

**EFFECTIVENESS OF EMPLOYEE TRAINING NEEDS ASSESSMENT IN
THE PUBLIC ORGANIZATIONS IN TANZANIA: A CASE OF KINONDONI
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
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CERTIFICATION

The undersigned certifies that she read and hereby recommends for acceptance by the Open University, a dissertation entitled: "**Effectiveness of Employee Training Needs Assessment in the Public Organizations in Tanzania: A Case of Kinondoni Municipality**", in partial fulfillment of the requirements for the degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

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DECLARATION

I, **Kassim H. Kazi**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This research report is dedicated to my beloved Father Mr. Hamisi Kazi, My beloved Mother Mrs. Zawadi Abdallah for their encouragement during my study and Special dedication to my lovely wife for her endless support during the course of this study.

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This work could not have been accomplished if it was not for the assistance, advice, guidance and cooperation of various persons whom it is impossible to mention each. However, I feel highly indebted, for special reasons, to mention some of them.

First, I return the praise and glory to the Almighty God for giving and keeping me both physically and mentally healthy throughout my studies particularly during this research undertaking.

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ABSTRACT

The study was about the assessment on the effectiveness of Employees' Training Needs assessment (TNA) at Kinondoni Municipality. Specifically, it intended to: address the importance of TNA for employees in public organizations, analyze the challenges facing Training Need assessment in Kinondoni Municipality and to analyze the methods used to identify TNA in public organization. The research employed a cross sectional survey design in which questionnaires and interviews were used as main tools for data collection. The research found that about 70 (78%) of the respondents acknowledged that TNA is of great importance in Kinondoni Municipality. Moreover, training and development methods after TNA at the Municipality are mainly divided in two parts, which are on-the-Job and out-of-the Job Training and Development. However, about 100% of all respondents confirmed that there are a number of problems facing the implementation of TNA especially in carrying out employees' training and development. These are: budget deficit, employees' turnover after training and the existence of conflicts between management and subordinates as results of TNA. In order to attain effectiveness and efficiency in TNA and employees' training and development programs, different recommendations were made. Such recommendations includes creating employee's awareness on TNA, developing a training and development policy which will be different from that of President's Office-Public Service Management (PO-PSM) to be used only for Regional Administration and Local government (RALG) employees, fostering a learning culture within the municipality and making some improvement in Open Performance Review and Appraisal System (OPRAS).

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|--------------|---|
| CACRS | Closed Annual Confidential Report System |
| LGRP | Local Government Reform Program |
| CPA | Certified Public Accountant |
| E-governance | Electronic Government |
| PSRP | Public Service Reform Program |
| HIV/AIDS | Human Immune Virus/Acquired Immune Deficiency Virus |
| KMC | Kinondoni Municipal Council |
| LGA | Local Government Authority |
| MAFS | Ministry of Agriculture and Food Security |
| MAR | Modernization and Associated Restructuring |
| MC | Manager in-Charge |
| MD | Management Development |
| MDAs | Ministries Departments and Agencies |
| MDGs | Millennium Development Goals |
| MSC | Management Standards Checklist |
| MYR | Mid-Year Review |
| OPRAS | Open Performance Review and Appraisal System |
| PMO-RALG | Prime Minister's Office-Regional Authority and Local Government |
| STA | Systematic Training Approach |
| PRP | Performance Related Pay |
| PSMEP | Public Service Management and Employment Policy |
| SPSS | Statistical package for social Science |

| | |
|-------|---|
| TETPT | Technical Education and Training Policy in Tanzania |
| TNA | Training Needs assessment |
| TRA | Tanzania Revenue Authority |
| UNCHS | United Nation Centre for Human Settlement (Habitat) |

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, a statement of the research problem, research objectives which included general and specific research objectives, research question which includes general and specific research question and relevancy of the research.it also provides the organization of the study.

1.2 Background to the Study

Training is investing in people. Investing in people is investing on organization. Due to evolving nature of business in recent times, business now exist in a more competitive environment where they must compete based on superior human capital capabilities and strategies. Concentration of trained and skilled human capital is strongly associates with regional difference in production growth (Faggian, 2018).

It has become necessary that an organization adopt a strategy that ensures employees skills are increased to improve performance and increase productivity.in order to achieve a sustained competition advantage thus, an organization need to have well talented, skilled, effective and efficiency human resource (employees).

The need for improved productivity in organization has become universally acceptable. It, however, depends on effective training of employees. It has further become necessary because of the need in the modern world is to invest in training of employees. The need is attributable to the fact that there are many development

sectors in different countries. Therefore, training could help workers to have skills needed to implement the preset programs. The United Nations' center for human settlement (habitat) has continued being the implementer of employees' training programs in many countries (UN-Habitat, 2015).

For the case of Tanzania, different organizations conduct employee training need assessment in their offices basing on work performance of their employees. An employee is assigned a task to do and then he/she is assessed if he/she does it according to the instructions given. If he /she fail to do the task as instructed, he/she is advised to go for further training.

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

1.2 Statement of the Problem

Today, many institutions emphasize on employee training needs assessment for the purpose of improving employee job performance and efficiency, skills and knowledge and others to improve and retain best talents in their organization. Institutions emphasize training need assessment so as to make their employees cope with scientific and technological changes that going on in all around the world. Training needs assessment helps to bridge the gap that exists between organizations and increases production. Employees become satisfied with their jobs since they have

acquired new knowledge and skills, which they previously lacked. This satisfaction enables employees to reach the required goals and better use of resource.

According to Shahin & Javed (2018) To a certain extent, most of the methods of TNA are in use partially by private institution to identifying its training needs and overall perception of the respondents. Others have established well equipped training institute for regular training of their employee. But there is no written policy in most of the cases in these regards. They conduct training on Ad hoc basis or as per instructions. Lack of expertise of trainers, favoritism and personal relationship between superiors and employees often disrupt the training selection processes in TNA.

Training policy of Tanzania states that Tanzania should be self-sufficient with trained and skilled manpower required to manage its economy (URT, 1998). In this case, training should take place locally. However, where local institutions have inadequate or absence of training facilities, efforts are made to secure and utilize training opportunities through scholarship that may be made available by friendly countries and international organization. Wangwe & Arkardie (2000)

Furthermore, the policy stipulated that all scholarships for training abroad will only be open to Tanzanian citizens. Institutions, which are engaged in training and development of personnel, should match their training programmes to the Tanzanians needs for manpower. Every senior officer serving in a supervisory capacity has a duty to assist in training and developing junior officers. Every officer should endeavor to be trained on the job while performing his/her duties. Wangwe & Arkadie (2000).

Despite the efforts made in training public employees, Performance within public sector is considered continuing to be low and not satisfactory due to high level of complaints from public servants themselves and also customers who came to get different services from government institution. The problem of poor provision of public services still persist. This motivated the researcher to carry out a study with an intention to examine the methods, challenges and effectiveness of TNA within the public service management office in Kinondoni Municipality.

1.3 Research Objectives

1.3.1 General Research Objective

The study intended to assess the effectiveness of employees' training needs assessment in developing training programmes for the employees of Kinondoni Municipality.

1.4.2 Specific Objectives

The specific objectives of this study were:

- (i) To analyze the importance of conducting training needs assessments in public organization.
- (ii) To analyze the methods used to identify employee training needs in public organization
- (iii) To examine the challenges facing employee's training needs assessment in Kinondoni Municipality.

1.4 Research Questions

The following research questions were used.

- (i) What are the importance of conducting training needs assessment for employees in public organizations?
- (ii) What methods are used to identify employee needs assessments in public organization?
- (iii) What challenges are facing Employee's training need assessment in Tanzania?

1.5 Relevance of the Study

The findings of this study are useful and will be helpful to increase employee performance to both private and public sectors because conducting effective training needs assessment it will help organizations to improve the work performance and the quality of service provisions. Also they can help employees to attain new skills, which help them to work efficiently, serve time and bring about optimal utilization of resources and receive motivation through promotions after training.

Moreover, the results of this study are expected to solve some of challenges on the stated topic and improve quality of service provided in the public institution, also the topic will be beneficial to the policy makers . The policy makers, after identifying problems, will be in a position to address such challenges as a way to ensure the effectiveness and efficiency of TNA.

1.6 Organization of the Study

This proposal was organized into five chapters: one presented the introduction and background to the study, statement of the problem, research objectives and research question. it has also covered significance of the study, scope of the study and finally organization of the study. Chapter two presents the literature review related to the

study. it provides the definition of the key terms as used in this study, theoretical review and conceptual framework of the study.

Chapter three presents research methodology used in the study. it provides research design, sampling methods, data collection methods, data analysis, validity, reliability of data and finally the issue of ethical consideration. Chapter four presented the data it analyzed and discussed the findings per objectives of the study. Chapter five summarized of the findings, conclusion and recommendations made with regards to the study finding and objectives. it also provides areas of further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Chapter two reviews different literature related to the study. It builds a theoretical foundation upon which this research is based. It consists of the definition of key terms, theoretical literature review, empirical literature review and conceptual framework as used and explained by different scholars on the effectiveness of employee training need assessments.

2.2 Conceptual Definitions

2.2.1 Training

Beach, (2016), defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization. Similarly, Chhabra (2015) defined training as vital to any business for sustained development and acts as a continuous process for improving the caliber and competence of the employee to meet the current and future performance.

In addition to that, employee are valuable resources (assets) of the organizational, and society. Furthermore, it consists of individual or employee and overall growth of employee as when employees of the organization would develop the organization, the organization would be more flourished and the employee performance would increase.

According to Reynolds (2004), training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform the job. They typically say training can involve the changing of skills, knowledge, attitudes, or behavior. They see training as more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is the process of teaching employees the knowledge or skills they need to better perform their current jobs. Training aims to help employees meet the goals of the company as well as their own goals.

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

2.2.2 Training Needs Assessment

A training needs assessment is an analysis designed to determine the type of training needed by employees and the best way to implement it. Assessments can be used to address training shortfalls, to develop new training programs, and to improve the

quality of training to make it more effective and valuable for employees. Consultants can conduct assessments and human resource departments can also do the same.

There are several stages involved in a training needs assessment. The goal is to identify the specific needs of an environment, workplace, or department and to find the ways to meet these needs. The needs can include specific skills that employees need to succeed along with an identification of the function of employees. If an employee's function is not well defined or there is a dispute about an employee's job description, it can be challenging to determine training needs that could make such an employee work effectively.

