

**EVALUATION OF THE EFFECTIVENESS OF TRAINING PROGRAMMES
IN PUBLIC ORGANIZATIONS: A CASE OF DAR ES SALAAM
VOCATIONAL EDUCATION AND TRAINING AUTHORITY**

BARAKA DANIEL LIMA

**A DESSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN
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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommended for approval by the Open University of Tanzania a dissertation entitled “Evaluation of The Effectiveness of Training Programs in Public Organization: A Case Study of Dares Salaam Vocational Education and Training Authority” in partial fulfillment of the academic requirements for the award of Master’s Degree in Monitoring and Evaluation of the Open University Of Tanzania.

.....
Dr. Raphael Gwahula
(Supervisor)

.....
Date

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DECLARATION

I, Baraka Daniel Lima, hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any university or any institution of learning for a similar or any other award.

.....

Signature

.....

Date

DEDICATION

This Dissertation is especially dedicated to my father Mr. Daniel K. Lima, my mother Mrs. Nyangai B. Wegoro, my sisters Neddy and Rehema, my lovely fiancée Debora Urio and without forgetting my beloved kid Daniel.

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I would like to thank my Almighty GOD for such a helpful guidance and for strengthening me from when I started this academic journey to where I stand today. I frankly admit that with His boundless grace and power, it was possible to overcome every obstacle to the accomplishment of this very work.

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ABSTRACT

The aim of this study was to evaluate the effectiveness of training programmes in public organizations. A case study was conducted at Dar es Salaam Vocational Education and Training Authority, where data was gathered through questionnaire, interviews and other document materials. The purposive sample of 80 potential participants was picked out of a population of 94 employees. It was revealed that training has been implemented positively which is attributed to various associated factors such as involving participation during implementation of programs, employees reward which improved workers performance, presence of organization policy used during implementation of training programs as well as a guidance during trainee's selection. it was found that other than lack of awareness, low staff's commitment, lack of involvement, and unfriendly venue for training. Although it was observed that training perception, under items like learning style follow all procedures despite in another hand it was noted as being unsatisfactory and unfriendly for implementation of effective training. Major hindrances to effective training programmes at DSM VETA were identified to be insufficient training materials and insufficient budget .With this study we will able to identify factors hindering effective training programmes and ultimately give out suggestions onto how to improve employee performance through training programmes by removing or minimizing all aforesaid hindering factors.

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LIST OF ABBREVIATIONS

VETA	Vocational Educational and Training Authority
DSM RVTC	Dar es salaam Regional Vocational Training Collage
TND	Training Need Assessment
OPRAS	Open Performance Review and Appraisal System
SPPS	Statistical Package for Social Science
PO-PSM	resident's Office Public Services Management
UNDP	United National Development Program

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was carried at Dar es Salaam region with the aim to evaluate the effectiveness of training programs in public organization, Dar es Salaam Vocational Educational Training Authority/College as a case. This introductory part comprises background of the study, statement of the problem, research objectives, research questions and significance of the study.

1.2 Background of the Study

It is the fact that the world is characterized with multidimensional politically, economically, technologically, and socially. Most of organizations and institutions efforts have been established to ensure positive competitive advantage, whereas the need of well skilled and knowledgeable people has been increasing from day to day (Armstrong 2012). Training globally is very crucial in developing both organization and individual knowledge. Training can build confidence in understanding responsibilities through increased skills, knowledge, and increased working morale as well as changed attitude toward positive performance. As per Hermn and Kurt (2009) training can change employee's behavior, moreover it can be used as a motivational tool.

Additionally, Oloniyan and Ojo (2008) founded that effective training is very essential for increasing knowledge, skills, abilities, and it helps in reducing employee's turnover and absenteeism whereas at the organization level it can result in improving customer services, high quality production and used in implementing

new regulations and policies. Mnyenyelwa (2002) highlights the fact that, training program is very crucial for an individual's positive output or any organization output whereby most of organization prefers training program as a major tool to increase performance output at management level.

Since independence the Tanzania government has been taking serious initiatives to improve service delivery and high performance in public sectors. These efforts have been supported by government itself and donors, for example in 1989, the government requested the donors' community to provide assistance in carrying out Civil Service Reform Program where the United Nations Development Program (UNDP) responded positively through the project known as "Strengthening Management" whose objective was to study and recommend National Training Policy for those servants whom government retained to fulfill its started role (Bura, 2013; Mathias, C. (2013).

To ensure effective implementation of training program in Public entities, the Government established Public Service Standing Order of 2009. This order stipulated that "The president's office, Public Service Management shall be responsible for developing training policy for public service and issuing training directives from time to time, (URT: 2013). Moreover, Tanzania government and other education stake holders (private institutions) also established various training centers, such as college, leadership developing institutes, universities and learning agencies which offer development programs (URT:2013). The establishment of Vocational training centers through technical collages and formal apprenticeship training was undertaken in response to the rapidly-growing needs of developed and

developing countries in both private and public sectors (URT 2000).

The main focus of vocational training was to provide technical and artisan training. Vocational training started in previous years ago but special efforts and measures were undertaken in 1980s through economic reforms regulated by World Bank (WB) which encourages private sector to play roles in economic development and government remaining as a regulator. Since the late 1980s, there were clear indications that the momentum for reform of Vocational Education and Training (VET) provision has increased apparently or obviously in Africa (Fafunwa, 2002), particularly with the advent of comprehensive structural adjustment programs (Bennell et al. 1999).

These Vocational centers have played a big role on ensuring that they create employment opportunities especially to the youth group through provision of skills and different knowledge to meet world demand market. But there are different challenges attributed to hindering effective performance of these programs whereas sometimes these factors are due to improper evaluation before and after the commence of these programs. Every training program must be evaluated in order to determine the extent to which training is effective to deliver the trainees' desired result. The specialists of training evaluation believe that the evaluation isn't simply another component to the training program however should be included in the training technique so as to take a look at the effectiveness of the training program (Goldstein & Ford, 2002).

Proper evaluation of training should be conducted systematically by collection of descriptive information as well as judgmental information vital to create effective

training decisions related to the selection, adoption, value, and alterations of different instructional activities included in training. Most of programs fail to deliver expected results due to a failure to assess the opportunity, weakness and threat to implemented programs, through assessing the results or outcomes of training by measuring the significance of the training in determining how well training met and satisfied the individual as well as organization needs. This helps in determining the weakness and threat of the training implemented as well as the extent to which training has given out positive output to the needs of the organization through assessing in terms of impact and profitability (Kirkpatrick, D. 1998: Kirkpatrick, D., & Kirkpatrick, J., 2006)

Most of training programs fail to deliver expected results through affective program due to provision of irrelevant training courses, little employees awareness to the existence of training policy, unavailability of enough funds to facilitate these programs, insufficient materials to support positive implementation of programs, provision of irrelevant training which didn't suit their careers, lack of commitment from the top management and lack of proper evaluation mechanism (Waziri & Stephen, 2013). Although measures were taken by Tanzania Government by establishing various training policies and training colleges, but still there are some problems at implementation level which lead to ineffective implementation of training programmers in public organization in Tanzania. Thus far, this study attempts to evaluate how effective training program are in public organization and then come up with suggestions to improve them sustainably.

1.3 Statement of the Problem

Effective training programs have a positive long term-impact on performance due to the fact that it attributes for increased skills and abilities to the job productivity and performance as a whole (Noe, 2010) Training practices currently are crucial individually and in many organizations, so capacity building has become a component of development in both private and public institution in order to fit and be able to compete with other organizations. Insistently, training needs assessment has become a positive potential factor as it decides the extent and kind of training need to be provided to the individual or employment (Bahram et al., 2015)

Efforts have been established to ensure effective training goals are attained and bear positive expected results in public institutions by developing training policies, allocating budget and resources to be used to facilitate these programs. In Tanzania the Office of Public Service Management (OPSM) is responsible for ensure conducting and coordinating employees training programs in all government entities. Office dealing with preparing and conducting orientation courses to all new employed personnel, leadership training (succession plan) for preparing employees for the top-level positions and still development programs which takes place after two years for each worker, both on-job and off-job training has been conducted in all government organizations (Rugumyamheto, 2004).

Every organization is required to prepare training plans, and allocating funds (budget) to facilitate training program in their entities (URT, 2013) On investigating the effectiveness and challenges of training, Dominic et al., (2010) identified a number of challenges besetting the training programs which were but not limited to

inadequate and poor allocation of training funds, inability to determine type of trainings needed by trainees as well as lack of enough facilities considered as the major problems hindering effective implementation of the program. It is evidenced that there are still several problems impacting training programs at implementation level in public institutions in Tanzania whereby sometimes they lead to improper assessment of the opportunity, weakness and threat to particular implemented programs (Mndeme, 2011).

Agreeably, there is an overall underperformance of employees and a failure to meet the anticipated results. This can sometimes be rooted to the existing ineffectual training programs which inevitably may lead to higher rate of complaints in public sector servants as Lusato (2013) evidenced in his study.

Trainings in different forms have been delivered to workers in different occasions and or environments. But why so little positive impacts linked to effective employee training programs? Is there any fault/weakness in training methods such that there are always underperformances? To satisfy these predicaments and questions, the researcher therefore was motivated to find answers and so generate suggestions through studying and evaluating the effectiveness of the training programs in public organizations, particularly taking in DSM RVTCS as a case study.

1.4 Research Objectives

1.4.1 General Research Objective

The overall purpose of this study was to comprehensively evaluate the effectiveness of training programs in public organizations, taking DSM VETA as a case study.

1.4.2 Specific Objectives of the Study

- i. To determine factors influencing the effective implementation of training programs at Dar es Salaam Vocational Education Training Authority.
- ii. To assess the extent to which employees perceive training programs at Dar es Salaam Vocational Education Training Authority.
- iii. To determine factors which hinder the effective implementation of training programs at Dar es Salaam Vocational Education Training Authority.

1.5 Research Questions

1.5.1 General Research Question

What factors do affect or influence the effective implementation of training programs in public organization, at Dar es Salaam Vocational Education Training Authority in particular?

1.5.2 Specific Research Questions

- i. What are the factors influencing effective implementation of training programs at Dar es Salaam Vocational Education Training Authority?
- ii. To what extent do employees perceive the training programs at Dar es Salaam Vocational Education Training Authority?
- iii. What are the factors hindering the effective implementation of training

programs at Dar es Salaam Vocational Education Training Authority?

1.6 Significance of the Study

The study aimed at assessing and revealing the real situation surrounding the training programs so as to provide new knowledge and attitudes for improving employee performance in Public organizations. This study also meant to be useful to other experts in such a way as to create awareness on the quest for acquiring updated work related information through effective training programs. Highlighting on factors influencing training programs, it will also be helpful in preparing the training programs that is effective to meet both, the individual as well as organizational training needs.

Whenever employee training is done properly by meeting all required training needs, the employee will be equipped with knowledge and skills for better performance of their tasks. On the other hand, by determining factors influencing effective training and the main cause of the ineffectiveness of the training program, the organizations will be able to find means by which to counteract all hindrances to the implementation of training programs. Furthermore, the findings and recommendations generated from this study can contribute positively for better understanding of Dar es Salaam Regional Vocational Training Collage Services; and afterwards promoting a positive way for government as a problem solving tool and to help in revealing some weaknesses in implementing training programs in public organization.

1.7 Scope of the Study

The scope of training either in public or non public sectors depends upon the categories of workers to be trained. As we all know, training could be a ceaseless process and not as it were required for the recently chosen workforce but too for the existing workforce at all levels of the public sectors or organization in general. In this light, training can cover all workers within the organization depending on their training needs either for an individual employee or for an organization as a whole.

This study is mainly focused at assessing factors influencing the effectiveness of the training programs. It underscores all about the employee perception of the training programs while at the same time identifying what factors hinder the implementation of effective training programs in an organization. As it was conducted at the Dar es Salaam Vocational Education Training Authority, the study eventually uncover factors affecting the effectiveness of training programs, emphasizing on the employee perception of training programs and finalizes by showing what factors can thwart the implementation of training programs.

1.8 Limitations and Delimitations of the Study

The researcher experienced a challenge of the confidentiality of the information required from respondents at the study area; hence the researcher had to assure them that, the information given is to be used for academic matters only and not otherwise. Low cooperation shown by some respondents somehow affected the researcher in data collection, in assumptions weather this uncooperativeness attributed with varied reasons, either they didn't care, being busy or whatsoever. To

overcome this situation a researcher prepared a timetable that coped with their situation and be easy for them to follow. But also, absence of enough funds thus affected a researcher; the research was intending to cover whole entire population area which could require the researcher to spend a lot of time and financial resources to cover the all area population. Due to this the researcher decided to confine the study to Dar es Salam region zones due limited time and financial resources matter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As cited by Sunders et al (2005) Gills and Johnson stated that “Literature Review intends to refine the research ideas, demonstrate awareness of current state of knowledge on the subject, its limitation and how the research fits in the wide context”. This chapter having been divided into three main sections, it starts with presenting the theoretical views, then section two deals with literature review from earlier studies linked to implementation of effective training programs and the last part covers the research gap.

