; Assistant Manager () ; Advisor () ;
Officer () ; Others ()
6. How long have you worked for Bank of Tanzania?
 - a) Less than 1 year ()
 - b) 1 - 5 years ()
 - c) 6 - 10years ()
 - d) More than 10 years ()

Part B: Effects of Training and Development Programs on Employee Job Performance

7. Does your organization organize training and development program for the staffs?
- a) Yes ()
 - b) No ()
8. Does your organisation identify the training needs for the employees?
- a) Yes ()
 - b) No ()
9. Are you aware of training and development program in your organization?
- a) Yes ()
 - b) No ()
10. Have you attended any training/development programme since you joined Bank of Tanzania?
- a) Yes ()
 - b) No ()
- If yes, how many trainings
- a) One training ()
 - b) Less than 5 trainings ()
 - c) More than 5 trainings ()
11. On an average, how much time did your training and development takes?
- a) Less than Month ()
 - b) 1-2 Months ()
 - c) More than 2 Months ()

12. How is training carried out in your organization?

- a) Offsite ()
- b) On-site ()
- c) Both offsite and on-site ()

13. How was the last training you attended?

- a) Excellent ()
- b) Good ()
- c) Very Good ()
- d) Not Good ()

Give reasons for your answers:

14. How will you rate the quality of the training programs for which you have participated?

Poor	Average	good	Very Good	Excellent

15. The training received is relevant to your work?

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

16. Are you satisfied with present method of selection of candidates for training/development programme?

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

Give reasons for your answers:

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

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

If agreed how?

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.....

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

a) Yes ()

b) No ()

If **YES**, to what extent

.....

19. When you last promoted?

.....

20. Do you think training and development contributed to your promotion?

a) Yes to a large extent ()

b) Somehow ()

c) Do not know ()

d) No ()

Part C: Factors Hindering and Facilitating Effectiveness of Training and Development

Rate the extent to which the following factors inform training and development interventions of your organization. The rating is on a scale of 1-5, where **1**-represents not at all, **2**- to a less extent, **3**- to a moderate extent, **4**- to a great extent, **5**- to a very great extent. **Tick in appropriate box against each statement**

21. Factors Facilitating Training and Development

Factors Facilitating Training and Development	1	2	3	4	5
Change in technology					
Increase motivation/promotion of employee					
High rate of employee turnover					
Changes in job position/assignment					
External changes (legal)					
Need to increase self-confidence and self-esteem					
Match employee specification with organizational needs					
Enhance organization performances					
Introduction of new approaches and processes to business					

22. Factors Hindering Training and Development

Factors Hindering Training and Development	1	2	3	4	5
Degree of change in the internal/external environment					
Absence of viable experts/training programs,					
Presence of high/suitable skills within work-force					
Management perception on training impact					
Inadequate of top management support					
Budget constraints,					
Organization /Government circulars,					
Favouritism/Violation of training programs					

23. In your opinion, what are the factors facilitating your job performance after getting training or development programs?

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.....

24. In your opinion, what are the factors hindering your job performance after getting training or development programs?

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THANK YOU FOR YOUR PARTICIPATION

Appendix IV: Interview Questions (For Directors, Managers, Assistant Manager, and Other Supervisors)

1. In your opinion, what are the effects of training and development programs on employee job performance in your organization?

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2. Do you think employees under your jurisdiction improve their job performance after training/development program?

Yes ()

No ()

Give reasons for your answers:

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.....

3. Do employees utilize what they learned?

Yes ()

No ()

4. Does the Training/development program help employees to be efficient and effective?

Yes ()

No ()

If YES, in which area (tick):

- i) Working relationships ability (cooperation/team work)
()
- ii) Communication and listening ability (listen and comprehend)
()
- iii) Management and leadership performance ability (risk/financial management/motivate and resolve conflicts)
()
- iv) Quality performance ability (accurate and high quality output timely)
()
- v) Quantity performance ability (handle extra work in production)
()
- vi) Responsibility and judgment ability (fulfill responsibility/right decision making)
()
- vii) Customer service focus ability (accurate respond to the customer needs)
()
- viii) Loyalty ability (provide support and comply regulation/instructions)
()
- ix) Integrity ability (provide quality services & product and knowledge application)
()
- x) Competences in new technology/innovation (utilizing new technology)
()

5. In your opinion, what are the factors hindering the effectiveness of training and development in employee job performance in your organization?

6. In your opinion, what are the factors facilitating the effectiveness of training and development in employee job performance in your organization?

THANK YOU FOR YOUR PARTICIPATION