Employees themselves can be involved in a training needs assessment. They may respond to surveys and interviews to explain what and how they do it and describe the areas where they feel like they have not received enough training. Employees may express unfamiliarity with anything from company policies on how to safely operate equipment. Supervisors also play a role, providing input on what employees should be doing and how well they are completing the assigned tasks.

2.2.3 Effectiveness

Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved in contrast to efficiency; effectiveness is determined without reference to costs. Whereas efficiency means, "doing the thing right," effectiveness means, "doing the right thing. It is the extent to which actual performance is compared with targeted performance.

Indicators of the effectiveness of any program generally focusing on measuring the changes in outcome that reflect the objectives of the program. Outcomes not just depend on program outputs but also an external influence, output may depend on other inputs.

2.2.4 Employees

An employee is a person who is hired to provide services to a company on a regular basis in exchange for compensation and who does not provide these services as part of an independent business.

2.2.5 Criteria for the Use of TNA

One of the ways an employee's performance can be improved is by the use of a tool called training. But before training is initiated, it is crucial that a training needs assessment be done. Through systematic process, needs assessments are critical, they identify the potential causes of problems, determine whether the problems can or cannot be solved with training and if it can be solved with training it will be significant in determining the training objectives. They are often used to identify the value that training or an educational program will have on fixing a performance problem. The following process functions of TNA were identified as being performed in a needs assessment .Collecting data on perceived needs. Identifying knowledge, skills, and behavior discrepancies. Assisting trainers, human resource development personnel, administrators, and instructors in developing relevant curriculum materials. Gathering information that brings beneficial change to an organization or community assessing organizational needs and promoting by participants (Lee & Nelson, 2006).

2.2.6 The Role of Needs Assessment

Employee effective training must be reinforced by reliable and continuous self-examination. For employees in the organizations, self-examination is nothing more than the collection and analysis of the existing organizational data to extract meaningful conclusions about the needs for training. When a manager collects data about an organization and studies with training in mind, he is engaging in needs assessment. Needs assessment is often considered to be the process used by outside training institutions to obtain information useful in planning training courses for the employees.

2.2.7 Rationale for Systematic TNA

Managers, within organizations, should be concerned with incorporating systematic needs assessment in their employees' training programs for several important reasons including; Systematic needs assessment places control over the training process in the hands of the managers and training institutions that may or may not have the interest of the organization in mind. Systematic needs assessment produces data to let managers know which of their current training efforts are having intended payoffs and which are not. Systematic needs assessment helps managers make choices about where and in what order to begin new training programs. With this assessment, one can overview individuals, groups and the entire organization as gradually larger units. With various assessment methods, one can determine what individuals need to learn what, and how one can use the nature of these entities to the advantage in learning.

(i) Five-Step Process of Designing Training

Steps I - Management sanction and preparation

Step II - Scanning the work situation

Step III - Focusing on discrepancies and needs

Step IV - Planning for implementation.

Step V - Reporting to management

(ii) Disadvantages of Training

It is very expensive. Sometimes, conducting training is very expensive because it involves resources such as money. Also, an employee is required to be out of his/her working place. In few cases, training is conducted abroad. This requires much money and other resources. However, training is time consuming.

2.2.7 The needs for Conducting an Effective Needs Assessment

Training needs assessment as J. Barbazete (2016) tries to elaborate, is often the need to ensure that the government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is gap between the desired performance, and the current performance, and the reasons for that gap is lacking of skills or knowledge. Thus we need to analyze the problem and find out whether training will be able to resolve it.

For training need assessment to be effectively according to Barbazette (2016), its conductor must clearly solving a current problem, avoiding past or current problem, creating or taking advantage of a future opportunity, providing learning and development growth and consider all solution and presents findings to management. When it's done in a proper way, a need analysis is a wise investment for organization.

2.3 Theoretical Analysis

2.3.1 Concepts: Training needs Assessments

There are significantly studies about training and development, particularly on TNAs that have been investigated and available in public institution. There are documents and literature on TNA, which were, carried out in the public sector institutions particularly the MDA's Regional Secretariats and local government authorities in mainland Tanzania. One of the initiatives carried out by reforms in the public sectors dwelt on capacity building issues of the staffs in the government. Staff training and development have been emphasized in both PSRP I and II as well as LGRP II and I.

In implementing the two reforms programs the government of Tanzania establishing staff training and development programs for capacity building. This programs the focus to provide relevant knowledge and skills necessary for the delivery of efficiency and effective public services. The process of achieving these programs was through doing TNA that helps to ascertain about specific gap and individual within insufficient knowledge and skills. In view of the above therefore, there were clear evidence that TNA's were conducted to design and to determine who should be on the list for training and development

Training needs assessment serves as a foundation for the entire program through which organizational, task and person analysis have to be conducted for effective implementation of a training program. This assessment is an “ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives”, (Brown, 2002).

Precisely, Cekada & Dressler, (2011) describe that Training needs assessment is the first step in training circle necessary for establishing an effective training program. Equally, Menzel (2011) assert that TNA's is considered the foundation of all training activities. Further, UNESCO, (2004) states that TNA's serves as the basis for planning and designing a capacity building program, it helps to identify the current training needs of the prospective participants as well as the problems they face and the root cause of these problems. On other hand, TACAIDS (2004) describes training needs assessment as the process involving assessment of the existing management and education skills/knowledge, system, research capabilities and identify management and education gaps or problem and planning appropriate action.

Essentially, TNA's is a process through which a trainer collects and analyzes information, then creates a training planning, these process determines the need for the training; identifies training needs; and examines the types and scope resources needed to support training (Sorenson, 2002). From the above concepts it can be summarized that training needs assessment is the foundation process of all training activities. The process involving gathering information necessary for identification of the human resource gap in terms of knowledge and skill deficiency. The knowledge gap realized of employee determines specific areas where training is required. This approach is relevant because it helps organization to implement training program effectively.

2.3.2 Needs Assessment vs. Needs Analysis

Although both terms are used interchangeably and many writers regard them as similar but different name, Matusky, (2018) explains, A Needs Assessment identifies gaps that currently exist between a current and future state. The goal of the assessment

helps the user to specify what gaps exist, the cost of filling them, and which ones require immediate attention. Prioritizing gaps is usually done through a framework that focuses on a number of different factors, including the mission, vision and goals of the organization.

A Needs analysis, on the other hand, is used to analyze the gaps that were discovered through the needs assessment. I like to think of it as a root cause analysis for gaps. The analysis will provide the ‘who’, ‘what’, ‘where’, ‘when’ and ‘why’ for those gaps.

Furthermore, Arthur et al.,(2003) argue that needs assessment is the method that determines the organization’s training needs and provides an answer to the question of whether the organization’s needs, objectives and problems can be improved by training.

Despite the difference in labels, needs analysis and needs assessments both of them represent systematic efforts of gather information on performance problem within the organization which might be remedies by training and development (Matusky, 2018). Additionally, the researcher believes that both of these terms are closely related and designed to identify training needs within organization.

In view of the above therefore, it can be summarized that needs assessment and needs analysis both refers to the process that involves making comparison between the actual and the desired standard in terms of knowledge, skills and experience required in performing the job effectively. Hence the two terms may be used interchangeably in this research.

2.3.4 Training Methods

2.3.4.1 On the Job Training Method

On the job training is also known as a kop instruction. The individual is placed on regular jobs and taught the skills necessary to perform it in the place of work. The trainee learns under the supervision and guidance of qualified workers or instructors on the job. It includes the followings; Job rotation, Coaching the trainee and Job Instruction.

2.3.4.2 The Job Training

Under this method, the trainee is separated from the job situation and his/her attention is focused up on learning the materials related to his/her future job performance .It includes the following; Visible Training, Role Playing, Lecture and Conference or Discussion, Decenzo & Robbins (1996).

2.3.5 Effectiveness of Needs Assessment

According to Morgan (2015), there are two ways that top management can exercise to ensure effective follow up of TNA. The first method of follow-up is called “reinforcement” takes place whiles the assessment in progress. The second method of follow-up occurs after the assessment is completed and a report has been presented for management review and action.

2.3.6 The Importance of Training

Training, physically, socially, intellectually and mentally is very essential in facilitating, not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact that is relevant to

administrators. However, knowledge is the ability, the skill, the understanding and the information which every individual requires acquiring in order to be able to function effectively and perform work efficiently.

Human resources are the most valuable assets of any organization with the machines, materials and even money being not done without man power. Abiodun (1999) reports that training is a systematic development of knowledge, skills and attitudes that are required by employees to perform adequately a given task or job. It can take place in a number of ways on the job or off the job; in the organization or outside organization.

Moreover, training is an activity that changes people's behavior. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. In view of the significance of training, (McNamara, 1998) enumerated various benefits of training including: Increased job satisfaction and morale. Increased motivation. Increased efficiencies in processes, resulting in financial gain. Increased capacity for adaptation of skills and qualifications to technological and other changes in the organization to improve the performance of employees by helping them to adapt to changes in the work routine due to new technologies and new legislation among others.

2.3.6 Importance of TNA

Today, TNA is very important in every organization because it helps to remove the gap of experts that exists in the organizations. This is achieved when employees have

already been sent for training and acquired the needed skills. Also, it increases productivity. This is because it increases the knowledge of employees and makes them perform their work in the best way. It also facilitates optimal utilization of resources. According to Gupta (2003), the purpose of training is to increase the knowledge, skills and attitude required to perform certain task by an individual.

Srivastava & Pandey (2018) additionally described that, Training plays an important role in productivity enhancement as it enables employees for skill development at the same time it retains the skilled employees. This objective of training and development can be provided by including the factors like knowledge enhancement. Ability of goal setting. Developing self confidence within the employees. Conceptualizing the role of employee. Developing ability of work-life balance, efficiency enhancement, Increase in motivation level, developing the sense of recognition by providing the understanding that he or she is an integral part of the organization. .

2.4 Empirical Analysis of Relevant Studies

This part of the chapter reviews some of the studies, which have been done on training in local and world context. The researcher is aware that various studies have been conducted on the topic; however, the point of departure of each study differs from one another. The difference can be in terms of either focus or setting. The focus and any study done can involve organizations, institutions, or companies; and also a variation in terms of subject concerned as the following empirical literature review uncover.one of the distinction between the related studies undertaken is that they leave a certain gap of knowledge as the study intended to cover as well.