2.2 Theoretical Reviews

2.2.1 Conceptualization of Terms

2.2.1.1 Training

Training has been defined as the systematic development of the knowledge, skills, and attitudes required by individual to perform adequately a given task or job Armstrong (2012). Noel et al (2009) defined training as a planned effort to enable employees to learn job related knowledge, skills and behavior. According to (2015), training is the process of increasing the knowledge and skills of doing a particular job. Accordingly, it implies that training is the function of people to learn knowledge and skills for a definite purpose whereas it consists of an organizational planned effort to help employees acquire job-related knowledge, skills and behavior with the goal of applying these on the job to improve the overall performance of the organization. For example Gupta (2015) argued that the aim of training is to improve

the behavior and performance of a person whereas it functions as a bridge gap between job requirement and present competence of an employee, therefore generally training is a continuous process.

2.2.1.2 Training and Development

DeCenzo, Robbins and Verhulst (2016) define training and development as all activities undertaken by organization aimed to improve both individual employees and organization performance as a whole. Training and development may play a big role on making an organization effective in producing quality products.

2.2.1.3 Training Evaluation

This is the process of analysis of the total value of training system or action in both social and financial terms, in order to obtain information on achievements of its objectives and the overall cost benefit ratio of training. It involves collecting information on the results obtained in order to analyze and evaluate them for future training (Pillar & Duarte, 2010).

2.2.1.4 Public Organization

This is an organization which is under government ownership being responsible to provide customer services to the public, these includes MDA'S, Authorities, Industries and other government entities (Encyclopedia, 2006).

2.3. Types/ Methods of Training

According to Jyothi and Venkatesh (2006) these are various methods which may be classified as on-the job and off-the-job methods. These programs may also be in-

house or outsourced. These training programs differ from one organization to another as follows;

2.3.1 On-the-Job Training

This is a type of training which involves conducting training to workers while still at their work place provided by their supervisor or trainers. In other word, the workers learn in the actual work environment. This type of training has advantage since it strongly motivates the trainee to learn about the equipment and in the work environment. It can be conducted using different techniques such as job rotation, coaching and others (Werner & DeSimone, 2011).

Job Rotation, this involves placing employees in the series of job and monitoring their performance. During each performance the employees perform the task that are evaluated and learn first-hand job's challenge and reward.

Coaching, it takes place between employees and their immediate line managers for more explicitly and short-term purpose of contributing to performance improvements and development of individual skills often which are focused on remedying employee poor performance. It is a flexible and adaptive technique of training that is suited to changing demands of the organizations.

2.3.2 Off-Job-Training

It deals with both knowledge and skills in doing a certain job. The workers are free of tension of work when they are learning. Gupta (2015) come up with five main techniques used in off job training such as, Vestibule (training center) training, Apprenticeship training specifically mechanist or laboratory technician, Classroom training which includes (lectures case studies, group discussion, audio visual),

Internship training aiming at providing a good balance between theory and practice and last, Technical under off-job-training according to him is e learning through (CD-ROM, Internet and Internet, satellite broadcasts).

2.4 Importance of Training

According to Ivancevich and Konopaske (2013) in short training is described as an attempt to improve current or future performance. Efficiency and effectiveness of training program have different importance on both employees and organization as whole. Training is used as a benchmark for planning any changes that may be introduced in any institution; training may be instrumental in introduction of new approaches in managing Human Resource. (Torrington & Chapman, 2008) McNamara (1998) listed the following benefits other than enhancing individual's skills and knowledge, training helps increase job satisfaction and raises motivation, increases efficiency in processes resulting in financial gain, increase innovation in strategies and products, and increases efficiency in executing the task to reduce cost, it reduces employee turnover , improving the relationship between the organization and customers, improve the quality of products and services delivered to customer.

2.4.1 Training Need Assessment

Training need assessment is the process of identifying the areas where both individual and groups in an organization would benefit from training in order to become more effective at achieving their own objectives and objectives of the organization (Grace, 2002). Training needs assessment is categorized into three types of analysis which are; Individual analysis, Organizational analysis and Task analysis.

2.4.2 Individual Analysis

This is basically designed to assess if the individual performance after trained is poor (insufficient). In assessing an individual, there are some factors to be considered such as commitment, absenteeism, employee's productivity etc.

2.4.3 Organizational Analysis

This type of evaluation focuses in assessing the organization as whole where various areas must be assessed such as organization growth potential, organization environment (both internal and external environment scanning is needed), organization objectives (both long term and short-term objectives), resources (both physical and human resources).

2.4.4 Task Analysis

This is conducted to analyze the job content requirement compared with the quality of actual skills, knowledge and abilities provided to that person.

2.5 Objective Setting

In this stage, objectives are supposed to be set basing on the gap discovered during training needs assessment. Setting objectives will be used as a road map towards the implementation of training programs.

2.5.1 Designing Training Plans

Training plans must be aligned with objectives settled, in this party is where, what, which, who and when questions are answered. These steps include setting the location to conduct training, training contents to be covered, level of training, trainee

and trainers, duration of training, learning theories, preparing training budget. Since funds is everything in implementing effective training, learning and teaching materials etc.

2.5.2 Training Implementation

This is the stage where all plans are put into action, all resources needed are at the training field, both trainers and trainees are attending training session effectively, there is favorable environment for teaching and learning process and monitoring if the program is conducted continuously and the content learning is aligned with the stated goal.

2.5.3 Program Evaluation

This is the final stage which evaluates the effectiveness of the program conducted. This is conducted by seeking feedback from the trainers if they have acquired anything or not, knowing their perception will help the management to be in a position to understand the effectiveness of the program.

2.6 Evaluation Training Theories

These are different models and methodologies that indicate how training evaluation can be carried within the organization with the intention to determine its successfulness. They are as following:

2.6.1 Kirkpatrick Evaluation Training Theory

Kirkpatrick (1975) come up with Kirkpatrick four-level approach where he identified four levels of evaluation to be conducted to evaluate the effectiveness of

training programs, these levels are Reaction, Learning, Behavior and Results. This approach helps in determining the kind of data to be gathered which shows how effective the program was. Kirkpatrick explained four levels to evaluate effectiveness of training as per below explanation.

Reaction, in this level supervisors and trainers are supposed to understand if their trainees were pleased with training program conducted. Their reactions (trainees) may be gathered through providing questionnaire to fill. This will help both supervisors and trainers to understand if that program was useful and if not, what measure should be taken to improve it in order to achieve their targets.

Learning, this level deals much with trainee 's assessment to understand the extent to which they acquired knowledge or skills during training process and to understand whether there is a difference in knowledge gained between before and after training, this assessment may be conducted through written test, graded simulations and performance exams.

Behavior, one among the aim of training is behavioral change of trainee, in this aspect, trainees are supposed to show changes in behaving different in the job after training compared to the previous period before training for example if a certain employee was a late comer everyday reporting at his/her work station should show changes than before training in coming early every day and also these trained workers they are supposed to use their learned knowledge in improving their organization.

Results, this is the last level where it tends to assess if that training has better ending which means improvement of high-quality production, reduction of labor turn over and worker's retention so if the organization remain the same as it used to be before,

training was too wasteful of time and resources.

2.6.2 The Donald Kirkpatrick Model

Kirkpatrick evaluation theory tries to show how effective training can be evaluative whereas both individual and organization can be benefited by assessing the four evaluative levels. The importance of effective training as discussed by Kirkpatrick is to improve high quality production of product, reducing labor turnover, and worker's retention.

2.6.3 The CIRO Training Evaluation Theory

The CIRO theory (Warr, Bird & Rackham, 1970) comes up with three indicators to measure effectiveness of training which are inputs, reaction and output. It focuses on identifying and evaluating training needs based on collecting information about performance regarding on input, reaction and output. The three levels for evaluating the effectiveness of training include:

Input, in this level it tends to assess the effectiveness of training courses if has better inputs to improve trainers in term of design, planning, management delivery, organization resources available and assess how can these be best in achieving the desired objectives.

Reaction; focuses on evaluating the effectiveness of training implemented by measuring the delegates to the training in order to make improvement.

Outcome, training implemented is evaluated in terms of what actually happened after training took place. Outcome is measured in terms of purpose of evaluation and the resources that are available.

2.6.4 The Success Case Study Training Valuation Theory

This is the theory established by Professor Robert Brinkerhoff. This is conducted through identifying delegates who were the most and least successful after training being delivered, the evaluator undergo in deeply interview in order to determine what hinder training to be effective, and measure what exactly the results was accomplishing (Barrington, 2004).

2.6.5 Effective Training

According to Kelly (2011), training will be effective only when certain conditions are met: First, buy-in from the top: without a commitment from top management, training will be nothing. Every individual in the organization concerned must believe that training is a process rather than a singular learning event. Top management is supposed to develop a learning atmosphere including budget, place of training, learning and teaching materials. Top management leaders must embrace training enthusiastically in corporate communication business plans and individual performance goals. If personal development is part of the formal appraisal, your staff will know that a direct correlation exists between training acquiring new skills and their carrier success.

Secondly, alignment with corporate goals: Training must be aligned with the organization strategic plan. In fact, if the goal-setting is done correctly and stretches corporate performance to new height, it should be next to impossible to meet the objectives without upgrading the skill set of your workforce. Thirdly, need analysis: Designing a training program should being with an accurate assessment of what you do well and what need improvement. Begin by documenting current performance

and compare that against what could be. Get help from your team. Fourthly, delivery options: There are many ways to deliver training in classroom; self-paced instruction, mentoring, computer-assisted and web-enabled as well as special project opportunities. It recommended choosing the most effective delivery method for your team and for your objectives. Lastly, follow-up; after the completion of the training, you must provide an opportunity to apply skills because people cannot successfully learn skills without practicing on the job.

Kelly's assumption based on effective implementation of training is truly valid since everything in the world must follow procedures to be achieved in meaningful way, fail to follow procedures bear result of failure to achieve the intended goals. Training is the process rather than an event, employee meet with a target of acquiring something so important to them and to their organization so it's important to prepare a conducive learning atmosphere to facilitate effective acquiring of what organization intended to achieve at the end.

With this theory, Kelly tried to show what organization is supposed to do before conducting training, during its implementation and what should be done after training to ensure the practice's effectiveness. This study used Kelly assumption rather than the Kirkpatrick due to the fact that Kelly's theory covered all areas of effective implementation of training programs contrary to Kirkpatrick theory which is focused on the evaluation of the practice only. Kelly's theory describes all process and areas to consider when implementing training activities for the better achievement and effectiveness of the process itself while Kirkpatrick theory only focuses at the final stage of evaluating of training activities without considering

other stage such as planning for training which helps the organization to prepare resources (both human, money, time) needed to make the activity successful.

2.7 Training Policy in Tanzania

Tanzania Government has been emphasizing employee's training in order to develop their competencies and capacities to ensure effective and efficient deliverance of services to their citizens. To ensure effective implementation of training in public sector, the government formulated the policy called "The Public Service Management and Employment Policy of 1999 as revised in 2008". This policy stated that "all Public Service Organization shall develop a training program, based on skills requirement as identified in their human resources plans. The program is funded from their budget allocation, aims to meet both organization's capacity requirements and individual employee's personal and career development goals within the available resources" (URT: President's Office Public Service Management (PO-PSM), (2013).

Despite of all this established policy to improve training programs conducted in public service organizations, yet its implementation was a challenge in most of public organization because of its unsystematic implementation. This challenge forced the government to formulate another policy called, "A Public Services Training Policy of 2013 aiming to enhance efficiency, productivity, and effectiveness, also to promote equality in the resources utilization reserved for training". This policy is used as the guide to the supervisors of the training function to become systematic to all Public Services Firms that all MDA's and other Public organizations should abide and be linked to improve performance. However,

regardless of the existence of the training policy, still problems are arising at the implementation level where various conducted studies revealed that, there are downs and ups in implementation of training program in most of public Organizations.

2.8 Factors Affecting Effective Training

Training program's success depends much on what factors may affect either positively or negatively, some of these factors are elaborated below.

2.8.1 Commitment

Kelly (2011) pointed that, commitment from the top management is the most essential factor in implementing training programs in any institution, failure to adhere to it, training will be nothing. Top management commitment helps in preparing training plans basing on organization's policy, organizing, and implementing, monitoring and evaluating the effectiveness of the whole process. Not only top management but also all organizational members must understand the importance of under-going training at their organization. In some areas training has been perceived as a time to relax and means of allowances (money) rather than a time to acquire new skills, knowledge and capabilities for the betterment of individuals (trainees) and the organization as whole.

2.8.2 Training Content and Qualified Trainers

This factor may also affect the training program due to the fact that, any effective training depends much on what is going to be learned (content), methodologies to be employed to deliver that content and the kind of (trainer) to deliver that content (Driskell, 2011). Most of research reports on effectiveness of training programs

show that irrelevant contents have been provided which resulted into wastage of resources.