2.4.1 World Related Studies

Tripathi & ArtiBansal (2017) conduct study on Training need analysis focusing on training and development he found out that the final product of training need analysis is an accurate description of exactly what type of training is required which is adapted to the real situation of the professionals in and of the environment in which they operate. Then he propose steps to conduct a training needs analysis as follows: identify competencies that relate to a specific jobs/roles, identify competencies held by individual for specific jobs/roles, compare competencies currently held by individual with those competencies required for the job/role and to outline the training requirements in sufficient detail and in an appropriate format so that a training program can be prepared.

A. Ghufli (2014) conduct a research on training needs analysis in Abu Dhabi Police, United Arabs Emirates (U.A.E) and found out that there is a problem in conducting TNA process, he recommend that: proper academic qualifications of the training is required, involving TNA stakeholders, introducing a formal appraisal process, emphasis of on-job Training, comprehensiveness of TNA, Motivation to apply learning from training, TNA should be an investment, training programs should link between training and the job requirement, trainee selection, selection of trainers and training objectives should be based on TNA information.

2.4.2 Tanzania Related Studies

E. Chihete (2015) conduct study aimed at the factors for effective implementation of training programs by using systematic training approach in local government at Meru district council, specifically the study looked at four specific objectives; to find out

how the training needs assessment is conducted, to determine if the council staff training is planned according to the best instructional design models or practices, also, to find out whether training program is implemented as planned. The finding of the study indicate that training needs assessment was not conducted, furthermore, the field data indicate some stages in STA were not followed particularly the some stages of TNA.

Muro (2004) conducted a study on training practices in government institution, a case study of the ministry of agriculture and food security (MAFS). He found out that, in the mentioned ministry, there was no clearly defined training policy. The training department does not work effectively. Training was not done systematically. This led to lack of improvement in performance, lack of confidence in some employees and existence of a big number of employees who do not have basic skills of operating machines such as computers.

A study done by Gabriel (2007) on Training Needs Assessment and its contribution to the Organizational Performance discovery that in the past, the Immigration Department it was irregular to conduct training needs assessment despite of few staffs training in different fields of studies which has been conducted. Also, it was individual employees who used to apply directly or in the areas they were interested. The trainers did not take into account that training was an important component towards improved organization performance. According to M. Armstrong (2016), TNA is partially concerned with a gap between what is happening and what should happen. This notion is summarized in Table 2.1.

Table 2.1: TNA

| What is Happening | What should Happen |
|--------------------------------|-------------------------------------|
| What is corporate or function | What should be corporate result |
| Knowledge and skills possessed | Knowledge and skills required. |
| Actual performance of Training | Targets or standards of performance |

Source: Armstrong, 2016

2.5 Research Gap

As noted earlier, although the TNA has been conducted in several countries by various researchers and was proved to have produced potential outputs, there is a need to review the policy and the process of implementing the TNA in less developed countries like Tanzania.

2.5.1 Training and Development Policy Review in Tanzania

2.5.2 The Technical Education and Training Policy in Tanzania (TETPT)

The fundamental goal of Tanzania for the next decade and beyond shall be economic development for the ultimate goal of improving the living standards of its people. Economic development is only meaningful if it encompasses the majority of the population, both as participants and as beneficiaries.

2.5.3 Problems of Training Needs Assessment

Let's say your manager in-charge (MIC) comes to you and says: 'We have a problem and developed a training program to solve this problem.' how do you react to this quest? The first thing you do not have to is to investigate the problem. Clearly and accurately state the problem and if possible, determine the real cause of the problem.

Ensure that training is the proper solution to that problem. It may not be if training is a solution to that problem. It may be or it may not be. If training is a solution, go forth and conduct an appropriate training program. If training is not the solution, talk to your MIC about what you found and make recommendations to solve the problem by means other than training. Four kinds of problems have been identified: systematic problems, organizational problems, motivational problems and skill problems (Selangor, 2007).

2.5.3 Systematic Problems

A systematic problem is related to the way in which a system works, whatever that way may be. For example, an organization had a backlog of executives waiting promotion. This bottleneck caused a problem. The movement of these executives into managerial positions was slow due to budget constraints placed on the modernization and associated restructuring (MAR). Training cannot solve systematic problems like this one (Salengor, 2007).

2.5.3.1 Organizational Problems

Organizational problems lay in the way an office or program is organized. For example, the MIC insists that he/she makes all administrative and public relations decision for the office. This approach tends to cause delays in some of the routine administrative functions within the office, particularly when the MIC is out of the office. The problem, in this situation, is organizational – a lack of delegation of authority by the MIC. In general, problems like these are not solved by training programs. However, a training seminar on delegation for the MIC may be part of the solution (Selangor, 2007).

2.5.3.2 Motivational Problems

Trainers are sometimes asked to motivate employees' motivation is not a training function. It is a supervisory function. Also, remember that true motivation comes from within and not from external factors. Training may be part of the solution to a motivation and morale problem, but it will not create motivation alone. The supervisors and MIC needs to be trained first to gain skills in motivating others (Selengor, 2007).

2.5.3.3 TNA's Skills Problem

It falls into the domain of training. The aim of training is to change the way trainee does something. It creates a change in his /her knowledge or skills level. It identifies what skills need to be changed is a primary concern of need analysis. This kind of problem is a training issue (Selengor 2007). When solving problems, you need to ensure that training is really the right solution to the stated problem before developing and conducting any training.

2.6 Conceptual Framework

Figure 2.1 which show the conceptual framework gives a clear indication of the independent and dependent variables: The Dependent variables for this study will be Effectiveness of TNA while the independent variables will be policy, funds, human resource and political will.

Figure 2.1 presents a conceptualization of the way in which the Objectives of TNA needs to be implemented by the organization and hence be used in improving the performance. It consists of policy for TNA implementation, funds for training

facilitation and training centers for conducting training. These stand on independent variables side. Intermediate variables, standing experts for implementing the policy, conducting the training human resource for training and political will for influencing the concept of TNA.

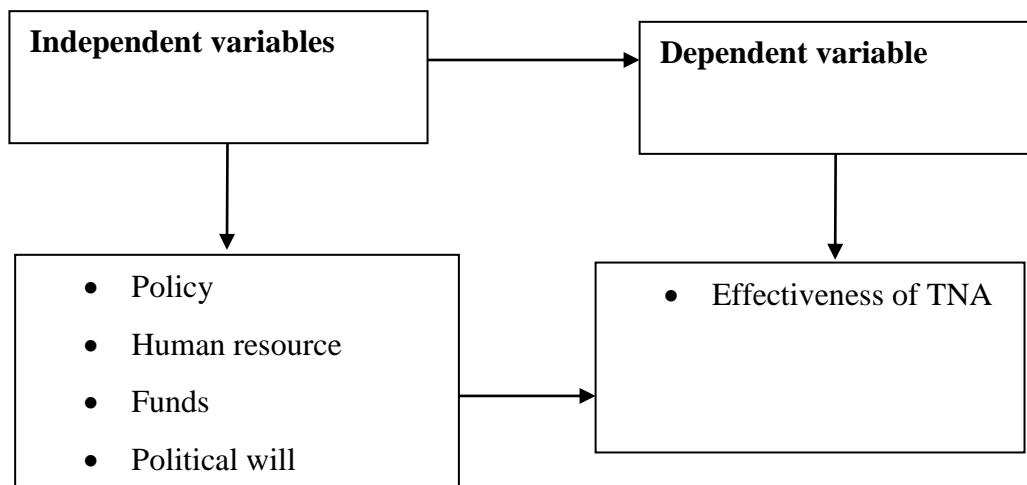


Figure 2.1: The Conceptual Framework

Source: Researcher Own Construct, 2019

The research is different from previous studies because it focused on the effectiveness of training need assessment in Kinondoni Municipality in Dar es Salaam region. The previous studies were inadequate and disconnected.

The intension of this study was to explore and find out how training is conducted in public sector of the Kinondoni Municipality and the impact of TNA's in public organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

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

3.2 Research Design

According to Kothari & Garg (2014), Research design is the conceptual structure within which research is conducted. Case study is the study that places more emphasis on a full contextual analysis of fewer events or conditions and their interrelations. Descriptive studies involve a description of the states of affairs as it exists. It involves reporting of findings. It may also result in formulation of important principles of knowledge and solution to a significant problem, Kombo & Tromp (2006).

The adoption of a case study design was due to the reason that it is flexible in data collection and analysis. A case study research design was used in this study because the researcher was intending to provide a detailed explanation on the topic under investigation. This means that the research design enabled the researcher to explore the topic under research more widely. It also emphasized on contextual analysis of fewer events in depth and breadth of the study variable.

In addition, it is less expensive than other research designs. This type of research design accommodates almost all research instruments such as questionnaire,

interview questions, and documentary analysis. The data collected through case study design are comprehensive and reliable because of their ability to explore instance in-depth. The design is also argumentative as it offers facilitation to the management of the units to be enquired.

3.2.1 Population of the Study

The population as a term refers to a large group of people possessing one or more characteristics in common, on which a research study focuses (Cohen *et al.*, 2001). It is a unit or group of units with one or more characteristics that are of more interest to the researcher. Singh (2007) defines population as a group of individuals' objects or items from among which samples are taken for measurement. It is an aggregate of elements defined prior to selection of a sample. The targeted population was 89 Employees of Kinondoni Municipality, in this work comprised of the heads of departments and some of the staffs on the departments.

3.2.2 Area of the Study

The total surface area of Dar es Salaam City is 1,800 square kilometers, comprising of 1,393 square kilometers of land mass with eight offshore islands, which is about 0.19% of the entire Tanzania Mainland's land. Kinondoni district is the northernmost of the Five districts of Dar es Salaam region. Its borders are Temeke (to the far Southeast) and Ilala (downtown Dar es Salaam). To the east is the Indian Ocean, to the north west is Ubungo district and the west is the Pwani region of Tanzania.

The 2012 Tanzanian National Census showed that the population of Kinondoni was 1,775,049. The area of Kinondoni is 537 km². The original inhabitants of Kinondoni

were the Zaramo and Ndengereko. But due to urbanization, the district has become multi-ethnic (Kinondoni District Homepage for the 2012 Tanzania National Census

3.2.3 Administrative Setting

Kinondoni Municipality comprises of four (3) divisions namely: Magomeni, Kinondoni and Kawe. These divisions are then divided into twenty seven (27) wards, which are further sub divided into streets commonly known as “Mitaa” (plural). There are 127 streets. The Municipality has two electoral constituencies namely; Kawe and Kinondoni. The Municipal governing body is the full council, which comprises of 56 councilors.

3.2.4 Services Provided by the Kinondoni Municipal Council

The Kinondoni Municipal Council provides the following services: Council affairs, health, solid waste management, infrastructure including roads, natural resources, trade and informal sector development, urban development, legal issues, education and culture. Other services are agriculture and livestock, water, cooperative development, community development, and information and communication technology development.

3.2.5 Financial Performance

During 2018/2019 financial year, the Kinondoni Municipal Council is expected to collected an amount of Tanzanian Shillings (Tsh) 242 billion from own revenue sources against the internal revenue budget of Tsh. 32,062,704,908 reflecting under collection. In addition, the council expected to received Tsh. 209,436,308,079 as a grant from the government and donors. Therefore, the total income in the year under review is Tsh 242,185,292,987.00. E. Massaka (2018).

3.3 Sample Design and Procedures

3.3.1 Sample

Yin (2009) argues that, a sample is a unit out of individuals that is small enough to present the population from which it was selected. A sample is a group of respondents drawn from a population under study (Kothari, 2000). It is the exact number of items selected from a population for purpose of using it when conducting a study.

Charles (1995) explains sample as a group of respondents drawn from a population. Due to time constraint and inadequate funds, the researcher was not able to conduct the study across the total population of the scoped areas of the study. This means that there will be a selection of a sample purposely for carrying out the study. The sample of this study will be selected from the employees of Kinondoni Municipality offices in Dar es Salaam. According to Kothari & Garg, (2014), Sample size is the number of items to be selected from the universe to constitute a sample. For the regard of this study, 89 employees were served with the self-administered questionnaires.

3.3.2 Sampling Techniques

In the study, the researcher used purposive or judgmental sampling, stratified sampling and simple random sampling techniques as explained below.

3.3.2.1 Purposive Sampling Technique

According to Kothari (2004), purposive sampling helps to identify key persons who hold different leadership positions on the subject in question and can increase the utility of the findings. Instead of obtaining information from those who are most readily or conveniently available, it might sometimes become necessary to obtain

information from specific target groups. The sampling is confined to specific type of people who can provide the desired information, either because they are the only ones who have it or conform to some criteria set by the researcher (Sekaran, 2003).

In purposive sampling, decision with regard to which item should be included or excluded in the sample, rests on the researcher's judgment and situation (Adam and Kamuzora, 2008). This method was employed because it involves selection of employees that were judged as appropriate for the given study. Therefore, the study purposively used this procedure for head of departments and the representatives of management at Kinondoni Municipal Council.

3.3.2.2 Stratified Sampling Technique

If a population from which a sample is to be drawn does not constitute homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample (Kothari, 2007). Stratified random sampling is a sampling technique whereby the total population is divided into different groups or layers before selection of the representatives (Adam & Kamuzora, 2008).

Each group or layer is commonly known as a stratum. This is to ensure representation of all members of the population. Those elements having similar characteristics are grouped into the same stratum. This is more important when the population from which a sample is drawn has different characteristics. It results in more reliable and detailed information. Increasing a sample's efficiency and providing data for analyzing the various sub-populations.

In the sampling technique of this study, it was shown that the respondents were divided into two parts namely operational employees and the heads of departments and informants from the management at Kinondoni Municipal Council. In this technique, there were two strata. From these strata, the simple random sampling was employed to obtain respondents.

3.3.2.3 Simple Random Sampling Technique

Krinshaswami (2002) defines sampling as the process of drawing a sample from a large population. Therefore, it is a process of obtaining the number of elements to infer a large population. Simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Adam & Kamuzora, 2008).

This method gave each employee an equal and independent chance of being selected. This technique is appropriate where the sampling frame is not too large and each unit is easily accessible (White, 2002). The drivers at Kinondoni Municipal council were selected using this technique. It is also good when the population is made up of members of similar characteristics, as the size of random sample depends on the homogeneity (Shaughnessy et al, 2000). It is easier to apply. It is also easy to compute the amount of sampling error associated to it. Under simple random sampling, bias is generally eliminated and the sampling error can be estimated (Kothari, 2009).

3.4 Data Source and Data Collection Methods

For the purpose of collecting reliable and detailed data, the researcher employed various methods of data collection, which are; questionnaire and interview for primary

data. Documentary analysis method was applied for the purpose of obtaining secondary data.

3.4.1 Questionnaire

White (2002) defined questionnaire as a series of questions, each one providing a number of alternative answers from which the respondents can choose. It is a technique of data collection where each person is asked to respond to the same set of questions in a predetermined order (Sounders, 2000). Data were obtained through a set of questionnaire that was drawn up to meet the objectives of study.

The key factor in the constrictions of questionnaire was to get data that basing on the objectives of study. Properly constructed questionnaires both in English and Swahili language as attached in the appendix were prepared by the researcher and distributed to the heads of each cluster, principals and senior officers and other employees. The seasons why the researcher used this method were: to secure more data in relation to the problem studied, to give sample time to the respondents to give accurate information and it was easy to monitor the respondents so as to give accurate information.

3.4.2 Interview

Interview is one of the major methods of primary data collection. It may be defined as a two-way systematic conversation between an investigator and an informant, initiated for obtaining information relevant to a specific study (Mbwambo et al., 2011). This aims at gathering deep knowledge on the respondents' view on the studied phenomenon. This is one of the important techniques that is employed to collect

information. This involves the oral or vocal questioning technique or discussion. It involved the face-to-face interaction. The researcher becomes an interviewer and the respondents from the sample an interview.

3.4.3 Documentary Analysis

This is the method of collecting data from documentary source such as reports, diaries, medical report, diaries, academic information and official documents. The secondary data were the ones of the cheapest to obtain. Published and non-published materials, employee's files and their curriculum vitae were consulted.

3.5 Data Analysis Procedures

Mbwambo et al, (2011) defined data analysis as a practice in which raw data are recorded, ordered and organized so that useful information can be extracted from it. The process of organizing and thinking about data is key to understanding what data do and do not contain.

Quantitative data were analyzed through SPSS version 16.0. The data from questionnaires were converted into numbers for each value. This is the creation of code book prior to data entry. The Data were entered directly into a prepared code book for analysis and were then commanded for analysis in terms of descriptive statistics and frequency to get outputs for closed ended nature of questions from the interview schedules.

3.6 Data Validity and Reliability

3.6.1 Validity

Saunders et al (2009) is concerned with whether the findings are really about what they appear to be about. It is the relationship between two variables. Kothari (2009) adds that, validity is the degree to which an instruments measure what it is supposed to measure.

An expansion of the meaning validity is given by Kombo & Tromp (2006) as the accuracy or meaningfulness and technical soundness of the research. It is measure of how well a test measure what it was supposed to measure. In order to test the validity of the data collection instruments, the researcher conducted a pilot study, the aim for the pilot study was to get information from informants that's enables the researcher to modify and improve research instruments.

3.6.2 Reliability

V. Kothari (2014) provides a definition of reliability as the degree to which an instrument measures what it is supposed to measures. In order to ensure that the results are reliable. The same sets of question were asked. Therefore, since all informants were interviewed separately, subject bias was controlled to a large extent. The language used in question was well known to the respondent. The Cronbach's alpha was used to measure reliability.

3.7 Ethical Consideration

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

CHAPTER FOUR

ANALYSIS,PRESENTATION AND DISCUSSIONS

4.1 Introduction

The focus of this chapter is all about the findings in the course of conducting the study essentially to uncovers the reality in relation to effectiveness of training needs analysis in Kinondoni Municipal Council (KMC) through the use of the methods and strategies as mentioned in chapter three. The analysis is based on data collected to achieve the desired specific objectives which were: To examine the importance of Training Needs Assessment for employees in public organization. To analyze methods used to conduct TNA in public organization. To find out the challenges facing TNA in Public organization at Kinondoni Municipality.

The main purpose here is to give findings of the respondents from Kinondoni Municipality TNA. The data that were collected in the field are hereby presented in the form of figures and tables. It will cover the analysis of the respondent's characteristics and how they influence the training needs assessment, TNA's procedures and methods, its significance to the municipality and challenges facing the TNA program.

Moreover; the information presented here under are the results from the field, however they are in collaboration with other secondary literatures done by other earlier researchers and writers on TNA and the whole area of training and development in general.

4.2 Demographic Characteristics of the Respondent

4.2.1 Years of Work at Kinondoni Municipality

The research showed that; the respondents who participated in the research had varied years of work experience. The questionnaires and the interviews managed to accommodate employees with a long professional working experience and those who were still fresh to the organization. Thus about 39 (44%) respondents had been working with the Kinondoni Municipality for less than 10 years, 29 (33%) had worked with the same municipality for not more than 20 years, while 21 (23%) respondents have been working with the Municipality for more than 20 years as shown by Table 4.4 here under. However, the respondents' work experience referred to in this context excludes experience from other organizations where employees could have worked before joining the municipality.

Table 4.1: Years Spent in Working at Kinondoni Municipality

| S/N | Employees' Work experience | Frequency | Cumulative Percent (%) |
|--------------|----------------------------|-----------|------------------------|
| 1 | 0-10 Years | 39 | 44 |
| 2 | 10-20 Years | 29 | 33 |
| 3 | 20 Years and above | 21 | 23 |
| Total | | 89 | 100 |

Source: The Author; 2019

4.2.2 Gender

Data from the field indicated that, the respondents manage to return only 89 copies of questionnaire and interview sheets which means that, about 89 (89%) of the respondents participated in the study. Among them, male respondents were 57 (64%), while female respondents were 32 (37%) as shown by Table 4.1. On the other hand,

all the respondents were generally able to give their ideas to the best of their knowledge and experience capacity. The researcher is satisfied that the sample taken was the true representation of the whole population and that there was no gender bias whatever. The variation number between male and female could coincidentally be due to low questionnaire return rate and failure of some respondents especially female employees in filling the questionnaires.