2.8.3 Training Motivation

Tabassi, Ramli and Bakar (2012) argue that, motivation may affect training simply because it can influence the readiness of the trainees (workers) to participate fully, to use more energy to learn and lastly to use the acquired knowledge onto the job; any successful training must motivate both trainers and trainees so as to achieve the intended goals of changing trainee's behavior for Organizational goals realization.

2.8.4 Resources

These include both financial resources, human resources and time resources and these resources may affect directly the effectiveness of training (Mndem, 2011). Financial resource (money) in implementation of this program is needed in high amount purposively for preparing learning and teaching facilities, preparing training area, paying allowances for both trainees and trainers etc. Adequate and conducive time to implement the program also can affect it because if the program is implemented in wrong times where trainees have already tired or are hungry, its effectiveness will be poor and vice versa. So, time is one of the key determinants of the effectiveness of training program in any institution, Dar es Salaam Vocational Training Collage inclusively.

2.9 Empirical Literature Reviews

In this section, a researcher presented perspectives from previous studies with a main focus on the implementation of training programs particularly in public

organizations. A study by Waziri and Stephen (2013) investigated factors influencing implementation of training programs in public organizations in Temeke municipal - Dar es Salaam. 120 public workers were involved whereas data were collected through structured survey questionnaire. Their findings revealed that major factors that influence implementation of training program were but not limited to; inadequate fund, awareness of the presence of training programmes to the employees, opportunity and ability of employees to attend training.

Moreover, other factors were inadequate time, unavailability of enough funds to facilitate these programs, provision of irrelevant training which didn't suit careers as well as lack of commitment from the top management. Dominic *et al.*, (2010) assessed the effectiveness of the training and development function in Tanzania. Using a case study and 46 respondents purposely selected, the study employed questionnaires and an in-depth interview as data collection techniques. Most of the respondents (About 96%) admitted that training helped them acquire new skills and knowledge which allegedly increased their performance capabilities. However, it was also revealed that, there was inadequate training budget, poor methods of training and guideline for selecting trainees were not properly followed. Surprising enough, trainings were treated as unnecessary event as some respondents claimed that they were not even aware of the existence of training policy in their organization.

With wrong attitudes on the role of trainings on employee performance and the overall organization performance, many organizations have failed to reach their goals through trained workforces. Thus it can strongly be emphasized that employee

training is very important if any organization being public or not wants to improve its performance as well as its overall productivity. A study by Kucherov and Manokhina (2017) examined the general training programs in a Russian context. Collecting data using questionnaires and interviews too, it took in 24 respondents to study this case.

From the findings, it was revealed that most of the respondents from manufacturing companies were not satisfied with training process, selection, and justification of training programs. Moreover, it was also found that there were inadequate and improper training evaluation methods before and after training; absence of appropriate tools and difficulties in accessing information in the organization, lack of support from management bodies, poor methods of training and guidelines for selecting trainees were not properly followed. All these were indicators of poor training programs in the said companies and were instrumental to employee underperformance and organizational failure in meeting its targets.

Mkawe (1999) assessed the implementation of workers' education and training policy in Tanzania at Kibaha education Centre (KEC) in particular. Data collection methods were questionnaires and interview. His study found that funds allocated for education hardly expended 50% of such budget in actual training. The funds allocated for training at KEC were reallocated to other operations at the end of the financial year. The Centre had no competent training officer to properly coordinate training activities, and there was a problem of trainability of staff recruited and the incentive scheme to retain trained staff was inadequate.

On his inquiry, Mndeme (2011) investigated what factors affected the implementation of training programmes in parastatal organizations in Tanzania. With both random and purposive sampling, 274 workers were picked from TANESCO Dar es Salaam and data was collected using questionnaires, interviews, and review of documents. His findings identified Organizational factors as well as Sociological factors as being instrumental to ineffective implementation of training programs in parastatal organizations. Organizational factors included lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation.

Whereas for Sociological factors, age characteristics, marital status, family responsibilities and low level of education were noted as setbacks. Nevertheless, it was also suggested that so as to improve training programmes measures like :- Developing a uniform Training Needs Assessment exercise, improving the level of efficiency of training function and eventually have clarity in scope and objectives all these should be seriously employed. Additionally, conducting evaluation after every training session and giving feedback to trainees; increasing employee capacity by allocating adequate budget; Implement training function openly and involve every individual in determining the kind of training they need and adapt the “Blended Learning Programme Model” - these measures will help in reviving a faulty and a nearly “dead” training program and make it lively and sustainable.

Another study by Hamis (2000) conducted at the Tanzania’s Ministry of Health (MoH) found that the training at the ministry was not effective because the government did not allocate sufficient funds for training purpose. However, the

training programs were not implemented and there was no training evaluation conducted to measure training acquired and actual translation of such training into actual work performance. On another hand, it was revealed that people in the managerial position remained idle on training responsibilities thinking that this job is solely a responsibility of others or personnel department.

To be successful in implementing training programs, it is emphasized for the organization to create awareness to their employees to be familiar with training policies and procedures, to ensure enough funds are allocated to cover all training expenses; top management should be fully committed in implementing training programs, to ensure affective training need assessment is conducted to understand the gap and training policy must be clear, known and well followed to avoid negative side on implementation level .All these must be considered in order to have the effective training programs.

2.10 Research Gap

Though different training practices were reported to have been conducted as means of increasing individual and organizational performance in Public Organizations in Tanzania, still there are several problems encountering these programs which actually need to be exposed. This is evidenced by various reports and studies conducted in this discipline. Hence, a researcher was motivated to evaluate how effective were the implemented training programs in public sectors and if there are some obstacles altogether hindering the said implementation of effective training program in public organizations in Tanzania. Just to find out if training is a panacea or cure of organizational performance taking Dar es Salaam Regional Vocational

Training Collage Services as an example.

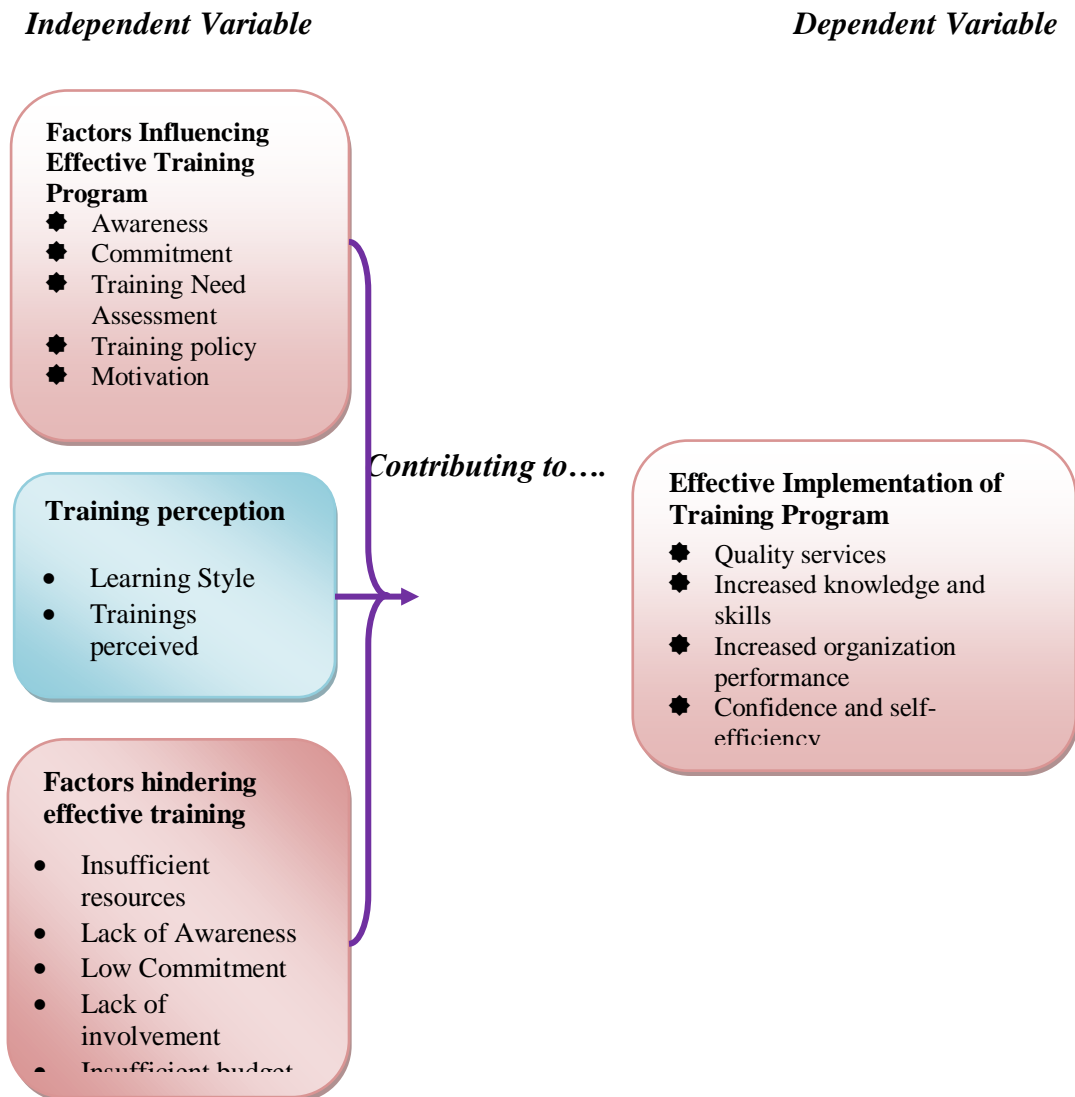


Figure 2.1: Conceptual Framework on Evaluation of Effectiveness of the Training Program

Source: A researcher, 2019

Figure 2.1 above illustrates both independent and dependent variables, where independent constructs were 1: Factors influencing effective training program, under such items/indicators as awareness, commitment, training need assessment, training policy and motivation. 2: Training perception, under items like learning style and trainings perceived 3: Factors hindering effective training, under items such as

insufficient resources, lack of awareness, low commitment, lack of involvement and insufficient budget. Dar es Salaam Regional Vocational Training Authority can improve by preparing and implementing Training and Development programs. All these are conducted aiming at enhancing skills and experience of their workforce, improving efficiency and effectiveness by providing better education, improving their workers knowledge, and abilities to perform duties excellently.

To sustain an effectiveness of these training programs, enough funds (budget) must be provided in the right time and for the right people. This is because, money is everything in daily operations, and training is too costly which means it needs enough money for buying learning and teaching materials, preparing training arenas, paying allowances to the trainers and trained personnel. Organizational training policy should be well known to all individuals i.e. supervisors and common workers. Failure of one party to understand well what exactly the policy is, may lead to ineffectiveness in implementing training program. Commitment from the top officials to their subordinates is much more needed and that every individual should understand the importance of conducting training and receiving trainings at their institutions.

Top management are supposed to be committed and taking serious measures in implementing training programs in their organization knowing that poor commitment may results into poor organizational productivity where this goes hand to hand with provision of motivation to employees. However, subordinates are supposed to be committed during training session knowing that, resources used were aimed at improving their working standards so that skills, knowledge and abilities

acquired, may be put into practice for the betterment of their organization. Honesty to resources utilization should be the first thing that trainees must adhere to, bearing in mind that they are the ones who shall be benefited through trainings and development. More importantly, Training Need Assessment is one of the determinants of an effective training program simply because it helps the administrators to understand the gap as it mainly focuses on assessing individuals and organization tasks. This helps the administrators to address some weakness that need to be solved.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter describes ways or styles that were deployed in collecting information. It contains the design and approaches, area and location of the study, population, sampling design and procedures, data analysis, and processing, ethical consideration and the validity and reliability of research instrument.

3.2 Research Design and Approaches

Research design can be defined as a plan that shows how an investigation was carried out that a researcher is supposed to adhere to during conducting study (Msabila & Natalia, 2013). This study applied a case study approach, with intent to induce respondents' inner awareness and better understanding of the existing problems. This approach was used because of the nature of topic and a need for an intensive investigation that seeks ways forward to solve the existing phenomena (Kothari, 2004). Moreover, it was observed that the design was useful especially in offering an in depth explanation as insisted in Creswell and Plano Clark (2011) onto how the independent variable (factors influencing effective training, employees perception, and hindering factors) and dependent variable (implementation of training programs) positively or negatively impact trainings in work place at Dar es salaam Regional Vocational Training Authority.

3.3 Area of the Research

The study was carried out in Dar es salaam City, particularly in Dar es Salaam Region Vocational Training Authority in Temeke municipality. This area was

purposely chosen to enable a researcher to find different categories of people and get them involved in the study so as to invite and collect varied opinions which can help in drawing a strong conclusion on factors contributing to and hindrances to effective implementation of training program.

3.4 Population

According to Msabila and Natalia (2013), population is the complete set of elements that possess some common characteristics defined by sampling criteria established by the researcher. This study's population involved all Dar es Salaam Regional Vocational Training Collage Services' employees totaling 94. Participants were met personally by the researcher to fill in the questionnaires within short minutes.