Table 4.2: Gender of the Respondents

| SN | Gender | Frequency | Cumulative Percentage (%) |
|--------------|--------|-----------|---------------------------|
| 1 | Male | 57 | 64 |
| 2 | Female | 32 | 36 |
| Total | | 89 | 100 |

Source: The Author, 2019

4.2.3 Level of Education

The researcher found that, the employees from Kinondoni Municipality who participated in the study were of diverse academic disciplines under various levels. The range of education ranged from secondary primary level to Masters Level as indicated in the Table 4.3.

In detailed form, the data shows that about 3 (3%) of the respondents ended in adult education, 7 (8%) were secondary school leavers, 19 (21%) were at certificate level, 30 (34%) were at diploma level, 17 (19%) had reached advanced diploma and degree level, while 13 (15%) respondents had attained the level of master degree. None of the respondents had attained PhD level.

Table 4.3: Respondents' Level of Education

| S/N | Level of education | Frequency | Cumulative Percentage (%) |
|--------------|----------------------------------|-----------|---------------------------|
| 1 | Adult Education | 3 | 3 |
| 2 | Secondary Education | 7 | 8 |
| 3 | Certificate Level | 19 | 21 |
| 4 | Ordinary Diploma | 30 | 34 |
| 5 | Advanced Diploma/Bachelor Degree | 17 | 19 |
| 6 | Masters Degree | 13 | 15 |
| 7 | PhD | - | - |
| Total | | 89 | 100 |

Source: The Author; 2019

4.2.4 Working Position of the respondents

The respondents who participate in the study through questionnaire and interview methods represented various working position from the municipality. Thus about 7 (8%) of the respondents were working in the management level, 29(32%) were in the middle level, almost heads and deputy heads of the departments and units while 53 (60%) respondents were working at operational level as shown by table 4.4 below.

Table 4.4: Respondents Working Positions

| S/N | Respondents' Working Position | Frequency | Cumulative Percentage % |
|--------------|-------------------------------|-----------|-------------------------|
| 1 | Managerial Position | 7 | 8 |
| 2 | Middle Level Management | 29 | 32 |
| 3 | Operational Level | 53 | 60 |
| Total | | 89 | 100 |

Source: The Author; 2019

4.2.5 Age of the Respondents

About 11 (12%) of the respondents were between 20 -30 years, 42 (47%) respondents were between 30-40, 27 (30%) respondents were between 40-50 years while only 9 (10%) respondents were 50 years and above as shown on Table 4.5. These results show that Kinondoni municipality has good number of employees who are of middle age, and who are still competitive and energetic to fill the development pipeline of the municipality. However, the younger and the middle aged combined together produce a larger group as compared to the aged employees. Moreover, such differences in respondents' age have great implication on the study based on their experience and know ability on the theme under investigation.

Table 4.5: Ages of the Respondents

| S/N | Age Group | Frequency | Cumulative Percentage (%) |
|--------------|--------------|-----------|---------------------------|
| 1 | 20-30 | 11 | 12 |
| 2 | 30-40 | 42 | 47 |
| 3 | 40-50 | 27 | 30 |
| 4 | 50 and Above | 9 | 10 |
| Total | | 89 | 100 |

Source: The Author, 2019

4.3 The Importance of Training Needs Assessment for Employees in Public Sector

The research found that, about 70 (71%) of the respondents acknowledge that, TNA is of great importance in Kinondoni Municipality. This means that most of the employees within the KMC are aware of TNA program; it was only 19(20%) respondents who were unaware of the TNA program as indicated by Table 4.6.

Table 4.6: Employees' Awareness on Training Needs Analysis at Kinondoni Municipal Council

| S/N | TNA' Awareness | Frequency | Percentage |
|-------|----------------|-----------|------------|
| 1 | Awareness | 70 | 71 |
| 2 | Unawareness | 19 | 20 |
| Total | 2 | 89 | 91 |

Source: The Author, 2019

The importance of TNA within the municipality was seen under different perspectives as explained below.

4.3.1 Reduction of Municipality's Employees Obsolescence

The research revealed that, TNA do help employees to overcome their deficiency in terms of knowledge, skills and attitudes, which when are identified by TNA, they are normally addressed through training either in service training or out of service training. In this respect, about 59 (66%) informants asserted that, the program has managed to reduce employees' obsolescence in various skills within the municipality, by enabling them to advance in terms of their careers. This is in line with Prasad (2007) who argued that: *a sound training after TNA enlarges the knowledge and skills of the participants. Therefore, well trained employees can grow faster in their career. Training prevents obsolescence of knowledge and skills.* It is also supported by Selden et al., (2002) in their paper on *Examining Training in Large Municipalities: Linking Individual and Organizational Training Needs* which showed that an organization, like an individual, has its own training structure based on its needs and the skills of its workforce.

The training structure for an organization is made up of its employees, who bring their own training structures. Employees fill the layers within an organization; the organization needs to be aware of an employee's current level of need and train him or her accordingly. The organization must also consider how the different needs and skills of its employees fit within the overall needs and mission of the organization. An organization that works to train all employees' at the most basic level can then shift resources to other areas of training the organization needs to prosper. Furthermore, an organization must reconcile the obligation of meeting the training needs of its individual employees with its responsibility to develop an organizational training structure that suits its overall needs.

4.3.2 Reduction of Municipality's Outsourcing/External Consultation

It's clear and evident that, when an organization is lacking some specialists in various areas of key competency such as auditing, Information Technology but few to mention, it normally relies on outsourcing those activities to other private companies to do on behalf of them referring the work to consultants for verification and approval on payment basis. This research has shown that KMC previously depended much on outsourcing some activities to external companies and consultant such as quantity surveyor, land surveyor, information and communication technology (ICT), advocates and auditing works.

However, with the introduction of TNA basing on Open Performance Review and Appraisal System (OPRAS), a number of employees have undergone comprehensive training in which currently they have covered those works, which were previously being outsourced. As a result, it has minimized the municipal expenditures in

outsourcing activities. This is also supported by Gupta (2010) that trained employees make more economical use of the funds, materials and machinery. Reduction in wastage and spoilage together with the increase in productivity help in minimize cost of production per unit and services. Maintenance cost is also reduced due to few machine or device breakdown and better handling of equipment's. Thus organization's capacity can be put to the optimum use.

4.3.3 Increase in Employees' Performance

Training helps to improve the level of performance (Gupta, 2010). During the study, most of the heads of the department at KMC in interview with the researcher highly related the increase of the municipal performance as the result of training accrued after yearly TNA program. They add that: "*Trained employees perform better by using better methods of work and the working tools, training increases skills for doing a job in a better way*". This means that TNA do open doors for employees training which in turn do play active role in increasing the performance of employees within the organization. Though an employee can learn many things while he/she is put on a job, he/she can do much better if he/she learns how to do the job. This has becomes more important especially within the current context of technological changes because the old method of working may not be relevant.

Under such circumstances, training aided by TNA have been of great significance in addressing skills gaps so as to increase performance. Similarly, Findings from Ghana and Tanzania show that the Management in most organizations strongly believes that it is in their corporate interest to attract train and retain the best professionals.

Experiences from Ghana show that training is used as a management tool for developing skills and knowledge (Manu, 2004). It is also used as a means of increasing employees and ultimately an organizations performance in terms of efficiency, effectiveness and productivity.

4.3.4 Increase in Work Morale

Proper TNA followed by relevant training can develop positive attitudes among employees. About 52 (58%) respondents revealed that although TNA followed by training increases job morale, it was not the case at KMC. This is due to the reason that, about 55% respondents argued that, they have no high morale with their job because there are many factors that increase job morale and among them is salary level, working condition, career advancement, job satisfaction but few to mention.

They argued that, those who receive training and being subjected to promotion and increase in salary level have more job morale than those who went for training but they have not been promoted and they are still on the same salary scale. Such finds are very challenging as they contradicts Gupta (2010), who established that training reduces employee grievances because opportunities for internal promotion are available for well trained employees.

This implies that TNA assessment will prove very fruitful while other factors such as promotion opportunities, working environment and facilities, salary level are affected by the received training, as supported by Prasad (2007) that, TNA should help people to develop for promotion to higher posts and to develop future managers.

4.3.5 Reduction in Customer Complaints

TNA within the municipality has to large extent reduced customer complaints that come to the municipality to seek various services. This research found that those employees who were previously being complained by low performance by the customers after have been trained they have improved their daily performance to about 70% leading to the customer satisfactions and thus it has increased the number of customers to the municipality.

This was evidenced by the respondents at recording keeping section who prove to the researcher that, there has been a reduction of complaining letters especially from primary and secondary school teachers who previously were complaining on the poor service from the municipality particularly on issues transfers, holidays, payments, reallocation which were delaying to be answered. This is due to the fact that the formal training which employees from the human resource and education department have been highly standardized and taught to the employees.

And this has reflected the directives from Management Standards Checklist (MSC) for the Public Service which directed the public sectors to authorize and train staffs to deal with complaints. It is added that "*At least one staff member has a job description making him/her responsible for complaints handling; Establish Customer Care Teams; Equip the organization to deal with complaints. Complaints unit has to have telephone internet connection, and complaints register forms*" (URT, 2011).

Thus uniformity of work methods and procedures has helped to improve the quality of services to the customers. Trained employees are less likely to make operational mistakes (Prassad, 2007).

4.4 Methods for Conducting Training Needs Assessments in Public Organization: Kinondoni Municipality

Gupta (2010), once said that in order for employees training and development to be effective and efficient; all training activities must be related to the specific needs of the organization and the individual employees. This implies that, a training program should be launched only after the training needs (TNA) are assessed clearly and specifically.

The effectiveness of training program can be judged only with the help of TNA in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified by TNA. Thus organizational analysis examines where training and development is needed in the organization and under what conditions the training will be conducted (Brown, 2010). It identifies the knowledge, skills, and abilities that employees will need for the future, as the organization and their jobs evolve or change.

Despite the fact that, there are many methods of identifying employee training needs by many organizations and in special way in the public sector; the research has found that, KMC do use Open Performance Review and Appraisal System (OPRAS) to conduct employees' TNA.

A new innovation for managing individual performance in the public service institutions was the introduction of the Open Performance Review and Appraisal System (OPRAS) in 2004 (Bana, 2005). This is a distinctive tool in the history of Human Resource Management (HRM) in the Tanzanian public service. The OPRAS is one of the major tools that are critical to the adoption and nurturing of the

performance management culture in the public Service. The tool, which aligns the objectives of the individual officer with that of the department/division/ unit/section to the objectives of the organization in all public service institutions. The OPRAS replaced the Closed Annual Confidential Report System (CACRS), which was used before in order to assess the performance of employees in the public service institutions. It is an open, formal, and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals (Johnsen, 2000).

The OPRAS requires all public servants and their managers to develop their personal objectives based on strategic planning process and the organizations' respective service delivery targets. To develop the individual performance plan both the supervisor and subordinate have to agree on performance objectives, performance targets, performance criteria and required resources in order to achieve the set targets and objectives. Moreover, there must be Mid-Year Review (MYR), which is important in order to keep track of the employee-cum appraisee's progress in terms of meeting the annual personal objectives and to identify the resources needs that will be required to carry out the remaining six-month plan.

These changes in appraising performance of Public employees are in line with Public Service Management and Employment Policy (PSMEP) of 1998 and the Public Service Act No. 8 of 2002, which both emphasizes on institutionalization of result oriented management and meritocratic principles in the Public Service. Introduction of OPRAS is a key part of the Government's commitment to improve performance and

service delivery to the public. It is a key accountability instrument for individual employees that emphasize the importance of participation, ownership and transparency through involving employees in objectives setting, implementing, monitoring and performance reviewing process. This way there is continuous communication between supervisors and employees; and understanding on the linkage between organizational objectives and individual. About 2,500 public servants were trained on the use of OPRAS from the year 2004 to 2008.

Like the private sector, public sector organizations around the world face pressure to improve service quality, lower their costs, become more accountable, customer focused and responsive to stakeholders' needs. And at another side to ensure every Individual is contributing to 2025 vision MDAs.

Consequently; the KMC do use OPRAS as a main determinant in TNA assessment. The results are the main criteria for employees in job of out of the job training as it is directed by the Management Standards Checklist (MSC) for the Public Service **that** “*Training plans must be linked to employee performance appraisal results based on OPRAS*” (*URT, 2011*). Additionally it is argued that the government institutions must conduct organization wide TNA every 5 years; undertake TNA whenever there is change of structure; organizational focus, perceived need to solve problems through training; and use TNA results to develop and review 5 years and annual training plans.

According to Gibson (2004), appraisals are conducted for two major reasons: evaluation and feedback. When used for evaluation, the appraisal provides input for decisions on promotions, transfers, demotions, terminations, and compensation (salary increases). When used for feedback purposes, the appraisal focuses on the

development of the individual, including the identification of coaching and training needs. The job analysis process determines standards of performance, which are clearly communicated to the employees and used as the basis of evaluation in the performance appraisal process.

On the other hand most of the respondents especially heads of departments (HoD) credited the use of OPRAS as a main criteria in TNA due to the fact that, it is easy to predict the future of the organization in terms of employees' skills and competencies as well as helping to determine current performance level in relation to future targets and goals.

Individual Analysis targets individual employees and how they perform in their jobs (Brown, 2010). Using information or data from an employee's performance review in determining training program needs is the most common method. If an employee's review reveals deficiencies, training can be designed to help the employee meet the performance standard. Employees can also be surveyed, interviewed, or tested to determine their training needs. They can indicate problems they have or provide recommendations to solve problems. These interviews are conducted on an individual basis or in a group setting. Moreover, TNA at KMC is done on regular and systematic two times within each year. However, the same respondents did not hesitate to comment that the use OPRAS is cost full and time consuming.

4.5 Training and Development Methods after TNA at Kinondoni Municipality

Training and developments methods are means of attaining the desired objectives in a learning situation within an organization (Gupta, 2010). After identifying the needs of employees' training and development through TNA, organization can go for searching

training and development methods that will satisfy these needs. The research revealed that KMC have two methods that are used to address employee training and development immediately after TNA. These are on the job training (In-service training) and off job training (out of service training). It was revealed that each of these training and development methods predominantly targets on developing particular skills set though other skills may also develop to some extent in this process.

Empirical findings from a study done by Ngirwa (2006) in Tanzania reveals that organization which desire to maintain or improve their competitive edge in today's dynamic world require a well-trained and developed staff for an effective and efficient provision of quality product and services to their customers to occur. Staff training intervention in Tanzania has usually involved organizing intensive short, medium and long-term customer-tailored staff development programs at internal and other external training institutions locally and abroad (TRA, 2011). The employees' training and development methods used by KMC are detailed explained below.

4.5.1 On-the-Job Training and Development

On-the-job training and development is the most common in organizations of any type or size and it normally covers categories of employees. It involves '*learning by doing itself*' because the trainee learns by observing and handling the job (*Prasad, 2007*). In this method, the trainees learn while he/she is actually engaged in doing the job. This engagement may be on a specific job or there may be job rotation. For operatives who are engaged in routine and repetitive job, on-job-training is the most important tool. Initially, an operative requires the help of a trainer to learn how he/she should proceed

in the job performance. According to Gupta (2010), On-the-Job training implies a method of training where the trainee is placed on a regular job and taught the skills necessary to perform it.

The research acknowledged the KMC to have conducted various training and development courses covering various disciplines from 2007 to 2013 as shown on Table 4.7. Responding to the researcher through an interview with the Municipal's Human Resource Managers said that "*all those on-the-job training were done as the result of annual OPRAS, which revealed the need of those training as the means of enhancing the employees performance and effective ability to deliver services to the public, as well as part of employees' career development and advancement*".

Table 4.7: The Institutional Training Process at Kinondoni Municipality

| Type of Training | Year | Department | Employees who Participated |
|--|------|---|--|
| i. Examination Setting and Marking ii. Environment Management | 2007 | Education Social Work | Teachers Social Workers |
| i. Administrative Law ii. Health and Environment | 2009 | Human Resource and Administration Social Work | Legal Officers Social Workers |
| Office Management-management and maintenance of office equipment | 2009 | All departments | Records, clerical officers, secretaries and office attendants |
| Education Policy | 2010 | Education Department | Teachers and Education Officers |
| i. OSHA ii. Curriculum Review iii. Auditing and Report Writing | 2011 | All of Departments Finance and Accounts Departments | /Heads of Departments and Legal Officers Finance and Accounts Departments |
| i. Tort Law ii. Curriculum Review iii. Tall Accounting | 2012 | Legal Education Department Finance and Accounts Departments | Legal Officers Education Officers Finance and Accounts Departments |
| i. ICT-e-governance ii. Malaria Protection | 2013 | Human Resource and Administration Social Work | Administrative and Human resource Officers Social Work |

Source: The Author; 2019

It was further revealed that, there are number of methods which are employed by the municipality in carrying out training courses as depicted by the performance management system (OPRAS). These are as shown below.

(i) Coaching

This is learning through on-the-job experience (Prasad, 2007). A manager can learn when he/she is put on a specific job where can develop skills for doing the job in a better way over the period of time. It involves direct personal instructions and guidance usually with the demonstration and continuous critical evaluation and correction. In understudy method, the trainee works normally as assistant under the direction and supervision of a person. Coaching has been a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

The researcher found that, the KMC do use coaching or understudy as part of employees' on-the-job training especially for the new employees so as to enable them to gain experience knowledge and familiarity with the daily works within the respective departments as a way forward to enhance the performance of the municipality. It was further seen that coaching are also used when there is adoption of new technology or devices within the municipality where it seems to be new to most of the employees.

Various literatures have acknowledged that, coaching methods offers a number of advantages as it provides an opportunity to a trainee to develop oneself even if formal

management development programmes are not undertaken within the organization (Robbins and Decenzo, 2009). However, one of the main drawbacks is that; trainers' style of working, which may not necessarily be suitable or objective, percolate in the trainee. Therefore, if this method is relied heavily, there is a chance for the development of organizational traditionalism, which works as a resistant to change. Furthermore, the trainer may be preoccupied with his/her work and he/she may not be able to give sufficient time to the trainee concerned (Cedar, 2000).

(ii) Job Instruction

This refers to the training provided with a view to increase the knowledge and skills of an employee for improving performance on the job. Employees may be taught the correct methods of handling equipment and machines used in the job. Such trainings help to reduce accidents, waste and inefficiency in the performance of the job. The research evidences the use of this method in the scoped area of the study particularly on the department of land survey.

(iii) Apprenticeship

Apprenticeship is one of the oldest and the most commonly used method especially when proficiency in a job is the result of a relative long period of training (Prasad, 2007). The research found that the areas in KMC which do use apprenticeship as part of in-the-job training are mechanics, printers, engraver, computer maintenance, electricians few to mention. In the apprenticeship training, a major part of training time is spent on the productive job. Each trainee is given a program of the assignments according to a predetermined schedule, which provides training in the concerned task.

The basic advantage of apprenticeship training is that, the organization can build a pool of technically trained personnel with much higher layout.

(iv) Job Rotation

This has been one of the most powerful forms of development, allowing learners to experience a broad range of managerial settings, cultures and challenges. Job rotation or channel method of development, involves movement of a manager from one job to another, from one plan to another plan on a planned basis (Agwarala, 2007). Such movement may be for a period ranging from six months to two years before a person is established in a particular job or department. In this case, the movement is not meant for transfer but is meant for learning the interdependence of various jobs so that the trainee can look at his job in broader perspective. Normally, job rotation is useful when it is undertaken in interdependent jobs or functions.

The research show that most of the Senior nurses and clinical officers working in the municipality's dispensaries and health centers do work on job rotation method before being specified in a permanent duty station. They are normally assigned to the municipal hospital-Mwananyamala on six month period as part of job rotation aiming at acquiring more skills, knowledge and experiences so that they can work properly in their respective dispensaries and health centers.

Job rotation as a means for management development offers certain positive contributions. It allows the managers to appreciate the intricacies involved in different jobs and how their own jobs are affected by such intricacies. This way, they can develop more cooperative approach to different functions in the organization. Further

managers may develop broader horizon and perspective of a generalist rather than the narrower horizon of specialists.

However, job rotation may have certain drawbacks, which must be taken care of while designing such a policy. It may create confusion in the mind of trainee and he/she may not be able to understand the rationale of job rotation if not properly counseled. This may affect his/her performance as well as that of others with whom he/she works. Therefore; the trainees must understand the rationale behind job rotation and those moved to different jobs should be held to learn these thoroughly, view the change as an opportunity for a genuine learning experience.