3.5 Sampling Design and Procedure

According to Kothari (2004), sample design is definite as a plan for obtaining a sample from a given population; it is the strategy adopted by a researcher in choosing items for a sample. A sample is a part of people from the whole population participated in the study but sampling frame can represent qualified members of the population (Vanderstoep & Johnstone, 2009). Sampling means selecting participants who are the best suited for your study deciding whom to talk to, where to find them, when and why within the limits of available of times.

3.6 Sampling and Sample size

3.6.1 Sampling

Allegedly, Longman (2010) defines sampling as the process of choosing some elements from a large group in order to ask them question or get information from

them. On another hand, sample size is defined as the number of items to be included in the sample.

3.6.2 Sample Size

The population of this study was all permanent workers at Dar es Salaam Regional Vocational Training Collage Services. This regional center has the total of 94 workers. Out of 94 employees, a purposive sample of 80 workers was picked for this study's purposes. The sample size was of minimum size and sufficient for proper collection and management of data as compared with the selection of the large sample size (Hinkin 1998, Saundetrs et al., 2009 & Said, 2013). The formula of Yamane was applied to deduce the right sample size as suggests Israel (1992) and Yamane (1967:886). Below is given a calculation and a formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where n=Sample size, N=is the population size, e=level of precision

Thus; N=100, e=.05

$$N = \frac{100}{1 + 100(.05)^2}$$

$$N = 100 / (1 + 100(0.0025))$$

$$N = \frac{100}{1.125} = 80$$

Employees

1.125

Yamane's formula generated roughly a sample size of 80 employees at 95 percent level of confidence (certainty level). This sample comprised of participants from

different departments from both, top as well as middle level staff. It can therefore be accepted that the chosen participants did meet the required criteria for participating in the study.

3.6.3 The Reason for using a Sampling Technique

Sampling usually presents a bona fide alternative to the whole population usage where it can be wastefulness to involve it all. Surveying the whole population can be much more expensive as compared to using a sampling method which is cheaper and can use a small budget than involving the entire population. Sampling technique usually saves time too (Saunders, Lewis & Thornhill, 2009).

3.6.4 Sampling Techniques

Sampling techniques was categorized into two groups which was Probability Sampling and Non-Probability Sampling.

Table 3.1: Sampling Techniques

SN	Distribution of respondents	Targeted population	Sample size	Sample Techniques
2	HOD's Education and Training	1	1	Purposive Sampling
3	HOD's Human Resource and Administration	1	1	Purposive Sampling
4	HOD's Financials and suppliers Bursar	1	1	Purposive Sampling
5	Department of Education and Training	15	14	Simple Randomly Sampling
6	Department of Human Resource and Administration	18	16	Simple Randomly Sampling
7	Department of Financial and Suppliers Bursar	05	04	Simple Randomly Sampling

SN	Distribution of respondents	Targeted population	Sample size	Sample Techniques
8	Mechanics	23	18	Simple Randomly Sampling
9	Cosmetology & civil building engineering	20	18	Simple Randomly Sampling
10	Electrical	12	8	Simple Randomly Sampling
	TOTAL	94	80	

Source: Researcher 2018

3.6.5. Probability Sampling Technique

Msabila and Natalia (2013) define probability sampling technique as sampling techniques where selection of the sample gives equal chance to all population to be selected. This study used simple randomly sampling technique due to the fact that it gives equal chance of selecting representatives and it avoids biasness. Using a simple random table, all workers' names were arranged alphabetically, numbered and selected randomly to get the needed sample.

3.6 Data Collection Techniques and Methods

The study used different sources to collect data whereas both qualitative and quantitative data were gathered in order to counterbalance shortcomings of each technique.

3.6.1 Types of Data

The researchers used both primary and secondary data in getting information. The intention of using both types of data was to ensure that the gathered information is valid.

3.6.2 Data Collection Techniques

This study used the following method (techniques) to collect the intended data

3.6.3. Questionnaires

Questionnaire was used in collecting data because the method is simple to use, less expensive and can give freedom for the respondent to respond comfortably. The questionnaires contained both open and closed questions and Likert scale was applied in rating the items. The questionnaire was prepared in both English and Swahili languages to ensure effective participation simply because some of the workers were poor in English language. These questionnaires were distributed to all workers (both teaching staffs and no-teaching staffs).

3.6.4. Interview

This refers to interview that involve the use of a set of predetermined questions and of highly standardized techniques of recording (Kothari, 2004). With this method, the researcher prepared interview guide. This method gives freedom for the respondents to ask if needed because it is a face to face conversation. The tool was used to the Dar es salaam Regional Vocational Training Collage Services officials specifically Collage Head of each Department and Trainees, Human Resources and Administration Manager, and Head of Financial and Supplies, aiming at provide supplement information collected through questionnaires, concerning the training practice at Dar es salaam Regional Vocational Education Training Collage.

3.6.5 Documentary Sources

The study collected data by using different written documents like textbooks,

journals, dissertations, internet, consolidated Regional Dar es salaam Vocational Education Training Collage Services reports and other unpublished sources. The reason of using this tool was to supplement materials about the study because sometimes questionnaires and interview are insufficient. So, using these methods helped much to add materials related to the effectiveness of training programs in Public Organization in Tanzania.

3.6.6 Pilot Testing

Yin (2011) suggests that pilot studies assist to test and process one or more aspect of the final study for example its design, fieldwork measures or data collection instruments. In this sense the pilot study provides another opportunity to practice. Creswell (2012) argues that one can test the instrument i.e. questionnaire or interview questions so as to validate them by either changing them or not especially after receiving feedback from few evaluators. Pilot testing function is to simplify the means by which the respondents will respond to the questionnaire so easily to elicit required answers for the study. With the study in hand, pilot testing was a must so as to validate the instruments applied in the study.

3.6.7 Reliability and Validity of the Research Instrument

3.6.7.1 Reliability of the Research Instrument

Reliability and validity as far as any research is concerned, are very important constructs to be considered particularly in a qualitative research (Anderson, 2010). With reliability and validity testing, we are able to examine whether the data is objective and trustworthy. Validity looks at how upright and genuine is the research data, while reliability checks the repeatability and dependability of the data. Data

collection instrument i.e. questionnaire was tested on some deliberate samples to establish their reliability and validity for a convenient research results.

3.6.7.2 Validity of the Research Instrument

Is all about the extent in which instrument measured provides adequate and meaningfulness of information obtained (Kothari, 2004). It is how accurately the research findings represent the phenomena they are intended to nearby; this study adopted constructive validity to validate the believability of the instrument/questionnaire. As such, with it the researcher considered how the variable in question ought, theoretically, to relate to another variable (Marczyk, et al., 2005)

3.7 Variables and Measurement Procedures

At large, qualitative and quantitative are the two research types commonly known in the world of researching. Supposedly, using both is recommendable to counterbalance the outcomes and give out a very deep meaning of the processed data (Ontario Human Rights Commission-OHRC, 2010).

Table 3.2: Data Analysis Tools

Research objective	Independent variable	dependent variable	Descriptive Tools	Inferential Tools
To determine agent's influence effective implementation of training programs	Factors influencing effective training Awareness <ul style="list-style-type: none"> • Commitment • Training need assessment • Training policy • Motivation 	Effective implementation training programs	Frequency, Percentage	Correlation, Coefficient linear regression, ANOVA

To assess employee's perception on training programs	Employees perception <ul style="list-style-type: none"> • Learning Style • Training perceiving 	Effective implementation training programs	Frequency, Percentage	Correlation, Coefficient linear regression, ANOVA
To investigate defiance that hinders effective implementation of training programs	Factors hindering effective training programs <ul style="list-style-type: none"> • Insufficiency resources • Lack Awareness • Low Commitment • Lack of involvement • Insufficiency of budget 	Effective implementation training programs	Frequency, Percentage	Correlation, Coefficient linear regression, ANOVA

Source: Researcher 2019

The research questions were set with intent to establish the extent to which dependent variable (effective implantation of training) is influenced by the independent variables (factors influencing effective training, employee's perception, factor hindering effective training). Thus, through descriptive tastings, correlations, linear and multiple regressions it was possible to determine the existing relationship between predictors (independent) and dependent variables.

3.8 Data Analysis and Progressing Techniques

Qualitative Data were interpreted using content analysis whereas analysis used in accordance to the quality of arguments rather than quantity of the respondents with the same opinion. Quantitative Data were coded on Statistical Package for Social Science (SPSS) Spread sheet. Descriptive statistics such as frequency, percentages were analyzed through mathematical measures such as tables. The questionnaires

were classified in terms of the answers that were similar so as to reduce the work for analyzing each questionnaire.

3.8.1 Correlations

Correlations provide information about the direction of the relationship (either positive or negative) and the intensity of the relationship between two or more variables. Its application helps in establishment of the direction (whether – or +) and the strength of the relationship between independent variables i.e. factors influencing, employee's perception and factors hindering and dependent variable which was effective implementation of training programs. Through a Pearson's correlations (r), the relationship between the dependent variable and independent variables will be established.

3.8.2 Multiple and Simple Regression

We can estimate the values of a dependent in relation to one or more independent variables using a regression model. In the nature of the study it predicts the relationship between dependent variable with a independent variables. Multiple regressions involve an application of any number of predictors (independent variables) in predicting the dependent variable. Using a multiple regression model, the study is able to demonstrate how the independent variables (factors influencing, employee's perception, etc) can influence the effective implementation of training programs.

A researcher attempted to link the implementation of effective training programs to the respondent's perception on factors influencing training, factors influencing

training programs, and factors hindering training. Putting them in a regression model, let's assume X and Y represents two variables where X stands for an independent variable and Y a dependent one. Thus if we formulate a linear regression of X and Y it will be:

$Y = \beta_0 + \beta_1 X + e$ such that β_0 and β_1 will be coefficients of regression and e being an error term which gives a clarification for the distinction between the results of the model and actual observed results. Integrating the regression model with this study objectives, Y is represented as effective implementation of training programs (a dependent variable) and X represents any of the independent variables i.e. perception on factors influencing training, factors influencing training programs, and factors hindering training

3.8.3 Analysis of Variance (ANOVA)

With the aid of the Statistical Package for Social Sciences (SPSS), ANOVA test was applied to test the significance of the variables under study and establish the intensity by which the variables mean differ from each other as suggests Singh (2006) and Marczyk et al., (2005). By using ANOVA, it's easy to investigate any number of factors which can influence dependent variable.

3.9 Ethical Consideration

This study considered much ethical issue where respondent's views were kept confidential, respect for both was observed; and in general employees from Dar es Salaam Regional Vocational Education Training Collage staffs were given equal chance to participate and this participation was voluntary, no any worker was forced to participate without his or her willingness. Also, this study considered issues like

accountability, honesty, and integrity, the use of good language, dressing code and Dar es Salaam Regional Vocational Training Collage Services rules and regulations. Lastly, before conducting this study, permission to the Vocational Education and Training authority administration was secured where the researcher submitted a letter given from University to VETA introducing him and asking permission to conduct his study.

CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS

4.1 Introduction

This chapter presents the research findings and the involved analysis. The study has employed various descriptive and statistical methods to assess the effectiveness of training program in Dar es Salaam Regional Vocational Education Training and Services Centre. The overall analysis of the findings covers all aspects of the variables under study i.e. independent variables - factors influencing the effective implementation of training program, employees perception on training program and factors which hinder the effective implementation of training program at DSM VETA and dependent variable – effectiveness of training program.

4.2 Response Rate

Nonetheless, the target population of this study was comprised of the employees working in Dar es Salaam Region Vocational Training Authority. The researcher was affiliated with an estimated accessible population group of 80 potential participants. All 80 distributed questionnaires were returned filled in. therefore the return rate completion was positive. Babbie (2013) altogether deduced that, completion rates of above 50% are acceptable for analyses and publishing, while 60% are good and equal to 70% or more are very positive.

4.3 Results of the Pilot Study

This was done in advance to the applicability of the variable under study to ensure that the research instrument measured what was intended for (Creswell, 2012; Yin, 2011).

4.4 Reliability and Validity Analysis

Testing for reliability and validity was performed since through it the predictability and stability of the research instruments can be established (Kumar, 2011). Afterwards, the instruments applied in the study were found to be valid and consistent for measurement (Bernard, 2006).

4.5 Respondent's Background (Demographic Information)

Gender, age, and education status for all respondents were shown consistent with the study requirements. The results were illustrated below.

4.5.1 Gender of the Respondents

In Table 4.1 it is shown that among 80 respondents, 51 (63.75%) were males but 29 (36.25%) were females. Logically, all genders were included consistently in the study priorities for implementing effective training program in Dares Salam Region Vocational Education Training Collage Service.

Table 4.1: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	63.75	63.75	63.8
	Female	29	36.25	36.25	100
	Total	80	100	100	

4.5.2 Respondents' Ages

The respondents' ages were put and illustrated in Table 4.2. It was revealed that most respondents' age ranged between 18-35 and 36-45 years (47 = 58.8 % & 26 = 32.5%). The intention was to understand age group the organization has since age is the functional determinant of effective of training in any organization simply

because ability to train varies from one group age to another. Cully, Carter and Gage (2000), allegedly argue that employees of medium age are most motivated to improve their career compared to those with retiring age on which most of them have difficult in adopting new knowledge and skills.