(v) Mentoring

Mentoring is the technique for human resource development, which has entered the business field recently, but it has been in practice in the ancient world (Gupta, 2010). For example in the ancient world, Odysseus entrusted his friend named Mentor with the responsibility of his son Telemachus's education and development in his absence. The relationship between Telemachus and Mentor came to be known as mentoring. Since then, this term has been used to denote development of human beings. The literal meaning of mentoring is to provide wide counseling.

During the interview with the human resource manager and heads of department, the researcher reveled that, mentoring is provided to various cadres of employees at KMC. Mentoring services are specifically provided to those HIV/AIDS patient, those with family problems, new employees as well as those who are to be transferred from one post to another especially secondary and primary school teachers. In this way the

Human resource officers/manager and the heads of departments do act as a friend, philosopher and guide those employees that require mentoring so as to enable them to be comfortable with work for better performance of the municipality.

The important support is based on the emotional support, teaching, coaching, counseling and guiding so as to develop the whole personality of the employees. While organizational training takes care of knowledge base and skill set, mentoring complements this by taking care of the other aspects of the development of the mentee, in which if left unaddressed could affect employee's performance (Armstrong, 2006).

Moreover, it was reported that, training and development at the municipality are grouped in the basis of levels of personnel in an organization because three categories of employees—operational, supervisors or heads of departments and managerial have different training and development needs, and thus different training and development methods are suitable for them.

4.5.2 Out-of-the Job Training

Off-the-job training and development is a kind of supplement to on-the-job training and development (Prasad, 2007). Under this method, the trainee learns outside the job such as colleges, institutes and universities and devotes whole time in learning. In a dynamic environment where things change at a fast pace, new ways of doing things are required which cannot be generated by on-the-job training and development. Therefore, personnel are required to learn something away from their working place.

Generally, as an individual moves upward in organizational hierarchy, more learning is required through Off-the-job training and development. Therefore, there is a need for combining on-the-job and off-the-job training and development.

4.6 Challenges facing TNA at Kinondoni Municipality

The question about problems or challenges on TNA program was also asked to the employees, heads of department and the management. About 69(77%) of the employee agreed that the challenges that are facing TNA at Kinondoni Municipality are financial-budget deficit, unfair procedures for trainees' selection, employees' turnover, enmity/conflict between the management and the subordinates, bureaucracy, ageing and poor academic background and fear of the replacement and leadership interests. On the other hand about, about 10(23%) informants from different departments and the management argued that the current challenges facing TNA at Kinondoni Municipality are financial-budget deficit, employees' turnover, ageing and poor academic background, and fear of the replacement and leadership interests as indicated by Table 4.8.

Table 4.8: Challenges Facing TNA at Kinondoni Municipality

| S/N | Respondent's Cadre | Frequency | Percentage |
|--------------|---|-----------|------------|
| 1 | Employee (Operational level) | 69 | 77 |
| 2 | Heads of Department and Management Informants | 10 | 23 |
| Total | 2 | 89 | |

Source: The Author, 2019

The results on Table 4.8 implies that, 100% of all respondents from the afore mention cadres and who take part in the study argued with the contention that, there are number of problems facing the implementation of TNA in the municipality. This is due to the fact that TNA will be effective so long as the organization will be in position to act immediately after the program either through on-the-job training, off-the-job training, demotion, promotion or redundancy. Among those TNA's drawbacks at KMC are detailed explained in the next page:

4.6.1 Financial-Budget Deficit

Despite the facts that all government institutions are well directed by the government to *Have Medium Term Training and Development plan in place, covering both technical and managerial skills (URT, 2004)*; results from the field show that, an inadequate fund allocated by the government and the municipality for employees training and development is one of the factors which make the municipality to failing in realizing the rationale behind TNA program. This means that the municipality does conduct training and development for its employees depending on the amount of fund, which has been allocated for the training and development in each budgetary year. In many years the municipality has been experiencing budgetary deficit in area of employees training and development. Hence this is one among the factor that is contributing to the ineffectiveness of TNA at KMC.

The findings have corollation with Kihongo (2011) who did a study on the factors inhibiting effective staff training at the councils of Temeke Municipality and Kisarawe District in Tanzania. The study findings identified lack of proper training policies and programs, lack of or inadequate training fund allocation, lack of top

management commitment towards staff training, coupled with malpractices such as favoritism and staff training fragmentation as the main factors inhibiting effective staff training in the study area.

4.6.2 Unfair Procedures for Trainees' Selection

Gupta (2010) argued that, the need for training and development arises to maintain the match between employees' capability and the job requirement in terms of knowledge, skills and attitudes. The gap in match between employee characteristics and job requirements, either existing presently or likely to exist in future as depicted by TNA, indicates the need for training. However, data from the field showed that, the procedures for training and development are not fair enough; because some employees are sponsored quite often while others remain on the waiting list and other are not being considered at all. On respondents asserted that,

"Here selection to attend training favors those employees who are closely related to the Human resource (HR) departments and heads of other department. You can find one employee attaining short courses consequently, each year, while other are not considered, and some are denied of sponsorship"

This comment contradict with the statement given by the municipal HR manager during the interview with the researcher that:

"selection procedures for training purpose is basically dependent on the need and the availability of funds. Employees are sponsored based on the need of the municipal departments and when it happens that there is enough fund sponsorship, approval is based on early timing of applications. This

implies that the training needs and the available budget determine who should be given the first priority to undergo the training”.

It was also seen that, there are those who have been given permission for out-of-the-job training while the same time are not given holiday to concentrate on the studies. As a result they are doing their studies (training) through evening program which may not be effective in enabling the trainee to acquire the required skills, knowledge and attitudes.

4.6.3 Employees' Turnover

The research found that, KMC has tirelessly been trying to foster training and development as depicted by TNA program to its employees so as to enable the municipality to perform as expected. However, there is a challenge that is discouraging the program as some of the employees do quite from the municipality after receiving training, which was fully paid by the municipality. Nearly all the respondents from HR department and heads of the department raised this query.

One of the human resource officer comment that:

“Just imagine you may find that the municipality has trained an account to Certified Public Accountant (CPA) level, and the same employ instead of being proud for the municipal efforts to train him/her and thus work diligently for the municipality, the same person may quite either to the banks or other private organization. This means the municipality will again incur the costs of hiring and training another accountant”

However, there are many factors that accounts for employees' turnover within the organization such as working conditions, organizational policy, salary scale, lack of promotional opportunities, employees succession plans, poor management, but few to mention. Therefore the research did not manage to establish if employees turnover are solely caused after employees receive training or could be amounted to other factors.

This is also a gap, which future researchers and the municipality need to take into consideration to uncover it. However, a study by Selden et al., (2012) on *Examining Training in Large Municipalities: Linking Individual and Organizational Training Needs revealed that; training* in United States of America (USA) showed that training and development may also help governments attract and retain workers in an increasingly competitive job market.

4.6.4 Enemy/Conflict between the Management and the Subordinates

The process of training and development resulted from TNA program within KMC has been viewed to be problematic between the employees and the management as 31% of the respondents comment that, it uses to create enmity and create conflict of interest between management, heads of department and departmental employees. This due to the reason that during the time for selecting employees for either in-the-job or out-the-job training, those employees who find themselves not being selected, and despite the fact that there may be concrete reason for not selecting them, do develop enmity with the respected bosses claiming the selection process to be unfair for them. On the other hand it was found that, the municipality does try the best to educate them through mentoring and coaching so as to clear the differences.

4.6.5 Bureaucracy

Braathen, et al., (2005), argued that, “*the level of bureaucracy within government departments, is considered to be high due to high level of complaints from public servants*”. The researcher found that some of the public employees are not undergoing training and development programs, even if they may be recommended by the TNA because of the bureaucratic delays in sponsorship and permission to join various training institutions.

For example; during the study three respondents one from the education department and one from accounts department said that they were not given permission to go for training because they had not served the required three years in the municipal. The other two respondents one from community health department and the other from the education department said that, they have not gone for training because their efforts to obtain sponsorship from the municipality was not very successful. The researcher asked them if they were aware of the training programs and procedures for selection and permission and they failed to provide proper answer. They showed a certain degree of ignorance especially on the procedures, the researcher wondered how others managed to go for training due to unclear training programs and procedures as well as bureaucratic nature of the government system where senior officials recommended and permit individuals for training

A study made on manpower training and development in the Nigerian public service by Okotoni and Erero (2009); Provide an example of factors hinder effective training programs elsewhere, the report reveals that, the importance and significance of training and development to organizational development has no doubt been

recognized in the Nigerian public services. However, it is confronted with a number of problems. Some of the problems include the following the absence of systematic training despite the various reforms that emphasize it since late 1960s.

4.6.6 Fear of the Replacement and Leadership Interests

The study also showed that, some employees at KMC are not interested to go for further training especially off-the-job training fearing to be replaced on their current posts and loose some immediate income and other fringe benefits. Supporting this finding, one respondent said that, “*some of the employees especially in sensitive positions are very reluctant when comes the issue of long term training, only because they think that they will be replaced and once they finish the training they will be relocated to other positions*”. This is a contributing challenge not only to KMC but also to other public organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusion and recommendations, which stands as policy implication of the study. The study intended to assess the effectiveness of Employees' Training Needs assessment at Kinondoni Municipality. It was an attempt to answer the following questions: What is the importance of conducting Training Needs Assessment for employees in public organization? What are the methods used to identify Training Needs in Kinondoni municipality? And lastly challenges facing TNA in Kinondoni Municipality.

5.2 Summary

Human resources are the most valuable resources for any organization. This is because of their ability to make an organization unique and hence competitive so long as it is human resource that creates value to an organization (Agwarala, 2007). What makes employees able to offer uniqueness to organization is their knowledge, skills, attitudes and aptitudes. This knowledge need to be nourished and polished from time to time. Training is among the major ways to do so.

The research showed that, TNA has been a great achievement in the performance of the municipality. However, shortage of funds and unclear training program to some employees as mentioned by other researchers are not the only factors that limit some trainings and development for some employees within Kinondoni Municipal Council.

On the other hand, there are also other social factors that limit employees' training and development such as family responsibility, office responsibility, low educational background and age limit of some employees that also accounts towards inhabitation of training to some employees.

The municipal training program is not clear to all employees something that can also be contributing in constraining the effectiveness of TNA and training program. Training responsibility seem to be left solely to HR departments and HoD's. This has amounted other HoD's to allocate funds for training without having a comprehensive TNA and fair selection based on employees skills and knowledge gaps.