Table 4.2: Ages of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-35	47	58.8	58.8	58.8
	36-45	26	32.5	32.5	91.2
	46-55	7	8.8	8.8	100
	Total	80	100	100	

Source: Field Data, 2019

4.5.3 Respondents' Educational Levels

Table 4.3: Respondent's Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	3	3.75	3.75	3.8
	Certificate	17	21.25	21.25	25
	Diploma	21	26.25	26.25	51.2
	Undergraduate	28	35	35	86.2
	Post Graduate	11	13.75	13.75	100
	Total	80	100	100	

Source: Field Data, 2019

Nevertheless, finding shows most of Dar es salaam Regional Vocational Training Collage Services respondent were undergraduate covering 35% (28), followed by 21 (26.25%) holding Diplomas, 17 (21.25%) were Certificate holders, and Post graduate holders were 11(13.75%) and for Secondary Education were 3(3.75%). Findings revealed that, effectiveness of training program depends on level of education that trainees have and learning contents. However, Harvey and Green

(1993) argue that, employees with high education are more likely to participate in further studies compared with low education holders

4.5.4 Marital Status

The study also revealed that there was only two kind of marital status single and married. The findings showed that married people were 49 (61.2%) and single were 31 (38.8%). The presence of high percentage of married employees to some extent could affect directly or indirectly the effectiveness of training program in an organization especially for the female.

Table 4.4: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Marred	49	61.2	61.2	61.2
	Single	31	38.8	38.8	100
	Total	80	100	100	

Source: Field Data, 2019

4.6 Findings and Discussion

4.6.1 Descriptive Statistics and Interpretation for Factors Influencing the Effective Implementation of Training at DSM RVTCS

This was the first specific objective that sought to determine factors influencing effective implementation of training programs at Dar es Salaam Regional Vocational Training Collage Services (DSM RVTCS) The aim was to find out if the training programs were supported by enough budget, there was employee's participation and involvement during implementation of programs, employees are aware of training methods and model used for training, management recognizes and rewards them,

staffs are aware of training policy guiding training and if training need assessment is performed at DSM RVTCS. This study employed questionnaires, interviews, and other documented material to collect information whereas various questions asked and respondents responded as follows.

As shown in Table 4.5, 18.5% of the respondents admitted that at DSM RVTCS employees were involved in preparing and planning for training programs to a large extent, whereas 57.5% said that the involvement was moderate. As reported, in fact, planning involved all workers where various meetings were conducted a good example being timely Departmental meetings. Through these meetings, training objectives, priorities and targets have been created and those who wished to attend trainings related to their tasks were allowed through their respective departments.

Nevertheless, few respondents (4%) reported that there was no involvement but rather directives from their administration, they were not aware of any meetings concerning with training plans. It was also revealed that communication barriers between superiors and subordinates lead to some of employees be unaware of the presence of trainings. The study by Mohamed (2013) was contrary to these results where she revealed that employees at the President's Office of Public Services Management (PO-PSM) were not usually involved in preparing training programs and there was no agreement on setting training priorities and needs at their organization, which means only top management were responsible for setting those priorities without involving their subordinates. In actual sense, poor involvement of employees in setting training goals can result into poor implementation of training

programs as a whole. On another side, the findings revealed that Training Need Assessment has been conducted by the RVTCS using various methods such as Open Performance Review and Appraisal System (OPRAS); questionnaires have been prepared by the management and distributed to all employees to be filled in and this activity has been conducted twice a year. This was proven by most of respondents (73.7 %) as they posited that OPRAS was a main method used by the management to assess the training needs. This appraisal system is commonly used by all government institutions in Tanzania and in most of private organizations, aiming at assessing employees' performance assigned by their supervisors.

This study also revealed that, both DSM RVTCS management and their subordinate have been setting standard (targets) on which every employee was supposed to achieve at the end of each semester and this achievement has been measured through Open Performance Review and Appraisal System Form. Along with the aforementioned, 17.5% of the respondents claimed that Training Need Assessment was conducted just moderately. Training Need Assessment helps in assessing individuals by focusing much on their level of knowledge and skills whereby it was conducted based on different factors such as employee's absenteeism, their commitment to their work, productivity.

Training Need Assessment is essential to organization since it answers the "what" "why" and "who" of training. To excellently succeed in the set goals, any organization or agency needs to sequentially appraise not only the individual's performance but also the overall organizational performance. In interviewing one of the key informants concerning the conducting of TNA, he said

“We as institution have been conducting Training Need Assessment yearly into two times, the essences of conducting it is to help us to know the gap”.

Other scholars conducted different studies and came up with likely the same results. As for Mwakibasi (2013) he argues that in order to have an effective Training Need Assessment, it's important for the management to establish criteria on which performance success can be evaluated. Management as a whole should empower staffs and make them aware of training methods and model used for training. Findings revealed that, majority of DSM RVETCS respondents (63.7%) agreed that during management meetings efforts have been put on to emphasize and ensure that employees are familiar with methods and model used for training.

Table 4.5: Factors Affecting the Effectiveness of Training Program at DSM Region Vocational Training Collage Services

Statements	Not at all	Small Extent	Moderate Extent	Large Extent	Very Large Extent
There is high degree of participation and involvement during implementation of programs	4.0%	20.2%	57.5%	14.5%	3.8%
Management committed on staffs aware on training methods and model used for training	2.5%	7.5%	26.2%	37.5%	26.2%
Management recognizes and reward	5.0%	25.0%	48.7%	16.2%	5.0%
Organization have a training policy which guide trainee's selection	8.7%	6.2%	18.7%	50.0%	16.2%
Training Need Assessment conducted in your agency	3.75%	5%	17.5%	40.0%	33.7%

Source: Field Data, 2019

Nevertheless, 7.5% reported to be familiar with methods and model used for training to a small extent and 2.5% inferred that Dar es Salaam Vocational Education

Training Authority has no tendency of making all staffs be aware of the training arrangements, altogether, unsatisfactory. This simply means that sometimes poor individual performance is associated with internal factors within the organization; the superior management needs to ensure all staffs are aware of the model implemented for training in order to ensure training provided is effective.

4.6.2 Descriptive Statistics and Interpretation for Employee's Perception on Training Programs at Dar es Salaam Regional Vocation Training Collage

This study also assessed the employee's perception on how they understand and perceive training program implemented at their institution. The researcher's intention was to assess how workers understand training programs at the DSM RVTCS; whether it is conducted in a meaningful way and to what extent it does contribute to the organizational performance if conducted effectively. It was noted that, opinions of most respondents were concurrent with the statement that training practices in organization is conducted in a meaningful way as indicated in Table 4.6, where 56.25% agreed to be satisfied with the fact that training has been conducted effectively and in meaningful process, while 25.0% were moderately satisfied and 5% were totally unsatisfied.

Most of the employees who reported to have been satisfied with the training programs also admitted to have attended and being involved in implementing these programs. Moreover, they in particular have been observing their fellow workers attending training need assessment to help in filling in the gap. As noted above, 5% of them were unsatisfied with the training programs, claiming that they were not conducted in a meaningful way, due to lack of funds and insufficient infrastructure

during training process. All these might have affected the effective implementation of training at their institution which resulting to some of them failing to meet their targets.

Mnywenyekwa (2002) revealed that, NSFF workers were not satisfied with the provision of training opportunities due to lack of transparency and fairness, they claimed that opportunities were granted basing on tribe and religious backgrounds and employees from other regions were the ones who were considered and being given first priority. If training is to be effective and finally be a motivator and helpful in equipping employees with new skills and aptitudes for better jobs performance, then the management should see to it that training is conducted with fairness and transparency. On another hand, the study focused on assessing whether employees perceived positively or negatively the existing training practice. The findings in Table 4.6 revealed that, 33.8% of the respondents were largely satisfied with and agreed to the fact that they perceive there exists training practices at DSM RVTC.

As a matter of fact, few respondents (18.7%) reported to have poor training program allegedly caused by the unavailability of funds which really can affect the implementation of effective training. The findings are in agreement to what was revealed from the NSFF workers as they were also unsatisfied with the provision of training opportunities due to lack of transparency and fairness. They claimed that training opportunities were granted basing on tribes and religious backgrounds a result of which this lead to poor implementation of training programs (Mnywenyekwa, 2002).

It was also assessed whether materials presented and learning style were friendly and satisfactory to the training content and was easy to understand. In the findings shown in Table 4.6, 32.5% of the respondents admitted that material used for training was satisfactory and friendly to the implementation of effective training at the study area, and 31.2% were moderately satisfied whereas 2.5% were unsatisfied and established the negative attitude on at DSM RVTC training programs. To these few individuals, materials and learning style were noted as being unsatisfactory and unfriendly for training. Therefore these were seen as contributory factors to ineffective training programs whereas other factors included unavailability of funds during training process.

Table 4.6: Employee's Perception on Training programs at Dar es Salaam Regional Vocation Training Collage

Statements	Extremely Satisfied	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Not satisfied	Mean
The existing training practice in your organization is conducted in a meaningful way	20%	36.25%	25%	13.75%	5%	2.38%
You perceive positively the existing training practice	13.80%	20%	47.50%	16.2%	2.50%	2.73%
Materials presented and learning style is satisfactory to the training content and easy to understand	20%	12.50%	31.20%	33.80%	2.50%	2.86%

Source: Field Data, 2019

4.6.3 Descriptive Statistics and Interpretation for Factors that Hinder Effectiveness of Training Program

This study again determined to find out factors hindering effectiveness of training

programs in DSM RVETC. One of the major reasons for undertaking this study was to investigate the factors which might have hindered the whole process of implementing effective training programs provided by DSM RVTSC. Responses from ordinary employees who were asked if insufficient training material attributed for ineffective implementation of training programs showed that 77.5% agreed while 20% disagreed.

So far, the results were tabulated in table 4.7 and revealed that, DSM RVTCS lacked sufficient training materials for training programs. 17.5% stated that lack of awareness with regards to training programs was hindrance to effectiveness of training while 53.7% disagreed. To this it can be assumed that the Collage had tools and equipments for providing trainings but they are insufficient to cover all trainings and henceforth bring effective training outcomes. In light of the aforementioned, the management is thus advised to make sure that sufficient supportive materials for training are provided on time and for the right trainees.

Otherwise, introduction of new technology can also help and enable trainees to cope with the program with easiness and in the end this will raise their general awareness on benefits accrued to trainings. This revealed that sometimes the degree of high performance may be determined by the availability of enough training materials as some of the employees are enabled to fulfill the roles they have set themselves. Therefore to provide training in a positive way can be beneficial not only to an individual but to an organization as a whole. According to the study by Nkirina (2010) it was concluded that major challenges faced the authority in its effort to integrate effective training programs were few instructors with relevant skills and

lack of components of the field studies. It is a known fact that training policy is the positive root of all training activities conducted in any organization. Findings in Table 4.7 revealed that Dar es Salaam Regional Vocational Training Collage Services has training policy used as a guide for training programs at all levels and that this policy was emanated from the National Training Policy of 2013. This policy comprises of all procedures and guidelines to be followed during implementing training programs on an organization. This simply means that sometimes when we set targets to achieve expected results, it is common to face setbacks and this is why it is important for the management to establish capacity building to their few people who do respond negatively to given trainings.

In agreement to this, Waziri and Stephen (2013) reported that among other factors, awareness and presences of organization training policy were identified as key factors for effective implementation of training programs. Moreover, answers were sought to determine whether low commitment to trainers was associated negatively or positively to effective implementation of training programs. The respondents' responses showed that, 6.25% agreed that commitment from both top management and subordinates was instrumental to effective training at DSM RVTCS. At the same time 67.5% did not admit that low commitment to some employees (Trainers) was a hindrance to effective training.

Generally, VETA authority is advised to take serious steps to ensure effective trainings are carried out due to the fact that top management are the owner of resources and their poor support and influence on training programs can render them infective. Without their commitment it will be wastage of organizational resources.

As Yusuf, Sarhadi and Gunasekaran (1999), highlighted, top management should be committed to providing proper guidance, financial and technical support and motivational means to employees. Through this, employees will be motivated to be involved in training programs and so be willing to excellently implement the suggested effective training.

Furthermore, the study intended to establish the level of perception on employee involvement on implementing effective training program. It was revealed in a study by Mohamed (2013) that most of times employees were not involved in preparing training programs and there was no agreement on setting training priorities and needs at their organization, which means only top management were responsible in setting these priorities without involving their subordinates. Moreover, Chifugamilo (2012) reported that there was weak cooperation between seniors (superiors) and their subordinates in identifying organizational training needs. Their findings concurred with this study findings where it was revealed in Table 4.7 that there was little employee involvement (7.4%) during preparation and planning for training programs.

Thus few responsible workers in each department were involved and that there was no sufficient involvement but rather employees received directives from their administration and they were not aware of any meeting concerning with training plan. It was also supposedly admitted that sometimes there were communication barriers between the superior and their subordinates which resulted into some of employees being unaware of the existing trainings. With this, it is important for top management to not overlook and take action to remedy this situation so as to pull all

employees to be on same track. The study intended to determine if programs provided were supported by sufficient budget in Dar es Salaam Regional Vocational Education Training Collage Services. Availability of enough funds is essential since it is a foundation on preparing training budget. This comprises of training facilities and resources for paying trainers' allowances, preparing training and other materials which actually all needs enough money. One of the informant claimed that,

“Fund is an essential tool for our organization to excel well in a competitive manner, since we use money to train our people in different training centers, and so no money, no training”

In Table 4.7, 42.4% of respondents said that inadequate budget was a hindrance to effective training and that it failed to support training and so limited the effective implementation training programs at DSM RVTS. Meanwhile 32.5% disagreed that inadequate budget had impacts on effective implementation of training programs. Insufficient budget can be a major hindrance to implantation of training programs. This is why the management should see to it that, enough budgets for trainings program is provided to fully support training and thereby bringing better performance to each responsible department. From their findings, Waziri and Stephen (2013) identified availability of sufficient funds, staff awareness to trainings and the presence of unnecessary bureaucracy as among factors which can hinder effective training implementation.

The finding also focused on determining if unfriendly area (venue) for training program was associated with ineffectiveness of training programs. Few of them, 12.5% agreed that the unfriendly area/venue for training programs affected its effectiveness. At the same time, 75% disagreed to this fact and thus they suggested

that unfriendly environment for training program was not a hindrance to the implementation at DSM RVTCS. Top management is responsible for identifying the challenges and immediately takes full measures to ensure that the set venue for training is friendly and capable to cover all trainees' demands and priorities. These views were reflected in Nkirina (2010) as he posited that, one of the major challenges faced by the authority in its effort to integrate effective training programs was few instructors with relevant skills and lack of components of the field studies.

Table 4.7: Factors Hindering Effective Implementation of Training Programs.

Statements	Strong agree	Agree	Neutral	Disagree	Strong disagree
Insufficiency training material	12.5%	55.0%	12.5%	12.5%	7.5%
Lack of awareness	2.5%	15.0%	28.7%	35%	18.7%
Low commitment to staffs (Trainer)	1.2%	5.0%	26.2%	47.5%	20.0%
Lack of involvement	3.7%	3.7%	22.5%	50.0%	20.0%
Insufficient Budget	13.7%	28.7%	25.0%	27.5%	5.0%
Unfriendly area(venue) for training program	5.0%	7.5%	22.5%	35.0%	30.0%

Source: Field Data, 2019

4.7 Testing of Assumptions

Curran-Everett and Benos (2004) argue that most science literature does not completely miss statistical errors. Roughly, fifty percent of almost all published articles have at least one error, because statistical procedures like regression, correlation, and ANOVA are commonly functioning under the assumption that the data is normally distributed.

4.7.1 Test of Autocorrelation Assumption

Durbin-Watson (d) statistic value is supposed to be not less than 1 or greater than 3

and fully not exactly 2. From this background, the suggested values are to be ranging in between 1.5 and 2.5 (Field, 2009). Results in Table 4.8 show the Durbin-Watson value (d) to be 1.545. Because it ranges between the values of $1.5 < d < 2.5$, it can be concluded that there was no auto-correlation errors in the regression model, and so no highly correlated variables in the general model.

Table 4.8: Measure of Autocorrelation Assumption – Durbin-Watson

Model Summary ^b	
Model	Durbin-Watson
1	1.545 ^a
a. Predictors: (Constant), Training Need Assessment , Motivation, Awareness, Commitment, Training Policy	
b. Dependent Variable: Effective training programs	

Source: Field Data, 2019

4.7.2 Test of Multicollinearity Assumption for Independent Variables

Table 4.9: The Results of the Test of Multicollinearity Assumption.

		Coefficients ^a	
Model		Collinearity Statistics	
		Tolerance	VIF
1	Awareness	.946	1.057
	Training Policy	.823	1.215
	Commitment	.891	1.123
	Motivation	.879	1.138
	Training Need Assessment	.922	1.085

Source: Field Data, 2019

Multicollinearity assumes that one variable is explained by other variables in the model. Usually, two values are produced; Tolerance and Variance Inflation Factor (VIF). For Tolerance, it explains the variability of an independent variable in relation to other independent variable in the regression model (Pallant, 2011). But VIF is

only the opposite of the given value of Tolerance. The agreeable values for Tolerance is supposed to be not less than 0.1 whereas for VIF should not exceed 10. From the showed results in Table 4.9, it can be suggested that there was no possibility of violating the Multicollinearity assumption as inferred in Pallant (2007) and Field (2009).

4.7.3 Test of Normality Assumption

Skewness and Kurtosis tests were done to ascertain the normality statistics. Skewness reveals the symmetry of the distribution where, when a variable is skewed its mean deviates from the center of the distribution. Additionally, kurtosis demonstrates the peakedness of a distribution, being too peaked or too flat (Tabachnick & Fidell, 2007). With the values of skewness and kurtosis lying in between -2 and +2 the data is considered normally distributed and hence satisfactory for interpretation (Field, 2009) So far the normality of all involved variables was normal as demonstrated in Table 4.10.

Table 4.10: Skewness and Kurtosis Tests of Normality Statistic

Descriptive Statistics						
	N	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Effective training programs	80	1.06728	.447	.269	-.740	.532
Awareness	80	1.35566	-.560	.269	-.992	.532
Training Policy	80	1.06854	-1.041	.269	.314	.532
Commitment	80	1.27264	-.464	.269	-1.228	.532
Motivation	80	1.04934	-.301	.269	-1.086	.532
Training Need Assessment	80	1.13600	-.671	.269	-.567	.532
Valid N (listwise)	80					

Source: Field Data, 2019

4.8 Inferential Statics

Inferential analysis establishes how independent variables relate with dependent variable. Cresswell (2014) observed that correlation and linear regression analysis are done to explain the intensity of relationship between two or more variables. Moreover, with linear regression and analysis of variance (ANOVA), we can estimate a score on a single variable from a score on other variables in order to ascertain the existing relationship between the dependent variable (Effective implementation of training programs) and independent variables (factors influencing effective training, employee perception, factors hindering effective training) (Tabachnick & Fidell, 2007).

Objective 1: Factors Influencing/Affecting Effective Training Program

4.8.1 Regression Analysis for Factors Influencing Training Program

Table 4.11: Model Summary for Factors Influencing Training Program

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.272 ^a	.074	.011	1.06116

a. Predictors: (Constant), Training Need Assessment, Motivation, Awareness, Commitment, Training Policy

b. Dependent variable: Training Programs Effectiveness

Source: Field Data, 2019

Findings of regression analysis generated in Table 4.11 demonstrate the relationship between effective training program and the mentioned factors i.e. Training Need Assessment, Motivation, Awareness, Commitment, and Training Policy. Having an R value of 0.27 and $R^2 = 0.074$, it was revealed that 7.4% of effective training programs was predicted by those aforesaid factors above ($R^2=.074$, $F(5,74)=1.183$,

$p > 0.05$). Thus, Training Need Assessment, Motivation, Awareness, Commitment, and Training Policy explained 7.4% of the variance (training programs). However this agrees with the findings by Waziri and Stephen (2013) who concluded that insufficient funds and staff awareness were influential to training programs.

4.8.2 The Analysis of Variance (ANOVA) for Factors Influencing Effective Training Program

Table 4.12 generated the ANOVA statistics where $[F(5, 74) = 1.18, p = .326 > 0.05]$. Having a p value of > 0.05 it can thus be concluded that the overall model was not a significant predictor of effective training programs. This implies that Training needs assessment, Motivation, Awareness, Commitments, and Training policy had insignificant collective effect on the implementation of effective training programs in DSM RVTCS. From the presented facts above, it is safe to suggest that more other factors than the aforementioned ones should also be examined to determine how implementation of training programs can be improved at DSM RVTCS.

Table 4.12: Analysis Variance (ANOVA) for Factors Influencing Effective Training Program

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.659	5	1.332	1.183	.326 ^b
	Residual	83.329	74	1.126		
	Total	89.987	79			

a. Dependent Variable: Effective training programs

b. Predictors: (Constant), Training Need assessments, Motivation, Awareness, commitments, Training Policy

Source: Field Data, 2019

4.8.3 Regression Coefficients - Factors Influencing Effective Implementation of Training Program

The obtained beta coefficients in Table 4.13 indicate both negative and positive directions of the relationship among the predictors and the variance i.e. independent and dependent variables. The findings indicate non-significant effect of motivation to the model i.e. training programs ($B = .017, p > .05$). This means that increasing by one unit of the motivation consequently increases 0.02 of effective training program at DSM RVTCS. In contrary the statistically non significant directional relationship in effective training program was also revealed in Training policy ($B = -.001, p > .05$). While Commitments ($B = .204, p > .05$) showed a nonsignificant positive contribution, Awareness ($B = -.197, p > .05$) presented a nonsignificant negative relationship with the effective training programs. Training need assessment also did not show a significant contribution to the model ($B = -.049, p > .05$), where it simply demonstrated a weak negative relationship with the training programs.

Nevertheless, contrary to the depicted results, one informant declared that

“Training policy is an important integral component for career development, promotion and retention of trained personnel”.

Table 4.13: Coefficients Analysis for Factors Influencing Training Program

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.780	.762		3.647	.000
	Motivation	.013	.091	.017	.147	.883
	Training Policy	-.001	.123	-.001	-.008	.993
	Commitments	.171	.099	.204	1.724	.089
	Awareness	-.200	.121	-.197	-1.651	.103
	Training Need assessments	-.046	.109	-.049	-.416	.678

a. Dependent Variable: Effective training programs

Source: Field Data, 2019

This was reflected in the suggestion by Dominic and Manu (2010) where they established that training program must fulfill the needs of educating as training employees critically is essential in the achievement of organizational goals.

4.9.4 Correlation - Factors Influencing Training and Effective Implementation of Training Program

Table 4.14 presents the Pearson correlation results.

Table 4.14: Correlations Analysis for Factors Influencing Training and Effective Training Program

		Correlations					
		Effective training programs	Motivation	Training Policy	commitments	Awareness	Training Need assessments
Effective training programs	Pearson Correlation	1	.037	.082	.177	-.168	-.086
	Sig. (2-tailed)		.747	.472	.117	.136	.449
	N	80	80	80	80	80	80
Motivation	Pearson Correlation	.037	1	.173	.003	-.068	-.120
	Sig. (2-tailed)	.747		.126	.981	.547	.288
	N	80	80	80	80	80	80
Training Policy	Pearson Correlation	.082	.173	1	.193	-.239*	.139
	Sig. (2-tailed)	.472	.126		.087	.033	.220
	N	80	80	80	80	80	80
commitments	Pearson Correlation	.177	.003	.193	1	.163	-.100
	Sig. (2-tailed)	.117	.981	.087		.148	.376
	N	80	80	80	80	80	80
Awareness	Pearson Correlation	-.168	-.068	-.239*	.163	1	.075
	Sig. (2-tailed)	.136	.547	.033	.148		.511
	N	80	80	80	80	80	80
Training Need assessments	Pearson Correlation	-.086	-.120	.139	-.100	.075	1
	Sig. (2-tailed)	.449	.288	.220	.376	.511	
	N	80	80	80	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data, 2019

Motivation and training policy were insignificantly correlated to the effective training programs, $r(80) = .037$, $p > .05$ and $r(80) = .042$, $p > .05$. On the other hand, a

nonsignificant correlation of $r = .18$, $p > .05$ between commitments and effective training programs was also revealed. Further results demonstrated that both awareness and training needs assessment had insignificant negative correlation with the said effective training programs, $r = -.168$, $p > .05$ and $r = -.086$, $p > .05$ respectively. Therefore, the implication behind all these is that all involved factors showed little or nonsignificant directional correlation/relationship with the effective training programs and had weak impact on the dependent variable i.e. training programs.

Objective 2: Employees Perception on Training Program

Findings obtained in Table 4.15 indicate that there was a weak relationship between predictors and a response variable. From the model, it was revealed that 4.8% of the effective training was explained by training perceiving and learning styles ($R^2 = .048$, $F(2,77) = .306$, $p > 0.05$). Concurrently, training perceiving and learning styles were established as explaining 4.8% of the effective training programs.

Table 4.15: Regression Analysis for Employees Perception on Training Program

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089 ^a	.048	-.018	1.07677

a. Predictors: (Constant), Training perceiving, Learning Style

Source: Field Data, 2019

4.9.5 Analysis of Variance (ANOVA) for Employees Perception on Training Program

Table 4.16 gave out ANOVA statistics where ($F(5, 74) = 0.3, p = .737 > .05$) as demonstrated, the model none significantly predicted the effective training programs. The employee's perception on effective training program model indicates bigger $> .05$ significance level. This determines that the overall model is not statistically significant. Thus as predictors, training perceiving and learning style had non-significant collective effect on the effective training programs (response).