Absence of a learning culture, employee reluctance in training and development, low educational background, age limit, and unclear training program are another factor inhibiting effectiveness of TNA, training and development. Some employees in the public institutions are very reluctant to study and the management does not play a big role in developing and fostering a learning culture and turning the organizations to be learning organizations,

5.3 Conclusion

Human resource development has in recent years become the focus attention of planners, policy makers and administrators. Human resource development has been a key functional area and a process of increasing knowledge, skills and capacities of people. It is important not only for an enterprise, public organizations but also for a nation to develop its human resources. The efficiency and effectiveness of an organization depends on how capable its employees are and how effectively they are

utilized for achieving organizational strategic goals and objectives. Capabilities of an employee depend on how much skills he/she has developed.

Need for training and development arises to maintain the match between employee's capabilities and job requirements in terms of knowledge's, skills and attitudes. The gap in match between employee characteristics and job requirements, either existing presently or likely to exist in the future, indicates the need of training. In training the changing business environment, job requirements are changing dramatically. Similarly, employees move upward in organization hierarchy. This phenomenon also results into mismatch between employees and job requirements. Therefore, identification of training and development needs through TNA is a necessary prequiresite (Prasad, 2007).

TNA enables the organization to contribute to the training and development of a organization's human capital, through its influence on education policies and systems and training by public training institutions, to better serve the public needs. It also enables it to influence employers in regard to the need for them to invest more in training and employee development, which employers should recognize as one key to their competitiveness in the future. Training and development compassed by TNA is an important source of knowledge provided the organization can deliver relevant quality Services (Issa, 2009). A well -designed training and development system empowered by TNA contributes to a public organization's performance by ensuring that employees have the knowledge and skills they need to meet the demands of their current and future jobs (Selden et al., 2012).

Conclusively; it can be seen that; the rationale for developing a training needs assessment relies heavily on identifying employees training and development needs, and justifying the costs and benefits to the organization. Without a clear understanding of needs, training efforts are at best randomly useful and at worst, useless. The trainer will only be successful and perceived as such to the extent that needs are carefully assessed, and programs developed and carried out that meet those needs. The end result is a more precise picture of training and development needs, which can lead to a performance improvement, oriented training program and better results from training.

In this way TNA can be realized at individual and organizational level.

5.4 Recommendation

In view of the research findings; the researcher has managed to make the following recommendations, as to attain the effectiveness and efficient for employees' TNA and specifically training and development in municipalities in Tanzania. These are as follows:

- (i) KMC should make sure there is an improvement on the employees understanding of training and development. To enable equity in employees' selection for training and development, there should be worker's representatives especially workers council so as to make management realize equity and the availability of sufficient resources for training and development. On the part of the municipality, there should be a Human Resource Training Committee to determine the human resource training needs of the municipality and design training program packages. Other responsibilities must cover among others training, assessment of TNA results, coordination, supervision and well as training evaluation.

- (ii) Moreover, the Prime Minister's Office-Regional Authority and Local Government (PMO-RALG) should prepare written training and development policy which will be different from that of President Office-Public Service Management (PO-PSM) to be used only for RALG employees. The policy should regulate TNA, training and development, and ensure that there are adequate funds allocated for training and development in local authorities, so that financial constraint can no longer be mentioned as an obstacle for training and development
- (iii) There is also a need of fostering a learning culture within the municipality in the public sector where management and employees should work together and encourage each other on the importance of TNA, training and development.
- (iv) OPRAS: Effective employee performance appraisal is a useful tool for monitoring individual performance. Moreover, the appraisal system which provides the opportunity for dialogue between the appraisal and the appraised is more likely to improve performance than a system of staff appraisal which is closed and unilateral. A new change innovation in an organization, if not thought of well is more likely to generate supporters and believers than skeptics and doubting than supporters and believers. There may be leaders and staff who may not support new innovations. Continuous effort is required to bring the skeptics and doubters on board.

Lastly, meaningful performance appraisal should also provide a means to recognize and reward good performance as well as to manage under-performance. Recognition

or reward for performance, including Performance Related Pay (PRP), salary progression guided by performance or non-pay reward system should be used as positive reinforcements in order to enable employee buy into the imperatives of OPRAS.

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APPENDICES

Appendix I: Questionnaire-Administrators and Heads of Departments

My name is Kassim H. Kazi, a postgraduate student from The Open University of Tanzania. I am conducting a research on **the effectiveness of employee Training Need Assessment in Public Organization in Tanzania in reference to Kinondoni Municipality-Dar es Salaam**. This research is being undertaken as a partial fulfillment for the award of a degree on Masters of Human Resource Management by the affore mentioned University above. You're highly assured that, the information you provide will be kept confidential and used for the intended purpose only. Thus feel free to express your opinion pertained to the study.

A. Guidelines

- (i) Please provide your answer in the space provided.
- (ii) Kindly answer the question clearly and honestly.

B: Respondents General Information

1. Name of Respondent _____
2. Age of Respondent _____

Please Put (tick mark) where necessary

3. Lever of Education

| | |
|-----------------------|----------|
| (i) Primary education | () |
| (ii) Adult education | () |

- (iii) Certificate Level ()
- (iv) Diploma ()
- (v) Advanced Diploma/Degree ()
- (vi) Masters Level ()
- (vii) PhD ()

4. Working

Position.....

5. For how long have you been working within the Municipality?

.....

B: Importance of Training Needs Assessment (TNA) for employees in public organization.

1. (a) Does TNA exist in your department/organization?

- (i) Yes ()
- (ii) No ()

(b) If yes,

(i) How does it being conducted?

.....

.....

(ii) When is it being conducted

- Annually ()
- Semiannually ()

- Periodically ()

(iii) Why it is conducted or what is its advantage?

- To an Employee
-
.....

- To the Municipality
-
.....

(c) Since when did TNA started?

.....
.....

2. Which are the main issue in Operating activities which necessitated the emergence of TNA.

| Need/Problem /Challenges | Tick Appropriate |
|----------------------------|------------------|
| Computer –ICT Software | |
| Procurement | |
| Payroll Software(EFIMAS) | |
| Office Management | |
| OPRAS | |
| System administrator tools | |
| Any others | |

3. Which improvement has been archived since the Introduction of TNA?

.....
.....

4. (a) Is there any increase in performance /productivity by trained workers?

- (i) Yes ()
(ii) No ()

If YES/NO; Please Explain

.....
.....

5. (a) Does TNA help to retain trained employees?

- (i) Yes ()
(ii) No ()

(b) If YES, Explain how?

.....
.....

(c) If NO, Explain how?

.....
.....

(d) Does TNA help to reduce Turnover of employee?

If YES, Explain how?

.....
.....

If NO, explain how?

.....
.....

C: Analyze methods used to identify TNAs?

1. Which technique/Methods do you use/ apply to determine TNAs?

- (i) Pair wise Priorities Ranking ()
- (ii) OPRASS ()
- (iii) DED DECISION ()
- (iv) Annual General Meeting of LGA ()
- (v) O and OD ()
- (vi) Others ()

2. Why do you prefer to use that or those methods?

.....
.....

3. What is the Output/Outcome of the Methods used to identify TNAs?

- (i)

(ii)

(iii)

(iv)

4. Explain the strength and weakness of using that or those TNAs methods?

.....

.....

Appendix II: Employees-Kinondoni Municipal Council

My name is 'Kassim H. Kazi a postgraduate student from The Open University of Tanzania (OUT). I am conducting a research on **the effectiveness of Employee training need Assessment in Public Organization in Tanzania in reference to Kinondoni Municipality-Dar es Salaam**. This research is being undertaken as a partial fulfillment for the award of a degree on Masters of Human Resource Management by the affore mentioned University above. You're highly assured that, the information you provide will be kept confidential and used for the intended purpose only. Thus feel free to express your opinion pertained to the study.

A. Guidelines

- (iii) Please provide your answer in the space provided.
- (iv) Kindly answer the question clearly and honestly.

B: Respondents General Information

1. Name of Respondent _____

2. Age of Respondent _____

Please Put (tick mark) where necessary

3. Lever of Education

- | | |
|--------------------------|----------|
| (viii) Primary education | () |
| (ix) Adult education | () |
| (x) Certificate Level | () |
| (xi) Diploma | () |

- (xii) Advanced Diploma/Degree ()
- (xiii) Masters Level ()
- (xiv) PhD ()

4. Working

Position.....

5. For how long have you been working within the Municipality?

.....

C.Information on Training Needs Assessment (TNA)

6. Are you aware of any training program at your municipality?

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

7. Have you had any form of training since you joined the municipality?

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

8. Explain how selection process was conducted? Please specify.

.....
.....

9. What were the objectives of the training Needs Assessment (TNA)?

- a) To help improve performance ()
- b) To acquire more skills ()

c) To evaluate employees strengths and weaknesses on their skills and knowledge so as to plan on how to address them through training and development

()

10. What kind of training did you participate in? Please specify

.....
.....

11. What methods were used for the facilitation?

- a) Seminar ()
- b) On-the-job training ()
- c) Out-side-the job training ()
- d) Workshops ()

12. How the training is being evaluated in your municipality? Please specify.

.....
.....

13. Are you aware of existing employees training program at Kinondoni Municipality?

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

14. In your opinion, do you think training at your municipality is planned after Training Needs Assessment?

- a) Yes ()
- b) No ()
- c) Not sure ()

15. Are you motivated and satisfied with the training program of municipality?

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

16. In your opinion, do you think training has helped improve your performance since you joined the Municipality?

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

17. Has Training Needs Assessment offered you the opportunity to identify any potential you have for further training and development?

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

18. Have you ever been sponsored for further studies or personal training and development program?

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

Please specify the type sponsorship granted

.....
.....

19. Does Training Needs Assessment helps in your career development projections within the Municipality?

- a) Yes ()
b) No ()

20. Are you aware of any training and development projections for you as a result of Training Needs Assessment?

- a) Yes ()
b) No ()

21. Have you ever self sponsored yourself for further studies to acquire new skills, knowledge and abilities, while working in your municipality?

- a) Yes ()
b) No ()

22. What are the challenges facing Training Needs Assessment and Training and Development in general at your Municipality?

.....
.....

23. In case of any further information concerning the study, please write on the space provided below

THE END