Table 4.16: The Analysis of Variance (ANOVA) for Employees Perception on Training Program

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.710	2	.355	.306	.737 ^b
	Residual	89.277	77	1.159		
	Total	89.987	79			

a. Dependent Variable: Effective training programs

b. Predictors: (Constant), Training perceiving, Learning Style

Basing on this, it can be inferred that employee's perception as reflected in learning style and training perceiving had unsatisfactory influence over effective training programs. Although the study has evidenced that learning style and training perception none significantly influenced the effective training programs, however it is not enough to draw a conclusion that the model is a significant predictor of the effective training programs.

4.9.6 Regression Analysis for Employees Perception on Effective Training Program

The regression coefficients reveal there are positive as well as negative directions of relationships. Thus, most of employee's perception on effective training program

based on learning style had insignificant effect on effective training programs ($B = .023, p=.85 > .05$). From this it was inferred that an increase in one unit of learning style raises 0.02 of effective training program at DSM RVTCS. This indicates that an increase in appropriate and flexible learning style can motivate the employees in ensuring training program effectiveness. At the same time, training perceiving also demonstrated to have a nonsignificant negative contribution to the effectiveness of training programs ($B = -.092, p=.44 > .05$). In other words, training perceiving was noted as not a statistically significant factor in training program effectiveness as illustrated in Table 4.17.

One of the interviewee added that;

“A learning style fixed in training program is not friendly enough due to lack of realistic practice and thus diminishing effectively attending the trainings”

Table 4.17: Coefficients for Employees Perception on Training Program

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.661	.319		8.333	.000
	Learning Style	.021	.107	.023	.193	.848
	Training perceiving	-.080	.102	-.092	-.782	.436

a. Dependent Variable: Effective training programs

a. Predictors: (Constant), Training perceiving, Learning Style

Source: Field Data, 2019

This means that despite the good intentions of training programs, its effectiveness sometimes have been hindered by the style of the learning. Based on the employees' social and economic obligations, employees may fail to get opportunities for training and sometimes trainers feel dissatisfied by gaining only theory instead of acquiring practical knowledge due to lack of equipments (Dominic et al, 2010).

4.9.7 Correlation between Employees Perception and Effective Implementation of Training Program

Findings in Table 4.18 indicates there is a statistically insignificant negative correlation between training programs effectiveness and learning style perception, $r(80) = -.003$, $p = .98 > .05$. It means that, learning style employed in training programs could have less effect on their participation and adoption of the new skills and knowledge provided. In turn training programs may not achieve its primary objective of developing and capacitating the employees to utilizing new technology. However, the training perceiving factor was also identified to have a negative and non-significant correlation with training programs effectiveness, $r(80) = -.086$, $p = .45 > .05$. The findings indicate that all the employee's perceptions have a strong relationship with the on-training program effectiveness as their value are below the highest correlation coefficient of ± 1 and vice versa. Therefore, the overall model posits that learning style and training perceiving were not instrumental to the effective training programs.

Table 4.18: Correlations between Employees Perception and Effective Implementation of Training Program

Correlations				
		Effective training programs	Learning Style	Training perceiving
Effective training programs	Pearson Correlation	1	-.003	-.086
	Sig. (2-tailed)		.982	.448
	N	80	80	80
Learning Style	Pearson Correlation	-.003	1	.274*
	Sig. (2-tailed)	.982		.014
	N	80	80	80
Training perceiving	Pearson Correlation	-.086	.274*	1
	Sig. (2-tailed)	.448	.014	
	N	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data, 2019

More importantly, all aspects and components of the training programs have to be carefully considered by the training program designer, training process and trainer performance as they have the significant direct and indirect effect on both learning outcomes and training usefulness. Diamantidis and Chatzoglou (2012) studied the evaluation of formal training programs in Greek organizations aiming at highlight the training factors that mostly affect trainees' perception of learning and training usefulness. They identified clarity of trainer, other learning facilities, venue of the program, food served, practical applications, and trainers' communication as factors that predominantly affected trainees' perception of learning and training usefulness.

4.10 Objective 3: Factors Hindering Effective Training Program

4.10.1 Regression Analysis on Factors Hindering Effective Training Program

Findings illustrated in Table 4.19 depict how the dependent variable (effective training programs) was explained by five predictors (factors hindering effective training programs) which included Unfriendly area(venue) for training program, Low commitment, Lack of awareness, Insufficient resources, Insufficiency of budget and Lack of involvement. A generated R^2 was represented as 0.076. From this it was revealed that 7.6% of effective training programs was explained by those aforementioned factors above ($R^2=.076$, $F(6,73)=1.002$, $p=0.431>0.05$). Conclusively, those factors i.e. Unfriendly area(venue) for training program, Low commitment, Lack of awareness, Insufficiency of resources, Insufficiency of budget and Lack of involvement were identified to have a little impact on the effectiveness of training programs as they explained it by 7.6% only.

Table 4.19: Model Summary for Factors Hindering Effective Training Program

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.276 ^a	.076	.000	1.06719

a. Predictors: (Constant), Unfriendly area(venue) for training program, Low commitment, Lack of awareness, Insufficient resources, Insufficiency of budget, Lack of involvement

4.10.2 The Analysis of Variance (ANOVA) for Factors Hindering Effective

Training Program

One-way ANOVA was conducted to determine significance of the model of effective training program as explained by factors hindering it. As indicated in Table 4.20, the model was insignificant and so slightly predicted the effectiveness of training programs ($F(6, 73) = 1.002, p = .431 > .05$). It can therefore be posited that, the overall model is not statistically significant. The implication behind all this is that, the Unfriendly area(venue) for training program, Low commitment, Lack of awareness, Insufficiency resources, Insufficiency of budget and Lack of involvement predictors had insignificant collective effect on the implementation of effective training programs at Dar es Salaam Regional Vocational Training College Service. It is therefore advised that, so as to sustain and attain the effectiveness of the training program, other intervening factors should also be incorporated without overlooking the aforementioned factors in this study.

Table 4.20: Analysis of Variance ANOVA for Factors Hindering Effective Training Program

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.848	6	1.141	1.002	.431 ^b
	Residual	83.139	73	1.139		
	Total	89.987	79			

a. Dependent Variable: Effective training programs

b. Predictors: (Constant), Unfriendly area(venue) for training program, Low commitments, Lack of awareness, Insufficient resources, Insufficiency of budget, Lack of involvement

Source: Field Data, 2019

4.10.3 Coefficients for Factors Hindering Effective Training Program

According to the regression coefficients given in Table 4.21, the directional intensity of predictors is presented being either a positive or negative relationship. The findings indicate both insufficient resources and budget to have an insignificant impact on effectiveness of training programs with $Beta=.026$, $p=.836>.05$ and $Beta=.000$, $p=.998>.05$ respectively. It was then concluded that, any change in one unit of resources tend to increase training effectiveness by a slight degree of 0.026, while a budgetary change seemed to have no impact on training programs.

In line with what has been revealed above, one of the interviewee underscored that:

“One of the major problems hindering the effective training provision is insufficient funding as the budget allocated to every department is very small compared to employee actual training needs”

Some previous studies also are in agreement with the findings above. Waziri and Stephen (2013) found the unavailability of funds to negatively impact training effectiveness. Kasoyaga (2008) in his findings demonstrated that one of the obstacles to Training and Development Programmes in TANROAD was inadequate funds for implementing it. Thus, unfortunately in most cases the budget allocated for the programs has been low a result of which many of employees were not able to attend or partially attending the training programs are deemed better. Additionally, the negative insignificant impact was revealed of Unfriendly area (venue) factor on training program ($Beta=-.049$, $p=.684>.05$, at the same time low commitment ($Beta=-.045$, $p=.703>.05$) also had an insignificant effect on effectiveness of training program. This signifies that decreasing of these hindering factors can respectively lead to increased beta values of effectiveness of training program.

The study results differ from what was found by Appiah (2010) where he established that in banking sector in Ghana, many banks face training obstacles originated from organizational factors connected to the management practices and individual obstacles such as individual willingness to participate in training programs. Nevertheless, the findings also revealed the insignificant impact of lack of awareness (Beta=.202, $p=.094>.05$) and lack of involvement on training programs design (Beta=-.211, $p=.095>.05$). This implies that in developing the training program key players should be involved to contribute in departmental planning process and present their views to improve the effectiveness of the intended training program.

Table 4.21: Coefficients for Factors Hindering Effective Training Program

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.897	.818		3.540	.001
	Insufficient resources	.019	.092	.024	.207	.836
	Insufficiency of budget	.000	.124	.000	.002	.998
	Lack of awareness	.170	.100	.202	1.695	.094
	Lack of involvement	-.214	.127	-.211	-1.691	.095
	Low commitments	-.042	.110	-.045	-.382	.703
	Unfriendly area(venue) for training program	-.044	.109	-.049	-.408	.684

a. Dependent Variable: Effective training programs

Source: Field Data, 2019

From the given beta coefficients in Table 4.21, t values were found to be 0.207 (IR), 0.002 (IB), 1.695 (LA), -1.691 (LI), -0.382 (LC), -0.408 (UT). Illustratively, the overall model was depicted as non significant keenly expressed by $ETP = 2.897 + 0.019IR + 0.000IB + 0.17LA - 0.214LI - 0.042LC - 0.044UA + e$. As per generated results, for every unit of insufficient resources (IR), insufficiency of budget (IB), lack of awareness (LA), lack of involvement (LI), low commitments (LC) and unfriendly area (UA) there was an increase (positive) or decrease (negative) of

effective training programs by varied units as it was inferred in Temeke municipality.

4.10.4 Correlation between Factors Hindering Effective Training Program and Effective Implementation of Training Program

Pearson correlation results in Table 4.22 presents how training program associates with the aforesaid factors i.e. Unfriendly area(venue) for training program, Low commitments, Lack of awareness, Insufficient resources, Insufficiency of budget and Lack of involvement. The results depict the job performances resulted from pursued training program and development. As such, Unfriendly area (venue) was found to have a non-significant negative correlation with the effectiveness of training program ($r(80) = -.003$, $p > 0.05$). All along, insufficient resources also correlated no significantly with the effectiveness of training program ($r(80) = .037$, $p > 0.05$). What is being implied by these findings was that, from the respondents' point of view unfriendly area (venue) and insufficient resources were identified as having a less hindering effect on the implementation of effective training programs.

Nonetheless, a non significant correlation was demonstrated between insufficient budget and training program ($r(80) = .082$, $p > 0.05$); lack of awareness ($r(80) = .077$, $p > 0.05$); low commitments ($r(80) = -.086$, $p > 0.05$) and lack of involvement ($r(80) = -.168$, $p > 0.05$). Overall, the Pearson correlation coefficients have shown that all involved factors had insignificantly affected the said effectiveness of training program; simply put they both had a less hindering influence on implementation of training programs having significant p values of > 0.05 as indicated in the table, The findings disagree with what was found by Appiah (2010) where on studying banks in

Ghanaian context among other factors he identified obstacles to effective training programs were such factors as inadequate funding, resources unavailability and individuals' unwillingness to participate in training programs.

Table 4.22: Correlations Analysis - Factors Hindering Effective Training Program and Effective Training Program.

		Correlations						
		Effective training programs	Insufficiency resources	Insufficiency of budget	Lack of awareness	Lack of involvement	Low commitments	Unfriendly area(venue) for training program
Effective training programs	Pearson Correlation	1	.037	.082	.177	-.168	-.086	-.003
	Sig. (2-tailed)		.747	.472	.117	.136	.449	.982
	N	80	80	80	80	80	80	80
Insufficient resources	Pearson Correlation	.037	1	.173	.003	-.068	-.120	.165
	Sig. (2-tailed)	.747		.126	.981	.547	.288	.144
	N	80	80	80	80	80	80	80
Insufficiency of budget	Pearson Correlation	.082	.173	1	.193	-.239*	.139	.121
	Sig. (2-tailed)	.472	.126		.087	.033	.220	.285
	N	80	80	80	80	80	80	80
Lack of awareness	Pearson Correlation	.177	.003	.193	1	.163	-.100	-.089
	Sig. (2-tailed)	.117	.981	.087		.148	.376	.433
	N	80	80	80	80	80	80	80
Lack of involvement	Pearson Correlation	-.168	-.068	-.239*	.163	1	.075	-.295**
	Sig. (2-tailed)	.136	.547	.033	.148		.511	.008
	N	80	80	80	80	80	80	80
Low commitment	Pearson Correlation	-.086	-.120	.139	-.100	.075	1	.043
	Sig. (2-tailed)	.449	.288	.220	.376	.511		.707
	N	80	80	80	80	80	80	80
Unfriendly area(venue) for training program	Pearson Correlation	-.003	.165	.121	-.089	-.295**	.043	1
	Sig. (2-tailed)	.982	.144	.285	.433	.008	.707	
	N	80	80	80	80	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

CHAPTER FIVE

SUMMARY OF THE FINDINGS AND DISCUSSION

5.1 Overview

The study focused on evaluating the effectiveness of training program at Dar es Salam Regional Vocational Training Collage Services. This chapter summarizes basic findings centering on the study objectives and thereby bringing out the enlightening discussion.

5.2 Summary of the Study

As aforesaid, the study investigated the effectiveness of training programs in public organization in Tanzania taking Dar es Salam Regional Vocational Training Collage Services as a case study. The specific objectives discussed here were directly linked to the study variables which were factors influencing effective training program, employee's perception, and factors hindering effective training.

5.2.1 Factors Influencing Effective Training Programs at Dar es Salaam Region Vocational Training Authority

It was revealed that effective training program was moderately influenced by such factors as Training Need Assessment, Motivation, Awareness, Commitment, and Training Policy. This was reflected in the correlation and regression analysis results where there was a non-significant relationship between the two variables; say 7.4% of the variance (training program) was explained by those mentioned factors. However, awareness and commitments among the employees indicated the weak relationship with effective training program. The implication behind this is that Training Need Assessment, Motivation, Awareness, Commitment, and Training

Policy had a slight impact on effectiveness of training program at Dar es Salaam Region Vocational Training Collage.

The findings also revealed that most of interviewed employees agreed that training has been conducted by involving employees during implantation of programs. Majority of them admitted to have attended management meetings during planning of the courses. This was crucial as it enabled employees to be aware of the methods and model employed in training. Furthermore, .reward system associated with training conducted at DSM RVTCS was noted as instrumental to improved workers performance, motivation and brought commitment to staffs which lead to overall improved organization performance.

However, the organization policy was also found to be a functional tool for providing guidelines and procedures to be followed in preparing training programs. The study revealed that positive performance at the college has been attributed to the presence of good organizational policy which helps in implementation of training programs as most of respondents agreed that DSM RVTCS had policy which guides trainee's selection. More importantly, Training Need Assessment was regularly conducted at DSM RVTCS aiming at identifying the gap. This involved individual (person), organization and task analysis which were being performed twice per year through Open Performance Review and Appraisal system (OPRAS) to evaluate the employee's performance and analyzing gaps.

5.2.2 Employee's Perception on Training programs at Dar es Salaam Regional Vocation Training Collage

As per regression and correlations analysis results, learning style showed to have

significant relationship with effective training program, while employee's perception on effective training program was found to not strongly influence effective implementation of training program. Moreover, majority of DSM VETA employees had positive attitude towards the implementation of training programs as most of them reported that the materials presented and learning style were satisfactory during training, albeit, few respondents were challenged by unavailability of enough funds during implantation level.

5.2.3 Factors Hindering Effective Implementation of Training Program

Dar es Salaam Regional Vocational Training Collage has been faced with challenges in implementing training activities. This was proved in the findings where the challenges were but not limited to lack of adequate funds due to reallocation of funds to other operation a result of which this acts as a hindrance to effective implementation of training programs. This was reflected in regression and correlations coefficients where it presented a significant relationship on insufficient resources and insufficiency of budget. Negative relationship was also demonstrated between training programs and unfriendly area (venue) and low commitment. But insufficiency of budget was found to be less correlated with effective training. However, lack of awareness and lack of involvement indicated the non-significant relationship with effective training programs. Generally, lack of sufficient training material also was identified as hindrances to effective training. Practically, training programs should be implemented in an effective manner in order to boost the trainees' creativity at DSM RVTCS.

CHAPTER SIX

CONCLUSION AND RECCOMENDATION

6.1 Overview

This chapter summarizes the study, draws a conclusion basing on the specific objectives from the obtained findings and lays out the researcher's recommendations

6.2 Conclusion

Overall, the findings established the fact that all predictors (independent variables) had varied impact on the effective training programs. Factors influencing Training Programs (Training Need Assessment, Motivation, Awareness, Commitment, and Training Policy), employee perception and factors Influencing Training Programs (Lack of awareness, Low commitment to staffs (Trainer), Lack of involvement, Insufficient Budget, Unfriendly area(venue) for training program, Insufficiency training material) all established the relationship with the training programs and this was reflected in regression and correlation coefficients.

More importantly, the regression model demonstrated that training programs at DSM RVTCS were moderately explained by the aforesaid factors above. To be precise, it can thus be posited that an existing correlation between the training program and those aforementioned factors above can prove to be helpful in providing means by which training program can be enhanced not only within the agency but in the country as a whole.

6.3 Recommendations

This paper's results may have several practical implications not only to the DSM

VETA, but to other agencies too. As elaborated below, the research can impact upon the agency's business particularly by determining how to enhance effectiveness of training a result of which will improve overall employee performance. It was thus revealed that if the effective implementation of training programs in public organizations is to be realized, then more efforts are needed to resolve some drawbacks. Following this, the recommendations given reflected this study's objectives which precisely were; factors affecting effective training programs at DSM RVTCS; employee perception on training programs at DSM RVTCS; and factors hindering effective implementation of effective training programs at DSM RVTCS.

6.3.1 Factors Affecting Effective Implementation of Training at Dar es Salaam Region Vocational Training Collage

As from the depicted results, about fifty seven percent of the respondents admitted that there was moderate employee involvement in preparing and planning for training programs at DSM RVTC. Actually this can be a drawback as through departmental meetings, training objectives, priorities and targets can be created and those who wish to attend trainings relating to their tasks may be allowed via their respective departments. Others, of about four percent reported that there was no involvement but rather directives from their administration and that they were usually unaware of any meetings regarding training plans.

From this light, the agency is thus advised to see to it that its employees are made aware of not only the existing training plans but also encouraging them to participate in any activity connected to their trainings. The management should create

awareness to some people who do have negative attitudes towards training and its implications to an individual and organizational performance. This is beneficial to both an employee and the organization; because a trained employee is likely to produce more as a result of which this indirectly improves the organizational productivity. However, few of them claimed that Training Need Assessment was conducted but just moderately. This isn't recommendable as through Training Need Assessment an agency can be able to evaluate individuals by focusing much on their level of knowledge and skills. It is generally agreed that Training Need Assessment is essential to organization especially in helping to answer the "what" "why" and "who" of training.

6.3.2 Employee Perception on Training Program at Dar es Salaam Regional Vocation Training Collage

Although most of respondents perceived the existing training practice in a positive manner, yet few of them had a negative attitude regarding it and felt unsatisfied. It has been evidenced that when training opportunities are shared equally by maintaining transparency and fairness, this can result in inspiring individuals and persuades them to fully be involved in implementing all training programs. Training opportunities should never be granted on the grounds of tribalism or religious backgrounds. Doing this will not only dishearten workers but also will be a big hindrance to the effective implementation of training programs in the agency, say at DSM RVTCS.

So far, the management should create more awareness to her employees so that they can understand what training policy is and its contributions to an individual level and

organization as well. This should be done properly in order to encourage some of the employees who still hold negative thoughts on training policy, arguing that their involvement in planning and implementation of programs was narrow.

6.3.3 Factors Hindering Effective Implementation of Training Program

The findings identified several factors as being hindrances to the effective implementation of training programs at DSM RVTS. In fact, few respondents (18.7%) claimed poor training program was a result of the unavailability of funds. To these few individuals, materials and learning style were also noted as being unfriendly and unsatisfactorily supporting training programs. However, tools and equipment used to cover and manage all trainees some time were totally inadequate. Seemingly, these were seen as instrumental to ineffective training programs in the agency. In light of what has been revealed above, intentional measures should be taken to intervene in all setbacks besetting training programs.

In order to have effectiveness in implementing training programs in all public organizations both the government and institutions should; initially, prepare sufficient budget; Tanzania Government through responsible ministries should prepare enough budget to support training programs at all government institutions rather than these intuitions depending on their own insufficient resources. This can somehow solve the under budgeting issue and reallocation of funds problem will be abolished too. For example, the Ministry of Education and Vocational Training (MOEVT) should support all vocational training collage in order to meet their expected goals. Furthermore, public organizations including VETA Dar es Salaam are advised to find another source of revenue to top up their training resources rather

than depending only on internal sources of income. They need to prepare proposals and present them to some prospective donors for support or request loans from social security funds, and financial institutions. More importantly, DMS RVTCS and other public organizations should see to it that they provide sufficient training materials, tools and all equipments which in one or another way may be the root for increasing trainees' practical knowledge and skills instead of these programs being provided theoretically.

By implication, any public organizations should make sure that it establishes an organizational policy to be a functional tool for provision of guidelines and procedures to be followed in implementing training programs. As the National Training Policy states "all Public Service Organization shall develop a training program, based on skills requirement as identified in their human resources plans"; this can be used as a motto to enhance, advocate and promote efficiency, productivity and equality in the resources utilization reserved for training. This policy can be used as a blueprint to supervisors of the training function in such a way as to make training more systematic to DSM RVTCS and other public organizations should also abide and be linked to improve performance and efficiency.

6.4 Areas for Further Studies

As from what has been explored above, it is important to suggest gaps and other areas which have not been covered in this study. Initially, looking at the regression results, the independent variable - factors affecting/influencing training programs (Training Need assessments, Motivation, Awareness, commitments, Training Policy) revealed to have explained 7.4% of effective training programs. From this then, it is

rational to recommend that more studies may be conducted to find out which factors other than the ones studied here may affect the effective implementation of training programs in any organization, private or public.

Overall, most of the correlation results were nonsignificant demonstrating weak relationship between the dependent variable (effective training) and independent variables. Thus, modern researchers may find it useful to examine the strength of each predictor variable in relation to the dependent variable and determine how to apply the study findings in improving training programs at different levels of the organization. But it should also be emphasized that this study was carried out only at DSM RVTCS; with this in mind, it is worthy suggesting that other studies with same intentions can be performed in other areas, municipalities or all the more so in the entire country.

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APPENDICES

APPENDEIX I: Introduction

Dear Respondent,

My name is Baraka Daniel Lima, Open University student pursuing Master Arts in Monitoring and Evaluation. I conduct a study about the '**Evaluation of the Effectiveness of Training Program in Public Organizations in Tanzania, particularly at DSM VETA**'.

I kindly, request for your positive cooperation in this research. The objective of this questionnaire is to examine if training program is implemented effectively in Dares salaam Regional Vocational Training and Services Centre, and at the same time asses factors hindering it so that ultimately to give out to suggestions to alleviate the limiting factors. In case you do not find appropriate answer amongst the alternatives, please don't hastate to suggest what you think as the most appropriate one. Your cooperation as well as your opinions is very important. Please provide brief explanations where required by questions. This investigation is not to test you, but it's for Academic matters only. Thank you very much for your cooperation.

Baraka D. Lima

APPENDIX II: Questionnaire for Employees

PART A (Personal Information)

1.0 Department.....

1.1 Destination.....

PART I: DEMOGRAPHIC DATA

(Please tick (√) where appropriate)

1.2 Age

18-35

36-45

46-55

56 Above

1.3 Gender

Male

Female

1.3 Educational Level

Secondary level

Certificate

Diploma

Undergraduate

Post Graduate

Others.....

1.4 Marital Status

Married

Single

PART 2: EFFECTIVE IMPLEMENTATION OF TRAINING PROGRAM

This part will describe factors which determine effective implementation of training program in work place. Please, indicate the degree of agreement or disagreement to which each can determine factors influence the effective implementation of training in the following statements by ticking (√) you response using this scale.

1. Not at all 2. Small Extent 3.Moderate Extent 4.Large Extent 5.Very large extent

Statements	1	2	3	4	5
1. There is high degree of participation and involvement during implementation of program					
2. Management committed on staffs aware on training methods and model used for training					
3. Management recognizes and reward					
4. Organization have a training policy which guide trainee's selection					
5. Training Need Assessment conducted in your agency					
6. The existing training practice in your organization is conducted in a meaningful way					
7. You perceive positively the existing training practice					
8. Materials presented and learning style is satisfactory to the training content and easy to understand					

PART 3.EMPLOYEE'S PERCEPTION ON TRAINING

The following items assess the employee's perception on training programs at DSM RVTSC. Kindly, indicate our agreement or disagreement with the following statements by ticking (√) your response using below scale.

1. Extremely Satisfied 2. Very Satisfied 3. Moderate Satisfied 4. Slightly Satisfied 5. Not Satisfied

PART 4. FACTORS HINDERING EFFECTIVE TRAINING PROGRAM

The following Items investigate defiance that hinders effective implementation of training program. Please indicate your agreement or disagreement with the following statement by ticking (√) your response using this scale

1. Strong agree 2. Agree 3. Neutral 4. Disagree 5. Strong disagree

Factors hindering effective implementation of training program	1	2	3	4	5
Insufficiency training material					
Lack of awareness on training policy and model used for training					
Low commitment to staffs(trainer)					
Lack of involvement					
Insufficient budget					
Unfriendly area (venue)for training program					

PART 4. Unstructured Interview Questions

Please describe the answer that most reflects you opinion on each of the statement below.

1) What are measures have been taking to address challenges hinder an effective implementation of training programs?

(i).....

(ii).....

2) What suggestions do you have ensuring effective implementation of training?

(i).....

(ii).....

Thank you for your cooperation